

# AMIDEAST امدبيست

## PALESTINIAN FACULTY DEVELOPMENT PROGRAM (PFDP)

Fourth Quarter  
Performance Monitoring Report  
July 1 – September 30, 2008



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## Executive Summary

This Executive Summary will recap the third year of the PFDP. The addition of several new program components and a revision to the Short-Term Fellows component as a result of an important grant modification in April 2008 re-shaped important aspects of project activity.

### **Fellowship Activity**

In a significant way, the 34 PhD grantees who have been in the US during Year 3 have been a silent success story. OSI monitoring continued with little fanfare and the grantees continue to achieve academically. The last three quarterly reports for FY08 highlighted some of the “success stories” of these grantees. The project also saw the successful graduation and return of its first PhD grantee.

Year Three represented a watershed period for the Short Term Fellows (STF) component with the eligible fields of study broadened to 17 disciplines, additional money allocated for professional development or salary replacement and a more explicit possibility of doing research while in the US instead of just course development. These changes allowed the STF component to increase the selection and placement of STF candidates nearly four fold.

As in previous years acquiring relevant Israeli permits and US visas for grantee travel remains a challenge with no prospect of things becoming easier. Israeli security restrictions for West Bankers and Gazans made getting J1 visa interviews at the US Consulate in Jerusalem challenging, and sometimes impossible. In short, restricted freedom of movement between and within the West Bank and entry and exit from Gaza continue to pose major challenges to implementation.

### **In-Country Program Components**

As a result of the April modification to the cooperative agreement the number of program components within PFDP expanded to ten. These include: Faculty Grants, Academic Colloquia, Teaching Excellence Awards, the Seminar for Excellence in Teaching (SET), the US Grantee Conference, Collaborative Projects in Teaching, Faculty Development Series and Faculty Seminars at the Central European University, and of course the two fellowship programs. A brief review of each of these is presented below:

Faculty Grants: After much delay and discussion with USAID regarding issues of vetting and the relevance of the anti-terrorism certificate AMIDEAST was able to launch the Faculty Grants components in the spring of 2008. Out of 20 applications six were given provisionally approved with five grant agreements valued at approximately \$80,000 were approved in September 2008 and a sixth is still pending.

Academic Colloquia: The Year Three Academic Colloquium was another success based on attendance and post-conference evaluations. However, yet again, the event was staged in Gaza and the West Bank separately due to Israeli travel restrictions upon Gazans. Attendance at both sites was similar to the previous year with combined total attendance at about 230 faculty. The West Bank event was held at the Intercontinental Hotel in Bethlehem which was expensive and resulted in cost overruns. In addition, the quality of presentations varied considerably.

Teaching Excellent Awards: The announcement of three awards this past year was a success, however, the challenge remains to broaden the pool of applicants so that it is a more competitive process and recognized within Palestinian universities as a strategic tool for promoting good teaching .

Seminar for Excellence in Teaching (SET): SET embarked on its second cohort and expanded to two groups thus increasing the number of trainees. Overall this has been a successful, stable and growing program component which is also a useful “feeder” program in terms of identifying key faculty to encourage to apply for other PFDP opportunities.

US Grantee Conference: This conference involved 95% of the PFDP grantees in the spring of 2008. The networking, collegiality and good will created from this small gathering cannot be underrated.

Collaborative Projects in Teaching: This component was piloted for this first time during the summer of 2008 with the launch of Dr. Mai Maghtheh’s project titled, “Peer Observation in Teaching”. In addition, a second CPT will be funded and lead by Dr. Sami Basha and titled, “Special Needs Education.” These are both small grants awarded to local project directors and the challenge will be to provide suitable support and monitoring so that they are able to deliver on the aims of their respective grants.

Faculty Development Series: The nature of the component is meant to provide a rationale and funding source for regular local events that can advance the general aims of the PFDP but which are not specified in advance. In FY08 four events were hosted.

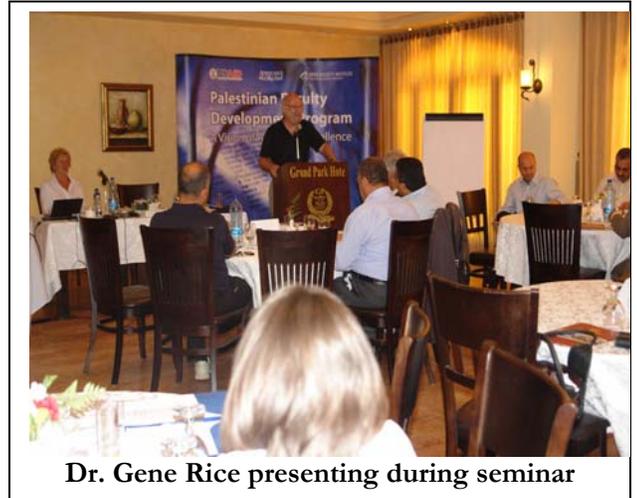
Faculty Seminars at the Central European University (CEU): Year Three marked the first time AMIDEAST and the CEU collaborated on sending 16 faculty to four seminars in Budapest. A similar number is planned for Year Four. Logistically there were some problems with Hungarian visas, travel from Gaza and the recruitment process. Although the evaluations were positive, the three or four-day, one-time seminars are limited in their capacity to contribute to the professional development of senior administrators. In the context of raising awareness and being a constructive tool for networking, both for the program and for the faculty, the CEU Seminars are a useful component. However, AMIDEAST should be challenged in how best to configure professional development opportunities for senior university administrators in ways that are sustainable and real.

