

# Sessions Abstracts

## International Forum of Innovators in University Teaching

### Realistic experiences for excellence in teaching

Imam Muhammad Ibn Saud Islamic University (IMSIU)  
During the period 22-24/3/1434, corresponding 3-5/2/2013

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



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CDUE CENTER FOR DEVELOPMENT OF UNIVERSITY EDUCATION

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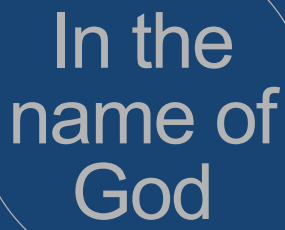
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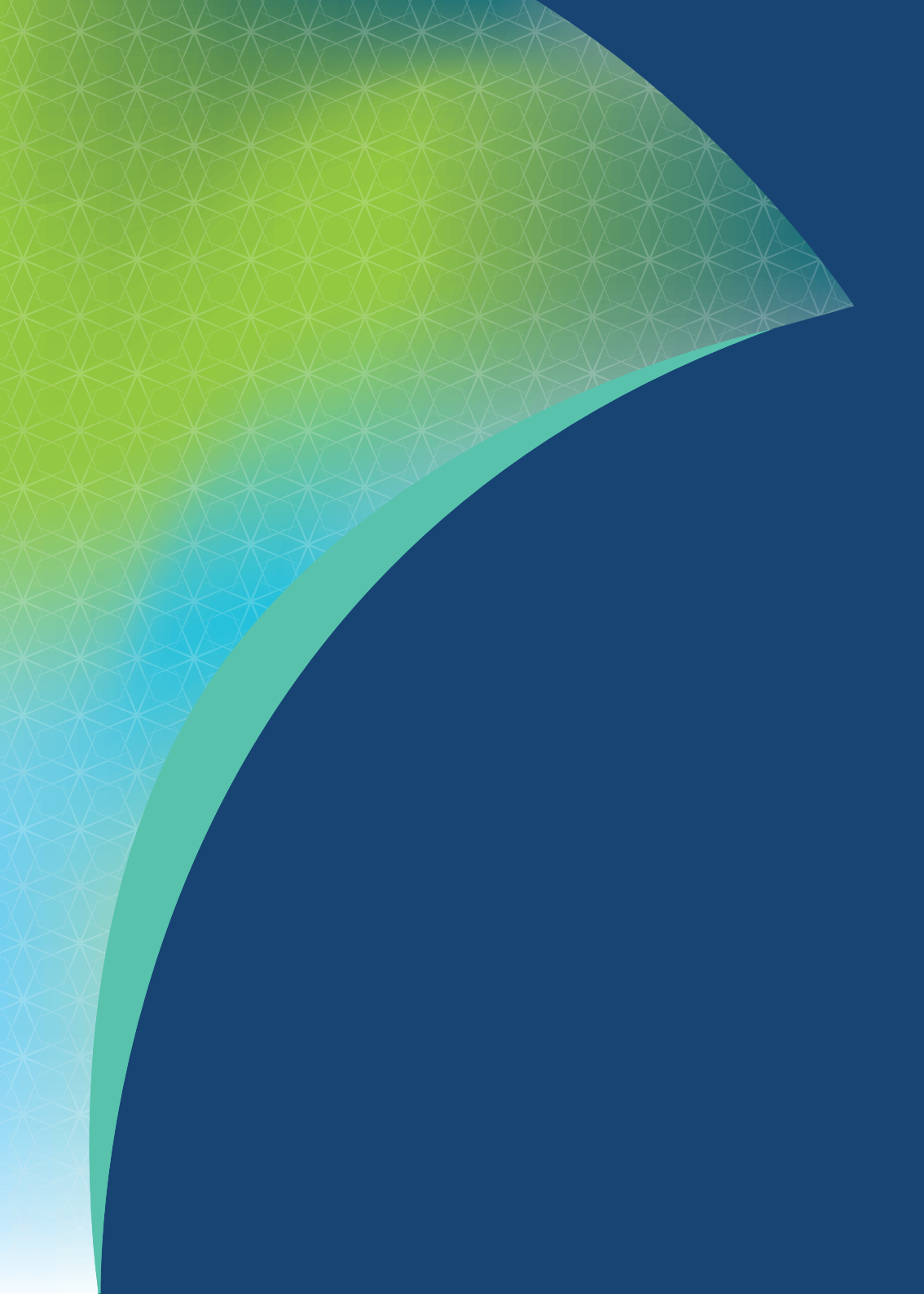
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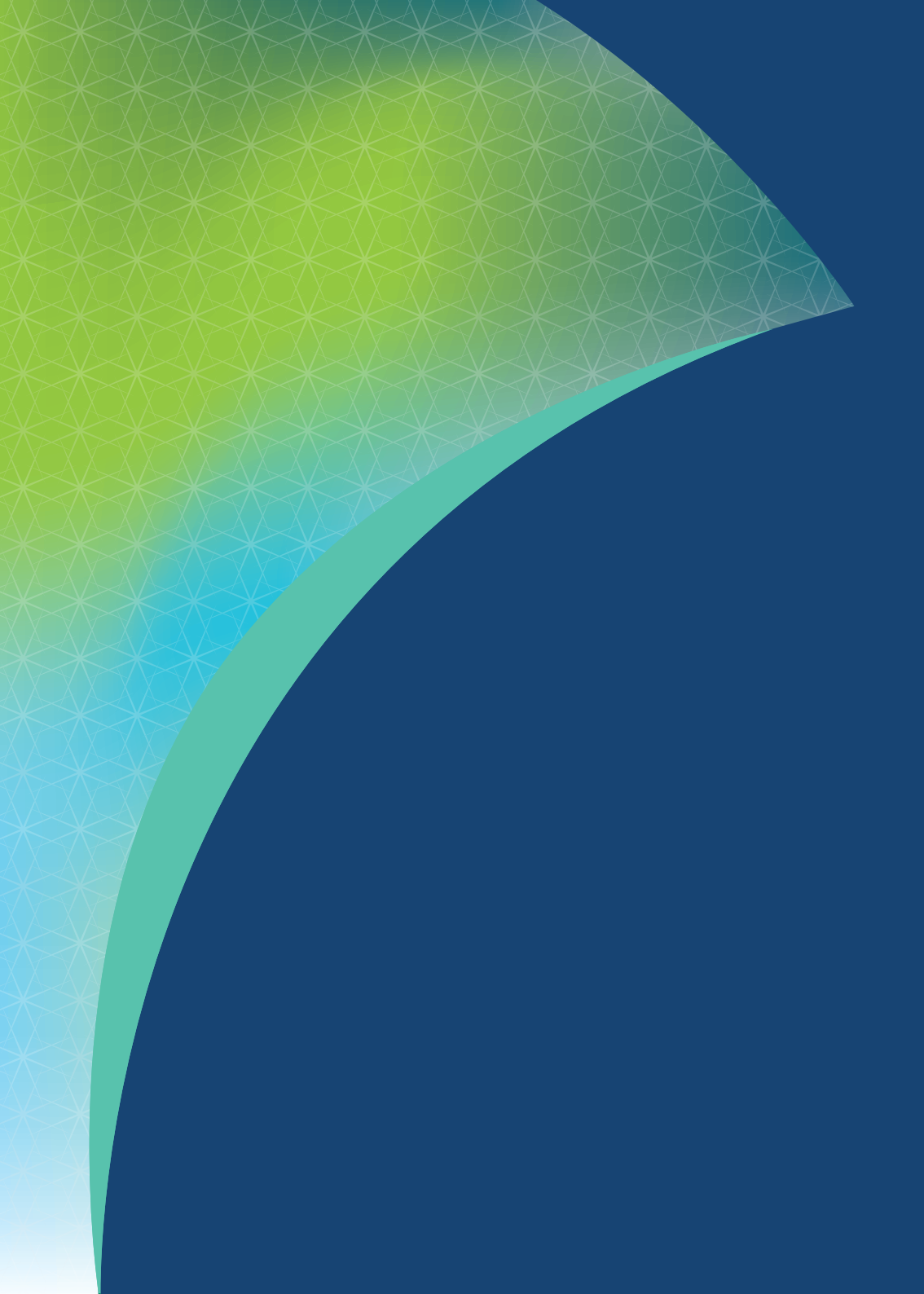
In the  
name of  
God





