



كليات التقنية العليا
HIGHER COLLEGES OF TECHNOLOGY



Independent Learning Centres Annual Report

AY 2012/13



ILC Annual Review

AY 2012/13
Al Ain Colleges
Library and Learning Centre

Executive Summary



Spelling City was introduced to all foundations levels with one hour scheduled into the Learning Centre as an NCHR class. Intended to help with vocabulary as well as spelling skills, words are based on the Oxford Word List 3000.

Approximately 800 students participated in the AAC Library week, the 6th week of Semester 2. The week's main aim was to showcase the resources of the Library and Learning Centre that are available to students. There were displays, posters, and competitions. Elementary and secondary school students from the community also participated.

We have made 12 iPads with specialty apps available in our facility. They can be tested by students or faculty allowing them to try before they buy. We also promote a new app every week in a weekly email.

Support has been given to several classes from CERT in AAMC. The groups are from ADNOC, Police GHQ, RABDAN and MOHESR. These groups are booked into the LC with a CERT teacher for English/ESL activities for an hour or two each week and use the LC resources as well as the facilities.

Official name of ILC facility Library and Learning Centre

Campus student numbers AY 2012/13 1,140 at AAWC, 572 at AAMC

Staffing Structure

Janice Coats - IL Coordinator
Brenda Boyle - IL Coordinator
Maryann Casas - IL Technician

Facilities & Services

Facilities at AAMC:

Facilities include:

(* = new this year)

- 1 lab with 20 computers
- 1 iResource Room with 1 MAC computer and 2 small meeting/training rooms
- An open area with *15 computers and *12 iPads
- 4 small study rooms (2 of which have PCs and scanners)

Facilities at AAWC:

Facilities include:

(* = new this year)

- 3 computer labs with a total of 68 computers
- *1 iResource room with 8 Mac computers
- An open area with 22 computers
- An open area with 12 iPads
- 6 small study rooms

Services at both colleges:

- Tutoring
- Provision of independent practice materials
- Workshops
- Classes

Resources

AAMC: Resources include

(* = new this year)

- 2 printers (black and white)
- 1 photocopier
- Total of 41 PCs and 1 MAC and 12 iPads
- Bookshelves with shelves for graded readers
- 2 Games computers
- 2 scanners
- 1 TV and DVD player (in the Classroom)
- Tables with power sockets and chairs

AAWC: Resources include

(* = new this year)

- 2 printer/copiers (one color, one black and white)
- Total of 88 PCs , *8 MAC computers, and *12 iPads
- Bookshelves with graded readers
- Games computer with TV monitor and sofa
- 1 scanner
- 2 Large TVs
- Tables with power sockets and chairs

Learning Technologies

A major initiative of our Learning Centre has been the development of materials using the Oxford 3000 word list. Materials use the Spelling City and Quizlet apps. Spelling City licenses were purchased for all our foundations students, which allowed us to give assignments and track results. The result is a 4 – level self-study spelling and vocabulary course. All Foundations Levels are scheduled for one hour per week into the Learning Centre for this NCHR class.

Our Learning Centre Foundations site is a repository of the AAC self-access materials. It is a web presence published on SharePoint. It is used by a number of ILC's in the system. (See the graph for data). Additionally, AAMC has its own SharePoint repository as well as an ILC Desktop which contains links to learning support for English, Math, Research, Business, Engineering and exam preparation.

BB Learn courses have been created to support the foundations curriculum with self-access materials. 6 courses were created this year:

- KET listening practice (8 interactive exams) to support foundations levels 1 and 2
- PET listening practice (8 interactive exams) to support foundations levels 2 and 3
- Headway Beginner course: 10 units with reading, grammar, listening and language in use in each unit. This course is for use as a short course of study during winter and spring breaks. Level one support.
- Centre Stage Grammar and Vocabulary course: for use as a short course of study during winter and spring breaks. Level two support.
- Global English interactive quizzes: 10 units for use as a short course of study during winter and spring breaks. Level three support.
- CEPA interactive practice tests: 16 units covering grammar and vocabulary for self-study

Clarity.com is still a strong part of our on line materials, even though only Road to IELTS is the only application that is iPad friendly at the moment. Tense Buster and Active Reading are used in our labs.

