COLLABORATIVE PROGRAM TO IMPROVE GRADUATE AND UNDERGRADUATE EDUCATION IN FINANCE AND BANKING IN IRAQ, PHASE II - Task 2
Facilitate Establishing a Teaching Excellence Program at the University of Baghdad

GRANT: GR C03_018

FINAL REPORT

Presented By:
Shippensburg University John L. Grove School of Business
1871 Old Main Drive
Shippensburg, PA 17257
USA

February 10, 2013

Shippensburg University Team: Dr. John Kooti, Dean, John L. Grove College of Business and Professor of Finance; Dr. Sarah Bryant, Professor of Finance; and Dr. Melodye Wehrung, Executive Director of Social Equity
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EXECUTIVE SUMMARY

On December 9, 2012, the John L. Grove College of Business at Shippensburg University was again retained by the Iraq Financial Development Project (Phase II) on behalf of USAID. Phase I of two phases of FDP Grant # GR03-010 was successfully concluded by submission of a final report on January 29, 2013. Established in 1871, Shippensburg University is a public regional comprehensive university and a part of the Pennsylvania State System of Higher Education. The John L. Grove College of Business was the first of the state schools to earn AACSB International accreditation in 1981 and has held it proudly since.

Shippensburg University Phase II consists of three tasks designed to improve graduate and undergraduate education in Finance and Banking. These tasks are outlined below:

1. Foster quality assurance, development of administrative capacity, and guidance through AACSB accreditation standards for the College of Administration and Economics at the University of Baghdad (UBCAE);
2. Facilitate establishing a Teaching Excellence Program at the University of Baghdad;
3. Conduct and evaluate a standard-by-standard analysis of the Post Graduate Institute for Accounting and Financial Studies (PGIAFS) and its administrative structure and operations as they relate to AACSB accreditation requirements.

To accomplish Task 2, the following activities were identified and conducted:

1. Organize and conduct one 2-to-3 day workshop on methods to enhance teaching excellence, including applications of contemporary teaching methods and technology in the classroom.
2. Organize a faculty committee to further develop applications of educational technologies in the classroom and pursue development of a teaching excellence program.

During January 5 – 20, 2013, the Shippensburg University team consisted of Dr. John Kooti, Dean of the John L. Grove College of Business; Dr. Sarah Bryant, Professor of Finance, and Dr. Melodye Wehrung, Professor of Public Policies / Executive Director of Social Equity. The team conducted a series of meetings with faculty, administrators and the PGIAFS Advisory Board (Appendix A: Schedule of January 5 – 20, 2013, Baghdad, Iraq). A follow-up site visit was conducted from February 3 – 11, 2013. During the site visit in February, the Dean of the John L. Grove College of Business at Shippensburg University conducted a SWOT analysis which resulted in reviewing the mission statement, developing strategic goals, and developing strategic initiatives to develop a Teaching Excellence Program. The February site visit to Baghdad resulted in completing all activities of Task 2.
The mission of the Teaching Excellence Program is to develop a culture of continuous improvement in curriculum, capacity and skill development, and entrepreneurship thinking in order to deliver quality programs to meet the mission of the College and society needs.

The overall desired outcome for the Teacher Excellence Program was to assist in the efforts towards establishment of a self-sufficient program, staffed by Iraqi college-affiliated professionals, and supported with strong professional contacts and teaching resources in the United States. We also provided five current textbooks to assist in curricular development in finance and banking, as well as subscription to the Modern Banking and Finance reference for a period of one year.

We are very excited to assist the College of Administration and Economics at the University of Baghdad in pursuing AACSB accreditation and the important role of the Teaching Excellence Program to support the various faculties and overall curriculum development.

We would like to acknowledge the work of staff members of the Iraq Financial Development Project who have contributed significant time and efforts in coordinating the activities of the team. We are very grateful to Dr. Herbert Davis, Mr. Mark Grace, Mrs. Ebtisam Sultan, Mr. Haider Falah Hasan, Ms. Ruqaiah Nawfal, Dr. Muafaq Abdul-Hussein Mohammed, and the faculty and staff of the Post Graduate Institute of Accounting and Financial Studies for their assistance in the successful completion of this important task. We also would like to thank Deb Booz, Administrative Assistant to the Dean of the John L. Grove College of Business for assisting the team in this project.

The following report summarizes the activities, workshops, seminars, surveys, and SWOT analysis, and strategic initiatives that will help to establish the Teacher Excellence Program (TEP).

INTRODUCTION

On December 9, 2012, the John L. Grove College of Business at Shippensburg University was retained by the Iraq Financial Development Project on behalf of USAID. Established in 1871, Shippensburg University is a public regional comprehensive university and a part of the Pennsylvania State System of Higher Education. The John L. Grove College of Business was the first of the state schools to earn AACSB International accreditation in 1981 and has held it proudly since. Shippensburg University Phase 2 consists of three tasks designed to improve graduate and undergraduate education in Finance and Banking. These tasks are outlined below:
TASKS

1. Foster quality assurance, development of administrative capacity, and guidance through AACSB accreditation standards for the College of Administration and Economics at the University of Baghdad (UBCAE);
2. Facilitate establishing a Teaching Excellence Program at the University of Baghdad;
3. Conduct and evaluate a standard-by-standard analysis of the Post Graduate Institute for Accounting and Financial Studies (PGIAFS) and its administrative structure and operations as they relate to AACSB accreditation requirements.

This report summarizes the activities of Task 2 as specified below:

ACTIVITIES

1. Organize and conduct one 2-to-3 day workshop on methods to enhance teaching excellence, including applications of contemporary teaching methods and technology in the classroom.
2. Organize a faculty committee to further develop applications of educational technologies in the classroom and pursue development of a teaching excellence program.

COMPLETION OF TASK 2 ACTIVITIES

Objectives

The rationale for a Teaching Excellence Program (TEP) was identified as support for professional development, enhanced teaching and learning consistent with major competitive universities, and AACSB accreditation. The overall desired outcome for the TEP was to assist in the establishment of a self-sufficient program, staffed by Iraqi college affiliated professionals, and supported with strong professional contacts and teaching resources in the United States.

Background

January 10, 2013

On January 10, 2012, members of the faculty leadership in the Post Graduate Institute for Accounting and Finance (PGIAFS) were interviewed through round table discussion. Three major challenge themes emerged: Challenges faced as a result of the consequences of attempting to recover from societal instability, coping with ongoing security difficulties and logistics, while
attempting to deliver instruction; transitioning from teacher focused instruction to student participant learning; and supporting ongoing professional development.

Following the January 10, 2013 round table discussion, a survey to collect data on the major elements identified as contributing to the quality of teaching and learning were distributed to faculty members in the Post Graduate Institute of Accounting and Finance, and the University of Baghdad College of Administration and Economics. Some of the elements included the ability to utilize appropriate teaching methodologies, the importance of peer observations, establishing a positive learning environment, and teaching students how to learn, among others. Twenty-three surveys were returned in which faculty members ranked the importance of those elements.

Survey data from Master Teachers and Administrative Leaders (Phase 1) guided the selection of subsequent seminars consistent with leadership training in strategic planning to develop a TEP, professional development in pedagogy in the support of AACS B accreditation and the standards of quality teaching and learning among competitive universities.

**Methodology, Tasks, and Activities**

Project tasks associated with Phase 2 included:

- **Activity 1**: Organize and conduct one 2-to-3 day workshop on methods to enhance teaching excellence including applications of contemporary teaching methods and technology in the classroom.
- **Activity 2**: Organize a faculty committee to further develop applications of educational technologies in the classroom and pursue development of a teaching excellence program.

**Activity 1**

Workshops: *Seminars, workshops, and presentations with detailed Power Point content (please appendices C-1 to C5). The rationale for a Teaching Excellence Program was reviewed prior to the presentation of new material. This review was conducted in support of professional development, enhanced teaching and learning and AACS B accreditation, in addition to the major components of similar programs in very competitive colleges of business. A review of earlier presented concepts was important as the audience of teachers consisted of many new to the program. During the workshops, models for strategic planning were discussed, after the updated Mission and Vision statements were presented.*

A table of seminars is presented in the table below, including objectives and primary audience focus, conducted in response to survey data and project tasks for Phase 2.
## DELIVERABLE

### Task 2, Table 1

**Workshops and Seminars with Resource Matter Delivered in Support of AACSB Accreditation and the Teaching Excellence Program: Objectives and Audience**

<table>
<thead>
<tr>
<th>Date</th>
<th>Workshop / Seminar</th>
<th>Objectives</th>
<th>Primary Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 9, 2013</td>
<td>Process Overview of Leadership and Strategic Planning (Wehrung)</td>
<td>To review the Mission Statement and Vision Statement developed by the Iraqi team of Master Teachers. To introduce planning models and guides to facilitate Iraqi ownership of the Teaching Excellence Program.</td>
<td>Identified Master Teachers and Staff as well as those others involved in the Teaching Excellence Program.</td>
</tr>
<tr>
<td>January 9, 2013</td>
<td>Indicators of Quality Teaching and Learning: The Adult Learner (Wehrung)</td>
<td>To review those elements or indicators of quality teaching commonly accepted by noted universities. To introduce concepts of adult learning theory and how to utilize them relative to active or participant learning.</td>
<td>Identified Master Teachers and others involved in the Teaching Excellence Program.</td>
</tr>
<tr>
<td>January 10, 2013</td>
<td>Introduction to Engaged Active Learning and Utilizing Educational Technologies in the Classroom (Wehrung and Bryant)</td>
<td>To increase an awareness of learning outcomes given different types of student engagement with the subject matter. This course supports the understanding of the need to incorporate methodology beyond lectures.</td>
<td>Identified Master Teachers and Staff as well as those others involved in the Teaching Excellence Program.</td>
</tr>
<tr>
<td>January 13, 2013</td>
<td>Faculty Guidance: The Well Prepared Student ; a requested lecture (Wehrung)</td>
<td>To review the guidance that teachers may offer to students to help the students better prepare for class and learning.</td>
<td>Identified Master Teachers and others involved in the Teaching Excellence Program.</td>
</tr>
<tr>
<td>January 13, 2013</td>
<td>Focus on the Student: More on the Learner Centered Syllabus (Wehrung)</td>
<td>To increase awareness of the importance of learning outcomes. To increase the awareness of the advantage of creating standards and expectations. This course builds upon previous concepts and includes a self-assessment instrument.</td>
<td>Identified Master Teachers and Staff as well as those others involved in the Teaching Excellence Program.</td>
</tr>
<tr>
<td>January 15, 2013</td>
<td>Board of Directors and Strategic Planning (Wehrung)</td>
<td>Workshop to deliver the responsibility of program development (goals, planning, assessment, and timeline) to Master Teachers and Team Leaders.</td>
<td>Board of Directors / Faculty Committee who will guide the development of the Teaching Excellence Program.</td>
</tr>
</tbody>
</table>
Activity 2