**Under the Patronage of His  
Excellency Minister  
of Higher Education**

**Dr. Khalid  
bin Mohammad  
Al Ankary**





الأستاذ الدكتور سليمان  
بن عبدالله أبا الخيل

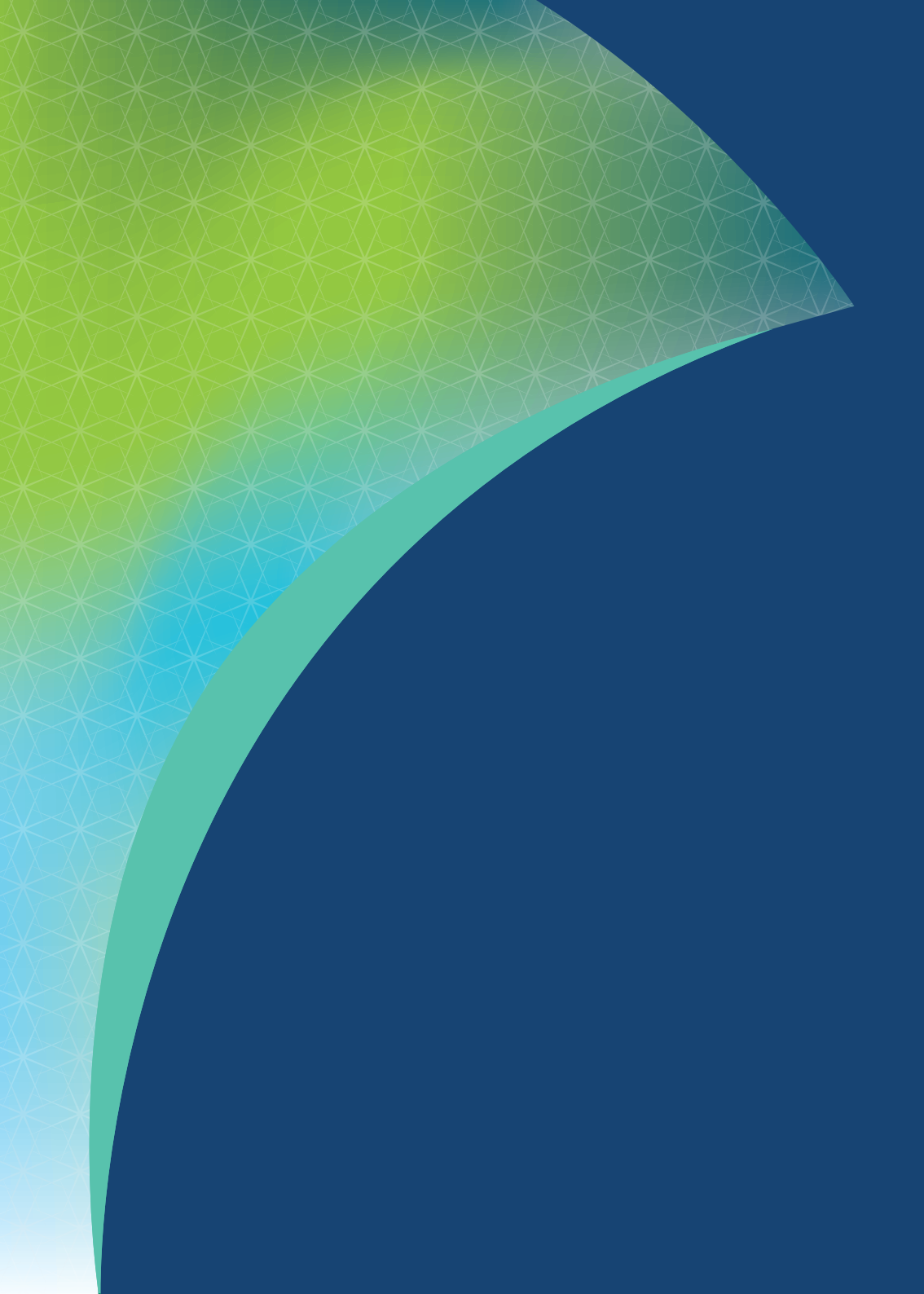
## Message of Vice- Rector of University for Studies, Development and Academic Accreditation

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.





