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TRANSITIONING EFFECTIVELY TO ONLINE TEACHING
Webinar Duration: 4 or 6 Hours Webinar

Overview
There has been an increasing shift towards online learning by universities, colleges and schools amid COVID-19 as to promote the continuity of learning. eLearning has become more than ever widespread and this phenomenon is expected to continue beyond the pandemic as anticipated by many experts in the field.

Instructors all over the world were required to quickly transition their teaching online and now are asked to shift from emergency remote teaching to more meaningful learning experiences that engage students and help them meet their learning outcomes.

The aim of this interactive webinar is to introduce participants to the definitions and fundamental principles of online teaching and offer them a range of tips and guidelines that will help them better engage students and create an online presence.

Participants will be exposed to various types of online course delivery strategies (i.e. synchronous, asynchronous, blended, et.) and will explore how online learning differs from the traditional face-to-face learning and what sort of skills and competencies shall students and instructors acquire to ensure a successful learning experience.

Participants will also explore how they can effectively plan their online courses considering aspects related to course content, learning activities, student engagement and the role of feedback as well as how they can create a good online presence and build active learning communities.

Webinar Objectives
By the end of the webinar, participants should be able to:

- Identify the main characteristics and skills required to create a successful online learning experience
- Understand the main differences between teaching face to face (f2f) and teaching online and how to prepare students for their online learning experience
- Consider different possible formats for the delivery of online courses
- Rapidly and effectively plan their online course and transition to online teaching
- Define what is effective online ‘content’ and how content is planned and presented to meet specific learning outcomes and engage students
- Integrate various tools (primarily those included in your LMS) to engage students in their learning
- Reflect on your current teaching online practices and make improvements as deemed necessary

Target Audience
The webinar is relevant to anyone involved in delivering or overseeing online learning including:

- Educators, Faculty and Teaching Staff
- Deans, Heads of Departments
- Staff working in Teaching and Learning Centers
Overview

This webinar aims at supporting instructors and teaching staff during their transition to online learning and will focus particularly on student assessment strategies that are believed to be the most effective in an online environment.

Online learning is not a new way of learning and has been around for quite some time; throughout the years, significant research and practice were carried out to identify the best way to implement student assessment in an online environment. A wide range of strategies have been identified to safeguard the effectiveness, rigor and quality of student assessment when courses are delivered online. This include among many strategies: integrating ongoing formative assessment; using a variety of assessment strategies to accommodate different learning styles; relying on collaborative, peer and self-assessment and carefully designing assessment components that are performance based, authentic and which promote academic integrity.

Assessment techniques including the use of online quizzes, discussion forums, projects, portfolios, blogs and wikis as well as peer and self-assessments will be discussed during the webinar. Moreover, the role of meaningful feedback cannot be overemphasized when it comes to online learning and the webinar will tackle the main characteristics of meaningful feedback and the different ways and techniques to provide effective feedback to students.

Webinar Objectives

By the end of the webinar, participants should be able to:

- Understand the key principles for moving assessment online
- Design assessment strategies that are suitable to the nature of online learning: What should I be assessing?
- Use effectively various educational technology tools to support student assessment
- Understand the role and importance of meaningful feedback in online learning
- Comprehend and know how to address issues in managing quality and standards in online assessment (i.e. dealing with plagiarism and authenticity)
- Reflect on current institutional/personal student assessment practices

Target Audience

The webinar is relevant to anyone involved in delivering or overseeing online learning including:

- Educators, Faculty and Teaching Staff
- Deans Heads of Departments
- Staff working in Teaching and Learning Centers
Overview
Creating effective student engagement in online courses, can be a daunting task for many instructors new to teaching online, and is strongly dependent on how well the course was designed. While online course design is rooted in the same solid principles of face-to-face teaching, it requires additional considerations when it comes to course structuring and layout, content delivery, student motivations, learning activities and even student assessment which need to be tailored to the particular nature of online delivery. For students to remain engaged and active throughout their learning, instructors will need to carefully plan, design and deliver their courses. Student will need to be motivated in different ways and may require a greater level of clarity, support, guidance, coaching and mentoring.

This webinar will focus on the key considerations instructors have to keep in mind when reviewing their courses for online delivery to ensure their suitability to the new delivery month and ensure both an engaging and smooth learning experience.

