Classroom Research for Effective Teaching & Learning

January 9th, 2019
Zayed University
Conference & Exhibition Center
Dubai, UAE
Welcome to the 4th Scholarship of Teaching and Learning Annual Conference, a dedicated educational assembly, which highly emphasizes classroom-based research to take higher education practices up-a-notch.

The conference held today, running under the Theme “Classroom Research for Effective Teaching,” redefines Education, which is best described as a progressive course of receiving or giving instructions, facts, information, and skills acquired through experience. Needless to say, teachers and students alike, opt for an appropriate enlightenment experience, gain knowledge and new principles that surges humanity towards refinement, social advancement, and windup deterioration.

Entering UAE’s recently declared ‘Year of Tolerance’ I realize the role Educators play in the overall educational progression. I acknowledge their consideration to share and gain effective transformative plans of teaching and view it as a form of tolerance in education. Trying to focus on students’ needs, face classroom challenges, and seek self-development to bring about change at a larger scale is a form of being tolerant.

Such conventions increase research productivity and place our educational entity on track towards a better future, to both students and teachers. It empowers a richer classroom environment, slopes the engagement and provides mandated outcomes, which had been sought by our wise leadership.

Nonetheless, and proudly proclaiming last year’s achievement, three Emirati Faculty members from Zayed University showcased during the 3rd Annual (SoTL) Conference, innovative applied studies to counter currently revolving traditional teaching practices. They all worked to emphasize the benefits of applying research upon students’ teaching strategies, such as project-based learning. Their research was based on student engagement and its interconnection to their daily behaviors, manners, and their interests.

Finally, I would like to thank all the participants, presenters and faculty members who joined us at the 4th Scholarship of Teaching and Learning Annual Conference. To share their research findings and further learn. Special thanks to the Center for Educational Innovation (CEI) for making all this a reality and shift us towards a better education journey.

Prof. Dr. Reyadh AlMehaideb
Vice-President
Zayed University, UAE
On behalf of the SoTL 2019 Conference Organizing Committee, it is my great pleasure to welcome you to the 4th Annual Conference of the Scholarship of Teaching and Learning at Zayed University, UAE.

Engaging in the Scholarship of Teaching and Learning (SoTL) is considered as the most effective and transformative method of teacher professional development at the higher education context. While as higher education faculty we practice scholarly teaching that is informed by the research of others, as active SoTL practitioners we inform our practice by the research that we conduct in our own classrooms. Because SoTL research is always contextualized, carried out in naturalistic environments, and focused at specific student needs, it is therefore always meaningful and when shared with others who are working in similar contexts and facing similar challenges in the classroom, it can be extremely powerful in developing individuals and bringing about change at a large scale by increasing the quality of teaching and learning in higher education institutions.

Today’s event features 38 oral presentations including 5 workshops focusing on conducting and disseminating research. Each presentation is a classroom-based inquiry with the ultimate aim to inform practice and promote evidence-based teaching. I hope that as a participant you will find the sessions informative and inspiring. The event also aims to bring academics from different disciplines and institutions together in an effort to promote collaborations in SoTL research. I hope that you take advantage of the networking opportunities at today’s event to meet with colleagues and discuss future research projects in SoTL.

Finally, I would like to thank the 53 presenters some of whom have travelled long distances to be with us today and share their research findings with all of us. Special thanks are also due to the Center for Educational Innovation (CEI) and Zayed University for sponsoring this event. Without their support, this event would not have been possible. Many thanks also to the CEI team for their help and support with the event logistics.

I wish you an enjoyable and stimulating conference.

Prof. Dr. Christina Gitsaki
Research Coordinator
Center for Educational Innovation
Zayed University, UAE
A university is many things. Depending on its particular mission and context, it may be a research center, a sports powerhouse, a space for social interaction, a real estate enterprise, a housing facility, a service provider, a fundraiser, or some combination of these. But whatever else it is, at its heart a university is a place of learning, and all of us associated with universities—regardless of our role—should therefore be intensely interested in learning. How does learning happen? Is it different for different people? Can we learn about learning? If we are interested in these questions, we should also be interested in teaching. What ways of teaching are effective? How can a teacher respond to the different learning styles present in any classroom? What are the best ways to use technology in teaching? Are there times when technology actually undermines learning? Is it possible for a good teacher to become a better teacher? The fact that we ask these questions means that we recognize the role of research in the craft of teaching. How will we develop answers to any of these questions, and the countless other questions that a committed teacher will ask about his or her work, if we don’t do some research? This is why this annual conference devoted to the scholarship of teaching and learning is so important. It goes right to the heart of the educational enterprise.

When I was a graduate student preparing to embark on an academic career, the amount of time spent specifically training young scholars to be effective teachers was exactly... zero. This may differ from discipline to discipline, of course, but the truth is that it was generally assumed that what you needed to embark on a university teaching career was a solid command of disciplinary knowledge and the ability, demonstrated by the production of a Master’s thesis or doctoral dissertation, to break new ground and produce new knowledge. I fear that it is still the case that very little is said to aspiring university faculty about the very activity that will consume the greatest amount of professional time for most of them. I have a great amount of respect and gratitude for faculty who are committed enough to their role as teachers to engage seriously in the scholarship of teaching and learning.

The development of the research university is one of the great achievements of human civilization. The world has benefited tremendously from the research that has been carried out at universities. But how many individual lives have been changed by an encounter with a great teacher, a teacher who understood that learning is a complex and personal process that can be made easier and longer-lasting by the teacher’s own effort to learn more about that process? It is impossible to calculate, but the number is enormous. And who knows? One of those learners who will benefit from your teaching may be the next prize-winning researcher.

How can we be better at what we do? Who wouldn’t want to do some research into that question? Congratulations on your commitment to your craft and thank you for your interest in this conference.

Dr. Michael Allen
Assistant Provost for Research
Office of Research, Zayed University, UAE

It is with great pleasure that I welcome you to the 4th Annual Scholarship of Teaching and Learning Conference that continues and builds upon a tradition of research into teaching and learning at Zayed University.

The Scholarship of Teaching and Learning (SoTL) is now internationally recognized as an important area of research that allows us as educators to inquire into our own practice and thus learn how to become better and improve our practice. SoTL provides a means to share that understanding with others through evidence and, in turn, to base our practice on evidence.

We can all recognize examples of good and even great teaching practice. However, until relatively recently few of us have documented our successes in scholarly ways or demonstrated through systematic research the impact our teaching practice is having on our students. Educators are now paying much closer attention to SoTL and this conference is evidence of that change.

A wide range of disciplinary interests are presented in this conference that all shares one common thread: Improving teaching through classroom research. It is rewarding to see the growth in conference participation, not only from UAE faculty but also from international scholars. Your contributions will add rich evidence to inform teaching and learning.

Sincerely,

Dr. Barbara Harold
Professor and Director,
Center for Educational Innovation
Zayed University, UAE
LIST OF PRESENTERS
**PRESENTERS**

<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
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<th>Session</th>
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**CONFERENCE PROGRAM**

**FOYER - 2ND FLOOR CONVENTION CENTER**

8:00 - 8:30: REGISTRATION DESK OPENS

8:30 - 9:30: BREAKFAST

**MULTIPURPOSE HALL 2ND FLOOR CONVENTION CENTER**

9:30 - 10:00: OPENING SESSION & CELEBRATION OF FELLOWSHIP Awardees

**CONCURRENT SESSIONS**

**ROOM A - 2ND FLOOR CONVENTION CENTER**

10:00 - 10:30: SESSION 1
An Improved Pedagogical Approach For Teaching Computer Programming
Fatima Alharbi & Sanaa Kaddoura

10:30 - 11:00: SESSION 5
A Learning Oriented Assessment That Develops Students’ Non-Technical Skills
Maurice Danaher & Anthony Rhodes

11:00 - 11:30: SESSION 9
Facilitating Student Engagement Through The Provision Of Clarification For Assessments
Matthew Nicho

11:30 - 12:00: SESSION 13
Almekhlafi Digital Interactive Content Model (ADIC)
Abdurrahman Ghaleb Almekhlafi

12:00 - 12:30: SESSION 17
Practical Pedagogy For Teaching An Information Technology Introductory Course
Sanaa Kaddoura & Fatima Alharbi

12:30 - 13:30: LUNCH BREAK @ THE FOYER - 2ND FLOOR CONVENTION CENTER

13:30 - 14:00: SESSION 21
An Experiential Learning Approach To Fostering Learner Autonomy Among Omani Students
Anita Teresa Boggu

14:00 - 14:30: SESSION 25
The Impact Of International Business Strategy Simulation Games On Student Engagement
Tim Rojomang & Wassem Abaza

14:30 - 15:00: SESSION 29
Innovative Peer Tutoring Methods To Enhance The Student Learning Experience
Vasila Al Khalidi

15:00 - 15:30: SESSION 33
Supporting Learning in Theoretical Courses Through Involvement in Laboratory Activities
Maisa El Gamal

15:30 - 16:00: COFFEE BREAK @ THE FOYER - 2ND FLOOR CONVENTION CENTER

**ROOM B - 2ND FLOOR CONVENTION CENTER**

10:00 - 10:30: SESSION 2
Using Students’ Questions To Guide Information Literacy Sessions
Jeff Verbee

10:30 - 11:00: SESSION 6
Videotaped Story Workshop Method Stimulating University Students’ Learning And Innovation
Ghada Al Murshidy & Enas Abdulbadeh

11:00 - 11:30: SESSION 10
Innovative Assessment Tools for Effective Language Learning: Learning Oriented Assessment
Hisham Alsaghibni

11:30 - 12:00: SESSION 14
Exploring Glocal Identity Construction Through Social Media-Based Project Work
Sarah Hopkins & Timothy Nicol

12:00 - 12:30: SESSION 18
Teaching Writing Through Modeling To Lower Level Students
Huda Jamal & Olga Spuskanyuk

12:30 - 13:30: LUNCH BREAK @ THE FOYER - 2ND FLOOR CONVENTION CENTER

13:30 - 14:00: SESSION 22
Effect Of Group And Individual Peer Feedback On L2 Writing
Ali Shehadeh

14:00 - 14:30: SESSION 26
Effects Of Written Corrective Feedback On Grammatical Accuracy: Evidence From Arab EFL Classrooms
Khaled Karm & Martin Endley

14:30 - 15:00: SESSION 30
Using A Corpus To Teach EAP Writing To Emirati Learners
Fatma Elshafie & Beth Wiens

15:00 - 15:30: SESSION 34
Developing Writing Skills In The Classroom: How To Construct A Single Mental Model From A Written Discourse?
Mohammad Amin Mozaher, Mostafa Shahiditarab & Mohammad Hossein Behnoud

15:30 - 16:00: COFFEE BREAK @ THE FOYER - 2ND FLOOR CONVENTION CENTER
### ROOM C - 2ND FLOOR CONVENTION CENTER

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Speaker(s)</th>
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<tbody>
<tr>
<td>10:00-10:30</td>
<td>SESSION 3: Using Academic Reading Circles To Assist Students Studying Content Courses In A Second Language</td>
<td>Zoe Hurley, Kirk Dowswell &amp; Michelle Antero</td>
</tr>
</tbody>
</table>
| 10:30-11:00   | SESSION 7: Boosting Creativity Through Group Presentations | Maher Bahoul  
| 11:00-11:30   | SESSION 11: The Quality of Prosodic Features in The EFL Classroom | Khalid Albadawi  
| 11:30-12:00   | SESSION 15: The Effect Of Mobile Learning On Learner Autonomy: A Case Study | Husan Alzaidi  
| 12:00-12:30   | SESSION 19: Change Labs and Design Thinking Methodologies for Multimodal Teaching and Learning | Zoe Hurley & Michael Bowles  
| 12:30-13:30   | COFFEE BREAK                      |                                 |
| 13:30-14:00   | SESSION 23: Teaching Critical Thinking Skills: A Case Study of The Omani EFL Classroom | Iryna Lenchuk & Amer Ahmed  
| 14:00-14:30   | SESSION 27: Zayed University Students’ Perceptions Of Goal Conduciveness of Academic English Courses | Amer Kavan  
| 14:30-15:00   | SESSION 31: Self-Reflection as a Pedagogical Diagnostic Tool | Patrick Lichty  
| 15:00-15:30   | SESSION 35: Integrating Teaching and Research: Exploring The Nexus | Hashil Al-Saadi  
| 15:30-16:00   | COFFEE BREAK @ THE FOYER - 2ND FLOOR CONVENTION CENTER |                                

