



كليات التقنية العليا
HIGHER COLLEGES OF TECHNOLOGY



Independent Learning Centres Annual Report

AY 2012/13

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Foreword by Dr Phil Quirke



The HCT Independent Learning Centres are a key support facility around campuses all over the country. They provide a unique HCT environment for students to continue their studies outside the classroom in a supportive, learner-centred atmosphere.

Whether students are highly motivated and looking to build on their B grade or struggling to understand the complexities of language, the ILCs provide them with the technology and personal help they need.

Each ILC has a distinctive flavor echoing the campus and community they belong to, and these individual traits are mirrored in how every ILC works with students on their unique learning needs emphasizing the learning approach and style that can best meet those needs.

I have always believed in the power of ILCs to make a difference in student learning by increasing motivation, learner independence and confidence. I salute the ILC teams for their inspirational work over the past year and the success reflected in this report.

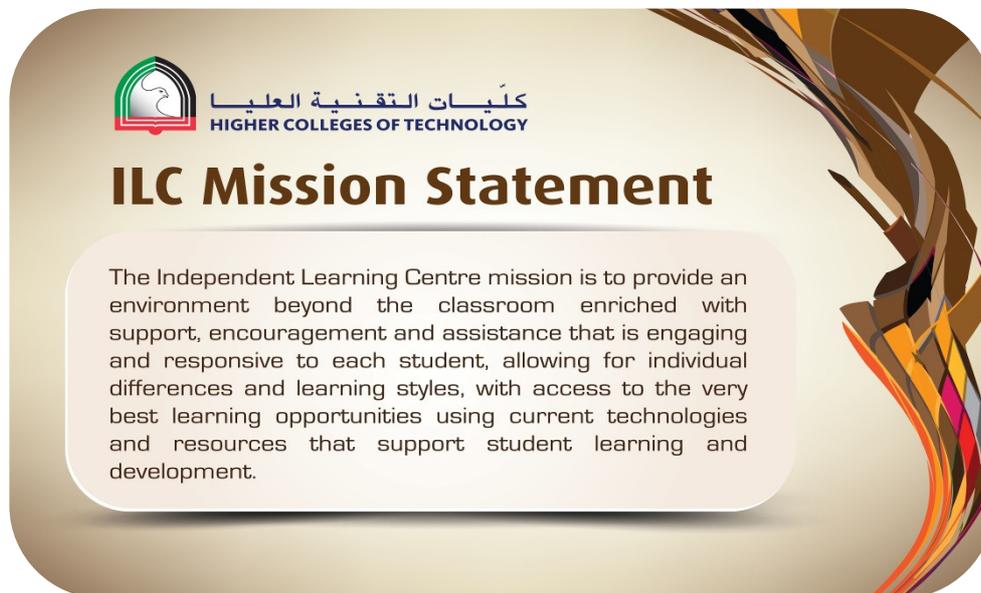
Dr Phil Quirke

Executive Dean of Foundations - Academic

Introduction by Peter Waters

Independent Learning Centres have long existed at the Higher Colleges of Technology since the first one opened in 1994 at Abu Dhabi Men's College as part of an on-going strategy to engage students in a computer-based online learning environment and away from a classroom-based teacher-centred environment. Nearly twenty years on, our ILCs remain a crucial part of our students' college life and are some of the best in the world, employing a team of talented specialist educators, who provide front line support for the teaching and learning activities at our campuses, helping improve student learning, retention, and success.

It gives me great pleasure to introduce the Independent Learning Centres Annual Report for 2012/13. This report showcases the amazing diversity and innovation that exists in our ILCs across the Higher Colleges, each one uniquely different, suiting local demands and student needs, yet adhering to our common over-arching mission, which guides our work and truly reflects what our ILCs do on a daily basis across our colleges.

A graphic with a light beige background and a decorative, colorful, abstract shape on the right side. At the top left is the logo of the Higher Colleges of Technology, featuring a stylized 'H' and 'C' in a green and red circle. To the right of the logo is the text 'كليات التقنية العليا' in Arabic and 'HIGHER COLLEGES OF TECHNOLOGY' in English. Below this is the title 'ILC Mission Statement' in a large, bold, dark brown font. Underneath the title is a white rounded rectangle containing the mission statement text.

 كليات التقنية العليا
HIGHER COLLEGES OF TECHNOLOGY

ILC Mission Statement

The Independent Learning Centre mission is to provide an environment beyond the classroom enriched with support, encouragement and assistance that is engaging and responsive to each student, allowing for individual differences and learning styles, with access to the very best learning opportunities using current technologies and resources that support student learning and development.

AY 2013/14 looks to be another exciting year with plans for a new Learning Zone at Dubai Colleges Men's Campus and upgrading of the Online Learning Zone at Sharjah. Management changes and expansion at Ras Al Khaimah and Fujairah Women's College look an interesting development.

Peter Waters

Manager of Applied Learning, Central Services



ILC Annual Review

AY 2012/13

**Abu Dhabi Men's College
Independent Learning Centre**

Executive Summary



The ADMC ILC has seen many changes over the past academic year. A new ILC Librarian arrived in October and the ILC is currently undergoing renovations. One of the major initiatives this year, was the successful trialling of two reading programmes, M-Reader and Scholastic Reading Counts. These pilot programmes were undertaken by the Foundations students in Semester 2 after intense preparation in Semester 1. The aim of the programme was to improve reading and overall English skills. As can be seen by the attached graph, the amount of independent reading has dramatically risen this semester. Due to the success of the programme, the ILC Librarian, along with two faculty members presented at TESOL Arabia in March, 2013. On June 3rd, an awards presentation will occur to celebrate student/class achievement.

Another initiative was the piloting of sequential Information Literacy classes to selected Liberal Studies classes. These took place over the first half of Semester 2 and covered basic research skills. Due to the success of the programme, this will be extended and cover other classes in General Education. This will be in conjunction with the Information Literacy programme undertaken across ADMC in Semester 1 (outlined in Goals for Next Year).

Official name of facility Independent Learning Centre

Campus student numbers AY 2012/13 2193

Staffing structure

Louise Sikkens – ILC Librarian

Etchel Barina – ILC Assistant (permanent)

Dina Mooney – ILC Assistant (temporary)

Facilities & Services

The main focus for our ILC has been Information Literacy and Reading support. Other major services that the ILC have offered over the past academic year include, student/teacher orientation and support with online material, ongoing assistance for classes using the ILC facilities and a new initiative; contributing to the online newsletters for faculty and students.

Resources

During the past academic year, arrangements have been made to upgrade the resources of the ILC. The demand for use of the ILC in certain periods, exceeds our current capabilities (please see attached graph of class usage, this does not include independent usage). The laptops were replaced and ongoing renovations will be finished by July of this year. The upgrade allows us to have 4 classes using the facilities at a time, up from 3 classes.

The improvements are as follows:

Current

- Wireless Laptops: 56
- iMacs: 9
- iPads: 6 (iPad 3)
- Furniture: 71 Computer stations/chairs
- Capacity: 3 classes

July, 2013

- Wireless Laptops: 16 new laptops 70 (student) 2 (faculty)
- iMacs: 9
- iPads:6 (upgrade to iPad 4)
- Furniture: 104 Computer stations/chairs
- Capacity: 4 classes

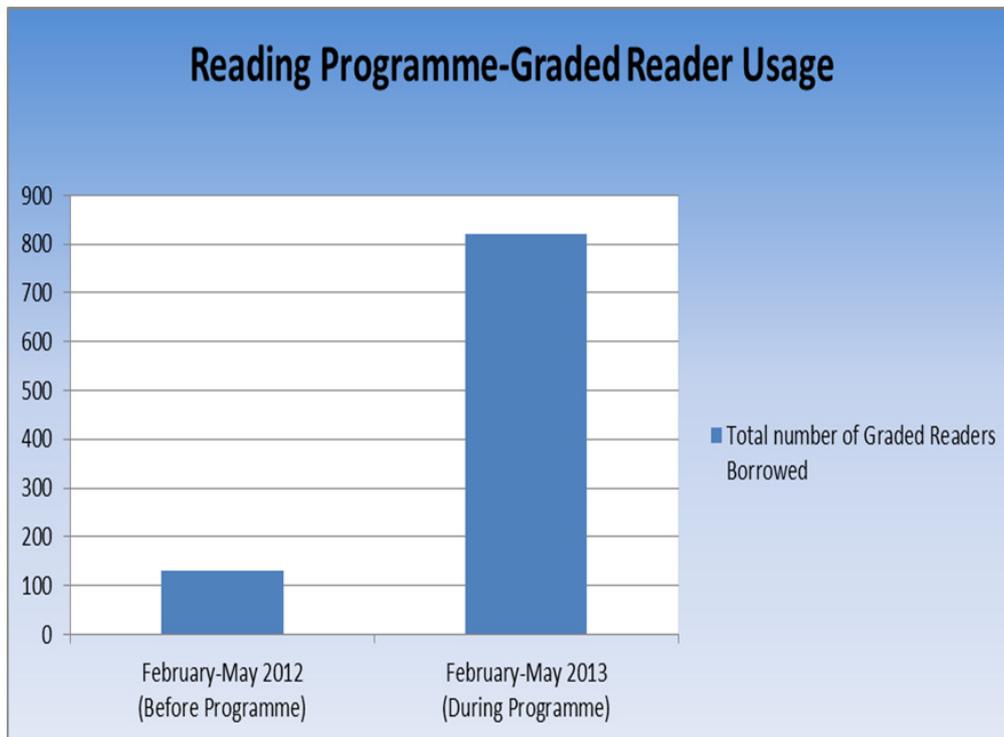
Learning Technologies

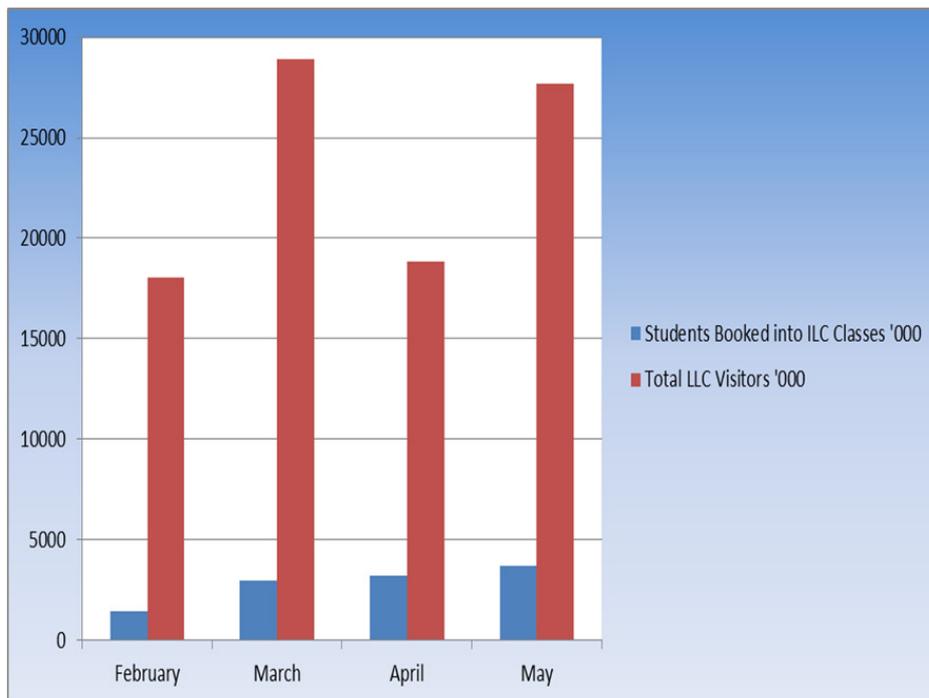
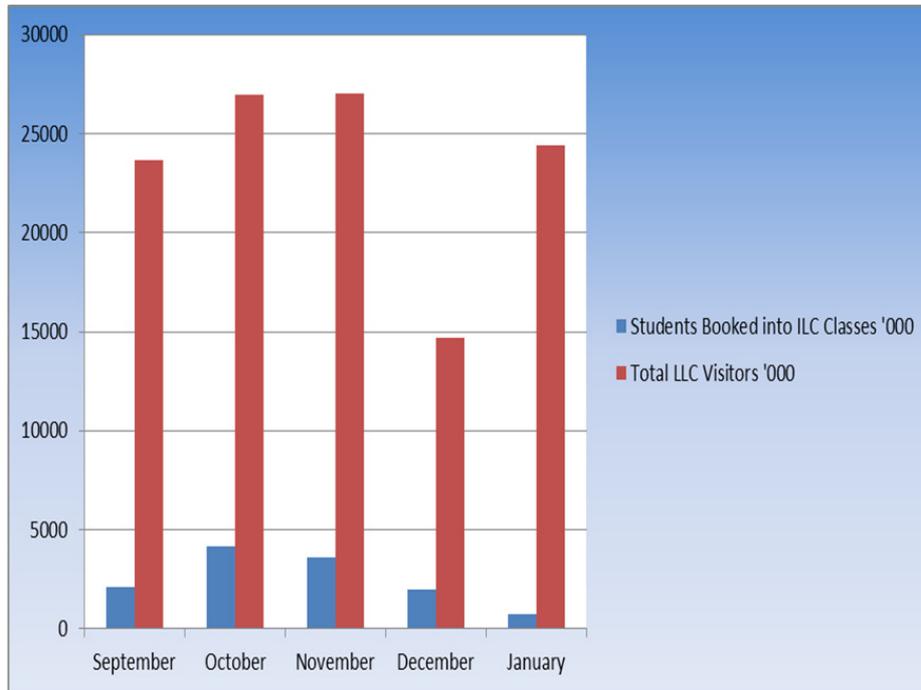
Over the past academic year, the ILC staff have been working hard to support teachers and students in new learning technologies. We have an iPad centre where students and teachers are able to seek advice and support on the new mobile technology and we are consistently trialling new apps, in collaboration with the ADMC faculty.

Beginning in Semester 1, we updated our ILC website to include links for Maths and Physics and have created new links in all other areas. Also, we have labelled appropriate links with an iPad compatibility logo (please refer to screenshots). During the first semester, we added a playlist of valuable Youtube videos to our iMacs to support students in using different apps and research skills.

Student Support

The ADMC ILC have continued to offer on-going support to its students and faculty in a variety of ways. This includes 'drop in' sessions for students who need support with their research and assignments, individual and class orientations on online programmes offered, IT support when using iPads, laptops and iMacs and information literacy lessons for faculty and students.





