



**AMERICAN  
UNIVERSITY  
OF BEIRUT**

Center for Teaching and Learning (CTL)  
Office of Innovation and Transformation  
Communication Skills Program  
American University of Beirut  
Beirut, Lebanon

**FOURTEENTH INTERNATIONAL CONFERENCE  
ON EFFECTIVE TEACHING & LEARNING IN HIGHER EDUCATION**

*Conference Theme:*

**“Teaching and Learning in Higher Education  
during Times of Crisis”**

**Friday, April 11, 2025 | Online using WebEx**

## **Center for Teaching and Learning**

The mission of the Center for Teaching and Learning is to promote and support high quality teaching and learning at the American University of Beirut in keeping with the mission of the University, particularly the University's commitment to excellence in teaching and the enablement of students to think independently and become life-long learners.

## **Office of Innovation and Transformation**

The Office of Innovation and Transformation strives to provide AUB with an IT enabled environment and innovative solutions that facilitate creative teaching, high quality research, effective learning, as well as professional skills, collaboration, and development. We perform our responsibilities transparently to empower our stakeholders (students, faculty, donors, alumni, Provost's Office, and administration) with IT services in order to smoothly excel and lead in educational advancement and research.

## **Communication Skills Program**

At the heart of AUB's goals to foster liberal arts education, the Communication Skills Program prepares students to be effective writers within a variety of rhetorical situations both in the academic community and beyond. The Program views writing as a process involving multiple modalities and promotes critical reading, thinking, and research skills in line with principles of academic integrity. Using interactive inquiry-based pedagogies, our Program nurtures students' potential to become life-long learners, to transfer skills between disciplines, to ethically engage with their world, and to navigate the challenges of the 21st Century.

## **The Fourteenth International Conference on Effective Teaching and Learning In Higher Education**

### **“Teaching and Learning in Higher Education during Times of Crisis”**

Virtually via WebEx, Friday, April 11, 2025

The Center for Teaching and Learning (CTL), the Office of Innovation and Transformation and the Communication Skills Program at the American University of Beirut welcome you to their "Fourteenth International Conference on Effective Teaching and Learning in Higher Education".

The conference includes five strands: Assessment of Program and Course Learning Outcomes in Higher Education; Community-Based Learning; E-learning and Pedagogy; Teaching, Learning and Assessment Procedures in Higher Education; Writing Instruction and Research in Higher Education.

#### ***Assessment of Program and Course Learning Outcomes in Higher Education.***

Learning outcomes at the program and course levels have become an integral indicator for assessing curricula in higher education. In the context of evidence-based reporting, learning outcomes present themselves as an inevitable source of data for assessing academic programs and student performance. Therefore, departments and programs, which are keen on assessing their students' attainment of set program and course learning outcomes, develop learning outcomes, design assessment procedures, collect data, analyze it, and use the results in order to improve their curriculum and student learning performance. In this strand, presenters are expected to share, reflect on, and generalize from their ongoing research, published papers or field experience in planning, developing, and assessing program/course learning outcomes of different programs in higher education including general education.

#### ***Community-Based Learning.***

Community-based learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. It is a hands-on approach to mastering content while fostering civic responsibility. Community-Based Learning builds stronger and more relevant academic skills and provides a context for learning in terms of what students are as citizens, and how they are able to contribute to the needs of society. In this strand, papers should reflect on, present research or field experience in the domain of Community-Based Learning.

### ***E-learning and Pedagogy.***

Innovation in teaching inevitably brings forward different delivery formats and modern teaching methodologies. Furthermore, E-Learning is a comprehensive umbrella that incorporates technology tools to support and enrich the learning experience. This strand provides an opportunity for faculty members, graduate students, and instructional designers to discuss and share research, best practices, collaborations and ideas on integrating technology in learning. Topics may include but are not limited to: Innovations in teaching technologies, Web-Enhanced Learning, Blended Learning, Online Learning, Mobile Learning, Quality course design, Creative uses of Learning Management System (LMS).

