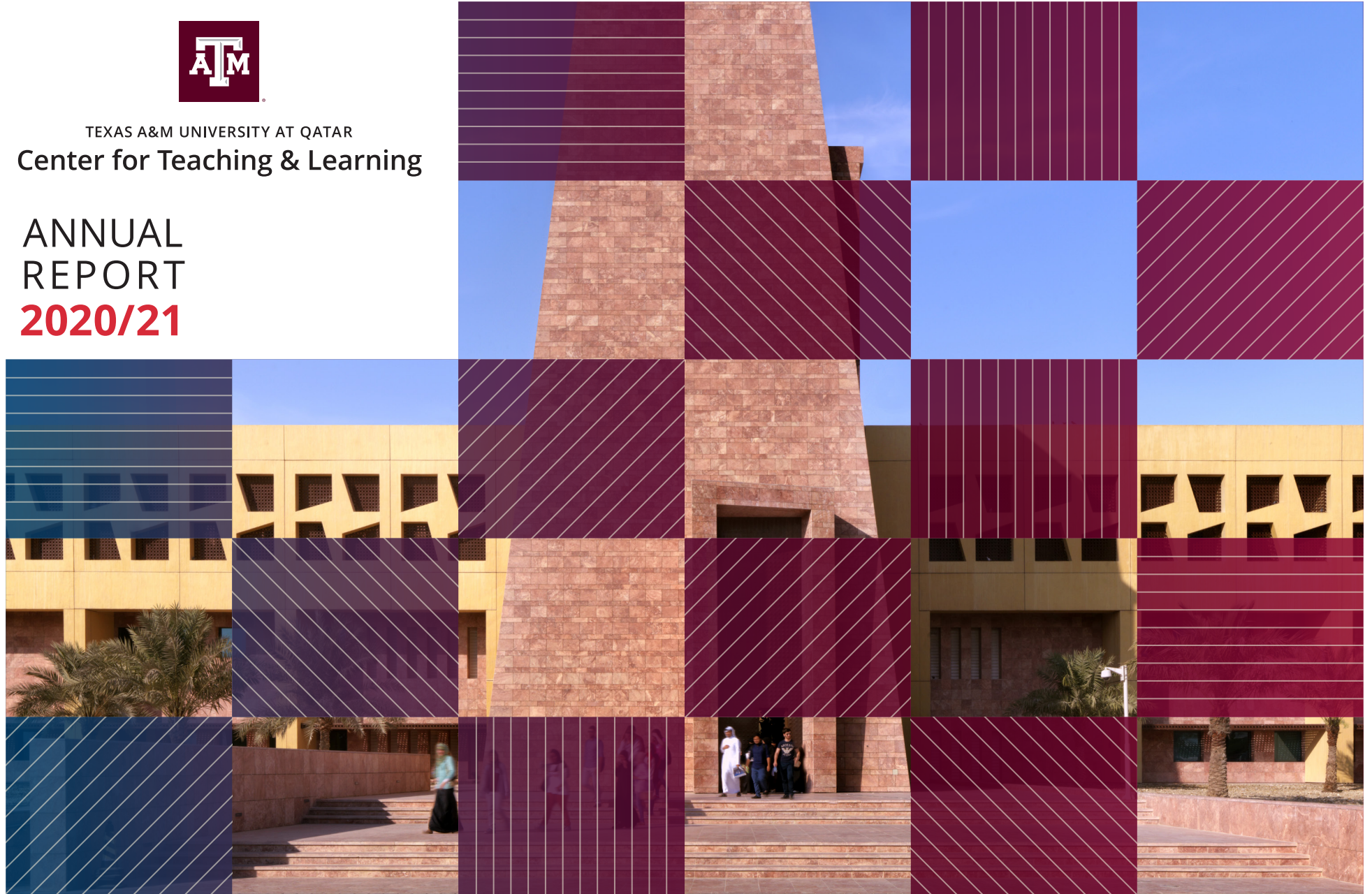


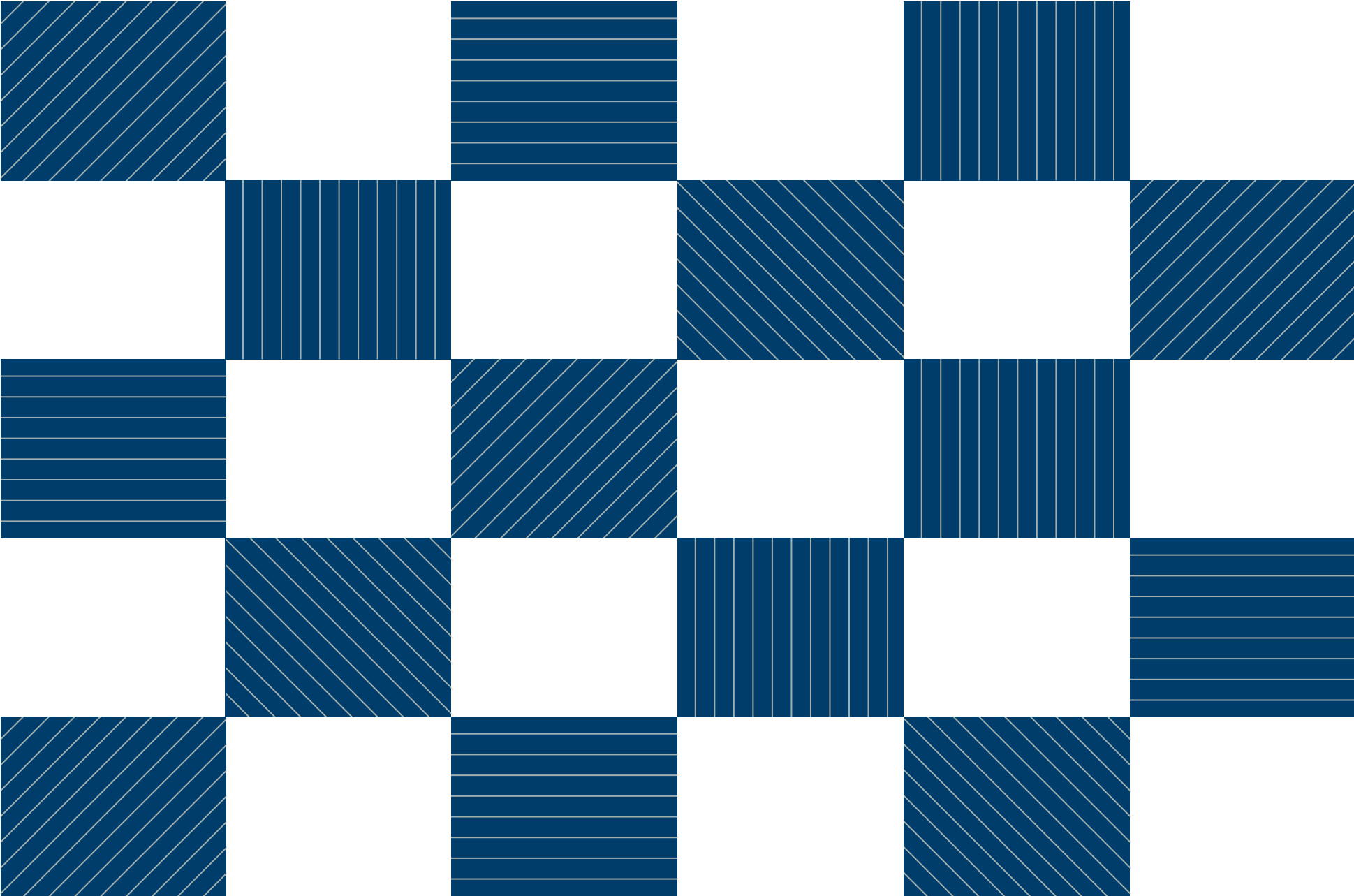


TEXAS A&M UNIVERSITY AT QATAR

Center for Teaching & Learning

ANNUAL
REPORT
2020/21







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INTRODUCTION



Dr. Bilal Mansoor
Director

How do we foster profound student learning experiences during a pandemic?

This deceptively simple question captivated the teaching and learning community throughout this tumultuous academic year. Recognizing the enormity of the challenge, the Center for Teaching and Learning reaffirmed its core mission to support the Texas A&M University at Qatar community in rethinking the entire process of teaching and learning in an online environment. CTL's role was crucial in helping the Texas A&M at Qatar community embrace the inevitable transition from emergency-driven to more deliberately planned, hybrid teaching and learning.

In ordinary years, the CTL offers a wide range of cross-cutting services, activities, and programs for the entire TAMUQ community grounded in the scholarship of teaching and learning. I am proud of my CTL colleagues who demonstrated tremendous commitment and creativity in quickly developing new programming and resources to promote evidence-based tools and skills needed for effective hybrid teaching and learning. The CTL partnered with our dedicated instructors to help them navigate and implement student-centric, flexible instruction formats and course designs in this challenging year. We are grateful that the Texas A&M at Qatar administration continued to invest in the Transformative Education Experience (TEE) grants program during this fiscally constrained year, allowing our instructors to pursue teaching innovation to develop transformative learning experiences for students.

