UNIVERSITY OF BAHRAIN
UNIT FOR TEACHING EXCELLENCE AND LEADERSHIP

UTEL SYMPOSIUM 2025

Tuesday, 24 June 2025
9:00 am - 1:00 pm

University of Bahrain
S45-101

Scan Location

H.E. Dr. Fuad Mohammed Al-Ansari

President
University of Bahrain

Welcome Address

Welcome to the Symposium on Pedagogical Innovations for Sustaining Excellence in Higher Education, hosted by the University of Bahrain's Unit for Teaching Excellence and Leadership. This symposium marks an important step in our mission to enhance the quality of higher education in Bahrain and the region.

Our unit is dedicated to advancing teaching and leadership skills among academic faculty at UoB and throughout the Higher Education sector. We strive to be a leading unit for research-informed excellence in teaching and leadership, fostering continuous professional development and encouraging the integration of pedagogical research into teaching practices.

This symposium aims to increase awareness about the importance of teaching skills in higher education and the necessity for ongoing training programs. By supporting academics in adopting learner-centric teaching methodologies and promoting reflective practices, we aim to ensure our education system remains innovative and excellent.

We hope this event will spark meaningful discussions and collaborations, driving forward the quality of higher education in our region. Your participation and contributions are crucial to achieving our shared vision of excellence in teaching and leadership.

We wish you a productive and enriching symposium experience.

Dr. Amal Mohamed Alrayes

Symposium Lead Organizer

Director of the Unit for Teaching Excellence and Leadership
University of Bahrain

Welcome Address

On behalf of the Unit for Teaching Excellence and Leadership (UTEL), it is my sincere pleasure to welcome you to this year's *Symposium on Pedagogical Innovations for Sustaining Excellence in Higher Education*. This event reaffirms our shared dedication to advancing pedagogical practices that foster meaningful student engagement and elevate the quality of teaching and learning in higher education. The symposium is designed to pursue several key objectives. It provides a dynamic platform for exploring innovative, research-informed approaches to pedagogy that enhance student learning experiences. Through this gathering, we aim to promote the exchange of forward-thinking teaching strategies, creative assessment practices, and inclusive methods that encourage active participation in the educational process. A central feature of this year's symposium is the celebration of sustainable teaching initiatives developed by UTEL participants. These projects exemplify the integration of environmental, social, and economic sustainability within the context of higher education, offering models that can inspire long-lasting impact.

We are also proud to foster a spirit of collaboration through this event—bringing together educators, researchers, and professionals who are committed to driving excellence in teaching and learning. This year, we received a remarkable number of abstract submissions, and we are pleased to present 13 papers. I would like to express my heartfelt appreciation to our keynote speaker and the panelists for their insightful contributions, as well as to all participants and members of the organizing and scientific committees for their dedication and continued support. We hope this symposium provides a rich and inspiring experience for everyone involved.

Pedagogical Innovations for Sustaining Excellence in Higher Education

In today's rapidly evolving educational landscape, higher education institutions face numerous challenges in delivering effective teaching and learning experiences. Therefore, sustaining excellence teaching and learning practices in higher education is crucial for meeting the evolving needs of students and preparing them for the future. By addressing challenges, leveraging successful examples, and implementing strategies, higher education institutions can create an environment that fosters ongoing innovation and enhances the learning experience for all. Sustainable innovative teaching and learning practices refer to pedagogical approaches, activities, and technologies that are sustainable and innovative in terms of promoting environmental, social, and economic sustainability. These practices help students develop the skills and values necessary to create a more sustainable and equitable world for all.

This much-anticipated symposium will shed light on the significance of innovative practices in higher education by showcasing successful cases, identifying some academic practices that contribute to sustainability, and addressing hurdles. It brings together faculty members to share cutting-edge strategies and techniques for transforming the higher education landscape, for whom cultivating a student-centered environment where students are actively engaged, hands-on, and given the opportunity to apply their knowledge in real-world contexts is the key to effective teaching and learning. Educators may create transformative learning experiences that empower students to become lifelong learners.

