



THE BRITISH UNIVERSITY IN EGYPT

2nd Staff Development Day
For
BUE Academic Staff

Wednesday, 13th September, 2017

Objectives of the Staff Development Day

- To provide the opportunity for staff to spend some time, share ideas and brainstorm with staff members from other faculties.
- To give staff the opportunity to attend sessions which meet their interests and individual needs.
- To provide sessions to enhance the knowledge and skills of staff.
- To provide staff with new and fresh ideas to incorporate in their teaching for the new academic year.

Schedule of the day

- Sessions will be run concurrently throughout the day. See the schedule of the day below.

Requirements

- For all BUE academic staff, including teaching assistants, to attend the offered sessions.
- Refer to the schedule of the day (see below) to decide which sessions you would like to attend.
- Since sessions will be run concurrently throughout the day, staff can choose **ONLY ONE** to attend from each of the different timings.
- No sign up is required, go directly to the venue. Names will be recorded on an attendance sheet.

Schedule for the Staff Development Day on Wednesday 13th September, 2017

Location	A - LH - 1	A - LH - 2	A - LH - 3	A - LH - 4	G - LH - 1
Concurrent sessions					
9:45 - 10:00	Attendance				
10:00 - 11:30	Asking Essential Questions to Stimulate Critical Thinking <i>(Carol Clark & Noha Khafagi)</i> (60 minutes)	Effective Communication between Faculty and Students with Disability <i>(Alexandra Gazis)</i> (60 minutes)	Increasing Student Motivation: a Tool to Overcome Classroom Discipline Problems <i>(Dr. Azza El-Shebeenie)</i> (60 minutes)	Four fantastic, fast formative assessment apps <i>(Hala Said & Heba Said)</i> (60 minutes)	Delivering Lessons for Diverse Learners <i>(Sara Ghazi)</i> (90 minutes)
11:30 - 11:45	Attendance				
11:45 - 1:15	Effective Presentation Skills <i>(Professor Talat Refai)</i> (90 minutes)	Professional Time Management: Concepts and Secrets <i>(Professor Ayman Othman)</i> (90 minutes)	Interpersonal Skills in the Workplace: New Perspective <i>(Dr. Mohamed Saad)</i> (90 minutes)	Differentiation: Tips and strategies for teaching mixed level classes <i>(Hala Said and Heba Said)</i> (60 minutes)	Making Quantitative Fun <i>(Hossameldin Ahmed)</i> (90 minutes)
1:15 - 1:45	BREAK				

Location	A - LH - 1	A - LH - 2	A - LH - 3	A - LH - 4	G - LH - 1
Concurrent sessions					
1:45 - 2:00	Attendance				
2:00 - 3:00	Rethinking the way university students are taught <i>(Dr. Mahmoud Salama)</i> (60 minutes)	Emotional Intelligence <i>(Randa Swaiha)</i> (60 minutes)	ICT Based Teaching and Learning Tools <i>(Professor Hani Ghali)</i> (60 minutes)	Creative classroom assessment techniques <i>(Professor Nabil El-Tayeb)</i> (60 minutes)	Effective Strategy for Teaching Large Groups <i>(Dr. Sahar Badawy)</i> (60 minutes)
3:00 - 3:10	Attendance				
3:10 - 4:10	Is it Teaching or Coaching? <i>(Mohammed ElSayed)</i> (60 minutes)	Using E-Learning and Clickers to Enhance Teaching and Learning <i>(Dr. Nagwa Soliman)</i> (60 minutes)	The Impact of Digital Learning Tools on Student Success <i>(Dr. Wafaa Salah)</i> (60 minutes)	Engaging students in lectures and large classes <i>(Professor Nabil El-Tayeb)</i> (60 minutes)	Lesson Planning: Helping New Academic Faculty Staff Get to Expertise <i>(Dr. Rania Khalil)</i> (60 minutes)

Descriptions of the sessions and bios of facilitators

Mrs. Alexandra Gazis - AUC

Effective Communication between Faculty and Students with Disability

This session will focus on the following points:

- General tips on how to manage a classroom involving different types of disability
- Classroom accommodations
- Communication tips and strategies between faculty and students with disabilities
- 101 Disability Etiquette inside a classroom
- Frequently asked questions by faculty

Alexandra Gazis, a licensed clinical psychologist and certified sand therapy practitioner, is originally Greek with an extensive exposure to the Egyptian culture where she has lived and worked all of her life. Alexandra holds two masters degrees in the fields of counseling psychology and addiction and is currently a Psy.D candidate.