The CTL's consultants, specialists, program coordinators, student tutors, and supplemental instruction leaders provided online programming to help our resilient students meet course outcomes, make meaningful connections with their peers and pursue professional development beyond the core engineering curriculum. Moving services online attracted many new student users, with tutoring and SI sessions extending to evening hours in response to student preferences. Our students seeking academic coaching, engineering enrichment offerings, one-to-one tutoring or consultations appreciated the greater privacy of the online services. The CTL offered several Education City wide programs to promote cross-campus dialogue and collaboration, including the first-ever industry-led Future Leaders Academy – a Multiversity initiative designed to introduce essential leadership and management skills to EC students.

We are honored by the confidence the TAMUQ community placed in the CTL during this challenging academic year. We are proud that our community recognizes the Center for Teaching and Learning as a valuable resource in both uncertain and ordinary times. The following pages present an overview of the CTL's efforts during the COVID-19 pandemic to support Texas A&M at Qatar's core mission of graduating engineering leaders between August 2020 and July 2021.

OVERVIEW OF SERVICES



CTL HIGHLIGHTS

Representation
from all

4

engineering
programs

\$44,890

awarded to

8

TEE Projects

17 Undergraduate
researchers

Each year, the CTL awards transformative educational experience (TEE) grants. The year-long projects funded by the grants involve creating high-impact educational experiences* for students. This was the second cycle to include undergraduate researchers as well as core focus areas. The four core areas grant applicants could focus on were: Multiversity projects (collaborations with other QF partner universities), open education resources, course development, and short course/workshop development. The TEE grants program began in 2015. An anonymous committee is formed to independently and then collectively review proposals. This year, project collaborators included faculty from QU, VCU-Q, NU-Q, and Fayetteville State University (USA).

* For more, see the Association of American Colleges and Universities <https://provost.tufts.edu/celt/files/High-Impact-Ed-Practices1.pdf>

PowerPoint Slide Show - (Mufakirat-Teaching Week '20)

Introducing the Journal

Visited all 9 sections of the first-year seminar course engaging with more than 170 students. Printed 300 journals.

Introduction to My Journal (Mufakirat)

13

Mohammed Alhajri '23
Electrical & Computer Engineering

Sara Al-Banna '22
Petroleum Engineering

Transformative Educational Experience grants recipients presenting their project results during Teaching Week 2020

Transformative Educational Experience Grant Winners 2021

Petrosolve: An Interactive, Cooperative, and Engaging Video Game to Aid in Teaching Petroleum Engineering Concepts and Beyond
Dr. Nayef Alyafei (PETE)

The Redesign of PETE 353 Course to Enhance Students' Learning Experience, Motivation and Engagement
Dr. Mohamed Fadlemula (PETE)

Autonomous Vehicles in Undergraduate Education: An Introduction
Dr. Bing Guo (MEEN)
Dr. Jim Ji (ECEN)
Ali Sheharyar (Research Computing)

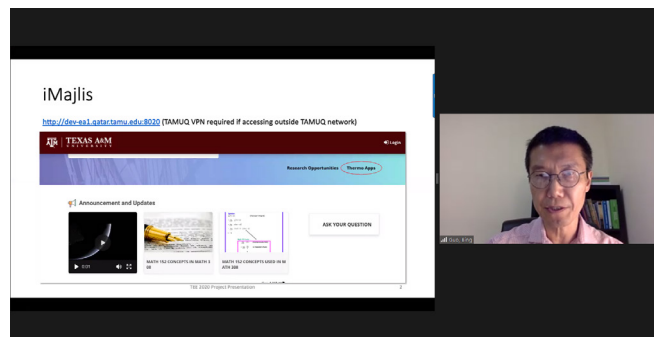
Open-Source Hardware & Software Tools to Augment Inquiry-Based Studies in Engineering
Dr. Konstantinos Kakosimos (CHEN)
Mariam Rafehi (VCU) & Dr. Rahul Bhosale (QU)

Developing a Short Course on 3D Printing for Environmental Applications
Dr. Mamoun Al-Rawashdeh (CHEN)
Dr. Marcin Kozusznik (CHEN)
Dr. Yasser Al-Hamidi (MEEN)

Developing Intercultural Knowledge & Engagement to Make Excellence Inclusive
Dr. Mary Queen (LA)
Dr. Melissa Dykes (Fayetteville State University, N.C.)

Open Educational Resource: The Technoscientific, Historical, and Social Dimensions of the Oil and Gas Industry in Qatar
Dr. Albertus Retnanto (PETE)
Dr. Anto Mohsin (NU-Q)

Meaningful Undergraduate Writing Project in Education City
Dr. Mysti Rudd (LA)
Kelly Wilson (NU-Q)



Dr. Guo presenting his 2020 TEE Grant project, iMajlis

502
contact points with members of TAMUQ community via instructional development activities

57
faculty members interacted with us

4
summer workshops offered to Graduate students (**23** unique participants and **46** total attendees)

16
faculty &
4
technical lab coordinators availed one-on-one instructional consulting services

9
workshops conducted for faculty and teaching staff

1,522
Tutoring
appointments



Trained **14** peer tutors, **9** SI leaders and **5** Writing, Communication, & Multimedia Consultants-in-Training to support students in courses across their curriculum

514
Supplemental
Instruction
study sessions
delivered by **12**
SI leaders to
3,708
participants

51% of undergraduate students used the CTL tutoring services

317
unique Tutoring
clients

122
Academic Coaching
appointments

89
In-class
Workshops
for **1,236** total
participants

“
CTL services really give students additional support. The peer tutors and SI leaders work hard to make sure that we understand the concepts well. They relate with us better and also help us emotionally and mentally. CTL tutors helped me whenever I made a mistake in writing or didn't understand a topic.

“
The tutors covered all gaps and doubts.

“
Yes, it made me earn better grades in English.

“
I was able to clear my doubts.

“
All the tutors were amazing and super professional. They provided us with different learning ways.



SI leaders' training

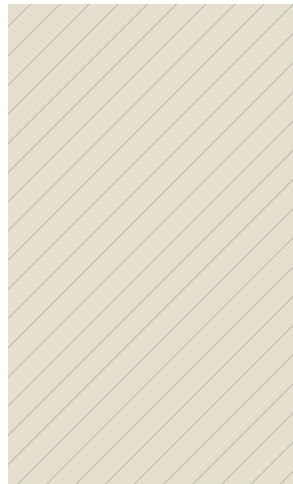
Trained
33% of TAMUQ's total degree seeking student population

32 Training Courses (16 customized leadership and management courses and 16 technical courses)

429 Certificates or Training Participants

210 unique clients

8 distinct engineering enrichment courses led by industry experts from Tafawoq-Qatar Shell, Qatar Gas, EY, CISCO, TASMU Innovation Lab, Ericsson, and THALES.



30 students certified by the Association of Project Management



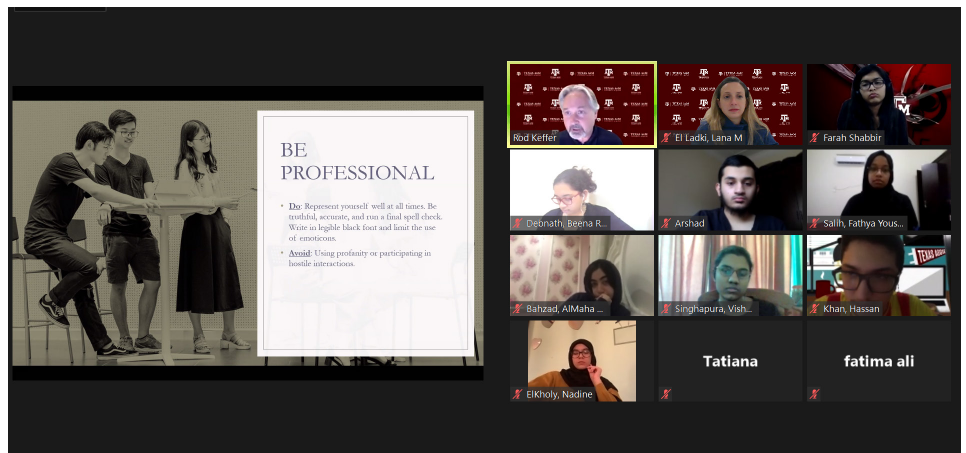
“ The course improved my understanding of leadership and teamwork and, most importantly, gave me practical skills that could be applied straight away.

“ We are so lucky to have these trainings for free and it is why I always took advantage of that and I recommend all of the students to also do the same.

“ I highly urge any student to take advantage of the opportunities that CTL has on offer, as it could be a great learning experience and insight into the different career paths on offer.

“ There are always new and different set of trainings or workshops over time and the best part is that they give us a full overview or process of the topic in a few days.

“ Within the first year of my graduate studies, the CTL has groomed me with not only the professional skills required in the industry like IOSH certifications and several teaching courses, but also soft skills for professional development such as Negotiation Techniques and Leadership Workshops. The CTL is where you can find an amalgamation of fun and learning!