Objectives

- Identify and implement pedagogical innovations that enhance student engagement and learning outcomes in higher education.
- Exchange innovative practices among faculty related to academic practice including teaching techniques, designing assessment methods, and activating students' enrolment in the teaching-learning process.
- Highlight sustainable UTEL projects to inspire and equip educators with practical strategies for impactful teaching.
- Foster collaboration and knowledge sharing among educators, researchers, and professionals within the field of higher educat

Symposium Agenda

9:00 – 9:30	**REGISTRATION - OPENING**
9:30 – 9:35	**WELCOME ADDRESS** **Dr. Fuad Mohamed Al-Ansari** HE. President of the University of Bahrain
9:35 – 9:40	**OPENING REMARKS** **Dr. Amal Mohamed Alrayes** Director of the Unit for Teaching Excellence and Leadership, UOB
9:40 – 9:50	**KEYNOTE SPEECH** **James Dunphy,** Director of Educational Excellence at Advance HE Implementing educational excellence – our collective opportunity to deliver for learners of the future
9:50 – 10:35	**PANEL DISCUSSION [45 min]** **Navigating Change in Higher Education: A Panel on AI-Driven Innovations and Their Impact on Student Engagement and Learning Outcomes**
10:35 – 10:45	**Q&A SESSION**
10:45 – 10:50	**CLOSING REMARKS AND AWARD CEREMONY**
10:50 – 11:05	Coffee Break and Networking
11:00	**Paper Presentation Sessions**

PRESENTATION 1 **11:05- 11:20**	
Pedagogical Strategies and Student Engagement **HALL S45- 06**	**AI, Technology Integration, and Cognitive Skill Development** **Hall S45 -07**
Measuring The Effectiveness of Experiential Learning on Enhancing Student Reflection Skills in Housing Theory Education **Dr. Wafa Alghatam** College of Engineering, UOB	**AI CARE: AI Competency Framework for a Sustainable Education 5.0** **Dr. Junifer Abatayo** Bahrain Teachers College, UOB

PRESENTATION 2 11:20- 11:35	
Pedagogical Strategies and Student Engagement **HALL S45- 06**	**AI, Technology Integration, and Cognitive Skill Development** **Hall S45 -07**
Managing Disruptive Behaviors in Higher Education: Strategies and Insights from Faculty at the University of Bahrain **Dr Anamika Jiwane and Dr Nazish Abid** College of Engineering, UOB	**The Impact of Using Student-Created Content on Student Cognitive Engagement for First Year Programming Students** **Mrs. Muna Mansoor AlMahari** College of IT, UOB

PRESENTATION 3 11:35- 11:50	
Pedagogical Strategies and Student Engagement **HALL S45- 06**	**AI, Technology Integration, and Cognitive Skill Development** **Hall S45 -07**
Implementing Constructive Alignment to Enhance Learning of General Physics Courses **Dr Khalil Ebrahim Mubarak** College of Science, UOB	**The Effectiveness of Flipped Learning Method on Enhancing the Students' Analytical Skills in General Physics Course** **Mrs. Zahra Abdulla Salman Radhi** College of Science, UOB

PRESENTATION 4 11:50- 12:05	
Pedagogical Strategies and Student Engagement **HALL S45- 06**	**AI, Technology Integration, and Cognitive Skill Development** **Hall S45 -07**
The Effectiveness of Implementing Pair Work on Students' Behavioral Engagement in Lab Sessions **Mrs. Khawla M Alsagheer** College of IT, UOB	**Augmenting Human Intelligence with AI: Implications for Teachers and Students at Higher Education** **Dr. Neesha Khan Malik** Bahrain Teachers College - UOB

PRESENTATION 5 12:05- 12:20	
Pedagogical Strategies and Student Engagement **HALL S45- 06**	**AI, Technology Integration, and Cognitive Skill Development** **Hall S45 -07**
Interactive Read-Alouds as a Pedagogical Tool for Teaching Sustainability and Social Responsibility **Dr. Zainab Allaith** Bahrain Teachers College - UOB	**Enhancing Knowledge Retention in Medical Laboratory Education Through Concept Mapping: An Action Research Study** **Mrs. Aqeela Abuidrees** College of Health and Sport Sciences - UOB

PRESENTATION 6 12:20- 12:35	
Pedagogical Strategies and Student Engagement **HALL S45- 06**	**AI, Technology Integration, and Cognitive Skill Development** **Hall S45 -07**
How Effectively Can the Introduction of Worked Examples Improve the Problem-Solving Skills of Students Studying Financial Management **Dr. Hala Hatoum** College Of Applied Studies - UOB	**Technology-enhanced Tool for Formative Assessment in Higher Education: ZipGrade** **Dr Bani Arora and Dr Abdulghani Al Hattami** Bahrain Teachers College - UoB

PRESENTATION 7 12:35- 12:50
Pedagogical Strategies and Student Engagement **HALL S45- 06**
Enhancing Speaking Skills in English Speaking Courses **Ms. Asma Hasan Ali Hasan** English Language Center - UOB

