Innovative Teaching Through Classroom Research

January 9th, 2018
Zayed University, Dubai Campus
On behalf of the organizing committee, it is my great pleasure to welcome you to the 3rd Annual Conference of the Scholarship of Teaching and Learning at Zayed University.

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 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 19 oral presentations and 8 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 presenters who took time out of their busy schedules 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
Welcome to the third annual conference on teaching and learning - with specific emphasis on improving teaching through research. The basic idea of the conference is to share knowledge among ourselves for the best practices within classrooms.

As a brief background, the first conference (2015) was held in both the Abu Dhabi and Dubai campuses on the same day with two different programs. There was a total of 140 participants across the two campuses. A total of 22 presentations across both campuses (12 in Dubai and 10 in Abu Dhabi). In 2016, the conference was held in Dubai campus only. There was a total of 17 presentations and 80 participants half of whom were external to ZU.

This Year we have 27 sessions (3 concurrent sessions), and have invited 2 speakers external to ZU. The presentation will be delivered by faculty who have found an impact on faculty teaching and student learning and eager to share their experiences with other faculty within the Zayed University community and beyond.

With great pleasure, I would like to invite faculty, from all disciplines, to attend this valuable conference and participate in the beneficial discussions. It would be most appreciated if faculty send me their valuable reflections and comments, on the progress of this conference and on methods to improve our teaching and learning, for future enhancement.

Finally, I would like to thank our faculty and staff within the Center for Educational Innovation and specially to Prof. Christina Gitsaki, Research Coordinator, for organizing this valuable conference.

Prof. Dr. Abdel-Mohsen Mohamed
Associate Provost and Chief Academic Officer
Zayed University
What does it really mean to be an effective teacher? What does it mean to be an engaged learner? The scholarship of teaching and learning encourages us to explore every aspect of our work: our methods, our training, the possibilities offered by technology, the creative use of learning spaces, incorporating the best of traditional practices with what we are constantly learning about motivation, engagement, distraction, assessment, and all the other elements that contribute to an understanding of the mysterious process we call learning.

Research about teaching and learning is not the exclusive domain of people with education degrees, nor should it be. It is not just for “education experts.” Everyone who teaches at a university is equipped with the analytical tools to both look at and transcend their daily work as teachers and ask fundamental questions: What works? What does not work? Why? What can I do better? Are there new technologies or approaches that will enhance my effectiveness? How do I reach students with different learning styles? What is really happening in that classroom/studio/lab where my students and I spend so much time? And what is happening outside those spaces that can enhance what happens inside them?

The scholarship of teaching and learning should be central to our thinking about the work that universities and their faculty do. The two primary activities in which faculty spend most of their time—teaching students and generating knowledge—are brought together in the scholarship of teaching and learning in ways that few other kinds of scholarship can match. If education is the key to the future, then few activities could be more crucial for the success of education than the systematic examination of student learning.

Do you remember the excitement you felt when you decided to embark on an academic career? That excitement came at least in part from the realization that this would allow you to spend the rest of your life as a learner. As a teacher, you have the profound privilege of influencing young people who may still be in the process of forming their own identities. What impact will your work as a teacher have on them? Will they learn the subject matter well enough to move on to the next class? Will they learn it well enough to get that first job? Even more important, will they learn from you how to learn, so that they are prepared for the changing environment of their future? How will you be able to answer these questions, or even think about them, if you do not reflect on your practice as a teacher? And if you are a scholar, it is not such a large step from that reflection to engagement with the scholarship of teaching and learning, an area of inquiry that is uniquely positioned to help us ask and answer these questions. I compliment you for your interest in this exciting field of inquiry, and welcome you to this conference.

Dr. Michael Allen, PhD
Assistant Provost for Research
Zayed University
I have great pleasure in welcoming you to the 3rd Annual Scholarship of Teaching and Learning Conference that continues and builds upon a tradition of research into teaching and learning.

The Scholarship of Teaching and Learning (SoTL) is an internationally recognized research-led form of professional development that provides a path to inform policy and practice within educational institutions. As we teach and interact with students, the opportunities to conduct research in our classrooms helps us to understand how to become better teachers and improve our practice. SoTL provides a structure to share that understanding with others through evidence and, in turn, to base our practice on evidence.

Excellent teaching has always been evident in higher education but what SoTL does is to make these practices evident to others through the results of scholarly inquiry. Thus SoTL contributes to better policy and practice across the tertiary sector both locally and internationally.

The work being presented in this conference represents a range of disciplines and teaching practices, including the integration of technology, but shares the common theme of improving teaching through classroom research. The faculty presenters have been using some interesting and innovative practices to provide students with opportunities to succeed. The conference provides an important forum for them to inform the wider faculty about ways of improving teaching and learning.

Dr. Barbara Harold
Professor and Acting Director
Center for Educational Innovation
Zayed University
## PRESENTERS

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<td>Catherine Journeaux</td>
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<td>or Just Right? Cindy Gunn</td>
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<td>Motivation Kate Tindle &amp; Louise Greenwood</td>
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<td>and Engagement in Higher Education in the UAE Afshan Parkar</td>
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<td>E-Exams: Development and Evaluation Dana Saleh</td>
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## CONFERENCE PROGRAM - ROOM B

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| 09:30-10:00   | **SESSION 2** Mobile Technology and its Reception among Media Students at Zayed University in Dubai  
*NAJAT ALSAIED & FOKIYA AKHTAR* |
| 10:00-10:30   | **SESSION 5** Addressing Free Riders in Collaborative Group Work: The Use of Mobile Applications in Higher Education  
*SUZANNA EL MASSAH* |
| 10:30-11:00   | **SESSION 8** Using Project-Based Learning to Enhance Student Learning and Engagement  
*NOORAH MOHAMMED* |
| 11:00-11:30   | COFFEE BREAK                                                           |
| 11:30-12:00   | **SESSION 11** The Impact of a Macroeconomics Simulation Game on Student Engagement and Performance  
*TIM RONGMANS* |
| 12:00-12:30   | **SESSION 14** Taking Stock of Information Literacy Skills: Stage One of a Two-Stage Evaluation  
*NORMAN WILLIAMS* |
| 12:30-13:00   | **SESSION 17** Scenario-Based Learning: A Tool for Course Enhancement  
*ANESTIS FOTIADIS* |
| 13:00-14:00   | LUNCH BREAK                                                            |
| 14:00-14:30   | **SESSION 20** Mobile Learning and its Effect on Student Involvement in an Islamic Civilization Course  
*ADNAN OWEIDA* |
| 14:30-15:00   | **SESSION 23** Increasing Student Motivation, Engagement and Understanding Using Concept Maps, Infographics and Group Discussions  
*EMAN KAHEEL & AYAA ALBEDWAWI* |
| 15:00-15:30   | **SESSION 25** The Impact of Technology on Students’ Engagement and Academic Achievement in a Statistics Course  
*MARIAM ABUSHAMALA* |
| 15:30-16:00   | CLOSING REMARKS AND COFFEE                                             |
## CONFERENCE PROGRAM - ROOM C: RESEARCH SKILLS WORKSHOPS

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*Michael Allen* |
| 10:00-10:30 | **SESSION 6**  
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*Cindy Gunn* |
| 10:30-11:00 | **SESSION 9**  
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*Zeina Hojeij & David Palfreyman* |
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*Christina Gitsaki* |
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*Wafa Zogbhor* |
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*Mathew A. Robby* |
| 15:30-16:00 | **CLOSING REMARKS AND COFFEE**                                                                |
ABSTRACTS
Session 1

KIRK DOWSWELL
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JENNY EPPARD
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Using Web 2.0 and Corpus Technology to Enhance Vocabulary Acquisition

Undergraduate students are exposed to discipline-specific Lexis and concepts, particularly when studying in a second language. Current research suggests that most students find it difficult to fully comprehend academic reading material because they lack the requisite vocabulary. In order to enhance vocabulary acquisition and, ultimately, improve their knowledge of complex discipline specific vocabulary, this study evaluated the use of the Memrise application as a self-directed learning tool. The study was conducted in an Arab higher education institution where undergraduate students studied IT in English. By using the Memrise application in conjunction with a discipline-specific key word corpus, it was anticipated that this intervention would improve vocabulary acquisition with minimal use of classroom teaching time. Results indicated that when students engaged with the learning tool there was a noticeable improvement in vocabulary knowledge for those who used the application on a regular basis. Overall, the study has implications for teachers, as well as learners, as the Memrise application is an adaptable and freely available mobile learning tool for developing vocabulary knowledge.
KIRK DOWSWELL is an Instructor at the College of Technological Innovation, Zayed University. His current area of research is subject specific vocabulary acquisition and mobile language learning. He is also interested in other aspects of Information Communications Technology (ICT) and language learning. Prior to working at Zayed University, he worked at several higher education institutions in Canada, Australia and the Middle East.