Participants during the virtual Netiquette workshop

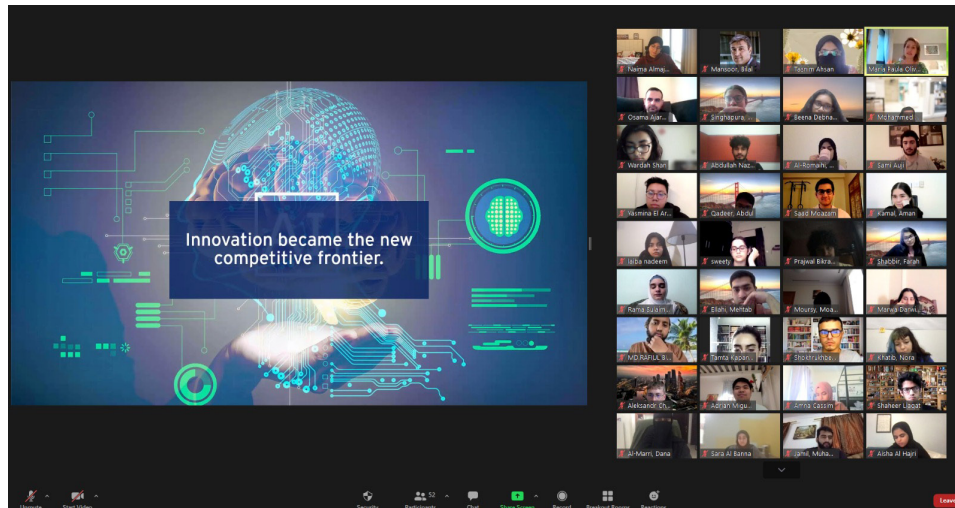
MULTIVERCITY HIGHLIGHTS

CTL offers EC-wide enrichment programs

Over the course of the academic year the CTL organized 3 EC-wide programs in collaboration with different industry partners namely Fundamental of Project Management (Association of Project Management) Tafawoq, DevNet Express Cloud Collaboration by CISCO/TASMU Future Leaders Academy. **43** unique students in total from different EC campuses participated in the said programs.

BREAKOUT OF NON-TAMUQ STUDENTS

Georgetown University in Qatar		16
Carnegie Mellon University in Qatar		15
Hamad Bin Khalifa University		8
Northwestern University in Qatar		2
Virginia Commonwealth University in Qatar		2



EY giving a course on *Innovation & Entrepreneurship* to participants of the Future Leaders Academy

Texas A&M at Qatar hosts Future Leaders Academy

The CTL designed and hosted TAMUQ's inaugural 'Future Leaders Academy' (FLA) a flagship Multivercity event. Being the first of its kind in Qatar, the event brought together 3 top notch industry partners, Tafawoq-Qatar Shell, EY, and Qatar Gas. FLA was offered to all of Education City students. More than 100 students signed up, however due to the limited capacity, only half were accepted. 47 students from TAMUQ and other Education City campuses successfully completed the program.

Education City Students & Faculty Share Online Learning Experiences



Dr. Maha Bali

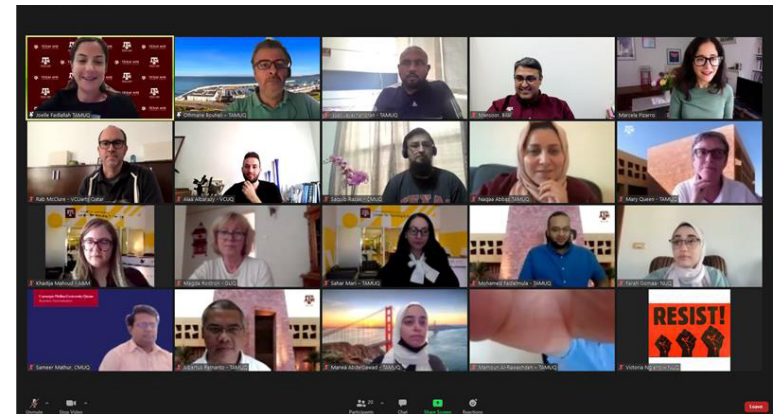
The CTL hosted an online conversation in Fall 2020 titled *Student-Faculty Partnership for Learning*, led by Dr. Maha Bali in conjunction with Qatar Teaching & Learning Forum (QTLF). This interactive session brought together groups of students, faculty, and teaching staff (26 participants) from various Education City branch campuses to discuss ways forward for the Spring 2021 semester.

Producing Video Microlectures



Dr. Marcela Pizarro

The CTL hosted a six-hour workshop, spanning three days, and open to all Education City instructors, on how to produce short and practical yet engaging videos for their classes. Sessions included technical tips and tricks for each video-creating stage and there were hands-on elements throughout. Marcela Pizarro, Assistant Professor in Residence in the Journalism & Strategic Communication Program at Northwestern University in Qatar, was the facilitator. Dr. Pizarro has 15 years of experience working as a journalist at Al Jazeera English in news and programs both in London, DC and Doha. Faculty from TAMUQ, VCU-Q, CMU-Q and GU-Q participated.

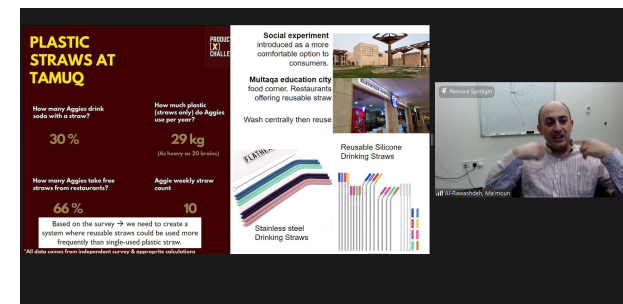


Participants from different EC campuses during the *Producing Video Microlectures* workshop

Teaching Week 2020

Each year, Teaching Week engages faculty and teaching staff in various activities including talks, pedagogical workshops and discussions about education. In 2020, the CTL hosted Teaching Week online. Two speakers were from TAMU: **Dr. Debra Fowler**, Director for the Center for Teaching Excellence, gave a talk titled "Influence the Future by Focusing on the Human Side of Learning Now" while **Dr. Sunay Palsole**, Assistant Vice Chancellor for Engineering Remote Education, discussed teaching post-pandemic

via "Through the Looking Glass: Teaching and Learning in the Post-COVID Era." All 2020 Transformative Educational Experiences projects showcased their progress during a presentation session. Dr. Mohamed Fadlemula, recipient of the 2020 Distinguished Achievement College level Award for Teaching from the Texas A&M University Association of Former Students, rounded out the week with "My Teaching and Learning Journey," a heart-warming and insightful reflection on his teaching.



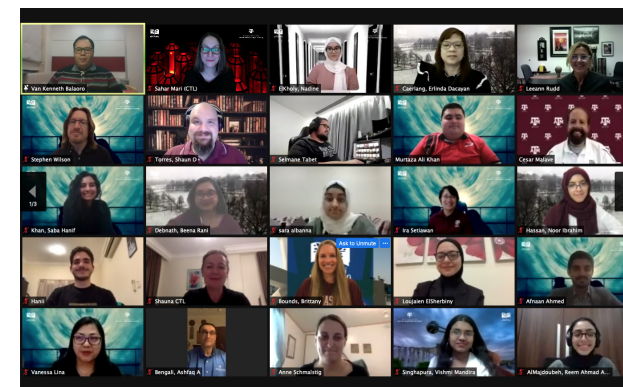
TEE grant recipient presenting his research project at the virtual Teaching Week event.

Best Writing Literary Reading 2020

Best Writing's seventh edition titled "Connecting Communities" welcomed many firsts during its launch. It was the first edition to greet the new decade full of challenges and possibilities, the first edition to have a virtual reception, and the first edition to be published at the peak of a worldwide pandemic. Despite the challenges brought by COVID-19, the latest volume boasts a total of 63 pieces and a successful virtual literary reception with 103 guests. This anthology continues to

be a shining legacy for the poets, writers, and storytellers of TAMUQ.

Watch the recording [here](#).



