Scientific Abstracts

International Forum of Innovators in University Teaching

Realistic experiences for excellence in teaching

جامعة الإمام محمد بن سعود الإسلامية
AL Imam Muhammad Ibn Saud Islamic University

عمادة تطوير التعليم الجامعي
DEANSHIP DEVELOPMENT OF UNIVERSITY EDUCATION

Imam Muhammad Ibn Saud Islamic University (IMSIU)
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Sponsors

@ ifiut.imamu.edu.sa

In the name of God

Message from the University Rector

All praise is to Allah alone, and His peace and blessings be upon His messenger and bondman our Prophet Muhammad, his family and his companions..

Innovation in university teaching has become one of the important and vital issues and one of the main pillars of university teaching and learning development.

Since Imam Muhammad bin Saud Islamic University (IMSIU) realizes their duty toward the development of higher education in Saudi Kingdom and toward the activation of their role locally and internationally and since they aspire to achieve the mission of excellence in university teaching and to activate communication and experience sharing amongst faculty members of all scientific disciplines at national and international universities, University vice presidency of Studies, Development and Academic Accreditation, represented by the Deanship for Development of University Education has worked on organizing the International Forum for Innovators in University Teaching (IFIUT) at IMSIU campus.

IFIUT is based on a pioneering idea; to attract outstanding experiences in university teaching locally and globally then to present these experiences to recipient faculty members and likewise in universities in which they can develop their teaching skills and then improvement of Higher Education outcomes. Therefore, they can keep pace with the practical and scientific ambitions of our society.

This Forum and all university initiatives come to coincide with the recognition given by the Custodian of the Two Holy Mosques, King Abdullah Bin Abdul-Aziz, and his Crown Prince, Salman Bin Abdul-Aziz to the development of education, particularly university and higher education. Also, it comes as a result of the continuous support of his Excellency, the Minister of Higher Education and the Chairperson of the University Council, Professor Khalid bin Muhammad Al Ankari.

Message of Vice- Rector of *University for Studies, Development and Academic Accreditation*

All praise is to Allah alone, and His peace and blessings be upon His messenger and bondman our Prophet Muhammad, his family and his companions..

*The International Forum for Innovators in University Teaching (**IFIUT**) at Imam Muhammad bin Saud Islamic University is one of the most significant events the university organizes. Its importance appears clearly when we consider the Forum's role in developing university education in creative ways that focus on outstanding teaching experiences of innovators from inside and outside the Kingdom. The goal is to present their experiences of different disciplines; thus, faculty members in Saudi universities, in particular and in International, Arab and Gulf universities, in general can get benefits in a way that reflects on their teaching performance at their classrooms with their students.*

Accordingly, the scopes include: planning innovative university teaching, creative strategies and methods of teaching, modern technologies in university education, methods and means of creative evaluation, excellent activities and practices of university teaching, excellence in managing university teaching and others.

This leading Forum and all developing efforts exerted by the university in order to promote university teaching and learning at Imam University come with the recognition given by the Custodian of the Two Holy Mosques, King Abdullah Bin Abdul-Aziz, and his Crown Prince, Salman Bin Abdul-Aziz to the development of education, particularly university and higher education. It is under the supervision of his Excellency, the Minister of Higher Education and the Chairperson of the University Council, Professor Khalid bin Muhammad Al Ankari, and the continual support of the University Rector, Professor Sulaiman bin Abdullah Abalkhail whose efforts are endless in developing the educational process and promoting the university and the staff to the highest standards locally and globally.

Message of Dean of Development of *University Education*

All praise is to Allah alone, and His peace and blessings be upon His messenger and bondman our Prophet Muhammad, his family and his companions.

The idea of IFIUT has emerged to achieve the mission of excellence and leadership in IMSIU teaching and learning through enriching and encouraging creativity and keeping pace with modern approaches of higher education.

Therefore, the Forum aims to provide innovative, realistic and distinguished experiences in university teaching which are presented by faculty members of different specialities. The experiences include introduction of excellent and creative strategies and methods of university teaching and discussions of teaching and learning related experiments. They focus on excellence in teaching and the most recent approaches in university teaching; in addition to, providing opportunities for (academic) educational and scientific meetings and exchanging creative realistic experiences among faculty members and those who are concerned about developing university teaching and learning nationally and internationally.

In brief, IFIUT is "from and for faculty members". It is all about realistic and excellent experiences in university teaching that are applicable and that are presented, so instructors get benefits in a way that reflects positively on their teaching performance and learning outcomes in all different scientific, humanity and applied majors. In addition to the previously mentioned scopes, the Forum will involve other events; such as, model lectures, workshops, discussion sessions, an exhibition relevant to the Forum in which our associates in success and innovation present examples of their educational and technological products and modern strategies for development in university teaching and learning sectors.

In conclusion, I am always thankful to Allah the Almighty for his blessings then to the Custodian of the Two Holy Mosques, and his Crown Prince for the endless support they give to higher education development in our beloved country. Also, my sincere appreciation is to his Excellency, Minister of Higher Education, Professor Khalid bin Muhammad Al Ankari, for his efforts and sincere support for IMSIU and to the University Rector, Professor Sulaiman bin Abdullah Abalkhail, for his continues support to the deanship and his

assistance to all its developing activities and programs and for his guidance that has encouraged us to work and reach creativity that our country, society and university look for. Finally, my sincere thanks are for Prof. Khaled Al Abdurrahman, Vice- Rector of University for Studies, Development and Academic Accreditation, and the Director of the Forum's Organizational Committee, for his efforts, constant supervision, his leading role in the deanship's achievements, and for his efforts toward the success and excellence of this Forum.

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أساليب واستراتيجيات إبداعية في التدريس

Creative strategies and methods of teaching

Participant's Name: Prof. Ciraj Ali Mohammed – Manipal University, India
Title: Introducing a framework for engaging learners during lectures: Our experiences and student perceptions.
Course and level: Medicine (MBBS)
Higher education, Medicine
Goals and importance:
Lecture is still the most preferred method of instruction in many universities. In spite of being heavily criticised for its passive nature and inability to connect with the learner, many consider lecture as the best way to get facts across a large group of students. Time has come to devise a framework that would consolidate the strengths of active learning strategies to a lecture matrix. It was hypothesised that this framework would promote student engagement during lectures.
The goal of this study was to introduce strategies that promote engagement among learners in a large classroom, especially during didactic lectures. Active learning strategies that promote student engagement were identified and a framework was created which was incorporated in a lecture format. Besides planning for enhanced engagement that helps in better understanding of subject matter, this framework was also offered as an aid to provide formative feedback to the students.
Outcomes:
Based on literature search and personal experiences we selected ten strategies that help rope in active learning in didactic lectures. These included strategies like opening question, think pair share, concept mapping, clarification pause, opinion poll, pop quizzes, single most important point, one minute paper, the muddiest point and exit slips. Faculty were trained in the application of these active learning strategies and an orientation to blend them in their usual lecture classes was also provided. Teachers were encouraged to use any five strategies during a one hour lecture class which suited their content and context.
Students who participated in these sessions found this framework useful in terms of keeping them alert throughout the entire lecture (94%). They also opined that this intervention helped them engage with the subject matter being dealt with (91%). For some learners (89%) it was the immediate feedback linked to formative assessment that made a difference.
A focus group discussion with the faculty involved rated this method as a stocktaking exercise that helped them identify their strengths and weaknesses in the lecture classrooms. It also helped them analyse whether they were capable of providing a learning environment that fostered student engagement. More time required for lesson planning was a concern that was raised by some faculty.
Recommendations:

- Lectures may still be retained in our curricula if they can promote student engagement
- Lectures can be made interactive by using the proposed framework
- The framework with built-in active learning strategies will promote student engagement
- Enhanced student engagement can promote learning
- Variations in the delivery format can arouse interest in the subject matter being dealt with
- Enhanced retention and increase in test scores were possible by using this format
- The format helps faculty for providing formative feedback to the learners Faculty considered this intervention as a reflective process of their teaching skills

- Faculty development programmes have to be initiated for the successful implementation of this framework

Participant's Name: Dr. Dona Vassall- Fall – Learning Link, USA

Title: Strategies for Understanding and Retaining Information: Student Perspectives

Course and level: English language classes

Higher education - Undergraduate level

Goals and importance:

This paper addresses student perceptions of the effectiveness of strategies used to encourage understanding and retention of information, and reduce dependence on memorization. This is particularly important in Saudi Arabia where students memorize information throughout their schooling, beginning in elementary school (Al-Rashudi, 2002). Luckey (in Fasko, 2003) notes that at the university level, teachers need to change their teaching methods so that they do not depend solely on the lecture as the method of instruction. Teachers should also learn how to shift their objectives and change the way they teach, abandoning the strategies that they themselves learned – stop teaching how they were taught (Al-Rajhi, 2006; Khan 2012). In these classrooms, there should be less teacher talk and more student talk; students should be provided with opportunities to learn in ways that are useful to them, and the teacher should act as a facilitator (Bain, 2004; Gattegno, 1976; Stevick, 1976). To address this issue it is important to use interactive strategies, including various forms of group work, to encourage comprehension and critical thinking, since the lecture has been shown to be conducive to memorization (Luckey, in Fasko, 2003; Simkins & Maier, 2009). These strategies were the ones used in the classes under study.