### ***Teaching, Learning, and Assessment Procedures in Higher Education.***

This strand focuses on research investigating issues in teaching, learning, and assessment. Research reports can be on instructor cognition, content knowledge, pedagogical knowledge, pedagogical content knowledge, student understanding and learning, and conceptual change at the university level.

### ***Writing Instruction and Research in Higher Education.***

Teaching writing at the college level presents a unique set of challenges and opportunities for educators. Researchers need to test various pedagogical approaches in order to understand which classroom practices work best to help students become more critical and successful writers. In addition, research is needed to better understand how, why, and when writers write. In this strand, presenters are encouraged to share and reflect upon the philosophies that guide their approach to writing instruction, the pedagogical practices used in the classroom to engage students, and/or assignments that help enrich students' writing and thinking practices in critical ways. This strand also encourages proposals that report on the results of qualitative or quantitative research related to writing practices and pedagogy. Innovative proposals representing a range of writers and writing courses, including first-year writing, writing-in-the-disciplines (WID), writing-across-the-curriculum (WAC), and ESP/EAP, are welcome.

## Conference Organizing Committee

- **Amal BouZeineddine**  
Interim Director, Center for Teaching and Learning, AUB
- **Emma Moughabghab**  
Lecturer, Communication Skills Program, AUB
- **Jana El Kadi**  
Administrative Assistant, Center for Teaching and Learning, AUB
- **Lamia Husseiny**  
Administrative Officer, Center for Teaching and Learning, AUB
- **Lina Kadi**  
Instructional Designer, IT Academic Services, AUB
- **Malaki Khoury**  
Director, Communication Skills Program, English Department, AUB
- **May Mikati**  
Communication Skills Program, English Department, AUB
- **Rayane Fayed**  
Senior Digital Learning Manager, Office of Innovation and Transformation, AUB

Time	Activity
9:30 am - 9:55 am	<p><b>Welcome Note:</b> Dr. Amal BouZeineddine</p> <p><b>Opening Note:</b> Deputy Provost, Dr. Lina Choueiri</p>

Time	Key Note
<p>10:00 am - 10:50 am</p> <p>Session Moderator: <i>Amal BouZeineddine</i></p>	<p><b>“Teaching and Learning Disrupted: From Conflicts to AI and Beyond”</b></p> <p>Dr. Zaher Dawy Provost, American University of Beirut</p>

## Concurrent Sessions 1-1

11:00 am – 12:30 pm

Session Moderator:

*Rayan Fayed*

### **Embracing a pedagogy of care online for times of crisis**

Jasmina Najjar, American University of Sharjah

#### **Abstract:**

Recently, in times of crisis, like the global pandemic, natural disasters, armed conflicts, and social/political unrest, educators have turned to online teaching. However, there are issues, including the pressure to not leave students behind despite disparities in internet access and quiet study spaces, and the increased feelings of isolation and mental health concerns among students. While the concept of a “pedagogy of care” isn’t new, it positively informs creating a supportive online learning environment.

Jasmina Najjar embraced a “pedagogy of care” in her fully online classes during the Fall 2020-2021 and Spring 2020-2021 semesters at the American University of Beirut and replicated this several times since then when emergency online teaching was needed. This approach aimed at building a sense of community and human connection online, promoting inclusion, enhancing engagement, and fostering key 21st-century skills. The online courses, delivered using the flipped classroom model, included gamification and various Liberating Structures, and combined asynchronous and synchronous sessions. Alternative ways of engaging in the course and getting feedback were offered and students were included in decision-making. Assessment was via contract grading to lessen stress. Personalized regular check-in emails were sent to students to ask about their well-being outside of class, conversational announcements and instructions shared, and a “café” discussion forum created.

Effectiveness was examined through indirect assessments: informal anonymous surveys, course reflections, and feedback from the university's Instructor Course Evaluation (ICE). Direct assessments, such as observations based on submitted work, preparedness for class, and other factors, were also considered. The results show evidence of improved student learning and engagement, critical thinking, creativity, contextual understanding, and communication skills in addition to the successful creation of a supportive, inclusive, and collaborative environment based on knowledge sharing, exchange, and even friendship, leading to recommendations for embracing a pedagogy of care online.