Community Outreach

The Business Development Unit that is attached to ADWC has in the past not had any support from the ILC. This semester advice, and access to some of our resources, such as the Clarity suite of programs and the ILC-IELTS website, has been offered.

This semester a series of computer literacy sessions tailored for the facilities staff are being offered in June.

Professional Development

PD provided:

- This academic year I gave over 35 Professional Development sessions on topics primarily related to the use of iPads.
- The ILC is involved in the orientation of new staff every semester. This includes familiarization with classroom technology such as the Promethean Board.
- I gave two presentations at the iCelebrate2 event at ADWC on 18 December 2012.
- A paper I co-authored with Jenny Bergh (lead author, ex-ILC Coordinator, ADWC) was presented at the 14th ZA World Wide Web Applications conference hosted in Durban, South Africa by the Mangosuthu University of Technology, on 7-9 November 2012. This paper detailed the creation of the Digital Media Course at ADWC.

PD received:

- I have attended 12 PD sessions at ADWC
- I participated in the E-learning and Digital Cultures MOOC conducted by Edinburgh University hosted on the Coursera platform in February this year.
- I participated in two HCT EdTech Lounge webinars.
- I attended presentations at the iCelebrate2 event at ADWC on 18 December 2012

Special Responsibilities

I took the lead in the ILC Action Plan group: iPads in ILCs, and I participated in the ILC Action Plan group for Community Outreach.

Self Access.com has upgraded their software in direct response to HCT requests that it become iPad friendly. It is well used, especially by levels 3 and 4 of foundations.

We have researched and purchased a variety of educational apps that are not on student iPads so that they can be tested by students or faculty on the iPads that are available in both our facilities. We also promote a new app every week in a weekly email.

The Assistive Technology Learning Resource Centre is now housed in our facility and managed by an IL coordinator. The centre has both hardware and software designed to support individuals with special needs.

New resources for tutoring including grammar practice materials have been developed targeted to specific foundations English course content. These materials are deliverable on iPads.

We offer a variety of workshops which train students to use various iPad apps for time management, vocabulary management, making films etc.

Social Media pages including Facebook and Twitter are used to recommend resources and make Learning Centre announcements.