Curriculum Support & Collaboration

Due to the fact that the majority of Foundations classes use the ILC regularly, we are the liaison team for General Education. We support this faculty in resourcing material, budgeting, locating and managing appropriate programmes (Reading pilot) and the administration of online programmes (eg. Clarity).

During the academic year, two new libraries/ILCs have been established at Naval and KBZ. We have assisted the staff in the administration/registration of online programmes, lending of resources and sharing marketing display ideas.

Promotion & Advocacy

ADMC hosts many VIP Tours throughout the year. Part of the tour involves a presentation in the ILC on mobile learning technology. The ILC Librarian shares the duty of presenting at these tours with the Reference Librarian. This promotes the ILC across the UAE and overseas.

Another promotional tool we are constantly updating, is the marketing displays across the ILC, both print and online. We advertise the programmes we have available and current events happening in the ILC.

ILC Web link(s)

<http://abudhabimencollegelibrary.blogspot.ae> (faculty)

<http://admclibrarystudentnews.blogspot.ae> (students)



**Independent Learning Centre
ILC @ ADMC**

Reference Work Experience

HOME READING WRITING LISTENING GRAMMAR IELTS **MATH** QUICK LINKS

Math & Science

Math Practice	Math Practice	Chemistry	Physics
<ul style="list-style-type: none"> Khan Academy Hot Math Algebra Activities Math Planet Math Activities 	<ul style="list-style-type: none"> Learn 4 Good Geometry Activities Your Teacher SOS Math 	<ul style="list-style-type: none"> Simulations and Games Chemistry Basics Tests and Quizzes Quizzes Chemistry Checker Game 	<ul style="list-style-type: none"> Mechanics, Electricity & Magnetism Projectiles (simulations) & games Physics Mechanics, Electric, Magnetism & Waves More links

Reading Writing Listening & Speaking Grammar & Vocab IELTS Math & Science Quick Links

**Independent Learning Centre
ILC @ ADMC**

Reference Work Experience

HOME **READING** WRITING LISTENING GRAMMAR IELTS MATH QUICK LINKS

Reading

Beginner	Intermediate	Advanced	More Reading
<ul style="list-style-type: none"> Reading Explorer 1 Choose Your Own Adventure Dogo News BBC Reading 1 330 Reading 	<ul style="list-style-type: none"> BBC Reading 2 ESL/EFL Reading ESL Reading Reading 410 Reading 490 	<ul style="list-style-type: none"> Awesome Stories BBC Reading 3 Reading 570 RHL Reading Famous People 	<ul style="list-style-type: none"> Scholastic Reading Counts M-Reader iRead Active Reading BBC Skill Wise The National Newspaper Gulf News Khaleej Times Youngzine

Reading Writing Listening & Speaking Grammar & Vocab IELTS Math & Science Quick Links

Website is also iPad compatible

Community Outreach

Throughout the academic year, the ILC has supported our 'community borrowers' by assisting with research needs and providing an orientation of our facilities. We have also held open days for the public and shared information with Khalifa University and the Dubai Colleges.

Professional Development

The ILC staff has continued ongoing professional development over the past two semesters. As a staff, we have participated in Clarity training, online training (Britannica, Oxford Bookworms, IEEE, MIS, Science Direct), training in Learning Disabilities and iPad training (iCelebrate).

During Semester 2, the ILC Librarian has facilitated training in reading programmes (TESOL Arabia) and bibliographies (PD Week). Various professional development sessions were undertaken by the ILC Librarian since October. This includes training in Bb Collaborate, iTunes, iBook Author and ATLRRC/special needs.

Special Responsibilities

Over the past two semesters, the ILC Librarian has been involved in two major ADMC committees. As part of the Strategic Planning Team (Teaching and Learning), work has been undertaken on developing the goals and direction of ADMC. This has led to the introduction of the intensive information literacy course being added to the curriculum for first year students.

During Semester 2, in line with HCT strategic planning, the ILC Librarian has been involved in the 'Learn by Doing' committee to develop goals and strategies for our college. The ILC Librarian is also the college representative for the system-wide ILC group.

Goals for Next Year

The major goals for the ADMC ILC for the next academic year are as follows:

- An intensive, long-term Information Literacy programme for Year 1 students in collaboration with the Ed Tech Department. This includes developing online modules and support services on BbLearn.
- An extension of Information Literacy services offered to all ADMC students.
- Expansion of the current Reading programmes across the ADMC campus.
- The introduction of a Career Centre, supported by the ILC staff.



ILC Annual Review

AY 2012/13

**Abu Dhabi Women's College
Information Commons**

Executive Summary



The major focus for the first semester was helping with the introduction of iPads into the Foundation program (see Learning Technologies).

I took the initiative to help design an app for students in the Anatomy and Physiology 1 course in ADWC. It became available in the Apple, Blackberry and Google app stores early in the first semester and is now used in ADWC and other colleges which teach this course. (see Learning Technologies).

The Digital Media Course continued in semester 1 but was discontinued in Semester 2 due to lack of student numbers.

In the second semester the main initiative was designing and implementing the Level 3 Booster Course. This was requested by the Foundations Dept in an effort to help students identified as weak or failing in Level 3. (see Curriculum Support).

In May I started a series of IELTS preparation sessions for students, also supported by a website as a means of reaching students unable to attend the sessions.

An iPad lab has been set up on both campuses for students without iPads to use, and teachers who have laptop only classes can also bring their classes there.

Official name of ILC facility Information Commons

Campus student numbers AY 2012/13 1100 in City and 1290 in Khalifa

Staffing Structure

Alan Pollock - ILC Coordinator

Sept 2012 – Feb 2013:

1 ILC Coordinator split between both campuses, 3 days in Khalifa and 2 days in City. The ILC Coordinator also had 4 hours teaching duties plus covering with library circulation duties at Khalifa City when needed.

Feb 2013 – June 2013:

1 ILC Coordinator between both campuses, 3 days in Khalifa and 2 days in City.

Facilities & Services

The Information Commons has taken on responsibility of overseeing the iResource rooms on both campuses. These rooms contain iMacs for the use of staff – primarily to enable teachers to create iBooks and aid teachers using iPads (Khalifa has 4 iMacs and City campus has 2 iMacs). I am rostered to be there for an hour a week on each campus to facilitate any teacher using the iMacs there.

Resources

There is now an iPad lab on both campuses. In the City campus there are 17 iPads and in the Khalifa Campus there are 20 iPads. It is hoped these numbers could be increased. The limiting factor is the number of secure cases available. In Khalifa campus the iPads replace the laptops in room L102. In City campus, the iPads are placed in D117 which was used as an extra classroom in the Information Commons. The two laptop ILC areas remain there. Each campus has an iPad trolley with which to charge and sync up to 30 iPads at a time.

Learning Technologies

The ILC role in introduction of iPads in Foundations took the form of leading Professional Development sessions for teachers, meeting with teachers on a drop in basis, and going into classrooms to assist with particular issues such as helping students install WebDav

The ILC has also advised teachers on the use of Clarity programs such as Road to IELTS for level 4 students, and the other programs in the Clarity suite such as TenseBuster and Active Reading. I have gone into classes to introduce students to these programs. I have taken on the role of administrator for the college on the MReader website. This is a website hosted in Japan that provides trackable quizzes for graded readers. Foundations dept staff expressed an interest in enrolling in this website.

Student Support

Due to the ILC being staffed by only 1 coordinator over 2 campuses, and with the coordinator also having teaching and other duties at various times over the academic year, the main thrust of the post has been to focus on activities that can scale (e.g. online help) or can have a ripple effect such as working with teachers to improve student outcomes. The Level 3 Booster course, Anatomy app, Digital Media blog, ILC website and being administrator for Clarity and MReader are examples of this.

Curriculum Support & Collaboration

The Level 3 Booster course involves 89 level 3 students who were enrolled in a SpellingCity.com account. This was a premium account which allowed me to track the student performances. It was accompanied by a website for weekly updates for teachers and students.

With the emphasis on challenge based learning, team leaders have come to ask for assistance in helping their students to create presentation using Prezi. I then coordinated with the class teachers for the students to come to the ILC or I went to their classroom.

The Anatomy and Physiology1 app helped students learn the meaning of, and how to spell, the most important vocabulary items in each unit in the semester. It was created with content assistance from Sharon Ellis in the ADWC Health Science dept. and in conjunction with Dr Qusay Mahmoud from the University of Guelph, Canada, which provided the programming expertise.

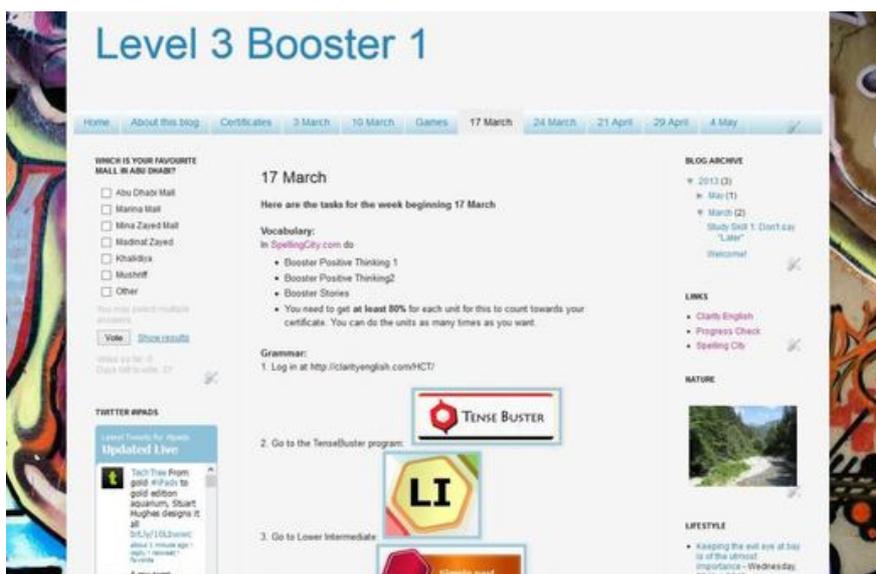
The ILC-IELTS website and lab sessions were set up to help students in their final push for the IELTS exam.

Promotion & Advocacy

The ILC website, which is the default home page on Internet Explorer and Firefox on the computers in the ILC labs and libraries, is the main promotion vehicle for the ILC. When events are held, such as IELTS preparation sessions and Prezi sessions for students, then these are advertised via the plasma screens plus emails to the students in the applicable campuses. PD sessions for staff which are offered are advertised on the ADWC PD system.

ILC Web link(s)

- <http://www.adwc.hct.ac.ae/ilcsite/index.htm>
- http://f3booster1.blogspot.ae/p/blog-page_19.htm
- <http://ilc-ielts.blogspot.ae>





Modules

The Modules from October 2012 to January 2013

This is the order the modules will be presented in. You need to check the Dates page to see when we will be doing the modules.

1. **Photos** and imaging tools. [befunky](#), [Fotoflexer](#) and [FastStone Photo Resizer](#).
2. **Cloud computing** and backing up. [SugarSync](#), [Skydrive](#).
3. Communication and **Presentation** tools. [Prezi](#).
4. Editing and converting **audio** files, putting voice over music in the background. [Audacity](#).
5. **Video** tools. Editing and converting files. [Freemake.com](#).
6. **Video** creation. [Xtranormal](#).
7. Communication and Collaborative tools. [Creating a blog](#), [Blogger](#).
8. Keeping up to date with the latest information using **RSS feeds**. [Google Reader](#).

Recommend this on Google

Blog Archive

» 2012 (3)

Which smart phones do you have? You may select more than one.

Blackberry	4 (44%)
iPhone	5 (55%)
Samsung	2 (22%)
Sony	
HTC	
Nokia	
Other Android phone	

View your blog Post closed

My Blog List

gHacks Technology News | Latest Tech News, Software And Tutorials
 Cleful scans your Android phone for privacy risks - Most Android apps require permissions to work properly if an app wants to

Nature in Transylvania



ILC-IELTS Online Resources



Countdown!



Blog Archive

▼ 2013 (1)

▼ May (1)

Organise your study!

Tuesday, May 14, 2013

Organise your study!

Hi students,

For most of you, your IELTS exam is only 3 weeks away. You need to think about what is really important to you. Do you want to spend another semester studying for your IELTS? Or do you want to pass it and continue with your study program?

To give yourself the best chance of passing you need to study effectively. You need to answer these questions.

- When and where you will study?
- What you will study?
- How will you make that study effective?

Click on the links above to get more advice.

Alan
 Independent Learning Centre Coordinator

Posted by Alan Pollock at 11:47 PM No comments

Recommend this on Google

Session Times

Week 19th - 23rd May

Topic: iPad Apps, Study Skills and Vocabulary

City Campus

Monday 1.30 - 2.15 in D117 in the Information Commons (Library).

Khalifa Campus

Tuesday 11.30 - 12.15 in the iPad Lab (L102) in the information Commons (Library).

Thursday 9.30 - 10.15 in the iPad Lab (L102) in the information Commons (Library).

If you want to see me about any information here, I am at the City Campus on Sunday and Monday and at the Khalifa Campus on Tuesday, Wednesday and Thursday.

Alan

Home

Goals for Next Year

- To initiate some student clubs in conjunction with the Student Council to ascertain where the needs and demand is.
- To integrate more closely with Foundations to provide effective blended learning assistance
- To offer whatever assistance may be required to the teachers and students in the Diploma classes that are expected to start next semester.



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.