### **The 2023/2024 War's Impact on Lebanese Student Emotional Intelligence and Well-being: Gender Differences, Coping mechanism, and Stress Management (Scholarship of Teaching and Learning)**

Laila Mortada, Lebanese International University

#### **Abstract:**

This study investigates the impact of the 2023-2024 Lebanon-Israel war on Lebanese university students' emotional intelligence and well-being, specifically focusing on their effects on the learning process. Considering the significant war disruption, it is crucial to understand its impact on students' emotional intelligence and well-being, particularly their ability to manage stress, self-regulate, and maintain motivation for fostering effective learning environments. This study explores the relationship between war-related stressors (e.g., displacement and online learning challenges) and students' well-being during the learning process. Furthermore, it examines the coping mechanisms students employed and their effectiveness in mitigating negative impacts on EI and well-

being during their studies. The researcher employs descriptive and correlational designs to investigate the impact of this war on university students' emotional intelligence and well-being. The methodology involves collecting data using three questionnaires to assess students' emotional intelligence and well-being, stress management mechanism, and coping mechanism during the learning process. Descriptive and correlational analysis will be used to examine the relationships between war-related stressors, coping mechanisms, emotional intelligence, well-being, and the learning process. The findings will predict the negative impact on students' emotional intelligence and well-being, particularly affecting their academic performance and overall learning experience. Also, it will show a correlation between increased exposure to war-related stressors and negative impacts on well-being, as well as an association between students' coping strategies with greater resilience and better well-being. Finally, the findings will determine the need to develop targeted interventions and support mechanisms to enhance students' coping skills, resilience, and well-being. Moreover, the findings will contribute to include methods and mechanisms to create a more supportive and effective learning environment in conflict-affected regions.

### Concurrent Sessions 1-2

11:00– 12:30 pm

Session Moderator:

*Jana El Kadi*

#### **Trauma-Informed Pedagogy: A Resilience Approach**

Faten Yassine, Lebanese International University

##### **Abstract:**

Trauma-informed pedagogy is essential in higher education, particularly in contexts marked by crises. This approach recognizes the profound effects of trauma on students and emphasizes creating supportive learning environments.

The presentation explores the definition and prevalence of trauma among students, highlighting significant challenges faced by Lebanese university students due to collective trauma from events like the Beirut explosion and the recent war. It uncovers the key principles of trauma-informed pedagogy including ensuring safety, promoting trust, fostering collaboration, and empowering students. Educators are encouraged to understand their emotional states and create classrooms prioritizing students' mental well-being. The presentation concludes that educators can facilitate effective learning and engagement by implementing strategies that address emotional regulation and stress management.

#### **Implementing Trauma-Informed Practices in Classrooms Amid Ongoing Adversity**

Sarah Joe Chamate, American University of Beirut

##### **Abstract:**

Trauma-informed practices in classrooms recognize the profound impact of trauma on learning, behavior, and student well-being. In regions experiencing significant adversity, such as Lebanon, where ongoing conflict and displacement are prevalent, educators play a pivotal role in fostering resilience. This proposal outlines a trauma-informed approach to teaching that prioritizes safety, trust, empowerment and collaboration. Practical strategies for implementation, such as creating predictable classroom routines, promoting emotional regulation, incorporating wellness activities, and establishing supportive

communication practices, will be discussed. Evidence from educational and psychological research highlights the effectiveness of these practices in improving academic performance, reducing behavioral challenges, and enhancing the overall well-being of students.