JENNY EPPARD has taught EFL in universities and K-12 environments for twenty years. She has an ESL qualification as a K-12 teacher in the United States as well as a PhD from the University of Virginia in Instructional Technology. Dr. Eppard has lived and worked in both the United States and the United Arab Emirates. She has worked extensively on creating activities on the iPad to be used at the university level with EFL students. Her research interests include informal learning and social media sites, using mobile devices as a learning device both inside and outside of the classroom, ways to increase reading skills and using assistive technology to improve communication for individuals with communication disorders.
MOBILE TECHNOLOGY AND ITS RECEPTION AMONG MEDIA STUDENTS AT ZAYED UNIVERSITY IN DUBAI

Technology tools have become second nature for the current generation of students. A variety of alternative approaches exist to broaden the students’ learning experiences and provide additional support to the traditional, conventional, face-to-face pedagogical methods. The students in the CCMS department at ZU are facing serious writing difficulties and need more flexible content gathering for creative video production. This study presents an innovative approach to explore the students’ interaction with mobile phones applications. It is an attempt to enhance students’ writing skills as well as vocabulary, spelling and grammar and to improve their technical skills such as audio and video production. The methods used in this study were both quantitative and qualitative. The purpose of this mixed method approach was to use the qualitative data to assist in explaining, interpreting and further examining the findings from the quantitative data.
NAJAT ALSAIED has more than 16 years of experience in development organisations and digital media. She worked at Islamic Development Bank (IDB) in Jeddah, Saudi Arabia, the World Health Organisation-Pan American Health Organisation (PAHO) in Washington DC, USA, Housing and Urban Development (HUD) in Washington DC, USA.


FOKIYA AKHTAR has worked as a Senior Lecturer at Manipal University, Dubai and Visiting Faculty at the Media Education and Research Centre, University of Kashmir, and the National Institute of Mass Communication, New Delhi, India. She has worked as a Freelance Producer/Director and has produced educational documentaries and instructional television programmes for the University Grants Commission Countrywide Classroom in New Delhi, India. Ms. Akhtar has also produced, directed, edited and anchored live shows, game shows, current affairs programmes and documentaries for various production houses in India and Oman.

APPLYING FOR RESEARCH FUNDING

There are four fundamental elements required for the successful completion of any research project: a good idea or question; appropriate infrastructure; sufficient time; and adequate funding. This presentation will focus on the last of these elements. Specifically, we will discuss the various funding sources available at Zayed University, each of which has different criteria and a different review process. From small start-up grants to large, interdisciplinary cluster grants, the University seeks to support the research of its faculty through appropriate funding mechanisms. Just need a student research assistant? We can help with that, too. We will discuss how to find the application forms, what to include (and not include) with an application, and what kinds of expenditures the grants will support. The process does not need to be complicated, but your chances of receiving funding are much better if you understand the process, provide all the required information, and meet the criteria expected of reviewers at the various levels.
MICHAEL ALLEN is Assistant Provost for Research at Zayed University, with campuses in Abu Dhabi and Dubai. He has held that position since September 2011, having previously served for five years as Dean of the College of Arts and Sciences at Zayed University. Prior to joining Zayed University, he was Associate Dean of Arts and Sciences at Brigham Young University Hawaii. He has also been employed at the University of Auckland (New Zealand), the University of California at Berkeley, and the University of Victoria (British Columbia, Canada). 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.
LEARNER AS DECISION MAKER: ONLINE RESOURCES AND SELF-DETERMINATION IN THE WRITING CLASSROOM

While a first year composition course may do much to develop the skills required to craft a paper in the student’s chosen major, the learner autonomy and self-confidence needed to maintain and develop those skills necessary for success in composition may still be lacking. Many academic institutions offer undergraduate writing support; however in order to become independent decision-makers, the learner must have the personal resources to make his/her own choices.

Self-Determination Theory (SDT), a theory of motivation related to the degree of choice an individual exercises over his/her own decisions without the influence of external pressure, suggests that when there is freedom to choose whether or not to engage in an activity, individuals will actively seek to challenge themselves (Noels, Pelletier, Clement and Vallerand (2000). SDT has been applied to a number of different fields, one of the most notable being education.

In first year composition, I would argue that it is not sufficient simply to expect learners to become self-determined autonomous writers; rather they must be provided with the environment and resources tailored to their needs and with the greatest potential to promote engagement and change.

My aim was to discover whether providing students with access to a range of self-access materials targeting specific areas of weakness in writing would encourage learners to take ownership of their learning.

This was a small-scale, exploratory project focusing on a sample of 13 first year composition students. Over a period of 8 weeks, each course assessment was followed by individualized feedback to the student, highlighting both strengths and areas for improvement in their writing. A tracking tool was used to monitor the frequency with which students subsequently accessed writing practice materials on Blackboard. A combination of surveys at the beginning and end of the course and one-to-one interviews aimed to assess the motivation involved in student use of self-access resources, and any apparent changes in levels of self-determination on the part of the users.

Results suggested an increase in the characteristics associated with self-determination amongst the most frequent users. They also highlighted the significance of balanced, personalized instructor feedback as a motivational tool.
Catherine Journeaux is an instructor in the Department of English and Writing Studies at Zayed University, Abu Dhabi. She holds a MEd in Educational Technology and English Language Teaching and currently teaches courses in first year composition and technical writing. She is also a tutor providing academic writing support to ZU University College students.
Free riding behaviour may threaten the success of teamwork, when one or more group members receive the benefits of other members’ achievements with little effort or cost of their own. This study investigates the students’ collaborative behaviour to address this behavior in university settings. The study shows that students have positive views of group work despite the existence of free riders. Students like to form their own groups; consequently, peer evaluation appeared to be unreliable. The study points at free riding as a serious threat to academic productivity and calls for actions and strategies from the institution and the instructor to eradicate this behavior. The use of mobile applications enables the instructor to track free riders and to some extent discourage their behavior.
SUZANNA ELMASSAH has received her PhD in Sustainable Development (2009) and MSc in Finance (2004) from Cairo University. She has a 20-year teaching experience in higher education, in addition to her involvement in mobile learning, academic course development and industry consultation. Suzanna is the founder and advisor for the InveSlamic Club at Zayed University since 2016. She has multidisciplinary interests in research: Economics, Finance, Sustainable Development, Economics of Education, and Behavioural Economics. She has published several papers and studies in international journals and sits in the Editorial Review Board for peer reviewed Journals.
On-going evaluation of their own teaching and their students’ learning is something that most teachers do, whether engaged in formal research or not. However, engaging in Action Research and ultimately publishing it allows teacher practitioners to share their findings with a wider audience to improve teaching and learning. This workshop will offer practical tips on how to conduct classroom research and go through the steps of writing for publication.
CINDY GUNN is the Director of the Faculty Development Center and Professor in the Department of English at the American University of Sharjah (AUS). Before joining AUS in 2001, she lived and taught in Canada, Japan, New Zealand, Thailand, Turkey and the United States. While a member of the English Department at AUS, she helped to develop the MATESOL program and the Education minor. As the Director of the Faculty Development Center, she works closely with the Academic Computing Group to offer workshops on effective use of technology in the classroom as well as assisting individual faculty members in their endeavors to utilize technology in the classroom.