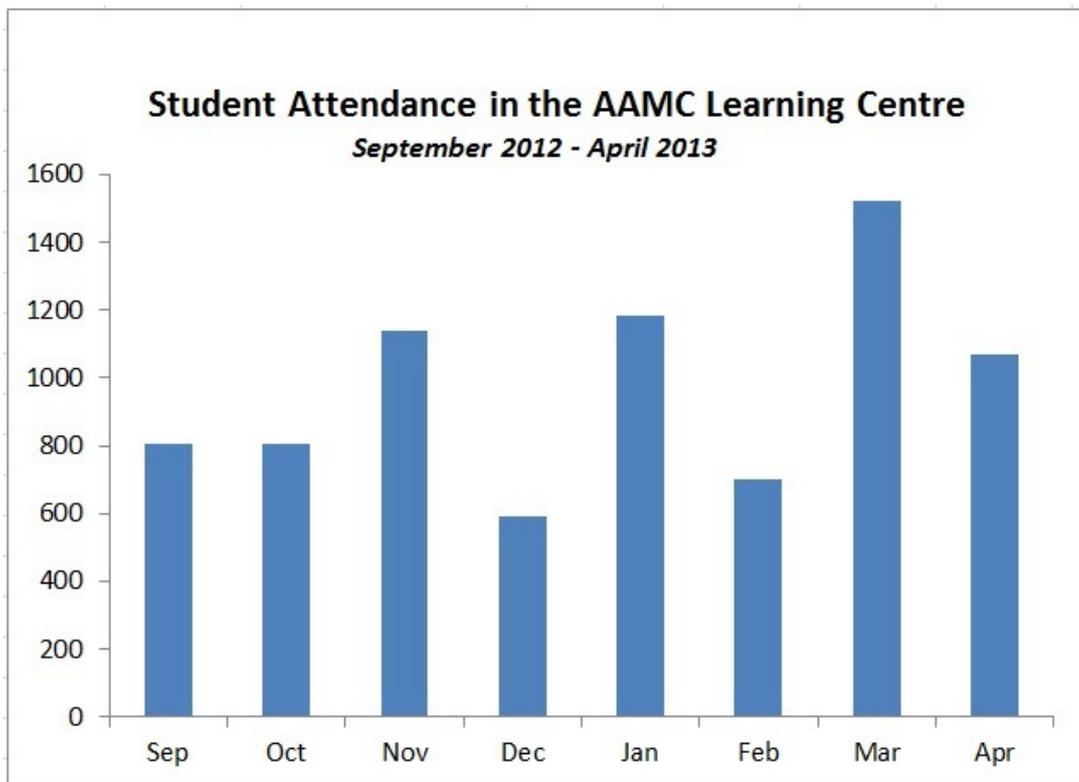
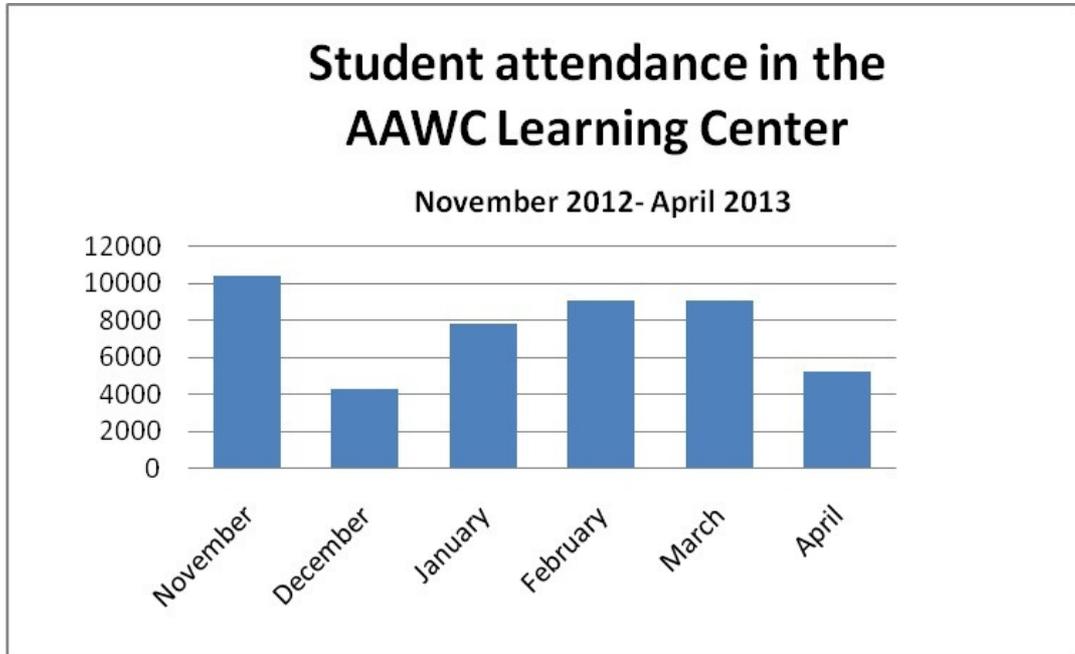
Book of the week is an extensive reading program available in our Learning Centre lab. Classes book in, read and listen to a class set of graded readers, and do the publishers' quiz. Following this, the teacher asks the students to get a reader of choice from the Learning Centre area. Below you will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

Student Support

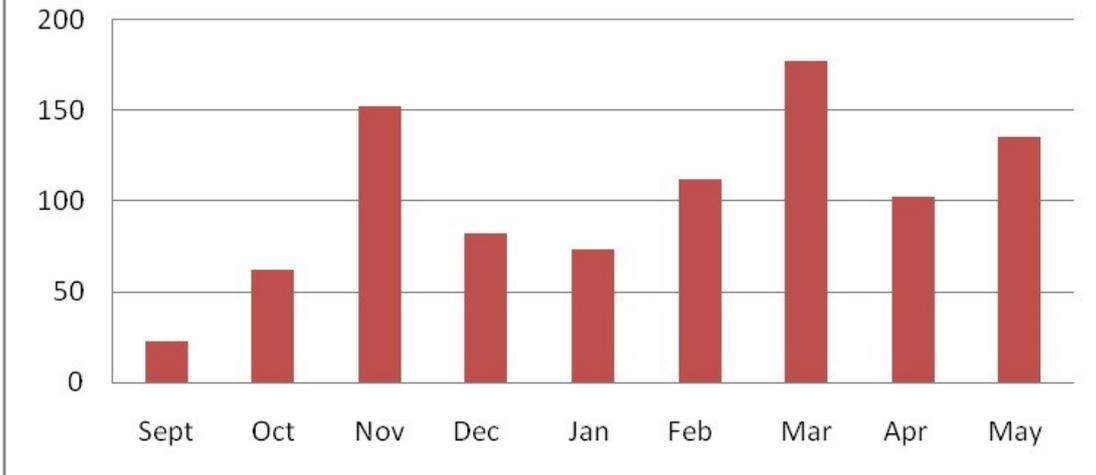
Our Learning Centre offers a variety of direct student support including:

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

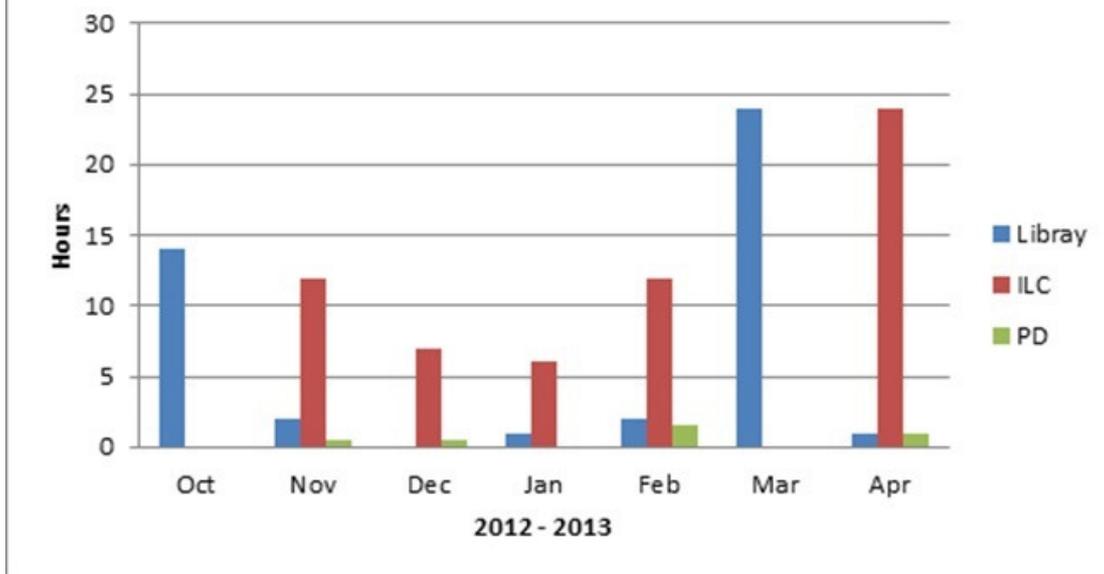
The chart below shows the number of hours that IL coordinators spent in direct contact with students to support their learning. These hours represent time spent engaged in tutorials (IELTS, all English skills—all levels, math), orientations, workshops, or teaching classes. In addition to the hours of 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

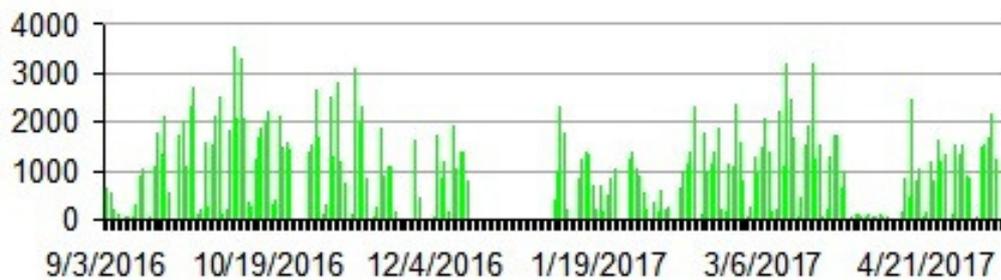
Promotion & Advocacy

- 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

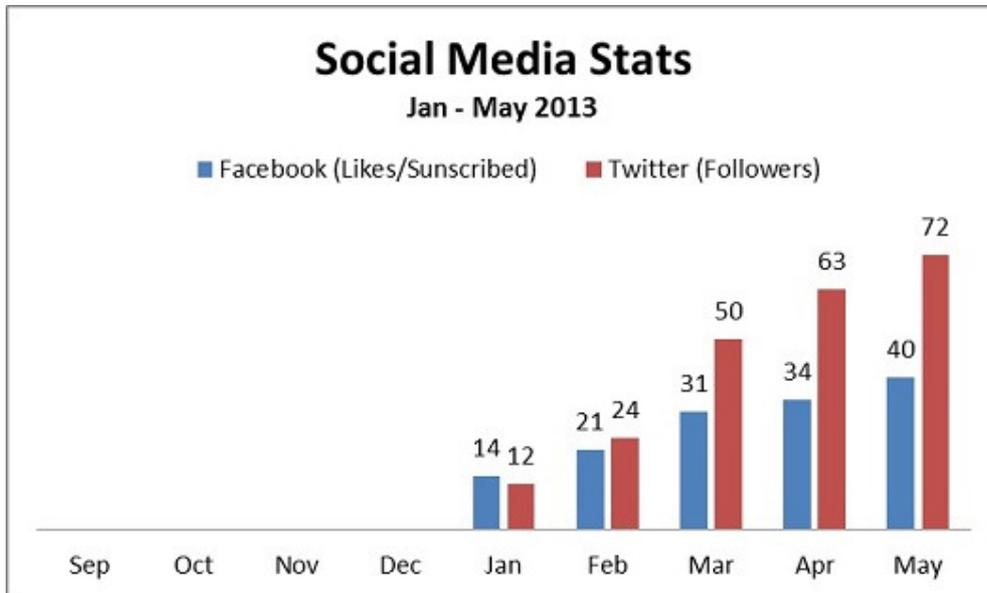
Date Range 9/2/2012 - 5/11/2013



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.



ILC Annual Review

AY 2012/13

**Dubai Colleges
Learning Zone**

Executive Summary



This year we have been busy introducing a flipped approach to college courses. This initiative was introduced in 2 major projects - College 101 and the Foundations' Vocabulary Programme. College 101 is a series of workshops for Semester 1, Year 1 students and looks at study skills, presentation skills etc. We have created online video presentations for each workshop along with associated tasks which students complete prior to the actual workshops. The Vocabulary programme is a series of video presentations of required vocabulary linked to a spaced-repetition app. We have also been involved in creating online instructional modules for other liberal studies' courses. The Math 1103 at DMC is an example and has now been redesigned and linked to the Khan Academy site where the analytic software is proving very useful in identifying and allowing early intervention for students who begin to fall behind.

Campus student numbers AY 2012/13 4,400

Official name of your ILC facility Learning Zone

Staffing Structure

Andy Steele - Learning Centre Coordinator
Nick Fallows - Learning Centre Coordinator

Facilities & Services

We have obtained a number of useful software licenses to help with developing our online modules and with staff training - these include Captivate, Articulate and NearPod

Resources

We are currently in the process of building a completely new ILC at the Men's campus that will focus on small group cooperation, peer tuition and small scale presentations.

Learning Technologies

We use BBLearn extensively and the Ed Tech team are currently training all faculty in the use of this LMS. We use Mobile Learn for the iPads. As mentioned before, we are also using NearPod and Articulate Storyline as teaching tools for iPads.

Student Support

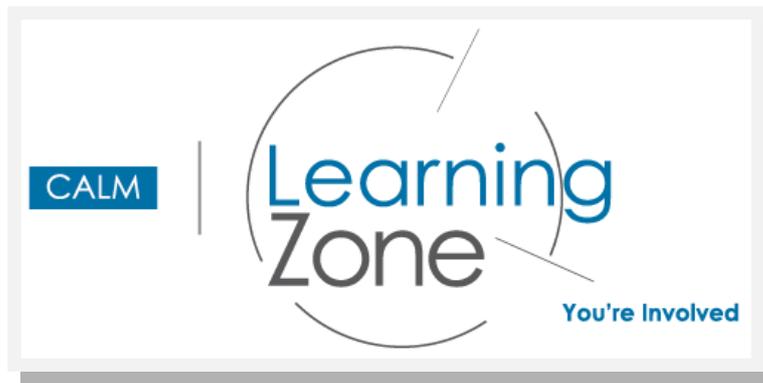
Our main initiative here is the DNA (Developing Necessary Attributes) project. This tracks every student through their college career and maps where interventions (workshops) occur and where others have been missed so remedial work can be scheduled.

Curriculum Support & Collaboration

We are working on embedding our College 101 workshops into the LSC 1103 and LSC 1503 liberal studies' courses as every Semester 1 student is required to complete these courses. We have also run a joint GSM (DMC & DWC) looking at the flipped pedagogy and followed this up with department meetings to answer questions or be available for training sessions.

Promotion & Advocacy

As mentioned above - the GSM and department meetings



Goals for Next Year

Continued development of online material and staff training so that each department can better create learning objects for blended online courses.