Webinar Objectives
By the end of this webinar, participants will be able to:
• Understand the fundamentals and principles of instructional design
• Use principles of backwards design to plan a course or module that includes synchronous and asynchronous elements
• Design effective and engaging learning experiences in line with the articulated course outcomes
• Explore the essential ingredients of what constitutes a high-quality online learning and how to create an online presence
• Learn to design structured course content to maximize student retention
• Understand copyright and accessibility standards.

Target Audience
• Faculty and Teaching staff
• Deans and Heads of Departments
• Instructional designers
• QA staff
Overview

The global educational landscape has witnessed over the past three months’ significant changes in its operations due to sudden and rapid shift towards distance and online education to enable the continuity of learning during the Covid 19 Pandemic.

Online Education has become more than ever widespread that is expected to continue beyond the pandemic. Many Ministries of Education/ Higher Education and universities worldwide have already articulated strategies and plans for the next academic year 2020-2021 which involve scenarios ranging from the continuation of full fledge online education in the instance where the pandemic is not contained to implementing blended learning.

As such, and as online and blended education continuous to spread at different levels of maturity; Higher Education Institutions will need more than ever to ensure the highest level of quality is maintained not only for its programs and courses but for the overall student experience.

Moreover, institutions will need to revisit their current QA practices and ensure their quality indicators and policies are “fit-for- purpose” to address this new type of learning. Online/ blended learning will in many instances need to become part of the overall strategy for the institution’s development in the next few years.

During the webinar participants will explore the various dimensions when evaluating the quality of online education and will get familiar with the existing frameworks and models and how these may be used as benchmarks. Participants will also be immersed in thinking about articulating/ revising their strategies, policies and plans for online delivery and will reflect on their current QA practices and determine their suitability for this new form of learning.

Webinar Objectives

By the end of the webinar participants should be able to:

• Understand the various online learning delivery approaches and how they may be adopted by their institution
• Identify key issues and evidences for quality and quality assurance in online education
• Determine the various quality dimensions for online education in the specific context of their institution
• Comprehend the various existing frameworks and models for evaluating the quality of online programs and courses
• Develop and implement means to measure and quantify elements of quality within online programs
• Reflect on institutional current QA practices and make adjustments as deemed necessary
• Articulate strategies and policies to support the implementation of online education

Target Audience

The webinar is relevant to anyone involved in developing technology enabled programs as well as those overseeing the quality of programs and services included those delivered remotely whether fully online or blended. This include

• Vice Presidents for Academic Affairs/ Provosts
• Deans and Heads of Academic Departments
• Directors and staff working in QA, Institutional Effectiveness and Accreditation Offices
Overview

Academic advisors play a critical role in maximizing the student learning experience as well as supporting and engaging them. Students rely on advisors for academic information, assistance in navigating the university, locating and understanding policies and procedures, and problem-solving and decision-making (Smith & Allen, 2014).

Well-designed academic advising services also support students’ intellectual growth, empower students to clarify and attain their diverse academic, personal and professional goals, foster student retention, and promote student success.

While a student studying on campus may find it sometimes challenging to locate offices and engage with their academic advisors beyond obtaining course approvals; online students may struggle event more and have a feeling of being lost, as they do not have the opportunity to develop the contextual framework associated with buildings, faces, and in-person referrals. Moreover, the culture and expectations of online students may differ from those of campus-based student.

It is important that academic advisors adopt a proactive approach and take into consideration the unique needs and limitations that online students may have. Advisors are encouraged to offer students a variety of options regarding how students can receive advising, making sure to understand the needs and preferences of each individual student. Regardless of the method of delivery, each advising session should make the student feel cared for, understood, and valued.

Moreover, both institutions and advisors should come together to continually monitor the quality of academic advising and the impact it is having on the student learning experience.

This webinar aims at identifying the broad range of understanding, knowledge, and skills that support academic advising in online environments. It will acquaint participants with different strategies, tools and techniques to enhance their advising practices and consider how technology be may exploited to offer a better and more personalized advising experience.

