



# SGUB

جامعة القديس جاورجيوس في بيروت  
Saint George University of Beirut

## Faculty Development Program

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A group of five students are walking down a wide set of concrete stairs. From left to right: a man in a white shirt and dark pants, a woman in a light blue t-shirt and dark pants, a woman in a white shirt and dark pants, a man in a green and white jacket, and a woman in a dark long-sleeved shirt and blue jeans. They are all looking down or slightly to the side. In the background, there is a palm tree and a modern building with a glass facade.

***"Tell me and I forget, teach me and I  
may remember, involve me and I learn."***

*Benjamin Franklin*

The Saint George University of Beirut Faculty of Medicine places great value on its faculty members as individuals who are committed to being lifelong learners, consistently striving to improve their teaching practices and skills. Over the course of their careers, faculty members experience changes that require new approaches to personal growth and professional development.

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The Saint George University of Beirut Faculty of Medicine aims to support this process of continuous improvement by offering opportunities that encourage faculty to thrive and adopt more inclusive, learner-centered approaches.



# 01



## Background

In higher education, the main goal of effective teaching is to empower students to develop critical thinking skills and become self-directed learners. It is the responsibility of course instructors to support their students in becoming independent problem solvers who engage in higher-order thinking processes throughout their academic journey. To achieve this, instructors should be exposed to and trained in instructional methods that enhance their teaching practices and equip them with the necessary skills to effectively guide their students.

The Faculty of Medicine at Saint George University of Beirut (SGUB FM) acknowledges the importance of this approach to effective teaching and has incorporated it into their Faculty Development Program (FDP). The FDP is designed using an interactive approach where the participants are at the center of the training and engage in various innovative activities. The program aims to provide instructors with the necessary tools and knowledge to enhance their teaching practices, ultimately leading to more effective teaching & better student outcomes.

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# 02



## Purpose

The FDP acknowledges the essential role played by faculty members in imparting expert instruction and mentorship to medical students. The program aims to foster an environment that promotes innovation in medical education. It provides faculty members with various resources and avenues for professional development, such as readings, presentations, pre/post testing, individual activities, and interactive discussion forums.

# 03

## Timeframe

The FDP is scheduled to commence in June 2025 and will run for a period of six to seven months.

Sessions	Date	Modules
1	TBD	Adult Learning Theories
2	TBD	Active Learning and Designing
3	TBD	From Learning Objectives To Assessment
4	TBD	Crafting effective MCQs
5	TBD	Collaborative and Cooperative Learning
6	TBD	Flipped to Team-Based Learning
7	TBD	Bedside Teaching Or Blended Learning Approaches
8	TBD	Creating Engaging Instructions in AI times
9	TBD	Simulation and Role Play
10	TBD	Competency-Based Medical Education
11	TBD	Creating a teaching portfolio and Wrapping up

# 04

## Session Components

**Each session in the FDP consists of:**

1. Session Description and Learning Objectives
  2. Readings (Required and Optional)
  3. Presentation
  4. Discussion Prompt
  5. Assignment
  6. Retrospective Pre – Post Survey
  7. Satisfaction Survey
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# 05

## Session Components

This training program is designed under the auspices of student/learner-centered classes. The program comprises the methodology of teaching and techniques of assessment. To contextualize these components, an introductory session is added which addresses characteristics of adult learning. All topics are research-based and derived from reported best practices. Finally, since reflections are reported to be the heart of any learning experience.

This training program concludes with a reflection session where participants discuss the learning that took place because of the program and any detected transformation in their teaching practices. A certificate of participation will be awarded to all those who attend a minimum of 80% of the program. The language of instruction will be English.

### **Session 1: Adult Learning Theories**

Introduces participants to the most prominent theories of adult learning and demonstrates how they can be applied to medical education.

### **Session 2: Active Learning and Designing**

Explores active learning strategies and guides participants in designing educational experiences that actively engage students and align with course objectives in medical education.