Mr. James Dunphy

Director of Educational Excellence
PFHEA (AHE), Fellow (RSA)
Advance HE - UK

James Dunphy is responsible for delivering Advance HE's portfolio of work on educational excellence, including the responsibility for the Professional Standards Framework. He was Director of Access, Learning and Outcomes at the Scottish Funding Council (SFC) at during a key time of policy change in higher education - contributing to a national review, which proposed the creation of a Tertiary Quality Enhancement Framework – and holding executive responsibility for SFC's work on skills, widening access and the quality of learning and teaching. Previously, James was Director of Enhancement of Learning, Teaching and Access at Robert Gordon University (RGU), where he led significant institution-level change, securing improved performance in the National Student Survey and being part of the team involved in the University's successful TEF gold outcome. During his time with RGU, James led a multi-institution tertiary partnership, a student-facing service and played a key role in the development of degree apprenticeships, including as a non-executive Director of Scotland's National Centre for Work Based Learning.

Implementing Educational Excellence – Our Collective Opportunity to Deliver for Learners of the Future

This keynote will prompt colleagues to consider the steps we need to take to promote and enable excellence across our higher education offer—taking account of changing student needs, developments in technology, and our professional commitments to delivering high-quality, transformational education. It will draw on insights from Advance HE’s work across the globe, offering future-focused advice designed to inspire the enhancement of learning and teaching and support colleagues in delivering for the learners of the future.

Panel Discussion

"Navigating Change in Higher Education: A Panel on AI-Driven Innovations and Their Impact on Student Engagement and Learning Outcomes"

In an era of rapid transformation, higher education institutions must continually adapt to evolving pedagogical models, technological advancements, and shifting student needs. This panel discussion brings together leading experts, educators, and policymakers to explore innovative strategies that can drive meaningful change in higher education.

Through an engaging and thought-provoking conversation, panelists will discuss key topics such as the integration of technology in teaching and learning, the role of artificial intelligence in education, evolving student expectations, and the policies shaping the future of higher education. The session will provide valuable insights into how institutions can foster agility, inclusivity, and excellence while navigating the challenges of the modern educational landscape.

Attendees will have the opportunity to engage with panelists during a live Q&A session, gaining practical perspectives on implementing sustainable and impactful changes within their own institutions. Whether you are an educator, administrator, student, or education enthusiast, this discussion will offer valuable takeaways on shaping the future of higher education.

Dr. Asim Bashir

Lecturer - Assessment Coordinator
SFHEA
University of Birmingham Dubai
UAE

Dr. Asim Bashir is a Lecturer and Assessment Coordinator at the University of Birmingham Dubai. With over 15 years of higher education experience in the UK and the Middle East, he has taught and led academic development initiatives across a range of international contexts.

A holder of a Doctorate in Education and an Advance HE Senior Fellow, he is also a trained assessor and mentor for Advance HE, supporting professional recognition for educators through the Professional Standards Framework. His research interests focus on academic literacies, formative assessment, and the pedagogical impact of emerging technologies, particularly artificial intelligence in higher education. He has published and presented internationally on these themes, contributing to global

Dr. Hala Al Khalifa

Lecturer
Bahrain Teachers College
University of Bahrain

Dr. Hala Al Khalifa is an educator and academic specializing in educational leadership, early childhood, and inclusive education. She holds a Master's in Education and International Development and a PhD in Learning and Leadership from University College London (UCL). With experience spanning the Ministry of Education, non-profit initiatives, and her current role as a lecturer at Bahrain Teachers College, Dr. Al Khalifa is committed to advancing high-quality education and empowering future educators to create inclusive learning environments.

Dr. Mahinour Ezzat

Assistant professor of Education
Director of the Teaching and learning Center
Ajman University
UAE

Dr. Mahinour brings more than 20 years of experience in education, from classroom teaching to faculty development, instructional design, and academic leadership. She began her career as a software programmer and IT trainer, later becoming a high school teacher before moving into higher education—so she understands teaching and learning from the ground up.

She holds a Doctorate in Higher Education and an MSc in Information Technology from the University of Liverpool, combining deep pedagogical knowledge with a strong foundation in technology-enhanced learning.

Throughout her career, Dr. Mahinour has played a key role in shaping faculty development at a national level. She has designed and delivered over 100,000 hours of professional development for educators, covering topics such as teaching methodologies, instructional design, generative AI, and assessment strategies. She has also launched numerous courses and certification programs, led transformative microteaching initiatives, and empowered hundreds of faculty members in earning Advance HE Fellowships.