ILC Annual Review

AY 2012/13

**Fujairah Men's College
Student Success Center
of Excellence**

Executive Summary



The FMC SSCE has had a busy year. Our successes have included working with Ed Tech on the "My Success at HCT" app and a new student database that is portal friendly, getting a Bachelor Year 4 student through his IELTS, being involved with the i-Pad initiative, spearheading a seatbelt campaign, working with hundreds of student requests for help with their learning and offering fun and innovative PD.

The SSCE has played a part in student retention by giving students a safe environment to learn in, has nurtured student volunteers so that they feel invested in the space and made students feel wanted so that they are willing to return time and time again.

One of our best successes has been our At Risk Program which has given our students the freedom to study outside of the SSCE in their own time by accessing materials on our Edmodo site. Students who have been selected by their grades or previous academic performance are contacted personally by the SSCE Coordinator who explains the program, gets the student to sign their learning plan and assigns them an SSCE mentor who contacts them weekly and encourages them to attend a special session set aside each week for them to come to the SSCE for personalized instruction. The mentor also contacts their academic advisor and supervisor each week to update them on the student's progress. Participation and attendance is not mandatory, but voluntary. Also students who are not at risk are also offered the Edmodo site and may come and study with friends who are at risk.

Official name of ILC facility Student Success Center of Excellence (SSCE)

Campus student numbers AY 2012/13 553

Staffing structure

1 ILC Coordinator (Darcy Harris) and two part time temporary assistants (Ofunne Olele, Kenny Allen) plus, throughout the year, we have a number of student volunteers who help with tutoring in areas such as Physics, Engineering and English. Although not limited to Foundation students, we report to the Foundation Chair, Lorraine Doherty.

Facilities & Services

We are a self-contained space located near the library (LRC). Plus, we have a small study room located next door to the SSCE (RM 230). Both spaces can be used independently of a tutor and may be booked in advance by students or faculty.

Resources

The SSCE (plus RM 230) has 21 computers, 4 i-Pads, 1 photocopier, 2 Smartboards, 2 projectors, 5 tables, seating for 30 people, LCD TV Screen (located outside the door), and 3 electric bars used for charging i-pads and laptops. The Smartboard in the SSCE is i-Pad compatible.

Learning Technologies

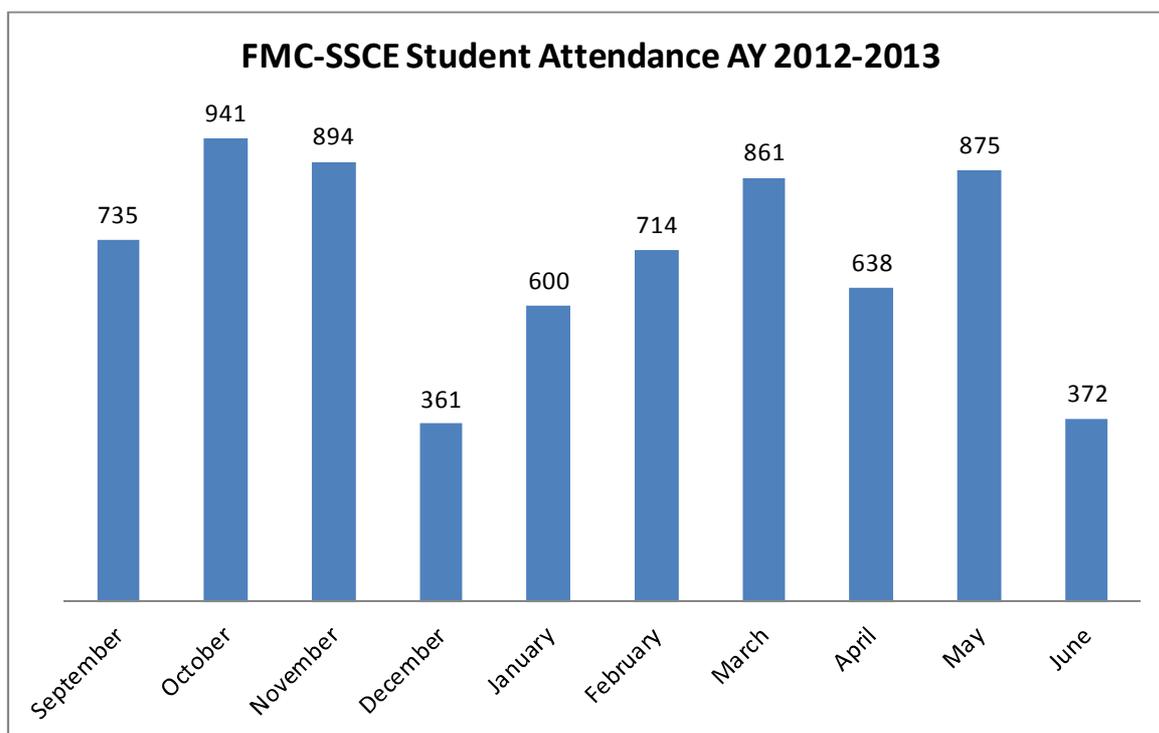
The SSCE worked with the ED Tech department (Chris Haddow and Saleimah Sebait) to come up with an app "My Success at HCT" that allows students to use our resources on their iPads. This app is now available to all colleges. Plus, the links and sites that are used at other colleges may be added to the app by sending the links to the ILC Coordinator (Darcy Harris). For the first time, our SSCE is able to integrate its materials in the classroom and at home allowing teachers and students to have everything on their iPads in one place. The app also allows for more integration in the Bachelor program where students need a higher level of autonomy.

To celebrate the i-Pad initiative, we made a collage called "Everyone at FMC uses iPads" in which we got all the students and faculty to bring their iPads to the SSCE; photographed them using their i-Pads and then a student volunteered to put all the pictures together in the shape of a giant i-Pad which was displayed outside the SSCE. Bi-weekly, we offer 'appy hour. This gives faculty and staff a chance to gather informally and discuss their iPad needs, share the apps that are working best and help each other with any frustrations or problems they may be having in using the iPad. Once a month, we also offer an iGenius session which is run by student volunteers for students. The iGenius lets students share their iPad needs and discoveries with each other. In our monthly newsletter, we offer apps that students

should try – the majority of the apps have been recommended by students either directly or after trialing them for the SSCE. The SSCE Coordinator gave a workshop at the E-Learning Conference in Sharjah on apps for independent, autonomous learning based on apps that were primarily recommended by student learners. Our SSCE also worked with our ED Tech department to create a database that allows the SSCE to enter individual student visits directly onto the portal. Teachers / management / academic advisors/ counselors may now access our comments and student SSCE visits directly through the portal making it easy to check their students' SSCE trails. We also ran the At Risk Program through Edmodo.

Student Support

Our SSCE's main function is student support. We offer real time learning in which students drop in to get help as they need it. Our services are open to all students on campus. Our largest group still remains Foundations, but more and more Bachelor students are using us. Although the male Bachelor students used us more this year than last, the female Bachelor students still outnumber the males. Teachers also use our services to help their classes. They either book their classes in to have extra support while they teach, or they have an SSCE assistant come to help out during their lessons. We also keep in constant contact with the academic advisors so we are up to date on the help that our students require. Our new database will help to make this process more efficient. In addition, we feel it is important that students take ownership of the SSCE and this has led to our volunteer program which has been a very big success this year. Students may volunteer to help other students with their studies or volunteer to give service in other more creative ways.



To ensure that students know, and use, our services, the SSCE has offered student orientation to both Foundation and Bachelor students; 1-1 and small group tutoring; PD workshops and the At Risk program. In addition, we supported three clubs this year: Chess, Chanting and Drawing, all were student generated.

The SSCE is also a popular and safe place for co-ed project groups to study. Moreover, we have promoted student success by getting involved in campus activities such as supporting the iPad initiative with a collage called "Everyone at FMC uses iPads" in which we got all the students and faculty to bring their iPads to the SSCE; photographed them using their iPads and then a student volunteered to put all the pictures together in the shape of a giant iPad which was displayed outside the SSCE.

We have also run a year-long seat-belt campaign (Everyone at FMC wears a seatbelt), to support the safe driving initiative, by photographing students, faculty and staff in their cars wearing their seatbelts and displaying it on the TV screens. Each picture included a safety fact about the importance of wearing seatbelts. Besides showing events on our TV screens, we also have an SSCE Facebook page, and the SSCE staff participate in or attend as many college events as possible.

Curriculum Support & Collaboration

The SSCE works closely with Foundation teachers to insure that the materials we use support the curriculum and learning objectives of our students. Team leaders share their detailed semester and weekly teaching plans with us. The SSCE coordinator attends all Foundation meetings to share the latest practices. We collaborate on the Oxford 3,000 Vocabulary project which gives students the opportunity to be responsible for their vocabulary learning. We collaborate with faculty on Spelling City and our new app, "My Success at HCT". We are available every day to offer teacher and student support when it is needed.

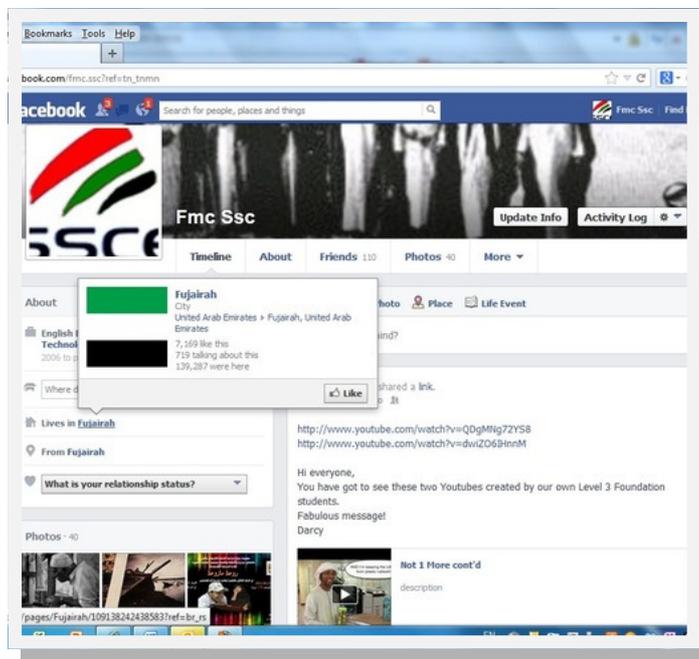
Promotion & Advocacy

To promote the SSCE, we have a monthly newsletter, e-mail announcements, billboards that change regularly, a weekly slideshow on the SSCE TV Screens. Students are photographed holding up their passing IELTS or their graduation certificates thanking the SSCE and these are put up around campus. We also have a presence on the Orientation website for new students. Our best promotional tactic, is walking around speaking individually to students, asking about their classes, taking an interest in their lives and making students feel that the SSCE is the place to be.

ILC Web link(s)

http://orientation.fwc.hct.ac.ae/%20learning_resources_FMC.htm

https://www.facebook.com/fmc.ssc?ref=tn_tnm



Community Outreach

We are open to anyone who visits FMC. This year we have given CEPA tutoring to potential students who wanted to raise their scores in order to get direct entry into the bachelor program. We offer services to our continuing education classes, alumni and community members who are seeking to improve their English abilities. Students often request help for younger siblings who may be potential HCT students. We also support the language needs of many of our staff who are working on improving their education by taking higher education degrees as well as courses such as CELTA and DELTA.

Professional Development

Every month we have offered PD aimed at students on such diverse topics from IELTS Training to social etiquette. We have offered i-Genius and 'Appy Hour - i-pad training. The SSCE Coordinator has given workshops around the UAE on learner autonomy, reading motivation and i-Pads. All the staff in the SSCE has taken advantage of the Diverse PD sessions that are offered at the Fujairah Colleges in order to stay current in our field.

Special Responsibilities

The SSCE Coordinator has been involved on the System ILC Committee and worked, along with Peter Waters and Brenda Boyle, on Action Plan Group Self-Assessment, Evaluation, Statistics & Data. Darcy was also involved on three committees at Fujairah Colleges: Health and Safety, Open Day / Art without Borders and Environment Committee.

Goals for Next Year

Following the college strategic plan, the SSCE hopes to continue being involved in student retention, building stronger bonds with our Bachelor students especially year 1 & 2 students, work more closely with content teachers, continue to improve our At Risk Program and to support our students, staff and faculty learning needs so that we are a valuable member of the FC community.



ILC Annual Review

AY 2012/13

**Fujairah Women's College
Student Success Center
of Excellence**

Executive Summary



While last academic year, there were compulsory foundations sessions for students, that was scheduled into student timetables, this academic year, the approach was eliminated to ease the burden of students. The SSCE is now a service for teacher referred students, and voluntary sign-ups. As well, each week, at least 10 sessions are held by foundations teachers who bring their full classes to the SSCE so that a combined teacher-tutor lesson can take place. This has been seen to be highly effective presenting the SSCE in an extremely positive light.

This academic year, 2012-2013, has been a year of transition for the SSCE in Fujairah. In February, due to budget issues, the position of SSCE Coordinator was eliminated. The SSCE staff then reported, for a short time to the Dean of Instruction, and then in March, the decision was made to have the team report to the Chair of Education in the hopes of bringing in a new element – training some B. Ed. students to tutor from time to time as part of their teaching practicum. The number of tutors changed (due to budget issues) as well. At the outset of the year, there were 4 tutors (including the ILC Technician).

Today, the SSCE is staffed by the ILC Technician, plus two part-time tutors and occasional volunteer training by B. Ed. Year 2 students. The way forward will be determined by the team, along with the B. Ed, Chair once she has observed other SSCE's in the system. This is timely, since the physical space of the SSCE will be re-configured as a result of Library renovations.