### ROOM D - 2ND FLOOR CONVENTION CENTER

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<tr>
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| 10:00-12:30   | SESSION 4: Guidelines For Internal Grant Applications And Financial Management | Michael Allen & Ingrid Liesens  
| 10:30-11:00   | SESSION 8: Enhancing Faculty Research Agendas Through The Scholarship Of Institutional Service | Wafa Zoghibor & Kristine N. Stewart  
| 11:00-11:30   | SESSION 12: Tips And Strategies For Publishing A SoTL Article: A Journal Editor’s Perspective | David Palfreyman  
| 11:30-12:00   | SESSION 16: Library Databases: Your Best Sources For Research | Lynnette Harper  
| 12:00-12:30   | SESSION 20: Refworks Citation Management Basics | Judith Mavooda  
| 12:30-13:30   | LUNCH BREAK @ THE FOYER - 2ND FLOOR CONVENTION CENTER |                                  |
| 13:30-15:30   | SESSION 24: Investigating the Effectiveness Of Cross-Cultural Peer Review On English Composition Students’ Writing And Self-Editing Skills | Stephanie D. Siam  
| 14:10-14:30   | SESSION 32: Using Multiple Choice Quizzes For Monitoring Students’ Motivation, Engagement, And Information Retention | Damien Carberry  
| 14:30-14:50   | SESSION 36: Improving UAE National Students’ Social Responsibility Competence Through Citizenship Education Curriculum | Shyamal Wren  
| 14:50-15:10   | SESSION 37: Mapping Entrepreneurial Awareness In Business Students | Vinita Sathy Singh  
| 15:10-15:30   | SESSION 38: The Impact Of Formative Assessment On Learning Mathematics | Manisha Kanhare  
| 15:30-16:00   | COFFEE BREAK @ THE FOYER - 2ND FLOOR CONVENTION CENTER |                                |
ABSTRACTS
In this paper, we are proposing an assistive pedagogical approach for computer programming knowledge learning and a strategy that improves coding skills and comprehension. In universities, the goals for programming learning courses are supporting students’ programming mastery by gaining specific programming knowledge and coding skills, practicing integrating them, and knowing when to apply them. Therefore, after covering each module’s objectives, the students should use the Integrated Development Environment (IDE) to design, create and execute the theoretical concepts covered during the module to solve a coding problem. We implemented a learning scheme that alternates the theory with hands-on code examples in the Web Design and Development course. The traditional teaching scheme was presenting the theory, then after covering the complete module objectives (in one or more lecture/s), the students would work on a set of problems. Using traditional teaching schemes for programming knowledge learning is confusing and overwhelming for most of the students. In addition, the instructor has to go back and forth to reference the theory to remind the students of the concepts and syntax. However, integrating mini examples during the theory learning process improved the students’ learning retention. Compared to the previous semesters, the students’ grades were higher and the survey of the class opinions was positive. In addition, the students’ notes were clearer and more organized for their practical open book examinations.
SESSION 2

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USING STUDENTS’ QUESTIONS TO GUIDE INFORMATION LITERACY SESSIONS

While information literacy is identified as an essential learning objective at ZU, library instruction tends to be uneven in the middle years of students’ studies. Students in their 4th year may have experienced zero, a few, or many information literacy sessions. Instructional librarians therefore face a challenge in planning workshops that accommodate the various levels of information fluency in a typical fourth year class. This project investigated the feasibility of using student questions and answers to guide library skills workshops. Pre and post surveys were administered, and students’ questions composed in the information literacy sessions were analyzed.

Procedure:

1. Students in two sections of a 4th year research skills course working on their research proposal assignment took a survey to self-assess their skills and confidence in various areas of information literacy (identifying needs, finding resources, etc.).
2. In the information literacy session itself, the students brainstormed questions about their research and finding resources, which the librarian/instructor redistributed among the class.
3. Students answered each other’s questions about information literacy with assistance from the librarian/instructor.
4. After the session, a feedback survey was administered to students measuring their satisfaction with the session in terms of value of learning from others and confidence in explaining concepts.

Patterns were discerned in the information literacy experience of students, as well as the types of questions students asked. Overall, while students in year four have a strong degree of confidence in their information literacy skills, their ability to transfer these skills, specifically to the context of the literature review, is questionable. Some possible future directions for research include measuring how student questions in their final year of study compare to those in previous years. It would be interesting to know if and how the questions change over the course of students’ academic careers. As well, certain patterns in student questions may support a re-examination of when in a research course a library instruction session has the most potential impact.

JEFF VERBEEM (MED, MLIS) is a librarian and faculty member in the Library and Learning Commons at Zayed University, Dubai. His professional focus includes the teaching and assessment of information literacy skills particularly for first year students in post-secondary contexts, as well as exploring ways to leverage peer learning to support student success.
Without the instantaneous answers of search engines, some students are not equipped with the skills (or inclinations) to strive for deeper, critical readings (Cabral, 2008). Whilst E-learning, mobile devices and apps for the classroom have been greeted by some as ‘state of the art,’ others question this ‘positive’ adoption of technology to consider ‘state of the actual’ (Lee & Brett, 2014). Leading researchers in educational technology suggest exploration of how technologies can be leveraged for enhanced learning needs to occur (Dunleavy, Dede, & Mitchell, 2009). Moreover, although visual and multimodal artefacts and practices have an extensive history in education, their importance has been backgrounded in favour of print text as the dominant evidence of knowledge and learning (Bezemer & Kress, 2016; Smith & Kennet, 2017). Yet multimodality, although not new to meaning making processes, intensifies through technological advances, social media applications and online learning management systems, increasing the scope for multimodal communication, learning and reading.

The two different issues, relating to student reading practices, that the study seeks to address are: firstly, academic reading can be challenging and complicated further when reading in English as a second language. Therefore, Seburn’s (2015) academic reading circle approach is adopted. Secondly, traditional text-based academic reading is becoming less engaging as technological applications and social networking sites gain popularity. To tackle this, the study places multimodal technology and pedagogy on an equal footing and at the center of learning to enable participants to use their technological and pedagogic skills for multimodal reading activities.

Seburn’s (2015) reading approach was adapted to provide an explicit scaffold to structure the themes of this research which included: (1) comprehension of lexis, (2) structure, (3) content; (4) cultural schema; and (5) visual and multimodal semiotic resources. Students are separated into five different groups and each group carries out a specific reading role to unpack embedded textual meaning.

Methodology
This study is part of Zayed University’s Languaging cluster and is a qualitative case study, consisting of two nested cases. The first case unit was carried out in a CTI classroom and used the ARC instructional strategy in conjunction with case-based ethical dilemmas modified with text analysis software. It was anticipated that this intervention would improve text comprehension and understanding of ethical concepts. The second case unit took place in a CCMS classroom and focused specifically on the multimodal and visual features of academic and professional reading texts, to focus on the semiotic resources of images, text, layout and headings, to consider meaning making. The third case unit took place in a CTI classroom and focused specifically on the use of online textbooks and online texts that were read in class. It focused on reading digital literature in groups. The text was subsequently discussed in class where each person was expected to contribute
to a Harkness group discussion. It was anticipated that the group discussion would also improve comprehension and the engaged activity will improve the comprehension and understanding of the concepts in class.

Data were collected via the pre/post-test surveys. The focus group sessions were transcribed and coded using the qualitative software tool NVivo to consider the primary ARCs themes as well as emerging themes resulting through the case study procedures.

Participants and Procedures
A collective instrumental mixed methods case study was developed, and the ARCS framework was the instrument informing all stages (Yin, 2003). The qualitative research design supported a transactional method of inquiry where the researchers of the study had personal interactions with the case (Stake, 1995; Merriam, 2009). It is a non-equivalent (pre-test and post-test) experimental and control group case study design involving a before and after survey (Creswell, 2006, p. 160). The before and after elements explore the strands of ARCs as well as emerging themes coming out of the study. The two groups were given IELTS reading assessments prior and post the experiment to ascertain their levels to measure possible effects of the experiment on reading comprehension.

Three sample groups were selected to provide comparisons. The cases are non-identical and nested within the overall case study. Sample 1 (S1) was a group of 11 CTI students who are regularly required to read a large variety of case studies that focus on ethical issues experienced by IT professionals. Although they are reading in their second language, reading per se is not their primary motive although it is a necessary skill. They are also confronted with complex ethical dilemmas that they have to analyze and provide a sound solution based on common ethical principals. Sample 2 (S2) was a group of 15 CCMS students who are regularly required to read a large volume of content that is often multimodal. Since these students are reading in their second language it is also important to remember that social semiotic meanings vary according to contexts, so interpretations of images and semiotic resources occur in different ways. Sample 3 (S3) was a group of 16 CTI students who were selected since their level of English and reading comprehension is parallel to the S1. These students are currently taking CTI courses that are normally taken two terms after S1 students. These students were provided with digital texts at the beginning in the semester. They will read in groups and discuss issues related to the papers presented in the case in a round table discussion. They will be asked about their reading habits and the possibility of using digital devices to store their notes and subsequently use these notes for a variety of academic tasks.

Results, Discussion and Practical Implications
Preliminary results indicate that when students are equipped with necessary multimodal skills for academic and professional reading they are more engaged with the learning process and there is a noticeable improvement in comprehension and the ability to discuss critical issues. Overall, the study has implications for content teachers teaching second language students in different subject disciplines.

References
MICHAEL ALLEN is Assistant Provost for Research at Zayed University. He has extensive experience in International education and has traveled widely both for his own research and to build programs and partnerships between universities. Trained as a historian, Dr. Allen received his Ph.D. degree from the University of Washington and his Master’s degree from the University of California at Berkeley. He holds undergraduate degrees in both History and Asian Studies from Brigham Young University. Dr. Allen is a specialist on East Asian history in the 19th and early 20th centuries, and has traveled numerous times to China, Japan, and Korea (both North and South). Most of his research has focused on Korea in the 19th and 20th centuries. He also has a deep interest in world history, and his publications include books and articles on nationalism in East Asia, intellectual history, historiography, and the history of the world since 1500.

INGRID LIEKENS is the Sr Specialist, Research Grants. She is a Belgian national who has been in UAE since 1997. Prior to joining the Office of Research, she worked with the UAE’s National Research Foundation for 5.5 years. She has a broad experience in international organizations and the private sector, both in her native Belgium and the UAE. Ingrid loves languages in general and has a Masters in translation for French and Spanish from KU Leuven, Campus Antwerp. Her mother tongue is Dutch but she also finds her way around in English, German, and some Lebanese Arabic! Ingrid’s areas of responsibility are RIF grants, Research Cluster Grants, Provost Research Fellowship Awards, workshops, and external funds.

GUIDELINES FOR INTERNAL GRANT APPLICATIONS AND FINANCIAL MANAGEMENT

The role of research in the mission of Zayed University and in the expectations for faculty has increased dramatically over the last few years, as has the University’s willingness to invest substantial funds in support of research. With the maturing of the University, there has also been an evolution in procedures related to grant review and use of funds. This session will focus on the new procedures for review of internal grant applications (external reviews, for example), as well as guidelines on proper financial management of a grant once it is awarded. The intention of the Office of Research is to be a strong source of support for the research and creative activities of ZU faculty, and one way we try to do this is by educating faculty about ways to ensure that their work is not delayed by normal University processes. Come and find out how to increase your chances of smooth sailing!
Session 5

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A Learning Oriented Assessment That Develops Students’ Non-Technical Skills

Introduction

The Computing Professional Skills Assessment (CPSA) is a method developed by the authors for assessment of the six non-technical skills prescribed by ABET, the accreditation body for engineering and technology for computing students. These non-technical skills, referred to here as professional skills, include teamwork, communication and problem solving. In this method, teams of about five students analyse a complex, ill-defined problem over a 12-day period through the medium of an online discussion board. The discussion transcripts are subsequently examined using a rubric. This rigorous assessment evaluates all of the professional skills simultaneously and has been proven to be valid and reliable. As it is a demanding assessment running over a period of almost two weeks the authors believed it to also be a very valuable learning activity. To ascertain the learning that occurs through use of the CPSA it was implemented three times in three sections of a 3rd year computing course. The results which are presented here show that there was considerable learning and improvement in the students’ targeted skills over the semester. The students were surveyed on their perceptions of the CPSA as a learning tool at the end of semester. They strongly believed that it is an effective teaching and learning method and that they benefitted significantly.

Method

For this study 56 students in three sections of a third-year course, CIT 305 Information Technology in Global and Local Cultures, participated in three rounds of the CPSA over the Spring 2017 semester. First, students received an explanation of the task and goals in the form of a written assignment accompanied by a presentation and class discussion. Then the students embarked on a monitored 12-day asynchronous discussion in groups of no more than five. Coaching and feedback was given to the groups, but the instructors did not directly facilitate the discussion or participate in it online. This activity was repeated two more times with new groups and new problems, but with little coaching. At the conclusion of the discussions, faculty raters used the CPSA rubric to evaluate the discussion transcripts.

Results

The mean scores for each of the six outcomes for the first and third round are plotted below on a radar graph. It can clearly be seen that there is significant improvement in scores in the third round thus providing evidence of considerable learning.

Practical Implications

Our method can be used in any course to improve teaching and learning of 21st century skills.
MAURICE DANAHER is an Associate Professor in the College of Technological Innovation at Zayed University, United Arab Emirates. He received his PhD in Computing and Information Systems from Swinburne University of Technology, Melbourne, Australia. His research has been in the areas of Information Technology and Education. In IT he has published in security, artificial intelligence and computer graphics. In recent years his focus in Education research has moved towards issues related to quality in education. He focuses on quality assessment, and teaching and assessing the 21st century skills. Maurice Danaher has extensive experience in industry and academia internationally. He has worked with industry in the USA, Canada, England and Ireland. He has held academic positions in Australia and Singapore and has a considerable number of publications.

