جامعة أبوظبي
Abu Dhabi University

ARAB TEACHING AND LEARNING CONSORTIUM

INAUGURAL CONFERENCE

Learning for Impact: Agency, Future Readiness, and Purpose in Higher Education

02nd & 03rd February, 2027

Venue

Abu Dhabi University (Abu Dhabi Campus)

Call for Best Practices

CLICKS — CONSORTIUM INITIATOR
جامعة أبوظبي Abu Dhabi University — HOST INSTITUTION
جامعة الأخوين Al Akhawayn University — FOUNDING MEMBER
جامعة عجمان Ajman University — FOUNDING MEMBER
American University of Bahrain — FOUNDING MEMBER
American University of Beirut — FOUNDING MEMBER
The American University in Cairo — FOUNDING MEMBER
AUS — FOUNDING MEMBER
جامعة الأمير سلطان Prince Sultan University — FOUNDING MEMBER
United Arab Emirates University — FOUNDING MEMBER

About the Conference

Learning for Impact: Agency, Future Readiness, and Purpose in Higher Education

We are pleased to announce the inaugural edition of this conference, bringing together academic leaders, faculty, and teaching and learning professionals from across the region and beyond for a dynamic and thought-provoking gathering focused on learning for impact, advancing agency, future readiness, and purpose in higher education.

At a time when higher education is under increasing pressure to demonstrate its relevance, value, and societal impact, this conference positions learning at the center of transformation focusing on how institutions can intentionally design teaching, learning, and assessment to develop future-ready graduates with agency, adaptability, and purpose.

Grounded in the theme "Learning for Impact", discussions will explore how institutions can:

- Embed employability, purpose, and societal contribution into the student experience
- Reimagine assessment as a driver of capability and agency
- Leverage AI and digital technologies responsibly and effectively
- Design personalised, inclusive, and flexible learning pathways at scale

This inaugural conference aims not only to share ideas, but to catalyse meaningful change, supporting institutions in advancing learning that truly delivers impact—for students, institutions, and society.

Over the course of two engaging days, participants will experience a rich and interactive program featuring:





Introduction

As higher education seeks to demonstrate relevance, value, and impact, there is growing recognition that learning must empower students not only with knowledge but with agency, adaptability, and purpose. Reimagining Learning for Impact focuses on how teaching, learning, and assessment can be intentionally designed to support future readiness and meaningful graduate outcomes.

This theme examines how institutions are embedding employability within the curriculum, rethinking assessment to promote learner agency, leveraging digital and AI-enabled tools responsibly, and creating personalised learning pathways that respond to diverse learner needs. It emphasises impact at multiple levels—student success, workforce preparedness, institutional effectiveness, and societal contribution.

Call for Best Practices

The Arab Teaching and Learning Consortium invites faculty members, learning designers, educational developers, and teaching and learning professionals to contribute to its inaugural conference, organized under the theme “Learning for Impact: Agency, Future Readiness, and Purpose in Higher Education “by sharing evidence-informed, practice-based innovations in teaching and learning.

This conference is practice-led, hence the Organizing Committee is seeking proposals that showcase what was implemented, how it was done, what changed, and what others can learn.

Proposals must align with one of the following sub-themes:

Sub-theme (1): Future-Ready Curricula and Graduates

- Aligning graduate attributes with workforce and societal needs
- Curriculum renewal for relevance, adaptability, and employability
- Co-designing curricula with employers, industry, and communities
- Interdisciplinary and challenge-based learning
- Micro-credentials, stackable learning, and lifelong learning pathways
- Measuring and evidencing graduate outcomes

Sub-theme (2): Assessment Reimagined for Capability and Agency

- Real-world, performance-based, and programmatic assessment
- Assessment that builds confidence, autonomy, and learner agency
- Portfolios, capstones, and reflective practice
- Rethinking grading, feedback, and progression
- Ensuring coherence, academic standards, and progression integrity

Sub-theme (3): Teaching and Learning in an AI- and Data-Rich Environment

- Blended, hybrid, and digitally enhanced learning models
- AI as a co-pilot for teaching, learning design, and assessment
- Learning analytics and evidence-informed teaching
- Ethical use of data and educational technologies
- Enhancing—rather than replacing—human judgment
- Faculty capability and digital pedagogy development

Sub-theme (4): Personalised, Flexible, and Inclusive Learning at Scale

- Designing personalised learning experiences at an institutional scale
- Flexible learning models and pathways
- Equity-driven personalisation and inclusive pedagogies
- Technology-enabled advising and learner support systems
- Supporting student success, belonging, and well-being



Proposal Submission (500–1,000 words)

Each proposal should be written in clear, professional language and structured as follows:

1. Cover Page

- **Title of the Best Practice**
- **Sub-Theme Alignment**
  Indicate the sub-theme under which you are submitting.
- **Author(s) and Institutional Affiliation**
  Include name(s), role(s), institution(s), and contact details of the corresponding author.