Official name of ILC facility Student Success Center of Excellence

Campus student numbers AY 2012/13 1,290

Staffing structure

Pamela McInroy, Academic Chair, Education Program and SSCE

Cindy Davis, ILC Technician

Paul O'Donoghue, Tutor (part-time)

Taniya Asarpota, Tutor (part-time)

B. Ed Year 2 Student volunteer students as tutors-in-training

Facilities & Services

Highlights of this year include:

- Spelling Bee (joint Library and SSCE venture)
- Foundations Quiz Member training for Al Ain competition
- Workshops for IELTS improvement for Level 4 Foundations students
- Conversation Café
- Workshop offered at the first annual East Coast English Language Teachers' Forum
- Appy Hour for teachers on Thursday afternoons (to discuss new apps)
- iShare for students on Tuesday afternoon (to discuss new apps)
- Re-introduction of Math Tutoring
- Re-configuration of physical space utilizing a sofa seating area
- SSCE staff were all provided with iPads
- B. Ed. tutoring pilot
- Introduction of new welcome desk
- Collaboration with bachelor students with respect to projects
- New paperless environment
- Introduction of electronic appointments
- Introduction of electronic student tracking records
- Use of Clarity software on iPads as SSCE computers
- Revision of weekly report to include some new categories such as tracking by day, by hour, teacher assistance tracking, tracking drop-ins.
- Library re-design for 2013-2014 will result in new physical design for SSCE
- Arabic Club to teach staff basic Arabic phrases

Resources

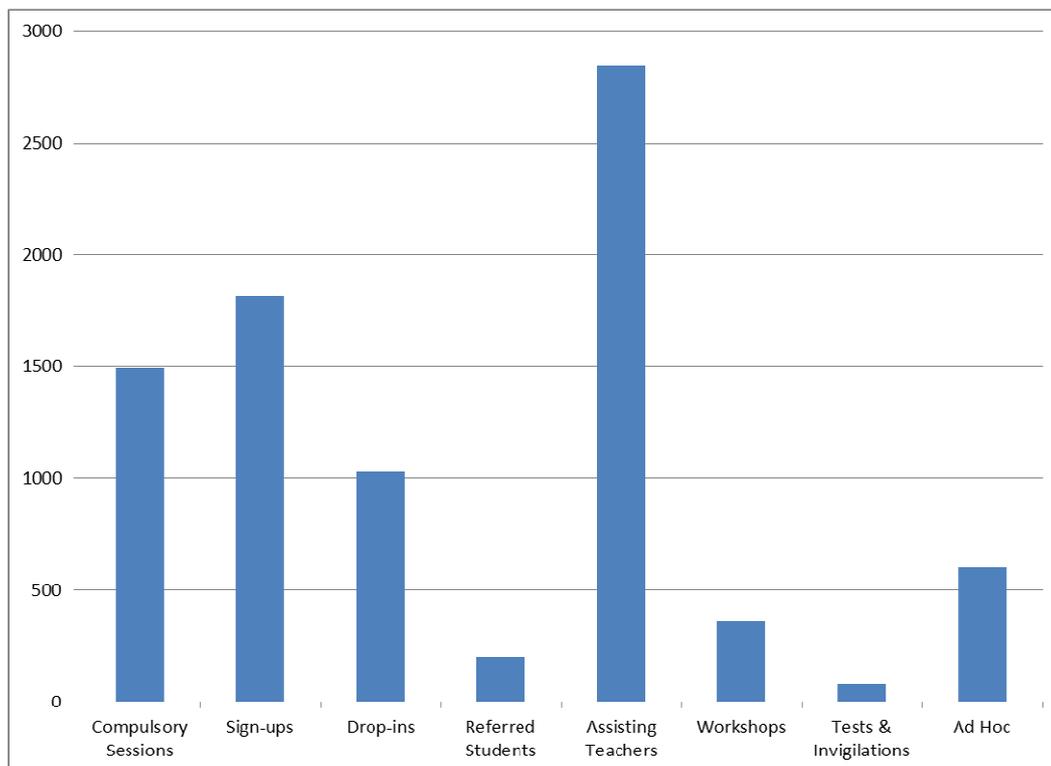
- Additional sofas
- Additional welcome desk
- SSCE staff using iPads

Learning Technologies

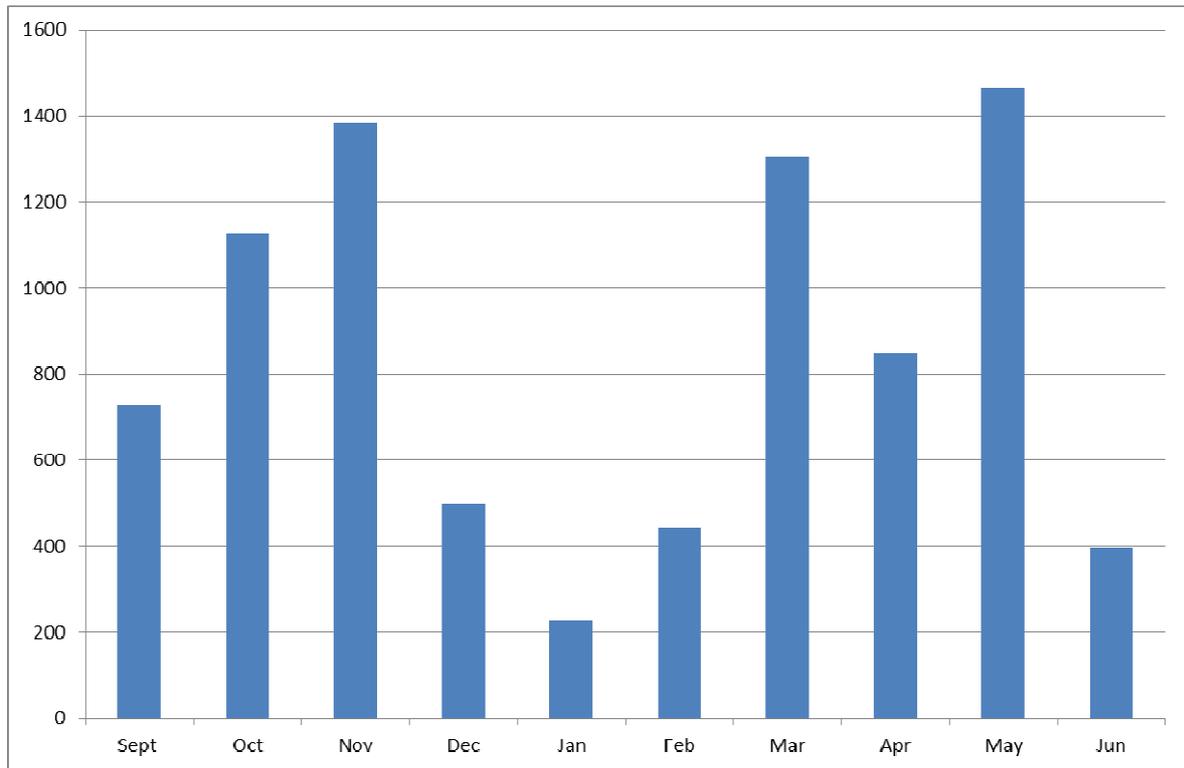
- Introduction of www.agendaweb.or as a learning tool on iPads which resulted in a number of teachers bringing their classes to the SSCE
- Until clarity became ipad compatible, teachers brought their classes to the SSCE to use the SSCE lab.
- Worked in cooperation with the Ed. Tech Department to update “Weekly Tasks on Blackboard Learn.”

Student & Curriculum Support & Collaboration

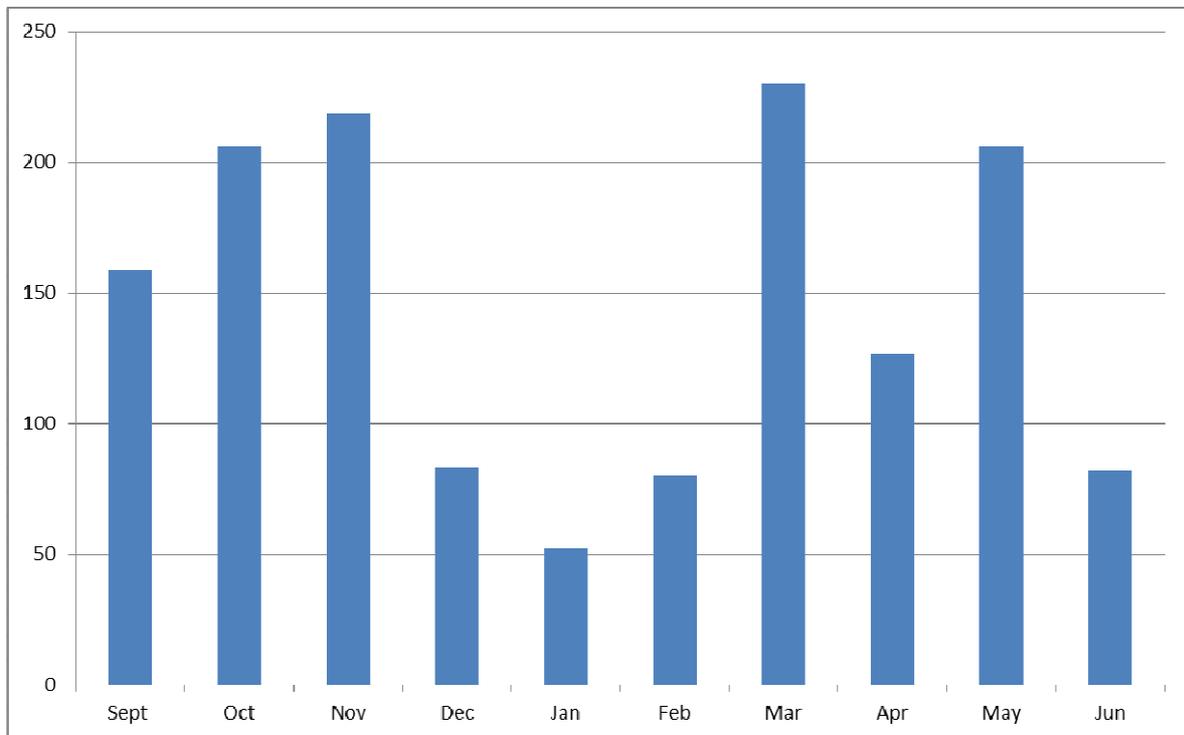
- Spelling Bee (joint Library and SSCE venture)
- Workshops for IELTS improvement for Level 4 Foundations students
- Conversation Café
- Workshop offered at the first annual East Coast English Language Teachers' Forum
- Appy Hour for teachers on Thursday afternoons (to discuss new apps)
- iShare for students on Tuesday afternoon (to discuss new apps)
- Re-introduction of Math Tutoring
- SSCE staff were all provided with ipads
- B. Ed. tutoring pilot
- Collaboration with bachelor students with respect to projects
- Use of clarity on ipads as SSCE computers



FWC-SSCE Breakdown of Support AY 2012-2013



FWC-SSCE Student Attendance AY 2012-2013



FWC-SSCE Hours of Direct Support AY 2012-2013

Promotion & Advocacy

- Events such as iShare and Conversation Café, spelling bee are all posted on plasma screens which are in hallways throughout the college
- In-class visits have taken place – every Foundation Class was visited and presented with a list of services provided (28 classes in all)
- All faculty were emailed regarding Appy Hour
- Brochures promoting the SSCE were included in all new student orientation packages
- During the workshop offered at the East Coast English Language Teacher Forum the SSCE activities and services were described
- Emails were sent to all students to promote the SSCE ishare event, conversation café, spelling bee, etc.
- During the 25th Anniversary Open Day Celebrations the SSCE had a display set up including grammar games and face painting
- A newsletter was sent out to all faculty to promote the SSCE



Community Outreach

- During the SSCE workshop offered at the East Coast English Language Teacher Forum the SSCE activities and services were described.
- During the 25th Anniversary Open Day Celebrations the SSCE had a display set up including grammar games and face painting.
- During Safe Driving Week the SSCE made a presentation regarding safe driving habits which was on the plasma screens throughout the week
- Took part in a community TEDx event help at HCT.

Professional Development

PD provide:

- The title of the workshop offered at the East Coast English Language Teacher Forum was "Fun Reading Activities."
- Ipad training for teachers was held in first semester
- Offered a session at Saturday TESOL Arabia

PD received:

- Celta Certification (120 hours)
- Excel training
- Workshop at Al Najah Conference, "How much teaching does a teacher need to do"
- Workshop at Al Najah Conference, "Using jokes and humor in teaching."
- Workshop entitled, "Writing Effective Emails."
- iPad training
- Workshop on "Involution: Creativity in the classroom"
- Attended HCT Annual Conference
- Attended TESOL Arabia
- Intercultural Intelligence training
- Attended BUiD Research Roadshow
- Attended British Council PD Session on Assessment
- Sharing iPad ideas
- Student engagement
- Video games in the ESL classroom
- Webdav - using the "iFiles" App

Special Responsibilities

- For the first two weeks of semester one, the ILC Technician taught classes for Foundations Level 4 English students orienting them to the use of ipads.
- Art Without Borders Committee Chair
- Olympics of the Mind Committee Chair
- Olympics of the Mind Judge
- Safe Driving Week Committee Chair
- Chaired HCT 25th Anniversary Week long Celebrations Committee of 25 faculty and staff which launched "Art Without Borders" Program
- DAT Representative for Liberal Studies and Education
- Member of Recruitment Committee
- Member of Food Committee
- Member of Al Najah Committee
- Launched Education PAC
- Introduced East Coast English Language Teacher Forum
- Visited 22 schools as part of recruitment campaign
- Member of English and Education Screening Teams
- Hosted Alumnae Tea
- Member of the Safety Committee (fire warden)

Goals for Next Year

- After the renovation of the Library and SSCE area is complete the SSCE will have a new structure in place with a new ILC Technician
- During the period from June 2013 – Nov. 2013, The B. Ed. Chair hopes to have visited all SCCEs/ILCs in the HCT system in order to familiarize herself with best practices in the hopes of continuing the FWC SSCE as a Center of Excellence
- Utilization of some B. Ed. students as tutors in training to continue throughout the year
- Increase numbers in usage in all areas
- Open up tutoring opportunities for Community Service Course students
- Take an active role in orientation of new foundations students
- Hire more tutors who are equally qualified to tutor effectively in comparison to our current tutors
- Try to expand our mandate into the program areas more than we currently are.



ILC Annual Review

AY 2012/13

**Khalifa bin Zayed Air College
Library & Learning Centre**

Executive Summary



The new ILC Librarian arrived in April

Clarity software licenses purchased for all students at the aviation college. This includes Roads to IELTS and TenseBusters to improve access to English language learning

A number of new English instructional faculty have arrived this year and are utilizing the area on a regular basis for their instruction. A new English Supervisor over the English language program has also arrived from the Al Ain's colleges and has worked closely with ILC staff to ensure the cadets are meeting the expected pass-mark of 5 in the IELTS exam, with supplemental English instruction and access to English language learning software being provided in the ILC.

This is the only place students have access to electronic resources and tools on campus, filling a large gap in services and access at the campus.