الأستاذ الدكتور خالد بن  
عبدالغفار آل عبدالرحمن

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

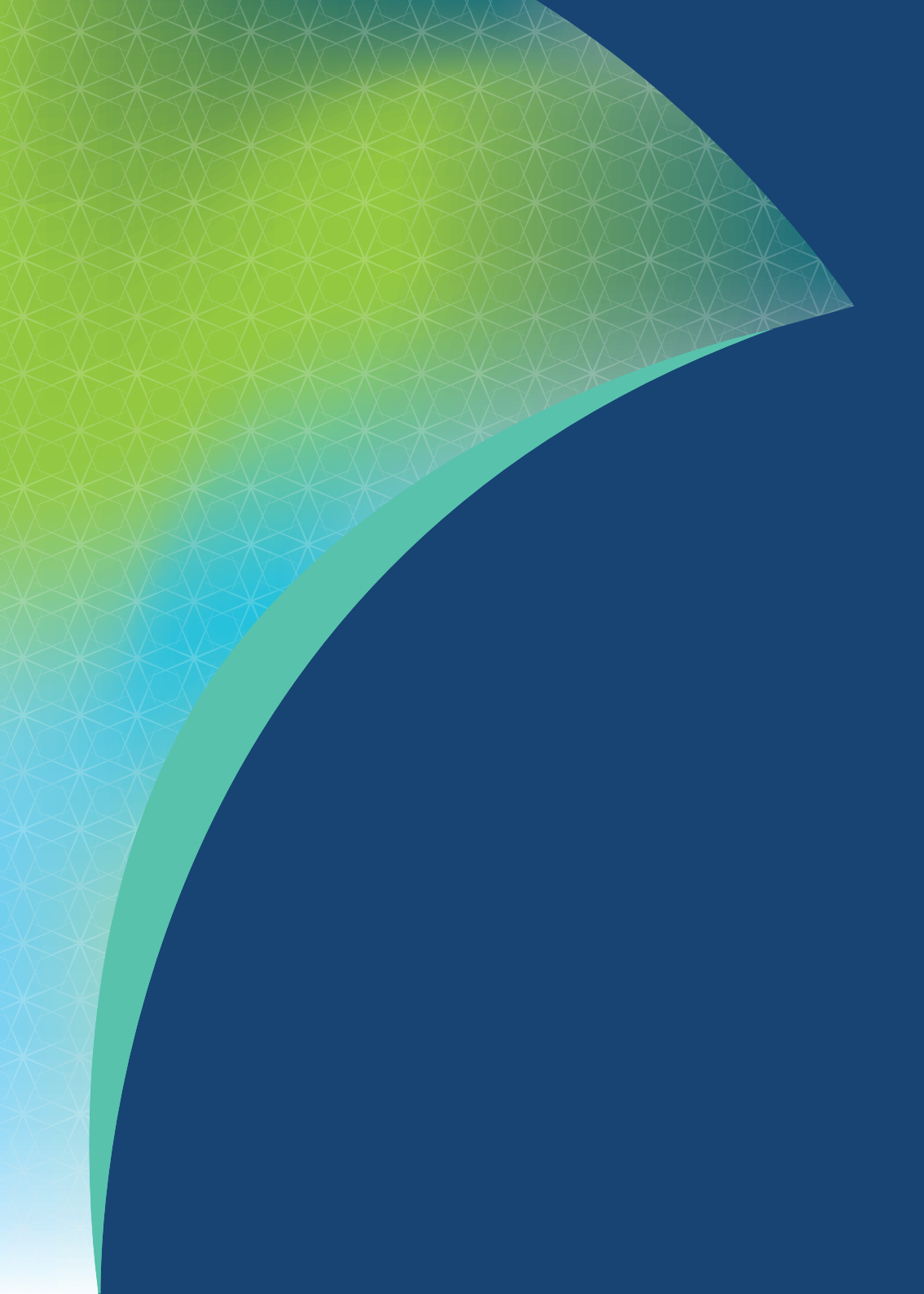
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الدكتور عبدالله بن علي  
سير المباركي

## 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.



# Opening Sessions



## **Dr. Dean Van Galen**

Chancellor of the University Of Wisconsin-River Falls,  
Wisconsin, USA

Dean Van Galen is the 18th Chancellor of the University of Wisconsin-River Falls. Van Galen earned a Ph.D. in analytical chemistry at Kansas State University. As a faculty member, he developed an environmental science study abroad course in Norway. He was an American Council on Education Fellow, and served later as vice president for university advancement at Truman and as vice president for university advancement at the University of West Florida.