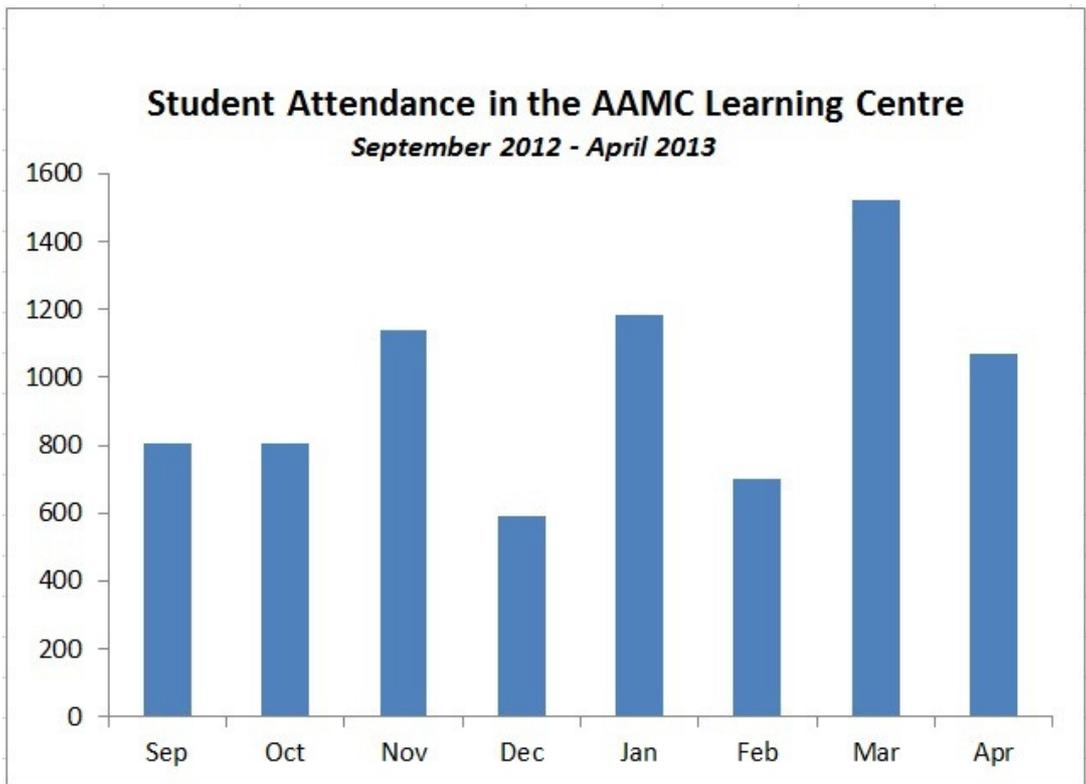
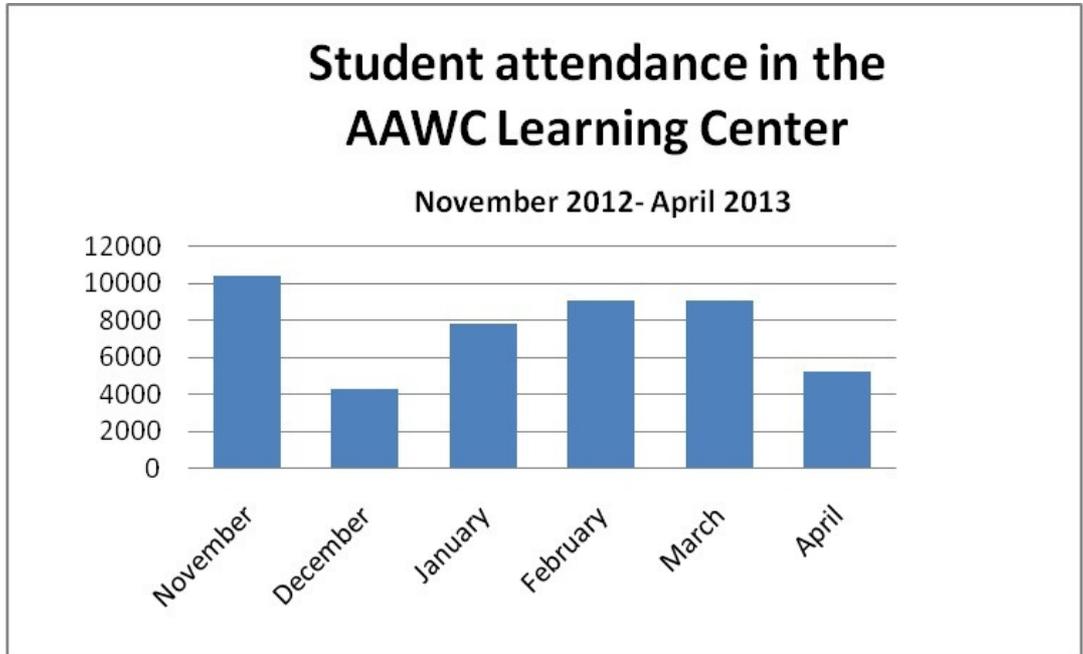
Book of the week is an extensive reading program available in our Learning Centre lab. Classes book in, read and listen to a class set of graded readers, and do the publishers' quiz. Following this, the teacher asks the students to get a reader of choice from the Learning Centre area. Below you will see the graph for the stats for the graded readers checked out this academic year.

