10th Annual AMICAL Conference
JUNE 12 • WEDNESDAY

B Break - No sessions programmed   D Discussion Group   K KEYNOTE   L Lightning Talk   M Meeting
P Panel Presentation   N Plenary Session   R Presentation   T Technology Showcase   V Vendor Presentations
W Workshop

9:30AM – 10:30AM   M   **AMICAL Coordinating Committee meeting**   Ex-Reference Room

Open to members of the Coordinating Committee

10:30AM – 12:30PM   M   **Faculty-Library project group meetings**   Ex-Reference Room

Moderators: Nancy Foster

12:30PM – 1:30PM   B   **LUNCH**   Lemon Tree Courtyard

1:30PM – 1:45PM   N   **Welcome & Orientation Session for Days 1-2: Forum on library & information services**

[Orientation Session for Days 1-2]   Aula Magna Regina (main lecture hall)

1:45PM – 2:00PM   L   **One year experience of using Ebsco Discovery Service**   Aula Magna Regina (main lecture hall)

Speakers: Ivett Molnar

CEU have been using EDS for a year now and during a year we gain many experience. Problems occurred and have been solved. More and more publishers have joined EDS and provide their metadata to the central index. The recurring issue of the full text linking is still a hot topic but mainly solved. EBSCO EDS team is under constant pressure of the EDS users worldwide and they are eager to improve it. There is no doubt, that all web scale discovery services need development but the problems are still outweighed by the potential benefits.

2:00PM – 3:00PM   P   **Participating in the ECAR 2013 Student Study: findings**   Aula Magna Regina (main lecture hall)

Speakers: Ekaterina Kombarova

AUCA has registered for participation in the EDUCAUSE ECAR 2013 Student Study (with 4 other AMICAL member institutions). In view of fact that this Study is called to help to see contemporary undergraduates' technology experience, this panel presentation, as expected, will allow to share findings with other AMICAL member institutions.

2:00PM – 5:30PM   W   **Building Digital Collections with CONTENTdm**   Library Lab

Speakers: Carolyn Runyon

Digital libraries make our unique collections accessible on a global scale, removing geographic and temporal boundaries, allowing simultaneous use of resources, improving our ability to retrieve information, and reducing strain on fragile items. The Building Digital Collections with CONTENTdm workshop will provide participants with handson training using the digital asset management software. Workshop attendees will learn to build new digital collections, develop metadata schema, take advantage of controlled vocabularies, create descriptive metadata, and upload digital objects. Additionally, participants will approve and publish a digital collection, edit digital library content, and manage the web user interface for a collection. By the end of the workshop, attendees will be able to create, publish, and administer digital collections using CONTENTdm.

3:00PM – 3:45PM   D   **Free tablets to college students – The experience from the American university of Armenia**

Moderators: Irshat Madyarov   Ex-Reference Room

[Discussion following on Lightning Talk on this topic]

3:00PM – 3:45PM   D   **Information Technologies and Services at Universities**   GK3

Moderators: Volin Karagiozov

The presentation is focused on the analysis of the existing and desired IT services offered for students, faculty and staff at a liberal art type of universities like American University in Bulgaria. While the typical library information services are well developed and represented at AUBG, the general and basic IT services seems to be very limited and with questionable quality. Issues of the variety of services, the way they are offered, the balance

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betw een accessibility, availability and usability of information resources and the level of imposed security restrictions, creation of the user-acceptable policies are discussed. The importance of such analysis follow s from the need of keeping up-to-date the information technology environment and offered services at the universities.

| 3:00PM – 3:45PM | **W** | **WorldShare ILL - Introduction** | Kushlan Lab |

Introduction to OCLC's WorldShare ILL, the new platform replacing WorldCat Resource Sharing

| 3:45PM – 4:00PM | **B** | **BREAK** | Lemon Tree Courtyard |

| 4:00PM – 4:45PM | **V** | **Presentations from Library and Learning Technology Vendors** | Aula Magna Regina (main lecture hall) |