Dr. Gunn’s main research paradigm is Exploratory Practice focusing on the contributions teachers and learners make to classroom research. Her main research interests are effective technology use in education, reflective teaching and learning and materials development. She is the author and editor of three books on classroom research and has published more than 30 peer reviewed journal articles and book chapters. She has presented her research both internationally and locally in the UAE at conferences with a focus on Educational Technology, TESOL, SoTL and Educational Leadership.
SESSION 7

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CHALLENGES, BARRIERS AND SUPPORTS TO TEACHING THROUGH EMI IN THE CACE, ZU

Zayed University students study almost all their courses through the medium of English. English as a medium of instruction (EMI) is becoming more prevalent globally, as higher education becomes internationalized. As a result, research into EMI is a developing area of study by linguists, educators and content specialists.

For the past 5 years, faculty from the Academic Bridge Program at ZU have been working with a number of colleges to develop students’ academic English language and literacy skills. It has become apparent that there are challenges and barriers that affect teaching and learning through EMI as well as successful strategies for supporting faculty and students.
A case study approach has been adopted to explore emerging issues surrounding EMI in CACE. Mixed methods were used to collect the data. The research used literature in the field of EMI to identify focus group questions to examine the key issues related to EMI in CACE. Focus groups were conducted with students and faculty members and one interview was conducted with an academic administrator. As a result of the focus group data, a survey was constructed and distributed to faculty and students in CACE. 13 faculty and 100 students responded.

The data analysis is ongoing, however initial analysis of the qualitative and quantitative data identified a number of emergent themes. These are the role of English as an academic lingua franca; students’ readiness to study in English; language proficiency; workload and time management; effective support strategies.

Based on the research findings a number of tentative recommendations are made around targeted language support; the role of EAP teachers in colleges; an examination of workload related to studying through EMI; professional development opportunities for faculty teaching through EMI.

WAYNE JONES has worked as a teacher, teacher-trainer and academic administrator for over twenty years in Europe, South America and the Middle East. During his 13 years at Zayed University, he has worked within the Academic Bridge Program (ABP) as a teacher, Level Coordinator and Assessment Supervisor and as a head of department in the Colloquy on Integrated Learning (Zayed University’s General Education program). He has been the Director of the ABP since 2012. His academic interests are in the field of Language Testing and Assessment.

KARA MCKEOWN has been teaching and training in Europe and the Middle East since the 1980’s. She has a MA in the Teaching of English and a MA in Museum Studies. She has been at Zayed University since 2009. She is the Assistant Director of the Academic Bridge Program and an adjunct Instructor in Art History in the College of Arts and Creative Enterprises. Kara also works with CACE students in the ABP’s College Language Development Program.

SUZANNE LITTLEWOOD has been teaching for 30 years in schools, colleges and universities in the UK, Turkey, Hong Kong and the UAE. She is a qualified secondary school teacher of History as well as having a M.Ed. in Teaching English as a Second Language. She has taught English at foundation, undergraduate and postgraduate level as well as being an experienced English language teacher educator. She has recently gained recognition as a Senior Fellow of the Higher Education Academy.
USING PROJECT-BASED LEARNING TO ENHANCE STUDENT LEARNING AND ENGAGEMENT

Educational institutions in the middle east are often criticized for using outdated teaching strategies such as lecturing that promote rote learning and memorization skills rather than life skills such as critical thinking, creativity and innovation which are important for students’ education and their future careers. This applied research paper presents an example of using Project-Based Learning (PBL) in Higher Education as a supplement to traditional lecturing and the benefits of using this approach to teaching and learning. A group of 62 female Arab students studying Emirati Studies at a federal higher education institution in the UAE were involved in this classroom-based inquiry which took place over a 14-week semester. Data were collected using quantitative and qualitative methods to examine how effective the PBL approach was in engaging learners, in improving their skills and in helping them achieve the course learning outcomes. The results of the study showed that PBL was useful in helping students develop essential 21st century skills such as critical thinking, team work, problem solving, research skills, presentation skills, interpersonal communication skills, negotiation skills, creativity, and innovation. This research project helps to illustrate and provide evidence of how using PBL as a supplement to traditional lecturing can be a catalyst for an effective and efficient process-oriented quality education were students are active individuals managing their own learning and having fun in the process.
NOORAH MOHAMMED is Assistant Professor and Co-Chair at the Department of Islamic World Studies, College of Humanities and Social Studies, Zayed University, Dubai. Dr. Mohammed has worked extensively with the Ministry of Education and the Curriculum Unit on compiling textbooks for Social and Islamic Studies. She has also headed the Teacher Licensing Department at the MoE establishing standards and policies for teachers and principals in public schools. She is currently working on the implementation of project-based learning in higher education. Dr. Mohammed has published her work in both Arabic and English and she has presented her research in local and international conferences.
In this session, we aim to give insight into the process of authoring and publishing a paper in a SoTL journal, from the perspective of both the researcher/author and the editor. One of the presenters, Zeina Hojeij, has recently published papers based on her research in more than one refereed SoTL journals. She will reflect on the process of developing a paper with a colleague, submitting it to a journal and working with the journal editor and reviewers to achieve acceptance and publication of the paper. The other presenter of this session, David Palfreyman, will reveal the journal editor’s perspective on this process, including selection, review, revisions and editing of articles for the journal. By understanding how the two sides of the publication process interact, participants will be better equipped to develop their own work for publication, and to work with others to bring it to successful publication.
ZEINA HOJEIJ is an Assistant Professor at Zayed University, UAE. She holds an Ed.D. in Educational Leadership and Administration from Saint Louis University, USA. She earned a MA in Applied Linguistics and TEFL from Notre Dame University, Lebanon and a BA in English Language and Literature with a Teaching Diploma from the Lebanese University. She is also a Certified Online Instructor (COI), and CELTA and CELTYL certified. Dr. Hojeij began her career teaching English as a second language to adults. She then transitioned into higher education. She has taught and coordinated a variety of courses across a range of levels of English and Education courses. Since joining ZU, She has taught both undergraduate and graduate courses and has been involved in teacher mentoring and supervision. She is currently the Graduate Coordinator for the Masters of Educational Leadership and Administration program at Zayed University. Her research interests include Mobile Learning Technology, Educational Leadership, and Teaching & Learning. She has published her work internationally and has presented at various local and international conferences.

DAVID M. PALFREYMAN is an Associate Professor in the Department of English and Writing Studies at Zayed University, Dubai, and has been Chief Editor of the ZU Press 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.
Faculty and students alike acknowledge that assessment is a requirement in higher education. This research is concerned with how students perceive various assessment types, including graded homework, the impact of assessment on their learning and whether or not they feel they are over-assessed. A total of 50 students studying electrical engineering, 43 third and fourth year students and seven graduate students, participated. The data set was collected over one academic semester. The students were surveyed at the beginning of the course and then again at the end. The results indicate that the students can see the value of assessment to their learning especially when there is a practical component that allows them to demonstrate their understanding. However, when the assessment does not allow for the students to show their understanding of a concept, for example by only focusing on a right or wrong answer, for some students, this can be an impetus to cheat.
CINDY GUNN is the Director of the Faculty Development Center and Professor in the Department of English at the American University of Sharjah (AUS). Before joining AUS in 2001, she lived and taught in Canada, Japan, New Zealand, Thailand, Turkey and the United States. While a member of the English Department at AUS, she helped to develop the MATESOL program and the Education minor. As the Director of the Faculty Development Center, she works closely with the Academic Computing Group to offer workshops on effective use of technology in the classroom as well as assisting individual faculty members in their endeavors to utilize technology in the classroom.