Faculty Committee: Leadership and strategic planning models were discussed in concert with seminar topics on the role of Teaching Excellence Programs and teaching and learning best practices. As the primary goal of Activity 2 was to “organize a faculty committee to further develop applications of educational technologies in the classroom and pursue development of a teaching excellence program,” a final focused workshop on January 15th 2013 was conducted. The purpose of the meeting was to (1) deliver the Teacher Excellence Program content direction, support, and continuance into the hands of the faculty; and (2) to review a planning process for the Teaching Excellence Program for the initial months going forward.

January 9, 2013

On January 9th, 2013 Faculty members indicating a willingness to serve on a guiding committee for the program included:

- Dr. Ayad Taher Al-Jubouri of the College of Administration and Economics.
- Dr. Hala Hamad of the Post Graduate Institute.
- Dr. Hamza F. Wahieb of the Post Graduate Institute.
- Dr. Hussain Ashoor El-Attabi of the Post Graduate Institute.
- Dr. Iman Shakir Muhammed of the Post Graduate Institute.
- Dr. Munaf Al-Samaraey of the College of Administration and Economics.
- Dr. Safwan Q. Haleem of the College of Administration and Economics.
- Dr. Thuria Alkhazrajji of the College of Administration and Economics.

January 15, 2013

On January 15th another meeting was convened to include those identified on January 9th, 2013 as the selected faculty committee for further discussion in developing a strategic plan to establish a Teaching Excellence Program. Approximately 30 members of the faculty were also welcomed into the process as well.

February 4, 2013

On February 4, 2013 site visit to Baghdad the Dean of the John L. Grove College of Business conducted a SWOT exercise with the objectives of reviewing the mission statement, strategic goals and developing strategic initiatives to establish the Teaching Excellence Program. The analysis of the SWOT exercise, mission, vision, strategic goals and strategic initiatives of the Teaching Excellence Program was presented and following a detailed discussion, the committee
approved the strategic initiatives to establish the program. The following summarizes the SWOT and the strategic initiatives to establish the Teaching Excellence Program.

SWOT Analysis Report  
Teaching Excellence Program  
February 4, 2013

February 4, 2013

In a meeting with a team of Iraqi faculty and administrators Shippensburg University facilitated an exercise utilizing an established technique of “S.W.O.T” (Strengths, Weaknesses, Opportunities, Threats) analysis to draw upon the diverse knowledge and experience of the participants with the College of Administration and Economics and the Post Graduate Institute of Accounting and Financial Studies with a focus on a Teaching Excellence Program. The purpose was to identify factors that could be classified as strengths and weaknesses in the internal environment and opportunities and threats in the external environment, as well possible strategies to exploit or mitigate these factors in developing a Teaching Excellence Program.

Each team was given the task of identifying internal strengths, weaknesses, external opportunities, and external threats. The participants were divided into four groups consisted entirely of faculty and administrators. Each group representative was asked to share the factors identified for each of the four categories of strengths, weaknesses, opportunities, and threats.

Report from faculty of the College of Administration and Economics:

Strengths

The groups identified highly qualified faculty; the reputation of the College of Administration and Economics within the University; the Ministry of Higher Education and Scientific Research; offering a large number of programs in the undergraduate and graduate levels; publication of own its academic journal; financial resources; location; and dean’s position within the Ministry of Higher Education and Scientific Research, and the ability to impact business programs and curriculum development.
Weaknesses

The groups identified financial resources; limited offering of some specialized business programs; inadequate facilities; inadequate English language library resources; limited command of the English language among faculty and students; limited research opportunities; central control of program and curriculum development; support for faculty development; inadequate use of technology in teaching; access to electronic library; and lack of access to internationally known research journals.

Opportunities

Opportunities to offer quality business programs to meet the needs of government and businesses in Iraq; build on the reputation of the College to offer specific programs needed to enhance economic and business development of Iraq; opportunities to raise its reputation in the world by sponsoring academic conferences by obtaining AACSB accreditation; opportunities to collaborate with internationally recognized business schools; and opportunities to enhance student learning though innovations and use of technology.

Threats

Retention of faculty due to salary levels compared to private institutions; compression; and offering of business programs and trainings by private institutions.

Report from faculty from the Post Graduate Institute of Accounting and Finance

Strengths:

The groups identified highly qualified faculty; the reputation of the Institute in offering of professional degree programs; the unique position of the institute in Iraq; more autonomy from the Ministry of Higher Education and Scientific Research; and highly qualified faculty.

Weaknesses

Weaknesses identified revolved around inadequate facilities including classrooms and office space, limited research opportunities, lack of student exchange with other colleges and universities in the world, access to electronic library, inadequate use of English in academic, lack
of access to internationally known research journals, limited program offerings, and internship opportunities.

**Opportunities**

The opportunities identified by the Post Graduate Institute of Accounting and Financial Studies include offering new programs, collaboration with other internationally known institutes or colleges, the use of technology in teaching and learning, and graduate level completion programs.

**Threats**

Retention of faculty; and opening of independent Banking and Finance Institute are cited as cited as threats.

**Summation of S.W.O.T. Exercise:**

**Strengths**

- Great reputation of the University business programs
- Offering a large number of undergraduate and graduate programs
- High quality faculty
- Own peer reviewed Journals
- Accessible faculty
- Location of the University

**Weaknesses**

- Lack of support for innovation
- Limited financial support for faculty development
- Limited command of English language among faculty
- Access to internationally known journals
- Access to electronic library
- International experience of faulty
- Inadequate instructional and research technology
- Student and faculty exchange with other institutions in the world
Opportunities

- AACSB accreditation – quality business programs
- Offering new and enhancing existing programs
- Build on their reputations to establish or programs of excellence
- Expand their academic journals and offer regular academic conferences
- Build partnership with other reputable colleges in the world
- Enhance student learning though innovations and use of technology.

Threats

- Retention of highly qualified faculty
- Competition from private business schools
- Inadequate funding for continuous improvement
- Lack of incentive for faculty innovation and quality research

Suggested strategic initiatives to Enhance Teaching and Learning

- Initiate a Teaching Excellence Program Committee
- Faculty Development Initiative
- Curriculum Development
- Best practices in teaching and learning
- Student Development Initiative
- Enhance students and faculty resources
- Explore exchange programs for faculty and students
- Design and Implement the Teaching Excellence Program
TEACHING EXCELLENCE PROGRAM
STRATEGIC INITIATIVES

Following the analysis of data collected from the SWOT exercise on February 4, 2013, it was concluded that the Teaching Excellence Program (TEP) is best suited in the College of Administration and Economics because of the large number of undergraduate programs, access to resources, and the number of students and faculty.

The mission of the Teaching Excellence Program is to develop a culture of continuous improvement in curriculum, capacity and skill development, and entrepreneurship thinking in order to deliver quality programs to meet the mission of the College and society needs. The table below summarizes 2013 – 2014 action plans, tactic, and timelines for strategic initiatives.

2013-2014 Action Plans, Tactics, and Timelines for Strategic Initiatives

The following provides an overview of the projects, responsibilities, budget, tasks, and timelines required to accomplish each strategic initiative.

<table>
<thead>
<tr>
<th>Strategic Initiative: Initiate a Teaching Excellence Program Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project</strong></td>
</tr>
<tr>
<td>Select Faculty representative</td>
</tr>
<tr>
<td>Conduct a SWOT analysis</td>
</tr>
<tr>
<td>Develop a mission, goals, strategic directions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategic Initiative: Faculty Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project</strong></td>
</tr>
<tr>
<td>Motivate faculty to pursue more active research agenda and publication in international journals</td>
</tr>
</tbody>
</table>
Motivate faculty to participate in international academic conferences

<table>
<thead>
<tr>
<th>Project</th>
<th>Responsibility</th>
<th>Budget ($)</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEP Committee</td>
<td>0</td>
<td>Develop a plan of action to motivate faculty participation in international conferences – the committee should provide a guideline to fund faculty participation in academic conferences. For example, $$ for published articles in refereed journals, $$ for presenting papers in conferences, etc.</td>
<td>June 2013</td>
</tr>
</tbody>
</table>

Improving faculty skills in research and teaching in other languages such as English

<table>
<thead>
<tr>
<th>Project</th>
<th>Responsibility</th>
<th>Budget ($)</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEP and Dean</td>
<td>0</td>
<td>Develop a plan to improve faculty skills in research and teaching in English</td>
<td>June 2013</td>
</tr>
</tbody>
</table>

Increase translation of reference materials to Arabic

<table>
<thead>
<tr>
<th>Project</th>
<th>Responsibility</th>
<th>Budget ($)</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEP Committee</td>
<td>0</td>
<td>Develop a plan of action to increase translation of reference materials to Arabic</td>
<td>June 2013</td>
</tr>
</tbody>
</table>