Strategic ebook Acquisition: 10 reasons why ebrary Academic Complete underpins your present and future ebook development
Aine Rice (Proquest)

Emerald in 2013 : Products and Services
Wendy Knox (Emerald)

| 4:00PM – 5:30PM | **W** | **WorldShare ILL - Hands-on Workshop** | Kushlan Lab |

Hands-on practice w ith setting up and and using OCLC's WorldShare ILL, the new platform replacing WorldCat Resource Sharing

JUNE 13 • THURSDAY

| 9:30AM – 11:15AM | **P** | **What Faculty Want - Panel Report on AMICAL Faculty Use of Libraries** | Aula Magna Regina (main lecture hall) |

Speakers: Jeff Gima, Nancy Foster, Dimitris Tzouris, Eleonora Moccia, Galina Gorborukova, Isabella Clough Marinaro, Ivett Molnar, Livia Piotto, Russell Scragg, Safia Rafikova, Stella Asderi

Overview of the project (Nancy Foster)

Research Needs of AUCA Faculty and Their Vision of an "Ideal" Library – the result of social research

The report w ill present the result of social research w hich conducted among AUCA faculty. The research is aimed at identifying the range of AUCA Faculty research projects and understanding how Faculty members use library resources doing research. This research w ill w hich libraries and library resources have been used and how AUCA Faculty members use them; to determine benefits and shortcomings of the libraries and library resources used by AUCA Faculty in their most recent and current research projects; and helps to improve collaboration betw een the library and faculty.

Ethnographic research on faculty needs at CEU

CEU is participating in an ethnographic research on Faculty needs lead by Nancy Foster in the period February-May 2013. We are conducting interview s w ith 5-10 professors. The questions focus on how the Faculty members use the libraries in their research and teaching and how AMICAL could facilitate faculty collaboration across institutions.

Research Needs of JCU Faculty and Their Vision of an "Ideal" Library – the result of social research

The report w ill present the result of social research w hich conducted among JCU faculty. The research is aimed at identifying Faculty research needs and habits to improve collaboration betw een faculty and library.

Faculty Research needs: are they really covered? The case of the American College of Thessaloniki.

Academic libraries serve as a source of access to know ledge not only for the institution's course needs, but for faculty research requirements as w ell. How much material does the collection contain? What services should be offered in order to fulfill the instructors' personal research needs? The American College of Thessaloniki team, consisting of one faculty, tw o librarians, and one instructional technologist, participated in the Faculty Research & Libraries Workshop, that took place in January, at John Cabot University, w ishing to expand their know ledge on the qualitative research methods. The team interview ed several instructors w ho are currently w orking on research projects. This presentation is providing the survey results and the future goals for the Bissell Library. Comparisons w ith the other three institutions w hich participated at the w orkshop, w ill demonstrate similarities and differences in relation to the relative sizes of the institutions and the respective collection strengths.

Faculty interest in collaboration w ith AMICAL colleagues (Jeff Gima)

[order of presentations may differ from the list above]

| 11:15AM – 11:45AM | **B** | **BREAK** | Lemon Tree Courtyard |

11:45AM – 12:15PM   R   Following Leads: Using Faculty Focus Groups to Spark Creativity and Enhance Collaboration

Speakers: Michael Stoepel, Josiah Drewry   Aula Magna Regina (main lecture hall)

Our belief is that today's research and teaching needs have changed and that it is crucial for librarians to follow up on those changes in order to be and stay relevant in terms of library-faculty liaison objectives but also in terms of the university's learning objectives and learning outcomes. With this in mind, AUP and AUC each conducted a number of faculty focus groups to review professors' research and teaching needs and discuss opportunities for collaboration beyond the traditional role of liaison to a department or school. The findings will be embedded within the scope of library literature on faculty liaison work. Besides, we will give examples of how these focus groups have led to new connections with faculty members at AUC and AUP.