Dr. Gunn’s main research paradigm is Exploratory Practice focusing on the contributions teachers and learners make to classroom research. Her main research interests are effective technology use in education, reflective teaching and learning and materials development. She is the author and editor of three books on classroom research and has published more than 30 peer reviewed journal articles and book chapters. She has presented her research both internationally and locally in the UAE at conferences with a focus on Educational Technology, TESOL, SoTL and Educational Leadership.
Most Economics teaching still takes place exclusively in a traditional lecture format, even though technology enabled alternatives in general and simulation games in particular are increasingly available and used in other disciplines. This is particularly the case in the field of Macroeconomics, a field that lends itself well to be supported by simulation games. In the entire field of Economics, as well as in other Social Sciences, there is very little research published on the effectiveness of simulation games.

This study investigates the impact of the Econland Macroeconomics simulation game on levels of student engagement, as measured by a quantitative survey of students at Zayed University in Dubai and Abu Dhabi, and on learning outcomes. In addition, learning outcomes were measured by administering a Multiple Choice quiz before and after the simulation class, with questions related to the materials practiced in the game selected randomly from a test bank.

Survey results show that student engagement levels are significantly higher in classes that use the simulation game compared to traditional lecture based classes. Also, students were able to achieve significant quiz score improvements after using the simulation.

Overall, the study demonstrates that simulation games can be an effective way to improve student engagement levels and quiz performance in undergraduate introductory Macroeconomics classes.
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.

He has held management positions in Higher Education and Executive Education in Lebanon and the UAE, including at the Rafik Hariri University in Damour and Zayed University in Dubai.

His research work is in the areas of sustainability performance, Foreign Direct Investment and innovative teaching methodologies. 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”.

Tim Rogmans serves as Board Member of the Academy of International Business - MENA Chapter. He holds a Bachelor’s degree in Economics from the London School of Economics, an MBA from INSEAD and a PhD from Nyenrode University.
In this session, the presenter will share with the participants the process of compiling an edited volume for publication. In particular, participants will be shown how to approach a publisher, how to put together the timeframe for an edited volume, what the Call for Papers looks like, the process of collecting, reviewing, and editing the papers, the parts of an edited volume, contributor agreements, front matter, book cover, final steps to publication. The presenter will also share insights, strategies, and troubleshooting tips based on her experience from publishing 12 books and she will also share with the participants useful forms and documents that she developed over the course of several book projects.
CHRISTINA GITSAKI is Professor and Research Coordinator at the Center for Educational Innovation, Zayed University, UAE. During her 20-year career in higher education she has contributed to the field in a number of different capacities such as English language teacher, applied linguistics lecturer, pre-service teacher educator, inservice teacher trainer, textbook author, project manager, curriculum leader, editor, and researcher. In the past, she served as the UNESCO Chair in Applied Research in Education in Sharjah and later as the Associate Dean of the Foundations program at the Higher Colleges of Technology, UAE. 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 such as the creation of digital Learning Objects for K-12 ESL students.

Dr. Gitsaki has presented her research at International Conferences, has been an invited speaker at various professional events and she has published 72 papers in refereed journals and book chapters on language acquisition and pedagogy. She is the author, editor and co-editor of twelve books on language education research. At the 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.
SESSION 13

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OLD STORIES, NEW WAYS

This presentation is based on preliminary findings of an ongoing research exploring the possible improvement of intercultural communication skills achieved through stories read in L2. The participants will get the chance to find out about an online extensive reading course used in a GEAP setting at a tertiary level foundation program (Zayed University, ABP) as well as other online reading sources used by College of Education students in the Children's Literature course. Some initial examples of student produced reconstructed digital narratives will be presented. These stories are great examples of how learners who are now growing up in a digital world can use new ways to tell old stories.

The research aims to collect data based on an intercultural (pre and post) competence test adapted from the Common European Framework of Reference for Languages (CEFR) given to learners,, infographics prepared by students and L2 contemporary story books digitally reconstructed by learners as well as student reflections. The data is expected to shed light on how students perceive other cultures as well as self and how they position themselves in their own cultural context. The study does not put the researcher in the role of an information provider but rather a data collector as well as a facilitator directing learners to foster critical thinking skills to develop intercultural awareness and, to reflect on their cultural identities.

This research employs a mixed methodology. Two different groups are involved in the study. The control group is given the pre-intercultural competence test. They receive no guidance and are left on their own in terms of cultural exploration and discovery. Towards the end of the course, they will be given the intercultural competence test once again. The second group receives language learning materials explicitly focusing on content related to cultural issues as part of a language class. These students follow
four stages: (1) the pre-course test identifying cultural awareness levels, (2) discovery stage, (3) the post test, (4) rewriting old stories in new ways, and as an output task digitizing the stories they have written. The data collected throughout all four stages will be analyzed and findings will be noted. The intercultural competence test is given online using survey monkey and data is collected anonymously. This allows the researchers to collect quantitative data. It will help the researchers to map out the students’ overall ideas and preconceptions to draw a broad picture of trends within the sample and to determine any possible changes in perceptions after the activities.

The purpose of this project is to identify whether teaching culture explicitly in an ELL course through L2 readers would impact the intercultural competence of learners. It also aims to identify best practices in teaching culture in language classrooms.

PINAR OZDEMIR AYBER has been in the field of education since 1992. She has worked in Ankara, Istanbul and Dubai. She received a BA in English Language and Literature from Hacettepe University, in her native country Turkey and later completed a masters in TESOL at Aston University. She is a certified NLP practitioner and an IELTS examiner. She currently teaches at Zayed University UC, EWS. Over the years, she has taught all age groups and has gained extensive experience in teaching across various contexts from secondary schools to teacher training and mentoring programs, the ZU Institute for Community Engagement (ICE) program, ABP and some COE courses. Her professional experience includes teacher training, curriculum and material development, level coordinating and Ed-tech mentoring.

Her research interests lie in the areas of teacher feedback and error correction, development and evaluation of language teaching materials, cultural aspects of language in multicultural settings, technology-based teaching, M learning and flipped classrooms. She has published and presented her work both locally and internationally.

ZEINA HOJEIJ is an Assistant Professor at Zayed University, UAE. She holds an Ed.D. in Educational Leadership and Administration from Saint Louis University, USA. She earned an MA in Applied Linguistics and TEFL from Notre Dame University, Lebanon and a BA in English Language and Literature with a Teaching Diploma from the Lebanese University. She is also a Certified Online Instructor (COI), and CELTA and CELTYL certified.

Dr. Hojeij began her career teaching English as a second language to adults. She then transitioned into higher education. She’s taught and coordinated a variety of courses across a range of levels of English and Education courses. Since joining ZU, She’s taught both undergraduate and graduate courses and has been involved with teacher mentoring and supervision. She is currently the Graduate Coordinator for the Masters of Educational Leadership and Administration program at Zayed University.