Student Support

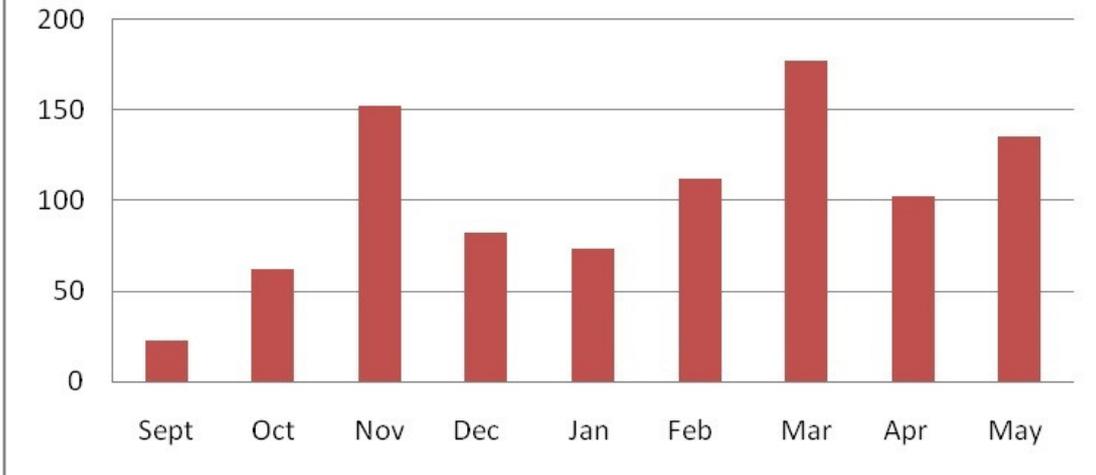
Our Learning Centre offers a variety of direct student support including:

- booked tutorials for at-risk students (requests may be initiated by students, faculty or management)
- orientations and student assistance to find resources
- workshops
- classes

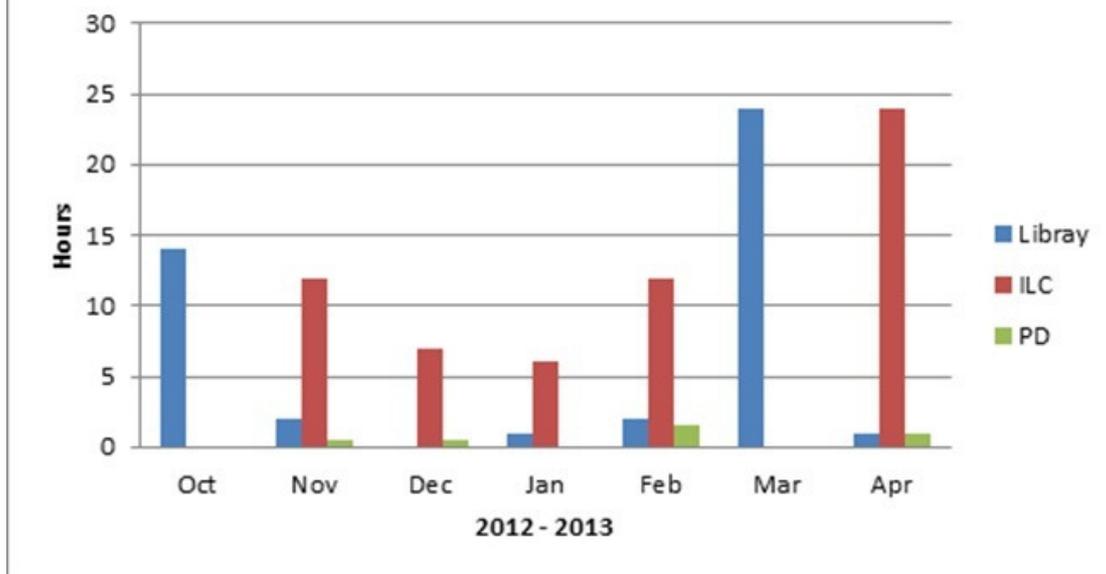
The chart below shows the number of hours that IL coordinators spent in direct contact with students to support their learning. These hours represent time spent engaged in tutorials (IELTS, all English skills—all levels, math), orientations, workshops, or teaching classes. In addition to the hours of formal instruction reported below, there is always an LC staff member available to respond queries and requests for assistance made by drop-in students.