Outcomes:

Participants in the study were 156 female students enrolled in a content-based class at a local (KSA) university. The study was conducted over two semesters. Student perceptions of the effectiveness of strategies are based on an analysis of questionnaire responses and student comments. The results show that the strategies used were perceived by a majority of students as being effective in helping them to understand and retain information. More than two third of the students responded that reading before coming to class was helpful. More than three quarters of students indicated that teacher questions always or often required them to understand and retain information while close to one third said that those questions often or always required them to memorize information. Some students noted that they were not familiar with being in a class where they did not always have to depend on the teacher to provide answers to questions asked. A majority of students indicated that they asked questions in class. While a larger percentage of students indicated that they answered questions than asked, the responses showed that a large percentage of students perceived themselves as participating in class. A majority of students also indicated that student questions were helpful. Working in groups was also perceived as helping students.

Recommendations:

- Use strategies that will engage students in the learning process and that will make the students the focus of attention instead of the teacher.
- Use strategies that will promote thinking on the part of students. For example, ask a variety of meaningful questions, such as open-ended questions or those that require students to give an opinion.
- Provide students with problems related to class content and with

opportunities to discuss the problems together in groups and as a class. This will help students to analyze information and think about the topic at hand.

- Use strategies that promote independence and autonomy on the part of students. For example, allow students to discover answers to questions on their own or together instead of providing them with the answers. Have students generate their own questions.
- Allow students time to reflect on the questions asked or problems posed. Be comfortable with silence and your students will be as well.

Participant's Name: Nahla Al Khatib – Open Arab University, Jordan

Title: The Role Of Inquiry In Science Education To Promote Active Learning And Improve Science Literacy .

Course and level: Science education for preservice teachers

Graduate and undergraduate students at the college of education

Goals and importance:

This paper describes several selected instructional inquiry strategies implemented in preservice science methods course at teacher education program to provide illustration about nature of science and scientific knowledge. It is an important goal for recent science education reform to bring scientific inquiry experiences into preservice school teachers since traditional instruction methods do not support the implementation of inquiry, so this paper adopted inquiry based learning strategies in order to answers the following questions: 1-How can science education programs help preservice teachers to develop a meaningful understanding of science? 2-What can be done to help students apply science concepts and principles to solve real world problems?.

Outcomes:

A descriptive multi case design was used to describe the involvement of preservice teachers enrolled in science methods course at the education department conducting several inquiry science experiments and activities as learners, they exercised a wide range of skills, including formulating questions, making observations, collecting and analyzing data along with class room observations, course plans, action research reports, interviews and micro teachings.

Data collected and analyzed revealed that preservice teachers will have a better chance of developing a broad understanding of science along with critical reasoning and problem solving skills if they learned applications of inquiry strategies involved in scientific inquiry that they can apply in their future careers.

Recommendations:

Participant's Name: Dr Buthayna Eilouti – Prince Sultan University, KSA
Title: Problem-Based Learning for Higher Education of Architecture
Course and level: Architecture
Higher Education- University
Goals and importance:
It is becoming increasingly well-established that the problem-based learning approach is effective for learning and teaching in practice-oriented professions. In architecture, which is highly practice-oriented, there is a serious and continuous search for new pedagogical approaches and educational practices to improve communication and understanding of architecture in general and its core design education in particular. Similarly, in higher education, there is a parallel continuous search for innovative teaching techniques that make learning easier, faster and more involving for students. There is not enough research about the effectiveness of the problem-based learning approach in higher education and how to employ and optimize it in teaching architectural design praxis. Furthermore, little is known about how the approach guidelines can be explicitly articulated and systematically applied to creatively and effectively solve practical design problems. The project discussed in this paper is set out to fill this particular void. It is an experimental pilot that incorporates emergent design concepts about animated four-dimensional design and visualization that is carried out in a digital architectural design studio into a problem-based learning approach to determine whether or not this method of learning is more effective for design knowledge building than the traditional methods. The pilot employs computer aids not only to integrate different data and to communicate online, but also to emphasize concepts that are typically considered difficult to visualize in design generation and representation such as responsive metamorphosis of architecture.
Outcomes:

1. More student-centered education method
2. Inter-disciplinary integrative networking strategy
3. Practice-oriented pedagogy
4. Applied and action research that links theory to practice

Recommendations:
Student-centred learning approach not only maintains students' interest, but also raises levels of enthusiasm and commitment significantly. The administration of PBL shifts the focus of teaching from instructors to students, with the former taking on the role of knowledge facilitators and evaluators. A PBL approach to design education appears to require significant input from studio tutors in areas that are different from the traditional, such as team administration and orientation. It reduces the need for a structured instruction format from the tutors and dependency of students witnessed in traditional settings.

Participant's Name: Dalal Alnusair

Title: Concept Mapping

Course and level: fits all courses in higher studies

Goals and importance:

A concept map is a diagram showing the relationships among concepts. It is a graphical tool for organizing and representing knowledge.

Concepts, usually represented as boxes or circles, are connected with labeled arrows in a downward-branching hierarchical structure. The relationship between concepts can be articulated in linking phrases such as "gives rise to", "results in", "is required by," or "contributes to"

The technique for visualizing these relationships among different concepts is called "concept mapping".

Benefits of Concept Mapping

Concept mapping can be a valuable tool for developing both sensing and intuitive skills in students of both preferences. This study method uses circles (or other shapes) called "nodes" to enclose key concepts. The shapes are linked with lines and words describing the connection. For example, ground coffee beans and caffeine might be two concepts in circles, and the link between them would be described as "naturally have."

Concept mapping serves several purposes for learners:

1. Helping students brainstorm and generate new ideas
2. Encouraging students to discover new concepts and the propositions that connect them
3. Allowing students to more clearly communicate ideas, thoughts and information
4. Helping students integrate new concepts with older concepts
5. Enabling students to gain enhanced knowledge of any topic and evaluate the information

Outcomes:

A concept map helps students organize and represent knowledge of a subject,and links concepts and ideas together with words and phrases that explain the relationship. Concept maps encourage learners to discover new concepts, clearly communicate ideas and information, and enhance their knowledge on any topic.

Concept maps make relationships between facts and concepts more obvious to sensing types by helping them visualize groupings and connections in the material to be learned. More literal in their learning, they typically rely on the teacher or textbook for both the necessary facts and the way they are related. Finding relationships is difficult at first unless accompanied by specific instructions. Sensors prefer learning tasks to be defined with certainty, and concept mapping is far from certain

Recommendations:

Best Practice Advice for Using Concept Maps in the Classroom

1. Give students a clear focus question to guide their maps. Do not give fundamentally vague or open-ended mapping assignments (especially for beginning mapping students) such as "Create a map for the word SPRING." Better assignments are more specific but have room for students to elaborate such as "Describe the forces affecting a mass hanging on a spring."
2. Give students good parameters in which to work. Be clear with your rules for such things as hierarchy, types and numbers of concepts, linking words, etc. Both you and your students will get the best results from mapping if you let students know what you expect from them!