Participants during the virtual Best Writing literary reception

Engineering Enrichment Certification Ceremony

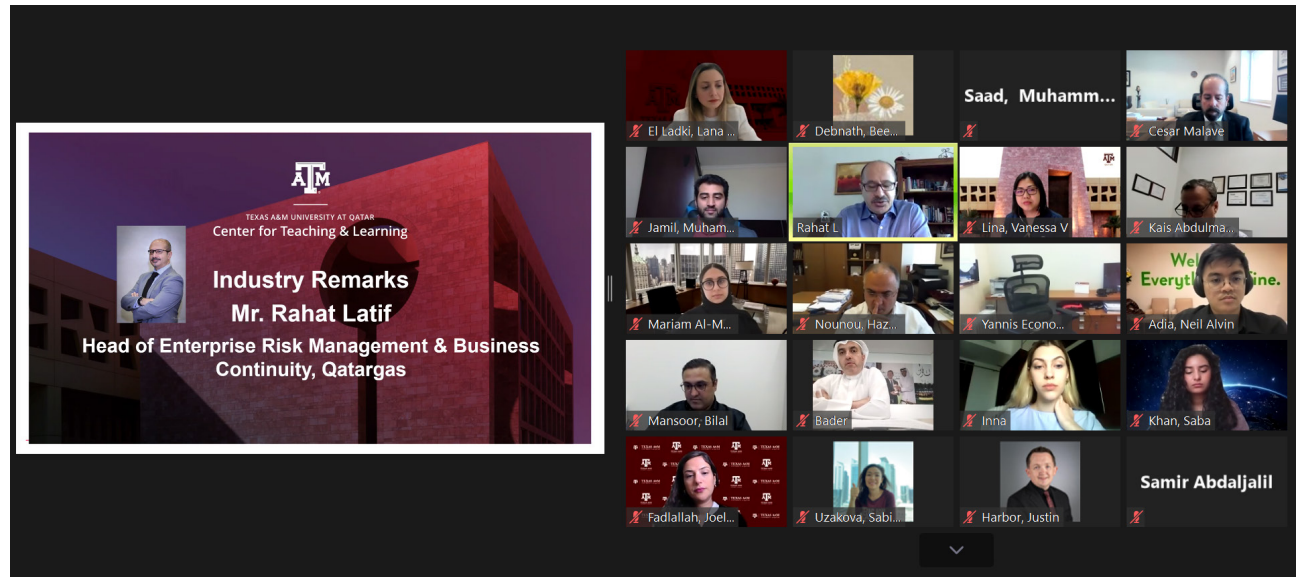


Abdul Qadeer
ECEN '23

It was a very creative and interactive experience, where I had the opportunity to acquire knowledge from a variety of skills such as leadership, finance, entrepreneurship, etc. which are necessary for me to become a well-rounded engineer.

The CTL hosted its virtual “Engineering Enrichment Certification Ceremony” to recognize the remarkable achievements of **295** unique students who received **807** certificates in technical and leadership training courses, from May 2019 to March 2021. This year's event was attended by more than **100** undergraduate students, graduate students, TAMUQ alumni, EC students, faculty, teaching staff, staff, and

industry professionals. Abdul Qadeer ECEN '23 was the student recipient of the ‘**Engineering Enrichment Achievement Award**’ for his outstanding performance in different enrichment programs. Qadeer has **2** internationally recognized certificates from CISCO and IOSH and has completed **25** technical, leadership, and management courses equivalent to 196 hours.



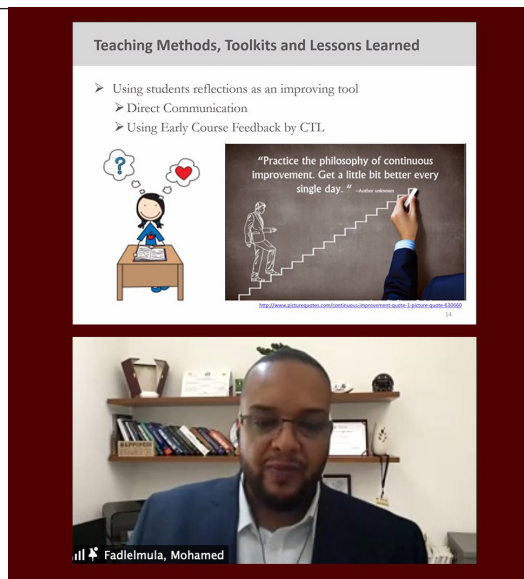
Virtual engineering enrichment certification ceremony

INSTRUCTIONAL DEVELOPMENT



The CTL supports and encourages faculty and teaching staff in the development of innovative, student-centered methodologies to improve learning. It does this through offering external opportunities such as ACUE certifications, instructional consultations, midterm feedback services, workshops and talks. Support comes in the form of low-time investments such as Lunch 'n Learns (one-hour discussions on a particular topic) to longer term investments, such as TEE grants. With support from the CTL, this academic year saw instructors moving away from emergency remote teaching and settling into remote teaching based on evidence-based practices promoting student learning.

Talk by Dr. Mohamed Fadlelmula, recipient of the 2020 Distinguished Achievement College level Award for Teaching from the Texas A&M University Association of Former Students



9 faculty members availed the significant opportunity offered by the CTL to engage in programs through the Association of College and University Educators (ACUE). ACUE certifications are the only college teaching credentials recognized by the American Council on Education. Faculty members who choose to participate in ACUE's courses learn about and implement a series of research-based teaching practices shown to improve student outcomes.

Summer '20

Promoting Active Learning Online

Dr. Mohamed Fadlelmula (PETE)

Dr. Konstantinos Kakosimos (CHEN)

Dr. Sherzod Madrahimov (Science)

Dr. Ghada Salama (CHEN)

Summer '21

Promoting Active Learning

Dr. Naqaa Abbas (LA)

Dr. Brittany Bounds (LA)

Dr. Bing Guo (MEEN)

Dr. Anne Schmalstig (LA)



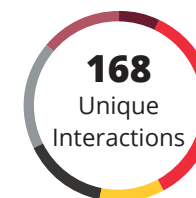
Dr. Dhabia Al-Mohannadi
Assistant Professor, CHEN Program



Dr. Sherzod Madrahimov
Associate Professor, Science Program

Faculty Success Program

The CTL co-sponsored 2 faculty members, Drs. Sherzod Madrahimov (Science) and Dhabia Al-Mohannadi (CHEN), to complete the Faculty Success Program (FSP). The FSP is a 12-week online program designed to teach faculty the skills to increase research and writing productivity while maintaining a healthy work-life balance. The FSP is available through The National Center for Faculty Development & Diversity (NCFDD), a professional development community of faculty, postdocs, and graduate students. The academic programs of the participating faculty were the second co-sponsors.



- 59** Faculty
- 19** Teaching Staff
- 24** Staff
- 31** Undergraduate students
- 23** Graduate students
- 12** Education City Attendees

Unique Interactions

AY 19/20 118

AY 20/21 168

Teaching Innovation Events	
Lunch n' Learns Discussions among faculty around an education topic	<ul style="list-style-type: none"> Hybrid Teaching (excerpt from "Teaching: Your Questions About Hybrid Teaching Answered") Fall '20: A Discussion Student Engagement/Distracted Minds (excerpt from "Distracted Minds: 3 Ways to Get Their Attention in Class.") Fall '20 Reflection (teaching staff) To Record or not to Record? (excerpt from "When This is All Over, Keep Recording Your Lectures") Writing in Labs (teaching staff) How to Effectively Teach Writing-Intensive Courses in STEM – A Conversation Going Back to 'Normal' - lessons learned from remote lab instruction
Ripple Effects Discussions led by faculty to share expertise with their colleagues	<ul style="list-style-type: none"> Active Learning Online with ACUE short course participants ACUE Information Session with Yeran Soukiassian Creating and Using Videos in your Course or Lab with Dr. Nayef Alyafei (PETE) and Mohammad Al Gammal (MEEN) Canvas Takeaways from Early Adopters with Dr. Bernhard Lamel (Science), Dr. Mary Queen (LA), Osama Desouky (MEEN), and Karawan AlSaleh (IT)
Workshops	<ul style="list-style-type: none"> Preparing for face-to-face teaching in the Fall - facilitated by CTL and CTE Student Course Evaluations (AEFIS) session - facilitated by CTL and CTE Equipping for Mentoring - session for faculty mentoring (or interested in mentoring) graduate students – facilitated by the CTE Mentee Professional Development (for Master's and PhD students enrolled at TAMU/TAMUQ) – facilitated by the CTE Producing Video Microlectures: A Beginner's Guide – facilitated by Dr. Pizarro, NU-Q 4 Summer Writing Workshops for Graduate Students – facilitated by CTL, Library, and UWC.
Other	Teaching Catalyst (New Faculty Orientation)
Teaching Week	<ul style="list-style-type: none"> "Influence the Future by Focusing on the Human Side of Learning" Now by Dr. Debra Fowler, TAMU "Through the Looking Glass: Teaching and Learning in the Post-COVID" by Dr. Sunay Palsole, TAMU Transformative Educational Experience (TEE) Project Presentations "My Teaching and Learning Journey" by Dr. Mohamed Fadlemula, recipient of 2020 Distinguished Achievement College-level Award for Teaching from the Texas A&M University Association of Former Students

Faculty comprise our largest unique user group. **59** individual faculty members, from all six programs, used our services (via attending a workshop, scheduling a consultation, etc.) this academic year.

502 total contact points with members of the Texas A&M University at Qatar community.



17 midterm feedback sessions conducted for 11 different course instructors – responses collected from 348 students

Midterm feedback sessions are conducted by the CTL's Instructional Consultant, who, upon a faculty member's request, collects and anonymizes student feedback about the course and condenses it into a helpful memo for faculty. Midterm feedback was specifically highlighted during the ABET review as a practice that promotes student learning

Graduate Student Support

This academic year, the CTL offered **bespoke workshops for graduate students** based on their top writing concerns and challenges. **Dr. Naqaa Abbas**, Writing Across the Curriculum Coordinator at the CTL, oversaw these workshops and collaborated with the Library as well as the University Writing Center in College Station in order to deliver them.