As the founder of the Advance HE Gulf Fellowship Network on LinkedIn, Dr. Mahinour created a vibrant professional community that connects educators across the region. Through this platform, she fosters knowledge-sharing, hosts impactful events, and supports members in their pursuit of teaching excellence.

Mrs. Ahlam Oun

Lecturer - Assessment Coordinator

General Assembly Bahrain

A global transformation leader at the intersection of tech education, enterprise growth, and people development. Known for scaling tech academies, optimizing operations, and building future-ready talent pipelines across the Middle East, Europe, and beyond. With an educational background in Telecommunications Engineering, brings a multidisciplinary foundation to a career that spans software engineering, corporate digital transformation in the banking sector, and global operational leadership. Adept at designing and leading operational frameworks that drive efficiency, manage risk, and enable sustainable enterprise expansion. Recognized for infusing innovation and creativity into strategy, empowering talent, forging strategic partnerships, and delivering data-driven impact through cross-functional collaboration, digital-first approaches, and a relentless focus on scalable excellence.

Dr. Asim Bashir

Lecturer - Assessment Coordinator
SFHEA
University of Birmingham Dubai
UAE

UTEL Symposium Abstracts

Pedagogical Strategies and Student Engagement

Dr. Wafa AlGhatam

Assistant Professor
College of Engineering
University of Bahrain

Dr. Wafa Alghatam specializes in Urban Form and Society, focusing on how spatial design shapes social, cultural, and economic life. An expert in space syntax, her research explores the socio-economic dynamics of urban villages in Bahrain. She has worked with Space Syntax Limited (UK), contributing to major urban projects in Jeddah and Doha. She also held research roles at the Technical University of Munich and has taught at WIT, BU, the AA, and UCL. Her experience bridges Eastern and Western contexts, offering a unique perspective on spatial analysis and urban transformation.

Measuring the Effectiveness of Experiential Learning on Enhancing Student Reflection Skills in Housing Theory Education.

This action research project aims to measure the extent to which the use of Experiential Learning (EL) can help third-year Architecture students develop reflective skills in the Housing Theory. The sample consisted of 40 students enrolled in the course. The research implemented three data collection methods across two cycles: (1) assignment results through a rubric (quantitative analysis of reflection levels), (2) a self-reflection survey (mixed methods), and (3) a class discussion peer report (qualitative analysis of class discussions). During Cycle 1 of EL, students interviewed inhabitants to explore how spatial layouts shape domestic life. However, limited access to full house layouts made it difficult for students to reflect meaningfully or link interviews to spatial analysis. To address this, Cycle 2 adds a hands-on component where students co-create or interpret layout drawings alongside interviews, to provide a richer foundation for reflection and application of housing theory. The study's findings indicate that the integration of visual and spatial analysis in Cycle 2 led to a significant increase in the proportion of students demonstrating critical reflection in their assignments (doubling from 10% to 20%), as well as improved scores on comparative analysis in peer discussions. The overall mean grade of the class improved from 80.26 in cycle 1 to 81.63, thus suggesting an overall trend of success." The study's findings align with research into the role of experiential learning in supporting reflective skill development. However, future research is recommended to explore how experiential learning supports critical thinking in the context of housing design.

Dr. Anamika Jiwane

Senior Lecturer -FHEA
Department of Architecture and Interior Design
University of Bahrain

Anamika Vishal Jiwane is currently teaching at the Department of Architecture and Interior Design, University of Bahrain since 2010. She is an Architect with a Master's in Urban Planning and a PhD in Architecture. She also holds a Post Graduate Certificate in Academic Practice (UOB) and has a fellowship from the Higher Education Academy, UK. With 24 years in architectural education, Anamika is committed to mentoring students and supporting their academic and design growth. Her primary research interest lies in Sustainable Development, Community Participation, Participatory Approaches, Smart and interactive Interior spaces etc. She has published numerous research articles in prestigious international journals and has presented her work at renowned national and international conferences.