3. Never ask students to memorize and replicate a given map—this works against the acquisition of meaningful learning. Students should use mapping as way to show you what they know, show how their learning is organized, and show how they have built their new learning on their previous knowledge.
4. Never forget that concept mapping is less about the structure of the map and more about communicating ideas in a different format. Correct, clear, and informative maps can take many, many forms!

Participant's Name: Muhammad Abdul Wahid Usmani – King Saud University, KSA

Title: Innovation in University Teaching Using Online Forums

Course and level: Masters in English

Goals and importance:

The goal of this project was two folded. At first, it aimed at self-directed learning for the students. Secondly, the author wanted to do an experiment as to how online forums may help students in their learning.

The author was assigned a course of English for Specific Purpose (ESP) for a MA (Master of Arts) level program at a public sector university in Pakistan. The students were in their final semester and they were expected to be joining various educational institutions as a faculty after completing the Master's program. Thus ESP course was very significant for them.

The author turned this course into a project and took the following steps for the project.

1. At first, they were given a theory session on course development including need assessment.
2. Later, they were divided into group of 4 and each was assigned a category of ESP for course preparation e.g. English for Nursing, English for Business, English for Engineers etc.
3. They reviewed the existing courses of ESP and conducted need assessment. They collected course outlines of few international universities for benchmarking.
4. Finally, they prepared a course outcomes and course contents along with assessment tools to be used.
5. Next stage was significant as all the students were asked to JOIN online discussion group of ESP. They were also asked to use these ONLINE discussion groups for getting feedback on their courses

Outcomes:

The outcomes of this project were remarkable which have been listed below.

1. Students were involved in real life application of a course which they may be teaching after graduation.
2. Students experienced various stages of course development which they would be required to do in their work situation.
3. Students joined online forums related to English for specific purpose and contacted members for their help.
4. Students learnt about how online forums may be used in their professional career.
5. Students' projects, in the form of a complete course, were quite organized, professional to a great extent and far better than existing courses.

The author would share some of the samples of these projects along with step by step guide as to how this innovating strategy using web 2.0 tools helped students develop courses in a real life context.

Recommendations:

Based on the outcomes of the project, the author would like to make the following recommendations.

1. Faculty in higher education institution must introduce the element of self-directed learning.
2. Students should be engaged in some online forums related to their course areas and they

should be asked to interact with the group. All the students may not be able to interact with same frequency but they would get the know the available forums and their role.

3. teachers should start using web 2.0 tools in their teaching and learning context .

Participant's Name: Mary Ann Rishel Professor--Humanities (Retired) Weill Cornell Medical College-Qatar ;Professor Emeritus (Retired) Ithaca College, NY

Title: Critical Thinking in Medical Humanities: A Sequenced Lesson

Course and level: First-Year Undergraduate Writing Seminar in the Humanities for Pre-Medical Students First-Year Undergraduate Course

Goals and importance:

This presentation will describe a unit in my curriculum for a writing-intensive, humanities seminar for pre-medical students taught at Weill Cornell Medical School – Qatar. In this course, students practice critical inquiry as a first-step to entering a full medical program. This presentation will detail specifics of the teaching and learning process through sequenced assignments within the theme of how doctors think. It will describe, through the assigned readings, why doctors make errors in their diagnoses premised on social, emotional and personal misjudgment. The learning sequence will demonstrate how students analyze the critical thinking underlying medical misjudgments from a humanistic, qualitative perspective, a learning experience that complements the empirical inquiry in their science courses.

Outcomes:

Summarizing assessment requirements by the Cornell-Ithaca main campus, by the US Middle States Review Committee, and by the pre-medical humanities faculty, this paper will analyze results of student self-reports and statistical data of rubrics (secondary evidence) and compare these data with student papers (primary evidence), to demonstrate the complexities of qualitative learning and assessment. This paper will be presented in English, with apologies to Arab speakers. Representative References: Local Knowledges; Local Practices, Jonathan Monroe and Katy Gottschalk (critical thinking theory and practice); How Doctors Think, Jerome E. Groopman (essays); Emergency Room, Dan Sachs (essays).

Recommendations:

Further study on multi-faceted assessment instruments that offer complementary quantitative and qualitative perspectives would strengthen our understanding of teaching practice and student learning for complex humanistic critical thinking.

Participant's Name: Jacek Grodzicki – University of Gdansk, Poland
Title: Case Simulator project
Course and level: Business management
M.A.
Goals and importance:
The purpose of taken actions is improving skills of building entrepreneurial attitudes among last year students what will strengthen their position on the labour market and contribute to starting their own business more actively.
Outcomes:
Managerial problem solvingBetter preparation for work ;
Recommendations:
The planned activities have been divided into 2 stages: preparatory stage and implementation stage.
During the first stage simulation of business processes will be prepared which will be later embedded on educational platform. Simulation will relate to actual problems connected with running business in Poland and will be based on real conditionings typical for the Tricity market. Preparation of case studies has been planned as a supporting tool. If they have been well defined, they will allow to understand more difficult issues and will, in the long term, complete simulation.
In the implementation stage classes for last year students of the University of Gdansk have been planned. At certain faculties special groups will be created and divided into competing teams. Classes will be held during full-time studies under the guidance of experts (case studies analysis and activities improving entrepreneurial skills) and also remotely (working with simulation embedded in the internet). A contest concerning entrepreneurship will serve as a summary of common work.

أساليب ووسائل التقويم الإبداعي

Methods and means of creative evaluation.

Participant's Name: Dr. **Sufian A. Forawi** -The British University in Dubai, UAE

Title: University Student Evaluation and Assessment: Use of E-portfolio Reflective Narratives

Course and level:
Enter course.
Higher Education

Goals and importance:

Abstract- The experiences related to developing electronic portfolios contribute to the overall excellence in teaching and learning. The purpose of the present study is to investigate the effective use an electronic portfolio with graduate students who were pursuing a master's degree in education in a major research university in the United Arab Emirates. 40 electronic portfolios of graduate students were included in the careful analysis of the e-portfolio development process and the reflective narratives following Forawi & Wonderwell (2003). This is an innovative technique that has not internationally been widely used and with rare use in the UAE. Description of how best the e-portfolio is utilized in the teaching and learning, along with areas of attainment is presented. A major result indicates that use of electronic portfolios is considered a pragmatic tool to assess graduate students' performance, reflection and use of technology.

Outcomes:

Participants were 40 education master's students at a research university in Dubai, UAE. As part of the course assignments, students were required to build a web-based electronic portfolio incorporating reflective narratives of the best artifacts that show their learning. The students chose the best assignments that reflect their best learning. The electronic portfolio included in-class activities, inquiry peer teaching, teaching field experience journals, educational philosophy, reaction papers and reflective narratives. The students provided two types of reflective narratives. One reflective narrative related to each individual artifact they developed in the course. The second reflective narrative related to their overall experience in creating the portfolio. Artifacts or assignments included in the e-portfolio expand from various experiences related to the course. The course or module had two main purposes for incorporating the electronic portfolio. (1) To allow students to better learn materials covered in the course. (2) To assess students' ability of using technology to create the electronic portfolio.

Recommendations:

This study has provided valuable results regarding the effective model of developing and reflecting by through the use electronic portfolios. However, more studies investigating different populations and factors relating to use of electronic portfolios in the region are still needed. The literature review showed a great need for addressing whether the experience of creating an electronic portfolio contributes to the development of reflective teaching. This is particularly important in a country such as the United Arab Emirates where education has shown major developments. Assessment in particular is an area that seen to have made major contribution. Recently, Dubai has entered the global spotlight by participating for the first time on the Trend of International Math and Science Study (TIMSS). Participants of this study developed understanding of learned materials and technology use through creating electronic portfolios and providing reflective narratives.