Official name of your ILC facility Library and Learning Centre

Campus student numbers AY 2012/13 423

Staffing structure

Matthew Pastula - ILC Librarian

Facilities & Services

KBZ has two enclosed Independent Learning Centres and one open area ILC surrounding a glass-enclosed meeting room, along with a Reading Oasis and AV viewing area.

Booking system for ILC

Areas in the Learning Centre can be booked using a shared document through Google Docs. The ILC Librarian administers this document and is responsible for creating, updating and disseminating information on these bookings.

Resources

- 2 enclosed ILCs (16 Windows PCs for students and 1 faculty)
- 1 open area ILC (14 iMac stations)
- 2 PC stations attached to printers and scanners (each seats 1 person)
- 2 AV areas (seating capacity 2 each)
- Reading Oasis (seating capacity 10)

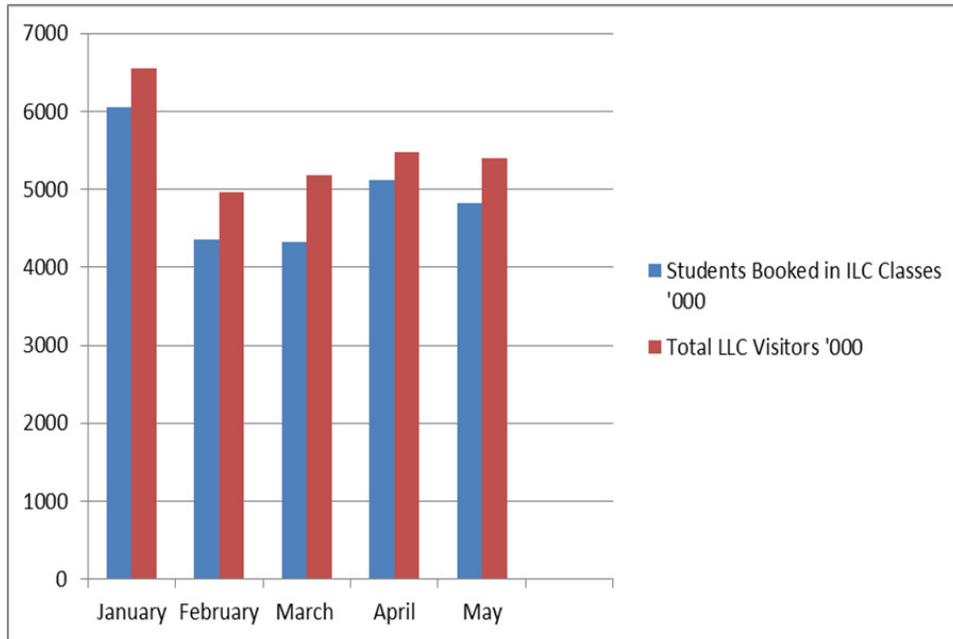
Learning Technologies

The Learning Centre provides access to Roads to IELTS and TenseBusters

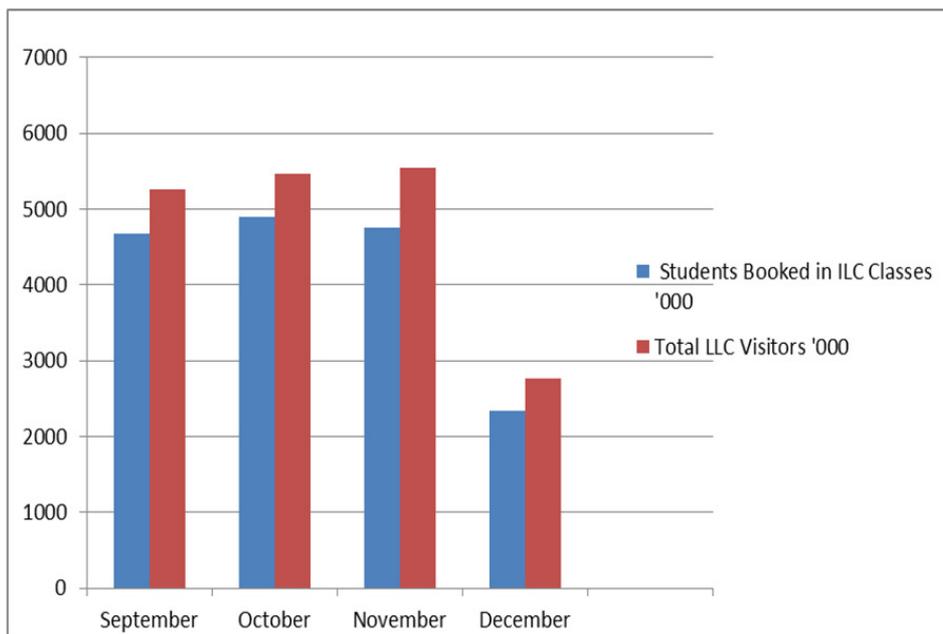
One faculty is trialing the "Clarity Course Builder" with a view to provide feedback to the wider HCT/ILC system. Plans to implement Moodle learning management software throughout the course offerings at the campus.

Student Support

Clarity Software, providing facilities for students' project work.



Semester One 2013, ILC/LLC Usage Stats KBZ



Semester Two 2013, ILC/LLC Usage Stats KBZ

Curriculum Support & Collaboration

Clarity Software, providing facilities for students' project work.

Promotion & Advocacy

The ILC promotes the area through display screens, continuously running slideshow display, handouts, emails to faculty and visits to other campuses by ILC staff. KBZ hosts a number of VIP tours from Military Attachés and other groups throughout the year. A recent tour had military officials from over 20 countries visit the Library & Learning Centre, spending time with students and faculty in the area. The ILC Coordinator/Librarian facilitates these when visitors come into the Library & Learning Centre.



Independent Learning Centre
كلية خليفة بن زايد آل نهيان
KHALIFA BIN ZAYED AIR COLLEGE

ILC MISSION

Our mission is to provide an environment beyond the classroom enriched with support, encouragement and assistance that is engaging and responsive to each student, allowing for individual differences and learning styles, with access to the very best learning opportunities using current technologies and resources that support student learning and development.

● ● ● ● ●

- Reading
- Writing
- Listening & Speaking
- Grammar & Vocab
- IELTS
- Math & Science
- Quick Links

ILC Web link(s)

<http://www.admc.hct.ac.ae/ilc-kbz/>

Community Outreach

A large group from a women's high school in Al Ain recently toured the campus including the Library & Learning Centre.

Professional Development

Helen Weston attended the Clarity software workshop in April 2013.

Some PD on Google Docs have been provided to English faculty in order to get them up to speed on the shared document booking system for the ILC.

Special Responsibilities

None at this point (Matthew only arrived in mid-April)

Goals for Next Year

- More effective booking system for the ILC based on feedback from those involved.
- More direct interaction with classes in the ILC
- Provide more electronic resources directly for Aviation department and address the increased focus on Aviation English in the curriculum.
- Increase the collection size based on students' needs and faculty feedback/input.
- Provide an active online presence for the ILC resources, including the Moodle interface, when that learning management software is implemented at KBZ.
- Produce a monthly online newsletter for KBZ campus adapted from ADMC's www.abudhabimenscollegelibrary.blogspot.ae
www.admclibrarystudentnews.blogspot.ae
- Address the overutilization of the ILC areas in the Learning Centre especially as overall enrolment is slated to increase by up to 25% in the upcoming academic year.
- Have involvement with ILC staff in the prospective expansion of the Library & Learning Centre which is currently being proposed by the military in response to the steadily increasing enrolment.



ILC Annual Review

AY 2012/13

**Madinat Zayed College &
Ruweis College Independent
Learning Centre**

- 1 bulletin board
- 10 magnetic display boards
- 1 glass cabinet
- 1 filing cabinet
- 2 folding display racks
- 2 staff desks with 2 chairs
- 2 sofa seats with 1 coffee table

Resources at RUC ILC

Equipment:

- 5 iMacs
- 29 wired laptops
- 1 promethean board
- 1 B/W printer
- 1 digital photo frame (for ILC promotional purposes).

Furniture:

- 34 student desks with 34 chairs
- 1 display desk
- 1 bulletin board
- 8 magnetic display boards
- 1 glass cabinet
- 1 filing cabinet
- 2 folding display racks
- 2 staff desks with 2 chairs
- 2 sofa seats with 1 coffee table

MZC & RUC Materials:

- links to paid and free online interactive learning resources and software on the ILC Homepage arranged under proper headings
- paid and free learning CD ROMs installed on all the machines
- 'Readings to go' handouts (MZC LRC produced)
- laminated 'Write away' Foundations writing cards
- laminated Foundations Speaking Cards (RUC own produced) and laminated IELTS speaking cards
- laminated Sudoku puzzles and word search
- Internet guides and website posters (subject based)
- study tips (handouts)
- handouts on useful links to various subject areas
- class binders containing checklists of the tasks students are working on
- online and physical dictionaries (Eng- Eng + Eng-Ar)
- daily ILC user log where students sign in time in and time out their daily/weekly visit
- monthly 'Learning to Learn' (study skills handouts).

Executive Summary



This year, we continued to help our students with our well established ILC support mechanisms, namely the 'ILC Reviews' and the 'ILC Workshops'. We started with the involvement of two of our women students, one each in RUWC and MZC, in running these workshops on web tools and apps. These students worked together with the ILC staff in the entire process of planning and conducting the workshops. One of the positive outcomes of this initiative is that many more students have expressed their eagerness to be given a chance to present a web tool or an app to their colleagues. This is an example of how ILCs at RUC and MZC are providing purposeful opportunities to students to get involved in meaningful learning activities.

ILCs at both campuses planned for and have started ILC support for the at-risk students. A unique logo has been created and the support is termed 'ILC Extras'. Also a related template called 'My ILC Extras' has been designed for the students to outline and record the progress they make in their work/studies. Weekly e-mail reminders go out to all the students identified to be 'at risk' of failing the foundation courses and they are invited to come and work at the ILC. There's a steady flow of such students towards the ILCs and they work with the help of resources, individually recommended for each one of them, towards improving upon their areas of weaknesses. The consolidated attendance from week 5 to week 12, for those who have taken up ILC Extras to any significant extent and continue to attend, is about 50% for MZC and 25% for RUC. Their weekly progress reports and attendance is regularly communicated to the Programme Chair and the Director. In addition to ILC produced posters, study guides and tips, the practice of issuing ILC Student Newsletter each month has been sustained successfully this year as well.

Official name of ILC facility Independent Learning Centre

Campus student numbers AY 2012/13

MZWC – 166; MZMC – 23; RUWC – 181; RUMC – 176 Total = 546

Staffing Structure

Swapneela Koul – ILC Coordinator (MZC + RUC)

Aisha Merchant – ILC Technician (RUWC)

Sreeshna Meethal – ILC Technician MZC (part timer)

Britto Emmanuel – ILC Technician (part timer – evening (RUMC))

Facilities & Services

Facilities at MZC ILC:

- a structure (Length:11.75m X Width:5.75m X H:3.05m) that comprises:
- one room to accommodate 30 students at a time
- one speaking corner within the ILC
- one work station within the ILC.

Facilities at RUC ILC:

- a structure (Length:12.5m X Width: 7.5m X Height:3.6m) that comprises:
- one room to accommodate 30 students at a time
- one speaking corner within the ILC
- one work station within the ILC

As for the services provided, they comprise a variety of support mechanisms. The major ones are listed as follows:

ILC Reviews: ILC staff conducts two scheduled sessions each week at the ILC for Foundations students. This provides them opportunities to review, consolidate, and revise concepts and processes in Maths and English language studied in their classes.

ILC Workshops: Weekly workshops on web applications, tools and iPad apps are presented jointly by students and ILC staff to help students in creating and designing presentations, posters, brochures, and video clips.

ILC Extras: These Extras are planned and implemented for students who are recommended by their teachers or supervisors to work extra hours (2 or 3 hours each week) at the ILC to improve their skills in English language and/or Maths. The purpose is to help such students to succeed in their exams and coursework. Their attendance and progress is monitored carefully and weekly reports are sent to their teachers/supervisors.

Teacher-led Sessions: Teachers book weekly sessions at the ILC, as it provides not only a suitable environment, but also interactive online learning resources and software directly relevant to their courses of study for their students to practice language skills individually. [Note: Most teacher-led ILC sessions are booked for the whole semester.]

Learning to Learn: Producing guides on study skills 'Learning to Learn' periodically is yet another service being provided by the ILC for the benefit of all the concerned.

ILC Student Newsletter: It is monthly newsletter that provides information about learning web tools, apps, and links to learning resources. It is useful for both the teachers and the students.

Promotional Materials: ILCs produce a range of promotional materials such as subject based websites, posters, handouts, ILC announcements, brochures, student newsletter, ILC workshop reminders etc.

Other services:

- Serving as a Centre for CEPA exams.
- Designing available learning materials such as Speaking Cards in attractive formats for the students to use at the ILC.
- Providing software administration for Clarity Products such as Road to IELTS.
- Providing lists of suitable resources, websites and software to the faculty for use with their students.
- Providing a suitable environment for the faculty to conduct occasional tests in language skills (speaking and listening) in addition to teaching.
- Providing a suitable environment and space for other services such as LRC for movie shows.
- Providing a suitable venue and environment for college PDs.
- Providing a suitable venue and environment for students' oral presentations.

Resources

Resources at MZC ILC

Equipment:

- 9 iMacs
- 24 wired laptops
- 1 promethean board
- 1 B/W & 1 colour printers
- 11 iPads with 1 iPad PowerSync Tray
- 1 Apple TV
- 1 digital photo frame (for ILC promotional purposes).

Furniture:

- 33 student desks with 33 chairs
- 1 display desk

Learning Technologies

IT classes have been held at the ILC (MZC as well as RUC) the whole academic year round, as a suitable range of the required equipment and software/materials was available throughout the year.

Business and Health students frequented the ILCs at both campuses to use the available equipment and resources to produce posters, brochures, magazines, etc.

Bachelors students along with the faculty used the ILCs to deliver their final oral presentations.