### Strategic Initiative: Curriculum Development

<table>
<thead>
<tr>
<th>Project</th>
<th>Responsibility</th>
<th>Budget ($)</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Committee</td>
<td>0</td>
<td>Develop a plan to enhance the graduate and graduate curriculum</td>
<td>June 2013</td>
</tr>
<tr>
<td>Curriculum Committee</td>
<td>0</td>
<td>Develop a minimum requirement for course syllabus</td>
<td>June 2013</td>
</tr>
<tr>
<td>TEP Committee</td>
<td>0</td>
<td>Offer workshop in using case studies in teaching and learning</td>
<td>June 2013</td>
</tr>
</tbody>
</table>

### Strategic Initiative: Develop best practices in teaching and learning

<table>
<thead>
<tr>
<th>Project</th>
<th>Responsibility</th>
<th>Budget ($)</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEP Committee</td>
<td>0</td>
<td>Best practices guideline for course syllabus</td>
<td>July 2013</td>
</tr>
<tr>
<td>TEP Committee</td>
<td>0</td>
<td>Best Practice for the use of technology in enhancing face-to-face courses</td>
<td>July 2013</td>
</tr>
<tr>
<td>TEP and Dean</td>
<td>0</td>
<td>Develop guideline for selecting the annual teacher of the year</td>
<td>July 2013</td>
</tr>
<tr>
<td>TEP Committee</td>
<td>0</td>
<td>Summary report of activities</td>
<td>August 2013</td>
</tr>
<tr>
<td>Strategic Initiative: Student Development</td>
<td>Project</td>
<td>Responsibility</td>
<td>Budget ($)</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>---------</td>
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</tr>
<tr>
<td>Application of theory in Practice</td>
<td>TEP Committee</td>
<td>0</td>
<td>Develop a plan to increase internship opportunities for students</td>
</tr>
<tr>
<td>Improve student critical thinking skills</td>
<td>Assurance of Learning Committee</td>
<td>0</td>
<td>Develop and implement learning goals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategic Initiative: Enhance faculty and student resources</th>
<th>Project</th>
<th>Responsibility</th>
<th>Budget ($)</th>
<th>Task</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhance library resources</td>
<td>TEP Committee and Dean</td>
<td>0</td>
<td>Develop a plan for continuous improvement in library resources</td>
<td>October 2013</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TEP Committee and Dean</td>
<td>0</td>
<td>Develop a plan to improve access to online library resources</td>
<td>October 2013</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TEP Committee and Dean</td>
<td>0</td>
<td>Develop a plan to increase English language business reference books and journals</td>
<td>December 2013</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TEP Committee</td>
<td>0</td>
<td>Offer a workshop on increasing use of modern business methodology in teaching</td>
<td>January 2014</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TEP Committee</td>
<td>0</td>
<td>Summary report of activities</td>
<td>January 2014</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategic Initiatives: Explore exchange programs for faculty and students</th>
<th>Project: Establish International Exchange Program to enhance teaching, learning, and research</th>
<th>Responsibility: TEP Committee</th>
<th>Budget ($)</th>
<th>Task</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>TEP Committee</td>
<td>0</td>
<td>Sign MOU</td>
<td>April 2014</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategic Initiatives: Design and implement a formal Teaching Excellence Program</th>
<th>Project</th>
<th>Responsibility</th>
<th>Budget ($)</th>
<th>Task</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Directions: Implement an ongoing Teaching Excellence Program</td>
<td>TEP Committee</td>
<td>0</td>
<td>Design</td>
<td>April 2014</td>
<td></td>
</tr>
<tr>
<td>Formally open the Teaching Excellence Program</td>
<td>TEP Committee</td>
<td>500</td>
<td>Implement</td>
<td>September 2014</td>
<td></td>
</tr>
<tr>
<td>Provide progress report # 4</td>
<td>TEP Committee</td>
<td>0</td>
<td>Provide a summary report</td>
<td>September 2014</td>
<td></td>
</tr>
</tbody>
</table>
The following table summarizes the completion of task 2 milestones:

<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Activities</th>
<th>Evidence of Completion</th>
<th>Date Activity was Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>A report which includes an assessment of Baghdad University’s capacity to develop and sustain a teaching excellence program with a 12-month plan of action including the identification of a proposed faculty committee to guide and establish a potential Center for Teaching Excellence</td>
<td>Organize and conduct (one) 2 to 3 day workshop on methods to enhance teaching excellence including applications of contemporary teaching methods and technology in the classroom.</td>
<td>• See Appendix C-1 – C-5) of this document.</td>
<td>January 15, 2013</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Workshop dates: (a) Jan 9, 2013</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(b) Jan 10, 2013</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(c) Jan 13, 2013</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(d) Jan 15, 2013</td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Organize a faculty committee to further develop applications of educational technologies in the classroom and pursue development of a teaching excellence program.</td>
<td>• Dr. Ayad taher Al-Jubouri of the College of Administration and Economics.</td>
<td>January 9 and 15, 2013</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Dr. Hala Hamad of the Post Graduate Institute.</td>
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<td></td>
<td></td>
<td>• Dr. Hamza F. Wahieb of the Post Graduate Institute.</td>
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<td></td>
<td></td>
<td>• Dr. Hussain Ashoor El-Attabi of the Post Graduate Institute.</td>
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<td></td>
<td></td>
<td>• Dr. Iman Shakir Muhammed of the Post Graduate Institute.</td>
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<tr>
<td></td>
<td></td>
<td>• Dr. Munaf Al-Samarae of the College of Administration and Economics.</td>
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<tr>
<td></td>
<td></td>
<td>• Dr. Safwan Q. Haleem of the College of Administration and Economics.</td>
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<td></td>
<td></td>
<td>• Dr. Thuria Alkhazraji of the College of Administration and Economics.</td>
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<tr>
<td></td>
<td></td>
<td>• Dr. Ali Alwakil of the College of Administration and Economics.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Dr. Sabieha Qasim of the College of Administration and Economics.</td>
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</tr>
</tbody>
</table>
Discussion of Results

There is evidence to suggest support of faculty and administrators in the College of Administration and Economics to enhance teaching and learning through positive active participation in the workshops presented throughout this program in support to AACSB accreditation. Results from the assessment survey indicate that the Iraqi faculty use many best practices accepted at the most competitive business schools.

The top ten business schools in the United States maintain a Teaching Excellence Program such as that introduced through this project. Iraqis who have been involved in the project as Master Teachers and staff have offered comments that the workshops have inspired them to incorporate pedagogies that focus on active learning, that they have started to develop syllabi that support student learning objectives and assessment, and that they have thoroughly learned from (and enjoyed) the content and the participatory exchange and experience in the workshops themselves. The Master Teachers are actively learning. By following through the strategic initiative the participants will be able to establish a systematic Teaching Excellence Program. In addition, the consultants have provided the Master Teachers with the resources to assist them in their program activities.
APPENDIX A: January 5 – 20th Schedule of Site Visit to Baghdad