11:45AM – 1:15PM   W   Technology in Team Based Learning (TBL)   Kushlan Lab

Speakers: Rayane Fayed

Team-based learning (TBL) is an effective teaching approach aimed at engaging students with content and with each other. Readiness Assessment Tests (iRAT/gRAT), and group activities are two essential components of TBL. The purpose of this workshop is to introduce participants to strategies that will help them effectively design TBL sessions by integrating technology in a way that demonstrates how the educational process drives technology and not the opposite.

11:45AM – 1:15PM   W   "Ladies and Gentlemen, Start Your Engines!": Incorporating Google Drive in Your Library and Classroom   Ex-Reference Room

Speakers: Abigail Appleton

Classroom management software, like BlackBoard and Moodle, are very effective in organizing classroom documents, notes, and announcements, but learning to use these software provides minimal technology skills to students for use after they graduate. Google Drive and Google Sites offer an alternative that helps organize class documents, provide an easy way for students to submit assignments, and administer quizzes or tests. All of this is accomplished while providing technology skills that students may use long after they've left the university classroom. This workshop is designed to teach you the ways in which you may use Google Apps both in and out of the classroom in a simple, efficient, and affordable manner.

12:15PM – 12:45PM   V   Did you know your library can already do that? 101 amazing OCLC services and resources available to you through RESPOND   Aula Magna Regina (main lecture hall)

Speakers: Arthur Smith

Overview of the core services provided to AMICAL members participating in RESPOND, as well as new services that have become available to libraries as part of their RESPOND participation.

12:45PM – 1:15PM   V   Presentations from Library and Learning Technology Vendors   Aula Magna Regina (main lecture hall)

EBSCO Ebooks

Sierra Services Platform (Innovative)

| 1:15PM – 2:15PM | **B** | **LUNCH** | Lemon Tree Courtyard |

2:15PM – 2:30PM   N   OFFICIAL CONFERENCE OPENING - 'New media, new literacies, new models: Library-IT-Faculty collaboration in a learning intensive world'   Aula Magna Regina (main lecture hall)

Official Conference Opening

"New media, new literacies, new models: Library-IT-Faculty collaboration in a learning intensive world"

2:30PM – 3:30PM   K   Informing Innovation: Contextual Investigation for Effective Academic Technology Practice

Speakers: Char Booth   Aula Magna Regina (main lecture hall)

In this era of relentless change in higher education and information technology, it is essential to investigate local learning contexts to inform strategic programming and facilitate productive partnerships between libraries and

academic institutions. From direct research into user needs and characteristics using environmental scanning, ethnography, and survey methodology to innovative tech-supported collaborations that inform library service models and pedagogy, this talk will explore established and emerging methods for developing an informed orientation to local communities of academic technology practice.

3:30PM – 3:45PM	**B BREAK**	Lemon Tree Courtyard

3:45PM – 4:15PM	**R Shaping the Curriculum, Advancing Information Literacy across the Disciplines: How AUBG Faculty and Library Staff Collaborate on a New Program**	Aula Magna Regina (main lecture hall)

Speakers: Filitsa Sofianou-Mullen, Gergana Georgieva

At the American University in Bulgaria faculty and library staff have had the opportunity to work together for a few years now: from organizing faculty book presentations in the Panitza library, to hosting the Long Night against Procrastination, to soliciting faculty input for collection development, librarians at AUBG have been of tremendous support to the work of faculty.

3:45PM – 5:15PM	**T Engagement Challenge: Accepted**	GK1

Speakers: H. Giselle Pempedjian, Mounawar Abbouchi

When learning online, students are mostly on their own. They are responsible for what they learn and how they learn it. When given this responsibility, it is sometimes difficult for any learner to stay organized all the time, do tasks on time, meet their deadlines, and get the most out of the experience. We at the Lebanese American University have recently introduced an online component to one of our Freshman level English courses. This is one of the first courses given entirely online at our university. This English Laboratory component used to be given face-to-face before it was shifted to an entirely virtual setting. Utilizing Blackboard as a platform, our course offers the students the basic academic English skills they need in our 21st century digital age. The trend of online learning has perhaps not yet spread widely enough in our culture to speak of established strategies and approaches. However, social networking is part of our students' everyday lives, and the digital age has brought with it new ways of acquiring information. We try to use these ways to help our students optimize their learning and to be critical about what information they receive. Every semester, we find new ways of keeping the students engaged and encouraging them to work regularly and collaboratively. Since the pilot edition about a year ago, our course has evolved and changed considerably. Data collection based on observations, keeping logs, conducting surveys, etc. has enabled us to constantly improve the course, understand our learners' needs, and better reach them. This has allowed us to keep in view the problems we have encountered and to build on the successes we have had.