Hours of Direct Instructional Support in AAWC 2012-2013



Hours of Instruction (AAMC-Learning Centre)



Curriculum Support & Collaboration

Tutorials:

Class teachers have requested tutorial support for specific students. These students come in for appointments, and meet regularly with the tutor.

The struggling level 4 level students had scheduled mandatory tutorial support in semester one, usually one hour per week.

Targeted grammar (iPad compatible) worksheets to support Foundations course curriculum have been developed for tutorial sessions.

CEPA support:

Level 4 students that failed the IELTS had a special CEPA 180 class. They had 2 hours independent study in the Learning Centre, using a BB Learn course which was developed for them.

Support materials which match the course curriculum:

All levels of foundations English have curricular support materials so that students can do extra independent work. These materials include: Learning Centre Foundations website materials, printable practice exams with answer keys (all levels, all skills), and BB Learn support courses for all levels.

Extra classes that are held in the Learning Centres:

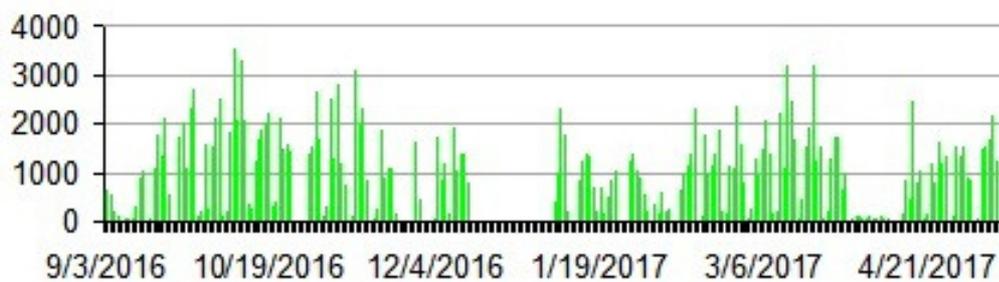
The HCT Foundations Learning Outcomes include understanding and spelling of The Oxford 3000 Word List. This is supported for all foundations classes with materials developed in Spelling City and Quizlet apps, and managed by the Learning Centre staff in NCHR courses.

Level 4 Foundations taking IELTS are given support via Road to IELTS and some worksheets in the AAMC Learning Center

Promotion & Advocacy

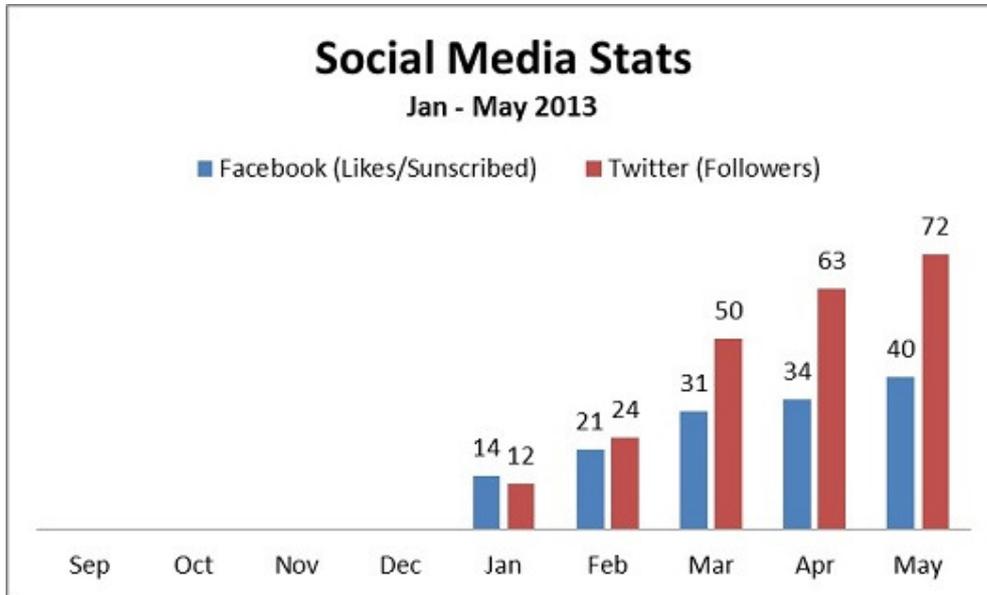
- Library week was a chance to promote our facilities and resources to students and staff. We launched a special Library Week website detailing various activities and competitions.
- Flyers have been sent to teachers to promote the writing corner, our “writing centre” for bachelor students.
- App of the week is e-mailed to all AAC faculty and students.
- Social Media posts via Facebook and Twitter featuring recommended resources, links and Learning Centre announcements.