TONY RHODES holds a PhD in Information Systems Security from Queensland University of Technology (QUT), Australia. He is currently employed as Associate Professor, College of Technological Innovation, Zayed University. Aside from his research interests in information security, Tony Rhodes is an active researcher in teaching and learning as it relates to graduate cognitive/life skills required for the transition to the workplace from higher education. He has been at Zayed University since 2004.
SESSION 6

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VIDEOTAPED STORY WORKSHOP METHOD STIMULATING UNIVERSITY STUDENTS’ LEARNING AND INNOVATION

This is a mixed methods study conducted primarily to examine the advantages and the challenges that students might experience when they use the videotaped story workshop method in their learning in universities in the UAE. A survey and interviews were conducted with students regarding their experience of using the method. Informal interviews with students were video-recorded and field notes were taken. Face-to-face interviews with the informants were conducted. The interviews took 40 minutes and they were recorded. The Story Workshop method originated in 1965 by John Schultz. The videotaped story workshop method activities and formats were used by teachers after training. The method integrates reading, writing, speaking, listening, and thinking, and it incorporates the three major ways of learning in every phase—the visual, the auditory, and the kinesthetic. The methodology is designed to be flexible, enabling the teacher to engage the diversity of students. The objective of the Videotaped Story Workshop method is to develop human perceptual, imaginative, and verbal capacities through their many derivations in oral and written forms. The structure of the workshops is designed to enable the students to express themselves by talking, doing and making. Students express different aspects through different channels, not only by talking but also by acting. The students tell stories about recent situations or incidents that they regard as important and meaningful. Although both desirable and problematic experiences may arise during this process, most stories tend to concern problematic incidents. All students look at the videos that have been made during the semester and they have the opportunity to discuss and critique the videos. In this phase students reflect on and discuss how the described situations and corresponding ideas for improvement might be generalized. The study found that more professional development workshops are needed to prepare more teachers to improve their students’ skills via the videotaped story workshop method.

GHADAH AL MURSHIDI is a faculty member in Curriculum and Instruction, and Linguistics departments in UAE University. Her Ph.D. study is in Curriculum and Instruction and Comparative and International Education. Her Master degrees in Educational Leadership and Applied Linguistics, are from Pennsylvania State University. Her research interests include Mobile and Blended Learning, Service Learning, Global Citizenship, Academic and Language Socialization. She teaches courses such as Thesis: Seminar 1 (a Master degree course), and Field Experience Practicum. She has written articles which have been published in international journals. Her recent publications include “Opportunities and Challenges of Mobile Learning That University Students Encounter in the UAE”. She is a member of the Editorial boards for Journal of International Relations and Diplomacy, English Language Teaching Journal, and Global Research in Higher Education. She is a reviewer for International journals such as Comparative Education Review, Journal of Education and Training Studies, British Journal of Education, English Linguistics Research, International Review of Education, Studies in English Language Teaching Journal, World Journal of Educational Research, Asian Council of Science Editors. She has received awards such as the Comparative and International Education Society annual conference in Toronto, “Young Emirati Researchers Prize” competition, and Emirates Women award.

ENAS ABULIBDEH is Assistant Professor in the College of Education. She is an Instructional Technology Specialist with over 15 years of international multicultural field experience in teaching, training, planning and developing courses at University level to improve the teaching/learning environment by using Instructional Technology. With a special interest in research related to faculty professional development, mobile learning, Universal Design for Learning (UDL), personal learning environment, Smart Learning, MOOCs, OER, IT Self-Efficacy and quality in E-learning. Conducted several workshops for faculty members, teachers, postgraduate and undergraduate students in the UAE, Malaysia and Tanzania. Dr Enas maintains a research agenda that includes: cloud computing, TAM (technology accepting model), social media and blended learning, blogs and wikis, TPACK, Universal Design for Learning (UDL), Digital Citizenship and STEM. Currently she is teaching instructional technology, practicum and IT teaching methods for diploma and undergraduate students.
BOOSTING CREATIVITY THROUGH GROUP PRESENTATIONS

Latest research on students’ presentations tend to focus on encouraging and pushing students to embrace a variety of ways to improve their delivery style and to boost their self-confidence (Dorée, Jardine, & Linton, 2007; Reekers, 2010; Sukitkanaporn & Phoocharoensil, 2014). While there is a focus on the presenter and the content of the presentation, there is usually much less focus on the structure and format of the presentation. In addition, while guidelines related to public speaking and ways of improving one’s delivery skills are quite abundant, less research exists about ways of presenting and presentation formats.

This presentation introduces a new way of presenting in class which combines presenting with interviewing and acting. Similar to television talk shows, this presentation method involves a structure whereby a group presentation exhibits much more interaction between the group members through short questions and interviews on the one hand, then through Q/A sessions between the presenters and the audience. As such, the format boosts both cooperative and self-regulated learning along the lines of Zimmerman (2002).

The presenter will share with the audience the structure and guidelines of this highly creative way of conducting group presentations. Classroom observations, students’ testimonies, and results of students’ surveys show a clear preference for such an interactive format. However, while research clearly shows that learning takes place once a number of conditions are met, the extent to which such an interactive model of presenting boosts the learning process remains to be determined.


MAHER BAHLOUL holds a PhD in Linguistics from Cornell University, New York, and a MA from the Sorbonne University, Paris. He taught courses in language, linguistics, translation, and TESOL in the United States and the Middle East. He participated in more than 60 international conferences and conducted workshops in various applied linguistics fields. His latest book with Carolyn Graham deals with the growing field of Learning Through The Arts (LTTA), and focuses specifically on the use of film in education. Dr. Bahloul is Associate Professor at the American University of Sharjah.
Faculty members in higher education are annually evaluated based on three main criteria: effectiveness of teaching and learning, productivity of research activities and publications, and service to the institution, community and academia. The latter has the potential to keep the tasks of the institution running in several vivid and critical activities in short term plans, and it usually involves faculty completing a certain set of tasks and duties. However, these tasks and duties often require a great time investment that may impact the long-term research plans of faculty members and impede the progress of their research agendas. The intended presentation proposes a scheme for the integration of service-based research. This scheme would assist in transforming institutional service in higher education into small-scale research projects, thus achieving two-fold purposes: investing institutional services to increase, rather than impede, the research productivity of the faculty members, and inform practice and quality performance of institutional service through research. The presentation will shed light on the variation of university committees and their related tasks which have research potential, as well as possible ways to integrate research into committee services. The achievability of service-based research activities will be discussed with consideration for the university’s regulations. Potential challenges in service-based projects will be introduced, with examples of successful research activities completed by faculty members under this scheme.

WAFA ZOGHBOR is the Assistant Dean for Research, Zayed University, United Arab Emirates. She is an Applied Linguist and an accredited professional international trainer in Strategic Planning and critical thinking skills. She obtained several leadership practitioner certifications; the most recent one is the International Scholarship of Leadership in teaching and learning in Higher Education with the University of British Colombia in Canada. In addition to teaching at the Department of English Language and Writing Studies at ZU, she is mentoring graduate students in Applied Linguistics and TESOL. Her expertise in Applied Linguistics covers: Phonology, English as a lingua franca (ELF) and sight words in Arabic. Dr. Zoghbor received the Sheikh Rashid Al-Maktoum Award for Academic Excellence in 2012, Dubai, UAE, and Kirkdale Customer Advocates Award in 2009, Leicester, UK, for creative research projects that could translate ideas into commercial reality.

Kristine N. Stewart is the Information Literacy Coordinator at Zayed University in Abu Dhabi. She is an Information Scientist and creates and coordinates Information Literacy trainings for students and faculty to enhance the use of critical thinking skills in academic settings. Her research interests are cross-disciplinary within the fields of library and information science, media and communication sciences, and sociology to explore human information behavior in various contexts to understand its role in our global society. She has presented at several regional and international conferences, and serves as a Director at Large for the Information Literacy Network of the Gulf.
SESSION 9

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FACILITATING STUDENT ENGAGEMENT THROUGH THE PROVISION OF CLARIFICATION FOR ASSESSMENTS

Most courses that we teach at the Center for Technological Innovation have a substantial assessment component named ‘project’ which is often done in groups of 2 to 4 students. While students have questions/clarifications regarding the various components of the project, it has been observed that some students have been proactive in asking/clarifying their doubts while some others are quite shy to ask or take some statements for granted or feel that its irrelevant to ask questions. During the publication of the project grades some students come and tell me that they never knew about an aspect of the project and they never asked any questions about it. In this respect, I have done an exercise where I asked each group to go through the project in detail and submit a minimum of one question for each of the five sub-sections in the project. The second phase involved collecting these questions and asking the students themselves to answer the questions. In this session, I act as a moderator to correct if any questions answered by students need fine tuning. Looking at this from a theoretical perspective, university professors have noted a precipitous drop in student participation in the classroom. With a growing number of unasked questions, a professor’s lecture may grow increasingly senseless to students (Ratto et al, 2003). In a typical classroom setting, the teacher presents information and poses questions which students answer. Rarely do students ask questions to which the teacher responds. In this respect, stimulating students to pose questions is of direct benefit both to the students and to the instructor (Bauer & Snizek, 1989).

MATHEW NICHO is an Assistant Professor at the College of Technological Innovation at Zayed University, Dubai, United Arab Emirates teaching and researching in the cyber security domain. Prior to this he was a lecturer in ‘cybersecurity’ and ‘IT governance’ at the School of Computing and Digital Media at Robert Gordon University, Scotland. During 2015 - 2016 he successfully completed the Fellow of the Higher Education Academy from Robert Gordon University, UK which motivated him to incorporate innovation in the classroom. He obtained his Master’s and PhD degrees from the Auckland University of Technology, Auckland, New Zealand. His teaching and research are in the socio technical aspects of cyber-attacks, advanced persistent threats, as well as IT governance. His research outputs have appeared in journals and conferences namely Communications of the Association of Information Systems, Information and Computer Security, International Journal of Information Security and Privacy, and conferences namely Hawaii International Conference on System Sciences, International Conference on Mathematical Methods, Models and Architectures for Computer Network Security, to name a few.
Learning-Oriented Assessment represents an attempt to reconcile formative and summative assessment and focus all assessment on the development of productive student learning. Learning-Oriented Assessment comprises three interlocking dimensions: assessment tasks as learning tasks; student involvement in assessment; and the closing of feedback loops. The Learning-Oriented Assessment Model that the University of Cambridge developed over the years promotes and disseminates useful assessment practices.

Today’s learning is dependent on effective assessment. This presentation will cover areas related to Cambridge Practices in assessment and the Cambridge Learning-Oriented Model of how assessment can be embedded in the learning process. The discuss will address the following questions:

- What is Effective Assessment?
- How can we make assessment responsive to the needs of the learners?
- How can we incorporate technology effectively?

HISHAM ALSAGHBINI is the Senior Regional Recognition Manager for Central, Cambridge Assessment English. Prof. AlSaghbini comes with more than 15 years of international experience. He started his career as an academic researcher and lecturer at a number of universities in London. Hisham developed and built more than twenty different programmes for people with special needs including a comprehensive inclusive employment guide for the government authorities in Dubai. Hisham holds a Bachelor in Business, a Masters in Strategy in Education and his doctorate was on Inclusiveness in Education and bridging the (under)achievement gap in Higher Education in the UK.
The quality of prosodic features inside the classroom directly affect the learning and teaching process. The aim of this study is to highlight the influence of speech prosody in classroom interaction and to motivate the attention to prosody within the foreign language classroom. It was employed an unstructured classroom observation to collect data of classroom talk. Prosodic features such as pauses, volume, intonation, and speech rate were set as the main criteria for analyzing the classroom talk. The above instrument helped draw significant findings. These findings proved that speech prosody can function as a coordination tool for language learners to organize their social participation roles in collaborative learning activities such as forming alignment, managing turn-taking, signaling repair sequences, etc. The study also showed that prosody can function as a pedagogical tool for language teachers to manage classroom interactional ground. Moreover, the research showed that prosodic analysis can be an effective tool in unfolding the pedagogical importance of classroom interaction in classroom teaching and learning.

KHALID H. ALBADAWI is Assistant Professor at Turabiah University College, Taif University, Saudi Arabia. He is a lifetime member of the Scholarly Association of Teaching and Education Research and a member of the Reviewers’ Committee of Eminent Association of Researchers in Humanities & Management Sciences (EARHM).
TIPS AND STRATEGIES FOR PUBLISHING A SOTL ARTICLE: A JOURNAL EDITOR’S PERSPECTIVE

This workshop will give some insights into how a SoTL journal is managed and edited in an effort to help authors get their papers accepted. As Chief Editor of the Journal Learning and Teaching in Higher Education: Gulf Perspectives (LTHE), I will explain how to ascertain the nature of the journal; what the online platform that is used for submissions and publication looks like; the submission and review process (including how peer reviewers are selected and how reviews are used to make a decision about the article); and the acceptance and publication process. Throughout the session I will suggest tips and strategies to help authors increase their chances of having their papers accepted by a journal.

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DAVID M. PALFREYMAN is an Associate Professor in the College of Education at Zayed University, Dubai, and has been Chief Editor of the Zayed University Journal Learning and Teaching in Higher Education: Gulf Perspectives (LTHE) since founding the journal in 2004. He holds a PhD in Language Studies and is an active researcher in language, learning and teaching. As well as publishing work in international journals and books, he is the editor of three books: Learner Autonomy Across Cultures (with Richard C. Smith), Learning and Teaching Across Cultures in Higher Education (with Dawn L. McBride) and Academic Biliteracies (with Christa van der Walt). He also teaches, supervises research and assesses work in postgraduate study and ELT teacher development.
Designing and creating digital interactive content for teaching and learning is becoming more and more important for today’s world. The technology advances and the need to cope with everyday demands make it a must for teachers and content developers to accommodate their students. Interactive digital content provides opportunities for students to study anywhere and anytime with classmates or independently; within traditional or blended teaching and learning environments. The Almekhlafi Digital Interactive Content model (ADIC) is a systematic guide that can be used to produce interactive digital content on any subject. It can serve as a framework for developing such content. The model consists of four major phases: (1) Plan, (2) Design, (3) Produce, and (4) Evaluate. Each of these phases consists of a number of steps. If the model is applied correctly, it will lead to the development of interactive digital content that can be delivered online or as stand-alone modules. The model was content-validated, and tested for its reliability in real context. The model was used with faculty members at two universities and with university students as well. Recommendations and implications of this model will be discussed.
EXPLORING GLOCAL IDENTITY CONSTRUCTION THROUGH SOCIAL MEDIA-BASED PROJECT WORK

The paper explores Emirati university students’ identity construction in a large English Medium Instruction (EMI) university through a mixed method classroom-based enquiry project with forty female students. The presenters will begin by providing a brief overview of the university context before outlining how a project named the ‘Instagram Identity Project’ (IIP) was designed and used with students to explore Emirati learners’ identities through thematic and content analysis of pictures and paragraphs. Amongst Gulf Millennials, posting pictures on Instagram and writing comments in English, Arabic and ‘Arabizi’ (using the Roman script and numbers to write Arabic words) is a popular pastime to the point where it can be a distraction in the classroom. The researchers’ aim was to utilize this interest in Instagram as both a learning tool in terms of paragraph-writing practice and peer feedback, as well as a way of gaining insight into participants’ identity construction in an EMI setting.