### **Topic of the session: Undergraduate Research in an International Setting: An Innovative Strategy to Integrate Two High-Impact Educational Practices**

#### **Abstract:**

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.



## **Dr. Ronald Harden**

Professor of Medical Education in the University of  
Dundee and Al-Imam Muhammad Ibn Saud Islamic  
University

Professor Ronald Harden graduated from the medical



school in Glasgow, UK. He completed training and practised as an endocrinologist before moving full time to medical education. He is Professor of Medical Education in the University of Dundee and Al-Imam Muhammad Ibn Saud Islamic University and General Secretary and Treasurer of the Association for Medical Education in Europe (AMEE). Professor Harden is a world leader in medical education. He is committed to developing new approaches to curriculum planning, assessment and to teaching and learning. He has published more than 400 papers in leading journals. His contributions to excellence in medical education have attracted numerous awards.

**Topic of the session: What is a good (or excellent) teacher for the 21st Century? – Coloring outside the lines**

**Abstract:**

Important changes are taking place in higher education with a greater emphasis on student centred learning, new learning technologies, outcome-based education and authentic assessment. This presentation looks at the implications for the teacher. Discussed are the skills expected of a teacher, how the teacher approaches their practice and the teacher as a professional. To respond to current pressures we need not only to do better what we are already doing, but to consider doing things in a different way.

**Dr. Mashael Abdul Aziz Ishak Hajr**

President of Status classification and programming of judicial decisions Center,  
Law College

Dr. Mashael Hajri has obtained several degrees in higher education in the field of Construction Contracts in Comparative Civil Law, Britain, and she was the first female to work in Private Law Department in Law College, Kuwait University. Dr. Mashael has been a Visiting Professor in University of «École des Sciences Politiques» (Sciences PO), France, and spent her Legal Fellowship working with the American Congress. Moreover, she has won many awards, and she has found and firstly headed the Information System Unit in Law College.

**Topic of the session: Four pillars of wisdom**

**Abstract:**

According to stable Academic customs, there are two important parts of university practices: the scientific research and teaching. The first is what nourishes the



second since teaching, in its nature, is a product of a previous process, which is scientific research.

However, this process develops, and then turns into a continuous and connected cycle. Teaching becomes a reason for research after it has been just a result of it because teaching leads the researching professor to important discussions with his/ her students in the classroom. These discussions open doors to reflect on challenges that could be new topics suitable for research, and so on.

Therefore, the real significance of academic research is a fertile teaching environment that encourages scientific research. In other words: motivational lectures of mind are the real gate to reliable research.

Based on these data, the coming presentation includes a narration of my personal pedagogical perspective as a faculty member in Private Law Department in Law College, Kuwait University. It addresses, in its entirety, my special and personal way in dealing with teaching tasks (*modus operandi*). The presentation also covers the central personal philosophies on which I depend as essential pillars during my Academic job, teaching in particular. These pillars are:

1. Socratic Method
2. Comparative Law
3. Interdisciplinary Studies
4. Community Service

## **Dr. Christy Price.**

Professor of Psychology, Dalton State College, GA

Christy Price has won many awards in Excellence in Teaching. Her most recent research focuses on engaging Millennial learners and preventing incivility in the classroom. Christy has completed post-doctoral work in educational psychology from Georgia State University. She holds a doctorate in community health from the University of Tennessee, a master's degree in counseling psychology from the University of Nebraska-Kearney, and a bachelor's degree in social services from Northern Illinois University.

### **Topic of the session: Engaging Modern Learners**

#### **Abstract:**

What factors influence student motivation and desire to learn? Obviously, there are some influences beyond the professor's control, but research in educational psychology suggests one thing we can do to increase student engagement is to create learning environments that are in some ways linked to, and supportive of,



the current student culture. During this participatory session, we will briefly review the literature regarding the culture of the modern student and apply the findings of the presenter's research regarding modern learners. We will specifically discuss the characteristics of the modern learners' ideal learning environments, their preferences regarding assessments, their perceptions regarding the characteristics of the ideal professor, and their ideal institutional practices.