**PFDP Program Activity**

Faculty Development Series

PFDP organized a two-day seminar titled ‘Cultivating a Collaborative Culture within Universities’ at the Grand Park Hotel in Ramallah in early July. This seminar is part of a series of workshops, seminars and lectures with the aim of bringing faculty together to discuss and debate trends or issues in higher education. These events will provide a forum for communication, faculty networking and professional development, as well as spotlight visiting international scholars and local expertise.

This two-day seminar was facilitated by two distinguished visiting scholars. Dr. Sandra Cheldelin is a professor of conflict resolution at the Institute for Conflict Analysis and Resolution at George Mason University. She was joined by Dr. Eugene Rice, a Senior Scholar at the Association of American Colleges and Universities who also holds an appointment in the new Ph.D. Program in Leadership and Change for senior professionals at Antioch University.



**Dr. Gene Rice presenting during seminar**

Forty Palestinian faculty representing all West Bank universities attended the seminar which introduced faculty and academic administrators to strategies that help unlock enduring and sometimes conflicting communication patterns in departments and across campuses. It explored the common administrative challenges and how can they be resolved. Dr. Cheldelin and Dr. Rice introduced fundamental skills of change management, conflict analysis, mediation techniques, and conflict resolution strategies, especially as they relate to working through difficult struggles and dealing with difficult people. In this seminar faculty practiced concrete ways to build working, collaborative teams, as well as reflected on actual cases, and designed intervention strategies.

Positive results were received in an evaluation distributed to the participants at the end of the event. A summary of the evaluation responses can be found in Annex A.

Seminar for Excellence in Teaching

PFDP completed part one of The Seminar for Excellence in Teaching Cohort II, at the Best Eastern Hotel in Ramallah. This seminar is an 80-hour certificate program that exposes university and college faculty to a variety of teaching approaches and key issues associated with course design.

The goal is to encourage an understanding of the university teacher as a professional scholar ready to engage in teaching that is informed by research and discussion of models of good practice. SET helps faculty cope with the increasing demands of teaching within Palestinian higher education. SET is taught by three visiting faculty from the



**SET Participant Presenting to Group**

Central European University (CEU). The CEU is a United States registered and accredited institution located in Budapest, Hungary.

A total of 27 Palestinian faculty from the following universities participated: Al Quds Open; Al Quds University; the Arab American University of Jenin; Bethlehem University; Hebron University; Palestine Polytechnic University and the Palestine Technical College. Dr. Abid Abu Tair from Alquds University noted: “This seminar reinforced many good practices that teachers already use in their classrooms, it also provided a forum for communication and networking among faculty from various universities.”

The five-day seminar targeted the following areas: course design, general issues in student assessment, developing assessment criteria and innovative assessment methods and concluded with group project presentations. The second half of the certificate program will occur in January 2009. Annex B illustrates the summary of evaluations received from participants.

### Short Term Fellowships: Cohort III Selection

During the previous quarter interviews were conducted for the sixteen semi-finalists and ten were chosen as final grantees. PFDP sent notification letters to potential grantees and immediately submitted vetting forms to USAID. All finalists passed vetting and submitted visa forms and medical examinations to AMIDEAST. PFDP is working on obtaining DS2019 forms and schedule visa interviews for participants. OSI is currently working on suitable placements for each grantee within its network of universities.

### Faculty Grants

All finalist grantees met with the Grants Manager to revise their budgets and narrative according to AMIDEAST guidelines. The grants will be signed in the coming quarter and implementation will begin immediately after. Meanwhile, PFDP and AMIDEAST Headquarters staff developed on Grants Manual to guide all program grant recipients. A draft of the manual was sent to USAID for review and approval. Each grantee will receive a copy of the manual during an orientation and signing meeting.

### Collaborative Projects in Teaching (CPT)

A five day conference addressing “Peer Observation of Teaching” was held at the Grand Park Hotel in Ramallah. During this conference Peer Observation of Teaching was discussed within the context of learning and teaching in higher education.

Dr. May Al-Magthteh from Hebron University is the designated Project Director of this Collaborative Project in Teaching. Her grant introduced “Peer Observation of Teaching” in the classrooms at five Palestinian universities. Dr. Al-Magthteh’s conception of peer observation of teaching is based on experiential learning, reflection on practice, and learning by doing. This notion is widely recognized as an internal quality enhancement measure that improves teaching and learning in higher education. It is becoming an



essential part of professional developmental programs for new lecturers and established staff in many international universities. During the five-day conference Dr. Al-Magthteh was supported by Dr. John O'Connor, Professor of Interdisciplinary and Integrative Studies at George Mason University in the United States, and Dr. Graham Stott, Associate Professor within the Department of Modern Languages at Arab American University in Jenin.