They were able to show a progress in their learning and readiness to become teachers. Other students acknowledged the fact that, as a result of developing the e-portfolio, they learned new ways to showcase work, became reflective educators, and have a deeper understanding for knowledge and skills presented on the assignments and tasks. The present study supported our previous research findings that the use of electronic portfolio and writing of reflections increased teaching and learning of science and positively impacted teacher education programs in the USA

التخطيط للتدريس الجامعي الإبداعي

Planning innovative university teaching

Participant's Name: Dr Irza Sukmana – FBME, Universiti Teknologi, Malaysia

Title: Design and Implementation of Problem-based learning system for Biomedical Engineering School

Course and level: BEng and MEng Bachelor and Masters Degree

Goals and importance:

Problem-based learning (PBL) curricula have been introduced in many biomedical schools around the world. However, their adoption was met with some concern, primarily because of the substantial manpower needed. This paper aims to present the PBL system that has been implemented for the laboratorial work in Faculty of Biomedical Engineering and Health Sciences, Universiti Teknologi Malaysia, UTM JB, Malaysia since 2006.

Outcomes:

The result of Faculty's internal evaluation shows that the PBL system for biomedical engineering student gives positive effects on scientific knowledge as well as social competency after graduation, mainly in social and cognitive dimensions.

Recommendations:

My presentation will highlight and share knowledge and findings in designing Laboratorial Work modules, log book, and other evaluation sheet to support some course subjects in Biomedical Engineering School.

Through this event, I also expect to have some input on the Innovation in teaching and learning in universities over the world.

Participant's Name: Dr. Deborah A. Middleton – Ball State University, Muncie IN, USA

Title: Linking the Design of New Learning Spaces and Project Briefs to Engage Individual and Collaborative Learning Processes.

Course and level: History of Architecture I & II, ARCH 229, ARCH 329 Sophomore and Junior undergraduate levels.

Goals and importance:

New learning space designs support and interact with innovative pedagogy strategies to influence and transform student learning engagement, and provide physical and virtual environments that enable students to devise and customize their learning strategies and processes to their specific learning needs. This research study investigates how design studio pedagogy, specifically object-oriented problem briefs may accelerate student engagement with content, and enable learners to experiment with devising learning strategies, and engaging in diverse learning processes. Student engagement is reflected in the creative strategies students employ to go deeper in their learning. Learning strategies may employ social, technology and physical spaces that support the sharing and/or building of knowledge.

Threeresearch goals of the project are:

1. To understand how the design ofobject-oriented problem briefs can be adapted in non-studio courses and disciplines in tandem with the use of innovative learning spaces to support learning activities.
2. To understand how new learning spaces design performs specific to the support of studentsin learning process experimentation and strategy making to complete object-oriented problem briefs.
3. To identify new learning space planning strategies (formal and informal) that support student learning process experimentation with social, technological and informational resources and teaching delivery approaches.

Outcomes:

An interactive matrix describes how two courses in Architectural History were adapted to a hybrid studio pedagogy delivery model that utilizes new classroom space design and technology, and assignment project briefs. New learning spaces are evaluated specific to their ability to support peer-to-peer learning processes and enable collaborative technology use. Evidence based outcomes - student assignments- illustrate how students engage in self-initiated study, peer-to-peer mentoring and collaborative learning.

Student written assignment reflections illustrate student learning processes and are a critical metric to measure engagement with pedagogy design.

New learning spaces planning strategies are evaluated specific to their ability to enable learners to share information and support a range of learning processes (individual and collaborative) experiementation.

Recommendations:

Recommendations focus on planning for teaching pedagogy and structuring of project briefs to effectively utilize state of the art learning spaces, and technology applications to support innovative learning process experimentation by students.

Comparitive study of a variety of learning spaces illustrate how students engage in autonomous self-initiated study, peer-to-peer mentoring, and collaborative learning. Best practices for the planning of new learning spaces to support innovation and experimentation for both teachers and

student learners higher education is discussed.

التقنيات الحديثة في التعليم الجامعي

Modern technologies in university education

Participant's Name: Dr. Abdullah Ahmad Basuhail - Abdulaziz University, KSA

Title: Teaching Computer Programming Structures and Algorithms Using Presentation-Based Animations and Graphics to Implement Learning Objects

Course and level: Computer Programming 2nd year in university

Goals and importance:

This paper demonstrates the use of presentation-based animations and computer graphics practices and experiences that were adopted during the teaching and delivering of the basic computer programming structures, elements, and programming techniques and algorithms in computer programming courses. The developed contents were represented as learning objects for the topics under consideration. The main characteristics of those approaches are effectiveness, attainability, rapidness of the development for the teachers and the trainers, as well as, the reduction of the implementation efforts, time and cost. Other features include attractiveness, easiness of use and manipulation. The developed objects functioned as hands-on experience for the learners and the trainees. Moreover, when using the developed learning objects, there is no need for external software, plug-ins, or any add-in modules. The learning objects that were developed here are also characterized by the possibility of reusability, modifiability and integration into e-learning environments. The approaches and techniques that were applied in our courses and trainings could be as well, implemented in other fields and disciplines of science and technology.

Outcomes:

1. Producing learning objects for all the basic structures and concepts of programming and algorithms.
2. Apply the use of the approach in teaching programming courses several times.
3. Students showed better understanding and more participation with the topics covered using this experience
4. Saved efforts during the implementations of learning objects
5. Saved more time when explaining related topics and that time were utilized in more course activities
6. The experience was shared with other instructors which attracted their attentions and declared its effectiveness
7. The experience was applied in other courses as well
8. The experience was demonstrated to other university staff members in several workshops.

Recommendations:

1. Using this experience in teaching basic structures and concepts of programming and algorithms.
2. Applying this experience in other courses as well.
3. Raising awareness among faculty staff membersfor the importance of developing educational material and learning objects using these techniques and encouraging such trends.
4. Holding sessions and workshops for educating faculty staff members about the production of educational materials and learning objects using simple and attainable tools.

Participant's Name: Rezvan Hakimzadeh – Tehran University, Iran
Title: New technologies in comparative education classroom: using internet to enrich learning experiences
Course and level: Comparative Undergraduate education
Goals and importance:
This article presents an example of using internet classrooms to enrich the environment of learning and teaching. It reflects upon my experience of using internet classrooms to teach comparative education in compulsory education undergraduate modules. Anybody willing to engage in the study of foreign educational Systems should not always stay at home relying on Information gathered from books alone. Internet assisted instruction can provide the opportunity for bringing the world into the classroom. In this course learners actively engaged in constructing their knowledge. This course consists of fourteen (16) units divided into two parts which provide basic knowledge for the learners about Comparative Education. At the beginning of semester, as a facilitator, I divide students to some groups and every group can choose two countries for comparing. Every session is divided in two parts. At the first part we discuss the main subjects including: Introduction to theories in comparative education, cross-national comparative analysis, educational indicator research, educational transfer and borrowing, and the relation between culture and education. In the second part every group will research and identify the comparisons and contrasts between educational systems worldwide via online internet. The links to web pages provide multiple paths to information for students
Outcomes:

- As Lee (2003) points a great benefit in using internet classrooms is that it allows the lecturer to develop a seminar programmed that exploits the potential for students to be more involved in seminars. Links to subject-specific web pages provide a way of directing students to problem solving on themes, concepts and issues covered in the lectures.
- Because of small and all-class discussion of the readings, students participation will ensure that time together will be stimulating. So Throughout the course, student should be expected to work and communicate with other students, in an effective, collegial, and professional manner at all times.
- Student evaluation of this course shows that they find the internet classroom very exciting and in the same time very useful as an aid to learning. Specially students wrote that their learning was enhanced by using the new technologies, and that they can enhance their IT skills and they can organize and direct their learning better and they fell more confident about their achievement.
- Finding of this experience indicates that internet assisted instruction is a more effective method than the traditional method of instruction to enhance student positive attitude toward subject and better performance in evaluation. students are more engaged in the activities

Recommendations:

- On the first days of class, the students will be asked to join a base study group comprised of 3-4students. They should choose a name for their base group.

- Students should be provided with specific links to topics on which
- They are required, again in groups or individually.
- One of the major considerations of internet assisted instruction is having the discipline of time management. If the instructor can't able to manage time and schedule, using internet into the classroom will not be a suitable method.
- The instructor must be really critical when he/she use the internet. There are sites that are extremely old whereas other sites are regularly updated.
- Especially the data, statistics materials and information about the countries that we use in comparative education classroom should be checked in details.
- It is also important to plan how these various sources of information are going to be used in terms of learning outcomes and to make students aware of what is expected of them in seminars.