Dr. Abbas also facilitated the Write-Line, an online writing community in which graduate students met weekly for one hour to work on their various projects. The goals of this initiative are to build a strong graduate students community and to allow for a productive writing space in which students can stay accountable to their writing goals.

“It's very motivational to me to see the meticulous efforts of my professors and how they come together for the betterment of the entire teaching-learning process.”

—Student feedback on teaching week

“Thanks a lot - this is extremely helpful, especially under the current circumstances!”

—Faculty response to midterm feedback results

TECHNICAL & LEADERSHIP SKILLS

This year, the CTL expanded partnerships with TAMUQ industry partners namely: Tafawoq-Qatar Shell, Qatar Gas, EY, CISCO, TASMU Innovation Lab, Ericsson, and THALES to offer engineering enrichment opportunities.

30 students participated in Fundamentals of Project Management offered by Tafawoq-Shell.

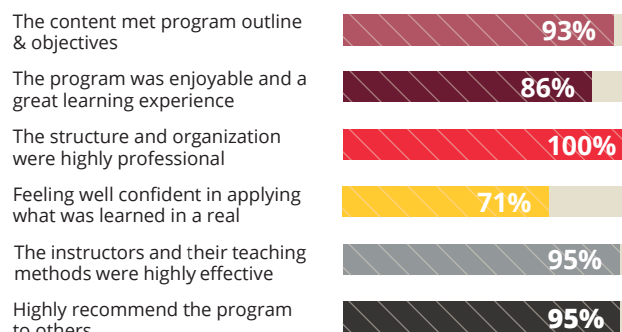
17 students participated in DevNet Express Cloud Collaboration by CISCO/TASMU

47 students throughout EC campuses completed the Future Leaders Academy in collaboration with EY, Qatar Gas and Tafawoq-Qatar Shell



Structure of the FLA program throughout the week

Future Leaders Academy Feedback



The combination of industry partners and program design were the top two reasons for the popularity of the FLA program. **45** out of **47** participants, rated the program to be remarkable. They showed interest in specific topics for future offerings, mainly in, project management, entrepreneurship, financial modelling, technology management, and sustainability.



Deep Chandra '23
Computer Science, CMUQ
FLA Participant

Entrepreneurship is something I have always been interested in since high school. The Future Leaders Academy, organized by the CTL gave me a chance to hear directly from people in the industry and gave me a better understanding of the business aspects. It was a fun and informative!

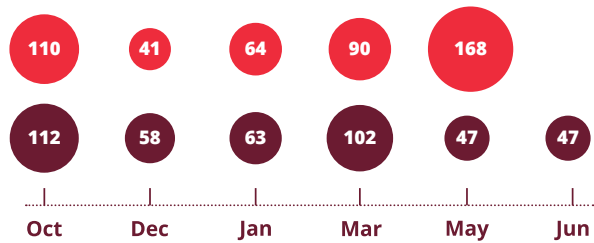


Maria Paula Oliviera
Chief Innovation Officer
EY MENA

The Texas A&M Future Leaders Program was an excellent opportunity to connect students and businesses. We were proud to be involved in a diverse set of topics, including corporate innovation, entrepreneurship, and finance. The high energy from the students was elevated by the well-structured program, resulting in a great initiative which was inspiring for everyone involved.

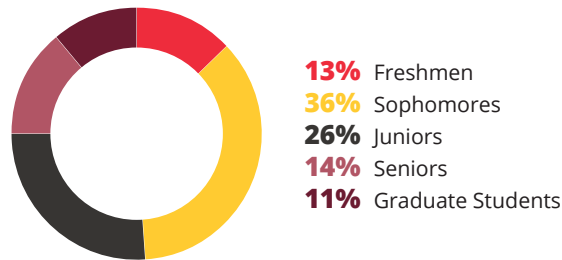
Training Cycles Statistics

Timeline of courses per cycle AY 2019/20 vs 2020/21

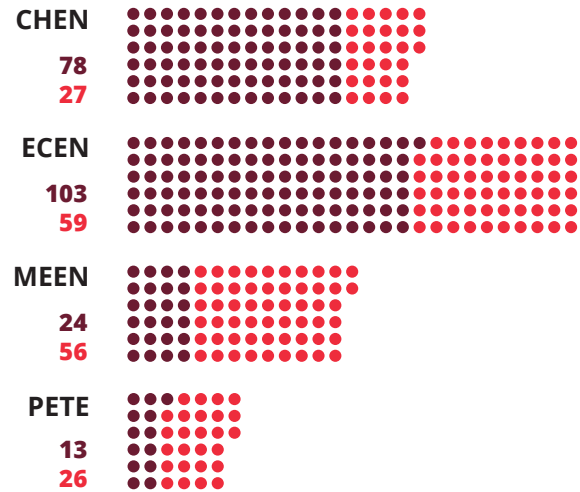


The above graph presents a comparison for the number of participants in technical and leadership training courses, between the AY 2019/20 and 2020/21. May 2019 was the first cycle to be hosted virtually due to COVID-19 pandemic. The CTL maintained its virtual synchronous courses in addition to face-to-face courses with limited capacity.

Participants by Classification

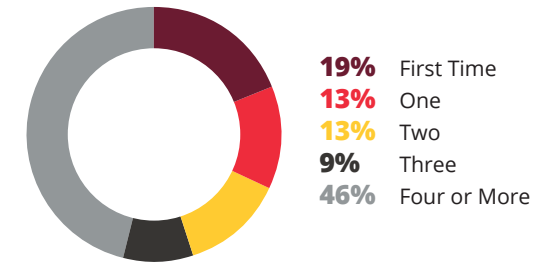


Students By Major And Gender FEMALE - MALE



Engineering Enrichment participants by major and gender

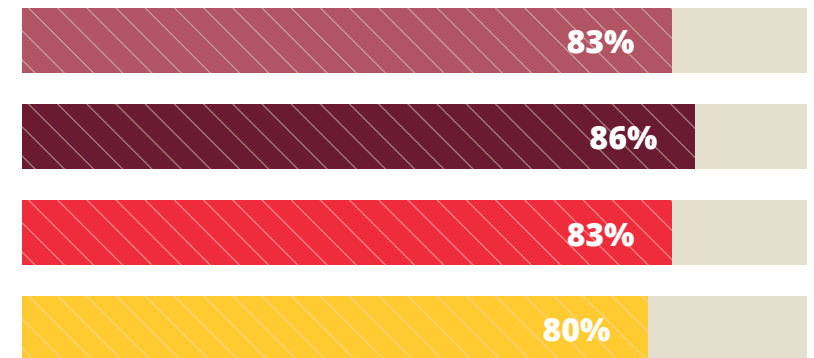
Student Distribution by No. of Courses Taken



Most of the engineering enrichment participants enroll in multiple technical and leadership training courses. 312 out of 386 are returning TAMUQ students with 177 completing four or more courses.

End of Training Cycles Survey Results

- Satisfied with the Overall quality of the course
- Great learning experience; from content, skills learned, & support
- Valued the importance of engineering enrichment courses
- Highly recommend engineering enrichment courses to others



Compiled feedback survey responses from each course in all training cycles



Abdul Rahman Al-Hatto '22
MEEN

There are several universities around the world, and in Qatar that provide a decent degree in Engineering. Some universities stop at just that. Other universities recognize that it requires more in order to equip the student in their journey to becoming a capable engineer and leader. TAMUQ's CTL is a manifestation of that recognition. With courses in varying fields and depths, provided for FREE, there is absolutely no reason anyone should miss a CTL Engineering Enrichment Program cycle if they are looking to better prepare themselves as engineers or professionals in the modern world. I would like to sincerely thank everyone involved in the organization and ongoing development of these courses. I have learned a lot and I'm looking forward to signing up to more courses in the future!

My name is Aman Kamal. I am a sophomore student at TAMUQ majoring in electrical engineering. During my freshman year, I realized the value of the Center for Teaching and Learning (CTL) and the significant role it plays for each student in TAMUQ whether they join CTL programs or utilize the help offered by the center. The first CTL program I attended was "Productivity and Time Management Webinar". It helped me to improve my time usage abilities and develop an efficient way to study. From that point onward I joined four other CTL programs to acquire more knowledge and experience.