Twenty six Palestinian faculty representing Al-Quds, An-Najah, Bethlehem, Birzeit, Hebron, Palestine Polytechnic universities participated. This same group of faculty will engage in peer observation sessions during the academic year, as well as reconvene in December 2008 for a follow-up session, and a final conference in the summer of 2009. The long term aim of this PFDP grant is to institutionalize peer observation in teaching within Palestinian universities.

During this conference general guidelines of the observation activity were discussed and agreed upon. Pre-observation and observation forms to be completed by participating faculty were discussed and agreed upon, and are now readily available on the group website: [pot-pal@googlegroups.com](mailto:pot-pal@googlegroups.com) these forms were also electronically distributed to all participants to be completed during their observation.

POT participants at each university were introduced and observation groups were accordingly divided. Group leaders were assigned their roles and responsibilities and an email discussion group of the participating faculty has been established. POT guidelines, observation forms, and any other information related to the project are now available to participants on project web site.

Evaluation forms were also discussed and major points were included in a preliminary form to be agreed upon during the first academic semester activities and the December workshop. This form will be used to evaluate and reflect on participants' experiences during observations. Currently observation activities are being organized with the coordination of the project director and group leaders within participating universities.

An evaluation of the workshop was completed by 25 participants a summary of results can be found in Annex C.

## **PFDP Grantees News and Achievements**

The PFDP currently has 33 grantees pursuing their PhDs in the US. Their ongoing efforts constitute a silent level of engagement that often goes unnoticed. This section of the quarterly report endeavors to highlight notable achievements of Fellows each quarter.

### **Grantee News and Outreach Activities**

**Dua' Nakhla** (University of Austin - Texas, Political Science)

Dua' passed all her preliminary exams. She also co-presented a paper at the American Political Science Association's (APSA) annual meeting in Boston. She is working on her dissertation topic which will compare the Great Wall of China to the fence surrounding Gaza.

**Wael Ramadan** (Cleveland State University, Public Administration)

Wael successfully completed his comprehensive exams and is also teaching MBA courses within the Business School.

**Wasim Al-Habil** (Cleveland State University, Public Administration)

Wasim has continued his participation in various events at Interfaith Council and Crossing Over Symposium where he represents the Palestinian picture to the crowd. Academically, he also participated in the 38th Annual Meeting of the Urban Affairs Association, Baltimore, Maryland, USA, in April 2008 and presented a paper entitled "Citizenship Participation in Urban Revitalization from a Public Administration Perspective." Wasim completed all his courses and is working on his dissertation "Occupations, A Diaspora and the design of local governments for a Palestinian State. In addition, he published a paper entitled "Who Will Govern Metropolitan Regions in the 21st Century?", 2008, Armonk, New York: M. E. Sharpe (forthcoming), Donald Phares, editor.

**Mohammad Awad** (University of Texas - Dallas, Public Administration)

Mohammad participated in volunteer efforts to assist victims of Hurricane Ike. He is currently enrolled at a "Teaching Academy Certification" program implemented by the University of Texas which includes attending 12 workshops and taking 14 different tests. Mohammad hopes to finish by the end of November 2008.

## Open Society Institute Activity

### Ongoing Contact with Grantees and Host Universities

Throughout the quarter OSI staff:

- Responded to grantee questions about summer courses and independent research policies;
- Conducted outreach to current and potential new host universities by e-mail and phone;
- Answered questions from host universities about issues such as grantee health insurance coverage and grantee tuition / fees billing.
- Followed up with PhD Cohort II host universities that had not returned their countersigned host university contracts.

### Cohort III Short-Term Fellow First Visit Arrangements

In September OSI staff began contacting potential host universities by phone regarding the placement of 9 Cohort III Short-Term Fellows who will begin their first visits in January 2009 and 1 Cohort III fellow who will begin his visit in May 2009. This initial contact was done after researching university departments that would be strong placements for the fellows, many of whom are in fields that were not initially eligible for the Short-Term Fellows component but were added for Cohort III recruitment. Fields for these Short-Term Fellows include English / Literature, Environmental Studies, English / TESOL, Public Health, Urban Planning and Social Work (both original fields). In addition, OSI began preparing documents for placement packets for the fellows so that OSI could circulate the packets in early October to host universities. These documents included: a) a cover letter; finalist files with interview comment summaries; b) a program and Short-Term Visiting Fellow component overview; c) instructions for notifying OSI of interest; and d) a host university application.

### Cohort II Short-Term Fellow Second Visit Arrangements

OSI is currently in touch with short-term fellow Dr. Bilal Shafei, who undertook its first visit at Columbia University's Teachers College in spring 2008. Columbia University is interested in hosting Dr. Shafei again. However, Dr. Shafei is uncertain at this point whether or not he will be able to embark on a visit in spring 2009. OSI, Columbia University's Teachers College and Dr. Shafei will remain in touch regarding his visit timing and arrangements.