In 2005, she joined the American University in Cairo (AUC), dedicating most of her work to empower students academically and psychologically. Currently she is in charge of the student disability services unit at the Office of Student Well-being, an adjunct faculty at the Psychology department and counselor at the university.

Professor Ayman Othman - BUE

Professional Time Management: Concepts and Secrets

Globally, people complain that they have no time to complete their duties and enjoy their lives. This session aims to assist the audience to use their time effectively. It will discuss time and time management, symptoms of poor time management, time management steps, professional time management habits and hot secrets about time management.

Professor Ayman Othman is a Professor of Construction and Project Management and Head of the Architectural Engineering Department, BUE. He obtained his B.Sc. in Architectural Engineering from Assiut University, Egypt in 1991, followed by M.Sc. and Ph.D. in Construction

Project Management from Heriot-Watt University and Loughborough University, UK in 1999 and 2004 respectively. For about 26 years he worked as an Architect, Project Manager and Academic in different national and international design firms, governmental authorities and universities in Egypt, Saudi Arabia, United Arab Emirates and South Africa. He publishes widely in international peer review academic journals and conferences. To date he has published 8 books and book chapters, 31 refereed journal papers and 73 conference papers. He is the Assistant-Editor of the Journal of Construction (JoC) and a registered referee and member of advisory board of a number of international academic journals. Professor Othman was elected as a member of the Council of Association of Schools of Construction in Southern Africa (ASOCSA). Recently, he received the Principal Researcher Award, BUE, 2017.

Dr. Azza El-Shebeenie - AUC

Increasing Student Motivation: a Tool to Overcome Classroom Discipline Problems

Lack of classroom discipline and students' disruptive behavior in class poses a serious problem on many levels. It deprives students of the opportunity to acquire and develop essential academic skills; is frustrating and demoralizing for the teacher; and generally impedes and undermines the learning process. Having repeatedly encountered this problem in recent years, I have attempted to address it using different strategies. I have tried a number of approaches, but found that the best results are achieved by boosting student motivation. When students are motivated they become more focused and engaged, more involved in the learning process and more eager to do a good job. This increased commitment eventually teaches them to be autonomous learners who assume responsibility for their own education. In this presentation I will first explain how lack of student motivation leads to disengagement which often triggers disruptive behavior. I will then introduce a number of strategies designed to increase student motivation and improve the classroom experience for teachers and students alike.

Dr. Azza is a Senior Instructor in the Department of English Language Instruction (ELI), The Academy of Liberal Arts (ALA) at the American University in Cairo. She has taught on the ENGL 0210 Program: Academic English for the Liberal Arts (ELI) (1993-2016) and has been the Program Director for the ENGL 0210 Program (2011-2016).

Dr. Azza has contributed to first and second editions of the ENGL 0210 course book: Interactive Reading: A Discipline-Based Approach, published by the AUC Press and has authored a number of Student Guides and numerous classroom materials for the use of students and teachers.

Dr. Azza is a regular Presenter at the “ENGL 0210 Teachers’ Professional Development Workshops” held annually in the spring and fall and was formerly employed as Assistant Lecturer, then Lecturer, in the English Department, Faculty of Arts, Cairo University (1984 - 1992).

Mrs. Carol Clark and Mrs. Noha Khafagi - AUC

Asking Essential Questions to Stimulate Critical Thinking

Asking questions and using answers to understand the world around us are essential ingredients of critical thinking. This session identifies aspects of essential questions to use in designing content-based curriculum. Participants will also learn how to develop six types of questions to stimulate critical thinking in the classroom.

Noha Khafagi is teaching Academic Reading and Writing for freshman at the American University in Cairo. Noha’s teaching and research interests’ center around critical thinking and critical reading skills.

Carol Clark is the Freshman Programme Director and Senior Instructor at the American University in Cairo. Her professional and creative interests include curriculum development and intercultural communication.

Ms. Hala Said and Ms. Heba Said – AUC

Four fantastic, fast formative assessment apps

There are now many interactive mobile and internet applications for teachers to use in creating and customising engaging assessments. These powerful tools could be used for the sake of formative assessment, providing immediate feedback to both students and teachers. Students hardly notice they are evaluating their own knowledge and being evaluated at the same time. Some applications can also incorporate polls, videos, images, and even drawing-boards as means

of versatile and alternative assessment. Yet, with so many applications available, the teacher could sometimes get lost between all the options and portals.