The IIP took place over a six-week period. During the first four weeks, students were tasked with posting 10 pictures and writing a 100-word paragraph on different aspects of their identities each week. Popular identity aspects students chose to write about included nationality, family, interests and passions. In the final two weeks of the IIP, students used their forty pictures and four paragraphs to create a short movie using Adobe Voice. Participants completed a pre-test and post-survey on themes such as technology use, identity and project value. Semi-structured focus groups took place at the end of the project in order to delve more deeply into participants’ chosen identity themes.

From the data, distinct patterns were revealed, with key emerging themes being ‘glocalisation’ (mixing of global and local identity themes) leading to complex and multifaceted ‘bicultural / multicultural identities’, as well as ‘linguistic creativity’. After presenting and analyzing the findings, the presenters will discuss the implications of the findings in the context of EMI tertiary education.

SARAH HOPKYN is an English language instructor in the Academic Bridge Program at Zayed University, Abu Dhabi, United Arab Emirates (UAE). She holds a PhD in Educational Research and an MA in Applied Linguistics and TESOL from the University of Leicester, UK. She has taught English in Japan, Canada and the UAE. She greatly enjoys teaching and is equally passionate about research. She is currently the chair of her department’s research committee which supports and promotes faculty research. Her research interests center around sociolinguistics, especially investigating the effects of global English on Emirati cultural identities, and the sociological implications of English Medium Instruction (EMI). A further research interest is looking at how mobile technology can be used as a language-learning tool. Sarah has presented the findings from her studies at international conferences in Malta, Italy, England, Scotland, Hong Kong, Taiwan, the UAE, Oman, USA, and Canada. She has also published widely in peer-reviewed journals and in edited books. Sarah has received a number of research grants from Zayed University, such as the “Research Incentive Fund” (RIF), the “Mobile Learning Fund” (MLF) and most recently, the competitive Research Cluster Grant. Sarah is a Fellow of the Higher Education Academy.

TIMOTHY NICOLL is an instructor in the Academic Bridge Program at Zayed University, and has previously taught English in Canada and Japan. He holds a Master of Arts in Applied Linguistics and TESOL from the University of Leicester, as well as a Master of Arts from the Faculty of law, Environment and Social Sciences at the University of Newcastle. In addition to his teaching work, Timothy is also a teacher trainer and works in Abu Dhabi and Dubai on the well-known and respected Certificate in English Language Teaching to Adults. Other professional interests including examining, in which he has extensive experience with several well-known tests, materials development, and research. His research interests centre on the integration and use of learning technologies in the field of English Language Teaching, as well as how to improve the teaching and learning of core areas such as reading and vocabulary. Timothy has presented and published on his research interests both locally and internationally. He is currently undertaking a PhD in Educational Research with Lancaster University in the UK. Timothy is a Fellow of the Higher Education Academy, and a Member of the Centre for Higher Education Research and Evaluation at Lancaster University.
The Effect of Mobile Learning on Learner Autonomy: A Case Study

Introduction
Mobile technologies are one of the fastest growing technologies in education. For learners, they offer an appealing opportunity to access multiple sources of information anytime and anywhere. Recently, there has been an increasing interest in incorporating mobile learning (mLearning) into the learning-teaching process to enhance students’ academic success in different educational contexts as “traditional teaching and learning methods are becoming less effective in engaging students and motivating them to achieve” (Gitsaki, 2013). In second language learning, learner autonomy is not new, but in the last twenty years, it has had significant influence on English language learning. This study is an attempt to closely examine the effect of incorporating mLearning on learner autonomy in a higher institution in the UAE.

Methodology & Participants
To measure the development of language learner autonomy, a mixed method approach of a qualitative and quantitative data collection and an interpretive approach of observations was conducted on a case study of 5 students at the Foundations program, Dubai Men’s College. A model (I & ME Framework), suggested by the researcher, of three major factors was used to measure the development of learner autonomy of a sample of 5 students. These elements were 2 inquiry-based projects (I), 8 metacognitive tasks (M), and two emotional intelligence assessments (E).
these 5 students responded to a reflection as a form of developing metacognitive skills. The researcher adapted an independent learning reflection form from Janine Welsby (cited in Dixon, 2011). Also, an Emotional Intelligence test was used to test the 5 students’ level of EI at the beginning of the intervention and at the end of it.

Results
The findings show that mLearning has a positive impact on the students’ achievements on the three major areas; Inquiry-based projects, Metacognitive thinking skills, and Emotional Intelligence skills. The results support that mLearning has developed the autonomy of these students because it created a context where they had more freedom of self-expression and autonomy than in traditional classrooms.

Discussion
The I&ME model implemented on the case study showed that mLearning affects students’ autonomy positively. These results are in agreement with the study results of Chen (2013), Ally (2013), Itayem (2014), and Djoub (2015). According to Djoub (2015), Mobile Assisted Language Learning (MALL) enhances learner autonomy. The positive impact of mLearning on learner autonomy could be attributed to the interest and appeal that using the devices could bring to the learning context. Ally (2013) points out that mLearning may motivate learners and transform the learning process as it helps learners to raise their self-esteem, self-confidence and autonomy.

Research Implications
Mobile technology is profoundly changing the way people learn, work, conduct business, interact with each other, and access information. It allows learners to promote higher-order thinking. New generation will not be able to function in the current traditional education system and will demand a more flexible one. Simply, mLearning provides a 24/7 learning for millennials. In the near future, learners will not have to take the technology with them, but the technology will be embedded everywhere. Therefore, educators need to understand this inevitable change and deal with it seriously.

HUSSAM ALZIENI (PhD), is an English Instructor at the Higher Colleges of Technology, Dubai Men’s College. He holds a PhD in Education, Curriculum and English Language Instruction. He has been working as an EFL teacher, trainer, and a researcher for about 25 years. His main research interests include the use of technology in the classroom, mobile learning, learner autonomy, assessment, and classroom management.
LIBRARY DATABASES: YOUR BEST SOURCES FOR RESEARCH

In this session, you will learn all the secrets to the ZU Library Databases, including the best ways to find, save and cite articles. How databases can keep track of your research, update you on new articles on your search topic, and even find articles for you. You will also know who your Library Liaisons are and how we can help you and your students be successful. You will discover the best tools to make your research more efficient, identify resources such as interlibrary loans, collections, journals, workshops, extended research consultations, and more. Session participants will: gain knowledge about library instruction, services, and tools that support faculty research goals; be able to identify and choose appropriate databases for research needs; and expand their understanding of how useful and awesome using their ZU Library can be.

LYNETTE HARPER holds a Master of Library Science and a Master of Teaching English as a Second and Foreign Language. She is well-versed in the challenges of teaching and in publishing, but her real enthusiasm is reserved for supporting faculty find the simplest and easiest ways to be successful in their classrooms and in their own research goals.
A Practical Pedagogy for Teaching an Introductory Course in Information Technology

An important challenge that teachers face while teaching introductory courses in information technology is that learners are exposed to a bunch of new technical terminologies that should be understood and, at the same time, linked together. The teacher expects that the learners are novices with shallow knowledge of the technical part of information technology. Providing learners with the theoretical part is quite easy. However, to guarantee an effective curriculum, a practical pedagogy should be utilized. The practical pedagogy applied in this course integrates real-life experience with the course content. A set of case studies about real-world problems were developed for each topic of the course. The learners applied the theoretical knowledge in either interpreting a situation or finding a solution to a certain problem. The problems and situations were extracted from the learners’ daily use of information technology in real life. Some of the case studies overlapped two topics together. This allowed the learners to critically think about the situation and acquire a deep understanding of both topics. The case studies were given to the learners as end-of-topic practice worksheets. However, in order to avoid traditional wordy practice sheets, the case studies were converted into games using the Kahoot! Gaming platform. This intervention was applied to 5 classes of first year learners at Zayed University. Each class contained 24 learners. Thus, the first and second topics did not follow this pedagogy. Two assessments were conducted. One assessment covered topics 1 and 2. Another assessment covered topics 3 to 5. Learners’ feedback was collected by two ways. First, an online questionnaire was distributed to them through Google Forms. The questionnaire asked the learners about the effectiveness of practice sheets in comparison to learning two topics without these practices. Second, the grades of the two assessments are compared to check the effect of the practical pedagogy on learners’ grades. The results of both the questionnaire and the assessments reflects a positive effect of the practical pedagogy applied in this course.

SANAA KADDOURA holds a PhD degree in computer science (2017) and a Master degree in information systems (2011) from Beirut Arab University/Lebanon. She has 10 years of experience in teaching computer science courses for undergraduate students. Currently, she is an instructor of information technology at Zayed University in the UAE. She has four journal papers in Database Recovery after malicious attacks in addition to conference proceedings. She has conducted research in Data Analysis and Data visualization. She remotely worked as an IT Engineer at the “Online British Arabian School” located in the United Kingdom from 2011 to 2016. She also worked for the same company as IGCSO/ICT instructor. From 2015 to 2016, she was IT System Administrator at a school in UAE. In 2013, Sanaa was awarded the Best Instructor Award at Beirut Arab University for being an exemplary lab instructor for computer science undergraduate students. From 2009 to 2015, she was a member of the Accreditation Committee at Beirut Arab University. She was responsible for the quantitative analysis for accrediting the computer science program from ABET.

FATIMA AL HARBI is an instructor in the College of Technological Innovation for the last two years. She is a Ph.D. candidate at Trinity College Dublin and she has a MSc in Telecommunications Engineering (George Washington University) and an MSc in Computer Science in Engineering (Purdue University). She received her BSc from UAE University in Computer Science and Mathematics. Fatima has over 16 years in the research and education field, eight years of industrial experience in software design, analysis, and testing. In addition, she interned in both industrial and academic fields and has an outstanding background in management, operation research, and statistics. She worked/trained as System Designer and Analyst at the UAEU IT Center (UAE), Video Conferencing Research and Developer at ITEC-Ohio (USA), Mobile Location Estimation Researcher and Developer at ATDI-Virginia (USA), Researcher and Developer at the IEEE P1588-2016 Standard Study Group at NIST (USA), Library IT Technical Designer and Analyst at the George Washington University- Washington DC (USA), Wiki-Arabia Organizer and Editor at Wikipedia-Middle-East, and still serving as Researcher/Programmer at TCD-Dublin (Ireland). Fatima has an excellent knowledge of heuristic optimization and complex systems’ mechanisms and she is interested in machine learning, natural language processing, and behavioral science. Ms. Al Harbi is a dynamic member and volunteer in several scientific research, engineering and educational committees (IEEE, ACM, ISACA, and ASEE).
SESSION 18

TEACHING WRITING THROUGH MODELING TO LOWER LEVEL STUDENTS

Lower Level students are struggling with the basic language items, and it is challenging for them to create the simplest sentences and structures following basic language conventions. Therefore, starting with a model to demonstrate the writing sample that the students can follow is crucial. In this session, the presenters will showcase their experience teaching writing through effective modeling to Level 2 students.

The presentation is based on a study case of two sections in Level 2, Foundations Program, Abu Dhabi Women’s College. 43 students participated in the study. Students’ writing samples were assessed before providing the writing models and after. Grades were based on the CEFR. Also, final writing assessment results will be taken and analyzed in comparison to other sections who are not using the writing models in same level classes.

The presenters will share the results, provide the writing models, materials and step-by-step writing essay guides to the attendees. This presentation will be hands-on, engaging and useful to the writing teachers who are teaching in similar learning environments.

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HUDA JAMAL has a Master in English, Indiana University of Pennsylvania, USA. She is faculty at Abu Dhabi Women’s College, Abu Dhabi. Huda is interested in utilizing efficient tools and strategies to facilitate active learning in her classes. Mobile technology, language deconstruction and eportfolios are her major interests. Also, literature and creative writing are her hobbies. Huda has been teaching English for almost 20 years. She attended and presented at many conferences. She also trained school teachers on the use of technology for learning purposes. She has published two papers on blended learning and eportfolios.

OLGA SPUSKANYUK teaches English language courses in the Foundations program at Abu Dhabi Women’s College. She has previously taught ESL classes at Rice University, Texas, USA, Lone Star College, Texas, USA, University of California, Santa Barbara, USA, Santa Barbara City College, California, USA, and several other colleges in Europe. Ms. Spuskanyuk has been teaching English language classes for almost 20 years. She has presented at many conferences in the US, including CATESOL, TexTESOL, former TESOL Arabia, ALLT and served on the English language advisory committees at several public school districts in the US. Ms. Spuskanyuk has also collaborated with CALPRO (California Adult Literacy Professional Development Project) and is eager to share her successful teaching experience with the attendees.
CHANGE LABS AND DESIGN THINKING METHODOLOGIES FOR MULTIMODAL TEACHING AND LEARNING

Introduction
Although visual and multimodal artefacts and practices have an extensive history in education, their importance has been backgrounded in favour of print text as the dominant evidence of knowledge and learning (Bezemer & Kress, 2016; Smith & Kennett, 2017). Yet multimodality, although not new to meaning making processes, intensifies through technological advances, social media applications and online learning management systems, increasing the scope for multimodal communication and learning. Smith and Kennett (2017) point out that, besides increased scholarly attention, multimodality is inherent to cultural historical evolution and a key component of what it means to be social.