Her research interests include Mobile Learning Technology, Educational Leadership, and Teaching & Learning. She’s published her work internationally and has presented at various local and international conferences.
The present study represents stage one of a two-stage evaluation of an information literacy (IL) instructional intervention with a group of sophomores at a tertiary education institution in a GCC country. Studies in comparable contexts have shown a tendency for undergraduates to overestimate their IL efficacy (Gross & Latham, 2012; Manuel, 2005), show an over-reliance on web-based search tools such as Google (Corbett, 2010; Gross & Latham, 2011; Manuel, 2005) and, in the case of those with weaker IL competencies, poor awareness of IL skills they lack and the need for these skills (Gross & Latham, 2011). The study, involving 34 female subjects, follows the quasi-experimental model. Its aims are threefold; a) to ascertain whether this cohort shows the same overconfidence in their IL competencies evident in other studies; b) to evaluate the effectiveness of a short, problem-based collaborative IL task in improving IL competencies and; c) to develop hypothesized models to explain the relative failure of this intervention. These models would be tested during stage 2 of this project, which is beyond the remit of this paper. The study follows the quasi-experimental model, with control and treatment groups recruited from existing class groupings. Pre-test and post-test perceived self-efficacy (Bandura, 1997) surveys were administered to discover subjects’ confidence in their IL competencies. A purpose-written, objective multiple-choice IL test based on ACRL 2000 standards (Gross & Latham, 2007) was used to evaluate actual IL skills levels. The findings suggest that the overconfidence evident in other undergraduate contexts in their IL efficacy is present in these subjects. Data further indicate that the intervention under evaluation here has been ineffective when compared to a non-collaborative IL development activity. Possible causative mechanisms contributing to this outcome are rehearsed here for testing in stage 2 of this project.
NORMAN WILLIAMS has worked with students for whom English is a second language for over 25 years and has worked on the design and delivery of English for Academic Purposes (EAP) courses in both the UK and the UAE. For the past 15 years, he has also been involved in training teachers of English as a foreign language at both pre-service and in-service levels. His main areas of interest are writing in academic contexts and reflection in both teacher training and undergraduate study.
SESSION 15

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ZAYED UNIVERSITY WORKING PAPERS SERIES

Academics consider writing papers for publication a discipline-specific activity that is used to evaluate their contribution to the academia in addition to fulfilling other institutional requirements related to teaching and service. While in the process of publishing a scholarly work, submitting a preliminary technical paper as a working paper is common practice in some institutions and this practice can help achieve several goals.

The purpose of this session is to introduce participants to the Zayed University Working Papers Series (ZUWPS) drawing attention to its properties and making a distinction between scholarly writing for working papers and other publication platforms (such as journals and book chapters). The session focuses on the potential of the working papers to enhance the research culture amongst active faculty researchers in higher education, increase the researchers’ academic visibility, protect the author’s intellectual property and enhance the quality of scholarly writing. The session will also focus on the process of managing the working paper series at the institutional level to maximize its positive impact on the faculty members’ research records and agendas.
WAFA ZOGHBOR is an Applied Linguist and a faculty member at the Department of English and Writing Studies (EWS) at Zayed University. She is the Assistant Dean for Research and Outreach at the University College and an Associate Tutor at the MA program in Applied Linguistics at Leicester University. Dr. Zoghbor is an accredited professional international trainer in Strategic Planning Skills since 2012, and she attained the International Scholarship of Educational Leadership from the University of British Columbia, in Canada, in 2015.
The Effects of a Compulsory Extensive Reading Program on Student Motivation

This paper will describe a research project investigating the effects of a compulsory extensive reading program in English on factors affecting reading motivation in students in Zayed University’s Academic Bridge Program (ABP).

The extensive reading program was put in place by the ABP several years ago to address a perceived weakness in reading and a degree of alliteracy (unwillingness to read, even though the ability to do so exists) throughout the university. Under this program, ABP students are required to read large amounts of text outside the classroom, in accordance with the belief, prominent in the literature, that significant exposure to text will lead to the development of greater reading proficiency and that as proficiency develops and reading becomes easier, students will be less reluctant to read.

Using pre- and post-intervention surveys and post-intervention focus groups, we investigated whether the mandatory requirement to read extensively has an impact on student attitudes towards reading, their involvement in a text and their self-concept as a reader over the course of a semester. Previously used instruments to measure reading motivation were studied (e.g., Wigfield & Guthrie, 1997; Mori, 2002) and the three key aspects of attitude, involvement and self-concept were chosen as particularly relevant to our setting.
In order to collect quantitative data, an online questionnaire was used with over 150 students in the ABP. The survey was carried out twice: at the beginning of the semester as the students started the extensive reading program and then again at the end of the semester in order to measure any changes. Qualitative data was collected through focus groups held towards the end of the extensive reading program.

Research indicates that attitude and motivation are key factors in reading development. The results of this study will inform the discussion about whether the imposition of a compulsory extensive reading program is an effective way to foster positive attitudes and to support the development of student motivation to read. Results of the study will also offer insights into how students view reading in English at the start of their university lives.

KATE TINDLE has been a teacher in the Academic Bridge Program (ABP) at Zayed University since 2010. She has also taught at universities in Japan and Oman and at institutes in Turkey and Tunisia. She is interested in finding ways to motivate students to read more, and was closely involved in the implementation of the extensive reading program currently in place in the ABP. Other interests include helping students to develop their academic reading skills and creating materials for second language learners, particularly those learning in academic settings.

LOUISE GREENWOOD has been a teacher in the Academic Bridge Program at Zayed University since 2014. She has worked as a teacher, teacher trainer, materials writer and manager in the UK, Greece, Egypt, Hungary, Oman and the UAE, at British Council teaching centres. Her interests are academic grammar, methodology, and affective factors in learning.
SESSION 17

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SCENARIO-BASED LEARNING: A TOOL FOR COURSE ENHANCEMENT

Many studies have highlighted the benefits of Scenario-Based Learning on academic achievement. However, despite the promise of Scenario-Based Learning to improve the learning process, there still remains much doubt as to its impact on learner performance. The purpose of this research is to familiarize and expose students to the operations and managerial tasks of a tourism manager. It aims to help students develop and excel their decision-making skills and knowledge for effectively designing and implementing tourism management decisions. To that end, a problem-based scenario planning approach will be used for this study in two different courses.

Two groups of students (control and treatment) with 24 students in each group will participate in this intervention study. The treatment group will be exposed to scenario-based learning and they will be post-tested and also, they will participate in delayed-post-testing and focus group interviews. Then the control and the treatment groups will be compared in terms of their learning gains. Students will be evaluated after the required course or scenario learning takes place (last 10 minutes of the session). Students will be again evaluated after a period of time to see what they remember after that period (delayed post-testing). Interviews with focus groups will be used to judge if they enjoyed the procedure.

It is expected that scenario-based learning will expose students and requires them to act and interact/collaborate with others and within an industry environment similar to the real world. This approach will further guide and support students in decision-making processes and outcomes by scaffolding the problem-based scenario in several well-sequenced tourism management tasks.
ANESTIS K. FOTIADIS studied Business Management and Administration at the Moscow Commercial University of the Russian Federation. After the completion of his military service, he continued his studies in the T.E.I. of Piraeus, specialized in “Informatics and Administration”. Since September 2004 he had already started his Doctoral Thesis at the Faculty of Economics, in the University of Pecs, Hungary and on October 2009 he received his Master’s Degree on “Tourism Business Administration” from the School of Social Studies of the Greek Open University. He finishes his Post - Doc in Hungary in cooperation with Kodolanyi Janos University with the theme “Factors for Success on Rural Tourism Development in Greece”.

Dr Fotiadis worked for several years in Taiwan for I-Shou University where he received the best teacher and best mentor award for 2014. His research focus is in small scale events management, theme park management, rural tourism and sustainable development. He has published more than 40 research papers in top tier international academic journals such as Tourism Management Journal, Journal of Technological Forecasting and Social Change, Computers in Human Behavior and Journal of Business Research. Furthermore, he participated in more than thirty international conferences and he published several books and book chapters.
SESSION 18

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LIBRARY FUNDAMENTALS: BEST PRACTICES IN RESEARCH

In this workshop, you will learn tips and tricks for using various Library tools and resources to research more efficiently and effectively. The workshop includes tips for using library research databases, LibGuides, Interlibrary Loan, faculty services, and access to sources from off campus resources. We will also briefly cover where to publish and journal metrics.