Webinar Objectives

By the end of this webinar, participants will be able to:

• Comprehend various advising philosophies, approaches and models and determine which are more suitable to you and your students
• Understand the difference between advising students in a face to face environment and advising students online
• Consider the NACADA Academic Advising Core Competencies
• Model within their advising practices
• Integrate the use of various technologies to deliver academic advising services
• Appreciate what it takes to build a proactive and engaging relationship with their e-Advisees
• Use various principles and tools for assessing online academic advising

Target Audience

• Academic Advisors
• Directors and Staff working in Student Services Units including Career Advising, Counseling, Tutoring Centers, etc.
• Heads of Academic Departments and Program Directors responsible for overseeing academic advising
Overview

It is widely acknowledged that institutions of higher education are facing a host of strategic and operational risks. Yet, risk management practices in many institutions appear to be significantly less developed or mature than the corporate sector. This may be that universities’ governance arrangements and processes make it more difficult to implement institution-wide risk management practice. However, the unfolding COVID-19 pandemic that started early this year is pushing institutions of higher education to embrace risk management as one of the key tools to help re-think and reshape their strategies for survival and sustainability. The pandemic has further compounded risks already faced by higher education including rising costs, uncertainty about government funding and endowment, and the changing landscape of learning and learners. This webinar will help higher education leaders discuss simple but critical questions: what is our mission (sense of purpose)? What is the strategy to achieve it? What are the risks that might impede the achievement of the mission? How is the institution prepared to manage and successfully mitigate these risks?

This webinar will provide the participants with step-by-step applications of risk management in higher education supported by hands-on risk assessment and analysis tools, techniques and cases. Participants will be given opportunities to discuss their experience in managing risks and how to overcome the challenges to effectively deploy risk management activities and build an institution-wide risk-aware culture.

Webinar Objectives

By the end of the webinar participants should be able to:

- Understand the steps involved in the risk management process
- Discuss the governance arrangement needed to support the implementation of risk management effectively
- Learn the concept of risk appetite and how to apply it to inform critical decisions and actions; and
- Reflect on the pitfalls of implementing risk management in higher education
- Learn through examples and case studies how higher education institutions have successfully embraced risk management as a standard

Target Audience

- Senior Leadership in Universities
- Risk Management Managers and Staff
- QA and Institutional Effectiveness Staff
Overview

The Covid-19 pandemic has introduced all sorts of new challenges for researchers in the form of unanticipated disruptions to scheduling and the need to using technology to meet and collect data. The changes that we have made as a result of the pandemic can be of enormous benefit in the future provided we are able to incorporate them into research planning and management in a coherent fashion.

However, perhaps the most important lesson from the pandemic has involved the need for researchers to grapple with complex, unbounded problems. Covid-19 is a problem not only involving the need to explore the impact of the virus on the human body but also to investigate the impact of measures intended to contain its spread on all areas of social and economic activity. As we have seen, addressing Covid-19 requires approaches which look at a problem from multiple perspectives in different disciplines to ensure that all its aspects receive attention.

Covid-19 is but one example of what the literature calls a ‘wicked’ problem – a problem that is complex, ill-defined and unbounded. As our world becomes increasingly interconnected, it is likely that we will face more of these types of problems and this will require the development of the capacity to address them.

This four-hour interactive webinar will explore challenges and opportunities for those managing and leading research in institutions and for anyone interested in enhancing their own capacity as researchers. It will do this by discussing how ‘interdisciplinary’ could become ‘a new normal’ and what we can do to develop capacity to work in this way as researchers. In addition, the webinar will offer an opportunity to engage in a guided and supported discussion with colleagues from a range of locations about, for example, the way they have used technology to allow research to continue over recent months and the way it can continue to be used productively in the future.

Webinar Objectives

By the end of the webinar participants should be able to:

- Understand the dynamics of complex, unbounded problems requiring research
- Identify the implications of such problems for research design, planning and management
- Identify the benefits and downsides of the use of technology in different kinds and stages of research
- Identify the implications of project research for funding and funding management
- Manage and lead research teams more effectively

Target Audience

Anyone involved in managing, leading or driving research in institutions of higher education.

- Research managers and directors
- Deans & Heads of Departments
- Academics interested in developing their own research capacity
Overview
The COVID-19 pandemic has created an urgent need for more effective and responsive governance systems across the higher education sector with much stronger and more frequent collaboration between Governing Boards and leadership/management in order to rapidly address an extreme and unprecedented situation that has significantly disrupted and impacted the sector both on the short and long term. Boards provide strategic directions, guidance and play a crucial oversight role; in such times they should also assist management not only with how they respond to the crisis but how they recover from it with resiliency and strength. Moreover, Boards play an important part when it comes to communication and public reporting and safeguarding their institution’s reputation.

This four-hour webinar aims at addressing the impact of the pandemic on university governance and discuss what it takes from governing boards and management to collectively navigate through this crisis and ensure they build institutional resilience and relevance and maintain business continuity.