### **Knowledge and perception of Nurses towards the adoption of artificial intelligence (AI) in healthcare service delivery in Lebanon**

Najwa El Gerges, Notre Dame University

#### **Abstract:**

The need for a cost-effective, timesaving, readily accessible and efficient healthcare delivery model is increasingly recognized and produced by healthcare funding and regulatory bodies. Many of these authorities have now publicly called for the healthcare domain to take into use artificial intelligence (AI) systems and services in some way or another. However, empirical knowledge has remained stagnant when deepening our understanding of issues surrounding healthcare professionals' adoption of AI technologies and resources. The aim of this study is specifically designed to explore healthcare professionals' perceptions and knowledge toward the use of AI technologies in hospital practice in Lebanon. An online structured questionnaire had been distributed to 300 Lebanese nurses to collect data about AI knowledge and perceptions of nurses. After closing the questionnaire, data is collected then analyzed using the Statistical Package for the Social Sciences (SPSS) software program to perform descriptive analysis for the results and Chi-square test for the significant associations. The results of this study revealed that Lebanese nurses have high knowledge and positive perception of AI adoption in healthcare. Educational level and marital status were considered corresponding factors on the total knowledge while educational level, working unit, and years of experience were considered influencing factors on the total perception of Lebanese Nurses towards AI adoption. Overall, the outcomes of this study imply the opportunities of AI in the context of the Lebanese healthcare sector and the willingness of nurses to adopt it. More research can be conducted to identify the possible subfields that can be integrated with AI in nursing practice and the likely issues or limitations that would be encountered.

## Concurrent Sessions 2-1

12:30 pm – 2:00 pm

Session Moderator:

*Lina Kadi*

### **Resilient Learning and Teaching: Empowering Higher Education through CBL**

Catherine Bou Nasr, Lebanese University

#### **Abstract:**

The recent conflict in Lebanon has further exacerbated the national education system which has already been depleted for decades. However, and against all odds, Lebanese instructors and students, who are resilient patriots and ambitious citizens by excellence, always fight back and stand up for themselves, dreaming and working for a better tomorrow. The present study aimed to methodically investigate and explore the perspectives and decision-making skills of a group of Lebanese University personnel (till now, five instructors who have different teaching experiences, at different faculties and twenty seven students who are also at different years of study and from different majors), with respect to the challenges and impact of Community-based Learning (CBL) on their teaching and learning respectively in times of crisis. Our pilot study sought to survey participants on a dynamic real-world problem, the optimal implementation of CBL, in attempts to improve their academic experience. The research data were anonymously collected through a causal-comparative online survey and analyzed by inspecting the participants' answers to pre-structured closed and open-ended questions. Major findings indicated that, regardless of teaching backgrounds, subjects, or years of experience, 100% of Lebanese University instructors agreed that CBL is effective in 'Enhancing students' understanding of the subject, Developing students' critical thinking skills, Promoting civic responsibility and engagement, and Bridging theory and practice'. On the other hand, despite the numerous challenges (Funding, Motivation, Management, Trust..) that Lebanese University students have faced, CBL proved to have a radical impact on their future careers (65.16% picked scales 7-10). The study concludes with a provisional regional/national/and even international call to help unlock the full potential of CBL in the Lebanese higher education sector, especially in times of crises, through an adequate implementation that is based on local communities, instructors and students' feedback.

### **The Concept of Micro-Credentials in the Context of Curriculum**

Saadet Çınar & Mustafa Cem Babadoğan, Ankara University

#### **Abstract:**

In the realm of teaching, AI has empowered educators with intelligent tools that enhance instructional strategies, facilitate personalized learning experiences, and enable real-time feedback. Virtual tutors, adaptive learning platforms, and smart content delivery systems leverage AI algorithms to tailor educational content based on individual student progress, ensuring a customized and effective learning journey.

The teaching-learning-assessment processes undergo a profound transformation with AI, as it facilitates interactive and immersive experiences. Virtual reality, augmented reality, and AI-driven simulations contribute to creating dynamic teaching-learning environments, engaging students in experiential and application-oriented activities, fostering a more intuitive and responsive learning atmosphere. Assessment practices are also revolutionized through AI, as it enables the development of intelligent evaluation systems capable of analyzing diverse forms of student work. Automated grading, plagiarism detection, and predictive analytics streamline the assessment process, providing educators with valuable insights into individual and collective learning outcomes. This

research explores the transformative impact of artificial intelligence (AI) on the landscape of education, specifically focusing on teaching, learning, and assessment methodologies.