LYNETTE HARPER is an enthusiastic Librarian with a MA in Teaching English as a Second and Foreign Language. When she is not randomly taking off for Antarctica to drive heavy equipment, she can often be found in Libraries teaching information literacy skills to faculty and students because all the reliable information in the world is not useful unless you know how to find it, use it, and share it.
SESSION 19

SHAHBANO FAROOQ

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IMPROVING STUDENT ENGAGEMENT AND LEARNING USING NEARPOD

Over two decades of research on student engagement has explored how to change students’ undesirable attitude towards learning into a more desirable response. Based on my observations as an Instructor of a general education course, students in my classrooms show minimal interest in class participation. Current trends in pedagogical approaches suggest limiting lecture-based instruction and changing to active learning strategies that involve students to learn on their own (Cavanagh, 2011). According to the literature, the person who does the most work in class, will learn the most (Ambrose et al., 2010). As a result, a teachers’ participation in class should be limited to being a facilitator and students’ involvement should be increased through various activities involving the course content.

As an experiment, in one of my lectures on Computer Networks for five classes, I reduced lecturing to 10 minutes and conducted two active learning strategies (i.e., jigsaw and mind mapping) to support student-centered learning. This resulted in excitement in class and improved student engagement to 100% in all my classes.
To support my observation with evidence, I intend to conduct a research study on increasing student engagement in class by limiting lecture-based teaching and devoting most of the class time to active learning strategies (Barkley, 2009). However, student-centered learning often requires the use of technology to provide instant feedback to active learners (Gauci, et al., 2009). Consequently, I have decided to support active learning in my class with the use of Nearpod—an online application that provides real time feedback to students on the activities performed. The general education course is an Information and Technology course that requires the use of laptops in class, as a result it will be seamless to support student-centered learning with a software application, such as Nearpod.

Collecting data on student engagement without the support of other researchers and technology is time consuming and prone to human error. However, Nearpod also synchronizes the views of all laptops in the classroom to the Instructor’s view providing real-time feedback about students’ engagement with the study material and the activities performed. As a result, this multi-faceted tool can support both the active learner with real time feedback on activities and the Instructor on students’ engagement in class. Consequently, my research objective is to investigate whether a student-centered learning approach with the support of Nearpod, will lead to improvement in student engagement in class and student performance on summative assessments.

SHAHBANO FAROOQ holds a M.Sc. in Computer Science from the University of Calgary, Canada. Her M.Sc. thesis focused on Research and Development of Visualizations in Pairs: PairedVis. Shahbano has more than five years of experience in the Industry as a Software Engineer and Technical Writer.
MOBILE LEARNING AND ITS EFFECT ON STUDENT INVOLVEMENT IN AN ISLAMIC CIVILIZATION COURSE

Some students have a negative attitude in the class and they play with their cell phones during the activities of the Gen-135 Course. Those students lack engagement, they lack assimilation and they get poor grades. The reasons for the negative student attitudes may be due to the course subject, the textbook, the syllabus, the language, the teaching method, or other reasons that could be affecting student motivation and learning. Seeking to change student attitudes in Gen 135 is very important. How can their views and attitudes be changed to be more positive? And how every student in the classroom can be engaged during the teaching activities? Obtaining the answer to these questions is the main objective of this research project.

80 male and female students in four sections will participate in my project. They represent four sections of my 2018 spring semester classes: GEN-135, Islamic Civilization, about twenty students in each section. The age of these students will be between eighteen and twenty years old. Regarding the research design, the project will be an intervention study with a control group. I will use a mixed methods approach, because I will collect both qualitative and quantitative data. The data collection instruments I will use are: survey, course scores, course assignments and student focus group interviews. The control group will be taught using the traditional teaching method and materials (discussion, lecturing). The intervention group will be taught using mobile technology such as NEARPOD, SOCRATIVE.
For the data analysis, SPSS will be used in analyzing the quantitative data using T test and correlations, and NVIVO, and critical discourse analysis will be used for analyzing the qualitative data. I will compare the two groups (two sections in each group) with regards to: student motivation, engagement, academic performance and students’ attitudes towards the teaching method and the extent to which the use of mobile technology changed their attitudes towards the course.

It is expected that changing the teaching method through the use of mobile learning and using the active learning strategies will encourage students to change their negative attitude, to be positive and more engaged towards the course. It is expected also that their scores will improve.

ADNAN OWEIDA is Assistant Professor of Economy and Islamic Banking, at the Islamic World Studies Department, Zayed University, Abu Dhabi - UAE. He is an expert in Islamic Banking, Islamic Economy, Classical Economy and Islamic Thought. Dr. Oweida has published in Herndon, Virginia-USA a book entitled “The Risk Theory in Islamic economy: A Theoretical and Implementation Study” (2010) published by the International Institute of Islamic Thought. A recent research study entitled “A Guide on Quality Assurance for Islamic Banking” was published on October 2015 by the Islamic Economy Research Journal at King Abdel Aziz University. Dr. Oweida is an expert with the United Nations (UNRWA) Education Program, and he was an Assistant Professor in the Economy and Scientific Management Faculty at Zarqa University. Dr. Oweida has taught Islamic Banking, Venture Capital, Islamic Civilization, Islamic Studies, Classical Economy, Macro Economy, Micro Economics, Methodology of Research, Public Finance and Islamic Finance.
SESSION 21

DAVID PALFREYMAN

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USING NVivo TO MANAGE AND ANALYZE DATA

There is a strong tradition in educational research of using qualitative data (from lessons or other learning activities, interviews or materials) to understand the complex processes of learning and teaching. This session shows how qualitative analysis software such as NVivo can help you to manage large amounts of qualitative data, to build up a rich picture of educational experiences, to identify patterns in the data and to generate questions that can lead to greater insight into teaching and learning. We will look at various kinds of qualitative data and demonstrate some of the capabilities of this software.

DAVID M. PALFREYMAN is an Associate Professor in the Department of English and Writing Studies at Zayed University, Dubai, and has been Chief Editor of the ZU Press 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.
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 the flipped classroom approach, in which content is offloaded for students to study on their own, and class time is dedicated to engaging students in student-centered application activities, involving them in active learning strategies like problem-based learning and inquiry-oriented strategies. The research study will explore the use of the flipped classroom approach in an IT course and its impact on student learning.

The participants of this quasi-experimental study are male and female students enrolled in my course GEN-175 Introduction to IT. I chose to use a mixed-methods approach with both quantitative and qualitative data. Data collection instruments I plan to use are: course scores, quiz scores as well as discussion-based data through tools such as TPS, Kahoot, etc. which are excellent tools for students which foster their cognitive abilities through active learning. I will also track the number of times the students have accessed the material provided to them on Blackboard as well as have them fill worksheets to assess that they have completed the tasks provided to them before class. Finally, I will use a survey, focus group interviews and observation data. Since I plan to use the Flipped Classroom Approach I intend to provide material to the students prior to the lecture. I would like to make powerpoints of the topics that need to be covered in the lectures and provide students with educational videos to watch as well as certain worksheets to complete that will help me assess whether they have completed the tasks provided to them before class.
My study will help make my students more autonomous learners, foster their cognitive skills, increase student engagement in the course and make learning a fun experience for the students so they can look forward to coming to the class. The study can also help increase students’ involvement in the course that would solve the problems of student motivation and limited attention span.

AFSHAN PARKAR holds a M.Sc. in Computer Science from Mumbai University in India. She has seven 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.
SESSION 23

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INCREASING STUDENT MOTIVATION, ENGAGEMENT AND UNDERSTANDING USING CONCEPT MAPS, INFOGRAPhICS AND GROUP DISCUSSIONS

The course of Emirati Studies is a unique scientific subject and is an important requirement for ZU students. As an instructor of the Emirati Studies subject and the co-chair of the IWS department, I found that many students complain about the large theoretical content of the teaching materials, and that they have to memorize and comprehend a lot of information. Moreover, the course requires high skills of analysis, inferring, and critical thinking, and this causes in most cases for instructors some problems. Hence, the need arises for the implementation of this study that will focus on the efficiency of modern educational methods such as visual learning and discussion groups on delivering the course information to students in an easy and efficient way and help them to be more interactive, participative and more engaged in the classroom.