3:45PM – 5:15PM	**T Implementation of SubjectPlus in the AUCA Library**	GK1

Speakers: Safia Rafikova

AUCA Library in collaboration with IT Department actively works on testing of free open source software in order to improve different library services. The Library has started to implement SubjectPlus (FOSS tool) for creating and managing of online research guides. We will share the first results of implementations and demonstrate received benefits for Academic Libraries.

3:45PM – 5:15PM	**T The X-CLASS Factor: Using Classroom Management Technology to Enhance the Library Class Experience.**	GK1

Speakers: Christine Furno

This Technology Showcase presentation will demonstrate the use of classroom management software known as X-CLASS by Suntech Group. Through a series of short video clips, attendees will learn about this software's implementation into library classes at the American University of Sharjah. As an effort to facilitate and enhance student learning within the context of Information Literacy, the benefits, challenges, and future opportunities of X-CLASS usage will be addressed.

3:45PM – 5:15PM	**T Using IT management tool as an enabler to the University mission**	GK1

Speakers: Ali Rahimi

GLPI is a web-based application to manage resources. Its features include:• Inventory of computers, peripherals, network printers and associated components• Management of issues on many environments through creation of tickets, management of tickets, assignment, tickets scheduling, etc.• Licenses management• Management of

business and financial information (purchase, guarantee and extension, damping)• Equipment status management• Management of applications for assistance of all types of equipment inventory• Interface to allow the user to file a support ticket• Business management, contracts, documents related to inventory items• Equipment booking such as Multimedia equipment or Laptops• Management of a Frequently-Asked Questions (FAQ).• Report generator: hardware, network or interventions (support).

| 4:15PM – 4:45PM | **R** | **A Rubric Approach to Historical Research** | Aula Magna Regina (main lecture hall) |

Speakers: Mate Nikola Tokic, Meggan Houlihan

In order to better meet and enhance the information needs of undergraduate History majors, at The American University in Cairo, the History liaison librarian and a faculty member collaborated to embed and assess information literacy skills in History 420: Historical Theory and Methodology. This standard historical research and writing course is required of all undergraduate History majors, which made it an ideal opportunity to ensure all students receive subject-specific research training. Together the course instructor and librarian developed course materials, designed a one-shot instruction session, and created rubrics to illustrate student success.

| 4:45PM – 5:15PM | **R** | **Faculty-Librarian Partnership: A Collaborative Initiative at AUI** | Aula Magna Regina (main lecture hall) |

Speakers: Aziz El Hassani

Over the past years, a team of librarians and Center for Academic Development (CAD) faculty members have been involved in a collaborative project aiming at enhancing the CAD students' information literacy skills. This collaboration has been considered as a strategic priority for the library to promote not only its role as a learning center, but also to forge an effective library and CAD partnership. The following presentation will address the needs of this collaborative partnership and how it contributes to the development of AUI students' learning achievement. It will highlight challenges surrounding the process of implementation of this project and propose potential strategies for expansion on a campus wide scale.

Keywords: library, literacy information, library faculty collaboration, library instruction, learning, cooperation, workplace information literacy, interdisciplinary

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| 5:15PM – 5:45PM | **R** | **Cross-Campus Collaboration for Academic Integrity** | Aula Magna Regina (main lecture hall) |

Speakers: Amanda B. Click

Teaching college and university students about academic integrity (AI) and supporting an ethical learning environment is a cross-campus endeavor and it is crucial that librarians are involved in these efforts. Instruction librarians, in particular, are in an ideal position to help students learn about avoiding plagiarism and other best practices for academic honesty. By collaborating with teaching faculty, administrators, and IT staff, librarians can help ensure that undergraduate and graduate students understand academic integrity and develop necessary research and writing skills.