#### Cohort I Short-Term Fellow Second-Visits

Three Short-Term Fellows from Cohort I undertook their second host university visits in summer 2009. In early July, Ata Darwish and Jamal Rabee (Education) arrived at the University of Pennsylvania and Dr. Mazen Hamada (Urban Planning) arrived at the University of Illinois at Urbana-Champaign (UIUC). Mr. Darwish and Mr. Rabee attended a full-schedule "ITEST-Nano" seminar / research series, which focused on "improving the quality and scope of high school science education in the School District of Philadelphia". Dr. Hamada continued research he began in spring 2007 with his mentor, Dr. Benito Marinas of the Civil and Environmental Engineering Department, and set up plans for future collaboration between Al-Azhar University-Gaza and UIUC. The three Short-Term Fellows departed the US at the end of August. OSI is currently preparing a document that will discuss the results that we have learned now that we have had several short-term fellows complete their two-visit cycle.

#### PhD Grantees Mysoon and Nasser Abu El Nour - Domestic Situation and Mysoon Return Planning

On August 27 Dr. Sonia Alemagno of the University of Akron informed OSI that Nasser Abu El Nour was arrested in August for a domestic violence misdemeanor. His police report is on file at OSI. Nasser pled guilty and received a 30 day sentence, but served 3 days before returning back to his apartment after Mysoon signed a certified statement that she did not feel that she or her children were in danger.

This event set in motion a series of teleconferences that involved OSI (Network Scholarship Programs and Legal Department staff), USAID and AMIDEAST staff, the University of Akron faculty and administrators, and Mysoon Abu El Nour. The correspondence took place to ensure Mysoon's safety and to determining the future of her and Nasser's PFDP status.

On September 9 Dr. Alemagno updated Martha Loerke, Alex Irwin (NSP's Deputy Director), and Joe Glicksberg after a meeting she had alone with Mysoon Abu El Nour. At the meeting Mysoon voluntarily relayed that she wanted to return to Gaza as soon as possible with her children, but not forfeit her degree. A plan evolved whereby Mysoon would return home on an official one year leave of absence arranged by University of Akron. The leave of absence was predicated upon Mysoon being unable to perform academically due to her pregnancy, newborn care requirements, etc. This plan was considered the best of a set of poor options. A key factor was that it would separate Nasser and Mysoon immediately. This plan was discussed and agreed upon at a dial-in conference on September 9 that included: Sonia Alemagno of the University of Akron, Thomas Johnson and Bassam Kort of USAID, and Ricardo Castro (General Counsel), Martha Loerke, Alex Irwin, and Joseph Glicksberg of OSI, and Chris Shinn of AMIDEAST.

On September 16 Bassam Kort relayed that USAID would begin working on processing permits for Mysoon's return to Gaza. On September 25 AMIDEAST employee Noor Tawil confirmed that she would fly to the US to accompany Mysoon back to Amman for the first leg of Mysoon's return trip.

Mysoon, her children, and Noor have begun making plans to fly out of Akron to Amman in mid-October. Mysoon will await word on her permits in Amman if they are not ready before her arrival.

OSI, USAID, and AMIDEAST left the question of Nasser's status as a PFDP grantee open for discussion until after Mysoon safely returns to Gaza. This entire process has been carefully documented.

### **Administration and Reporting**

Financial: AMIDEAST submitted its second quarter financial pipeline report on Sept 15, 2008. The total cumulative expenditures reported in the pipeline report were \$536,095. Total actual expenditures were estimated to be \$372,459 as reported in the SF269 submitted on Oct 27, 2008.

PFDP Audit: USAID issued a final statement from the Administrative Officer regarding the audit findings, however AMIDEAST continued to exchange documentation with USAID regarding credits to the project.

ANNEX A

Palestinian Faculty Development Program

Evaluation Form

Seminar Attended: Cultivating a Collaborative Culture within Universities  
Instructor's name: Dr. Gene Rice and Dr. Sandy Cheldelin

PART ONE

Please answer the following questions using the scale shown below

Thirty five registered, thirty two attended the first day and twenty two attended the second day.  
Twenty one evaluations were completed.