Some of the modern pedagogical tools that we are going use in the study are two types of visual learning, i.e., concept mapping and infographics. There are a wide variety of graphics ranging from photographs, pictures and cartoons to charts, maps, diagrams, and outlines that are common today in most teaching strategies. The second method that I’m going to use in my study is the group discussion, which is basically dividing the class into groups and assigning to each group specific jobs regarding a specific topic.
The goal of this study is to create an attractive learning environment which will allow students to be more engaged in the learning process. Student engagement is one of important parameters that affect the teaching process and student motivation for learning.

Our hypothesis is that the modern educational methods such as concept mapping and infographics will work on giving students a clear picture about the lesson objectives and connect the information together in a simplified way, while the discussion groups will help students analyze the lesson topic and encourage critical thinking. These teaching strategies will lead to increased student engagement in the classroom and help students in achieving their learning outcomes.

A total of 100 female ZU students in 6 sections will participate in the study. In each of the 6 sections, the lessons will include the modern teaching strategies. At the end of the course, students will be given a survey that will measure their attitude and satisfaction towards the teaching strategies. Student mid-semester and end of semester exam scores will measure their understanding of the course topics.

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EIMAN KHALEEL is the Co-Chair of the IWS/AUH department, College of Humanities and Social Sciences, at Zayed University, and an assistant professor of the Emirati Studies course. Dr. Khaleel received her B.A. in Islamic Studies from UAE university, her M.A. in Islamic Jurisprudence from Cairo University, and a Ph.D. in Islamic Jurisprudence from Cairo University. She has more than 15 years of experience in teaching and she has published research papers in referred journals. Her published work includes: “How to Eliminate Poverty by Zakat”, “Zakat in the Era of Globalization”, and a book with the title “Zakat Provisions: A Contemporary Doctrinal Study.” Dr. Khaleel has participated in conferences nationally and internationally and she has been honored twice with the H.H. Rashid Award for Outstanding Scientific Work.

ALYAA KHAMIS ALBEDWAWI is Assistant Professor at the College of Humanities and Social Sciences. She completed his PhD Degree in Islamic Jurisprudence from the College of Islamic and Arabic Studies, Dubai in 2014. Dr. Albedwawi has 10 years’ work experience and prior to joining Zayed University, she worked as a lecturer in the Department of Islamic Affairs and Charitable Activities in Dubai since 2007. In 2015, she was appointed Assistant Professor at the Higher Colleges of Technology, Department of Arabic Language and Emirati Studies.
SESSION 24

DANA SALEH
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SELF-PREPARATION ON-LINE MATERIALS FOR FAMILIARISING STUDENTS WITH E-EXAMS: DEVELOPMENT AND EVALUATION

At UC, exams are changing to e-Exams (i.e., exams delivered through Blackboard), and our students are not familiar with such formats, especially for Mathematics subjects. In order to better prepare students for the e-Exams in the subject of Mathematics, I am planning to launch a course site on the Blackboard where students can go and practice for their exams and tests.

The target course for this project will be the COL 110. The Blackboard site which I will design and develop for this project will prepare students for the e-Exams for this course and also for their future courses that also include e-Exams. There will be approximately 50 students (2 sections) involved in the project. They will have access to and benefit from this Blackboard site, and I will compare their results with other two sections in DXB or AHX (i.e., control group) where students will not have access to this site, but they will have access to all other resources as prescribed by the course handbook. I will carry out this project over two semesters and I will use the Blackboard site data (e.g., access data, scores, etc.) to correlate students’ access and engagement with the e-Tests on the Blackboard site and their performance on the mid- and final e-Exams.

By doing this project, I will be able to ascertain whether providing students with access to additional Blackboard-based test practice is beneficial to them. If the results show a positive correlation between student access to this site and high performance on the course exams, then we can make this site accessible for all the UC students to use and prepare themselves for their upcoming mathematics e-Exams. The outcomes of this research will be presented in a seminar within my college, and published in a practical journal.
DANA SALEH graduated from Damascus University in 2003, completed her Diploma in 2004, and her Master Degree in 2010. She started off her teaching journey at Damascus University in 2003, where she taught courses in Linear Algebra, and Advanced Linear Algebra. In 2009, she participated in the First International Mathematics Conference in Damascus and had the opportunity to present and discuss her research “The Extension of group C(n) by means of a direct product of two cyclic groups of order p”, which was later evaluated and published in the Damascus University Journal for Basic Sciences. Dana moved to Dubai, and had the opportunity to work with Synergy University, Dubai Campus in 2015 as an Adjunct Lecturer, where she taught, Probability Theory and Statistics, Calculus for Finance and Economics, Algebra and Number Theory, Discrete Mathematics, Basic Mathematics, and Logics. At the same time, she joined Zayed University also as an Adjunct Lecturer, and taught Excel Mathematics Modeling, Basic Mathematics, Data Management and Analysis, Survey of Mathematics for Liberal Arts. In 2016, she became a full-time Mathematics Instructor at Zayed University. Currently Dana is pursuing her PhD degree in Mathematics, through the National University of Ireland in Galway.
Technology is one of the main instruments used in every domain of education especially for higher education and it is commonly used in classrooms to enrich the learning experience. With the use of technological tools in every field of our daily lives, its use in educational environments has become inevitable and in parallel with the development of these tools, technology have started to replace traditional paper-based methods of instruction.

Technology offers advantages such as providing diverse applications in the classroom environment, personalizing the learning experience, being interesting, helping explain difficult subjects, addressing real-life situations, supporting active learning, increasing students’ engagement and participation, and improving motivation and achievement. With a more engaging learning environment, learners tend to be more persistent, more self-directed, and more self-confident.

This study aims to investigate the impact of a mathematics course instructed with Nearpod on undergraduate female students’ academic achievement and the Instructor and student attitudes and opinions on the use of this application. The study will be conducted with 75 students. To measure students’ motivation, attitude and confidence; a pre- and post-treatment questionnaire will be given to the students at the beginning and at the end of the semester. The pre-treatment questionnaire will ask students questions about their motivation to learn mathematics, their attitude towards technology and their self-efficacy. In order to measure students’ attention during the class, the instructor will observe students during the class and also use Nearpod which monitors students’ lesson attendance and participation.
The results from the final exam test and the students’ scores in the class activities using the app will help to capture the students’ perspectives on technology utilization to increase their engagement and participation. It is expected that the application will facilitate active learning strategies, help create a positive classroom environment, promote self-confidence and encourage students to express their creativity in classroom. The results in this study will show that technology is a powerful instrument to create more interesting and enjoyable learning environments which facilitate association with daily life, and allow for effective learning and participation. The author also believes that the students will have positive opinions on the use of technology in the course.

MARIAM ABUSHAMMALA is a mathematics instructor in University College at Zayed University since 2016. She earned a Masters’ degree in mathematical sciences from the American University of Sharjah in 2014.
SESSION 26

MATTHEW A. ROBBY
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ANALYSING YOUR DATA USING SPSS

This session will provide an overview of IBM-SPSS software, focusing on the process of preparing variables and generating key non-parametric and parametric statistics for analysis. It will highlight best practices for analysis and use of SPSS for faculty applied research projects and achieving publications. The presentation will emphasize the appropriate use of SPSS statistics based on meeting necessary assumptions. The presentation will place in context use of SPSS with important applied research designs, processes, and methods. The presentation is designed to support faculty applied research projects.
MATTHEWA. ROBBY is an academic scholar with expertise in organizational leadership, applied research and program evaluation (process/impact studies), SPSS-statistics, surveys, assessments, and data-driven planning to enhance the development, quality, efficiency, and effectiveness of systems, programs, and interventions in education, health sciences, public agencies, and the community. Dr. Robby has 20 years of experience as a program evaluator and two decades in education in leadership / management positions as follows: Research Associate (1997-2000) at California State University; District Evaluator for Riverside County Public Schools (2000-2010); Chair of Applied Research and Quality Improvement, Office of the Provost, Higher Colleges of Technology; UNESCO Chair of Applied research for the Sharjah Higher Colleges of Technology and Education Zone (2013-2015); and Program Chair of the Daman Institute of Health Economics for the HCT (2015-2107). He is currently Co-Chair of the HCT Applied Research Ethics Panel, Vice Chair of the Sharjah Applied Research Committee, and Assistant Professor in the Health Sciences Department in Sharjah-HCT.