Thus, in this presentation, 4 internet/mobile applications that make the formative assessment process more collaborative and fun for the students while being informative for the teacher will be introduced. The presenters will showcase and compare between the four mediums, the participants will then brainstorm ways to incorporate the apps into their classrooms.

Differentiation: Tips and strategies for teaching mixed level classes

In most classes, there is a wide range of ability among the students and it is hard for the teacher to tailor material to cater to those mixed levels. In certain cases, large proportions of the class could end up having learned very little; either because the material was too difficult or because they already knew it all and were bored during the lesson. Thus, research and educators have recommended differentiation of instruction.

Most educators agree that differentiated instruction can dramatically help students to succeed. However, good differentiation needs careful planning to make sure students of all abilities are engaged and it can be a challenge when teachers are already so pressed for time.

To that end, this presentation will share some overall tips and strategies that can help with differentiating instruction. The presenters will also share with the audience some of their thoughts after having tried differentiated instruction in an English course.

Hala Said

Hala Said is a passionate English instructor who has been teaching English for 5 years. She has earned a TESOL MA from the American University in Cairo. During her time as an educator, she has taught to a wide array of learners in a variety of programs. Hala is a strong believer that learning could be enjoyable and effective at the same time.

Heba Said

Heba Said has recently completed her master's degree in TESOL at AUC. As a teaching fellow, she taught EAP courses to freshman students and ESP courses to working adults. Heba also teaches translation at the AUC's School of Continuing Education. Heba is a strong advocate of utilising technology to enhance the learning experience.

Professor Hani Ghali - BUE

ICT Based Teaching and Learning Tools

The aim of the presentation is to explore possible use of ICT (Information and Communications Technologies) to enhance the delivery of modules and to improve students' engagement in classes. Different possible techniques based on M-Learning technologies will be presented. The use of ICT based educational tools at the BUE will be finally discussed with typical implementation of pilot case. Students' feedback and responses will be explored.

Prof. Hani Ghali is currently the director of the Center for Emerging Learning Technologies (CELT) which has been established at the BUE since September 2015, with clear objectives and tasks towards the implementation of emerging educational and learning technologies and corresponding tools for current and future online quality remote experimentation exercises as well as learning and teaching activities. Prof. Ghali served as the Vice Dean at the faculty of Engineering in the period October 2011 to August 2013, then as a Vice Dean for Teaching and Learning in the period September 2013 – August 2014.

Mr. Hossameldin Ahmed - BUE

Making Quantitative Fun

Nowadays, many students have the mindset of “I'm not good at quantitative modules at all, because I hate Math”. And it has become normally accepted to a high extent that several students cannot pass quantitative modules. This failure has gradually evolved to be a usual thing to happen.

The probable disconnection between students and quantitative modules can mainly be due to the way in which the course is delivered or the instructor. The majority of opportunities in the labour

market require lots of numerical and analytical skills. Thus engaging students in quantitative modules with real-life applications has become highly important to provide them with such skills.

The session aims at identifying the main reasons that make a considerable number of students dislike quantitative modules. It also focuses on providing several practical-based techniques and methods to deliver quantitative courses in a more understandable frame to undergraduate students.

Hossameldin Ahmed is an Assistant Lecturer (M.Sc. in Applied Statistics and Econometrics) in the Department of Economics. He is registered for a PhD in Applied Statistics and Econometrics in ISSR - Cairo University. He has an 8 year of diversified experience in both teaching and corporate fields. Before joining the BUE in 2014, he used to work in HSBC as a senior credit and collection analyst. And he also used to be a senior statistical analyst in Vodafone international services. In addition to that, he worked as a teaching assistant for several quantitative modules in several universities.

Fields of interest: Applied Statistics, Econometrics and Dynamic Panel Data

Dr. Mahmoud Salama - BUE

Rethinking the way university students are taught

BUE has a clear vision and mission towards promoting and preparing capable graduates who know how to think not what to think. Based on that, the traditional ways / methods for teaching and learning need to be re-visited to develop novel approaches towards satisfying the university vision.

This session will be an open discussion, where the facilitator will offer different teaching and learning styles towards how to create interactive classes to assess / measure the students' levels of understanding, problem solving, and creativity. Also, the session will offer a real case study at the BUE as well as different stories of success globally.