Strongly agree                      Strongly disagree

1. AMIDEAST provided the logistical assistance needed before the seminar.

**71 % answered #1**, 24% answered #2 and 5% answered #3

↓                      ↓  
 1    2    3    4

2. Arrangements at the Grand Park were organized and prepared.

**57% answered #1**, 33% answered #2, 5% answered #3 and 5% answered #4

1    2    3    4

3. The instructor(s) employed a variety of instructional strategies, illustrations/examples.

38% answered #1, **57% answered #2** and 5% answered #3

1    2    3    4

4. The course was conducted effectively by the instructor(s).

**57% answered #1**, 38% answered #2, and 5% answered #3

1    2    3    4

5. Course materials were relevant and well-organized.

**43 % answered #1**, **43% answered #2** and 14% answered #3

1    2    3    4

6. The seminar aims were achieved with respects to acquiring new expertise or knowledge on the designated topic.

**42% answered #1**, 38% answered #2, 5% answered #3 and 5% answered #4

1    2    3    4

7. Overall rating of your experience.

**28% answered #1**, 72% answered #2

1    2    3    4

## **PART TWO**

**Please write your own comments and suggestions to the questions below:**

**1. What were the 3 most interesting elements of the program for you?**

- Conflicts with HE, discussions and exchange among Palestinian faculty from different universities
- Development issues of students and introduction to conflict.
- Gathering new information. The materials and modules were great.
- The presenters and their rich experience.
- Discussing conflict and managerial issues.
- Conflict identification and conflict management
- Tools of evaluations and instructors
- Introduction of instruments and conflict analysis
- The organization was great and the topic was relevant
- Meeting faculty, topics presented and style of presentation
- Interaction and sharing knowledge
- Personal assessments and experience from real experiences
- The cycle of learning and active practice
- Learning style- inventory kolb
- Workshop discussed important and practical issues
- Knowing major theoretical issues behind conflict in the American context

**2- What did you dislike about or would like to change in this seminar:**

- The first day afternoon session should have more activity.
- Limitation of discussion period during and after each presentation.
- The hall was too hot.
- There needs to be more commitment from participants.
- Everything was OK and relevant.
- The teaching method
- Not enough social events and examples
- More practical examples needed
- Nothing
- Need to provide material before seminar and seating of tables
- More practical examples
- Long day and long breaks
- Time management of lunch and breaks. More interaction was needed not just lecturing.
- Nothing, it was all good
- More time should be added
- Theoretical presentations
- Nothing
- I liked and enjoyed the workshop
- More examples and suggested solutions

**3- What was your most positive experience during this seminar?**

- I think everything was positive.
- New vision of learning and teaching.

- I discovered new things about myself reflecting in the new models.
- It allowed me to reflect back on situations of conflict that I was part of and evaluate what I did resolving them.
- The open discussion and frankness about issues.
- The personality assessment
- Topics discussed
- Networking and knowing more people; new concepts in conflict analysis
- Meeting faculty from other universities and getting to know terminology of conflict and how to deal with it
- Exposure to other universities
- Strategies for facing conflicts
- Conflict solving
- Exposure to other institutions and people
- Exchanging ideas
- Meeting interesting people
- Sharing ideas
- Meeting new people and learning new skills and strategies
- Teaching and conflicts- how to find solutions for these conflicts.
- Learned new things especially about conflict analysis
- Timing was suitable for our schedules

#### **4- What types or topics of training would you like to see offered in the future?**

- How to handle weak students in terms of quality. The empowerment and distribution of power.
- Multi disciplinary workshop dealing with Administrative and Collaborative interactions.
- Power management and struggle management.
- Academic leadership and how to make the transition from teaching to focusing on learning.
- Topics about higher education
- Role of our culture and religion in the management of institution; exchange visits within universities
- Learning styles and management change
- Management of power and management of education
- E learning accreditation and teaching excellence
- Communication skills and leadership
- Conflict resolution
- E-learning and informal education
- Skills and leadership
- Communication skills, managerial skills and new programming paradigm
- More on this subject
- Management of change and effective teaching methods
- How to change the old fashion way of teaching
- The cycle and scholarship of learning
- E learning
- Certificate training on how to become a better administrator and issues in higher education

## ANNEX B

### Central European University (CEU)

#### Palestinian Faculty Development Program

#### Seminar for Excellence in Teaching July 2008

#### Evaluation Questionnaire Results

*Thirty participants attended divided into two groups. Twenty five evaluations were completed summarized below.*

#### **Section 1: Content**

##### **1. What were the 3 most interesting elements of the program for you?**

- course design, assessment and faculty evaluation
- course design and assessment
- writing syllabus, assessment and meeting other colleagues
- its enjoyable, updated and convenient for teaching and supervising
- the international experience
- exchange of ideas and experiences and the good relationship with instructors
- the discussion was fruitful, the material was well organized and facilities were available
- new subjects, contents of program and performance of instructors
- topics raised during the seminar, the discussion in general and the application aspects.
- Student evaluation and course design
- Assessment, evaluation and group project.
- Exchanging knowledge and experiences pedagogical concepts and application of topics discussed
- From teaching to learning and innovative assessment
- Course design and alignment, student assessment and faculty evaluation
- Understanding how to be an excellent teacher, literature about the subject and meeting with teachers from other universities
- Mission, development assessment and project presentation
- Assessment and evaluation
- The evaluation, CD alignment and innovative methods
- Student assessment, course design and faculty evaluation
- Vision, outcome learning and assessment
- Participants from different disciplines, high quality instructors and focus on assessment.
- Exchanging ideas about different systems, get to know theory behind what we already do and expose to opinion of different lecturers
- It was comprehensive, extensive and practical
- Group work, defining outcomes and alignment of the course
- Meeting colleagues from other universities, participation in discussion
- We learned from each others experiences and gasped a wide range of knowledge.