Student Support

The ILC activity in the ILCs is aimed at encouraging our students to take charge of their learning. To achieve this objective, we offered three key services to our students:

- ILC Reviews,
- ILC Extras and
- LC Workshops

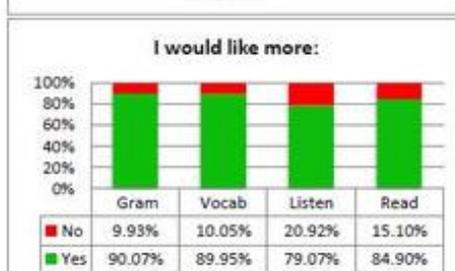
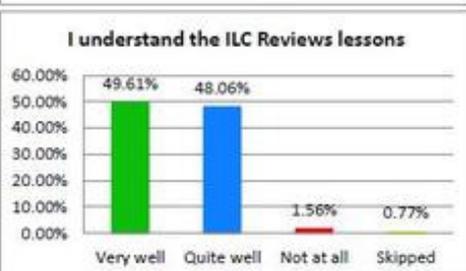
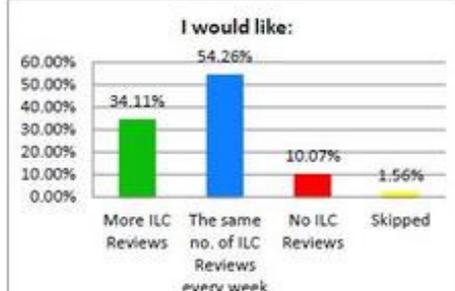
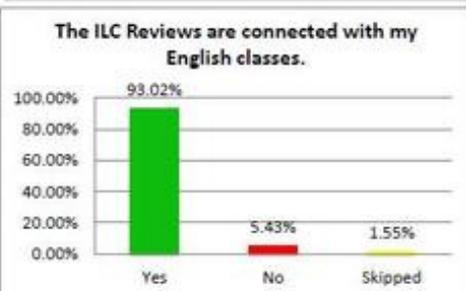
Orientation and induction sessions for the new and the returning students were organized at the start of the semester to familiarize them with the ILC, its services, functions, and regulations. The ILC staff also visited the students in their free hours, in the cafeteria and/or the majlises to get to know them better. This has been useful as strong mutual trust is built between the students and the ILC staff. Students approach the ILC staff freely for advice on learning materials or related issues. Some of our able students have also shared links to learning resources (known to them) with the ILC staff requesting us to add them to the ILC Homepage. In one instance, a Degree (Bachelor's) student requested/demanded the ILC staff to register the whole class for an online English language course to improve their language skills for upcoming report writing and other academic writings.

Independent Learning Centre Madinat Zayed and Ruwais Colleges Statistics for the month of April 2013-Sem 2	
Madinat Zayed College Total student visits: 592	Ruwais College Total student visits: 349
Items/software used or worked on:	Items/software used or worked on:
Active Reading	Active Reading
Time Buster	Time Buster
ET IELTS Academic	ET IELTS Academic
Grammar Test	Grammar Test
Headway online	Randall's ESL Listening
Writing Exercises	Foundations Vocab
Natural English	Grammar Practice
Foundations Vocab	ESOL Courses
Randall's ESL Listening	Writing Exercises
Easy Readings	Headway Online
	Teach Ya!
Hours of independent study:	Hours of independent study:
Week 1: Spring Break for students	Week 1: Spring Break for students
Week 2: Spring Break for students	Week 2: Spring Break for students
Week 3: 143 hrs	Week 3: 241 hrs
Week 4: 240 hrs	Week 4: 191 hrs
Week 5: 162 hrs	Week 5: 202 hrs
Total: 545 hrs	Total: 641 hrs

Independent Learning Centre Madinat Zayed & Ruwais Colleges



Here is what you said about the ILC Reviews:

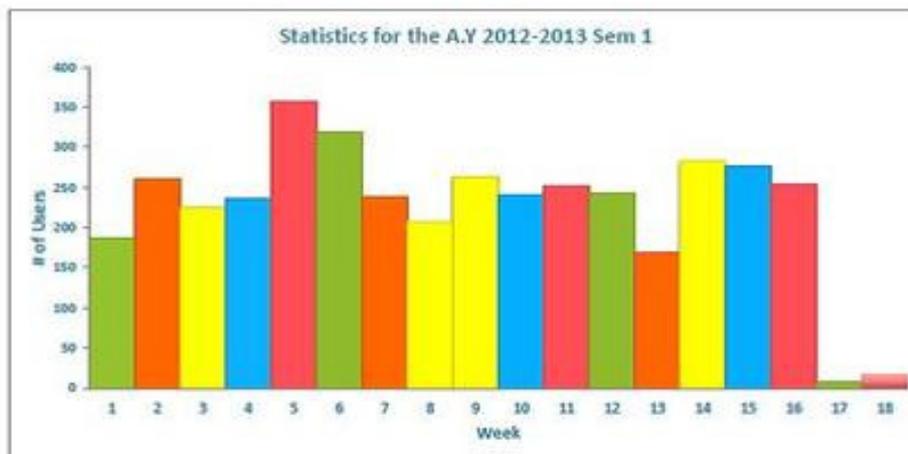




Independent Learning Centre Madinat Zayed College

Statistics for the A.Y 2012-2013 - Semester 1
9 September 2012 - 2 February 2013

Week	No. of Students	No. of Hours	Comments
1	187	228.00	
2	260	245.43	
3	226	206.18	
4	237	185.49	HCT Annual Conference
5	358	310.19	
6	318	266.13	
7	238	215.40	
8	206	179.27	Eid Al Adha Holiday
9	264	136.00	Mid Semester Exam
10	241	227.39	Al Hijri Holiday
11	251	223.47	
12	243	216.23	National Day Celebration
13	168	136.00	National Day Holiday
14	282	245.03	
15	276	248.48	
16	253	223.28	
17	9	22.45	Final Exam
18	17	40.00	Final Exam
19	0	0.00	PD Week
Total	4034	3557.22	



Curriculum Support & Collaboration

ILC continued to work in partnership with the faculty in populating and updating the ILC interface with useful websites and resources, ensuring access to appropriate and purposeful resources.

The faculty members rely more heavily than ever on ILC as an integral support to learning among student and are happily sharing their favourite learning resources with the ILC staff. Such resources are then added to the ILC Homepage (a repository of free and paid online resources).

Certain faculty members recommended and assigned their students to conduct workshops in the ILC as part of their studies as a course project (Learning by Doing).

Promotion & Advocacy

ILC continued to promote and communicate about the ILC work and services to students and staff via ILC Newsletter, ILC slides on digital signage and digital monitor, emails, ILC posters and leaflets around the college, classroom bulletin boards and occasional write-ups in Director's weekly update.

ILC Web link(s)

http://mzc.hct.ac.ae/ilc/ilc-news/ilc_news20.htm

<http://mzc.hct.ac.ae/ilc>

ILC Student Newsletter

Welcome to the 10th issue of your newsletter. This month we are happy to feature some useful links to English language learning and references submitted by a Foundations student from Ruwais Women's College. Try these sites to see how you can benefit from them. Also listed below are some links to free presentation tools that you can use to make your presentations more attractive. And finally, don't forget to read some tips on how to improve your motivation in the 'Learning to Learn' section.

March, 2012

Useful Links and Websites

Language learning and references

LEARN

<http://www.bbc.co.uk/worldservice/learningenglish/>
Lots of language learning lessons and all free for your use.

<http://www.oxfordlearnersdictionaries.com/>
Use the Advanced Learner's dictionary to find the meaning of any word, to improve your pronunciation, and understand the meaning of new words.

<http://www.wordreference.com/>
Online translation dictionary. Instant translation from English to Arabic and Arabic to English in addition to other languages.



Community Outreach

As in the last year, this year too, the ILC staff actively participated in college work and events such as handling duties on Health and Wellness Day, proctoring CEPA CBT exams, introducing the visiting school students to IL methodology on the Career Day, and the Research Fair.

In November, 2012, the ILC staff accompanied the college Outreach Team to visit secondary schools and Family Development Foundation Centres in Al Gharbia with the objective of encouraging partnerships among the school and the college staff members to exchange experiences and views on learning and related matters.

ILCs also introduced the visiting 12 grade school students to the purpose and approaches to IL through 15 minute introductory sessions in the second semester. These introductions were amply successful as the visiting groups of students started working on the online resources and were reluctant to leave the centre to continue the rest of the college tour. Many of the students copied the URLs of the sites they found most useful.

Professional Development

All the three ILC staff, Aisha, Sreeshna, and Britto have successfully completed their CELTA.

Special Responsibilities

The ILC staff accompanied the college outreach team on school visits to promote and market the college. Further, they helped the college students prepare and finalize their research posters for the college Research Fair.

Goals for Next Year

In addition to continuing our current services and support to the students, we intend to start with:

- 'Learning to Learn' study guides on iBooks.
- 'Learning to Learn' workshops for students.
- Student ILC e-portfolio.



ILC Annual Review

AY 2012/13

**Rashid bin Saeed Al Maktoum
Naval College Library &
Learning Centre**

Executive Summary



Soft opening of LLC. Computer hardware for ILC still outstanding.
LLC been heavily used by the English and Naval Sciences faculty.
NC 15's (juniors) using ILC more due to not having laptops.
NC 14's (seniors) use the ILC software from classes in academic wing.
Clarity (Road to IELTS General and Tensebusters) finally accessible.
Usage of both programs are increasing. All classes have signed into the program after initial teething issues.
DVD Theatre used well. All DVDs watched are linked to an activity.
Graded Readers issued to all cadets. Seniors have presented PowerPoint presentations in classrooms and LLC on the book read.
Possibility that the LLC will be open 2 days in the afternoon.

Official name of your ILC facility Library and Learning Centre

Campus student numbers AY 2012/13 222

Staffing structure

Danville Fourie - ILC Librarian

Jamila Ghanem Al Hosani - Assistant, Military personnel

Facilities & Services

- ILC has 20 laptops on loan from ADMC. Other ILC awaits the arrival of 22 iMacs.
- Clarity software been used in the 2 ILCs.
- In DVD Theatre with 103" 3D TV monitor students and faculty use this area as a presentation area as well.

Resources

- ILC Open: Will have 22 student iMacs and 1 Teacher iMac.
- ILC Enclosed: 22 student tables with 1 Teacher desk
- Group study area: Will have 6 iMacs for student and faculty use.-- seating for 23
- DVD Theatre: 103" 3D TV monitor hooked up to DVD player, PC. -- seating 25
- Small DVD area has 1 Samsung SMART TV 3D. Will be used for viewing DVDs and as a screen with student presentations. - Seating 10
- Graded Reader Area - seating 16

Learning Technologies

ILC is crucial and used a lot by faculty.

Classrooms in military wing is uninviting, and both faculty and students enjoy the new facility.

I am introducing the library services to the cadets (info lit activities)

NC 15's now have iPads. Working with faculty on using different educational apps.(e.g. Road To IELTS).

Student Support

Classroom visits and ILC teaching on the usage of the Clarity programs, (Road to IELTS and TenseBuster).

Workshops on Library orientation with NC 14 (97 cadets) and NC 15 (122 cadets).

One to one with students on Road to IELTS and Tensebusters.

Curriculum Support & Collaboration

Main area was getting the teachers to use the ILC from day 1. The past year I was the go-between to the faculty and ADMC library.

Workshop with the faculty on Clarity programs.

Liaison with English teachers on presentation of Graded Reader presentations.

Promotion & Advocacy

- Welcome screen at the entrance to the LLC.
- New books display on military subjects
- Emails to naval officers on new materials in the ILC and LLC

Professional Development

- Clarity Suite training.
- Webinar: Oxford Bookworms Library
- iPad training at ADMC before NC15 received their iPads

Special Responsibilities

- Naval Leadership team
- LibGuide administrator at ADMC
- Newsletter editor for ADMC newsletter

Goals for Next Year

- Liaison with the naval sciences faculty on ILC usage
- Introduction of more ILC software
- Total iPad and iMac integration
- Reading competition for students.

ILC Action Plan Projects 2012/13

The ILC Coordinators met regularly throughout the 2012/13, reporting on progress and to discuss key issues and new developments. We also collaborated on our annual ILC action plan projects which offers collective solutions to common issues.



Major milestones this year included establishing an **ILC peer review evaluation programme**, with the first ever ILC peer review taking place at Al Ain Women's College on June 12th 2013 (Page 74).

Another significant development this year was the creation of a **common framework for collecting statistics and data** in our ILCs, with 17 different tools and measures for ILCs to pick and choose from. Everything from measuring usage of ILC facilities and resources, to satisfaction surveys and focus groups (page 78).

Another notable accomplishment was **ILC Best Practices**, where ILCs submitted successful ideas and offered on-going support for implementation to other ILCs. This year we had an amazing 57 best practice ideas recommended, everything from advice on starting a Korean fan club to offering workshops to the local community (Page 85).

Finally, **iPads in ILCs** investigated the potential role of iPads ILCs and how they could best be deployed, which resulted in a findings and recommendations document allowing other ILCs to benefit from the research undertaken by the group (Page 84).

The success of these projects wouldn't have been possible without the hard work and dedication of the following project team leaders and team members: **Darcy Harris, Brenda Boyle, Janice Coats, Anna Bailey, Sule Berilgen-Duzgun, Alan Pollock, Swapneela Koul, Maryann Casas and Daniel Carroll.**

ILC Action Plan Projects 2012/13 ILC Peer Review Evaluation Programme

Project Title	Project Brief/Task	Key Issues	Action/Achievable targets
<p style="text-align: center;">ILC Peer Review Evaluation Programme</p>	<ol style="list-style-type: none"> 1. Decide on what we want to evaluate 2. Decide how we are going to evaluate (with quantitative stats, or qualitative info) 3. Pilot peer review an ILC 4. Evaluate the evaluation 5. Report back on the process to ILC Coordinators 6. Implement ILC Peer Review Evaluation across all ILCs 2013/14 	<p>ILCs are unique, with different goals, priorities, stakeholders etc.</p>	<ol style="list-style-type: none"> 1. Provide a 'critical friend' assessment of our ILCs; 2. Identify areas for improvement within our ILCs; 3. Support change and improvement within our ILCs; 4. Facilitate the exchange of ideas and good practice; 5. Showcase our ILCs internally and system-wide

ILC Peer Review Evaluation Report

For: Al Ain Women's College ILC

ILC Coordinator(s): Janice Coats, Brenda Boyle

Assessed by: Darcy Harris (ILC/SSCE Coordinator FMC)

Date: 12 June 2013

SCA Analysis:

Strengths:

1. Admin/management is very supportive.
2. Coordinators' roles are very well-defined. With two coordinators, there is lots of support and idea sharing, plus, time to work on ideas.
3. Students are engaged in the center's activities. **Very active center!**
4. Great space – spacious, warm, welcoming, fabulous furniture – a place for students – **innovative idea** -Love the gaming area - gives students a chance to relax and use their creative, as well as critical, thinking skills – Classroom and labs are well equipped with plenty of space to fit a class
5. The tutoring sessions are fully booked every day with students who have walked in by themselves and made appointments.
6. i-Pad support- **innovative idea** of finding lockable i-Pad covers and creating an i-Pad area which can showcase both paid and free apps for students and faculty to try out in order to decide if they would like to put it on their i-Pads. Features app of the week. They are able to put one paid app on all 12 i-Pads.
7. Easy to use booking system for their labs and rooms.
8. Offered their 22 Foundation classes weekly 1 hour spelling classes. They used Spelling City and Quizlet to support materials, such as Oxford 3,000, which the students are using in class.
9. They have an amazing online presence. **Innovative idea** -They have created BB Courses for students to do during their holidays so that students can have the opportunity to study from home. They have created an easy to use and very accessible Sharepoint site that covers all the skills needed to be a successful student. Their online site is also used extensively throughout the system.
10. Desktop computers are heavily used.
11. Lots of opportunities for reading set up in an attractive manner. Great collection of graded readers with online support.
12. Heavy community and program involvement in the center. There is an area set up for the BEd department to bring in local children for storytelling and other such activities. Plus, they can use the ILC's education apps.