Participant's Name: Wael Hamed Alharbi – , Yanbu University College, KSA

Title: Giving audio-visual e-feedback in a Saudi University

Course and level: ENG002 Undergraduate Level

Goals and importance:

With the advancement of technology and the increase in numbers of digital native students, higher education institutions find themselves in a position where digital delivery of education is more of a learning style than a mode of learning. In education literature, feedback has been emphasized as the most powerful tool that has an impact on student achievement and progress. Giving electronic feedback (e-feedback) on students' electronically submitted work has always posed a challenge to practitioners in higher education in terms of cost, availability and applicability. Lecturers ask for their assignments to be typed using a computer and ask the students to either submit them electronically or print them out on sheet of papers. The pspers are either scored manually or electronically by using comments and tracking changes aspects that are available in some word processing programs. The assignments then are returned to the students with some feedback which is either unclear or ambiguous sometimes. We introduced audio-visual e-feedback using a screen recording software to see if this kind of e-feedback would lead to better learning and generate positive attitude towards teachers' feedback.

Outcomes:

We conducted this study in a Saudi university where e-feedback was provided for 25 students on their English assignments using audio-visual e-feedback. Students were given two types of feedback; conventional and electronic and their views were gathered via questionnaires, focus groups and stimulated recall sessions. Findings suggest that students have high expectations in relation to feedback; many anticipate that face-to-face interaction is their preferred type of feedback and that audio-visual e-feedback not only was the best alternative to face-to-face conferencing, but it also outperformed it as it gave them the opportunity to see and listen to their tutor's feedback for unlimited number of times catering for their auditory and visual learning preferences and helping them overcome their problems with forgetfulness and ambiguity of feedback.

Recommendations:

Giving audio-visual e-feedback is valuable for both; blended and online learning environments. It is highly recommended to be used in all higher education institutions for what it can contribute to the process of teaching and evaluation. Unlike many available educational technologies, most of audio-visual e-feedback programs are free of charge and do not require high computer skills or detailed training. By introducing such e-feedback method, lecturers are not obliged to meet their students individually to discuss their feedback nor have do students to wait for long until they have the chance to meet their tutors during their office hours, which sometimes takes very long. This method allows the students to listen to and see their tutors' feedback while what they have written is still fresh in their minds without the usual time and frequency constraints. It is recommended to use this method with undergraduate and post-graduate students alike, and in all the disciplines of knowledge regardless of the learning platform used since this technology is

independent and works perfectly with all operating systems and different learning platforms.

Participant's Name: Dr **Maher Y. Abu-Munshar** – Qatar University, Qatar

Title: Modern Technology in University Teaching: Qatar University as a Case Study

Course and level: Islamic Civilisation Bachelor

Goals and importance:

There is misconception that history is often regarded as a boring subject and learning history is regarded as 'things of past', 'digging graves', 'chasing ghosts' and has a 'distancing effect' on its understanding. In addition, many students who enroll into a history major at Qatar University decide to apply for it because they were unable to get into another programme which requires higher GPA, or because of misunderstanding that history only requires memorization rather than understanding which can be easily achieved. It therefore becomes imperative to counter such misunderstanding. this paper, I will show case my effective usage of Blackboard in teaching one of the history courses I taught during the spring semester 2012: Islamic Civilisation (Hist 217). This course is a university-general requirement course that enables students to understand and read analytically the developments of human civilisations in general and the Islamic civilisation in particular. Finally,in this paper, I will illustrate different online strategies that I employed in complementing the actual class,which i believe it will enhance students' learning and understanding, and provide the local market with well-educated and well-equipped students.

Outcomes:

It is clear that incorporating Blackboard into the course has been well received by students. I am always looking for ways to improve and further develop the course. Treating Blackboard as an expansion of a course can encourage students' to engage with the course content, with each other, and with the instructor. Using blackboard to expand on content covered in timetabled sessions is an example of blended learning: online and face-to-face learning are considered as a whole, rather than as two separate things. Choosing the appropriate activities and relevant tools to meet specific learning objectives is especially important in learning environments.

Implementing and grading online activities is not as easy as it is often argued. It takes time, resources, and required an understanding of the online environment. My aim from using blackboard effectively is to harness the potential afforded by blackboard to promote students' learning in history programme in particular, thus improving engagement and success. The Islamic civilisation course was redesigned in order to provide an immersive and engaging learning experience to students. Blogs, Journals, online discussions and online assessments on'classyoutube', opportunities for students to self-assess their learning were integrated into the course. Student feedback was overwhelmingly positive with desire expressed to see the practice replicated across other courses.

Recommendations:

Despite the potential of technological approaches, most institutions are finding it difficult to enlist large numbers of faculty members in adopting technology-based solutions in their classrooms. Many factors contribute to this problem. One is that many faculty members lack conceptual

and technical skills for creating and implementing technological applications to replace or supplement existing course materials, exacerbated by both over-commitment and inertia. This problem is most evident among mid-career and senior faculty, who lack the technological background of more junior faculty. Another factor is the perception of many teachers that applications of technology typically serve only to 'replace' textbooks and lectures as ways of presenting information. Therefore, In this day and age, technology is a key weapon that cannot be ignored as students are very up-to-date with technology and up-to-date devices, especially here in Qatar. Related to this assumption is the argument that all individuals must learn to use technology, not only for information acquisition, but for carrying out diverse operations in an increasingly technological society. However, even with using technology it important that these activities are student centered.

Participant's Name: Dr. Roslyn Mohamed & Dr. Carmen Medina – Prince Sultan University, KSA

Title: Websites and Lectures: Compatibilities and Demands.

Course and level: Freshman English and General English

Goals and importance:

Internet, social networks and cellulars are undeniably with us to stay; they are evolving at a head-spinning pace; they have become both a source and a tool. We have created our websites in order to keep up with these educational trends and explore the possibilities they have to offer. We created the websites as a learning center for the students. They are a place where students can sequentially follow what is carried out in the classroom. They are a place of reference and communication with both the teacher and other students.

Outcomes:

We have found that using the website:

1. provides a daily log of classroom performance;
2. Promotes creative thinking;
3. Engages and motivates;
4. allows students to be up to date even if they have to miss one or more sessions;
5. removes trouble with not copying the right information during a lecture;
6. is a constant reminder of the mission and vision statements of both the University and the Department;

Recommendations:

With regards to the workshop:

- Basic knowledge in surfing the net and webpages.

With regards to the website:

- Limit the section headings;
- Be precise in naming them;
- Control the information which is uploaded because too much information will confuse and/or overwhelm students.

Participant's Name: Naser Naim Qamhieh – Emitates University, UAE
Title: Best Practice in Teaching Introductory Courses Using Blackboard
Course and level: General Physics I
First year introductory course
Goals and importance:
Through our long experience in teaching introductory physics courses in UAEU, a low performance of students was observed, where about 50% of the students failed in the final exams of general physics I (classical mechanics) each semester. This phenomenon is a global issue, and physics educators are continuously reporting on the poor and weak level of physics understanding. Since year 2000, instructors at UAEU had made many different changes on the final exam, style, format, level, etc... trying to improve students' scores, but trials were unsuccessful and students' performance was low. In 2007, we recognized that students missed the English language and critical thinking skills required to solve problems; this fact was verified through analyzing a simple physics problem and the related students' scores. The use of new technologies has received the attention of educators to improve students' performance. In UAEU, the new technologies such as laptop projects, blackboard course management, e-learning, and many others involving various hardware and software products are in use. To enhance the learning process, we have developed a model of teaching introductory physics courses at UAEU. It is composed of three main components; the lecturing part, 3 to 4 written tests, a well designed multiple-choice final exam, and online self-tests at the end of each chapter.
Outcomes:
Our teaching methodology is implimented since 2008, and a continous analyses of the course outcomes have shown asignigficant impact on the learnining precessess:

- A more realistic grade distribution was observed.
- It enhances students learning.
- Online tests and multple choice questions are trustworthiness
- Better students' attitude towards physics.

Recommendations:
We recommend implementing this innovated teaching methodology on other introductory science courses.