Method and Data Collection Instruments
This study is part of Zayed University’s Languaging cluster and compares two different yet related methodological approaches for exploring effective multimodal teaching and learning practices. This qualitative case study, consisting of two nested cases, compares explorations of multimodal learning and design prototyping pedagogies. The first case drew on the socio-cultural methodology of Cultural Historical Activity Theory (Blunden, 2010). The specific method in this case is the Change Laboratory (Engeström, 2015; Virkunen & Newnham, 2013) which is a critical or radical method for design-based intervention. The second case drew on Design Thinking protocols to enable students to develop multimodal projects focusing on a range of learning themes and aspects of social learning.

Participants and Procedures
Through this approach, in the first case study, 24 participants from a Zayed University Academic English reading class applied their social media skills to designing reading campaigns to encourage and support learners attempting academic texts. In addition to analysis of the social media campaigns, participants’ responses to the Change Laboratory were explored through focus group discussions and online discussion forums. Central themes included the challenges faced by participants during academic reading as well as themes emerging at the analytical stages of coding the discussions via the software tool NVivo.

In the second case study, 18 participants in an English for General Academic Purposes (EGAP) course completed group projects using Design-based Thinking that aimed to highlight solutions for a particular contextualized social problem. As part of the project, input on various language and project skills was presented through a range of multimodal objects (Smith & Kennett, 2017). The participants then researched their problem and produced digital, multimodal prototypes that attempted to highlight the problem and present a solution (Thomas, 2017). The input materials, the project processed and the final prototypes were analysed to identify the extent to which multimodality was being expressed.

Results, Discussion and Practical Implications
Overall, the case study indicated that technological multimodal learning operates through a range of material and conceptual semiotic resources including: videos, images, sounds, speech, text, captions and hashtags which will continue to intensify through the next generation of holographic, virtual, augmented and voice recognition technologies. Technological semiotic resources provide a mixture of social meanings and interpretations, occurring in combinations and changing over time, in ways that reflect and constitute the boundaries of sociality. It is therefore important to critically consider current and future technological multimodal learning resources, not only because of their impact as learning tools in higher education, but also due to their shaping of contemporary ontologies and epistemologies or ways of being and knowing. This is relevant to scholars and educators concerned with exploring the role of multimodal learning through nuanced theorizing of participatory affordances. However, for this to occur clearer understandings are required of how participatory affordances operate through assemblage and orchestration of multimodal semiotic resources that can be designed and driven by learners themselves as curators and active participators in their own learning.
References

ZOE HURLEY is interested in working with students on change-based design to create digital artefacts, websites and social media campaigns. She has written and presented papers on social media, social learning, augmented reality, digital spaces and communication. As a PhD candidate in e-Research and Technology-Enhanced Learning with Lancaster University, UK, her studies explore social semiotics, multimodal critical discourse analysis and intersectional feminism.

MICHAEL BOWLES has been a teacher, teacher trainer, examiner, examiner trainer and project manager. Prior to coming to the UAE, he worked in South Korea and Hong Kong at the British Council. He is currently teaching in the Academic Bridge Program at Zayed University and has been in this position for over 9 years. Michael holds an MEd in Educational Technology and ELT, and is currently a PhD candidate in e-Research and Technology Enhanced Learning with Lancaster University, UK. His research interests include using Critical Theory and Activity Theory to explore issues related to materials design, learning management systems and project-based learning.
SESSION 20

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RefWorks Citation Management Basics

This presentation explains the use of the RefWorks citation management platform—both Legacy & New versions. It is a web-based bibliography and database manager that allows you to create your own personal database by importing references from text files or online databases and other various sources. You can use these references in writing research papers and automatically format the paper and the bibliography in seconds.

JUDITH MAVODZA is Associate Professor, Instruction Reference Librarian at Zayed University, Abu Dhabi, UAE. Current work includes instruction and working as liaison librarian for supporting the research needs of the academic community. Areas of research interest include reference and instruction, marketing and assessment of library services, PD of librarians, and knowledge management. Dr Mavodza serves as an editorial advisor to the Evidence Based Library and Information Practice Journal and is a published author of several scholarly journal articles, a reviewer for several journals, a book author, as well as a presenter at many professional/academic conferences. Her professional membership includes the Information Literacy Network (ILN) of the Gulf Region, and the Zimbabwe Library Association. ORCID ID # http://orcid.org/0000-0001-7739-7841
AN EXPERIENTIAL LEARNING APPROACH TO FOSTERING LEARNER AUTONOMY AMONG OMANI STUDENTS

Experiential learning is a learner-facilitating tool that has not been sufficiently explored in Higher Education institutions in Oman. There is a growing body of literature that recognizes the importance of ‘learning by doing’, ‘hands on approach’ or ‘experiential learning’. Experiential learning grew in popularity with adult learners since the time of Dewey and progressed with several scholars researching on the potential benefits of applying experiential learning methods in vocational and technical training institutions. The notion that knowledge is gained through active involvement in a specific task is a construct that has been researched in the present study which endeavors to foster learner autonomy through the implementation of instructional tasks based on Kolb’s experiential learning cycle. The main objective was to observe change in perceptions of learners on their autonomous behavior before and after the intervention. Through convenience sampling, 60 undergraduate students, enrolled for various pathways on the business program were selected for this study. The quantitative data collected by administering a learner autonomy questionnaire and a set of self-designed experiential learning classroom activities was analyzed. The findings of the study revealed that experiential learning cycle activities implicitly fostered learner autonomy and enabled learning necessary skills for the workplace.
SESSION 22

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EFFECT OF GROUP AND INDIVIDUAL PEER FEEDBACK ON SECOND LANGUAGE WRITING

This presentation reports on the findings of a classroom-based study that investigated the effect of group feedback, as against individual peer feedback, on students’ writing in an English as a Foreign Language (EFL) context. The study involved 36 freshman college-level students. The 36 students were randomly and equally divided into a control group and an experimental group. In the control group, feedback was provided by students individually; in the experimental group this was done in groups of three students. The study lasted 14 weeks and involved a pre- and post-test. Writing quality was determined by a holistic rating procedure that involved the three components of language accuracy (mechanics, vocabulary, and grammar). Analysis of the post-test showed that the experimental group scored significantly higher than the control group on the three components examined in the study. Results of the study will be discussed in light of the two essential elements of feedback practices, namely, intervention and awareness. They will also be discussed in relation to students’ receptiveness to peer feedback in the group format. Finally, some implications of the findings of the study for the second language writing classroom will be presented.
This presentation investigates the relationship between reading and critical thinking (CT) in the context of teaching English as a Foreign Language (EFL) in the Sultanate of Oman. CT is highlighted in the educational policy of Oman as it is considered necessary for its socio-economic prosperity. It is therefore important to provide learning environments that stimulate thinking, exploration, researching and innovating required for the knowledge society (The Education Council, 2017, p. 26). In the considerable body of literature on CT that investigates culture and language proficiency, one claim is made that the difference in CT between the Western and the Asian (including the Middle Eastern) cultures is that in the Western culture, CT is formal logical reasoning, whereas the Asian tradition it emphasizes dialectical thinking that is an experiential and initiative way of thinking (Lun, Fischer & Ward, 2010; Matusov & Hayes, 2000). The research question investigated in this study is whether or not it is possible to acquire CT skills such as argumentation, reasoning, making inferences, analysis and generalizations that are necessary to succeed in an academic life that emphasize the Western tradition of CT. Thirty-eight first year predominantly female participants enrolled in an English for Academic Purposes (EAP) Understanding English Grammar course took part in the study. Their level of English proficiency was at Band 5 of the IELTS test. According to IELTS Band 5, EFL learners are described as modest language users. The decision that the participants lack CT skills is based on our own observations, which show that students experience difficulties with developing arguments, making conclusions based on the information available to them, generalizing and synthesizing information. In their interpretation of the information, they typically rely on their own experiences and intuition. In those cases when the topics are outside of their intuition and experiences, they fail to apply CT skills. In order to address this problem, we developed a number of reading activities that scaffold the students in the development of the following skills: demonstrating knowledge, generalizing, interpreting numbers, making inferences, reasoning, and applying knowledge. The activities chosen discuss a topic that students have experience with and they include some visual clues that make the topic of the reading passage more concrete for the students. A post-lesson group discussion and a short questionnaire administered to the participants revealed that 80% of the participants think that the activities included in the lesson assisted them in learning new words and developing reading fluency as well as in developing their ability to interpret numbers, make generalizations, understand arguments, and identify cause and effect relationships. The opportunity to reflect on their own experiences and visual clues helped them in developing their thinking skills. In this study, we have shown that when EFL learners are provided with enough scaffolding that incorporates their experiences and their intuitive type of thinking, they can acquire more abstract, formal type of thinking.

References

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AMER AHMED is an Assistant Professor at the Department of Languages & Translation, College of Arts & Applied Sciences, Dhofar University, Salalah, The Sultanate of Oman.
INVESTIGATING THE EFFECTIVENESS OF CROSS-CULTURAL PEER REVIEW ON ENGLISH COMPOSITION STUDENTS’ WRITING AND SELF-EDITING SKILLS

Despite its usefulness in developing writing and self-editing skills, new university students often have little experience with peer review in writing classes. While the value of peer review has been consistently researched and proven (Yu & Lee, 2015, 2016; Hu & Lam, 2010; Topping, 1998), its implementation has been challenging outside of native English-speaking classrooms. In societies where instructors are considered primary sources of knowledge, such as in the Middle East, peer review participation is often viewed as a waste of time and energy. Students ask, “How can my classmate give feedback on my writing when their English is no better than mine?”

After many unsuccessful attempts at establishing regular peer review sessions in a variety of settings in the Middle East, the researcher reflected on possible causes:

· students are uncomfortable giving feedback to each other in a culture where public criticism is seen as shameful and disrespectful;
· students believe their own English writing skills are not of an appropriate caliber to give feedback to peers on the same level;
· students believe their peers’ writing skills are not of an appropriate caliber to give feedback on their writing; and
· students see feedback as the instructor’s responsibility because it is a matter of correct/incorrect application of taught principles.

While the fourth possibility is based on cultural perception and personal belief, and therefore unlikely to change without significant proof of evidence to the contrary, the first three led to the development of the proposed research questions: How effective is cross-cultural peer review in establishing an appreciation for and value of the peer review process? Could pairing Emirati English Composition students with Western-based English Composition students for peer review result in a more beneficial exchange and subsequent development of their writing and self-editing skills?

Participants will be given a pre-study survey that measures their level of understanding about and their beliefs regarding peer review. They will be introduced to the concept of peer review through a Peer Review Introduction activity. Prior to establishing communication with their long-distance peer review partner, participants will be given de-identified code names and associated Gmail addresses to use for correspondence during the study. They will write an introductory letter to their “peerpal”, maintaining de-identification, where they will share their strengths and weaknesses in writing. All correspondence between “peerpals” will be monitored by both research investigators.

At the end of the semester, participants will be given a post-study survey that measures the changes in their level of understanding about and their beliefs regarding peer review. Investigators will collect and analyze the pre- and post-study surveys using SPSS. Expected outcomes include an increase in appreciation for the process of peer review, more beneficial review sessions, and an overall improvement in self-editing skills for all participants.

Implications for future consideration include: establishing a long-distance peer review program or social media application (“PeerPal”) that connects non-native English-speaking composition students of varying levels with students from a more linguistically-homogenous background in an effort to develop and reinforce writing and self-editing skills.

STEPHANIE SIAM is an Instructor with the Department of English and Writing Studies for the University College at Zayed University in Abu Dhabi. She has 12 years of teaching experience in ESL and academic writing instruction. In addition to ZU, she has also taught in Saudi Arabia, Oman and the United States. Her main research interest is effective utilization and integration of peer review in the undergraduate writing classroom. Her recent publications include co-authoring “A Case for Peer Review Inclusion in Writing Assessment” (Bodola & Siam, 2015), published in Methodologies for Effective Writing Instruction in EFL and ESL Classrooms (Al-Mahrooq, Thakur & Roscoe, Eds.). In addition to classroom instruction and professional research, she also volunteers with the University College’s Al Waha Writing Centre.
THE IMPACT OF INTERNATIONAL BUSINESS STRATEGY SIMULATION GAMES ON STUDENT ENGAGEMENT

Despite the increasing and enduring use of business simulation games in management education in general and in international business courses in particular, little is known about their effectiveness as learning tools. This study assesses the impact of an international business simulation game (CESIM Global Challenge) on levels of student engagement at a University in the United Arab Emirates, as measured through quantitative self-reports obtained through a survey among students. The results are compared to engagement levels experienced in more traditional classroom-based case discussions with the same students. The research concludes that there is a negative correlation between simulation game use and student engagement. Several potential explanations are advanced to account for the unexpected results.