### Shippensburg University
A Program to Improve Finance and Banking Education in Iraq
Visit # 3 – January 8 – 20, 2013

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME</th>
<th>ACTIVITY</th>
<th>John Kooti</th>
<th>Sarah Bryant</th>
<th>Melodye Wehrung</th>
<th>Meetings with Individual(s)/Area</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday Jan 8</td>
<td>7:25 a.m.</td>
<td>Arrival</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Al Mansour Team</td>
<td>BIAP</td>
</tr>
<tr>
<td>Tuesday Jan 8</td>
<td>1:00 - 4:00 p.m.</td>
<td>Review and prioritization of all power points</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Herb, Mark, Ebtisam,</td>
<td>Al Mansour Compound</td>
</tr>
<tr>
<td>Wednesday Jan 9</td>
<td>10:00 a.m. 12 Noon</td>
<td>Team work on power point</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Power point review of Teaching Excellence Program</td>
<td>Al Mansour Compound</td>
</tr>
<tr>
<td>Wednesday Jan 9</td>
<td>2:00 p.m. 4:50 p.m.</td>
<td>Assessing Current Resources</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Meeting with the Higher Institute Dean and his team – Assessing current resources</td>
<td>Al Mansour Compound</td>
</tr>
<tr>
<td>Thursday Jan 10</td>
<td>10:00 a.m. 12:00 Noon</td>
<td>AACSB Standards</td>
<td>X</td>
<td></td>
<td></td>
<td>Meet with the Dean, faculty, and administrative leadership to introduce AACSB standards and to discuss the mission and objectives of the Higher Institute</td>
<td>Higher Institute</td>
</tr>
<tr>
<td>Thursday Jan 10</td>
<td>12:00 Noon 2:00 p.m.</td>
<td>Organize a faculty committee Clarify the objectives of the committee Further develop applications of</td>
<td>X</td>
<td>X</td>
<td></td>
<td>Meet with the Dean of Higher Institute and his key faculty and administrative team.</td>
<td>Higher Institute</td>
</tr>
<tr>
<td>DATE</td>
<td>TIME</td>
<td>ACTIVITY</td>
<td>John Kooti</td>
<td>Sarah Bryant</td>
<td>Melodye Wehrung</td>
<td>Meetings with Individual(s)/Area</td>
<td>LOCATION</td>
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</tr>
<tr>
<td>Friday Jan. 11</td>
<td>All Day</td>
<td>Shippensburg University Prep day</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Prep and report writing</td>
<td>Al Mansour Compound</td>
</tr>
<tr>
<td>Saturday Jan. 12</td>
<td>10:00 a.m.</td>
<td>The Process of AACSB and Standard-by-Standard Review</td>
<td>X</td>
<td></td>
<td></td>
<td>Meet with the Dean of College of Administration and Economics and his key faculty and administrative team to introduce AACSB standards.</td>
<td>Baghdad University College of Management</td>
</tr>
<tr>
<td>Saturday Jan. 12</td>
<td>10:00 a.m.</td>
<td>Organize a faculty committee to further develop applications of educational technologies in the classroom and pursue development of a teaching excellence program.</td>
<td>X</td>
<td>X</td>
<td></td>
<td>BOTH BU and HIGH INSTITUTE Meeting with Master Trainers of the College of Administration and Economics and Center of Teaching Excellence</td>
<td>Baghdad University College of Management</td>
</tr>
<tr>
<td>Sunday, Jan. 13</td>
<td>9:00 a.m.</td>
<td>AACSB Accreditation Process Continued</td>
<td>X</td>
<td></td>
<td></td>
<td>Meet with the Dean and his key faculty and Advisory Board.</td>
<td>Baghdad University College of Management</td>
</tr>
<tr>
<td>Sunday, Jan. 13</td>
<td>9:00 a.m.</td>
<td>Teaching Excellence Program – Plan of Action/Assessment Survey/Well Prepared Student and Technology Applications</td>
<td>X</td>
<td>X</td>
<td></td>
<td>BOTH BU and HIGH INSTITUTE Faculty</td>
<td>Baghdad University College of Management</td>
</tr>
<tr>
<td>DATE</td>
<td>TIME</td>
<td>ACTIVITY</td>
<td>John Kooti</td>
<td>Sarah Bryant</td>
<td>Melodye Wehrung</td>
<td>Meetings with Individual(s)/Area</td>
<td>LOCATION</td>
</tr>
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<td>--------------------------------------------</td>
</tr>
<tr>
<td>Monday, Jan. 14</td>
<td>10:00 a.m. 3:00 p.m.</td>
<td>Standard-by-Standard Analysis</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Meet with the Dean of Higher Institute and his key faculty and administrative team.</td>
<td>Higher Institute</td>
</tr>
<tr>
<td>Monday, Jan. 14</td>
<td>10:00 a.m. 3:00 p.m.</td>
<td>SWOT Analysis/Division into 6 groups (faculty &amp; administrators &amp; students &amp; private sector representatives)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Meet with the Dean of Higher Institute and his key faculty and administrative team.</td>
<td>Higher Institute</td>
</tr>
<tr>
<td>Tuesday, Jan. 15</td>
<td>10:00 a.m. 2:00 p.m.</td>
<td>Identification of Gaps and developing an action plan – Presentation of Brief Report by JGK identifying person and dates of completion</td>
<td>X</td>
<td>X</td>
<td></td>
<td>Meet with the Dean of College of Administration and Economics and his key faculty and administrative team.</td>
<td>Baghdad University College of Management</td>
</tr>
<tr>
<td>Tuesday, Jan. 15</td>
<td>10:00 a.m. 2:00 p.m.</td>
<td>Teaching and Learning Programs – Strategic Planning – Use of Iraqi teachers in presenting at workshop Formation of 12 month action plan</td>
<td>X</td>
<td></td>
<td>X</td>
<td>All faculty workshop</td>
<td>Baghdad University College of Management</td>
</tr>
<tr>
<td>Wednesday, Jan. 16</td>
<td>10:00 a.m. 2:00 p.m.</td>
<td>Develop a chart that identifies each AACSB standard and existing deficiency Higher Institute</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Meet with the Dean of Higher Institute and key faculty and administrative team.</td>
<td>Al Mansour Compound</td>
</tr>
<tr>
<td>DATE</td>
<td>TIME</td>
<td>ACTIVITY</td>
<td>John Kooti</td>
<td>Sarah Bryant</td>
<td>Melodye Wehrung</td>
<td>Meetings with Individual(s)/Area</td>
<td>LOCATION</td>
</tr>
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</tr>
<tr>
<td>Thursday, Jan. 17</td>
<td>10:00 a.m.</td>
<td>Chart to identify each AACSB standard and deficiency at Baghdad College of Administration and Economics – development of SAP (Standard Alignment Plan)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Dean of College of Administration and Economics and his key faculty and administrative team.</td>
<td>Baghdad University</td>
</tr>
<tr>
<td></td>
<td>2:00 p.m.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday, Jan. 18</td>
<td>All Day</td>
<td>Report Writing and meeting with Mark and his team</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>Al Mansour Compound</td>
</tr>
<tr>
<td>Saturday, Jan. 19</td>
<td>All Day</td>
<td>Report Writing</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Preparation</td>
<td>Al Mansour Compound</td>
</tr>
<tr>
<td>Sunday, Jan. 20</td>
<td>6:00 a.m.</td>
<td>Leaving Al Mansour Compound</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Back to the US</td>
<td>Back to US via Istanbul</td>
</tr>
</tbody>
</table>
## Appendix B: February 4 – 11 Schedule of Site Visit to Baghdad

### Shippensburg University
**A Program to Improve Finance and Banking Education in Iraq**  
**Phase 2**  
**Baghdad Duration # 2 – February 2 – February 12, 2013**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME</th>
<th>ACTIVITY</th>
<th>Meetings with Individual(s)/Area</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday Feb 4</td>
<td>7:25 a.m.</td>
<td>Arriving at BIAP</td>
<td>Al Mansour Team</td>
<td>BIAP</td>
</tr>
<tr>
<td>Monday Feb 4</td>
<td>1:00 - 4:00 p.m.</td>
<td>TEP SWOT Analysis</td>
<td>UBCAE and PGIAFS</td>
<td>Al Mansour</td>
</tr>
<tr>
<td>Tuesday Feb 5</td>
<td>10am –0am m</td>
<td>Assurance of Learning Workshop 2 – February 12, 2013constructing rubrics</td>
<td>UBCAE and PGIAFS AoL Committee</td>
<td>Al Mansour</td>
</tr>
<tr>
<td>Wednesday Feb 6</td>
<td>10:00 a.m. 2:00 pm</td>
<td>Assurance of Learning continued. Review of completed Eligibility Application and Presentation of Final Reports and feedback</td>
<td>UBCAE and PGIAFS accreditation team</td>
<td>Al Mansour</td>
</tr>
<tr>
<td>Thursday Feb 7</td>
<td>10:00 a.m. 12:00 Noon</td>
<td>TEP Strategic Planning and Identification of Action Items and Timeline</td>
<td>UBCAE AoL Committee, Curriculum Committee and Accreditation Committee</td>
<td>Al Mansour</td>
</tr>
<tr>
<td>Friday Feb 8</td>
<td>Desk work</td>
<td></td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Saturday Feb 9</td>
<td>10:00 a.m. 2:00 p.m.</td>
<td>Review of completed Eligibility Application and Presentation of Final Reports and feedback</td>
<td>PGIAFS AoL Committee, Curriculum Committee and Accreditation Committee</td>
<td>Al Mansour</td>
</tr>
<tr>
<td>Sunday Feb 10</td>
<td>Working Day</td>
<td>Final Report</td>
<td></td>
<td>Al-Mansour</td>
</tr>
<tr>
<td>Monday Feb 11</td>
<td>Working Day</td>
<td>Final Report</td>
<td></td>
<td>Al-Mansour</td>
</tr>
<tr>
<td>Tuesday Feb 11</td>
<td>9:40 a.m.</td>
<td>Leaving Al-Mansour</td>
<td></td>
<td>BIAP</td>
</tr>
</tbody>
</table>
## APPENDIX C: PHASE 2, TASK 2

**WORKSHOPS AND SEMINARS WITH RESOURCE MATTER DELIVERED IN SUPPORT OF AACSB ACREDITATION AND THE TEACHING EXCELLENCE PROGRAM: OBJECTIVES, AND AUDIENCE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Workshop / Seminar</th>
<th>Objectives</th>
<th>Primary Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 2013</td>
<td>Indicators of Quality Teaching and Learning: The Adult Learner (Wehrung) APPENDIX C-1</td>
<td>To review those elements or indicators of quality teaching commonly accepted by noted universities. To introduce concepts of adult learning theory and how to utilize them relative to active or participant learning.</td>
<td>Identified Master Teachers and others involved in the on Teaching Excellence Program.</td>
</tr>
<tr>
<td>January 2013</td>
<td>Faculty Guidance: The Well Prepared Student (Wehrung) APPENDIX C-2</td>
<td>To review the guidance that teachers may offer to students to help the students better prepare for class and learning.</td>
<td>Identified Master Teachers and others involved in the on Teaching Excellence Program.</td>
</tr>
<tr>
<td>January 2013</td>
<td>Process Overview of Leadership and Strategic Planning (Wehrung) APPENDIX C-3</td>
<td>To review the Mission Statement and Vision Statement developed by the Iraqi team of Master Teachers. To introduce planning models and guides to facilitate Iraqi ownership of the Teaching Excellence Program.</td>
<td>Identified Master Teachers and Staff as well as those others involved in the Program on Teaching.</td>
</tr>
<tr>
<td>Date</td>
<td>Course</td>
<td>Objective</td>
<td>Faculty/Support</td>
</tr>
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</tr>
<tr>
<td>January 2013</td>
<td>Focus on the Student: More on the Learner Centered Syllabus (Wehrung)</td>
<td>To increase awareness of the importance of learning outcomes.</td>
<td>Identified Master Teachers and Staff as well as those others involved in the Program on Teaching.</td>
</tr>
<tr>
<td></td>
<td>APPENDIX C-4</td>
<td>To increase the awareness of the advantage of creating standards and expectations.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>This course builds upon previous concepts and will include a self-assessment instrument.</td>
<td></td>
</tr>
<tr>
<td>January 2013</td>
<td>Introduction to Engaged Active Learning and Utilizing Educational Technologies in the Classroom (Wehrung and Bryant)</td>
<td>To increase an awareness of learning outcomes given different types of student engagement with the subject matter.</td>
<td>Identified Master Teachers and Staff as well as those others involved in the Program on Teaching.</td>
</tr>
<tr>
<td></td>
<td>APPENDIX C-5</td>
<td>This course supports the understanding of the need to incorporate methodology beyond lectures.</td>
<td></td>
</tr>
<tr>
<td>January 2013</td>
<td>Textbooks given to the library as current resources.</td>
<td>Support current curriculum</td>
<td>University of Baghdad College Library</td>
</tr>
<tr>
<td>February 4, 2013</td>
<td>SWOT Analysis</td>
<td>College of Administration and Economics and Post Graduate Institute for Accounting and Financial Studies faculty</td>
<td>SWOT analysis and Strategic Initiatives</td>
</tr>
</tbody>
</table>
APPENDIX C-1: Indicators of Quality Teaching and Learning:

The Teaching Excellence Program

Indicators of Quality Teaching and Learning: The Adult Learner

Presented by
Melodye Wehrung, Ph.D.
Shippensburg University

January 2013

Agenda

• Important Concepts
  – Characteristics and Indicators of Quality Teaching
  – Best Practices in Teaching

• Considerations in Adult Learning
  – Understanding Common Characteristics
  – Engaged Classroom Discussion

• Summary

• Discussion and Questions
IMPORTANT CONCEPTS

Characteristics of Good Teachers
Indicators of Good Teaching
Best Practices
Motivating Learners
Quality Teaching

Quality teaching is that activity which brings about the most productive and beneficial learning experience for all students and promotes their development as learners.