### **Simulation training of surgical interns based on Kolb's learning cycle: a multilevel assessment study**

Maher Abdessater, National Conservatory of Arts and Crafts (CNAM) – USEK

#### **Abstract:**

Using simulation to train surgical interns is recommended to improve their effectiveness. Kolb's experiential learning theory stresses how experiences, including thoughts, emotions and environment, impact the learning process.

#### **Objectives**

The aim of this study is to assess the impact of a simulation training program inspired by the principles of Kolb's learning cycle, on the learning process of surgical interns.

#### **Methods**

Surgical interns underwent a simulation training program consisting of two simulation sessions conceived according to Kolb's cycle, each followed by a debriefing. On the individual level, attitudes towards the simulation program and medical knowledge were evaluated before and after the training. On the group level, team behavior was assessed.

#### **Results**

The results showed that the program was rated highly satisfactory (4.4/5,  $\sigma = 0.34$ ). The mean scores per section varied from 4.4 ( $\sigma = 0.5$ ) for the material, to 4.2 ( $\sigma = 0.6$ ) for the attitude of the trainers and the trainees found the sessions very useful for their professional practice ( $M = 4.5$ ,  $\sigma = 0.4$ ). For medical knowledge, the results showed a positive significant effect of the training program concerning both technical and non-technical skills (6.2 before VS 11.6 after the training,  $p < .001$ ). Concerning the team behavior, the results of repeated ANOVA analyses showed a significant increase in the total score for the management of the patient on all stages with  $p < .001$ .

#### **Conclusion**

In addition to the satisfaction of the participants, the results showed a positive effect on medical knowledge and team behavior. These findings confirm the usefulness of a simulation training program containing the four steps of Kolb's cycle for surgical interns.

## Concurrent Sessions 2-2

12:30 pm – 2:00 pm

Session Moderator:

*Malaki Houry*

### **The Effectiveness of Blended Learning in Enhancing Lebanese Grade 9 Students' Competence in Writing**

Joseph Samia, Saint Joseph University

#### **Abstract:**

Using blended learning in the educational setting is proving to be promising since it has the credit of combining face-to-face instruction with online instruction, thus, enriching the instructional settings by providing further innovative teaching and learning opportunities. The present quasi-experimental research investigated the efficacy of using blended learning in comparison to the traditional method of instruction in developing the writing skills of the ninth-grade students in two Lebanese secondary public schools. 66 students, who were chosen randomly, participated in the research and were divided in an experimental group (32) and a control group (34). The ADDIE model of instruction was designed and employed on Google Classroom to address the needs of the students and the objectives of the Lebanese curriculum; various online resources were designed by the teachers only for the participants in the experimental group, while the control group had conventional instruction with a student-centered approach. The experiment lasted for 8 months during the scholastic year (2023/2024). The main instruments used for data collection are the pretest and the post-test; ANCOVA was used to analyze the results which showed that blended Learning enhanced the students' essay writing skills.

### **Enhancing English Pronunciation Using ChatGPT as an AI Tutor**

Hanadi Mirza, Lebanese University

#### **Abstract:**

During global crises such as the COVID-19 pandemic and the 2024 war in Lebanon, online learning has become a necessity, underscoring the importance of integrating advanced technologies into education. Artificial Intelligence (AI) has proven to be a valuable tool in language teaching and learning, particularly in developing oral fluency and pronunciation (Davila Macias, 2024; Hamartian, 2022). This proposal explores how ChatGPT, as an AI-powered language tutor, can enhance the pronunciation of non-native English speakers, specifically student-teachers majoring in Early Childhood Education (ECE). Given their professional requirement to read stories to young children and use English as a medium of instruction, accurate pronunciation is crucial to ensure effective communication and language modeling. The procedures followed and the practical implications of using ChatGPT to support pronunciation improvement in a structured learning environment will be discussed.