JUNE 14 • FRIDAY

| 9:30AM – 10:30AM | **K** | **The Arts of Freedom in a Digital Age** | Aula Magna Regina (main lecture hall) |

Speakers: Gardner Campbell

In his great defense of open publication, "Areopagitica," the English poet John Milton distinguished between "liberty" and "license." The former was an inalienable right, the latter a dangerous abuse. In our digital age, the Internet and the World Wide Web have provided dramatic examples of both possibilities. How can we shape our courses, curricula, and schools to encourage the fullest, deepest experience of freedom in an increasingly connected and complex world? What are the arts of freedom in a digital age, and how can they be taught authentically, creatively, and critically?

| 10:30AM – 11:00AM | **R** | **Use of social media in higher education: course design, student profile, perceptions, and attitudes in undergraduate science courses.** | Aula Magna Regina (main lecture hall) |

Speakers: Dimitrios Graikinis

Abstract: The majority of high school and college classrooms today are composed of students who carry the tag of Millennial Generation: the variety of devices present and the ubiquitous access to technology made them avid users of technology and transformed them to visually literate group of learners. At the same time there is an increasing connection between the emergence of the use of the new technologies and social media in education with new and old learning theories. Connectivism and constructivism are two theories which provide strong

support for the use of social media in education. This paper will examine the course design and the methods of instruction employed in an undergraduate science course based on the two theories above. In addition, it will present the results of the profile, the perceptions and attitudes of of students who are enrolled in science courses in a regional American liberal arts college. How the structure of the course is modified to incorporate the use of social media? What are the assessment procedures? Are the students digital natives? What is the effect of the incorporation of social media on student interactivity, collaboration, reflection, and learning? Are there any differences between males and females in student satisfaction, quality of discussion and perceived learning? What are the methodological problems encountered by instructors and possible solutions?

11:00AM – 11:30AM **B BREAK**   Lemon Tree Courtyard

11:30AM – 12:00PM **R Academic Mini Documentaries in the University Curriculum: The Cairo: Life and the City Project**

Speakers: Robert Williams   Aula Magna Regina (main lecture hall)

This presentation details the AUC Cairo: Life and the City project, which uses the academic mini documentary format, now being developed at AUC, to show case research by faculty members from various disciplines within a one-semester course format. Academic mini documentaries blend MOOC-style lectures and documentary film format to produce entertaining and thought provoking short (10 – 12 minute) videos that can be used in the face-to-face classroom and also posted on the Internet to show case faculty research. Conceptual, technical and logistical aspects of producing and using mini documentaries in university curricula will be presented and discussed.

11:30AM – 12:00PM **R Multi-Campus Environmental Research and Media Collaboration: Collective authorship and applied media development across campuses using wiki and new media technology**

Speakers: Daniel Cosentino   Aula Magna Regina (main lecture hall)

In the spring of 2012 Dr. Michael Waschak and Professor Daniel Cosentino at the American University in Kosovo received a Provosts Learning and Innovation grant to establish a multi-campus, student-designed, web-based interactive environmental research portal. The goal of the project aims to foster meaningful collaboration among the faculty and students housed at the Rochester Institute of Technologies main and global campuses; RIT, RIT-ACMT, and RIT/AUK. Media students develop individual and group projects from rich content-driven Environmental data using available student resources and develop shared content using wiki technology through proposed modules in existing courses. This presentation will present some initial success and failures of the proposal with a focus on the benefits of exposure to new technologies and new uses of existing technologies.