Dr. Robby is a member of the American Evaluation Association, Canadian Evaluation Society, and International Development Evaluation Association.
Established in the Fall of 2012, the Center for Educational Innovation (CEI) has been charged to design and implement innovative curricular and faculty development programs across both campuses (Dubai and Abu Dhabi) at Zayed 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 us to remain responsive to faculty and student 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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<td>Learning Technologies</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

DR. BARBARA HAROLD
Acting 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
Educational 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 to learn how to use the technology successfully and more efficiently 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 develops training materials in a range of mediums to support the different training goals.
MARWA BASIL
Educational Technology Trainer
Marwa has over 13 years of experience in designing and delivering technical training programs in corporate and educational settings. In the past nine years, Marwa has worked closely with the faculty at Zayed University, providing 1:1 support for various technology tools and applications as well as developing and delivering series of training workshops based on their needs. Working in the CEI, Marwa's role has been reshaped to align with the vision and goals of the center. With experience in technology, content development, and mobile learning, Marwa has a broad range of skills and enthusiasm to support faculty in using educational technology both inside and outside the classroom.

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. During her 20-year career in higher education, she has contributed to the field in a number of different capacities such as English language teacher, applied linguistics lecturer, pre-service teacher educator, in-service teacher trainer, textbook author, project manager, curriculum leader, editor, and researcher. In the past, she served as the UNESCO Chair in Applied Research in Education in Sharjah and later as the Associate 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 such as the creation of digital learning objects for K12-ESL students.

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, TESOL Arabia, Queensland Association of TESOL Teachers, and the Applied Linguistics Association of Australia. Dr. Gitsaki has presented her research at international conferences, been an invited speaker at various professional events, and she has published 72 papers in refereed journals and book chapters on language acquisition and pedagogy. She is the author, editor, and co-editor of twelve books on language education research. At CEI, she oversees the SoTL Course, the development of resources for research, and 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 as 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 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 design, 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.Arts (TESOL), and BA (Media and Communications).
SCHOLARSHIP OF TEACHING AND LEARNING
Presented by the Center for Teaching and Learning
Innovative Teaching Program (ITP)

Flexible, professional development and recognition program

Modules are run every semester

Recognizing excellence in teaching practice and professional development

Become a Fellow of the UK Higher Education Academy

Accredited by the Higher Education Academy (HEA)
In Fall of 2017, the Center for Educational Innovation (CEI) proudly launched a new flexible professional development initiative, the Innovative Teaching Program (ITP). The program is the first in the UAE to be accredited by the UK Higher Education Academy.

The ITP is designed specifically to offer both continuing support and professional recognition for teaching excellence for all faculty teaching at Zayed University. It builds on the structure and format of our previous certificate programs.

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. There are two modules that are required (Program Orientation and Build the Claim), and many optional modules participants can choose to take. Participants select optional modules based on their interest and experience.

The required modules will 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 help to develop effective understanding and practical application of current best practices in teaching and learning across all areas of the CEI-TPF/UKPSF.

In order to make a claim for fellow, candidates will need to successfully evidence their engagement with all of the CEI-TPF/UKSPF dimensions. Following the modules, participants will be mentored and supported through the drafting and submission of a claim for fellowship.

The following is a typical path through the ITP:

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<td>Fellow Course Constellation*</td>
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*Constellation topic selection based on Orientation needs assessment results and/or professional interest.

Build the Claim Module

Fellowship Review & Recognition
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Professional Standards Framework (PSF)

ZU operates in a unique context with a relatively homogenous group of students but a very international faculty complement. Our students typically speak Arabic as a first language and English as a second or third language. 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 Teaching Practice framework has four areas of practice:

1. Pedagogical practice
2. Scholarship of Teaching and Learning
3. Professional Practice
4. Learning Context

The CEI competency framework maps directly onto the HEA UK Professional Standards Framework. Professional Standards Framework aims:

1. Supports the initial and continuing professional development of faculty engaged in teaching and supporting learning
2. Fosters dynamic approaches to teaching and learning through creativity, innovation and continuous development in diverse academic and/or professional settings
3. Demonstrates to students and other stakeholders the professionalism that faculty and institutions bring to teaching and support for student learning
4. Acknowledges the variety and quality of teaching, learning and assessment practices that support and underpin student learning
5. Facilitates individuals and institutions in gaining formal recognition for quality enhanced approaches to teaching and supporting learning, often as part of wider responsibilities that may include research and/or management activities.
The PSF at ZU has four dimensions that make up professional practice within higher education teaching and learning support:

1. **Areas of activity**
2. **Core knowledge**
3. **Professional values**
4. **ZU Context**

### Areas of Activity
- A1. Design and plan learning activities and/or programmes of study
- A2. Teach and/or support learning
- A3. Assess and give feedback to learners
- A4. Develop effective learning environments and approaches to student support and guidance
- A5. Engage in continuing professional development in subject/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practice

### ZU Context
- 4.1. Linguistic and academic appropriateness
- 4.2. Student rapport and expectations
- 4.3. Cultural sensitivity

### Core Knowledge
- K1. The subject material
- K2. Appropriate methods for teaching and learning in the subject area and at the level of the academic programme opportunity for learners
- K3. How students learn, both generally and within their subject/disciplinary areas
- K4. The use and value of appropriate learning technologies
- K5. Methods for evaluating the effectiveness of teaching
- K6. The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

### Professional Values
- V1. Respect individual learners and diverse learning communities
- V2. Promote participation in higher education and equality of opportunity for learners
- V3. Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development
- V4. Acknowledge the wider context in which higher education operates recognising the implications for professional practice
ITP Modules

**Instructional Design and Planning Module**

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 Module**

The module will also introduce participants to effectively assessing students’ learning using both formative and summative methods. Through collaborative work, participants will identify the linguistic idiosyncrasies of the UAE context and develop methods to address them in their teaching and assessments. Participants will be introduced to various assessment techniques and choose and critique assessment methods that align with their course outcomes. Finally, participants will practice designing conceptually clear assessments in a variety of formats.

**Scholarship of Teaching and Learning Module**

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.
ITP Modules

**Developing Meaningful Assessments Module**

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 Module**

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.

**Evidence-Based Approaches to Developing Students’ Critical Thinking Skills Module**

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.
ITP Modules

**Build the Claim Module**

The Build the Claim module is designed to support participants that are prepared to apply for a fellowship 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. The Build the Claim module is a required component of the program.

Participants will be paired with a Mentor that is an HEA recognized fellow and a ZU colleague. The Mentor’s role is to give formative feedback on a completed draft of the participant’s claim with regards to the claim’s components, alignment with the CEI-TPF/UKPSF and critically reflective narrative writing structure. Usually, a mentor will give two rounds of formative feedback.

**Spring 2018 Schedule**

The following professional development modules are running in Spring 2018:

- Enhancing Student Academic Literacy
- Assessment of Student Learning
- Developing Meaningful Assessments
- Scholarship of Teaching and Learning

The following *professional recognition module* is running monthly this semester:

- Build the Claim (for participants ready to draft fellowship applications)


If you have any questions about the program or your potential pathway in it, please feel free to book an appointment with a CEI team member (cei@zu.ac.ae)
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. 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 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. 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

For further information please email the editor at david.palfreyman@zu.ac.ae