### **Exploring Students' Perspectives on Having Speaking Evaluations in English Language in Some Lebanese Schools**

Dana Kakoun, Saint Joseph University

#### **Abstract:**

This paper investigates the absence of comprehensive speaking evaluations within the Lebanese English as a Second Language (ESL) educational programs, centering on grade eight students in Mount Lebanon. The study aims to address the insufficiency of the current curriculum in assessing students' talking capacities, essentially depending on written examinations. By utilizing a qualitative approach through focused group

interviews, the research digs into students' perspectives on the significance of speaking evaluations and the potential impact on their language learning encounters. The literature review establishes the worldwide importance of English language proficiency, highlights challenges within the Lebanese curriculum, and examines instructor evaluation practices, emphasizing the undervaluation of speaking aptitudes. Preliminary results show positive student attitudes toward speaking assessments.

**Break 2:00 pm – 2:30 pm**

**Concurrent Sessions 3-1**

**2:30 pm – 4:00 pm**

**Session Moderator:**

***Malaki Houry***

**Improving Cancer Biology Higher Education: A study of the effectiveness of Team-Based Learning on Students Participation and Performance**

Nadine Darwiche & Israa Cheikh, American University of Beirut  
Scholarship of Teaching and Learning (SOTL)

**Abstract:**

The Molecular Biology of Cancer (BIOC303A and BIOC303B) are graduate-level courses offered at the American University of Beirut to students in Biomedical Sciences, Biomedical Engineering, and Cell and Molecular Biology. These courses aim to equip students with a thorough understanding of the hallmarks of cancer, treatment options, ethical implications, and latest developments in the field. These courses utilize didactic lectures and interactive discussions to create a dynamic learning environment. However, conventional teaching approaches may limit students' engagement, participation and critical thinking skills development particularly in large classrooms with limited lecture time.

It is challenging for students to properly analyze the intricate knowledge of cancer biology and to solve clinical problems. To address these limitations, an innovative pedagogical approach called Team-Based Learning (TBL) is proposed. TBL is a student-centered teaching strategy structured around a three-step cycle: pre-class preparation, in-class readiness assurance testing, and team application-based exercises. TBL encourages students to independently comprehend information, while class time is dedicated to solving analytical and decision-making problems. Research has demonstrated that TBL improves students' collaboration and concepts integration, leading to its adoption in

diverse global medical curricula. However, no study has been published yet to evaluate the implementation of TBL in the context of cancer biology education.

We aim in this proposal to examine the effects of incorporating TBL on students learning in BIOC303 courses. Our study will evaluate students participation, academic achievement, and course satisfaction. Therefore, this research seeks to contribute to the advancement of cancer biology education and to enhance students learning outcomes.

### **Assessing the Impact of University Accessibility Accommodations on Academic Performance for Students with Disabilities**

Samer Kharoubi, American University of Beirut  
Scholarship of Teaching and Learning (SOTL)

#### **Abstract:**

Despite the increasing enrollment of university students with disabilities, being able to get equal access to academic services and academically achieving remain a challenge. This study seeks to evaluate the effectiveness of accommodations provided by the Accessible Education Office (AEO) within the Office of Student Affairs (OSA) at the American University of Beirut (AUB). More specifically, the study aims to:

1. assess the impact of accommodations provided by the AEO on academic performance,
2. explore the effectiveness of different types of accommodations, on academic performance and
3. evaluate students' satisfaction with the accommodations provided by the AEO.