**2. What were the 3 least interesting elements of the program?**

- None
- Evaluation
- The length of the training, dividing the group into two, service of the hotel
- Some points are vague
- Choice of hotel and division of groups
- Too long and mornings should start later
- Participants did not abide to timetable
- Preparation of readings
- Faculty evaluation and introduction
- Long hours, wanted to know more about course design
- Group project presentation and facilitator
- Course content structuring, assessment criteria
- Too much work in one day, going to fast and being inaccurate in defining some concepts
- General issues in student assessment and innovative assessment methods
- Group project presentation
- Course design, objectives and goals
- Vision statement and learning outcomes
- Afternoon sessions, hotel and poor contributions from participants
- Long hours and sometime boring
- Long breaks and late finish time
- Program is too rigid
- Sometimes it was boring and topics were given more time than needed

**3. If you were giving advice for a similar workshop next year what would you add to the program?**

- to be 2-3 days only
- send the material via email before training (mentioned 8 times)
- tackle issues related to all universities traditional and non traditional such as e learning and to bring examples of excellent teachers who won awards
- add teaching methods
- program material should be distributed before and criteria for choosing participants should be more strict
- get comments on our prospected syllabus for upcoming year
- have it for people from the same field
- question types and formation
- more exercises especially in assessment
- each group should be of the same specialization
- using technology in teaching
- research orientation and time management in academic teaching
- to meet a teacher which is considered to be an excellent one and have been awarded for their exceptional ways
- I advise to hold workshop in development of ability of teachers especially in research.
- Real life examples

- More group work, more work from participants
- Teaching strategies
- More applicable examples in different topics
- Demonstrations from local context
- Give full examples of well prepared alignment of different subjects.
- More applicatory activities
- Better training site, some instructors changed and more practical work
- To shed the light on extra material so we gain more knowledge.

**4. If you were giving advice for a workshop next year what would you take away from this year's program?**

- Just discuss one topic on assessment
- Three days instead of five and allow Jerusalem residents to have accommodation
- Participants from Alquds Open because they are supervisors not teachers and it doesn't match their needs
- Have more discussions between both groups
- To re arrange the two groups after two days
- Nothing (mentioned 5 times)
- Repeating of same subject
- Mission and vision
- Material not relevant to our situation
- Vision part
- Less training hours

**5. How useful were the following topics of the training? Please circle your choice.**

		<b>Not Useful</b>		<b>Very Useful</b>	
<b>Course Design</b>	1	2	3 (20%)	<b>4 (60%)</b>	5 (20%)
<b>Assessment Issues</b>	1	2	3 (24%)	4 (32%)	<b>5 (44%)</b>
<b>AI: Innovative Methods</b>	1	2 (4%)	3 (28%)	<b>4 (48%)</b>	5 (20%)
<b>CD (Alignment)</b>	1	2 (4%)	<b>3 (44%)</b>	4 (24%)	5 (28%)
<b>Evaluation</b>	1	2 (4%)	3 (20%)	<b>4 (40%)</b>	5 (36%)

**Section 2: Materials**

**1. How useful were the handouts in the following training sessions?**

		<b>Not Useful</b>		<b>Very Useful</b>	
<b>Course Design</b>	1	2 (4%)	3 (24%)	<b>4 (56%)</b>	5 (16%)
<b>Assessment Issues</b>	1	2 (4%)	3 (12%)	<b>4 (44%)</b>	5 (36%)
<b>AI: Innovative Methods</b>	1	2 (12%)	3 (12%)	<b>4 (52%)</b>	5 (24%)
<b>CD (Alignment)</b>	1	2 (8%)	3 (28%)	<b>4 (40%)</b>	5 (24%)
<b>Evaluation</b>	1	2 (8%)	3 (20%)	<b>4 (40%)</b>	5 (3%)

**2. Quantity of material- was the material provided for you ....**

Insufficient		About Right		Too Much
1	2	3 (44%)	<b>4 (56%)</b>	5

**3. What do you think should be added to the handouts?**

- Brief summary
- Abstract on instructors (bios)
- More explicit examples
- More materials sent by email
- Send handouts electronically
- Give a sample of well prepared syllabus and evaluation
- There should be more handouts
- More examples of syllabi and assessment methods
- More concrete examples
- There should be more examples on alignment, self assessment and portfolios.
- Some samples of course design and syllabus
- Recommended website related to topics and soft copies of material
- Some books and new research reviews
- Real experiences of universities more illustrations and research papers and internet sites
- Annotated bibliography and websites for reference
- More exercises
- Up to date examples and more technology
- They should be more organized.