2. Best Practice Description

2.1 Context and Challenge

- Institutional or programmatic setting
- The challenge or opportunity addressed

2.2 The Practice or Innovation

- What was designed or changed
- Who was involved

2.3 Implementation

- How the practice was introduced
- Scope, scale, and timeline

2.4 Impact and Evidence

- Outcomes for students, faculty, or the institution
- Qualitative and/or quantitative indicators

3. Conclusion: Lessons Learned and Transferability

- What other institutions can adapt
- Key lessons learned
- Conditions for success and potential risks

Format:

- Word or PDF
- 500–1,000 words
- 11–12 pt font, 1.15–1.5 spacing
- Include contact details of the corresponding author

Final Presentation Guidelines

Authors of accepted proposals will be invited to submit their final presentation materials by **15th January, 2027.**

All presentations should:

- Be practice-focused and evidence-informed
- Clearly articulate:
  - What was done
  - What changed
  - Why it matters
- Demonstrate alignment with the original proposal and sub-theme
- Be designed for knowledge transfer, not promotion

Each presentation must include at least one slide on:

- Context & Challenge
- The Practice or Innovation
- Impact & Evidence
- What Others Can Adopt

Format & Duration

- **Showcase Presentation:** 15 minutes (Recommended: 10–12 slides)
- **File Format:** PowerPoint (.pptx)

Important Dates

Proposal Submission Deadline

15th December, 2026

Notification of Acceptance

30th December, 2026

Revised Proposals (if applicable)

15th January, 2027

Final Presentation Materials Due

15th January, 2027

Submission Email

- Please submit your proposal to **info@ac-tlc.org**
- In the subject line, write: ACTLC 2027 – Best Practice Proposal- Track #
- Conference website: **https://actlc.netlify.app/**



ARAB TEACHING AND LEARNING
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About the Arab Consortium for Teaching and Learning Centers

The Arab Consortium for Teaching and Learning Centers is a regional, non-profit collaborative network established to advance excellence, innovation, and impact in teaching and learning across higher education in the Arab region.

Initiated by the Center for Learning Innovations and Customized Knowledge Solutions (CLICKS) in 2024, the consortium brings together 10 founding member institutions from the UAE, KSA, Morocco, Bahrain, Egypt and Lebanon united by a shared commitment to strengthening teaching and learning as a strategic priority within higher education. It represents a collective response to the evolving demands placed on universities—from enhancing student learning and employability to navigating digital transformation and ensuring quality and relevance at scale.

About the Arab Consortium for Teaching and Learning Centers



At its core, the consortium functions as a regional platform for collaboration, knowledge exchange, and collective advancement. It brings together academic leaders, directors of teaching and learning centers, faculty developers, and scholars of teaching and learning to co-create solutions, share evidence-based practices, and drive innovation that is both globally informed and regionally grounded.

The importance of the consortium lies in its ability to move beyond isolated institutional efforts toward a coordinated, ecosystem-level approach. By fostering a community of practice and a regional “think tank”, it enables institutions to:

- Share and co-develop frameworks, tools, and resources tailored to the region
- Advance the scholarship of teaching and learning (SoTL) through joint research and publications
- Strengthen professional development and capacity building across institutions
- Promote inclusive, student-centered, and future-oriented learning environments
- Inform and influence policy, quality assurance, and institutional practices

The consortium places a strong emphasis on innovation in pedagogy, including the thoughtful integration of emerging technologies such as AI, generative AI, and immersive learning environments (VR/AR)—not as ends in themselves, but as enablers of more meaningful, effective, and inclusive learning experiences.

As the consortium enters its next phase of development (2026–2028), it will expand beyond its founding members to engage the wider higher education community, opening opportunities for broader participation, collaboration, and impact across the region and beyond.

Through this collective effort, the Arab Consortium for Teaching and Learning Centers aims to play a transformative role in shaping the future of higher education in the region—advancing teaching and learning not only as an institutional function, but as a driver of student success, workforce readiness, and societal contribution.

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