Components of Quality Teaching

1. Establishment of a positive learning environment
2. Motivates student engagement
3. Provides appropriate challenges
4. Is responsive to student's learning needs
5. Is fair in evaluating student learning
Indicators of Quality Teaching

1. Effective choice of materials used
2. Organization of subject matter and course
3. Effective communication skills
4. Knowledge and enthusiasm for the subject matter and teaching
5. Available to students
6. Responsive to students
7. Other:

Best Practices

1. Frequent student-faculty contact - Good college teachers are available to students.
2. Provides prompt feedback on papers, projects, quizzes, and exams.
3. Communicates high expectations.
Best Practices

4. Encouraging of cooperation among students.

5. Employs active learning techniques.

6. Respects diverse talents and ways of learning.

7. Experts in their field, know their disciplines, and seek new knowledge without hesitation.

8. Good college teachers connect with their students. They find ways to motivate, to approach the classroom work in a positive manner, and instill confidence in students.

9. Good college teachers listen to their students. They adjust lessons to the needs of the students and they allow for an open and honest learning environment.
Best Practices

10. Respects diverse talents and ways of learning.

11. Experts in their field, know their disciplines, and seek new knowledge without hesitation.

Best Practices

12. Good college teachers connect with their students. They find ways to motivate, to approach the classroom work in a positive manner, and instill confidence in students.

13. Good college teachers listen to their students. They adjust lessons to the needs of the students and they allow for an open and honest learning environment.

14. Other: ?
A Great Class Engages

A great class impacts the intellectual, the passionate heart, and the gut.

THE TEACHER AND STUDENT RELATIONSHIP

Understanding the Adult Learner
Characteristics of Adult Learners

- The context of adult learners' lives shapes their learning;
- Adults have assumed responsibility for managing their own lives and add the role of the learner to their other responsibilities;
- Learning typically arises from the context of their lives, which is tied to the sociocultural setting in which they live;

12/29/12

Characteristics of Adult Learners

- Learning in adulthood is characterized by its usefulness for immediate application to the duties and responsibilities inherent in the total adult life;
- Rich life experiences differentiate one adult from another;
- Adults are themselves an important resource for learning and often the need to make sense of experiences is the incentive for learning activity in the first place;

12/29/12
Characteristics of Adult Learners

• Engagement of past experiences with new learning is different for adults than for children;
  – Adults modify, transfer and re-integrate meanings, values, strategies and skills,
  – Rather than formulate and accumulate as they do in childhood;

Characteristics of Adult Learners

• Adults may need to unlearn bad habits and negative views of learning;

• The tasks of adulthood are different from those of the child, as in addition to acquiring new knowledge and skills, the adult is faced with the struggle to integrate personal and family relationships, life events and transitions and personal or employment-related crises.
Possible Other Factors that May Influence Adult Learners

• Ability to respond slows with age;
• Adults respond better to material with personal relevance;
• Age and health factors, such as fatigue, medication, disuse of abilities, environmental conditions and interference from previous learning can all affect new learning.

Effective adult thinking is not that which provides immediate answers, but that which first discovers the important questions and exposes the important problems.

Claire McLachian-Smith
University of Auckland
THE TEACHER AND STUDENT RELATIONSHIP

Engaged Thoughtful Discussion

Promoting Teacher and Student Dialogue

The adult college student is seen as actively involved in creating knowledge and construing meaning when engaged in learning. (Garrison, 1993)

A concept becomes an adult’s own when he or she imbibes it with his own intention and accent, when he appropriates the thought, adapting it to his own experience and expression.
Promoting Teacher and Student Dialogue

In thoughtful discussion, participants learn not only the words of everyone participating, but also their individual intention and purpose.

Learners may then internalize concepts to enable them to self instruct the next time a similar problem or event occurs.

Question Types:

Assistance
The teacher helps the learner to organize information: through memorization, recall or accumulating evidence

Assessment
The teachers help and guide the learners to make sense of the material
Summary

- Important Concepts in Teaching and Learning
  - Characteristics and Indicators of Quality Teaching
  - Best Practices in Teaching
- Teacher Student Relationships
  - Understanding Common Characteristics in Adult Learning
  - Engaged Classroom Discussion

Summary

- Information or a concept becomes an adult’s own when he or she imbibes it with his own intention and accent, when he appropriates the thought, adapting it to his own experience and expression.

- It is important that teachers guide this integration to help render more competitive graduates.
Questions, Comments, and Discussion
The Teaching Excellence Program

The Well Prepared Student

Presented by
Melodye Wehrung, Ph.D.
Shippensburg University

January 2013

Agenda

• Important Concepts
  – Characteristics of Quality Teaching
  – Indicators of Quality Teaching
  – Best Practices in Teaching

• Helping Students Prepare for Learning
  – Understanding Common Student Approaches to the Classroom
  – Practical Student Study Skills
  – Approaching the Teacher for Help
  – Basic Student Strategies
  – Teacher Expectations

• Summary, Discussion and Questions
IMPORTANT CONCEPTS

Characteristics of Quality Teaching
Indicators of Quality Teaching
Best Practices

Characteristics of Excellent Teachers

1. Establish a positive learning environment.
3. Provide well paced challenges.
4. Responsive to student’s learning needs.
5. Are fair in evaluating learning.
Indicators of Quality Teaching

1. Effective choice of methodology and materials.
2. Organization of subject matter and the course.
3. Effective communication skills.
4. Knowledge and enthusiasm for the subject matter.
5. Availability to students.
6. Responsive to student concerns and opinions.

Best Practices

1. Frequent student-faculty contact - Good college teachers are available to students.
2. Provides prompt feedback on papers, projects, quizzes, and exams.
3. Communicates high expectations.

12/30/12
Best Practices

4. Encouraging of cooperation among students.

5. Employs active learning techniques.

6. Respects diverse talents and ways of learning.

7. Experts in their field, know their disciplines, and seek new knowledge without hesitation.

12/30/12

Best Practices

8. Good college teachers connect with their students. They find ways to motivate, to approach the classroom work in a positive manner, and instill confidence in students.

9. Good college teachers listen to their students. They adjust lessons to the needs of the students and they allow for an open and honest learning environment.

12/30/12
Best Practices

10. Respects diverse talents and ways of learning.

11. Experts in their field, know their disciplines, and seek new knowledge without hesitation.

Best Practices

12. Good college teachers connect with their students. They find ways to motivate, to approach the classroom work in a positive manner, and instill confidence in students.

13. Good college teachers listen to their students. They adjust lessons to the needs of the students and they allow for an open and honest learning environment.

14. Other: ?
STRATEGIES TO SUPPORT STUDENT SKILLS

Understanding Common Student Approaches to the Classroom
Practical Student Study Skills
Approaching the Teacher for Help
Basic Student Strategies
Teacher Expectations

12/30/12

UNDERSTANDING COMMON STUDENT APPROACHES TO THE CLASSROOM

• Student’s Primary Interest and Focus
• Beliefs about Self Concepts and Abilities
• Implications for Teachers

12/30/12
Two Common Student Perspectives or Approaches to the Classroom

Focus on Learning Goals - incremental view
- Primary interest in learning the material
- Interested in learning for the sake of learning

Focus on Performance Goals - entity view
- Primary interest in proving that they are good at something
- Will avoid situations that may result in poor evaluation

Two Common Student Beliefs About Their Intelligence

Learning Goals - incremental view
- Intelligence increases as they continue to learn new things
- Focus is on the effort to learn new material

Performance Goals - entity view
- Harder work will not yield efficient results
- Focus is on innate ability
Student Self Perception and Classroom Anxiety

<table>
<thead>
<tr>
<th>Intelligence</th>
<th>Focus</th>
<th>Interest Goal</th>
<th>Current Ability</th>
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<td>Low</td>
<td>Performs poorly, High anxiety</td>
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</table>

12/30/12

Implications for Teachers

- Teachers can provide clear behavioral objectives in the syllabus.
  - Expectations
  - Planning
- Provide ungraded practice on materials to be tested on
  - Provide feedback...
  - Other suggestions:

12/30/12
STRATEGIES TO HELP STUDENTS PREPARE FOR LEARNING

• Active Listening and Taking Class Notes
• Participating in Class
• Active Reading of Materials

Taking Good Lecture Notes

• Take legible notes
  - Focus on main ideas
  - Take down details that help you remember the central point
• Use consistent abbreviations
• Skip lines to indicate transitions from one thought to another.
Taking Good Lecture Notes

• Leave blanks for words you did not catch so you can fill them in later.
• Add a question mark by notes to indicate the need to do further investigation.
• Review notes after the lecture
  – Notes should be reviewed within 24 hours
  – Fill in any blanks
  – Annotate notes with concepts for further review
  – Write a summary at the end of the lecture

12/30/12

Good Class Participation

• Ask a question that encourages someone to clarify a point.
• Ask a question that encourages someone to clarify or elaborate on a comment.
• Make a comment to link two people’s contributions.
• Explain what you found in another person’s ideas useful and describe why.