Aman Kamal '23
ECEN

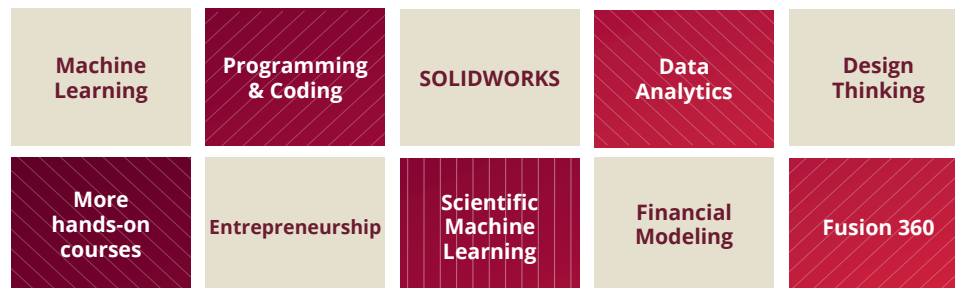
Buthaina Al-Obaidli '22
ECEN

Over the years since becoming an Aggie, I have attended multiple Engineering Enrichment Programs under the CTL and got a chance to work with amazing tutors that helped with the reinforcement of complex concepts taught in our courses. From the Engineering Enrichment Programs, beyond the technical education and all the new software, I got the chance to meet and work with new students and faculty at Texas A&M across different majors and year levels. It can sometimes be intimidating to start using a new programming language or a new software you have no prior experience with. But in those courses, I received effective introductions to new tools that helped me in using the software. I highly recommend that students choose well from the various engineering enrichment programs that are being offered. My first three programs were very much technical-based and related to my major, but it is also important to realize that you must work on other aspects of yourself other than academics. There are a lot of programs offered at the CTL that aid a student's soft skills, collaboration, creativity, leadership, presentation, etc. With that, I encourage students to take opportunities at their hands offered by the CTL as a step towards excellence.

What students like the most about the CTL's student engineering enrichment?



Students' collective suggestions for future courses



List of Engineering Enrichment Courses Offered in The Academic Year 2020/2021

Cycle	Course Title
Oct. '20	Critical Thinking (Virtual, 1/2 Day)
	Introduction to Machine Learning with Python (Virtual, 2 Days)
	MATLAB Crash Course (Virtual, 2 Days)
	Microsoft Visio (Virtual, 1/2 Day)
	Working Safely - IOSH (Virtual, 1 Day)
	Introduction to Arduino Board (Virtual, 2 Days)
	LabVIEW Preparation Course (Virtual, 2 Days)
	Productivity & Time Management (Virtual, 1 Day)
	Introduction to Cybersecurity (Virtual, 1/2 Day)
Total	9
Dec. '20	Introduction to Enterprise Risk Management for Organizations (Virtual, 3 Days)
	Teamwork & Collaboration Skills (Virtual, 1/2 Day)
	Managing Safely - IOSH (Virtual, 3 Days)
	Remote Leadership Toolkit (Asynchronous, 1/2 Day)
	Corrosion - Discussion & Testing (Virtual, 1/2 Day)
	Social & Emotional Intelligence (Virtual, 1/2 Day)
	Virtual Reality Based Presentations (Virtual, 2 Days)
	Resilience & Business Continuity (Virtual, 3 Days)
	Introduction to Design Thinking (Virtual, 1/2 Day)
	Personal Brand Maximizing Personal Impact (Asynchronous, 1/2 Day)
	Cybersecurity Crash Course (Virtual, 2 Days)
Total	11
Mar. '21	The Power of PowerPoint (face-to-face, 2 Days)
	Data Analysis and Regression using Excel & Python (Virtual, 2 Days)
	Fundamentals of Project Management - Tafawoq; Qatar Shell (Virtual, 1 Week) EC-Wide
	Computational Fluid Dynamics Modelling using ANSYS CFX (Virtual, 1/2 Day)
	Creative Problem Solving & Decision Making (Virtual, 1/2 Day)
	Laser Cutting (face-to-face, 1 Day)
	The Magic of Artificial Intelligence (AI) (Virtual, 1/2 Day)
	3D Printing (face-to-face, 1 Day)
	Negotiation for Success (Virtual, 1/2 Day)
	Total
May '21	DevNet Express for Cloud Collaboration (CISCO) (Virtual, 3 Days) EC-Wide
	Working Safely - IOSH (Virtual, 1 Day)
Total	3
	Overall 32

ACADEMIC SKILLS

The CTL offers programs designed to support student learning and success by providing a comfortable atmosphere for one-on-one tutoring with trained peer tutors and consultants.

Supplemental Instruction (SI)

The Supplemental Instruction program was created to help students succeed in courses that have traditionally been difficult. Following its successful pilot in Spring 2020, the CTL expanded the SI program in AY 20-21 to support two additional courses (see Table).

Despite the pandemic, the SI leaders successfully supported students by conducting 2 to 3 online study sessions per week while continuously collaborating with faculty teaching the courses. The SI leaders were trained to plan for their sessions, identify appropriate study strategies, stimulate critical thinking and employ collaborative techniques using tech tools to maintain interactive remote learning.

The SI program will continue in AY 21-22 as it has proven to be both popular and effective based on the evidence below:

- According to SI surveys distributed at the end of Fall 2020 and Spring 2021, **62% of the respondents stated that their grades improved after regularly attending SI sessions.** (N=111)
- 74% of the students surveyed reported that they would likely participate in SI sessions in the future. (N=62)
- **514** SI sessions were held during Ay 20-21, an impressive **22%** increase over the previous record set in AY19-20.
- **20%** of Spring 2021 survey respondents indicated that they attended more than **12** sessions per semester.
- Students who regularly attended SI sessions gleaned useful tools that helped them do well in their courses. **33%** of students stated that SI sessions helped them improve their problem-solving approach, while **25%** indicated that they had a better conceptual understanding of concepts. **22%** reported that the sessions helped them strengthen their critical thinking.

Course	Number of Sessions			Total Participants			Unique Participants			% of Participation		
	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
CHEM 107	23	23	NA	336	80	NA	38	11	NA	34%	38%	NA
ENGR 102	23	21	11	255	116	15	34	33	4	34%	38%	33%
PHYS 206	52	NA	9	233	NA	28	31	NA	11	NA	42%	19%
PHYS 207	NA	17	NA	NA	90	NA	NA	31	NA	27%	NA	NA
MATH 151	73	22	15	773	289	42	37	32	8	49%	40%	47%
MATH 152	33	21	13	111	140	109	6	22	34	75%	44%	43%
MATH 251	55	42	NA	416	170	NA	87	42	NA	65%	53%	NA
MATH 308	NA	48	11	NA	487	21	NA	81	11	NA	63%	44%
Total	259	194	59	2,124	1,372	215	233	252	83	47%	45%	41%



Afsha AlShaikh '23
ECEN
SI leader for MATH 251

As an SI Leader, I have admired how we have effectively worked together as a team, especially during these trying circumstances of shifting everything to an online platform. Three things that I enjoyed during this experience were first to get to know the freshman students through the SI Sessions. These were students who did not even know who their peers were, so it was easier for them to approach me with any questions or advice they would need.

The second was the relationship that I shared with the instructors of the courses. I was able to understand and think from their perspective and have them trust me with the conversations we would have about the progress students are making in the course. It was easier for them to know from me about the difficulties the students have been facing or any suggestions for the course or exams.

The last one would have to be the personal growth that I witnessed in me. Helping peers who I didn't even know and trusting me with the knowledge that I am sharing made me more responsible and confident. I have always taken my job as the supplemental leader very seriously, owing to the position where I can be held accountable. This has been the most beautiful journey of my undergraduate career, and I look forward to continuing this.



Dr. Ricardo Alonso
MATH 152 Professor

In the last year I have had the support of the SI leaders and the SI program. My experience could not be better. I find that the SI leaders provide a safe environment where students can interact with peers and learn through active discussions led by a senior student (chosen among the TAMUQ brightest). The sessions are intensive and oriented to solve specific doubts that may arise along the course. This is done by solving and practicing challenging problems and reinforced using group discussion.

I understand these sessions as an additional layer of help for the students (in addition to office hours, labs, recitation, learning center tutors, etc) that make the learning experience even more personalized. In this process, the students are not the only winners; the SI Leader improves their credentials by gaining experience managing groups in addition to boosting their understanding of essential topics.

Overall, I find that the program has a quite positive impact on the dynamic of learning here in TAMUQ; this has been the case last year of social distancing and online learning. I, certainly, will continue to include it in my courses as long as it is offered.



Yoman Sultan '24
ECEN

I started taking SI sessions in Fall 2020 when I was taking Calculus 3. The professor encouraged us to attend the SI sessions to help us practice the concepts we took in class. Moreover, other students recommended attending the SI sessions. The SI leader would explain the concepts by answering very similar questions to those in the homework and in-class questions. The SI leader taught us how to read the question to know which techniques need to be used to answer the question correctly.

Moreover, the SI sessions were a great help because I practiced my weak points until I fully understood them. The SI leader would explain certain concepts that I had an issue with, and if I still did not understand, they would explain it to me differently until I grasped it. Furthermore, they would sometimes stay after the session time to answer any other questions that we had. Their hard work and dedication greatly affected my learning positively. I would leave the SI session confident in the topic and solve the homework quickly and efficiently.