التميز في إدارة التدريس الجامعي

Excellence in managing university teaching

Participant's Name: Mohammed Nadeem, Ph.D. –, National University, USA

Title: It's Face-Time: Teaching with tweeting and face-booking

Course and level: Marketing Leadership / Graduate MBA/Ph.D.

Goals and importance:

This paper focuses on activities and practices of my university teaching. I this paper, I narrate what works in my classroom. Among the issues addressed are the focus on student centered education using social media particularly twitter, face-book, linkedin, blogging and message boards for case studies, research papers, the value and relevance of the standard exams and diversity in teaching. This study also examined why the world of teaching particularly in higher education has moved the focus from teaching to learning and my development and growth as a University Professor.

This paper outlines my role and practice of university teaching as a professor. I discuss how I touch not only the intellect but the very heart and soul of my students by making their learning process enjoyable through writing skills and home-work assignments. Furthermore how I bring constant progress to the art of instruction.

This paper also explores how teaching should focus on giving students a strong foundation for critical and analytical thinking processes on how teachers can effectively use innovative techniques for instructions for student retention and excellence. The final sections provide outcomes, conclusions, recommendations and ideas for the future research in creativity and innovation in the university teaching.

Outcomes:

As an educational tool, social media enriches the learning experience by allowing students and teachers to connect and interact in exciting ways.

Educational Tool: Today's students arrive on campus, fluent in Web and social networking technologies. Educators can leverage this knowledge to enrich the learning experience. With social media, instructors can foster collaboration and discussion, create meaningful dialogue, exchange ideas, and boost student interaction.

Enhance Student Engagement: Students who rarely raise a hand in class may feel more comfortable expressing themselves on Facebook, Twitter, or YouTube. Social networking platforms enable teachers to establish "back channels" that foster discussion and surface ideas that students are too intimidated to voice out loud.

Improve Communication: Among Students and Teachers Facebook and Twitter can enhance communication among students and teachers. A great way for instructors to give participation points in addition to in class participation is by having students tweet about something that was discussed in class.

Preparing Students for Successful Employment: Students entering the workforce can use social networking sites to network and find employment. With LinkedIn, students can establish a professional web presence, post a resume, research a target company or school, and connect with other job seekers and employers (Lederer, 2012).

Recommendations:

As University teachers, we need to change the way we teach courses generally and introduce innovation tools, techniques and cultural attitudes as part of a broader curriculum. It would be a mistake to teach an innovation course for undergraduates or graduates. Rather, we should embed

innovation tools, techniques, attitudes and perspectives in every class, and introduce new ways to teach as well. We need to teach the students not just thinking paradigms, but also innovation techniques and methods. Trend spotting, scenario planning and customer observation are valuable tools for any innovator, yet these skills and tools aren't taught in many universities or colleges, or are tucked away in specific degree programs. In the innovation economy of the future, every person needs to be adept at innovation. It's no longer the case that innovation exists in the Research and Development department or as part of a special initiative. Increasingly everyone, from the sales person to the accountant to the engineer, needs to be aware of innovation and its benefits. Innovation needs to be taught inline and as part of the existing curriculum, to communicate the message that everyone should be aware of the innovation opportunities, in every business function (Phillips, 2011).

أنشطة متميزة في التدريس الجامعي

Excellent activities and practices of university teaching

Participant's Name: Dr. Irshad Hussain – The Islamia University of Bahawalpur, Pakistan

Title: Effectiveness of cooperative learning activities in tertiary education classroom –A qualitative portrayal of the experience

Course and level: Learning Technologies –Masterin Education
Teacher Education –Masterin Education

Goals and importance:

Cooperative learning activities involve learners actively in learning process. The main purpose of offering cooperative learning activities stems in developing skills among learners. It is based on learners' centered approach facilitating them learn through activities and helping each other in small groups under the tutelage of a teacher. In this way they can apply their knowledge in practical situations.

It is generally said that quality of education is linked with the quality of instruction which depends on teachers – theirproper training and professional development. A qualified and trained teacher is well aware of the interests, needs and potential of his/her learners and therefore, designs strategies for their effective learning instead of one-way teaching merely. Keeping in view this situation, it seems necessary to explore innovativebut successful experiences to put them forward for applying at larger scale. This paper portrays an endeavor of applying one of such innovative instructional strategies i.e. collaborative learning activities at tertiary/higher education level with main focus on the following objectives;

- to evaluate the effects of cooperative learning activities on students' academic learning
- to analyze the role of cooperative learning activities in promoting social learning among university students
- find out the problems and issues of cooperative learning in groups in tertiary education classroom

Outcomes:

This paper describes researchers'/instructors' experience of teaching a course through cooperative learning activities; and their effects on learning of university students. The researcher taught a course on "learning technologies"for two years to three different classes consecutively. The researcher designed and offered activities to learners for their active learning. The activities were offered to smallhomogeneous (male-male and female-female) as well as heterogeneous (male-female) groups of learners. On the basis of observations, learners' academic work and their grades in the examinations; the researcher concluded that cooperative learning activities developed skills and competencies of using learning technologies among the learners. They could select and use appropriate learning technologies according to course contents and learning outcomes. Similarly, cooperative learning activities developed competition spirit among the learners helping them overcoming their shyness and introversion. They became independent and capable of taking initiatives for their learning. They also learnt social skills and etiquettes of working in groups. However, some unexpectedbehaviors like jealous attitude, intimidatng and under-estimating others were also observed among the learners.

Recommendations:

Keeping in view the findings and outcomes of the experinece the researcher recommended the following;

1. The university/ higher education institution may organize training for equipping faculty members

with the skill of incorporating cooperative learning activities in classroom situation based on andragogical principles.

2. The instructors may conceive, develop and organize cooperative learning activities according to the objectives and learning outcomes of the course contents.
3. The instructors may ensure learners' understanding about significance of cooperative learning activities in professional life.
4. The instructors may set up practicing situations with tangible content by assigning specific roles to learners for accomplishing certain tasks to acquiring specific skills; and valuing these skills properly.
5. The instructors may provide appropriate time to learners for processing and debriefing to ensuring that learners could use these skills accordingly.
6. The instructors may ensure practice continuum to bringing about integration of cooperative learning activities through stages of skill development and awareness about the skills and their significance.
7. The instructors may ensure that interaction among learners through activity, interdependence, individual accountability, interpersonal communication; and interaction through reflection are built into the activity in a positive and persuasive way and presented in all structures and activities.

Participant's Name: **Adnan Riaz** – Allama Iqbal Open University, Pakistan

Title: Writing Contextual Book Chapters from the Students

Course and level: Marketing, Human Resource Management, Research Methods
MBA, MS-HRM

Goals and importance:

During my teaching experiment, an effort was made to develop a short book primarily from the students. They were required to write book chapters on different assigned topics of the course. No other assignments were given to let them concentrate at this particular activity. The basic purpose of my teaching experiment was to acquaint students with the conceptualization of the key concepts, literary writing, contextual knowledge, teamwork and creativity. To achieve these objectives, students were required to come prepared with the assigned readings so that meaningful discussion could be held. Later the concepts were discussed in detail during class meeting with active participation of the all the students with practical example from local environment. Students were initially briefed during the first introductory class that they were required to write at least nine chapters of a marketing book by citing examples from local environment. To achieve this objective, the class discussions were held for explaining the concepts and suggested examples. All the students were divided into a team of 4-5 members. Each team was given topics/contents for which they had to write a book chapter. Students were strictly advised to read operational definitions of the terms and select the most appropriate to mention in the book with proper references or by acknowledging the source. The concepts should further be supported with text especially with examples from local companies. Pictorial representations and annexure could be other supplementary source. In this way, all the nine teams yielded expected outcome by writing nine chapters with full devotion and interest. Since this was graded exercise and the only assignment/project of the course, therefore students took full interest in writing book chapters which were also properly reviewed by the external experts and editor.

Outcomes:

By the end of semester, students not only grabbed the theoretical as well as practical knowledge about the course material but also a nine chapter's book was prepared specifically with reference to Pakistani environment. The idea was to get a comprehensive outcome from students, so that upcoming students could enjoy the outcome of their ancestors. Reason being, various books/study material is available at various informational sources but usually contextual knowledge is missing. This activity was an attempt in this regard.