12/30/12
Good Class Participation

- Build on what someone else has said, extending the other person’s thought.
- Summarize several people’s contributions, taking into account a recurring theme in the discussion.
- Ask a cause-and-effect-question — for example, “Can you explain why you think it’s true that if these things are in place, such and such would occur?”

12/30/12

Good Class Participation

- Find a way to express appreciation for the insights you have gained from the discussion. Be specific about what it was that helped you understand something better.
- Disagree in a respectful and constructive way. Point out what is interesting or compelling in someone’s comment before explaining why and how you disagree.

12/30/12
Active Reading of Materials

1. Survey the Material

Skim the chapter, reading only:

- the chapter title, subtitles,
- italicized terms, boldface type, and introductory or summary sections.
- Make mental predictions about what you think the chapter will discuss.

12/30/12

2. Question

- Change all chapter titles, subtitles, sections, and paragraph headings into questions. For example, “What are …”
- Write questions out, leaving room for notes.
- Look over the questions to see the emphasis and overall direction of them.
- Determine if there are any questions you can answer before doing the reading.

12/30/12
Active Reading of Materials

3. Read
   Read the chapter section by section for the purpose of answering the questions generated in Step 2.

4. Recall
   Without looking at your notes, recall the high points of the material immediately upon completing the reading.

6. Review
   - How well you actually recalled the reading in Step 4.
   - Observe carefully the points you recalled incorrectly or simply omitted.
   - Note carefully in your mind the logical sequence of the entire idea or problem covered in each section or chapter.
SUPPORTING THE STUDENT RELATIONSHIP

Approaching the Teacher for Help
Basic Student Strategies
Teacher Expectations

Approaching the Teacher

• Common Reasons for Seeking Help
• Why Students Avoid
• Approach and Contact
• Planning and Preparation for the Meeting
• Talking with the Teacher
Approaching the Teacher

Common Reasons for Seeking Help
- The student has fallen behind in class
- The student has failed a test or assignment and do not understand the course material
- The student has questions about the requirements
- The student needs advice
- The student needs clarification

12/30/12

Approaching the Teacher

Why Students Avoid Seeing the Teacher
- Feeling "out of the loop" after missing several classes
- Fear of asking a "dumb question"
- Fear of confrontation
- Shyness
- Discomfort over approaching a professor of a different age, gender, race, or culture
- Tendency to avoid interactions with those in authority

12/30/12
Approaching the Teacher

- **Approach the Professor (Politely and Respectfully)**
- **Contacting the Professor**
  - Check the course syllabus for the preferred mode of contact
  - **Urgency**
    - phone
    - stopping by during office hours
    - e-mail - don't expect replies over evenings, weekends, or holidays

12/30/12

Approaching the Teacher

**Plan**
- Check the syllabus for the professor's office hours
- Meet at a time which is as convenient for the teacher as possible
- Students may ask, “Can you help me with...” Keeping it short and to the point.

12/30/12
Approaching the Teacher

Prepare for the Meeting

- Have all of the student questions listed on paper beforehand to minimize forgetting an important question.
- Have paper and pen available. It is best to record all information provided from the professor rather than rely later on your memory.
- If you have a question about class material it is strongly advised to have the text, class notes and syllabus available.

12/30/12

Approaching the Teacher

Talking with the teacher

- Be punctual.
- Punctuality signifies respect for the professor's time.
- Do not arrive early or late.
- If you need to meet again, ask to set up another appointment.

12/30/12
SUPPORTING THE STUDENT RELATIONSHIP

Approaching the Teacher for Help
Basic Student Strategies
Teacher Expectations

Student Strategies for Success

1. The student should know themselves as a thinker and learner. When and where are they most productive?
2. Students should focus not only on the grade and consider how each course contributes to your overall intellectual development
3. Managing time and attention results in more productive and less stress.
Student Strategies for Success

4. Turn off distractions and dedicate yourself to a single task. Divide or continuously switch your attention and you do several things poorly instead of one thing well.

5. Students should try to think like a professor. Instructors have reasons for why they craft their courses as they do. As the student moves through their courses, they should spend some time considering these reasons.

6. Review your notes as soon as possible after class. Students forget 50% of what they learn if they don’t review within 24 hours and 65% if they don’t review within a week.

7. Start a little work on an assignment the day it’s given. Starting a project often proves the hardest part; starting early gets you over this high hurdle with plenty of time to develop your work.
Student Strategies for Success

9. Student should try to explain a difficult idea, concept, problem, or passage to a friend. Research shows that one of the most effective ways to learn is to teach. If you try to explain what you've been studying to another, you'll transfer the information from short- to long-term memory, and you'll more clearly see what you understand and what you don't.

Advice for Students

- Keep up with the material by studying every day.
- Think critically about the material you're covering. It isn't enough to understand the material, you also need to respond to it, question it, and relate it to your existing knowledge.
- Focus on understanding the concepts.
- Evaluate the main point and supporting evidence.
- Take notes on your reading assignments.
- Always go to class, listen to the professor, and take notes.
Advice for Students

- Start long-term projects the day they are assigned and conquer the lure of procrastination. Big assignments that can’t be done well at the last minute. Immediately create multiple nonnegotiable deadlines.

- Start small and straight away. By coming up with a set of small, manageable tasks, rather than one huge one, you can motivate yourself to accomplish something small each time you sit down to work on the assignment.

Advice for Students

- Study with a specific, systematized plan that works for you. Look at your schedule.

- Find a productive study space that works for you.

- Use the time between classes. Have ten minutes between classes? Get to your next class early, and spend five minutes reviewing the notes from last lecture. Have an hour? Bring some reading, and get something done between classes.
SUPPORTING THE STUDENT RELATIONSHIP

Approaching the Teacher for Help
Basic Student Strategies and Advice
Teacher Expectations

Teacher Expectations: The Syllabus

- Teacher Availability
- Course Description
- Course Objectives
- Method of Delivery
- Code of Conduct
- Textbooks
- Assignment Due Dates
- Grading Criteria
- Reading assignments
Agenda

• Important Concepts
  – Characteristics and Indicators of Quality Teaching
  – Best Practices in Teaching

• Helping Students Prepare for Learning
  – Understanding Common Student Approaches to the Classroom
  – Practical Student Study Skills
  – Approaching the Teacher for Help
  – Basic Student Strategies
  – Teacher Expectations

• Summary, Discussion and Questions

Questions, Comments, and Discussion
Assessment

Please take a few moments to provide us with feedback today on this session. Your comments are greatly appreciated.

Selected Sources

McLachlan-Smith, Claire, Designing for Dialogue at a Distance: Reflections on How to Create and Maintain an Effective Teaching-Learning Relationship.” Journal of Distance Learning, Vol 4, No 1, 1998 © Distance Education Association of New Zealand.

Harvard University Graduate School of Arts and Sciences, “In the Classroom, Teaching Strategies.” Cambridge, MA 02138 USA

Speaking of Teaching, “Active Learning: Getting Students to Work and Think in the Classroom.” Stanford University Newsletter on Teaching, Fall 1993, Vol. 5, No 1
The Teaching Excellence Program

Leadership and Strategic Planning

Presented by
Melodye Wehrung, Ph.D.
Shippensburg University

January 2013

Agenda

• The Value of a Teaching Excellence Program
• Common Components of Teacher Excellent Programs
• YOUR NEW Mission and Vision Statements
• Planning Components
  – Goals
  – Objectives
  – Strategy
• Discussion Guide for Generating Ideas
The Value of a Teaching Excellence Program

- Most Comprehensive and Research Universities and Colleges have a TEP.
- These Colleges recognize that to graduate students who are to become the leaders in business, they have to be competitive and the best performers.

The Value of a Teaching Excellence Program

- An effective TEP helps to create a culture that values and rewards our great teachers who want to enhance their skills.
- An effective TEP helps to create a culture that values and rewards our new teachers who want to learn new skills.
The Value of a Teaching Excellence Program

An effective Teaching Excellence Program helps to disseminate instructional innovations that produce the best graduates.

Other ideas:

- 
- 
- 
- 
-
Common Components of Teaching Excellence Programs

- Course Design and Planning – Syllabus and Curriculum Guides
- Teaching Best Practice Guides
- Professional Development Opportunities
- Collection of Materials
- Review of Teaching (Self and Peer)
- Assessment Resources
- Rubrics to Assess Student Learning

Crafting a Mission Statement

Properties:
- It should help identify your purpose.
- Provides a beacon when the organization loses track of itself.
- Organizations can maintain their path and avoid losing sight of what their core competencies are.
- It should help to address what the program wants to become.
- A mission statement is what the program action is.
Your Mission Statement

Faculty members:
- Dr. Mahmoud Abdul-Jabbar Tattah
- Dr. Amar Hamad Khalaf
- Dr. Ashwaq Al Sheikhly
- Dr. Hamza Fai’q Whaiyib
- Dr. Ayad Taher
- Dr. Thuraya Abdul Rahim

Your Mission Statement:

Training and developing skills required to react with the real life and the needs of different institutions for the expertise towards enhancing the relation between the academic side and the needs of the market.

May 5, 2012
Crafting a Vision Statement

Properties:

A vision statement is what you would like to see happen as a result of the mission.

- Mission = action.
- Vision = aspiration or what do we want to be.