Dr. Mahmoud Salama is a medicinal chemist with more than 10 years of experience in research, academia, and industry. He studied pharmacy and graduated in 2005. In 2009 he received a graduate assistantship to pursue his PhD studies at South Dakota State University (SDSU) in the

U.S. During his PhD studies, he taught different classes related to chemistry for pre-med, pre-pharmacy students, and honor class students. After receiving his PhD in 2013, he was awarded the Haskett Award for the best teaching assistant and Logue Award for the best researcher. He was appointed to serve as a lecturer at the Faculty of Pharmacy, BUE and has worked there since 2015. Prior to that, he held an Industrial appointment at Kemin Industries in the U.S. for 1 year.

Mr. Mohammed ElSayed - BUE

Is it Teaching or Coaching?

A talented teacher should be involved in visual, auditory and kinesthetic learning styles. He/She should have something for everyone in his/her lesson, so no student is left behind. A skilled teacher is the one who creates a sense of order and shares his/her learning objectives with his/her students. The psychological dimension and self-assessment separates a mediocre teacher from a terrific one. Welcoming environment that nurtures each of the students in class is pivotal. A talented coach discovers new things about his students. A talented teacher regards each year as a new challenging episode, for students' success. This is what drives him/her to continue. This session aims at mingling the psychological and pedagogical features of a talented teacher.

Mohammed El Sayed studied English Language and Translation at the Faculty of AL Alsun, Ain Shams University and graduated in 1991. He was awarded a Master of Arts (Honours) from the American University in Cairo in 2012. He began his teaching career at the Saudi National English Institute, affiliated to the British Council in 1993 and worked there for 5 years. Then he joined the AUC in 1998. Currently he is working as an instructor at the BUE and AOU. In addition, he works at the CCCS, BUE and SCE at the AUC. He is currently in the process of preparing to study for a PhD degree.

Dr. Mohamed Saad - BUE

Interpersonal Skills in the Workplace: New Perspective

The content of this session will cover the following themes: Loving Listening, Advice Giving, Compassion, Empathy, Sympathy, Tolerance and Tenderness

The workshop objectives are:

1. To identify personal skills required to master for successful interpersonal relations.
2. To recognise and develop personal skills that will enable you to get along with others in the workplace.
3. To practice the personal skills necessary for ethical action in the workplace.
4. To perform interpersonal skills effectively in diverse environments.

Dr. Mohamed Saad has worked in the Academia for 23 years. For the last year, he has been working as the Head of Department of Psychology, Faculty of Arts and Humanities at the British University in Egypt. Previous to that, he worked as Associate Professor of organisational behavior and organisational psychology in the Department of Business Administration, Faculty of BAEPS at the British University in Egypt. Moreover, he has worked as a senior consultant and research and development manager in Arab Consultant for Engineering and Management, Cairo, Egypt. In addition, he is an industrial/organisational psychology consultant for several regional and national corporations. He received his Ph.D. according to a joint programme between Portland State University, OR, USA, and Cairo University. Moreover, he is working on another PhD. in Applied Statistics and Econometrics at Cairo University. His research interests cover a wide range of topics within the industrial/organisational psychology spectrum. These include workplace violence, workplace stigma, workplace harassment and discrimination, quality of work life, leadership styles, decision making skills, crisis management, conflict resolution, personality traits, and gender and cultural issues.

Professor Nabil El-Tayeb - BUE

Creative classroom assessment techniques

There are several methods of classroom assessments that are commonly used to assess student learning outcomes. The “Creative classroom assessment techniques” session aims at describing the effective assessment methods or techniques including conventional and nonconventional, direct and indirect in order to determine the extent to which students are able to demonstrate the desired learning outcomes.

Engaging students in lectures and large classes

Research has demonstrated that actively engaging students in the learning process, increases their attention and focus, promotes meaningful learning experiences and generally helps them to understand the material better and remember it longer. This session therefore intends to explore the different ways of Making Lectures More Engaging and how to set strategies for Teaching Large Undergraduate Classes.

Professor Nabil El-Tayeb has a PhD (1986, Leeds University, UK), MSc (1982, AUB, UK), and BSc distinction with honor (1977, HU, Cairo). Previously, he worked as a Lecturer, Senior Lecturer, Assistant Professor, Associate Professor, and Professor at the Faculty of Engineering (HU-Cairo), Technical Military College (Defense Ministry - Cairo), Mechanical Department (Leeds University-UK), and (FET, Multimedia University - MMU, Malaysia), and Mechanical Engineering Department, Faculty of Engineering, University of Malaya. Currently, he is the Head of Mechanical Engineering Department at the BUE.