**Section 3: Some words of advice to trainers**

**1. What advice would you like to give the trainers in preparing for next years training?**

**FOR SOPHIE**

- To know more about higher education in Palestine and Palestinian universities.
- Thanks you are a great trainer
- I liked her way
- Everything was sharp and clear
- Keep up the good work
- She was great and likes to listen to others and gives the exact amount of time for discussion.
- Ask us to prepare something before coming to the training
- Little more basics would be great benefit to some participants
- To include her own experience since she is excellent
- You are very professional and paid attention to group. Keep up your strong personality and high confidence.
- Really enjoyed the way you handle the discussion and deal with us- keep up your strategy.
- Better understanding of the need of teachers
- Go ahead Sophie you are an expert!
- To use more basic English
- Need more real life examples

- You are an excellent teacher
- Be more strict with time
- She is perfect
- She is very practical and professional.
- She is professional and well prepared and has a lot of information

#### FOR TANYA

- To speak in a louder voice( mentioned 12 times)
- Not to allow trainees to discuss issues for too long
- Sometimes the discussion goes too long and into details. You spend more time discussing Vision vs. mission
- She is sweet and nice and good in management of discussion.
- Little more communication skills and louder voice
- To include her own experience since she is excellent
- You were very good but may need to be more energetic
- Too much time was spent on brainstorming.
- Better awareness of the teachers and to be more active
- You are nice but need better management of the class
- Need more preparation
- Look for real experiments
- Be more prepared
- You're a good teacher but you need to speak more loudly, listen more carefully and control the discussion.
- Be more informed
- Needs to go more in depth in the material
- To be more enthusiastic
- Needs more practice and variety of techniques
- She is nice and patient but lacks information in some aspects.

#### FOR JOANNA

- To be more flexible
- Thanks you are a good tutor
- Less lecture time and more discussion
- To go slower and give more chance for participation
- You spent too much time discussing course design with individuals and other participants were not doing anything
- Nice and sweet but needs to give more time for discussion and listen to others.
- To include her own experience since she is excellent
- You were very good but more strict than others
- You handle the discussion in a nice way
- Better concentration on the need of the teachers
- You are perfect you're an excellent teacher and student (according to your talk)
- Need more preparation and let others share more
- You are good don't be stressed
- Let others talk more than you do
- Give the impression that questions are welcomed

- You are a very good teacher but you need to be less rigid
- Be less nervous
- Need to give more room for contributions and participation
- To be more active
- Needs more practice and better interpersonal skills
- She is good and has a lot of information but focuses on small points when answering questions and consumes time inefficiently.

**2. Presentation skills- what advice would you like to give to the trainers to help them improve their presentation skills?**

FOR SOPHIE

- Thank you Sophie you have good communication skills. Try to use the material in the data show more often so participants don't get lost.
- They were all great and I wish them success.
- Use technology in an active way
- You have excellent skills
- You are very good
- I can suggest nothing you are just great
- Just perfect
- She is so good
- She is a role model and very professional
- She is cooperative and serious

FOR TANYA

- To raise her voice (mentioned 10 times)
- I like her style of teaching
- They were all great and I wish them success.
- Need management of time and subject
- Give more examples
- Don't give the impression you are nervous
- Learn from Sophie

FOR JOANNA

- Make sure your marker is working and good luck with your PhD.
- They were all great and I wish them success.
- Use more technology
- Need little of fun
- She cant say to trainers: "we explained this before"
- You are great
- She is good
- Be more cheerful and tactful
- Learn from Sophie
- She is good

**3. We expect to be giving you a follow-up workshop in January....**

What would you like to discuss more next time?

- Student Assessment
- Application of education theories
- E learning in course design
- Teaching methods
- Research
- How to organize and utilize office hours
- Discuss our upcoming fall syllabus
- Evaluation and self assessment
- Types and efficiency of questions
- More about syllabus design
- Special courses designing
- How to be an expert and excellent teacher
- How to develop and increase ability of teacher
- Teaching methods and new teaching trends
- More about modern methods of teaching
- More varied topics
- Course design
- Innovative methods

What new topics would you like to discuss next time?

- How to deal with students in the class.
- Education technology and e-learning
- New styles of teaching
- Relationship between instructors and administrators and management of courses
- Class management
- Critical thinking , motivation and needs analysis
- Real examples on what is learned and how it can be implemented in the Palestinian atmosphere
- Methods of teaching
- Methods of teaching
- Using technology in teaching
- Faculty development skills
- Teaching and classroom practices
- Measurement and evaluation for teaching courses and preparing exams
- Reflective learning
- Don't change schedule last minute
- The new theories of teaching
- Evaluation

What advice would you like to give Chris and Nariman at AMIDEAST as they consider the organization and planning of January's seminar?

- To make the seminar not more than three days and to ask before determining the exact time.
- Its OK keep as is.
- Thanks a lot for everything it is well done and satisfactory.

- Bad choice of hotel and we should have received materials beforehand.
- I thank them for their good communication especially Nariman.
- Be clearer on dates of hotel booking.
- Clearer instructions on course arrangement and send handouts beforehand.
- You have been excellent and successful.
- Shorter days and keep it in Ramallah.
- Not to be before mid January
- Spend more time with teachers
- You both were so nice.
- You are great as always
- Contact participants via phone
- Good work
- Hotel and food should be better.
- I want to thank them.
- To be more involved if they have time
- I hope they can expose us to more genuine experiences such as visiting other universities in the west bank
- They are good in communicating and keeping in touch with groups.
- Better accommodation and make it early in January so it doesn't conflict with university schedule
- Both of you are highly cooperative and professional.