Vision without action is merely a dream.
Action without vision just passes the time.
Vision with action can change the world. (Joel Barker, the Power of Vision)

Your Vision Statement:

To rise up to the standards of objective need at the level of experience and reason.

May 5, 2012
Components of Quality Teaching

- Establishment of a positive learning environment
- Motivates student engagement
- Provides appropriate challenges
- Is responsive to student’s learning needs
- Is fair in evaluating student learning

Indicators of Quality Teaching

- Effective choice of materials used
- Organization of subject matter and course
- Effective communication skills
- Knowledge and enthusiasm for the subject matter and teaching
- Available to students
- Responsive to students
- Other:
Strategic Planning Steps

- Development of Vision Statement
- Development of Mission Statement
- Decide the Goals of the Program
- Prioritize the Goals
- Decide who will be Responsible
- Assess your Progress
- Adjust your Plan
Example: Teaching Excellence Program
Strategic Planning

Program Goals:

1. Providing, maintaining, and enhancing a collection of teaching resources.
2. Providing workshops around the concepts, tools, and practices of the leading teaching best practices.
3. Building & disseminating a culture of excellence and innovation in quality teaching.

Action Steps to accomplish goals:

- Who
- What
- When
- Where
Teaching Excellence Program
Strategic Planning

Program Goal 1: Steps to Accomplish:

- Who
- What
- When
- Where

Summary

- The Value of a Teaching Excellence Program
- Common Components of Teacher Excellent Programs
- YOUR NEW Mission and Vision Statements
- Planning Components
  - Goals
  - Objectives
  - Strategy
- Discussion Guide for Generating Ideas

2/7/2013
Discussion Meetings

Slide Presentation: Discussion Guide for Meetings

Selected Resources

Cornell University
The Derek Bok Center for Teaching and Learning at Harvard University
Harvard Kennedy School
The Tuck School of Business at Dartmouth College
The University of Maryland
APPENDIX C-4: Constructing a Learning Centered Syllabus

The Teaching Excellence Program

Constructing a Learning Centered Syllabus

Presented by
Melodye Wehrung, Ph.D.
Shippensburg University

January 2013

Agenda

• Characteristics of Excellent Teachers
• Indicators of Quality Teaching
  – Learning Centered Syllabus
• Review the purpose of a syllabus
• Identify components of a syllabus
• Questions and Discussion
• Assess your Syllabus
Characteristics of Excellent Teachers

1. Establish a positive learning environment.
3. Provide well paced challenges.
4. Responsive to student’s learning needs.
5. Are fair in evaluating learning.
   • The Syllabus

Indicators of Quality Teaching

1. Effective choice of methodology and materials.
2. Effective communication skills.
3. Knowledge and enthusiasm for the subject matter.
4. Availability to students.
5. Responsive to student concerns and opinions.
6. Organization of subject matter and the course.
   • The Syllabus
Purpose of a Syllabus

- Initial contact between the instructor and students.
- Provides a comprehensive overview of the course, including description, goals, objectives, and expectations.
- Contract between instructor and students describing responsibilities and duties of each.

Components of a Syllabus

1. Course identification
2. Teacher information
3. Overview
   - Objectives
   - Instructional strategies
4. Course requirements and expectations
   - Required text or materials
   - Assessment procedures and criteria
5. Relevant institutional policies
6. Course schedule / calendar
# The Syllabus

## Course Identification

- **Course Number and Title**
- **Teaching Term / Semester and Date**
- **Faculty Name**

12/25/2012
Faculty Information

- Biography (optional)
- Contact information
  - Office Address
  - Office hours
  - Email
  - Phone

12/25/2012

Course Overview

- Course goals and learning objectives.
- Synopsis of content.
- Relationship of course to overall curriculum.
- Pedagogical approach to learning.
- Prerequisites for entering the class.

12/25/2012
Course Objectives

- Learner-centered
- Measurable
- Clear and concise
- Complete
- Specific
- Competency based – what should students be able to do as a result of the course.

Instructional Strategies
(Your teaching approach for learning this material)

- Teaching Methodologies – Lecture, Discussion, Case Studies
- Content delivery – reading assignments
- Individual and group activities
- Written assignments
- Student reflections
- Self-assessment
- Quizzes
Requirements and Expectations

- Primary textbooks and other materials
- Assessment

Required Texts and Resources

- Primary textbooks
- Other course materials
  - Optional texts and reading materials
  - Web resources
  - Library resources
- Laboratory materials
- Hardware and software requirements
Assessment Procedures and Criteria

- Participation standards – quality and quantity of discussion postings
- Individual and group activities
- Quizzes and exams
- Extra credit criteria
- Grading rubric for all requirements

 Relevant Institutional Policies

- Academic integrity
- Students with disabilities
- Other important policies
Course Schedule

- All meeting dates showing:
  - Teaching topic for the day
  - Readings due dates
  - Individual and group assignments
  - Assessments – quizzes, exams
- Calendar information

Questions, Comments, and Discussion
Assessing the Syllabus

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12/26/2012
### Assessing the Syllabus

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12/26/2012

### BONUS POINTS: Assessing the Syllabus

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BONUS Credit

Total

12/26/2012
Summary

- Characteristics of Excellent Teachers (5)
- Indicators of Quality Teaching (6)
  - Learning Centered Syllabus
- Review the purpose of a syllabus
- Identify components of a syllabus
- Assess a Syllabus

Assessment

Please take a few moments to provide us with feedback today on this session. Your comments are greatly appreciated.
Selected Resources

Cornell University
The Derek Bok Center for Teaching and Learning at Harvard University
Harvard Kennedy School
The Tuck School of Business at Dartmouth
College
The University of Maryland
APPENDIX C-5: Engaged Active Learning

The Teaching Excellence Program

Engaged Active Learning

Presented by
Melodye Wehrung, Ph.D.
Shippensburg University

January 2013

Agenda

• Important Concepts
  – Characteristics and Indicators of Quality Teaching
  – Best Practices in Teaching

• Engaged Active Learning as a Goal
  – The Popular Lecture Method
  – The Concept of Active Learning
  – Engaged Active Learning in the Classroom

• Summary

• Discussion and Questions
Components of Quality Teaching

1. Establishment of a positive learning environment
2. Motivates student engagement
3. Provides appropriate challenges
4. Is responsive to student’s learning needs
5. Is fair in evaluating student learning

Indicators of Quality Teaching

1. Effective choice of materials used
2. Organization of subject matter and course
3. Effective communication skills
4. Knowledge and enthusiasm for the subject matter and teaching
5. Available to students
6. Responsive to students
7. Other:
Best Practices

- Respects diverse talents and ways of learning.
- Experts in their field, know their disciplines, and seek new knowledge without hesitation.
- Good college teachers connect with their students. They find ways to motivate, to approach the classroom work in a positive manner, and instill confidence in students.
- Good college teachers listen to their students. They adjust lessons to the needs of the students and they allow for an open and honest learning environment.

2/7/2011

Best Practices

- Frequent student-faculty contact - Good college teachers are available to students. Although good teachers are often very busy, they find time to make individual interaction with students a priority.
- Provides prompt feedback on papers, projects, quizzes, and exams.
- Communicates high expectations.
- Encouraging of cooperation among students.
- Employs active learning techniques.

2/7/2011
Quality Teaching

Quality teaching is that activity which brings about the most productive and beneficial learning experience for all students and promotes their development as learners.

Lecture method

Lecturing can be an effective way of communicating. It can be a method of delivering a great deal of information not easily available otherwise.
Lecture Method Rationale

- Class time is brief and precious.
- The information we want to communicate to students is important.
- Teachers are experts and students are often comparatively novices.
- Teachers tell learners what they need to know.

2/7/2011

Lecture Method Advantages

1. The teacher controls the topic, aims, organization, sequence, rate and emphasis.
2. The number of students listening is not important.
3. The lecture can be taped for future use.
4. Other methods can be combined with it.
5. Lectures can be easily revised and updated.

2/7/2011
Lecture Method Advantages

6. The teacher can serve as a model to show how to deal with problems.
7. Learners are accustomed to the method.
8. It can be used to introduce a topic.
9. Lectures can supplement other data.
10. Teachers may exercise more classroom management.

Disadvantages of the Lecture Method

1. Many students do not take good notes and they are not as intellectually active when only listening.
2. There may be no immediate check before exams whether learning has taken place.
3. Communication is mostly one-way from teacher to students. The students who participate may be few in number and are often the same ones.

2/7/2011
Disadvantages of the Lecture Method

4. It may be challenging to maintain student interest and attention for the full period.
5. Lectures are less effective when teaching thinking skills.
6. Lectures may not encourage students to move beyond memorization to analyzing and synthesizing ideas to be employed in new ways.

Active Learning Theory

- A great class impacts the intellectual, the passionate heart, and the gut.
- Telling students what we know only partly defines the enterprise.
- Learners must become more than consumers of our words; they must actively engage in the material.
Active Learning Theory

Students may respond to a test by repeating our words verbatim but

- Learners are often selecting, amending, and editing their own versions of what they hear.
- It is to our advantage to hear their versions in class to help them question and work through problem solving.

2/7/2011

Active Learning Theory

- Course material is just raw material;
- What learners do with it in response to tasks set by the teacher is what results in their learning.
- Learners must be very practiced at this to be competitive.

2/7/2011
Active Learning Theory

- To be competitive in the world, learners must be adept at analyzing and synthesizing facts in rapid response to fluctuating conditions.
- Learners must be very practiced at this to be competitive.
- The most highly ranked business schools incorporate Active Learning.

Active Learning

Active learning is having students engage in some activity that forces them to think about, integrate, and comment on the information presented.
Incorporating Various Teaching Methods

- When designing your syllabus, we have asked that you incorporate two new teaching events into your plans.