Learning Centre Foundations Site Number of page views per day Date Range 9/2/2012 - 5/11/2013



Learning Centre Pages Views/Visitors from September 2012 to May 2013





ILC Web link(s)

- <http://portal.hct.ac.ae/sites/aawc/library/LCF/default.asp>
- <http://portal.hct.ac.ae/sites/aamc/library/default.asp>
- <http://portal.hct.ac.ae/sites/aamc/library/ilc/ilhome.asp>
- <https://www.facebook.com/pages/AAC-Libraries/49807554354881>
- <https://twitter.com/AACLibrarie>
- <http://aac.hct.ac.ae/library-week>





Community Outreach

- Community Users (Cognition, ADVETI, ADEC and others) use our facilities and resources.
- High Schools (IAT, local High Schools) tour and use our facilities.
- ATLRC offers access to specialized software/equipment for community users.

Professional Development

PD provided:

- Orientation 1: Print and Online Resources in the LC
- Orientation 2: The Library Tour
- How to Use iMovie
- How to Use Apple Pages
- How to Use Keynote
- Apps for managing my time
- Apps for managing my vocabulary learning
- Academic Honesty and Plagiarism
- Basic Referencing
- Use of Falcon Catalogue Search; finding resources;
- Use of Database and EBooks; searching for information
- Using NoodleTools/Citations/Bibliography
- iPad related: settings; download apps; Spelling City

PD received:

- IELTS examiner training
- iPad app training
- Bb Learn, iBooks Author; iPad Readiness Checklist
- IEEE Database; Clarity Software & Clarity Course Builder

Special Responsibilities

- Special Needs Advisory Committee (S.N.A.C.) committee chair
- Sports committee AAMC
- Student advisory committee
- ILC system group committees
- Annual Conference display
- Help Social Committee with promotion of events and staff presents

Goals for Next Year

- Reformat online materials from Learning Centre Foundations so they can be accessed on a range of mobile devices (iPad, MacBook, android phones etc.) - June 2014.
- Continue to support all AAC Foundation classes by managing the Spelling City/Quizlet course through a scheduled non-credit period per week per class in the Learning Centre – September 2013 to June 2014.
- Provide academic achievement skills training & online support materials for BAS-level students enrolled onto the LSC-1103 Academic Reading & Writing I, LSC-2103 Academic Reading & Writing II & LSC-1503 Academic Spoken Communication courses – September 2013 to June 2014.
- Create online Academic Word List resources for Foundations level 4 & BAS-level students – September 2013 to June 2014.
- Continue to offer support to all AAC students through individual and small group tutorials (IELTS, all English skills- all levels, math) – September 2013 to June 2014.
- Complete resource migration from AAMC file cabinets to SharePoint - September 2013.
- Supervisor & Coordinators to teach 4 periods per week for one of the academic programmes (e.g. Foundations level 4 and/or LSC-1103, LSC-2103, LSC-1503 course – September 2013 to June 2014.
- Create content for the AAC Library & Learning Centre external website – D 2013.
- Contribute and prepare student-focused activities for the AAC Library & Learning Centre Week - March 2014.