ACADEMIC EXCELLENCE

NEWSLETTER

FPDE Celebrates Another Year of Excellence
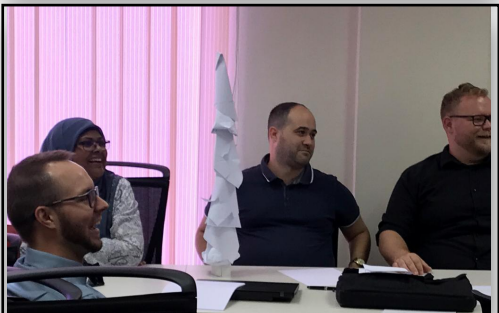
Since May 2019, the Academic Excellence and Professional Development Committee (AE&PDC) has successfully organized four Excellence Days in Spring and Fall 2019 with 17 presenters, and 17 different sessions that collectively catered to a total of 500+ attendees. The sessions addressed a range of training needs from general organizational topics like time management and team building through core areas of common interest like testing to areas of common concern -- such as FPRDS.

According to the results of Fall 2019 training needs analysis, FPDE faculty are interested in short training workshops 30-45 minutes in length that present practical teaching activities and tips. Below is a summary of their training topics of choice:
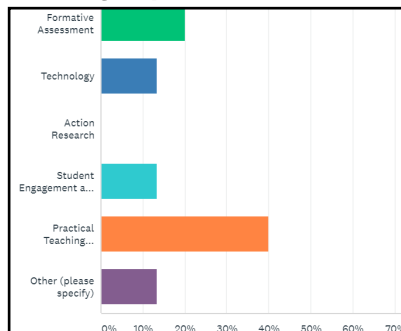
If you are interested in presenting a PD session, aligning your subject matter to the areas selected by FPDE faculty could earn you a higher UCS score -- or a bigger audience.

The deadline for contacting AE&PDC to present on the upcoming Excellence Days in Spring 2020 is the end of October 2019. Please contact Naima for presenations on Academic Excellence Days. To present on any other date throughout the academic year, contact Fasil Yitbarek for demo lessons, Charles Fullerton for swap shops, and Ahmad Hazratzad for longer PD seminars and workshops.

Take the attitude of a student, never be too big to ask questions, never know too much to learn something new. " — Og Mandino

Teacher's Tech Tip

7 TIPS FOR EFFECTIVE READING: A NATGEO WEBINAR
BY SEAN BIRMINGHAM & CHRISTOPHER STREET

1- Provide texts students will want to read:
- Authentic
- Relevant
- Interesting
- Varied

2- Provide texts students are able to read:
- Graded
- Non-specialized
- Appropriate in length

3- Teach pre-reading strategies:
- Using visual clues
- Using textual clues
- Skimming before reading in detail

4- Develop a range of comprehension strategies:
- Identifying main ideas
- Identifying the gist and purpose of a text
- Identifying key details
- Identifying sequence
- Identifying cause and effect

- Identifying collocations
- Guessing meaning of new words
- Identifyng references and ellipsis
- Reinforcing grammar

6- Teach strategies to deal with unfamiliar vocabulary:
- using contextual clues
- using word formation

7- Teach learners to summarize what they read or learned:
- using graphic organizers

Click here to watch the full webinar. Republished with **permission**

"Reading is a non-linear, multimodal, interactive activity"

Universal Design:
The 7 Principles of Inclusive Learning

Universal Design (UD), developed in 1997, is a set of 7 design principles that ensure the inclusiveness of a particular product or environment. Instead of catering to the "average" student, for instance, UD principles promote equitable access to, in our case, educational services. The principles are not intended only for students with special needs, but extend to all students:-- ones with limited language skills, different learning styles and preferences, or above average talent.

Principle 1: Equitable Use
Principle 2: Flexible Use
Principle 3: Intuitive Use
Principle 4: Perceptible Information
Principle 5: Minimized Errors
Principle 6: Low Physical Effort
Principle 7: Space for Use

Of the seven original principles, the three most relevant ones revolve around diversification. Educators need to provide multiple means for presenting content, for student participation and assessment, and, finally, for student engagement and motivation.

QATAR UNIVERSITY 'S OUTSTANDING TEACHING AWARD 2018-2019

The winner of 2018-2019 prestigious Outstanding Teaching Award (OTA) is none other than FPDE's Academic Excellence and Professional Development Committee Chair, Naima Sarfraz. It is the first time an FPDE faculty member has won this award.

The Vice President for Academic Affairs, Dr. Omar Al Ansari, commended Sarfraz's portfolio for exhibiting distinctive strengths.

The Outstanding Teaching Award rubric evaluates nominees based on excellence in five distinct categories: teaching philosophy, course and syllabus analysis, assessment, teaching, creativity and effectiveness, and, finally, on their reflection paper and on-going development. Nominations may be made by QU students, alumni, administrators. Contestants can also nominate themselves. The teaching portfolio submitted should be supported with evidence and data from courses the nominees had taught during the academic year.

Dr. Al Ansari emphasized the importance of recognizing and awarding outstanding performance not only in teaching, but in all its various forms. He announced that new categories will be added next year to recognize outstanding performance that will include QU non-teaching staff and administrators.

To contribute an article, a video or a teaching tip contact us: naimas@qu.edu.qa