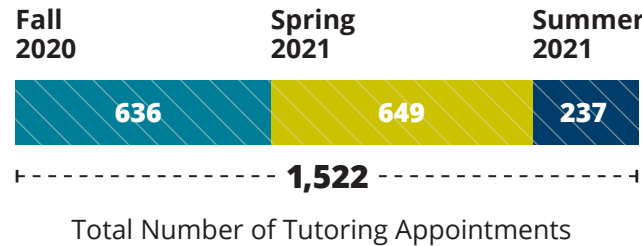
“

Online tutoring helped me a lot during the previous semesters. It helped me enhance my critical thinking skills and learn how to approach different types of problems. The tutors were well prepared and always ready to clarify any of my doubts. Even though the sessions were online, the tutors still managed to create an effective learning environment.

Moreover, one of the main reasons I attended SI sessions was to keep up with the course content and not fall behind with my courses. SI sessions allowed me to better understand the course material and the type of questions that appear on exams, making me more confident and well prepared for my midterms. These sessions also taught me how to approach different types of problems and how to tackle them. Overall, I benefited a lot from SI sessions, and I can confidently say that my grades improved.

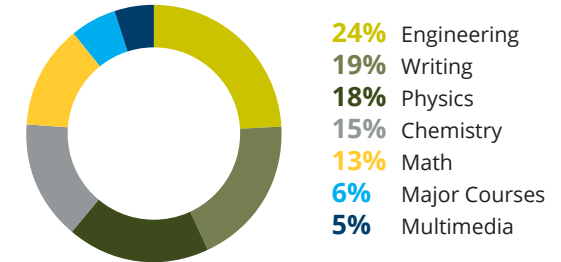
—Tutee, Ghada Abdelrahman '24, CHEN

Building on the Popularity of CTL'S Peer Tutoring



Above table shows the total number of appointments, including group appointments and off-schedule appointments.

Tutoring Appointments by Subject



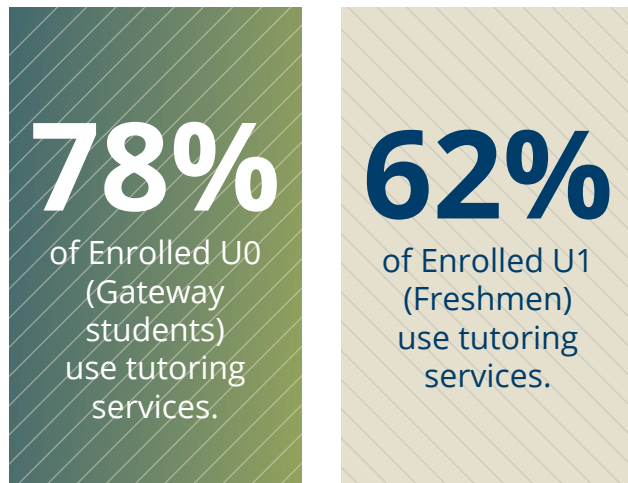
End of Term Student Feedback

A survey was distributed to students at the end of every semester about the CTL services.

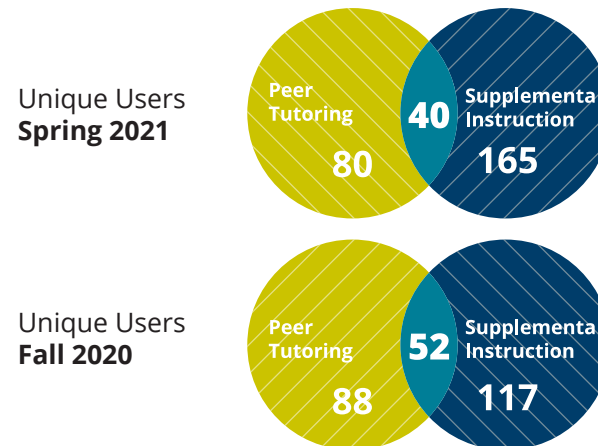
Out of **85** students who responded to the survey, **93%** of them stated that the CTL services met their expectations.

Overall, how helpful did you find CTL services this semester?

55% of the survey respondents reported that the services were helpful, while **43%** affirmed extremely helpful. **2%** moderately helpful.



Peer Tutoring AND Supplemental Instruction



WRITING, COMMUNICATION, & MULTIMEDIA (WCM) CONSULTING

WCM consultations are available for all students working on writing and speaking assignments in any course, including oral presentations, posters, term papers and reports, and multimedia/creative projects. The CTL aims to develop Aggie engineering leaders who are confident thinkers, writers, and speakers. WCM Consultants and Consultants-in-Training provide constructive feedback with an emphasis on helping students develop their communication skills over time. WCM staff help writers through one-on-one interactions and are also available to work with small groups, such as senior design teams.



Shouq Al-Musleh '24
ECEN

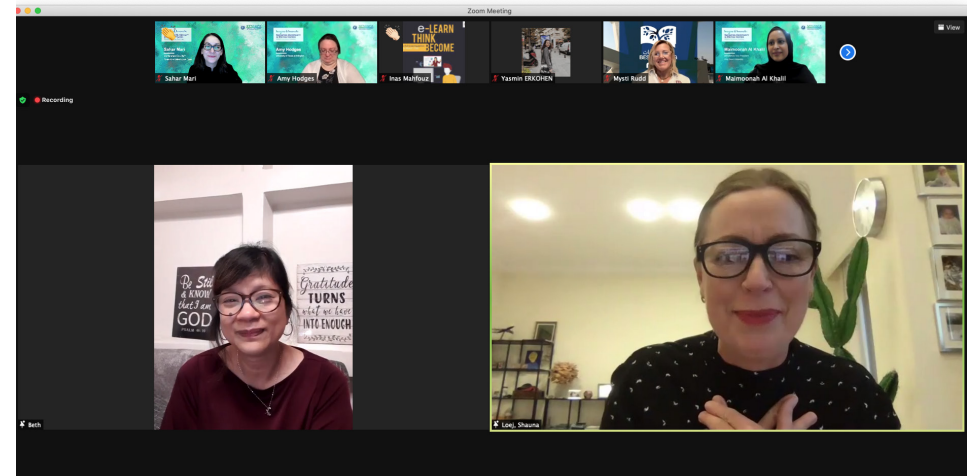
The CTL means a lot to me. It is a place where I can improve my grades and gain new skills. I began visiting the CTL when I really needed help with my writing tasks. I wanted assistance with certain punctuation, grammatical, and spelling mistakes, and the CTL was the right place to seek help. My experience at the CTL was fantastic! The tutors are helpful, friendly, and supportive. After my first visit, I decided to visit the CTL whenever I had a writing assignment as I saw great improvement in my writing skills and grades. I felt comfortable asking questions or asking for help during my sessions, and I never felt embarrassed. This was all because of the tutors and how they treated me. The CTL provided me with numerous writing skills that I'll benefit from in both my university and daily life, and this is so important for me since my main goal is to learn for life and to get high grades. I highly encourage every single student who needs help in any subject to visit the CTL. I'm grateful for the CTL's presence at the university.

CTL Participates In Regional Writing Center Conference

Sahar Mari co-chaired this year's MENA Writing Centers Alliance Conference, themed "Imagine & Innovate: Navigating Uncertainties in Writing Centers," which saw strong participation from regional universities, including the American University of Kuwait. The two-day conference hosted two plenary speakers and 35 presenters discussing topics including writing center practices, the shift from face-to-face to online tutoring, and strategies to reimagine the future of writing centers.

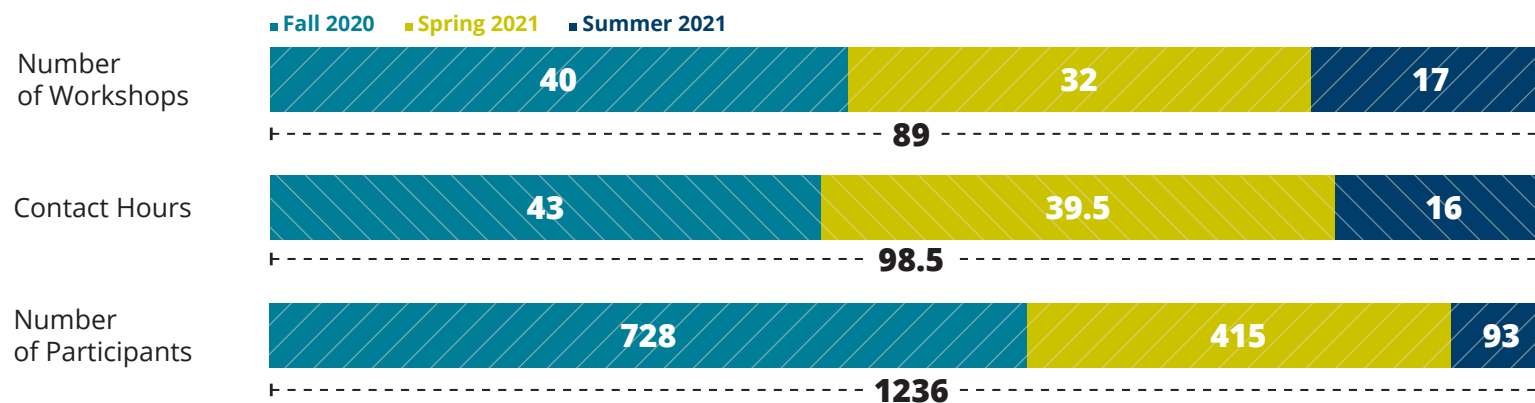
Presenters from Texas A&M at Qatar included faculty, staff, graduate and undergraduate students: Dr. LeeAnn "Mysti" Rudd, Shauna Loej, Vanessa Lina, Sara Amani '19, Van Kenneth Balaoro '21, Nadine Elkholy '24, Hayyam Iqbal '23, and Aljawhara Althani '23.