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TIM ROGMANS is Assistant Professor in Management at the College of Business at Zayed University in Dubai, United Arab Emirates. He previously worked in the UK, France and the Netherlands in strategy consulting (with Gemini Consulting and LEK Consulting) and trade credit insurance with Atradius. His work at Zayed University started as Director of Executive Education. His academic research work is in the areas of Foreign Direct Investment, sustainability performance, as well as innovative teaching methodologies, in general, and business simulation games, in particular. He is the author or co-author of numerous articles and three books, including “The Emerging Markets of the Middle East: Strategies for Entry and Growth”. He holds a Bachelor’s degree in Economics from the London School of Economics, a MBA from INSEAD and a PhD from Nyenrode University.

WASEEEM ABAZA joined the College of Business as an Assistant Professor of management, having completed his doctoral studies at Case Western Reserve University. He holds a BA in Political Science and Communication Studies from the University of Michigan and two masters degrees, an MBA and MA in Political Science, both from the University of Toledo. While at Case Western he taught courses on Management, Sustainability and Leadership Development, he also served as the Director of the World Inquiry Innovation Bank, an action-research initiative focused on the role of business in society. His research focuses on Sustainable Value creation, the role of Business in Peace-Building, Sustainable Innovation and Impact Assessment and Strategic Organizational Development. During his graduate studies he has presented at international conferences including the Academy of Management and the International Academy of Management and Business.
EFFECTS OF WRITTEN CORRECTIVE FEEDBACK ON GRAMMATICAL ACCURACY: EVIDENCE FROM ARAB EFL CLASSROOMS

Introduction
Corrective feedback is an essential component of L2 teaching. However, there has been considerable debate regarding the role and value of written corrective feedback (WCF) in the literature. Many researchers have stressed its importance; others have expressed doubt concerning its effectiveness. This debate has continued due to conflicting research results from research examining short-term effects of WCF and scarcity of research investigating its long-term effects (Ferris, 2004, 2006).

The paper reports the results of an investigation into the effects of direct and indirect focused WCF on students’ grammatical accuracy both in the revision of the same piece of writing and on new pieces of writing over time.

Method:
Participants & Data collection instruments
English prepositions of place (i.e. in, on, next to, above, behind, opposite etc.) were chosen as the target structure due to the lack of research on prepositions in the WCF literature, and research evidence that L1 Arabic speakers may encounter difficulties in using English prepositions accurately and appropriately. Participants were 86 intermediate level undergraduate foundation program students from a major government university in the UAE. Data collection instruments were students’ written texts produced based on picture prompts.

Procedure
Participants were divided randomly into four groups: 1) Direct, 2) Underlining, 3) Underlining + Metalinguistic, and 4) Control. Students produced two pieces of descriptive writing based on picture prompts and revised those over a two-week period. To examine the delayed effects of feedback on students’ writing skills, each group was asked to produce two new pieces of writing, two and four weeks after the final treatment.

Results
Results demonstrated that there were noticeable revision effects of Writing 1 and Writing 2. In addition, all three treatment groups displayed significant reduction of errors both 5 and 6 weeks after they received feedback.

Discussion
The findings of the present study indicate that both direct and the indirect WCF significantly improve revision accuracy. The findings are in line with previous studies that investigated the effects of focused WCF. However, no previous studies investigated the effects of WCF in the context of an Arab EFL classroom. In addition, while almost all of the previous studies provided treatment on errors only one time, in the current study treatment on errors was provided two times. Thus, the findings of the present study are a valuable addition to the current knowledge of the effectiveness of WCF.

Practical/Research Implications
Based on the findings of the present study, it can be suggested that WCF is a useful editing tool so as it helped learners improve the accuracy of their initial writings during revisions. Teachers, therefore, should allow learners the opportunity to revise their written texts based on the WCF they provide. Apart from revision effects, WCF displayed both short term and delayed accuracy gains in this study. All three treatment groups retained accuracy and made significant reduction of errors after 3 weeks of treatment. This suggests that both direct and indirect focused WCF have the potential to help improve accuracy in writing.

KHALED KARIM has been working as an Assistant Professor of Linguistics at UAEU since 2015. Dr. Karim’s research interests focus on L2 acquisition, L2 writing strategies, written corrective feedback, and ESL pedagogy.

MARTIN ENDLEY is an Associate Professor of Linguistics at UAEU. He joined UAEU in 2011, having previously worked at universities in Turkey and South Korea. Dr. Endley’s primary research are L2 reading strategies, L2 vocabulary acquisition, written corrective feedback and perceptions of error gravity.
One major practical implication of the study is that in order to improve students’ will to learn, it is important to create a close link between English courses at university and students’ academic and professional goals. The study also has research implications for combinatorial inquiries into students’ cognitive and affective needs, as well as for the development of relevant affordances.

AMIR KAVIANI has taught at tertiary level for more than two decades. He has a BA in Translation Studies and a MA in Teaching of English as a Foreign Language. He also has a PhD in Language Teaching and Learning from the University of Auckland, New Zealand. In August 2011, Amir joined the Department of English and Writing Studies in Zayed University where he teaches courses in Educational and Applied Linguistics, as well as Academic Writing to undergraduate students. In addition to being an external examiner of MA theses and PhD dissertations, Amir has served on the editorial boards of several journals in the areas of Linguistics, Applied Linguistics and Higher Education Studies. He has conducted many workshops in the areas of Language Teaching and Learning, Testing and Assessment in Higher Education and Curriculum Development. Amir is interested in Educational Psychology and Philosophy and in particular the role of cognitive and affective factors in learning. His current research investigates Zayed University students’ appraisals of their language learning experiences.
Innovative Teaching Strategies to Enhance Student Learning through Educational Technologies in Higher Education

In recent years, colleges and universities in the United Arab Emirates have faced considerable scrutiny for their apparent failure to adequately educate students due to the lack of student motivation in the subject and their decreasing attention span. Recent calls for educational reform highlight ongoing concerns about the ability of the current curriculum to equip aspiring IT professionals with the skills for success. Whereas a wide range of proposed solutions attempt to address apparent deficiencies in current educational models, a growing body of literature consistently points to the need to rethink the traditional in-class, lecture-based course model. One such proposal is to incorporate educational technologies such as Classkick, ThinkPairShare, Quizizz, Polleverywhere, etc., with the course content to foster student motivation and engagement with the course.

The present quasi-experimental mixed methods study will involve male and female students in my course GEN-175 Introduction to IT. For quantitative assessment I will use course scores, quiz scores as well as discussion-based data through tools such as TPS, Classkick, Polleverywhere, etc., which are excellent tools for students and can foster their cognitive abilities through active learning. Along with the Powerpoints that are used for the course instructions, I would like to incorporate educational tools in class such as:

- **ClassKick**: to do formative assessment after the lesson to gauge how much the students have understood from the lecture.
- **Polleverywhere**: for online surveys and word clouds, etc.
- **Think Pair Share/Google Docs**: for collaborative writing [www.tps.zu.ac.ae](http://www.tps.zu.ac.ae).
- **Plickers**: Midterm/Final Reviews

My study will help break the monotony of the traditional lecture-based classes which at some point can get the students disinterested. I will be using the TPACK model to incorporate Technology with Pedagogy and Content which will enhance student learning. I believe that “learning by doing” will foster students’ cognitive ability, increase student engagement in the course and make learning a fun experience for students where they can look forward to coming to the class.

Afshan Parkar holds a M.Sc. in Computer Science from Mumbai University in India. She has eight years’ experience in the field of education as a Faculty and Coordinator for Bachelors and Masters of Computer Science & IT (Information Technology) with the University of Mumbai (India) and various colleges affiliated with Mumbai University, India. She has also worked as a Faculty of Computer Information Science at the Abu Dhabi & Khalifa City Women’s College, Higher Colleges of Technology, prior coming to ZU. Afshan is an entrepreneur for a software solutions company named Spark Infotech handling various technology-based projects. She is very enthusiastic regarding implementing new pedagogical strategies and believes in innovative teaching. Afshan specializes in Java (J2SE), Advance Java (J2EE), Python Programming, Object Oriented Programming, Web Designing, Web Applications and Introduction to Programming using C, C++, C#, Distributed Computing, Multimedia Database Management Systems & Advance Database Management Systems, Computer Organization & Architecture, System Software, and Algorithm & Fundamentals of C Programming language.
Innovative Peer Tutoring Methods to Enhance the Student Learning Experience

Peer tutoring is one of the most beneficial methods of student learning process. Out of my teaching experience and being a PhD student myself, I noticed that students’ interaction and understanding enhance greatly through the use of peer tutoring techniques. This study investigates an innovative way of peer tutoring that deviates from the traditional one, to enhance the learning experience of a group of higher education students. It proves how the basic principles of peer tutoring can be adapted and implemented easily and effectively. The study also shows how peer tutoring enhances students’ social behavior. The participants of the research study were 100 randomly chosen university students enrolled in two different courses. Data were collected through a questionnaire and the indicators used were the students’ academic performance and course grades. After careful analysis of the results, the proposed techniques showed that students’ performance was enhanced, their comprehension of the material taught was better and their social behavior was also greatly enhanced. Based on the results, recommendations for further research and ways of implementation will be discussed.

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Session 30

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Using a Corpus to Teach EAP Writing to Emirati Learners

The purpose of this research was to investigate to what extent using a corpus can improve EAP (English for Academic Purposes) students’ writing competence. The goal of the study was twofold: a) To examine the interference and impact of learners’ L1 (Arabic) on using collocations when writing in L2 (English); b) To examine the impact of using a corpus on increasing Arabic learners’ awareness of L2 collocations and, by extension, improving their writing in L2. The participants were 20 Emirati female students from ABP EGAP 4 (English for General Academic Purposes Level 4). This level represents learners’ proficiency in English; namely, CEFR B2. The participants were given the following tasks: 1) a paper-based test where they were asked to match 13 verbs with their relevant nouns. The 13 verb-noun collocations were adapted from their writing and were chosen based on L1 interference, level of difficulty, and part of speech (verb+noun collocations); 2) The second task was an controlled practice task where participants were asked to use the corpus to match the same thirteen collocations from task 1; 3) The third task was a free writing task where students were asked to write an essay based on the topics included in EGAP 4’s reading and writing curriculum. The correct use of the target collocations was evaluated. The results of this study will be shared during the presentation.

FATMA ELSHAFIE is currently a Cambridge CELTA Teacher Trainer, an EAP and ESAP Instructor in the Academic Bridge Program at Zayed University in Dubai, UAE. Ms. Elshafie holds an MA with Distinction in Cognitive Linguistics from Ain Shams University in Cairo, Egypt and the DELTA qualification from Cambridge, UK. Ms. Elshafie has done research on bilingualism, EAP reading and writing skills, Phonology, and corpus-based learning. She has more than 14 years of teaching experience in International universities in the Middle East including the American University in Cairo, The British University in Egypt and currently Zayed University in the UAE. Her experience includes teaching EAP, ESAP, and Curriculum development. She has presented at local and International conferences.

BETH WIENS has worked in assessment in the United Arab Emirates for the past 20 years. Currently she is the Assessment Supervisor in Zayed University’s Academic Bridge Program in Dubai. She has a MA in Applied Linguistics and has worked on curriculum and assessment throughout her career.
SELF-REFLECTION AS A PEDAGOGICAL DIAGNOSTIC TOOL

For mid-career academics, the practice of scholarship can present issues of repetition, seemingly static methodologies, and situations where new approaches become elusive. How can one determine effectiveness for various methods and content over periods of time, and determine correlations that lead to greater effectiveness? Reflective practices, such as the theories of single- and double-loop learning strategies developed by Management researchers Chris Argyris and Donald Schön in 1978 offer a framework for the academic seeking to maximize their classroom effectiveness. Schon’s notions of implementing strategies of “reflection-on-action, reflection-in-action, responding to problematic situations, problem framing, problem solving, and the priority of practical knowledge over abstract theory” create a context in which the academic can perform diagnostics upon their teaching.

Using metrics over time used reflectively can reveal key relationships between classes, methods, and content, and such studies place practical information within a contextual outline. This approach also reflects a Deweyan pragmatism that correlates class activity with multiple sections/years and sets of metrics. The importance in such a study comes from the notion that windows of time that academics are evaluated are often narrow (semester or year), and longer studies offer deeper insights.

For this presentation, longitudinal studies of student evaluation metrics for a given class over several years as opposed to a cluster analysis of metrics for a given year are placed in context with faculty self-evaluation to determine ways of determining effectiveness, ascertaining slope of data (improvement/deterioration), detecting outlying data, and discriminating objective/subjective criticism. It is hoped that through sharing my methods and resulting findings, other academics can easily determine macroscopic trends, spot successes, and differentiate momentary setbacks from long-term trends.

PATRICK LICHTY is a Conceptual Artist, Writer, and Educator exploring how media shape our perception of reality as well as the borders between the digital and the material. He is best known for his work with the virtual reality performance art group Second Front, and as the animator of the activist group, The Yes Men. He is a CalArts/Herb Alpert Fellow and Whitney Biennial exhibitor as part of the collective RTMark. He has presented and exhibited internationally at numerous biennials and triennials (Yokohama, Venice, Performa, Maribor, Turin, Sundance), and conferences (ISEA, SIGGRAPH, Popular Culture Association, SLSA, SxSW).
USING MULTIPLE CHOICE QUIZZES FOR MONITORING STUDENTS’ MOTIVATION, ENGAGEMENT, AND INFORMATION RETENTION

Introduction:
Following poor grade results in two formal assessments in the first half of the semester, I decided to implement a revision strategy for students and simultaneously monitor this process as an action research project. This stemmed from a desire to explore methods that can potentially assist students to retain important information, enable them to recall and recognize relevant knowledge, and draw comparative links. Furthermore, it will provide me with the opportunity to review student voluntary participation and evaluate success rates based on the procedures and process employed.