Dr. Nagwa Soliman - BUE

Using E-Learning and Clickers to Enhance Teaching and Learning

Technology is one of the most valuable tools that are available nowadays at our finger tips. This session will demonstrate how and when to use different E-Learning activities and resources to enhance teaching and learning. It will focus on the following E-Learning activities: Choice, Data base, Workshop and Glossary, and will show examples of the following E-Learning resources: Book and SCORM Package. The session will also illustrate the benefits of using Clickers in the lecture halls.

Dr. Nagwa A. Soliman is currently a Senior Lecturer at the Faculty of Arts and Humanities at the British University in Egypt. She has worked there since 2009. Her PhD field of specialisation is in Literature (novel). She has taught in many reputable universities, namely the American University in Cairo (2005-2009), Misr International University (1999 -2007), Arab Academy for Science and Technology (1997-2008), Arab Open University (1998 – 2009), North Eastern University (1996 – 1997) and Mansoura University (1988 – 2009). Her fields of interest include

literature analysis, critical thinking, blended learning, extensive reading, communicative teaching, and learners' autonomy.

Mrs. Randa Swaiha - BUE

Emotional Intelligence

Is the Intelligence Quotient (IQ) everything? Does it predict success? What about the 21st Century Skills of: (1) communication; (2) collaboration; (3) critical thinking; and (4) creativity? What is the role of Emotional Intelligence (EI) in the field of education? Do educators have emotional intelligence (EI)? In this presentation, the presenter explores constructs of emotional intelligence and how they are perceived and demonstrated. Participants should learn to measure their EI, not according to what they believe, but according to how they are perceived by respective faculty and students. This will lead to preparing students for success in education and careers. The presentation is based on current research and practice in the field and is relevant to current issues.

Randa Swaiha is a faculty adjunct and teaching at BUE. She has had thirteen years of experience in the American University in Cairo (AUC) where she got her Master's degree in International and Comparative Education from the Graduate School of Education (GSE) in 2014. Her thesis was titled "Emotional Intelligence." Randa has also taught in the diploma programme at the AUC. In addition, she has taught Business English for several private organisations.

Dr. Rania Khalil - BUE

Lesson Planning: Helping New Academic Faculty Staff Get to Expertise

Lesson planning is at the core of teaching. It allows instructors to take into consideration, many elements such as, students' learning styles, previous knowledge and types of intelligences (Lika, 2017). Lesson planning helps us see the correlation between the learning activities and the assessment practices.

Research says that an examination of teaching sessions in higher education shows that 41.3 % of the sessions engage students in the lowest level of cognitive demand and only 3.2 % engage students in the highest level of cognition on Blooms Taxonomy: evaluation (Goodwin, 2016)

This workshop will show participants how lesson planning affects teaching and the quality of learning. It will also show how lesson planning can help prioritise learning objectives, guide in selecting the types of activities that will meet these objectives, help us think about the sequence of those activities, the materials needed, how long each activity might take, and how students should be grouped. Lesson planning allows us to envision the learning we want to occur in the classroom and allows us to analyse how all the pieces of the learning experience will fit together to make that vision a classroom reality.

A teacher with a plan is a more confident teacher (Jensen, 2001).

Dr. Rania Rafik Khalil is the research coordinator for the Faculty of Arts and Humanities and is the Advising and Language Support Office (ALSO) for the Department of English Language and Literature.

Dr. Sahar Badawy - BUE

Effective Strategy for Teaching Large Groups

This session presents strategies to overcome the difficulties inherent in teaching large numbers. These strategies include using simple teaching strategies (lecturing and instructor - led discussion), peer learning (Think-Pair-Share), cooperative learning, and using interactive technology in and out of the lecture. Ways to improve students' engagement will be addressed.

Dr. Sahar Badawy had her PhD in 2007. She started her academic career in 2003 as an assistant Lecturer in Thebes Academy then she was promoted to Lecturer in 2007. She occupied several positions as quality coordinator, program coordinator and Head of Quality Unit. She has been involved in the training and consulting field for 10 year. She conducted several consulting assignments locally and regionally including assignments with Qatar Foundation,

United Nations Development Fund for Women (UNIFEM), UNISEF and UNESCO. In 2013 she joined the Faculty of Business Administration, Economics and Political Sciences at the BUE. Now she is the quality unit executive manager.