- One suggestion is that you begin with a brief lecture to lay an informational foundation and then open the class to more active learning methods.

2/7/2011

Classroom Structures To Encourage Student Participation

<table>
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<tr>
<th>METHOD</th>
<th>DEFINITION</th>
<th>WHEN USED</th>
<th>PREPARATION/PROCEDURE</th>
<th>LIMITATION</th>
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<td>For majority of meetings, because it adapts</td>
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<td>questions, and knowledge.</td>
<td>easily to a smaller audience.</td>
<td>to outline.</td>
<td>briefly persons.</td>
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<td>Causes discomfort with</td>
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<td>small groups.</td>
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<td>Limited to small</td>
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<td>discussion groups.</td>
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<td>Buzz Groups</td>
<td>Allows for total participation by</td>
<td>As a technique to get participation from every</td>
<td>Prepare one or two questions on the subject</td>
<td>Though must be open to the</td>
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<td></td>
<td>group members through small clusters</td>
<td>individual in the group, followed by discussion</td>
<td>to give each group. Divide the members into</td>
<td>audience and organization of</td>
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<td>of participants, followed by</td>
<td>of the entire group.</td>
<td>small clusters of four to six. Also a chosen</td>
<td>groups.</td>
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<td></td>
<td>discussion</td>
<td></td>
<td>student is chosen to record and report</td>
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<td></td>
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<td>personal ideas discussed.</td>
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<tr>
<td>Panel Discussion</td>
<td>A discussion in a conversational</td>
<td>As a technique to stimulate interest and</td>
<td>The leader plans with the four to eight</td>
<td>Can get off track, personally</td>
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<tr>
<td></td>
<td>format among a select group of</td>
<td>thinking and to provide better discussion,</td>
<td>members of the panel. This panel discussion</td>
<td>can overwhelm content.</td>
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<td></td>
<td>people with a leader in front of an</td>
<td>the leader plans with the four to eight</td>
<td>informally with each student. The leader</td>
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<td></td>
<td>audience that joins in.</td>
<td>members of the panel. This panel discussion</td>
<td>then opens the discussion to the entire group</td>
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<td></td>
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<td>informally with each student. The leader</td>
<td>and summarized.</td>
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<td></td>
<td></td>
<td>then opens the discussion to the entire group</td>
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</tbody>
</table>

2/7/2011
Classroom Structures

Symposium Discussion.

Method: Symposium Discussion.
Definition: A discussion in which the topic is broken into its various parts, each part is presented by an expert or person well informed on that particular phase, via brief presentation.
When Used: When specific information is desired.
Preparation/Procedure: Leader guides with the help of four members if the symposium and points outline. Representatives are introduced and reports are given. Group decides whether to proceed symposium immediately, leader summarizes.
Limitation: Can get off beam personality of speaker may overshadow certain voices of speakers can monopolize program.

Debate Discussion.

Method: Debate Discussion.
Definition: A pro and con discussion of a controversial issue. Objective is to convince the audience rather than display skill in attacking the opponent.
When Used: In discussing controversial issues in which there are fairly definite opinions on the group on both sides to bring these differences out into the open in a friendly manner.
Preparation/Procedure: Divide the group into sides of pro and con. Each speaker should be limited to a predetermined time followed by rebuttal if desired.
Limitation: Members are often not objective towards the subject.

Experience Discussion.

Method: Experience Discussion.
Definition: A small or large group discussion following a report on the main points of a book, article, movie, or life experience.
When Used: To present a new point of view or to present issues that will stimulate thought and discussion.
Preparation/Procedure: Plan with other participants on how view is to be presented. Then have an open discussion on pertinent issues and points of view as experienced.
Limitation: Ability of participating members to relate to others and motivate thinking.

2/7/2011

Classroom Structures

Concentric Circle.

Method: Concentric Circle.
Definition: A small circle of group members form within the larger circle. The inner circle discusses alone while the role of the outsiders is to listen, the discussion then reversed.
When Used: As a technique to stimulate interest and to provide and discussion. This is especially good to get more response from a group that is slow in participating.
Preparation/Procedure: Leader and planning group work out questions that will be discussed by the concentric circles and then by the larger circle.
Limitation: Youth thought and presentation must be given to the questions for discussion. Room and movable chain needed.

Reaction Sheet.

Method: Reaction Sheet.
Definition: A method of note taking ideas in the following ways: ideas that you agree with, ideas that are not to your ideas that really “nichome.”
When Used: As a way to get the group to read. Combine this with other methods.
Preparation/Procedure: Present topics and reaction sheets. Explain and distribute the reaction sheets with the instructions to write at the listen, watch, or read. Follow up group discussion.
Limitation: Turns should be somewhat confidential.

Phillips 66.

Definition: A spontaneous method where six people view their opinions on a topic for six minutes.
Preparation/Procedure: To add speed and variety to methods of presentations.
Limitation: Must be used somewhat feasibly.
## Classroom Structures

<table>
<thead>
<tr>
<th>METHOD</th>
<th>DEFINITION</th>
<th>WHEN USED</th>
<th>PREPARATION/PROCEDURE</th>
<th>LIMITATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reverse Thinking</td>
<td>Brainstorming is a technique involving group members stating a problem and sharing ideas.</td>
<td>To get new ideas and collect individual potential ideas in thinking; as a part of class discussion.</td>
<td>Leader and members of planning group select suitable problems or questions on the topic selected by the entire group. Each member shares his or her ideas and potential solutions.</td>
<td>The ideas are more likely to be expressed when the group is highly involved and engaged. The ideas are not easily shared by members who do not feel comfortable sharing their ideas.</td>
</tr>
<tr>
<td>Role Playing</td>
<td>Role playing involves the spontaneous enactment of a situation or an incident by selected members of the group.</td>
<td>To gain an understanding of a group's feelings and to foster a collaborative atmosphere.</td>
<td>Prepares the group to gain insight into group dynamics and group thinking. Helps combine with other methods.</td>
<td>Requires a skilled group leader to guide the group. The group leader must be able to guide the group's thinking.</td>
</tr>
</tbody>
</table>

2/7/2011

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Incorporating Various Teaching Methods

- Some of these methods might seem appealing for some disciplines or instructors, but not always for our own classes.
- It can sometimes mean giving up a certain amount of control that a straight lecture provides.
- While trying new methods can feel uncomfortable, teachers who do try, find it makes a difference and is worth experimenting with.

2/7/2011

Professor Ashish Nanda: What makes a great class

1. At the level of the head: you learn something intellectual.
2. At the level of the heart: where you feel passionately about something.
3. At the level of the gut: if I were in that place I would have done this or that. It makes you action oriented.

2/7/2011
Active Learning

- I look forward to our ongoing engagement with the subject of Active Learning.
- Right now, it is important that we begin to use our own intellect and our own total life experience to think about infusing our own classes beyond content to passion and professional action.

2/7/2011

Summary

- Important Concepts
  - Characteristics and Indicators of Quality Teaching
  - Best Practices in Teaching
- Structures that Promote Useful Learning
  - The Popular Lecture Method
  - The Concept of Active Learning
    - Engagement, Analysis, Synthesis, and Delivery Render the Competitive Edge
  - Engaged Active Learning in the Classroom
  - Challenge to Incorporate More Active Learning Techniques into Our Classes
- Discussion

12/28/10
Questions, Comments, and Discussion.

Assessment

Please take a few moments to provide me with feedback today on this session. Your comments are greatly appreciated.
Selected Sources


Selected Sources

Faculty Focus Special Report, “Tips for Encouraging Student Participation in Classroom Discussions”, Magna Publications, Inc., 2718 Dryden Drive, Madison, Wisconsin 53704 USA

Harvard University Graduate School of Arts and Sciences, “In the Classroom Teaching Strategies.” Cambridge, MA 02138 USA

APPENDIX C-6: TEXTBOOKS and INTERNET RESOURCES


Textbooks were given to the University of Baghdad library as current resources.

4) Financial Institutions and Markets (2012), Madura, Jeff.


Global Association of Risk Professionals (GARP) for bank risk management.

Others will be sent as we have access to them to introduce faculty to what is available online.

We have been in touch with Pearson Publishing Company that has a branch in Dubai. Pearson is working to translate texts into Arabic. We have given the University of Baghdad business deans and faculty email information to be directly in touch with Pearson to be able to access global texts and information.

John, here is the login info for the Handbook of Modern Finance. The license goes through the end of this year, and probably until mid-Jan of 2014.

I hope the UB uses it.

Sarah

Sarah K. Bryant, Ph.D.
Professor of Finance
Shippensburg University of PA
717-477-1678 (o)

"Knowledge is the only permanent source of competitiveness that is strengthened, and not eroded, by use."

From: RIA Checkpoint Admin [RIA-Checkpoint-Administration@thomson.com]
Sent: Tuesday, January 15, 2013 2:14 PM
To: Bryant, Sarah
Subject: Checkpoint Login Instructions for the Site Administrator
Dear Site Administrator:

Welcome to Thomson Reuters Checkpoint! This letter contains important information about your firm's Checkpoint subscription and your responsibilities as the Site Administrator.

We offer a variety of product training courses designed to help you maximize your Checkpoint investment. To see what's available and to sign up for training, click Product Training<http://find.support.checkpoint.thomsonreuters.com/>.

The following user names and subscriptions are active as of the date of this message:

Firm Name: SHIPPENSBURG UNIV  
Customer Number: 72048502  
Your (Site Manager) User Name: SHEFB0-SARAH

User Name: SHEFB0-SARAH

Products Subscribed :  

The first time you log in, your password will be the same as your user name. (User names and passwords are not case sensitive.)
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To access the Checkpoint User Administration System directly, select Checkpoint User Administration System<http://admin.checkpoint.thomsonreuters.com>. Keep this URL (http://admin.checkpoint.thomsonreuters.com) for your records.
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Sincerely,

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