



الدليل الإرشادي لمبادرة معمل التعليم والتعلم TEACHING AND LEARNING LAB (TLL)

This Guideline has been developed by the Teaching and Learning Lab Committee at the Academic Affairs Agency of the College of Education and Human Development

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Terminology of the Guide:

- **Expert Member:** Selected based on their excellence in educational practices through nomination by the department head from the faculty of Education and Human Development.

- **Participating Member:** Nominated based on the available capacity to attend the practical lectures that will be announced. Attendance is open to all faculty members at the university, and the member will be contacted if accepted to attend by the Teaching and Learning Lab Committee.

- **Pre-Observation Session:** The first phase of the initiative, consisting of a reflective pre-interview with the participating member prior to attending the practical lecture.

- **Observation Session:** The second and main phase where the participating member attends the practical lecture of their choice and observes the performance of the expert member, providing comments through a distributed form.

- **Post-Observation Session:** The third phase involving a discussion (in-person or online) between the expert member of the practical lecture and the participating member, followed by a reflective post-interview with the participating member.

- **Optional Orientation Session:** This fourth phase is optional based on the participating member's approval, allowing them to attend a lecture they conduct and receive guidance and advice from the Teaching and Learning Lab Committee team. An observation tool will be applied to evaluate the performance of the participating member and discussed afterward.

Introduction:

Higher education in the Kingdom of Saudi Arabia responds to rapid global changes to ensure quality and strive for excellence. This aligns with the academic development in the educational field, in accordance with Saudi Arabia's Vision 2030, which emphasizes the importance of educational development in line with community requirements. Based on the vision of the College of Education and Human Development at Princess Nourah bint Abdulrahman University, aimed at empowering faculty members through improving educational practices and enhancing their professional competencies, numerous studies have confirmed the importance of developing faculty members in the teaching field (Maamar and Khnfer, 2012; Al-Tweiji, 2018; Barhom, 2017; Abdulrahman, 2019; Jazir, 2016; Al-Arefi, 2018; Al-Asimi, 2016; Elmahdi and Muammar Hattami, 2014; Horenstein-B, 2016; Abouelenein, 2016).

In line with the second goal in the strategic plan of Princess Nourah bint Abdulrahman University, which emphasizes the importance of having renewed academic programs looking towards the future through initiatives such as excellence in teaching and learning, the College of Education and Human Development Academic Affairs Agency has launched the Teaching and Learning Lab Initiative (TLL) (Second Launch) in collaboration with the English Language Institute and the Colleges of Health, Rehabilitation Sciences, Dentistry, and Design and Arts. This aims to expand the dissemination of the Teaching and Learning Lab Initiative, which assists in developing faculty members at the university and provides a practical guide to aid faculty members in their educational practices.

This initiative focuses on the professional development of faculty members at the university, defined as development related to the individual in the context of their professional role, including attending workshops, professional meetings, and experiences (Al-Shakhebi, 2012). Global experiences in the professional development of faculty members have shown the importance of enhancing their teaching skills. This initiative aims to showcase and apply the best educational practices in university teaching through attending practical lectures, workshops, discussion groups, orientation sessions, and providing consultations from distinguished faculty members, leveraging their expertise. Reference comparisons have been made in this context, such as the Centre for Excellence in Teaching and Learning at Northern Virginia Community College (CETL, 2015), the Centre for Teaching and Learning at Stonehill College (CTL, 2008), and the Institute for Teaching and Learning at the University of Calgary (2017). The results of these comparisons emphasize the importance of expanding the application of pioneering educational practices, transitioning from theoretical to practical aspects, using various peer observation models, and reflecting on them to implement the (TLL), which supports faculty members in their professional development in their respective fields. Furthermore, the (TLL) initiative provides the scientific foundations necessary to create a rich experience for participants.

Description of the Initiative:

The (TLL) focuses on the professional development of faculty members at the university by contributing to achieving the second goal of the strategic plan at Princess Nourah bint Abdulrahman University, by activating the teaching and learning strategy and its pillars in a practical manner. This is accomplished through attending practical lectures by expert faculty members in teaching and learning in a real-world environment, followed by professional meetings, focus groups, and workshops that deepen understanding of educational practices and disseminate them, in addition to providing consultations and support to members and colleges in the field of education and learning. The initiative contributes to transitioning from theoretical to practical aspects, using various peer observation models and reflecting on them, which helps faculty members to advance and develop professionally in their teaching discipline. The (TLL) initiative provides the necessary scientific and practical foundations to measure the impact of the initiative, ensure its sustainability, and achieve a rich experience for participants.

Goals of the Initiative:

- Contribute to achieving the second goal of the strategic plan at Princess Nourah bint Abdulrahman University through implementing the initiative and activating the pillars of the teaching and learning strategy.

- Improve the teaching and learning process by achieving the fourth goal of sustainable development, which is Quality Education. - Disseminate and share the best and latest educational practices in the field of teaching. - Qualify faculty members in teaching through peer observation.

- Provide opportunities for faculty members to build a Professional Learning Community based on understanding and appreciating the work of their colleagues. ---

Importance of the Teaching and Learning Lab Initiative:

1. Expansion of the application of globally leading educational practices in higher education.
2. Emphasis on transitioning from theoretical to practical aspects in higher education.
3. Sharing successful teaching experiences among professional learning communities.

Why Would I Want to Participate in the "Teaching and Learning Lab" Initiative?