Recommendations:

To make such activities useful, following parameters should be taken into account;

- Students should be properly briefed about what is expected from them.
- Teacher/instructor should work like a mentor in all this process. In addition to class lectures, off time counseling and advisory process are found quite helpful.
- Three contents must be followed: (1) definition (2) explanation and (3) example. Pictorial representation may also be added where possible.

- Instructor should work parallel with the students. All the submissions should be reviewed word to word to know any conceptual, grammatical and syntax errors.
- Case studies may also be added for practical orientation.

Participant's Name :**Dr. Hussein M Elmehdi** – University of Sharjah, UAE

Title: An innovative constructivist approach for teaching introductory university physics.

Course and level: Physics for Medical Sciences (Course code:1430-113)
First Year University Level

Goals and importance:

1. Present physical concepts and phenomena taught in the courses in a simple and appealing way, which emphasizes the link among these phenomena and everyday applications. This is achieved by incorporating short videos, simulations and interactive exercises into teaching.
2. Incorporate the readily available IT and Internet tools into teaching and learning (e.g. Web-Based Course Management Systems (CMS) to:
   a. Improve communication with students.
   b. Conduct homework and short quizzes online using Web-Based Homework Delivery Systems.
   c. Use IT tools to provide students with prompt and frequent feedback, which allows students to follow their progress and performance on regular basis.
   d. Provide continuous evaluation of the course using Open Source IT tools such as Google Docs.
3. Increase the students' interaction and encourage participation during the class time, which is found to influence students' grasp of the material. This was achieved by introducing Team Based Learning sessions into teaching and learning (usually one session per chapter).
4. Using creative assessment tools, such as critical guided thinking approaches, to improve students' performance. . In addition, students' performance is also improved by using Standard International Tests such as Force Concept Inventory (FCI) tests.
5. Improve the link between the assessment tools and expected course outcomes, especially in properly assessing the skills students are expected to gain during the course.

Outcomes:

1. The noticeable increase in the student's achievements and performance in the course. This is becoming more pronounced in the years after the approach has been implemented, where the class average has increased by more than 7%, which is equivalent to more than one point in the accumulative grade point average (AGPA).
2. Improve the grade distribution among the students, where the constructivist approach was found to have greater impact on the below average students, which led to a positive overall shift in the grade distribution of the class. This is taken as an indication of improvement in the quality of the education we deliver.
3. The noticeable increase in achievement percentage of the course outcomes. This is calculated at the end of the semester by the department using sophisticated software which input parameters include the assessment tools used to evaluate the performance of the students. The achievement percentage is now at its highest level (87%).
4. Rapid increase in use of IT tools in teaching and learning. This worked very well in encouraging students to participate and follow the instructor.
5. The noticeable increase in the level of satisfaction of students and

increase in interest in learning physics.

6. Stimulate research in Physics Education issues. So far, the author has published eight (8) research papers and there are more in preparation. The author also has received numerous teaching awards and recognitions.

Recommendations:

1. The constructivist approach has proven to be effective in teaching and learning Introductory Physics, as it is evident from the noticeable improvement in the performance of the students. The author highly recommends colleagues at the University of Sharjah and institutions in the region to implement it.
2. The implementation of the approach needs dedication and commitment to excellence in teaching and learning. Instructors are expected to work harder, especially in course material development and continuously updating course outline, content and assessment tools.
3. The approach is recommended and works best for small- to medium-size classes (up to 50 students). For large classes (above 80), the effectiveness of the approach is hindered by the fact that students or groups will not receive enough attention from the instructor. In addition, a lot of the exercises and teaching activities will not be effective, especially those activities that involve student interaction.
4. The author further recommends that the application of the approach require both instructors and students to have high level of IT and software interactive skills.
5. To implement the approach, the author recommends adequate Internet and communication infrastructure. This is necessary because the approach relies heavily on IT tools in delivering the material, assessing & evaluating the student, and providing feedback to the students and the instructor.

Participant's Name: Ahmed Chakir - Ibnou Zohr

University Agadir.
Morocco
Title: Business game and teaching of management : assessment of an experiment in the School of Management.
Course and level: Management simulation
the third year of the common core chain management
Goals and importance:
The development of a business game with the ENCG of Agadir aimed at:

- Differentiation of the ENCG-Agadir by the development of a typically Moroccan business game;
- Appropriation of the methodology of creation by the teaching staff of the ENCG due to an autonomous development;

In brief, one can list the pedagogical contributions of a business game as follows:

- Simulation proceeds of pedagogy by "experience" and "error": during a business game, the players learn from what they do, they are confronted with the problems and the concepts in action. They must always be in a position to understand their errors and to correct them . So ,It is an active pedagogical method where the error is seen as necessary,
- The player-learner is in the centre of the process of learning : highlighting the fact that the group is a source of learning, the game constitutes a very open context of learning, where the animator-instructor rather plays the role of facilitator of acquisition much more than that of a provider of knowledge. Thus a great part of the acquisition comes from the interaction of the answers between the players-learners;
- The business game strengthens the motivation for learning : all the teams have as an ambition for success. This desire constitutes a real support of motivation: the interactions between players, who fall under a system of co-operation (between the members of the group) and of competition (between the teams), are sources of motivation allowing the participants: To learn with better working in group; To develop internal and external communication; To understand the environment of the firm; To discover competition by getting into a concurrent market; And to recreate environment, satisfactions and constraints which the management of a firm offers.

Outcomes:
On the level of the school
The realization of this project constitutes a concrete example of what should be the international co-operation in the teaching field and of research.
The result of this project led the school to re-orientate its policy of opening to international co-operation. The main aim is to pass from a system of consumption and transfer of the pedagogical tools to a system based on a balanced partnership supporting the appropriation and the production of their proper didactic resources.
On the level of the students
The simulation-test for a reduced group of students made it possible to make a first assessment of the game by students.
The animation and the support set up give satisfaction overall. Indeed, the students underlined the quality of the contribution of this game compared to the existing game (imported). They highlighted the importance of the "marocanisation" of the game Chems treating all the aspects of management in a complex and coherent way

according to the context of the Moroccan firm.

On the other hand, a major remark must be raised; it is that the students are not well prepared for this new active method in high school. This makes the spot of the animator more difficult. The latter must lead before actions aiming at familiarizing the students with the principles and the requirements of such a teaching approach.

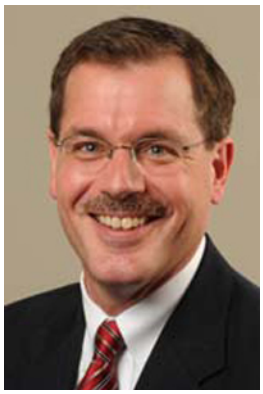
Recommendations:

Indeed, So that a business game plays its true role, a certain number of conditions must be put together :

- Coherence between the pedagogical material provided by the game and the teaching situation (quality of the support and its adaptability with the context of learning and clarification of the objectives and their coherence with the topic of the game)
- Determination of the methods of insertion of the business game in the set of curriculum (positioning of the game at the beginning, in the middle or at the end of a sequence of learning);
- Preparation of the conditions of a good animation (quality of animator and logistic aspects);

Contrary to a multi-media teachware, the game Chems does not integrate in its structure, very significant contents of information. The information provided has to do only with its function and its use. However, the ludic mechanisms must stimulate a continuous contribution of information from the part of the animator. Lastly, the activity of the participants completely being never framed by the rules of the game, it is necessary to indicate (in the handbook of the animator) the facilities, which it offers to the teacher- user in term of control of the activities according to the objectives set.

Participant's Name: Dean A. Van Galen – University of Wisconson Riverfalls, USA



Title: Undergraduate Research in an International Setting: An Innovative Strategy to Integrate Two High-Impact Educational Practices

Course and level: Undergraduate research and international education courses (concepts are broadly applicable)

Goals and importance:

There is significant evidence that engaging undergraduate students in "high-impact educational practices" results in enhanced learning, retention, and success among students from a range of backgrounds. Among the most effective of these high-impact practices are undergraduate research and study abroad experiences that support global learning. Undergraduate research, when intentionally integrated with the cultural components of study abroad, can serve as a powerful way to engage students in international experiences of substance, relevance, and excitement.