I decided to proceed on the basis that students’ participation would be voluntary. I explained to them, why I was conducting the revision strategy and what I was hoping to achieve. I stressed that it was not a requirement to participate, but that taking part, would greatly increase their potential for a successful outcome in the final examination.

Method:
Students will be asked to review selected sections of the course material, divided and delivery within 4 blocks of information. They will then be requested to complete, at staggered intervals, 4 multiple choice quizzes based on the information they have reviewed.

Participants:
20 students in a “Research Methods” class that I am teaching.

Data Collection Instrument:
Socrative Teacher/Student. Socrative quiz participation records and the grades obtained. Grades from the quizzes will be compared with marks achieved in the official end of semester college examination.

Procedure:
For each information block, I will review the material once in class. This is material that has already been delivered in the earlier part of the semester. Utilizing the Socrative cloud-based student response system, students will be asked to complete 4 Socrative quizzes, each containing 20 multiple choice questions. The students will be requested to complete each quiz on 3 separate occasions, within the following timeframe - Initial Quiz - Repeated 48 hours later - Repeated 1 week later. The same procedure will be followed for all 4 Quizzes.

DAMIEN CARBERRY is currently employed as an Assistant Professor with the General Studies division at the Higher Colleges of Technology in Madinat Zayed campus. He has over 16 years’ experience working in higher level education, having previously worked in the Mechanical Engineering Industry. He has worked with both the History and Adult and Community Education Departments at Maynooth University in Ireland. Dr Carberry has also been employed with the Education to Prisons Services in Ireland. His research interests include, but are not limited to, Social and Cultural Studies, understanding history as the harbinger of contemporary society, the role of emotion in learning, the psychology of adult learning, the implications of childhood experiences for adult learning and transformative learning. He holds a PhD in Social and Cultural History, a Post-Graduate Diploma in Adult and Community Education and a BA in Sociology and History.
Supporting Learning in Theoretical Courses Through Involvement in Laboratory Activities

Laboratory science experiences enhance understanding of the nature of science, develop scientific reasoning abilities, increase understanding of the complexity of science, and improve collaboration skills. Bridging the gap between theory and practice can facilitate the transfer from theoretical to practical learning by focusing on a controlled simulation of reality. As the laboratory session has challenges and opportunities that differ from those in a standard classroom environment, the present study aims to provide students of health and environmental science courses with laboratory sessions to boost effective learning, develop awareness and deepen understanding of science concepts. It also aimed to develop critical, quantitative thinking, and data analysis skills. The use of scientific apparatus, practicing collaborative problem solving and designing a scientific method are also major goals of this study. Students acquire unique learning experiences and request time with adequate equipment to get hands-on and visual experimental experiences. In a secure setting, the student’s experiences stimulate learning by bridging the gap between ‘knowing’ and ‘doing’.

This study was carried out over a semester with five sections, each section comprising about 25 students. A total of 125 students studying the Living Science: Health & Environment course, which is a theoretical course. Four activities were completed as part of the project: two activities were completed outside the classroom (lab activity) and two activities were completed inside the classroom. For the hands-on lab, each lab section was divided into 9 groups with 3 students per group. Each group shared the load of the experimental work. Students reported their experimental findings online for grading. On the other hand, teaching activities inside the classroom were proceeded through learning of scientific theories and performing an online assessment for grading. Based on the students’ grades, the learning through the experimental work inside the laboratories is significantly superior to the students’ performance on the theoretical activities inside the classroom. In addition, a questionnaire during class time was distributed to assess the effect of the new experimental learning method by the students. A total of 100 students expressed their satisfaction and appreciation for the laboratory learning activities.

**MAISA EL GAMAL** is Assistant Professor in the College of Natural and Health Sciences, Department of Life and Environmental Sciences at Zayed University, Abu Dhabi. She carried out several research projects on environmental impacts, modeling and simulation methods for the design of industrialized systems, and solving environmental problems in the UAE. Dr. El Gamal has published in high impact journals and international refereed conference proceedings. Dr. El Gamal holds 12 patents from the Gulf Cooperation Council, the United States Patent and Trademark Office (USPTO), the United Kingdom Patent Office, the European Patent Office, the Canadian Patent Office, the Australia Patent Office, and the Japan Patent Office.
DEVELOPING WRITING SKILLS IN THE CLASSROOM: HOW TO CONSTRUCT A SINGLE MENTAL MODEL FROM A WRITTEN DISCOURSE

This presentation considers the development of coherence in the writing skills of Iranian students based on Johnson-Laird’s (1983, p. 22) definition of coherence which states: A necessary and sufficient condition for a discourse to be coherent, as opposed to a random sequence of sentences, is that it is possible to construct a single mental model from it.

Two groups, an experimental and a control group, were used in the study. One group used corpus-driven sources related to various genres and the other group used traditional ways of learning writing. The study was conducted in ten 2-hour sessions. The results of the study showed that the experimental group outperformed the control group in terms of coherence and obtained better scores. Moreover, students in the experimental group constructed a mental model which can be utilized by other students and practitioners while teaching and learning writing in EFL classes. The results of the study can be beneficial to teachers and students interested in genre-based studies as well as those who are interested in writing and discourse studies.

MOHAMMAD AMIN MOZAHEB is the head of the Department of Foreign Languages and an Assistant Professor of Applied Linguistics/TEFL at Imam Sadiq University, in Iran. He has published extensively in international journals. He has also presented papers at conferences in the US, Poland, Belgium, Greece, Romania, Turkey and the UAE. He has been selected as the distinguished professor for the second consecutive year at Imam Sadiq University, Tehran, Islamic Republic of Iran. His research interests include Writing, Intercultural Communication, World Englishes, and EIL.

MOSTAFA SHAHIDITABAR is a Lecturer at the Department of Foreign Languages at Imam Sadiq University, Tehran, Iran. He is also a PhD student at Allameh Tabatabai University, Tehran, Iran. He has published his articles in several international journals. He has also presented his papers in international conferences across the world. His research interests include Intercultural Communication, World Englishes, and EIL.

MOHAMMAD HOSSEIN BEHNOUD is a BA holder of English from Ershad University of Damavand, Tehran, Iran. His research interests include writing and genre-based studies.
INTEGRATING TEACHING AND RESEARCH: EXPLORING THE NEXUS

Having and fostering a research culture in an institution can have positive impact on the quality of teaching and learning as well as the overall performance of the institution. In the teaching and learning arena, ‘practitioner research’ and evidence-based practices are considered crucial tools for perfecting planning, teaching and learning. However, research is not a common practice in many educational institutions in our region. This can be related to a number of complex and interrelated factors.

This workshop aims at exploring the teaching-research nexus through an interactive discussion with the participants on the importance of establishing the nexus as well as the strategies necessary for the implementation of the nexus. Over the workshop, participants will learn how to use the SCOT analysis framework to reflect on and analyse their individual teaching and learning contexts. The analysis model has been designed to assist participants develop better awareness and understanding of the propelling and constraining factors of research in their institutions, learn the essential strategies for the establishment of the teaching-research nexus as well as actually start designing their own research projects.

So, if you would like to learn how you could make research your business, how research could change what and how you teach, and how to practically begin planning and conducting your own practitioner research, then this interactive and inspiring workshop is just for you!

HASHIL AL-SAADI is a researcher, research trainer and language lecturer at the Centre for Preparatory Studies of Sultan Qaboos University (SQU) in Oman. He is also a Faculty Fellow at the Centre for Excellence in Teaching and Learning (CETL) at SQU. Dr Hashil holds a Master’s degree in TESOL from the University of Bristol in the UK and a PhD again in TESOL from the University of Sheffield, UK. His PhD thesis was on learner autonomy and voice in tertiary language education in Oman. His research interests include learner autonomy, critical pedagogy, teacher education in the 21st century and qualitative research methodologies. He has conducted several workshops for teachers and presented his research findings at regional and international conferences. His workshops and conference papers focus on promoting learner autonomy and significant learning as well as enhancing teaching and learning quality through research. In addition, he has edited a number of scholarly articles for the world-renowned TESOL Journal.
SESSION 36

SHYTANCE WREN

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IMPROVING UAE NATIONAL STUDENTS’ SOCIAL RESPONSIBILITY COMPETENCE THROUGH CITIZENSHIP EDUCATION CURRICULUM

Introduction:
The main purpose of this research project is to enhance the teaching and learning process by interweaving citizenship education curricula throughout the GEN 120 course to assist students in fully developing their social responsibility. This study will analyze the aspects and levels of social responsibility development of female students after learning from citizenship education curriculum using Berman’s Development of Social Conscious model as a framework.

The research questions for the intended study are:

1. Do students experience an increased sense of social responsibility during their participation in citizenship education curriculum?

2. What are the students’ attitudes towards the components of the citizenship education curriculum to the course?

Method:
The research project proposed will take an action-research approach to systematically search for workable and effective solutions to improving students’ sense of social responsibility. Data will be collected from two female sections of Gen 120 Life Skills courses comprised of 80 students in total.

An adapted Civic Attitudes and Skills Questionnaire (CASQ) (Moely et al., 2002; Moss, 2009) will be administered electronically at the end of the semester to find out students’ attitudes about the citizenship education curriculum that was implemented during the semester. The adapted CASQ electronic survey will consist of 22 Likert scale questions ranging on a scale of 1 (strongly disagree) to 5 (strongly agree) and three open-ended questions that measure five dimensions: global awareness, diversity attitudes, civic engagement, interpersonal/problem-solving and leadership skills.

Semi-structured interviews will be conducted at the end of the semester consisting of open-ended questions derived from the literature review for in-depth information regarding students’ attitudes toward the curriculum and their development of social responsibility after the implementation of the curriculum.

Content analysis of students’ written reflections of citizenship education components 2, 3 and 4 will be conducted to identify social responsibility indicators such as critical reflection and responsibility and openness to involvement as active citizens (Hoskins & Mascherini, 2009).

Practical research implications:
This research project will aid in the Emirates vision 2021 of developing common and social responsibility in its citizens. In addition, this study will help improve the Zayed University Learning Outcome of Global Awareness in students. By analyzing the learning outcomes of students after their completion of the community service project, we can restructure the course if needed to better serve students’ educational needs and enhance their social responsibility and civic engagement in the UAE. This body of research will also be the first literature on community service-based project effectiveness and its contribution to UAE national first-year student learning outcomes, a body of literature that is currently lacking.

SHYTANCE WREN is an instructor in the University College with the Advising and Academic Development Department. She received her Master of Arts in Student Affairs Administration with a specialization in International Development from Michigan State University. Her professional background is in higher education, student affairs administration and international education development. She has six years of experience in teaching, advising, and student development in higher education in diverse countries such as the U.S., Belize, China, South Africa and Qatar. Shytance’s research interests encompass improving the effectiveness of international higher education through integrated reforms in curriculum, teaching, leadership, research, and assessment.
**MAPPING ENTREPRENEURIAL AWARENESS IN BUSINESS STUDENTS**

**Introduction:**
Entrepreneurial skills development enables students to become more self-reliant in exploring career options. This study looks at how entrepreneurial awareness can be mapped in students of English for Business in Sultan Qaboos University.

**Method:**
A questionnaire will be given to the students to understand their level of entrepreneurial awareness and matched to the learning outcomes of the course they learn. The students will also be given open-ended questions to understand their entrepreneurial interests. The results will be analysed quantitatively and qualitatively.

**Expected Outcomes:**
The results will show the trends in career options a sample of Business students at Sultan Qaboos University are interested in. This will have implications on the recommendations for course design and instructional changes in the English for Business courses offered. The findings will also stimulate research in incorporating entrepreneurial skills development in the English for Business syllabus.
The Impact of Formative Assessment on Learning Mathematics

Math skills develop through practice and not only through teaching. As the university is moving towards online assignments and quizzes, we as a faculty need to rebuild the lesson plans so that the students get sufficient practice for the online assignments beforehand and are not taken by surprise when faced with their summative assessments. This research project will help with building formative assessments in such a way that they will improve students’ level of understanding of mathematical concepts.

The students participating in this project will take 10-15 online assessments which will be based on the course topics. Each assessment will contain around 10 questions and might take 10-15 minutes of their time after the class. These assessments will be an add-on to the course material as students will take them after the class time. These formative assessments will not be a part of the grading system but the motive behind creating them is to reinforce the concepts discussed in class. All the students taking the course will be expected to do the assessments.

Towards the end of the semester students will be given a survey to share their opinion about the formative assessments given to them. The purpose is to investigate the role of continuous formative assessment in learning mathematics.

Manisha Kankarej is an Assistant Professor in the Department of Mathematics and Statistics, College of Natural and Health Sciences, Zayed University, Dubai. She joined Zayed University in August 2010. Prior to that, Manisha has taught in National Defense Academy, India, where her duties included teaching the cadets of Army, Navy, and Air force. She has over 18 years of experience in teaching Mathematics to the students of graduate and postgraduate level with experience of teaching students of different cultural backgrounds.
Established in the Fall of 2012, the Center for Educational Innovation (CEI) designs and implements innovative curricular and faculty development programs across the university. To accomplish these broadly defined goals, the CEI has adopted a "third generation teaching and learning center" approach that takes into account the needs of the teaching and learning community and integrates them into our strategic planning process. This allows the CEI to remain responsive to faculty needs while maintaining a focus on the future of teaching and learning at Zayed University. With a focus on Faculty Development, Educational Development, and Innovative Learning Design, the CEI is developing a program to meet the diverse needs of Zayed University faculty.