The process of observing and reflecting on the performance of faculty members during teaching, and discussing what occurred during the observation session, is part of the practices of professional learning communities, which contribute to raising the level of teaching on a broader scale. Shulman (1993) argues that teaching needs to be treated as a scientific activity. The idea behind the (TLL) is that faculty members visit a colleague's lecture to observe, analyze, and discuss the teaching methods. It is expected that this attendance will enhance your educational practices and ideas regarding teaching.

What is the Main Activity of the Teaching and Learning Lab?

The classroom visit (observation session) is the main activity of (TLL) initiative. It is similar to practical lectures, which are hands-on activities conducted by an expert member within the classroom, attended by several faculty members to showcase an effective teaching method, or any skill that the member wishes to demonstrate, highlighting its effectiveness and importance through direct application. The (TLL) initiative consists of four consecutive phases, which will be detailed further in this guide.

What are the Other Activities of the Teaching and Learning Lab?

Workshops:

In addition to the practical lecture, several workshops and discussion groups will be conducted based on the needs of faculty members, facilitating the expansion of professional learning communities, which is the eighth pillar of the teaching and learning strategy, thus providing greater opportunities for capacity building and continuous professional development while benefiting from expertise in the field of education and learning.

Orientation Session:

The optional orientation session for observing the performance of faculty members is also among the activities offered to faculty members to clarify areas of strength and improvement in their performance.

Providing Consultations to Colleges:

The (TLL) initiative offers consultation services to colleges in the field of education and learning.

What is the Role of the Expert Member in the Practical Lecture?

The expert member—nominated based on the recommendation of the department head due to their outstanding educational practices—determines the pillar and educational practices to be applied in the practical lecture, selects the appropriate time and date for applying the

educational practices, and then conducts a post-lecture session with the participating members to discuss what was applied.

What is the Role of the Participating Member in the Practical Lecture?

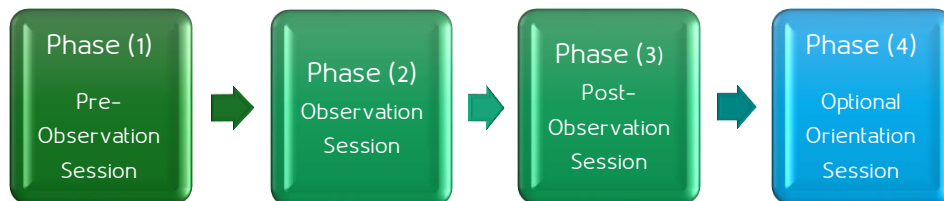
The participating member chooses the practice they wish to attend in a practical lecture and fills out the registration link, which will be published in the initiative announcement via academic email for the members. If accepted to attend the selected practical lecture, the member must participate in the pre- and post-interviews. If they wish to develop their educational practices, they can register for the orientation session to be arranged between the Teaching and Learning Lab Committee and the member who requests the orientation session.

What is the Role of the Teaching and Learning Lab Committee?

The Teaching and Learning Lab Committee (TLL), formed in the College of Education and Human Development through the Academic Affairs Agency, supervises the design, implementation, follow-up, and evaluation of the initiative through the participating members.

Phases of the Teaching and Learning Lab Initiative

All phases of the initiative are coordinated by the (TLL), as outlined in the phases of the initiative:



Phase One: Pre-Observation Session

1. Selecting distinguished faculty members (expert member) from the College of Education and Human Development and participating colleges and institutes in the second launch; to participate in implementing the practical lectures, workshops, and determining the time and date for the observation session.
2. Announcing the schedule for implementing practical lectures and workshops, specifying the number for each lecture (based on the number of students and classroom capacity), location, time, date, language of the lecture, and the educational practices to be applied.
3. Expert members conducting the practical lectures choose the pillar and educational practices to be applied and send them to the nominated members attending the practical lectures.

4. Informing students before executing the practical lecture about the purpose of faculty members visiting the university.
5. Determining how to implement the pre- and post-reflective interviews and scheduling them for the participating members attending the practical lecture by the (TLL) Committee.
6. Explaining the instructions to participating members regarding the observation mechanism of teaching and its regulations and recording observations during the lecture.

Phase Two: Observation Session

1. Before the teaching session, it is advisable to remind attendees not to speak with the students during the lecture and to focus on observing their learning and the practices they undertake during the activities presented, as well as linking observations to learning objectives.
2. Recording observations during the lecture: The primary goal of observation is to understand how the instructor implements teaching strategies, assessment, and manages the learning environment. Data is collected to support achieving this goal through the presence of members in the lecture, observing, collecting data, and then participating in the post-lecture discussion (an observation tool will be distributed specifically for the participating faculty member).

Phase Three: Post-Observation Session

1. A post-discussion session is held where the expert member and participating members discuss what happened in the lecture, posing a series of questions and inquiries.
2. Conducting the post-reflective interview with the participating member.

Phase Four: Optional Orientation Session:

This phase is optional based on the approval of the participating member. It involves attending a lecture they conduct and receiving guidance and advice from the (TLL) team. An observation tool will be applied to evaluate the performance of the participating member and discussed afterward to enhance their performance.

Evaluation of the Teaching and Learning Lab Initiative:

The (TLL) evaluates the initiative by collecting data through the tools that will be implemented, followed by analysis and discussion of the results in preparation for publishing the evaluation results to explore the possibility of generalizing the initiative for application in other colleges.