Webinar Objectives
By the end of the webinar participants should be able to:
• Recognize the changing patterns of governance of higher education landscape in times of uncertainty
• Understand the impact of the COVID-19 on the sector and what it takes from HEIs to navigate through the crisis and beyond
• Comprehend the distinction between governance and management and where do they intersect
• Determine the role of Governing Boards in providing strategic insights, enhancing oversight, ensuring business continuity and overseeing risks in times of uncertainty
• Identify management role in effectively responding to the COVID-19 pandemic on the short, medium to long term
• Establish sustainable evidence based strategies for implementing transparent, shared and responsive governance systems
• Examine the importance of institutional values during times of uncertainty

Target Audience
The webinar is relevant to:
• Members of Governing Boards from both private and government higher education institutions (HEIs)
• Senior Administrators within HEIs including: Presidents, Vice Presidents, Provosts and other similar post holders
• Managers and staff working in QA offices, Risk Management and Institutional Effectiveness
Overview

Higher education is one of the major forces shaping social, cultural and economic well-being of business and communities. The emergence of the COVID-19 pandemic has forced institutions to rethink traditional ways of doing things to sustain these contributions and stay relevant now and in the future. Undoubtedly, it is testing the limits of the entire HE model. HE institutions must start asking themselves questions about the medium- and long-term implications for curriculum delivery, assessment, research, student support services, quality assurance, infrastructure, campus administration, staffing and workplace changes. While finding answers to these questions, the main objective is to create an organization that can ensure safety and keep essential operations going, while establishing more effective and strategic decision-making systems for the future.

During this webinar, you will be engaged to discuss these questions and how HE institutions are transforming themselves to navigate this crisis, the business model they aspire to build moving forward. An important of this webinar is to share the policies and strategies needed for institutions to survive in this journey of change.

Webinar Objectives

At the end of this webinar, participants should be able to:

- Discuss how leadership in times of crisis is transforming HE institutions
- Design responsive policies to ensure institutional quality and relevance
- Build strategic competence in times of crisis
- Learn through cases on how institutions are navigating and building resilience in the face of COVID-19

Target Audience

The webinar is relevant to:

- Senior Administrators within HEIs including: Presidents, Vice Presidents, Provosts and other similar post holders
- Managers and staff working in QA offices, Risk Management and Institutional Effectiveness
Overview

Higher education institutions are now more than any time coping with severe disruptions amid the coronavirus pandemic. In response to this evolving crisis, these institutions, which was enjoying not long ago a relatively stable working environment, are now shifting, and many leaders are scrambling to support their faculty, staff, and students. One of the areas affected by this crisis is student support services. Undoubtedly, it is challenging institutions to review the vital role this function can play in times where working remotely has become the new normal and student services such as academic advising, counselling and orientation, have to shift entirely online. A challenge not many institutions have been ready to face.

The main questions we ask in this webinar are: how can student services support divisions accelerate adaptation of technology to facilitate access and increase service efficiency and effectiveness in times of uncertainty? What are the critical services that must continue to successfully maintain an operationally fit division? How to humanize student support services during the Covid-19 pandemic? What are the policy changes needed to mitigate the threat of this crisis? What are the core competencies required for student services’ leaders and professionals in times of crisis?

This webinar addresses these questions and others in an interactive way providing opportunities for the participants to share experiences and address real issues being faced during the Covid-19 pandemic. The webinar will also expose participants to cases and lesson learnt from institutions adopting various student support strategies to reduce the impact of this pandemic.

Webinar Objectives

At the end of the webinar, participant should be able to:

• Discuss the new challenges facing student services and their implications for student learning, retention, progress and success;
• Explore how student services divisions can accelerate the adoption of technology to transform their services and work processes
• Discuss policy changes needed to mitigate the risk of Covid-19 pandemic
• Priorities the critical services and activities as part of the division’s business continuity plan
• Determine the enabling competencies for a successful student services division in time of crisis

Target Audience

The webinar is relevant to:

• Deans, Directors and Staff working in Student Affairs
• Deans, Directors and staff working in Admissions and Registration
• Career Counselors
HOW TO REQUEST THE WEBINAR?

**Step 1:**
Send us an email at inquiries@cli-cks.com detailing
1. the webinar(s) you are considering
2. the number of participants
3. three tentative dates along timings

**Step 2:**
One of our team members will get in touch to either obtain further details or provide cost estimate

**Step 3:**
An agreement will be sent to your institution for signature and issuance of the payment. This is what formalizes the engagement and initiates the preparation for the webinar

**Step 4:**
The webinar is delivered and e-Certificates are issued

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