The CEI focuses on three main areas of support: (1) Scholarship of Teaching and Learning, (2) Pedagogical Innovation, and (3) Educational Technology.

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<th>Educational Technology</th>
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<tr>
<td>Evidence Based Practice</td>
<td>Teaching Strategies</td>
<td>Mobile Enhanced Learning</td>
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<td>Research</td>
<td>Learning Outcomes</td>
<td>Teaching Technologies</td>
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<td>Dissemination</td>
<td>Academic Integrity</td>
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It is an exciting time for Zayed University as the student and faculty populations continue to grow. The CEI is growing along with the university and helping to shape and support ZU to become a leader in teaching and learning in the region and internationally.
Meet the CEI Team

PROF. DR. BARBARA HAROLD
Director
Dr Barbara Harold is an experienced educator with a background in elementary teaching followed by 30 years in the tertiary sector as a teacher educator. Since joining the College of Education at Zayed University in 2001 she has continued teaching, research and publication in the areas of leadership, educational reform, and professional learning. She has led and collaborated in a range of projects and programs in the field of leadership capacity building with Emirati undergraduate and graduate students, and UAE educators.

Dr Harold has led workshops and seminars in the UAE and wider Gulf region and has disseminated her research at national, regional and international conferences in the US, UK, UAE, Saudi Arabia, New Zealand and Australia. Her leadership positions have included Director of the COE Graduate Programs, Associate Dean of the COE and she is currently Acting Director of the Center for Educational Innovation at Zayed University.

GHALYA ALSUWAIDI
Technology Trainer
Ghalya is the Technology Trainer of the Abu Dhabi Campus, and over the past six years she has been providing support and technological guidance to faculty, staff and students. She has also been an IT faculty member in Zayed University teaching web design, and being a ZU student, graduate, trainer and faculty helped her have a perspective on what faculty or students might need in order to learn how to use the technology successfully and effectively in classrooms.

As a member of the CEI, she provides technical training through coordinating training programs as well as individual training sessions and as a trainer she is developing training materials in a range of mediums to support the different training goals.

CHRISTINA (CJ) DAVISON
Instructional Designer
CJ is an Instructional Designer with the CEI. With 17 years of experience working in university settings in Canada, Qatar and now the UAE, she joins the team with a passion for improving teaching. She is interested in educational technology but has a clear understanding that the most elaborate technical tools are impractical if they do not resolve an existing teaching and learning problem. Combining her teaching experience, academic preparation in education, practical skills with educational technology, and a passion for problem solving, she is looking forward to supporting faculty in resolving many types of teaching and learning issues. She has an MA in Learning and Technology and is currently pursuing her Ed.D. in Adult Learning. Her research interests are in faculty development, transnational teaching, educational technology, and mobile learning.

PROF. DR. CHRISTINA GITSAKI
Research Coordinator
Prof. Christina Gitsaki is the Research Coordinator at CEI. Before coming to ZU, she served as the UNESCO Chair in Applied Research in Education in Sharjah and later as the Assoc. Dean of the Foundations program at HCT. Before coming to the UAE, she worked at The University of Queensland (UQ) in Australia, where she educated pre-service ESL teachers and supervised Masters and Ph.D. students in language education research. She has worked with Education Queensland and The Learning Federation of the Curriculum Corporation, Australia on state and federal education projects.

Dr. Gitsaki has served on the Executive Boards of numerous professional associations, including the International Association of Applied Linguistics (AILA), the Gulf Comparative Education Society, and the Applied Linguistics Association of Australia. Dr. Gitsaki has 74 publications in refereed journals and book chapters on language acquisition and pedagogy including twelve books on language education. At CEI, she oversees the SoTL Course, the development of resources for research and she provides advice and mentorship to faculty who are interested in engaging in research on teaching and learning.
TROY PRIEST
Senior Specialist Pedagogical Innovation and Effectiveness
Troy is the senior specialist pedagogical innovation and effectiveness in Zayed University’s Centre for Educational Innovation. He has nearly 20 years of experience teaching at the tertiary level and began teaching in the Gulf region in 2001. Previously he has taught in Korea and the United States before coming to the UAE. His responsibilities as Zayed University’s senior specialist pedagogical innovation and effectiveness include researching and evaluating the effective use of innovative pedagogies as well the impact and effectiveness of the CEI’s Innovative Teaching Program. He has also served as the language foundation’s curriculum supervisor. His responsibilities as curriculum supervisor included curriculum development of the English language foundations program, overseeing the e-textbook project, and leading the program’s one-to-one implementation of mobile devices. He has completed the International Scholarship of Teaching and Learning Leadership Certificate Program from the University of British Columbia. He is currently a doctoral candidate in Higher Education Research, Evaluation and Enhancement at Lancaster University in the United Kingdom.

NICHOLAS YATES
Instructional Designer
Nicholas Yates is an Instructional Designer in the Center for Educational Innovation at Zayed University. Nicholas is recognised as a Senior Fellow of the Higher Education Academy and also as an Apple Distinguished Educator (Class of 2013).

Within the CEI, he supports faculty through instructional design and faculty development to ensure effective technology integration to meet student needs and curriculum outcomes. Nicholas designs, develops and facilitates a wide variety of modules in the accredited ITP program support faculty and student needs. He has experience and success with integrating iPads, laptops, and SMARTboards into teaching and learning. Finally, Nicholas works with the Graduate Studies Programs to support faculty’s integration of online technologies into their blended learning courses. Nicholas Yates has almost 10 years of experience integrating technology into teaching and learning and an M.Ed. (ICT), M.A. (TESOL), and B.A. (Media and Communications).
Introduction to the program

In Fall of 2017, the Center for Educational Innovation (CEI) proudly launched a flexible professional development initiative, the Innovative Teaching Program (ITP). The program is the first in the UAE to be accredited by the UK AdvanceHE (previously Higher Education Academy, HEA). The ITP is designed specifically to offer both continuing support and professional recognition for teaching excellence for all faculty teaching at Zayed University.

Through the ITP, participants may attend professional development modules and apply for the internationally recognized Fellowship of the Higher Education Academy (HEA).

This is achieved through a practical, reflective, contextualized and critical engagement with new approaches to teaching and learning and scholarship. The program is informed by scholarly research and based on best practice. Face-to-face seminars are delivered on both the Abu Dhabi and Dubai campuses.
ITP Program Pathway

The ITP is flexible and customizable, based on the individual needs of the participant. Two bookend modules are required (Program Orientation and Build the Claim), and participants can choose to take many optional modules based on their interest and experience.

The required modules orient participants across all areas of the CEI-TPF/UKPSF, and support the collection and reporting of evidence in a written reflective account of practice, and the selection of appropriate referees. The optional modules will further develop effective understanding and practical application of current best practices in teaching and learning across all areas of the CEITPF/UKPSF.

The following is a typical path through the ITP:

Fellow Course Constellation*

Module  Module  Module

Program Orientation Session

Build the Claim Module

Fellowship Review & Recognition

*Constellation topic selection based on Orientation needs assessment, multi- and professional interests.

Professional Standards Framework (PSF)

ZU operates in a unique context with a relatively homogenous group of students but a very international faculty complement. Students typically speak Arabic as a first language and English as a second or third language. As such, ZU has developed a Pedagogical Framework to help meet the challenges of teaching and supporting learning in the region.

Inspired by this framework, the CEI has developed the Teaching Practice Framework which is a set of actionable competencies that are contextually relevant to ZU students and faculty. The Innovative Teaching Program design is rooted in development of these competencies by participants. The CEI competency framework maps directly onto the AdvanceHE/HEA UK Professional Standards Framework.
ITP Modules

**INSTRUCTIONAL DESIGN AND PLANNING**

Frustrated with students who don’t seem to engage in your lessons? Looking for new ideas to refresh your teaching strategies? This module, specifically designed for our ZU and higher education context, will help you. Through collaborative work with colleagues, participants will learn how to: engage students in research-proven best teaching and learning practices, use instructional design methodology to develop lessons that align outcomes with teaching and learning activities, plan and evaluate active learning techniques as methods to enhance student outcomes and identify methods for evaluation of teaching effectiveness. The module is ideal for discipline-specific instructors with classroom experience but an informal background in teaching and learning and whose goals are to become more effective educators.

**ASSESSMENT OF STUDENT LEARNING**

Designing and developing effective assessments for our ZU courses can enhance the course for both faculty and students. This module is built around Principles of Assessment and Feedback and will leverage evidence-based practice to create better assessments. It will introduce assessment alignment within a variety of formative and summative methods as well as rubrics with meaningful criteria. Participants will choose one assessment technique and complete a reflective critique of their own course’s assessment. Participants will finish this module with an understanding of designing effective and transparent assessments for their ZU courses.

**ENHANCING TEACHING AND LEARNING THROUGH EDUCATIONAL TECHNOLOGY**

Finding technology to use in the classroom isn’t hard; knowing if and how to integrate it is where students and you will find most value. This module affords the opportunity to follow an instructional design approach to hands-on experimentation and implementation of educational technology. Faculty will start by reflecting on their own uses and ways of implementing and then explore, appraise, implement and evaluate new educational technology using practical implementation steps in which to effectively integrate technology. Importantly, faculty will explore this within a context of active learning strategies while meeting course learning outcomes and student/course/content needs. Faculty will produce a Guided Reflection Digital Media Object as their deliverable.

**SCHOLARSHIP OF TEACHING AND LEARNING**

This module introduces participants to the Scholarship of Teaching and Learning as an effective professional development model for long-term change in teaching practice. The module engages participants in an exploration of SoTL related research, an evaluation of the effectiveness of different SoTL research methodologies and designs, a discussion of tools available for analyzing qualitative and quantitative data, and an understanding of the ZU processes and procedures for conducting systematic and rigorous classroom-based inquiries and engaging human subjects in research projects. Participants will be expected to design a research project and submit an ethics clearance form by the end of the module.

**DEVELOPING MEANINGFUL ASSESSMENTS**

Participants will be introduced to formative, summative and authentic assessment through an inquiry-based, collaborative approach. Participants will review pertinent educational literature and participate in discussions with a view to critiquing a current assessment challenge. Some practical exercises will emphasize the creation of rubrics and the alignment of assessment to course learning outcomes. Participants will also create a digital media object that will summarize their learning.

**ENHANCING STUDENT ACADEMIC LITERACY**

This module will introduce faculty members to strategies to help students improve their academic literacy in college level courses. It will provide participants with a set of practical strategies to engage their students in reading, vocabulary and writing. Through discussion and hands-on sessions, participants will work to integrate those strategies into their teaching. This module also encourages participants to reflect on best practices of teaching and learning in a second language context.
ITP Modules

Evidence-based Approaches to Developing Students’ Critical Thinking Skills
This module explores ways for teachers to develop students’ critical thinking skills using evidence-based approaches. Participants investigate a variety of critical thinking pedagogical models, assessments, and interventions, and use those, which are appropriate to their own students. Participants use a scholarly research approach to rigorously and systematically evaluate student development of critical thinking skills.

Addressing Academic Integrity
In this module, we will build a critical dialogue about factors that positively and negatively influence academic integrity. Through collaborative discussion and readings, we will explore methods and issues in the prevention, detection and regulation of issues with academic integrity. Participants will plan to implement classroom-based changes to the learning environment to address academic integrity through designing activities and assessments that discourage cheating. Further, the module will build a recurring opportunity for faculty to review ZU and college policy, and to actively engage in proposing improvements to it.

Build the Claim
The “Build the Claim” module is a required to submit a claim for fellowship. It is designed to support participants to draft fellowship submissions, select evidence and select referees. Participants in these workshops will be part of small writing communities to provide peer and facilitated support for their submissions.
Published twice a year since 2004, *Learning and Teaching in Higher Education: Gulf Perspectives (LTHE)* is a refereed, cross-disciplinary journal for and by higher educators in the Gulf region.

*LTHE* presents research and discusses issues of relevance to university and college educators in the region; the journal also has a significant readership outside the region. The journal is aimed at people teaching in any discipline, as well as those who support learning in other ways. *LTHE* is indexed in Google Scholar, EBSCO and Clarivate (formerly Thomson Reuters) Emerging Sources Citation Index; it is currently under consideration for indexing in Scopus.

Topics of recent and upcoming papers published in *LTHE* include flipped learning; cultural bias in exams; mathematics teaching for social justice; and subject matter anxiety in students.

You can read *LTHE* at [http://lthe.zu.ac.ae](http://lthe.zu.ac.ae)

We encourage you to register as a reader and select “New issue published email notifications” at the end of your profile. This enables you to receive notifications of future issues of *LTHE*; it also enables the journal to claim a certain level of readership and support.

You can also follow [@LTHEgulf](https://twitter.com/LTHEgulf) on Twitter.

**Publishing your work in *LTHE***

We welcome submissions to *LTHE* which present original research and/or reflection on practice in a Gulf higher education setting. The SoTL Conference presenters are encouraged to submit their papers for consideration. Start by registering as an author on the *LTHE* site, and see the links for Policies and Submissions at [http://lthe.zu.ac.ae/index.php/lthehome/about](http://lthe.zu.ac.ae/index.php/lthehome/about)

For further information please email the editor at [david.palfreyman@zu.ac.ae](mailto:david.palfreyman@zu.ac.ae)
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You’ll receive a Test Report showing a CEFR level and Cambridge English Scale score for each language skill, to help you easily make informed decisions and compare performance.

**Easy to administer**
Linguaskill doesn’t have any set dates or venues; you can run and invigilate the test at your own site, whenever you want. Answers are marked automatically by computer, to provide fast, accurate results without the need for examiners.

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