11:30AM – 1:00PM **W Don't Suspend it, Blend it!**   Ex-Reference Room

Speakers: Hossein Hamam

What will your students do when you are away? At some point during the semester educators might need to skip some classes to attend workshops, conferences or meetings. In this workshop, you will learn how to use the online environment effectively in order to compensate for the skipped sessions. Topics include: Introduction to the blended learning, designing blended learning modules, and integrating online work with face-to-face work.

12:00PM – 12:30PM **R Learning with Digital Media: bringing 21st century skills to the natives** Aula Magna Regina (main lecture hall)

Speakers: Aziza Ellozy, Hoda Mostafa

Today's learners are often referred to as "digital natives" because of the ease with which they interact with digital media and tools. Yet most of them are not digitally "literate" and do not have the necessary critical thinking, visual and information literacy skills necessary to prepare them for today's media rich environment. This presentation will focus on innovative uses of digital media in different courses at AUC. Special attention will be given to the multimedia essay, in which image and video annotations are incorporated into a "critical essay" providing the necessary evidence to support an argument. We use "Mediathread", an innovative open source platform developed by Columbia University which allows the "exploration, analysis, and organization of web-based multimedia" while offering the collaborative features of social media. Other collaborative tools that foster media literacy skills will be discussed in the context of a multi-disciplinary team taught course on "Creative Thinking". These include blogs, "Tumblr" and "Edcanvas", an innovative sharing platform. The institutional support needed for faculty to develop, implement and assess such learning activities will also be addressed.

12:30PM – 1:00PM	R	**Engage Students in Creative Multimedia Content Production - A New Model of Faculty-IT-Student Collaboration in a Learning Intensive World**

Aula Magna Regina (main lecture hall)

Speakers: Ahmad Zorkani, Pandeli Glavanis

Student-centered teaching and learning is widely accepted as the most effective pedagogy to be used in Higher Education and has gained tremendous popularity over conventional lecture-based teaching. Similarly the rapid development of educational technology has enabled students to engage with learning in a variety of new and creative ways which enable students to acquire and demonstrate a variety of new skills in the process of learning. Producing multimedia assignments is one such area where students can enhance their own individual and group learning experiences by creatively producing new content in their courses. Given the innovative nature of these developments it has also necessitated that faculty collaborate closely with IT colleagues and with students in order to explore and implement exciting new educational technologies in the learning process. This paper will highlight such collaboration in an undergraduate course at the American University in Cairo and evaluate the experience as well as discuss lessons learned.

1:00PM – 2:00PM	B	**LUNCH**	Lemon Tree Courtyard

2:00PM – 3:30PM	D	**Follow-up discussion on Char Booth's presentation**	TBA

Moderators: Char Booth

Follow-up discussion on Char Booth's keynote presentation, "Informing Innovation: Contextual Investigation for Effective Academic Technology Practice."

2:00PM – 3:30PM	D	**Follow-up discussion on Gardner Campbell's presentation**	TBA

Moderators: Gardner Campbell

Follow-up discussion on Gardner Campbell's presentation, "The Arts of Freedom in a Digital Age," and on possibilities for AMICAL members to participate in, or implement independent variations on, Campbell's New Media Faculty-Staff Networked Development Seminars.

2:00PM – 3:30PM	D	**[Discussion Groups]**	TBA

2:00PM – 3:30PM	W	**Collaboration: An Antidote for Atomized Academics**	Ex-Reference Room

Speakers: Kerstin Carlson

Human history has repeatedly shown the value and necessity of cooperation, but we in academia know better. Faculty members practice a mostly solitary art: preparing our classes, pursuing our own research, and even advising students is often an atomized activity, each faculty member alone in her pursuit of the project. The collective business of running departments and universities, a potentially non-atomized professional moment, is often the subject of the greatest faculty grievance, perceived as frustrating, time-wasting, boring, or worse. Informed of the benefits of "collaboration", many of us wonder where we will find the time in an already too-packed schedule, or why we should engage in an activity as rife with inefficiency as collaboration? This interactive workshop will build on faculty expertise in order to retool collaboration. Beginning with a leadership game (hint: each of us is a leader), the workshop will identify challenges in faculty work experiences and imagine what solutions collaboration –how, with whom, in relation to what? - might bring.