Mrs. Sara Ghazi – Freelancer

Delivering Lessons for Diverse Learners

Ever wondered why some classes are boring to some, while interesting to others?

Ever wondered why some teachers were fun to attend for, while others were just so heavy on your heart?

In this session, you'll be introduced to the concept of "Multiple Intelligence", how important it is in the process of teaching, and delivering valuable information that comes across, and appeals to all interested students.

Sara has been teaching adults for over 10 years and professionally training and developing material since 2012.

She is a TEDx speaker, and has been actively blogging about education development. She believes that only through training and education, one can change him/herself, and consequently, the world. Sara believes in people, and their ability to become a better versions of themselves, with little guidance.

Professor Talat Refai - BUE

Effective Presentation Skills

“Public speaking is not a talent – it is a skill.”

Teachers and lecturers may have good knowledge and understanding of their subject or field, but if they are not good at presenting their thoughts or ideas or suggestions by means of good presentation skills, then, having the aforementioned things may not be of as much help and assistance as it should be.

Presenting information clearly and effectively is a key skill to get your message or opinion across, and, today, presentation skills are required in almost every field like teaching and lecturing.

Developing the confidence and capability to give good presentations, and to stand up in front of an audience and speak well, are also extremely helpful competencies for self-development and social situations.

This session will cover the following areas:

1. What is a presentation?
2. Managing the presentation materials.
3. Rehearsal Preparations.
4. Delivering the Presentation.

“The success of your presentation will be judged not by the knowledge you send but by what the listener receives.”

Talat Refai is a Professor of Engineering Mechanics and Head of the Basic Science Department and Prep Year Director at the British University in Egypt He obtained his B.Sc. Degree (Physics and Mathematics) in 1967 from the faculty of Science, Ain Shams University and was assigned as a TA of Mathematics at the faculty of Engineering, Ain Shams University. In 1975 he was granted a scholarship from the Catholic University of America (CUA) to obtain both the M.Sc. degree, (1978), and the PhD degree, (1980). During his study he was assigned to aid in teaching physics, mathematics, and mechanics to science, nursing, and engineering students in addition to doing research work. From 1980 to 1981 he worked as a research assistant at Iowa State University, Ames - Iowa – USA on an energy project funded by NASA. On his return back to the Faculty of Engineering, Ain Shams University, He was promoted to the rank of Assistant Professor in the Engineering Physics and Math Department. In 1987 he was promoted to the rank of Associate Professor and became the acting engineering mechanics module leader. In 1991 he was promoted to the rank of full professor of Engineering Mechanics and hence assumed the professorship post of the Mechanics Course. During his service at Ain Shams

Faculty of Engineering, Dr Refai held several responsibilities such as; Vice president of the Faculty exam and time tables office (1984-1992), Designing the first computer program to manage prep year exam control work (1987-1988), Coordinator of the Faculty of Engineering Student Union (1992-1995), President of the prep year exam control (1995-2008), Member of the supreme council for Universities committee for promoting associate professors and professors in the fields of Engineering Physics and Mathematics (2001-2006). In 2006 he assumed the title of emeritus professor of Engineering Mechanics. In 2008 he joined the BUE as a full staff member.

Dr. Wafaa Salah - BUE

The Impact of Digital Learning Tools on Student Success

Technology is everywhere, entwined in almost every part of our lives. It affects how we shop, socialise, connect, play, and most importantly learn. With its great and increasing presence in our lives it only makes sense to integrate digital technology both inside and outside the classroom.

This session will focus on sharing the experiences I have had in two of my courses adopting one of these digital learning tools and to explain the impact it has had on students' success.

The following points will be covered in the session:

1. The impact of digital learning tools on students, the instructor and the institution.
2. Practical examples of different tools the Instructor can use to enhance the learning process.

For example:

1. Learn-smart book
2. Assignments based on algorithms
3. Learn-smart Labs for chemistry -biology and microbiology
4. Nursing interactive simulator
5. Virtual games

Dr. Wafaa Salah is a Lecturer of Accounting in the Faculty of Business Administration, Economics and Political Science at the British University in Egypt. Prior to joining the

University she was a researcher in the Ministry of Finance. She has also worked as a technical trainer at IBM and Food and Agriculture Organisation of the United Nation (FAO) since 2002.