This presentation will discuss the key components of developing undergraduate research experiences in an international context. Also, several models of undergraduate research in an international setting will be discussed, including an "Environmental Science in Norway" course in which chemistry and biology students work collaboratively with Norwegian students to assess the heavy metal content of a polluted fjord in western Norway.

Outcomes:

By engaging students in undergraduate research experiences in an international setting, students gain from the well-document outcomes of these high-impact educational practices including a high level of academic challenge, active and collaborative learning, student-faculty interaction, and a supportive environment. Enhanced outcomes, gained by the synergistic effect of integrating research with study abroad, include:

- Learning how a discipline (e.g., biology, music, engineering) is practiced in a different country and culture, with the ability to understand similarities and differences
- Promoting interaction with students of another culture using research as an entry point for the building of cross-cultural relationships
- Providing opportunity for research collaboration to extend cross-cultural relationships beyond the study abroad experience

Recommendations:

In light of the demonstrated value of undergraduate research and the increasing need for undergraduate students to have international experiences and a high level of cultural competence, faculty and administrators should seek to develop and support courses and experiences that integrate research and study abroad. "Good practices" in the development of such experiences include:

- Identify university, business or other international partners in the "host country" that will result in a sustained, mutually beneficial relationship
- Develop a model that includes interaction between faculty and students of the "home" and "host" countries so that there is collaboration on the research project and informal opportunities for relationship building

- Prior to departing abroad, systematically engage students in learning about the research project including literature review and project design
- Following the abroad experience and in collaboration with students from the host country, engage students in research analysis, reporting, and presenting the results of their research.

Participant's Name: Abdulrazak Mohamed Elsagheer – Al-Baha University, KSA

Title: Directing College Students toward Success: A 5-Level Longitudinal Teaching Experience from Al-Makhwah Faculty of Science & Arts at Al-Baha University

Course and level: 8 courses: (Introduction to Literature + Translation (1) + Reading (2) + Research Methods + Translation (2) + Translation (3) + Semantics + History of English Language)

5 Levels: (Level 3 +Level 4 + Level 5 + Level 6 + and Level 7)

Goals and importance:

This working paper aims at introducing a practical teaching experience in university education focusing on directing college students toward persistence, graduation, and success - which is defined here as "completing certificates and degrees at the time of graduation" - by using a 5-level longitudinal teaching experience with college students who are majoring in English at the Department of English Language in the Faculty of Science and Arts, a newly established 4-year college at the Governorate of Al-Makhwah within the Region of Al-Baha. The main purpose of this paper is to apply Alexander Astin's Theory of Student Involvement (1984) so as to reduce the ratio of both dropout and retention and, thus, to direct college students toward graduation and success.

The current teaching experience may be considered significant due to:

1. Its goals of following up and directing college students toward persistence, graduation, and success;
2. Its relevance to Student Involvement Theory; and
3. Its practical implementation in the field of university learning and teaching.

Outcomes:

1. Alexander Astin's Theory of Student Involvement has an advantage over traditional pedagogical approaches because it focuses on the motivation and behaviour of the student, offers students a wide variety of academic and social opportunities to become involved with new ideas, and explains the dynamics of how students change or develop;
2. The intended end of pedagogical practices is to decrease the ratio of both dropout and retention and, at the same time to increase the ratio of both persistence and graduation;
3. The percentage of graduation among target college students was about 90 %;
4. The percentage of persistence in target college students was more than 80 %;
5. The percentage of retention between target college students was less than 5%; and
6. The percentage of dropout amidst target college students was about 0.02 %.

Recommendations:

1. Longitudinal follow up practices regarding directing students toward graduation should be conducted particularly with university students;
2. Action research focusing on students' development should be carried out among the faculty members in university education;
3. Undergraduate students should be grouped and followed up by their faculty members;
4. There should be studying for the influence of learning theories on the development of undergraduate students;

5. The issues of dropout and retention among university students should be always watched over among higher education students; and
6. Regular seminars should be held for developing faculty members regarding curriculum evaluation, production of study guides, mentoring, academic advising, curriculum planning, course organization, developing learning resource materials, and participation in formal examinations.

Participant's Name: Prof. Dr. Oguz Dogan - Necmettin Erbakan University, Turkey

Title: A study of educational simulation for physics students at university

Course and level: Physics Education Education Faculty

Goals and importance:

Technology is becoming increasingly important in today's classroom and has been integrated in a variety of ways; however, computer animations and interactive simulations are among the most common. This popularity is partly due to the fact that simulations are quite easy to introduce into a curriculum. Such simulations have been developed on a large scale by a group of educators working together and on a small scale by individual educators who would simply like to communicate an idea visually to their students. These simulations are specifically designed and tested to support learning. However, what students do with the simulations is as important as the simulations themselves. Simulations may be used in many different types of activities but we believe the simulations are most effective when integrated with guided inquiry activities which encourage students to construct their own understanding.

This study aims at investigating the effect of education implemented within a prepared some simulations application comparing the one within the traditional methods on physics students achievement at university. The study included totally 25 students taking Modern Physics course in university. For this study, some simulations were prepared and selected related to the subject.

Outcomes:

To help students, visually comprehend concepts, selected simulations animate what is invisible to the eye through the use of graphics and intuitive controls such as click-and-drag manipulation, sliders and radio buttons. In order to further encourage quantitative exploration, the simulations also offer measurement instruments including rulers, stop-watches, voltmeters and thermometers. As the user manipulates these interactive tools, responses are immediately animated thus effectively illustrating cause-and-effect relationships as well as multiple linked representations (motion of the objects, graphs, number readouts, sounds, colors, etc.). Two groups were set up as control group (C) and experimental group (Exp) in this study.

Achievement tests were prepared to compare the success of students before and after course. Achievement test is for measuring to the level of knowledge, conception, application and total achievement. It was given to the groups before and after the course as pre-test and post-test. The obtained data from the pre-test and post-test of the groups were analyzed using SPSS 13.00 version in order to compare them at defined levels. To determine the changes in the attitudes of the physics students during the course, surwey and interviews were hold, which was recorded by the help of a camera. This process was filfulled in order to strengthen the result of the achievement. In this study, meaningful result in favor of the experimental group was obtained.

Recommendations:

Technology and simulations should be used in education.Some educational materials should be redesigned and developped. Lectures and teachers could e applied sdifferent training methods.

Participant's Name: Afifuddin Husairi Bin Hussain – International University College of Technology, Malaysia

Title: Student's Life Experience in Exercising Learning Contract in Co-Curricular Activities.

Course and level: Undergraduate Course
Higher Education Institutions.

Goals and importance:
UniversitiKebangsaan Malaysia has implemented learning contract in the program curriculum since January 2011. The main objective of the implementation of learning contract in the program curriculum is to develop talent and nurture students' ability in a fun and flexible learning environment. The main objectives of the implementation of learning contract in the program curriculum is to develop talent and nurture students' abilities in an entertaining and creative learning environment. This main objective of this paper is to examine the implication of learning contract's implementation in the curriculum towards student's life among Universiti Kebangsaan Malaysia's students. This paper examines a set of quantitative data drawn from questionnaires distributed to 51 respondents who are the 1st cohort of students that have been exposed to learning contract in their co-curricular activities and have an experience in implementing new approach.

Outcomes:
Findings from this research revealed that students are indifferent towards the implementation of learning contract for their life as students. The verdict from this analysis is not very much in support of previous research, namely on successful exemplary leadership with academic achievement.

Participant's Name: **Dr. Mohamed Mostafa Zayed** – Taibah University, KSA

Title: The Japanese Experience in University Teaching and its Relationship with the Islamic curriculum

Course and level: CS211 Programming2

Second year - College of Computer Science & Engineering

Goals and importance:

In this paper we will highlight the Japanese experiment in higher education teaching. We will present the relationship between the Japanese Professor and his students. We will compare the Japanese system in university teaching with the Islamic system.

Outcomes:

- identifying the Japanese teaching strategies in university teaching
- Comparing the Japanese system in uiversity teaching with the islamic system
- Studying the possibility of applying the Japanese system in university teaching in our universities.

Recommendations:

- Adopting the positive aspects of the Japanese experiment in university teaching in our higher education teaching