Challenges:

1. Need to do more promotion
2. Although the labs are well used, numbers are limited. It could be used by a wider audience.
3. Need Printers / air printers
4. Need more support materials for BAS students
5. Constantly changing curriculum – makes it difficult to keep up with student needs
6. BYOD – How will this change the way materials and activities are accessed?
7. Insecurity of ILCs across the system
8. Insecurity of positions
9. May have to travel between colleges which will mean less time spent at each center

Aims /Goals:

1. Increasing the number of locked down i-Pads next year so that they have a complete class set.
2. Teaching study skills to Foundation and BAS students.
3. More promotion of BAS support activities such as the writing corner
4. Writing workshops.
5. Changing their resources into i-Pad friendly materials.
6. Create more online support for BAS students.
7. Coffee Shop (Gloria Jeans) is going to be put in the center. This could create new learning opportunities.
8. Pre-test, post-test for spelling next year in order to track student progress.

Comments by Students /Faculty/Staff:

(These comments were made by random students using the center on the day)

“We have difficult things, we go see Ms. Janice.”

“I study IELTS, Summer Practice – I really liked Spelling City.”

“I bring my friends with me.”

“I only use the ILC when I have class, but I love to come to this space!”

“I like to read. Ms. Brenda helping too much!”

“I come once a week for class.”

Final Comments /Recommendations:

It is a very active center. During my entire visit, students and staff were interrupting us for help and advice which meant Brenda and Janice were very busy. The study rooms were fully booked for the day. It was great to see all the activity. Many students were using the facilities by themselves without needing help. This is important because there is no physical way Janice and Brenda can work with every student every day. The fact that students were engaging in the center's materials independently is a tribute to all of the hard work that Janice and Brenda do every day in creating materials, organizing the activities in an inviting, attractive manner and training students to use their facilities.

With such a wonderful atmosphere that has been created by the Al Ain team, I am not surprised that the center is a hive of activity. I can't wait to go back to Fujairah and put in a proposal for our own i-Pad island!

Any final comments by the assessed centre:

“Thanks Darcy. It was lovely having you here and great to “see” our centre through new eyes. Our students certainly enjoyed meeting you, chatting with you and selling you their products. We found the whole peer review process interesting and beneficial and I think the final product will no doubt stand as a very useful model for future peer reviews by our system team”.

Darcy Harris
ILC Coordinator, FMC

Janice Coats & Brenda Boyle
ILC Coordinators, AAWC

ILC Action Plan Projects 2012/13 Common framework for collecting ILC statistics and data

Project Title	Project Brief/Task	Key Issues	Action/Achievable targets
<p style="text-align: center;">ILC Statistics and Data</p>	<p style="text-align: center;">A method of gathering statistics and data for our ILCs.</p>	<ul style="list-style-type: none"> • Set up a generic vehicle for stat collecting • Look into software for stat collecting 	<ul style="list-style-type: none"> • See campus PQA (Quality assurance) coordinator
		<ul style="list-style-type: none"> • Collect information from ILC coordinators about past stats and current stat collection vehicles 	<ul style="list-style-type: none"> • Ask coordinators to send us a copy of stats collected and the vehicle they use • Ask coordinators for types of stats collected in the past
		<ul style="list-style-type: none"> • Put together a stat over view of all ILCs • Document with future suggestions 	<ul style="list-style-type: none"> • Put together documents and a presentation on ILC stats

Measures of Direct Instruction of Students			
Stats to collect	How to collect	Detail Option	Collection Option
Student Initiated Appointments or Drop-ins	# min of contact	Collect level and skill area	Snapshot-collect stats for one typical week
Example of Collection 60 min /60 = 1 hour (detail option: FL1/reading) 20 min /60 = .33 student hours (detail option: BEd writing)		Example of Report AAWC November 2012 <u>Student Initiated Appointments or Drop-ins</u> 200 hours (detail option: 115 FL2, 55 BEd , 30 FL1)	
At-Risk/Required Tutorials	# min of contact	Collect level and skill area	Snapshot-collect stats for one typical week
Example of Collection 60 min /60 = 1 hours (detail option: FL2/spelling) 30 min /60 = .5 hours (detail option 1 Found L1 speaking)		Example of Report AAWC November 2012 <u>At-Risk / Required Tutorials</u> 40 hours (detail option: 32 FL4, 8 BEd)	
Workshops/ Orientations	# min of contact content and level		
Example of Collection Workshop on Vocabulary Management - FL3 60 min /60 = 1 hour Orientation to ILC resources – FL1 120 min /60= 2 hours		Example of Report AAWC November 2012 <u>Workshops/Orientations</u> 1 hour (vocab management WS FL2) 3 hour (orientations FL1) 2 hours (time management FL2, FL3)	
Class Support or Supervision	# min of contact	Collect level and skill area	
Example of Collection 600 min /60 = 10 hours (detail option: FL2 active reading) 60 min /60 = 1 hours (detail option: FL1 classroom assistance)		Example of Report AAWC November 2012 <u>Class Support or Supervision</u> 8 hours (detail option: active reading FL4) 3 hours (detail option: classroom assistance FL1)	

Measures of Direct Contact with Faculty			
Stats to collect	How to collect	Detail Option	Collection Option
Working Directly with Faculty	# min of contact # of faculty reason for contact		
Example of Collection 60 min X 8 faculty presented PD on clarity products available for foundations students 60 min X 11 faculty orientation for new teachers		Example of Report AAWC November 2012 <u>Working Directly with Faculty</u> 120min X 19 faculty=2280/60 = 38 faculty hours (Clarity PD, orientation)	

Measures of Use of Facility and Resources			
Stats to collect	How to collect	Detail Option	Collection Option
Gate Count	Raw gate count (not divided by two) to ILC facility even if the count includes traffic to other parts of a shared facility		
Example of Collection November raw gate count 22057		Example of Report AAWC November 2012 <u>Gate Count to ILC and Library 22057</u>	
ILC SharePoint or Website Hits	# of hits to ILC website or SharePoint site		
Example of Collection November hits to SharePoint site 30983		Example of Report AAWC November 2012 <u>Hits to SharePoint Site 30983</u>	
Software Use	# of student hours spent on software provided by and or managed by ILC		
Example of Collection Hours of use of Clarity Active Reading – 230.4 Hours of use of BBLearn vocab course - 422		Example of Report AAWC November 2012 <u>Software Use</u> Time spent on Clarity Active Reading 230.4 hours Time spent on ILC BB learn Foundations Vocab Course 422 hours	
Class Bookings of ILC Facilities (labs, seating, book of the week, study rooms etc)	# of hours booked by teachers to use ILC facility with a class or group	Reason for booking	
Example of Collection November: AAWC facility bookings 46 hours (Detail Option: Labs 23, book of the week 5, ILC computers 10, other 8)		Example of Report AAWC November 2012 <u>Class Bookings of ILC Facilities</u> 46 hours (Detail option: Labs 23, book of the week 5, ILC computers 10, other 8)	
Non-Instructional Contact with Students (help finding resources, tech problems etc.)	# min of contact		
Example of Collection 340 min /60 = 5.6 hours		Example of Report AAWC November 2012 <u>Non-Instructional Contact with Students 5.6 hours</u>	

Initiatives and Promotion			
Stats to collect	How to collect	Detail Option	Collection Option
Course/ Materials Development Initiatives and Maintenance	title of initiative # hours spent on initiative ongoing or complete		
Example of Collection Spelling City Proposal and Authoring -70 hours – ongoing BBLearn Grammar Course for Foundations L1 - 30 hours - complete		Example of Report AAWC November 2012 <u>Course/Materials Development Initiatives</u> Spelling City Proposal and Authoring -70 hours – ongoing BBLearn Grammar Course for Foundations L1 - 30 hours - complete	
Enhancements and Maintenance of Physical Space	title of initiative # hours spent on initiative ongoing or complete		
Example of Collection Re-imaging and trouble shooting computers -20 hours – complete Moving to new facility- 30 hours - complete		Example of Report AAWC November 2012 <u>Enhancements and Maintenance of Physical Space</u> Re-imaging and trouble shooting computers -20 hours – complete Moving to new facility- 30 hours - complete	
Promotions , Newsletters and Advertising	title of initiative # hours spent on initiative ongoing or complete		
Example of Collection Organised a writing competition -10 hours – complete Sent out a daily tweet advertising ILC services and Word of the Day - 4 hours - complete		Example of Report AAWC November 2012 <u>Promotions, Newsletters and Advertising</u> Organised a writing competition -10 hours – complete Sent out a daily tweet advertising our services and Word of the Day - 4 hours - ongoing	
Hosting visitors and VIPs	title of initiative/event # hours spent on initiative		
Example of Collection Hosted tour for Sheikh Mohammed -6 hours – (including tour, waiting, set up)		Example of Report AAWC November 2012 <u>Hosting Visitors and VIPs</u> Hosted tour for Sheikh Mohammed – 6 hours Hosted high school visits – 15 hours	

Measures of Success, Satisfaction and Appropriate Response			
Stats to collect	How to collect	Detail Option	Collection Option
Satisfaction Survey	annual satisfaction survey comprised of a choice of ILC system approved questions sent to students and faculty		
Example of Collection An online survey distributed to all students and staff		Example of Report AAWC 2012-2013 Annual Report <u>Satisfaction Survey</u> Report of survey results with graphics	
Focus Group	annual SWOT analysis with a focus group of ILC stakeholders developed according to guidelines approved by ILC system group		
Example of Collection A face-to-face focus group responding to a selection of questions approved by ILC system group		Example of Report AAWC 2012-2013 Annual Report <u>Focus Group</u> Report of results of focus group	
Suggestion box	annual #of suggestions submitted by stakeholders and a brief report of resulting actions in response to suggestions		
Example of Collection 32 suggestions submitted Resulting actions include the following : extension of our open hours from 5 pm to 7pm following a request from a student to stay open longer purchase and authoring of spelling city following a Foundation level student request for more spelling practice resources		Example of Report AAWC 2012-2013 Annual Report <u>Suggestion Box</u> 32 suggestions submitted. Resulting actions include: extension of open hours from 5pm to 7pm purchase of Spelling City software	

ILC Action Plan Projects 2012/13

iPads in ILCs

Project Title	Project Brief/ Task	Key Issues	Action/Achievable targets
iPads in the ILCs	To investigate the role of iPads in the ILCs	<ol style="list-style-type: none"> 1. What role can/should iPads play in the ILC? 2. What are the different approaches in different ILCs? 	<ul style="list-style-type: none"> • Make a preliminary case for iPads in an ILC lab • Collate information on current uses of iPads in libraries and ILCs worldwide • Add to the preliminary case for iPads in the ILC.

ILC Action Plan Projects 2012/13 iPads in ILCs

Proposal for a set of iPads to be used in the ILC

1. ILCs would be ideal for accommodating a class set of iPads which can be stored in a lockable trolley.
2. There is a need for staff who do not yet have iPads or classes with iPads to:
 - experiment with delivering a lesson using iPads in a class situation to become familiar with them.
 - test which of their current materials are, and are not, well adapted to iPads
 - take part in PD sessions together using iPads
 - design material such as iBooks i.e. see the final iBook product and know how to
3. A set of ILC iPads could be used for experimenting with new paid Apps with classes prior to recommending them for general use. This provides more incentive for teachers with and without iPad classes to design lessons for new apps as they can in fact use the lessons. Trialing new apps in this way is cheaper than providing them for a whole class as the cost of one app licence can be spread over 30 iPads.
4. The ILC iPads could be used for trialing new assessment techniques and tools for assessment purposes.
5. There are some programs such as Speaking Pal Plus or other content rich apps which would be expensive to put in every iPad but would be very useful for occasional use if available in a class set. This is especially true for programs that are purchased to help remediation. In future this may be available through Mobile Device Management.
6. The set of iPads would be available to be borrowed as a class set to take out of the classroom if the particular app was more suited to outdoor activities. Speaking Pal Plus is one such app as it can best be used by students who are not in a closed room area as it encourages students to speak using multimedia prompts – and provides scores for their efforts.
7. The iPads could contain graded reader ebooks. These are already available on a trial basis via Safari.
8. The iPads could contain apps for current newspaper and magazine subscriptions. This could cut down on the paper load in the library and reduce the amount of printing.
9. The iPads could be used by students to do their work when their own iPads are with TSD. The librarian could lend them out for use in the library for a period.
10. With the paid Puffin browser installed, the iPads could be used to access websites that are flash based.

ILC Action Plan Projects 2012/13 ILC Best Practices

Project Title	Project Brief/ Task	Key Issues	Action/Achievable targets
ILC Best Practices	Try out or implement in your own college some of the best practices in other colleges.	<ul style="list-style-type: none"> • Set up a means to document ILC Best Practices. “Best Practices” would include brochures, poster templates, marketing materials, etc; as well as the way software or other materials are used or other ILC activities. • A mentoring program will be established in order to share best practices across the campuses. 	<ul style="list-style-type: none"> • Solicit ILC Best Practices from each college • Set up a mentoring program of ILC Best Practices • Participate in the mentoring program