### **Session 3: From Learning Objectives to Assessment**

Teaches participants how to develop effective learning objectives and utilize rubrics to assess student performance accurately.

### **Session 4: Crafting effective MCQs**

Introduces best practices for writing clear, objective-aligned multiple-choice questions that assess higher-order thinking in medical education.

### **Session 5: Collaborative and Cooperative Learning**

Provides an overview of collaborative and cooperative learning methodologies, including how to prepare for and facilitate group activities.

### **Session 6: Flipped to Team-Based Learning**

Explores how to shift from flipped classrooms to team-based learning, focusing on preparation, in-class problem-solving, and collaboration.

### **Session 7: Bedside Teaching or Blended Learning Approaches**

Explores the benefits and challenges of bedside teaching, such as the opportunity to observe and interact with patients in a clinical setting, and the limitations of time and resources.

### **Session 8: Creating Engaging Instructions in AI times**

Focuses on optimizing memory conversion, managing cognitive load, and supporting affective learning experiences and discussing the implication of AI.

### **Session 9: Simulation and Role Play**

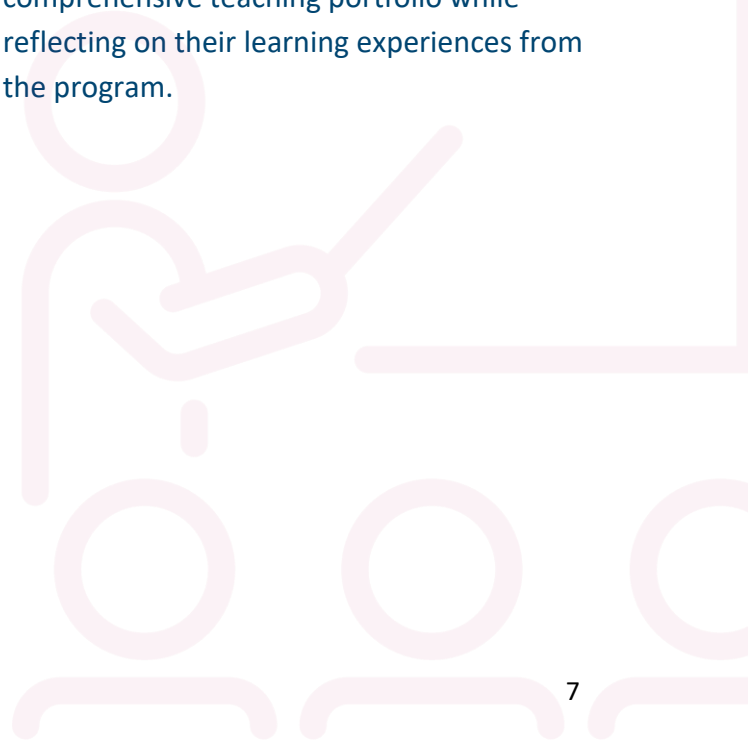
Covers simulation and role play to enhance clinical skills, teamwork, and communication, with a focus on OSCE design, debriefing, and simulation types.

### **Session 10: Competency-Based Medical Education**

Highlights the principles of competency-based medical education and how it can be used to improve the quality of medical education.

### **Session 11: Creating a teaching portfolio and Wrapping up**

Guides participants in developing a comprehensive teaching portfolio while reflecting on their learning experiences from the program.



# 06

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## Session Expectations

### As a participant in the FDP, expectations are:

- Rigorously check all provided session components
- Turn in assignments on time
- Participate in discussions
- Reply to routine emails within 36 hours
- Communicate positively and constructively with peers
- Contact FDP members in case of facing any difficulties in the workshop

### What participants can expect from FDP coordinators:

- Reply to emails within 36 hours
- Review discussions and respond to individual members when necessary
- Supply assessment rubrics to all assignments
- Provide constructive feedback throughout the sessions



# 07

## Meet the Coordinators



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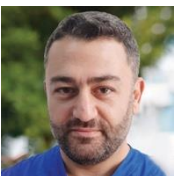
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# 08

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