3:30PM – 4:00PM	B	**BREAK**	Lemon Tree Courtyard

4:00PM – 5:30PM	W	**Learning about Users in a Library Web Design Workshop**	Ex-Reference Room

Speakers: Nancy Foster

In this workshop, participants will learn a method for gaining insight into their community's use of their library website. Workshop participants will mark up printouts of their library main page to indicate the page elements they use, the ones they do not use or understand, and additional items that they would like to see on the page. We will then analyze the results of our own mark-up activity, interpret the analyzed data, and talk about possible implementations based on what we learn. Participants will be able to conduct this activity at their own institutions with students, staff or faculty members to understand more about whether and how members of these groups use different elements of the library website and how to address work practice needs that emerge during the analysis. This method can be adapted to each participant's institution. It can also be expanded by substituting the interface of a particular database or another specialized web page.

Prerequisites: To participate, you must read the following article before the workshop: Foster, Nancy Fried, Nora Dimmock, and Alison Bersani, "Participatory Design of Websites with Web Design Workshops," Code4Lib Journal, Issue 2, 2008-03-24, http://journal.code4lib.org/articles/53. You must also bring a printout of the main page of your library website or notify us in advance so that we can print it out for you.

| 4:00PM – 5:30PM | **W** | **Learning with Digital Media: bringing 21st century skills to the natives** | GK1 |

Speakers: Aziza Ellozy, Hoda Mostafa

[Workshop on how to integrate the technologies mentioned in the presentation into different courses/disciplines]

JUNE 15 • SATURDAY

| 9:30AM – 10:30AM | **K** | **What Traditional Liberal Arts Education has to Offer 'MOOCs:' Information Competency,** | |
| | | **Interdisciplinary Classrooms and Active Learning** | Aula Magna Regina (main lecture hall) |

Speakers: Tracy Mitrano

"MOOCs" are making a big splash in higher education. In some ways they disrupt traditional institutional structures, credit hours, and academic credentials. In other ways, they retain traditional formats such as "sage on the stage," teaching styles, passive learning and notions of "the course." Rather than think about how "MOOCs" will influence liberal arts education, perhaps it is time to flip the question. What does traditional liberal arts education have to offer "MOOCs"? The answer remains the enduring value of education that produces critical thinkers, life-long learners and economically and politically contributing members of society. But in order to accomplish that feat, liberal arts education may have to take a lesson from MOOCs on how to generate excitement for the deployment of technology in service of inter-institutional and even international classrooms, information competency and problem-solving based courses.

| 10:30AM – 10:45AM | **L** | **New Literacies and writing intensive courses** | Aula Magna Regina (main lecture hall) |

Speakers: Denis Akhapkin

The writing across curriculum (WAC) is crucial for liberal education. In the most cases "the library component" of writing intensive courses reduced to the question "Did the students cite their sources correctly?". That question is very important, but in fact we need to broad the scope of WAC to using the new sources, develop information and media literacy and struggle with students misconceptions about that literacy. In the presentation we plan to discuss strategies of curriculum development, faculty training and assessment that allow us to develop real Library-IT-Faculty collaboration at Smolny College for such programs as Writing and Thinking intensive seminar, First Year Seminar and also in perspective for all writing intensive courses.

| 10:45AM – 11:00AM | **L** | **Collaboration in a Student Centered Learning Environment** | Aula Magna Regina (main lecture hall) |

Speakers: Joseph Khalife

As information become available to everyone everywhere, the change from teacher-centered to learner-centered education is inevitable. Many approaches to teaching, including collaborative Learning fit the criteria of student-centered learning. In the presentation a formal description of student-centered learning as well as its benefits will be introduced. The effects of collaborative Learning on improving the learner experience will be presented along with the experience of adopting some of these concepts in actual teaching. This presentation will conclude by highlighting the importance and effects of collaboration in a student centered learning environment.