## Dr. Peter Lang

Warwick University - England

Dr. Lang has PhDs in Archaeology and Anthropology, and he has retained an interest in Social Anthropology. He taught in the London area for 13 years in primary, secondary and special schools. He is currently an associate fellow and an associate tutor on the distance learning MSc in school leadership at the University of Leicester. He has supervised many MA dissertations and a number of PhDs. Dr. Lang has had a particular interest in Pastoral Care and Affective. He was one of the founders of the National Association for Pastoral Care and also established the European Affective Education Network.

### **Topic of the session: The socio-emotional dimension of teaching and learning active approaches.**

#### **Abstract:**

Though this is likely to be quite difficult my intention is to make my session as active as possible. The session will start with the audience being asked to undertake some activities which will involve them engaging in brief discussions with their neighbours.

I will then introduce my background and what I see as the key principles underpinning the approaches, go on to discuss the socio-emotional dimension of being professional and present active sessions on:

- Working with a large audience
- Working through group work
- Working at a distance

Finally, I will conclude by discussing the specific active approach of circle time including a short video.





## **Dr. Jilani Ben Touhami Meftah**

Lecturer at University of Malaya, Malaysia

Dr. Jilani was a lecturer at the International Islamic University Malaysia for 12 years. He has obtained many degrees in Higher Education. Also, he has obtained degrees in al-Qur'an and al-Sunnah and Islamic Studies.

Dr. Jilani is the former director of Jam'iyah Khadamah al-Qur'an, International Islamic University Malaysia and a member of Editorial Board (the International Journal of Research in the Quran Centre of Quranic Research). Also, he was the Head of Islamization of Knowledge Unit, IIUM in 2009.

### **Topic of the session: The elements of effective teaching (successional vision)**

#### **Summary:**

Teaching is a form of communication among humans because it contains all the communication elements (sender, receiver and message). However, since teaching is an intended professional process, it is deeply influenced by the perception of the sender's existence (the educator), his or her previous beliefs about the future (the learner), the message (the information) and the way of interaction between him or her and (the information delivery mechanisms). Therefore, the researcher will address briefly, through the successional vision, the concept of human in terms of nature, existence and existence after being, and the concept of knowledge in terms of its nature, the fact of its existence and where and how to find it. Based on these concepts, the researcher will present, in description and analysis, his experience and perception of what some people may think as an element of effective teaching. The results and meanings the researcher hopes to emphasize through this paper can be summarized in the significance of the successional vision of humans in which it helps achieving effective teaching because of its deepness, flexibility, interactivity and what offers to the teacher through framing the communication process (teaching), elements and goals



## Dr. Norman Jackson

Professor Emeritus at the University of Surrey, England

Norman Jackson is Professor Emeritus at the University of Surrey, Founder of the Lifewide Education Community and a Fellow of the Royal Society of Arts. He was Professor of Higher Education and Director of the Surrey Centre for Excellence in Professional Training and Education (SCEPTre) at the University of Surrey. He has also held senior positions with several UK national bodies including - Her Majesty's Inspectorate, Higher Education Quality Council, Quality Assurance Agency, Learning and Teaching and Support Network and Higher Education Academy.

### **Topic of the session: The Wicked Challenge of Changing a University: Encouraging Bottom-up Innovation through Strategic Change**

#### **Abstract:**

Universities are inherently conservative and risk averse when it comes to changing. what they do, yet to play its indispensable function in the new competitive environment, the typical university must change more quickly and more fundamentally than it has been doing. The problem of how to change university is often ill-defined and ambiguous. it is usually contested, and it is typically associated with strong moral, political, ideological and professional opinions and values. the presentation will try to provide some insights into the process, practice and results of bottom-up innovation in a university engaged in strategic change.

From this study over 20 factors were identified as being important to the innovators when trying to accomplish significant change in a university. At the organisational level, these factors are subsumed within an overarching set of eleven factors that seem to be important in accomplishing strategic change in which the emergence of bottom-up innovation is a desirable objective. The key question: are these factors generalisable to other educational/cultural contexts?

## **Dr. Abdullah Aljgeman**

Member in Shura Council- Associate Professor – President of the International Research Association for Talent Development and Excellence

Dr. Abdullah is the president of the International Research Association for Talent Development and Excellence (IRATDE) and a member in the Advisory Board of the Journal for The Education of the Gifted in William & Marry University in USA. He has served in some of the advisory and administrative positions. He obtained many degrees in higher education. In addition to that, Dr. Abdullah Aljgeman has won many scientific and honoring local and international awards. Finally, he is a Keynote speaker in scientific forums and conferences locally and internationally.