The study will employ rigorous research methodologies to examine academic performance and satisfaction among students with disabilities at AUB. Data will be collected from this population, including their grade point average (GPA) and specifics regarding accommodations received from the AEO. Independent t-tests and ANOVA (Analysis of Variance) along with simple/multiple linear or logistic regression analyses, will be conducted to detect differences in academic performance between students with disabilities with and without accommodations from the AEO, and to explore the effectiveness of different types of accommodations, pinpointing instances of both successful and unsuccessful implementations. Furthermore, these methodologies will be used to assess student satisfaction with the accommodations provided by the AEO. This research is the first in Lebanon and the MENA region to focus on the impact of university accessibility accommodations on the academic performance of students with disabilities. The outcomes of this study will have significant implications for accessibility offices and universities at large, and specifically for the AEO and AUB, in their efforts to support the access needs and its impact on academic achievement for students with disabilities.

## Concurrent Sessions 3-2

2:30 pm – 4:00 pm

Session Moderator:

*Lamia Hussein*

### **Project-Based Learning: A catalyst to Improve the Required English Language Core Skills and Students' Motivation in Elementary Schools**

Salam Syagha & Neamat Midani, Lebanese International University

#### **Abstract:**

Project-based Learning is an educational initiative that has grabbed the attention of educators and academic professors recently due to its power to encourage student engagement and improve learning outcomes. In the field of language proficiency learning, particularly developing the core of language skills (speaking, listening, reading, and writing) PBL offers an innovative and strategic method for fostering deep understanding and mastery. This quasi-experimental study focuses on implementing Problem-based Learning as a catalyst for improving the core language skills of Grade 6 students at Hasbaya Schools. The findings of the present study support the view that pupils can gain benefits through project-based learning in obtaining content knowledge and group work skills and that they became less favorable to traditional teaching versus experiential learning. Motivation (self-efficacy and task value in terms of environmental studies) and developing positive attitudes towards peers from a different ethnic background were changed in moderate levels after the project.

### **Application of Bandura's model to evaluate a simulation-based training program for medical interns**

Maher Abdessater, National Conservatory of Arts and Crafts (CNAM) – USEK

#### **Abstract:**

##### Objectives

The aim of this work is to assess the correlation between self-confidence of surgical interns and their competency, using Bandura's theory, during simulation-based trainings, and to find the predictive factors.

##### Methods

This study is based on a "pretest-posttest" design model. Surgical interns underwent many exercises during their simulation-based training. They answered a questionnaire assessing their confidence level before and after the sessions. Their skills were assessed according to the OSATS score during the first and second simulation of each exercise. To study the correlation between the confidence and skills of the interns, the t-test, McNemar's test and Student's t-test were used for monivariate and multivariate analyses. The p-value less than 0.05 was considered significant.

##### Results

We noticed an amelioration of the interns' confidence levels (4.62/10 before the training VS 7.76/10 after the training ( $p < 0.001$ )). The OSATS scores increased as well for both technical and non-technical skills (7.15/16 VS 11.28/16) with  $p < 0.001$ . It was found that women had higher confidence levels than men but without impact on OSATS scores. The results, in monivariate analysis, as in multivariate analysis, show that the only predictive factor of the increase in the OSATS score is the degree of confidence (OR = 0.93, 95% CI: 0.79-0.97,  $P = 0.001$ ), whatever the internship year and the average grade of that year, and independently of the sex of the intern.

## Conclusion

The results showed a positive correlation between efficacy and self-confidence of the interns. These findings confirm the applicability of Bandura's model to evaluate the simulation-based training program.

## **Teaching in Wartime: A comparative Study**

Zinnia Shweiry, American University of Beirut & Zein Shweiry, Royal Military College

### **Abstract:**

The impact of armed conflict on higher education presents unique challenges for both students and educators. This study compares English courses (ESL) offered during the Fall 2024-2025 semester at two Lebanese universities that experienced active warfare and at the Royal Military College of Canada, where no such conflict existed. All these courses relied heavily on active learning. Using a mixed-methods approach incorporating student surveys, faculty interviews, and analysis of course materials, this research examines differences in curriculum delivery, student engagement, access to resources, and student well-being. Preliminary findings indicate significant differences between the two countries in student attendance, whether online or on campus, emotional well-being, stress and concentration levels, and academic performance. The research highlights the need for flexible pedagogical approaches in wartime educational settings, in addition to valuable guidance, support, and insights for students and educators in conflict-affected regions.