Shauna Loej, writing consultant in the CTL, was awarded the Outstanding Professional Tutor Award. The award recognizes tutors who provide exemplary service to students, writing centers, and institutional communities. In the CTL, Shauna meets with students in one-to-one sessions, leads in-class workshops, and supports students throughout their learning journey.



Shauna Loej accepting the Outstanding Professional Tutor Award.

WCM Workshops Facilitated by Semester



Despite offering workshops exclusively online, the CTL continued to facilitate an impressive **89** workshops supporting **27** courses throughout the academic year. The most popular workshop topics were ePortfolio Design and Presentation Skills.



Dr. Mary Queen
Instructional Assistant
Professor of English
LIBERAL ARTS

As a new faculty member at TAMUQ in AY 2020-2021, I sought assistance from the CTL to introduce students (in my ENGL 104 and 210 courses) to effective strategies for using ePortfolios and multimedia to connect and engage with broader audiences for their work. The students benefited tremendously from the quality and degree of help offered through in-class workshops, individual tutoring sessions, and an embedded Writing, Communication, and Multi-media (WCM) Consultant-in-Training (CIT).

For the ENGL 210 course – Technical & Business Writing – the WCM CIT's support proved invaluable for guiding students through their semester-long team projects. After initial consultation with me and an introduction to the students, the embedded CIT met with teams to provide feedback on drafts of technical reports, decision matrices, ideation strategies, and prototype and video development. The students' success in developing interesting, innovative, and practical prototype projects can be directly attributed to the collegial, accessible, knowledgeable, and supportive WCM CIT.

Additionally, the CTL staff provided engaging, interactive workshops on multiple occasions in both my ENGL 104 (Composition & Rhetoric) and ENGL 210 that bridged the gap between students' everyday “consumption” of digital technology and the deliberative “production” process through which multiple elements of digital texts – text, layout, color, font, image, etc. – are composed. From pre-workshop conversations on workshop goals and content to preparation and planning of workshop materials to managing and engaging students in the workshop activities, the CTL staff demonstrated enthusiasm, encouragement, and thoughtfulness that significantly contributed to students' development as producers of effective digital texts. Their post-workshop individual sessions with students successfully reinforced the workshop's content in the application to students' digital drafts.

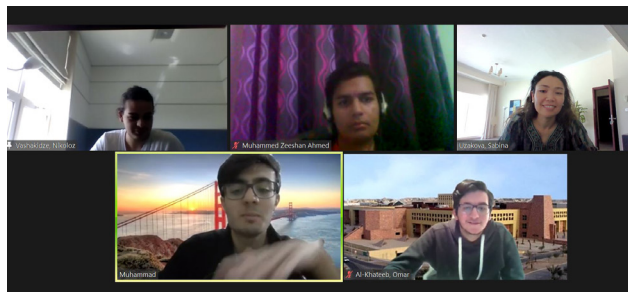
I am extremely impressed with the CTL staff's accessibility, extensive and diverse knowledge, and complete professionalism. My conversations with them have helped me re-envision my pedagogy to enhance students' learning experience in my classrooms. The CTL staff provide an invaluable resource for students and faculty at TAMUQ that supports excellence in both learning and teaching.

Supporting First-Year Students

In alignment with TAMUQ's strategic goals, the CTL facilitated several in-class workshops for students enrolled in CLEN 181 and initiated the following special programs to enhance the first-year student experience:

Zoom Café

In collaboration with the Department of Student Affairs and the Academic Services Office, the CTL hosted weekly Zoom Cafés for student engagement: a space to ask questions, get connected with peers, and to learn about student services.



Students participating in Zoom Café

The Job of Being a Student

The CTL offered The Job of Being a Student, a mini-workshop series designed to help first-year students start their semester on the right foot. Students learned tips on how to use tech tools to organize their schedules, manage their email inbox, and structure their folders. A total of 65 participants attended four sessions facilitated via Zoom.

Aggie Passport Program

The CTL, in collaboration with the Department of Student Affairs, offered the *Aggie Passport* program, which encourages first-year students to connect with support services including IT, the Library, Career Services, DSA, ASO, and the CTL. A total of 27 students registered to partake in the program and created visual boards to capture their first-year experiences.



Aggies Rising

Aggies Rising is a community-building initiative developed to help incoming first-year students transition to life in university. Led by two Writing, Communication, and Multi-media Consultants-in-Training, Aggies Rising is a digital collection of curated audio-recorded story excerpts taken from student and alumni interviews. These stories highlight experiences of being an Aggie in Texas A&M University at Qatar, and new episodes are shared on Instagram and YouTube weekly. Every Aggie has a story about their first semester or first year of university, and this archive is a way for Aggies around the world to share their experiences and discover that they are not alone! Listen to one or more of the **Aggies Rising episodes**.



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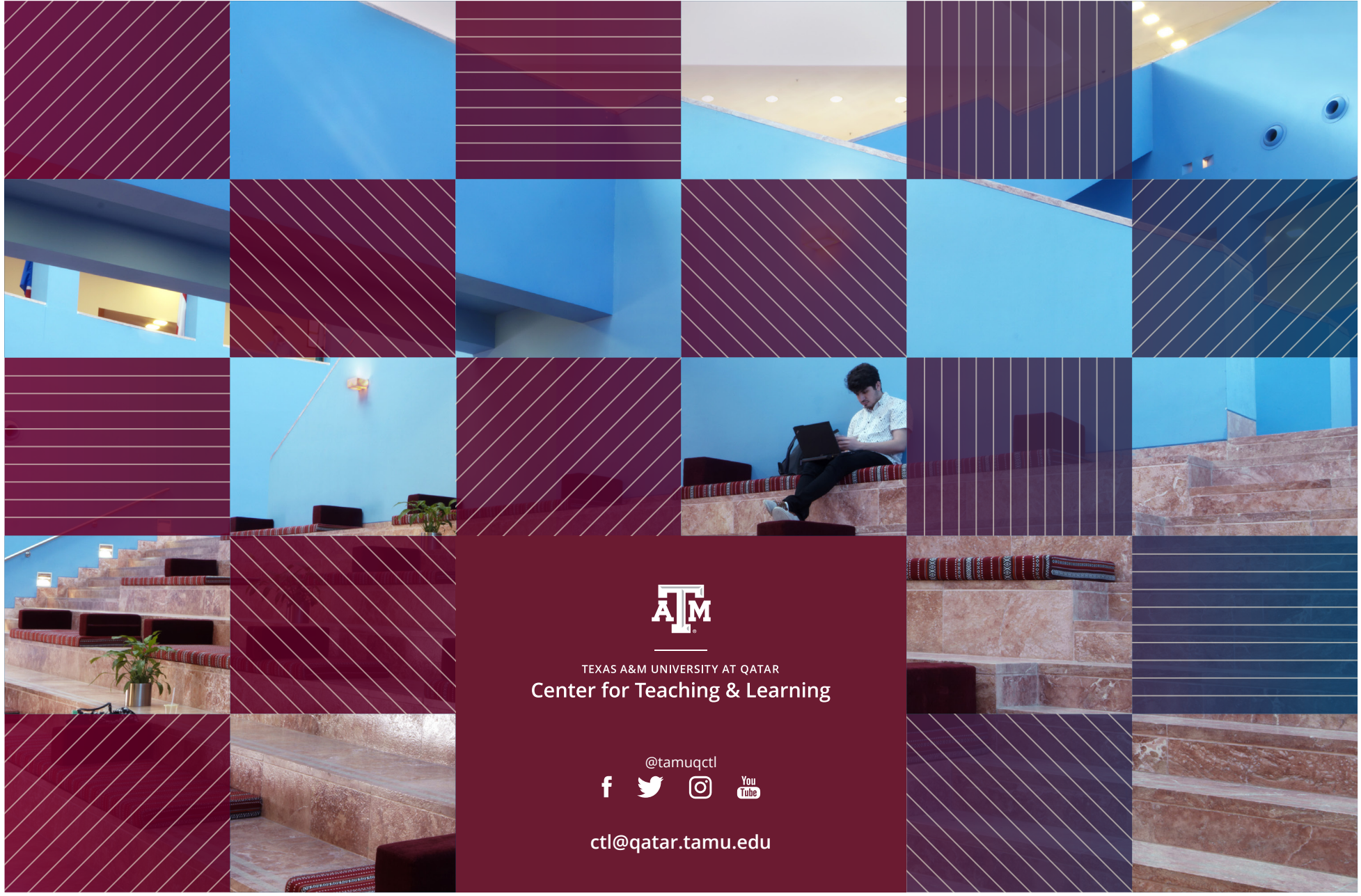
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