### **Topic of the session: Talent and creativity care in Saudi universities**

#### **Summary:**

Saudi universities are invited to play a pioneering role in knowledge societies that emerged from the formation of effective human cluster of young leaders, which support the Kingdom's transformation towards a knowledge-based society on one hand and increasing the competitiveness of Saudi universities at the global level on the other hand.

Although there are many initiatives and efforts in Saudi universities to improve students' skills in the areas of leadership, creativity, communication and scientific thinking, etc., they, most likely, do not fully play their role in the formation of a base to establish young knowledge societies within universities.

The traditional model of universities of the twenty-first century, which focuses on crowding students in classrooms and filling their brains with information, is no longer of value in the knowledge era. This poses a challenge to universities that are looking for advanced ranks in the global leadership ladder.

This paper will introduce a proposed program «Young Leadership in Saudi Universities», which was established based on the needs and aspirations of students and the local community, the quality standards in the educational processes and the outstanding results that have been achieved in similar programs of world's leading universities.





## **Dr. Carmel McNaught**

Professor Emeritus of Learning Enhancement

Carmel McNaught is Emeritus Professor of Learning Enhancement and former Director in the Centre for Learning Enhancement and Research (CLEAR) at The Chinese University of Hong Kong. She is actively involved in several professional organizations and is a Fellow of the Association for the Advancement of Computers in Education; is a university quality assurance auditor for both Australia and Hong Kong; is on the editorial board of 13 international journals; and is a prolific author.

### **Topic of the session: Designing innovative technology-enhanced university programmes and courses in the 21st century**

#### **Abstract:**

In most universities worldwide the use of e-Learning is now almost ubiquitous; and this is certainly true at The Chinese University of Hong Kong (CUHK) where I have worked for over a decade. However, while the challenge of supporting teachers to naturally include technology when planning their courses has been met, we must acknowledge that many teachers use technology in a didactic fashion; our learning-management systems (LMSs) are full of notes and PowerPoints, and we have sub-optimal use of interactive functions such as discussion forums, quizzes, online tutorials, role-plays, simulations, etc. We also are under-utilizing the potential of student-generated content that can be shared and become educational resources for all students in the course.

In the presentation, I will emphasize the potential of the web for the enhancement of learning communities and provide examples that can assist teachers to revitalize their course learning designs in order to make them more learner-centred, more engaging and, hopefully, more likely to support students in achieving desired learning outcomes.

## **Nabila Abdulaziz Al-Jaber.**

Associate Professor in organic chemistry and natural products

Dr. Nabila is Associate Professor in organic chemistry and natural Production University of King Saud University. She was an Associate Professor in Faculty of Science, Department of Chemistry at King Saud University, an Assistant Professor, a Lecturer and a Teacher Assistant at the same university. She won many awards and medals locally and internationally; in addition to that, she received Grants

from King Abdulaziz City for Science and Technology for scientific researches and a professional certificate in University Teaching from KSU.

### **Topic of the session: What does come after success?**

#### **Summary:**

Failure always precedes success and concerns and hesitations precede achievement. We cannot expect success early from the beginning, but we try. Then we will find in every attempt the experience and expertise which lead us to success at the end.

Since I was a student in the early college stages, these inquiries have always come to my mind...

Who are successful people?

Who are innovators?

Who are excellent people?

How did they reach this success, this innovation and this excellence?

I have been always recording some of the characteristics that I observed in people whom I thought «they are successful».

Years over years, I have had a collection of meanings, and I have come to a result through observation of those people. So, what are the characteristics and qualities that make them unique, innovative and successful?

Our ideal model in every affair, in life and afterlife, is our prophet Muhammad (peace be upon him), a leader of a nation and a ruler of a state, in which he represents the perfect example for us, for those who seek Allah Almighty and the Last Day. Then comes his noble companion after him, the leaders of the Islamic nation.

Dear brother and sister, when you succeed in a matter, you should ask yourself « what is next»?

I will present, in a few minutes, some points that describe the successful innovators and what they are waiting for after succeeding?