## Concurrent Sessions 4-1

4:00 pm – 5:00 pm

Session Moderator:

*Emma Moughabghab*

## **Exploring Teaching Strategies, AI Integration, and Motivation Tools for Fostering Autonomous Learning in Higher Education**

Eman Saleh, Lebanese University

### **Abstract:**

Being an independent learner is essential in higher education, particularly in light of the advancement of artificial intelligence (AI) tools and learning-facilitating digital platforms. However, it appears that curriculum designs and teaching methods fall well short of encouraging students to learn on their own by applying their critical thinking and problem-solving abilities. The relationship between autonomous learning and academic achievement, teaching methods that encourage autonomy, and the impact of AI tools and digital platforms on inspiring students to be self-directed learners will all be covered in this research paper. This research paper is going to utilize two surveys that have mixed-methods approach to analyze students and educators perspectives towards the role of education in motivating learners to be autonomous learners.

## **Application of Kirkpatrick's taxonomy to evaluate simulation-based learning of basic surgical skills**

Maier Abdessater, National Conservatory of Arts and Crafts (CNAM) - USEK

### **Abstract:**

Simulation plays a pivotal role in medical education, serving as an effective tool to bridge the gap between theoretical knowledge and practical application. The Kirkpatrick model of evaluation, widely recognized in educational settings, provides a comprehensive framework to assess training outcomes across four levels: reaction, learning, behavior, and results. This systematic approach ensures that training programs are not only engaging but also effective in fostering meaningful skill acquisition and application.

The objective of this project is to evaluate the knowledge gained by medical interns during simulation-based training exercises, utilizing Kirkpatrick's methodology. By focusing primarily on the learning level, this study aims to measure the interns' understanding and retention of basic surgical skills. Additionally, the project seeks to operationalize the Kirkpatrick model in the context of teaching foundational surgical techniques, providing a structured pathway to enhance educational practices.

Through a combination of pre- and post-simulation assessments, this project will quantify knowledge acquisition, offering insights into the effectiveness of simulation exercises. Furthermore, by aligning the teaching process with Kirkpatrick's levels, this initiative aims to improve not only the interns' technical competence but also their confidence and readiness for clinical practice, ultimately contributing to better patient outcomes and advancing surgical education.

### **Concurrent Sessions 4-2**

**4:00 pm – 5:00 pm**

**Session Moderator:**

***Malaki Houry***

## **Enhancing Accessibility and Intercultural Competence through COIL VE**

Hana Moudallal, Oakland University

### **Abstract:**

This presentation explores the implementation of Collaborative Online International Learning Virtual Exchange (COIL VE) as an innovative pedagogical approach designed to enhance teaching and learning during times of crisis. By fostering intercultural competence, adaptability, and digital literacy, COIL VE bridges geographical and cultural divides, offering students and faculty transformative learning opportunities. Drawing from research and practical applications, the session highlights strategies for integrating COIL VE into higher education curricula to ensure scalability, inclusivity, and sustainability. Various research demonstrates COIL VE's impact on improving access to global learning, enhancing participation in study abroad programs, and promoting equity in international education. Particular attention is given to its role in mitigating challenges posed by crises such as the COVID-19 pandemic. Participants will gain insights into its implementation, successes, and future potential, making it a crucial tool for fostering global engagement in higher education.

## **Modifications for Using Wenger-Trayner Case Clinics in the Classroom**

Milton D. Cox, Miami University

### **Abstract:**

A case clinic is a discussion process that provides a guided yet flexible way to get people working in a community of practice (CoP) to work together across boundaries to accomplish shared goals. In this session we will discuss how case clinics are used to enhance learning in faculty, staff, and administrative CoPs, and how they could be modified using design clinics to enhance learning for students in classrooms. We will provide examples, recommendations, and a design clinic demo in this session. To create future evidence that case and design clinics are best practices, we will issue a call for SoTL research and manuscripts in this area.

**THANK YOU**