## ANNEX C

### Collaborative Projects in Teaching

**Peer Observation of Teaching  
August 1-5, 2008**

**EVALUATION OF TRAINING RESULTS**

**Instructor's name: Dr. Mai Al Maghtheh, Dr. John O'Conner, Dr Graham Stott**

**Please answer the following questions using the scale shown below:**

**\*Number of evaluation forms completed: 25**

	Strongly agree		Strongly disagree
	↓		↓
1. AMIDEAST provided the logistical assistance needed before the seminar. 44% answered #1, <b>48% answered #2</b> , 8% answered #3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Arrangements at the Grand Park were organized and prepared. 28% answered #1, <b>36% answered #2</b> , <b>36% answered #3</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The facilitators employed a variety of instructional strategies, illustrations/examples. 16% answered # 1, <b>60% answered #2</b> , 24% answered #3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The course was conducted effectively by the facilitator(s) 12% answered #1, <b>52% answered #2</b> , 36% answered #3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Materials were relevant and well-organized. 2% answered #1, 2% answered # 2, <b>62% answered #3</b> and 34% answered # 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The seminar aims were achieved with respects to acquiring new expertise or knowledge on the designated topic. 2% answered #1, <b>50% answered # 2</b> , 48% answered # 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Overall rating of your experience. 12% answered # 1, <b>68% answered # 2</b> , 20% answered #3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**PART TWO**

**Please write your own comments and suggestions to the questions below:**

**2. What were the 3 most interesting elements of the program for you?**

- Exchanging experience and information between participants (4 times)
  - The opportunity to meet others and potential to improve teaching (3 times)
  - Gain knowledge about higher education
  - The idea of the program and the lectures
  - The location of the seminar
  - Learning new information and meeting other university staff (3 times)
  - Introducing a new approach of academic assessment
  - Interaction among participants (2 times)
  - AMIDEAST's dedication to push the project towards a feasible success.
  - Sharing experience with international faculty's (4 times)
  - Well organized, flexible ways of communication and excellent topic
  - The sessions were interactive (2 times)
  - Achieving the set goals for the seminar
  - Dr. John's lectures
- 

**2- What did you dislike or would like to change in the next Summer Institute 2009:**

- The time duration, five days is too long (7 times)
  - It should not only focus on knowledge, it would be better if it was divided between theory and practice
  - Avoid long sessions and focus on activities
  - More people should be involved in this project
  - Food at the hotel is not good!
  - Time management of sessions (2 times)
  - Nothing
  - To recognize all opinions not only those of the majority
  - Daily program is too long (2 times)
  - Changing the methodology of presentations (2 times)
  - Would like the facilitators to give hand outs of their presentations.
  - More experienced experts in POT
- 

**3- What was your most positive experience during this 5 – day Summer Institute?**

- The presentations of the participants.
- All were keen to make these days a success.
- Peer visits could improve my teaching (2 times)
- Great experience
- Networking with other colleagues and sharing experiences (3 times)
- Group work and interaction among participants, changing the group members in each assignment
- Learning the methodology of Peer Observation (3 times)

**4 – Do you plan on participating in peer observation sessions with other faculty this academic year?**

96% said they would.

**5 – What comments do you have on Mai, John and Graham’s Participation/facilitation during the 5 day conference?**

**Mai:**

- Kind and well prepared (3 times)
- Good presentation, friendly with all
- Her ideas and performance were very good
- Send more information about the seminar and objectives (2 times)
- Her participations were excellent (2 times)
- Very good (7 times)
- Good but not as a decision maker during sessions
- Very active and responsible but her experience in this discipline is limited
- She has been very enthusiastic trying to push the process efficiently
- Would have liked to see constructive analysis between American and British Peer Observation ( Pros and Cons) to be discussed with the participants( Recommendation for all facilitators)

**John:**

- Excellent presenter
- Excellent in presenting his material and keeping the participants interested and excited to participate
- Low voice with rich information and experience
- He is an expert
- Interesting and friendly
- Helpful and professional
- Use larger font for presentations
- John is very good (7 times)
- He is Ok (2 times)
- He is a good person
- Knowledgeable, keen and cool
- Has experience but he is not well prepared
- His literature knowledge is moderately revealed and his interventions were minimal

**Graham:**

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Well prepared</li><li>• Enthusiastic</li><li>• Interesting and covered the material suggested</li><li>• His way of teaching is very attractive, he is knowledgeable</li><li>• Good (4 times)</li><li>• Good communicator</li></ul> | <ul style="list-style-type: none"><li>• Very good (2 times)</li><li>• He is not that good</li><li>• Confusing</li><li>• His interventions were not as fruitful.</li><li>• Fantastic body language (2 times)</li><li>• He has to be better prepared (3 times)</li></ul> |
|--|--|