| 11:00AM – 11:30AM | **B** | **BREAK** | Lemon Tree Courtyard |

| 11:30AM – 12:00PM | **R** | **To inspire or not to inspire, that is the question!** | Aula Magna Regina (main lecture hall) |

Speakers: Hossein Hamam

The use of technology in educational communication is encouraging and promoting student-student and instructor-student interaction. However, this form of communication has limitations and drawbacks on instructors as well as on students. Being gregarious and dynamic in face-to-face communication is not a pretext enough for one's personality to come across in online communication. In fact, the use of technology hinders instructors' attempts to establish their personas and students might not be able to express themselves either. Nonetheless, considering all

the advantages of using technology in communication, the limitations can be overcome by replicating more of w hat exists in a face-to-face experience. The incorporation of social media w ill allow individual personalities to enhance the educational experience by giving it more of an authentic, and hence more memorable, touch. In addition, incorporating such elements of social media w ould make it more appealing to students, and hence contribute for better cohesive communication.

11:30AM – 1:00PM   **W**   **[Workshop: Tools for managing current awareness for professional development]**

Speakers: Dimitris Tzouris, Madeline Mundt   [Computer Lab TBA]

12:00PM – 12:30PM   **R**   **"Like Never Before:" Exploring Blackboard Collaborate as a Communication Platform**

Speakers: Anastasia Logotheti, Leigh Harris   Aula Magna Regina (main lecture hall)

In Spring semester 2013 the Blackboard Collaborate™ platform w as adopted at DEREE as the synchronous tool through w hich courses w ould be taught in collaboration w ith other colleges. On the company w ebsite, Collaborate is presented as a tool w hich helps in the creation of "virtual classrooms, offices and meeting spaces that open more possibilities to more students, w herever they are." As a platform it promises "exciting new approaches to learning" as it "involves each student on an individual level." Promoting itself as "a more collaborative, interactive, and mobile learning experience that constantly evolves," Collaborate offers the potential to "keep everyone engaged like never before." In addition to its primary function and the use promoted by the company, does Collaborate offer other opportunities to an institution of higher learning? How can this platform, once adopted, also be used for purposes such as training instructors and staff? How can Collaborate enable staff meetings and team projects to take place in a virtual environment? How is communication enhanced in an online setting through new media?

12:30PM – 1:00PM   **R**   **Assessing the Quality of Online Courses**   Aula Magna Regina (main lecture hall)

Speakers: Rayane Fayed

The study analyzes the w ays in w hich online courses are evaluated and defines the standards on w hich these evaluation criteria are built. It answ ers the follow ing research question: What are the standards that should be used to measure quality of online courses at the American of Beirut. This research question leads to study the current w ays follow ed by instructional designers and education committees. In addition it guides to determine the appropriate standards for evaluating online courses. Since Distance Education is still a new project for AUB, all faculty members/instructional designers can use these standards w hen designing future online courses. In addition this set of criteria and research w ill be supportive to our department proposal to implement additional online courses and to share w hen the need for a joint program w ith other universities occurs.

1:00PM – 2:00PM   **B**   **LUNCH**   Lemon Tree Courtyard

2:00PM – 3:00PM   **D**   **Follow-up discussion on Tracy Mitrano's presentation**   TBA

Moderators: Tracy Mitrano

Follow -up discussion on Tracy Mitrano's presentation, "What Traditional Liberal Arts Education has to Offer 'MOOCs:' Information Competency, Interdisciplinary Classrooms and Active Learning."

2:00PM – 3:00PM   **D**   **[Discussion Groups]**   TBA

3:00PM – 3:30PM   **N**   **Discussion groups report back**   Aula Magna Regina (main lecture hall)

3:30PM – 4:00PM   **N**   **Closing of Conference**   Aula Magna Regina (main lecture hall)

Moderators: Tracy Mitrano

4:00PM – 4:45PM   **M**   **AMICAL Members Council Meeting**   Aula Magna Regina (main lecture hall)

Moderators: Jeff Gima

Meeting for AMICAL Representatives from member institutions.

Open to any attendees from AMICAL member institutions.