Managing Disruptive Behaviors in Higher Education: Strategies and Insights from Faculty at the University of Bahrain

Effective classroom management in higher education plays a critical role in fostering a positive and productive learning environment, particularly when addressing disruptive student behaviors. This study explores evidence-based classroom management strategies by reviewing relevant literature, analyzing key findings, and comparing case studies that address disruptive behaviors in university settings. The research focuses on selected strategies such as proactive communication, clear behavioral expectations, inclusive teaching methods, and consistent enforcement of rules. Drawing on a qualitative case study approach, the experiences and perceptions of faculty members at the University of Bahrain were gathered through semi-structured interviews. The findings reveal that while faculty members employ various management strategies, their effectiveness often depends on contextual factors such as class size, subject nature, and faculty experience. Challenges faced include a lack of formal training in behavior management and inconsistent institutional support. A comparative analysis of the best international practices shows the importance of adopting a student-centered approach, maintaining mutual respect, and enhancing reflective teaching practices. Based on the research outcome, the study proposes a flexible classroom management framework designed to the context of the University of Bahrain. The framework emphasizes preventative strategies and responsive intervention techniques. This research contributes to enhancing teaching practices and student engagement by promoting a structured, inclusive, and respectful classroom environment in higher education institutions.

Dr. Nazish Abid

Lecturer -FHEA
Department of Architecture and Interior Design
University of Bahrain

Dr. Nazish Abid is a lecturer at the University of Bahrain and a COA-registered architect with a PhD in Architecture from NIT, Patna, India. With over a decade of academic and professional experience across India and Bahrain, his expertise lies in sustainable urbanism, public open spaces, and campus design. He is a Fellow of the Indian Institute of Architects, a Fellow of the Higher Education Academy (UK), and a LEED® Green Associate. He has presented and published extensively on smart cities, public space design, and inclusive urban development, and actively contributes to interdisciplinary workshops and quality assurance initiatives.

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Dr. Khalil Ebrahim Jasim Mubarak

Assistant Professor-FHEA
Department of Architecture and Interior design
University of Bahrain

Khalil Ebrahim Jasim: Assistance professor, Department of Physics, UoB. PhD. from Brown University, USA. Fellow of "The Higher Education Academy", UK and the Arab Physical Society. Mentor in the NTB program at the UoB. Secretary general of the Bahrain Astronomical Society and board member in A'Ali Housing Charity Society, head of the education and sustainable development committee. He has published many articles in highly recognised peer reviewed journals and coauthor of three specialized books in nanoscience and nonlinear optics. Participated in many local, and international conferences, and forums as invited speaker. Reviewer in many internationally reputed scientific Journals.

Implementing Constructive Alignment to Enhance Learning of General Physics Courses

In General Physics courses students are mainly expected to be able to solve problems and apply particular laws and concepts in classical mechanics, electromagnetism, fluid mechanics and thermal physics. However, students' achievements in summative assessments are typically almost below the average. Such results are frustrating both instructors and students. The motivation of this investigation is to find out the main causes of such failure. Therefore, this study is looking for an answer and a suggested solution to overcome the gap, and lagging phase between the planned course intended learning outcomes CILOs, teaching strategies and implemented summative assessments tasks. Based on a questionnaire, one-to one interview with few instructors and analysis of students' achievements in summative assessments during few semesters before, during, and after Coved 19 pandemic period, it has been found that implementation of constructive alignment approach using for example, e-book and artificial inelegance (AI) platforms may be a feasible tool to transform students' learning achievements in general physics courses. In this work concept of constructive alignment is discussed. The analysed data are outlined. Following that, detailed steps of our suggested approach in designing constructively aligned learning outcomes-based teaching and learning are presented. It has been found that teaching general physics courses mainly via lecturing sessions is hindering achievement of the CILOs that is reflected on low grades in the major summative assessments. The implementation of constructive alignment (CA) approach is a rational tactic to enhance both teaching activities and learning processes to plan and implement realistic assessment tasks and hence fulfilling the CILOs. We believe that having constructive alignment in action may enhance the teaching as well as learning of the required ABCs of the general physics courses.

Mrs. Khawla M. Alsagheer

Lab Demonstrator
College of Information Technology
University of Bahrain

Khawla Alsagheer is a lab demonstrator in the Information Systems Department at the University of Bahrain, specializing in teaching the lab component of Information Systems and cybersecurity programs with over 10 years of experience. She has a background in ERP Systems, IT Auditing and governance, cryptography and network security. Recently, Khawla accomplished the Post Graduate Certificate in Academic Practice (PCAP) program provided by UTEL at University of Bahrain to achieve the Higher Education Academy (HEA) fellowship from UK. She continually seeks to enhance her skills and advance her professional development. In 2008, achieved the highest score in Microsoft Office Specialist Certification Exams (MOS) at UOB.

The Effectiveness of Implementing Pair Work on Students' Behavioral Engagement in Lab Sessions

The labs of IS courses are essential in reinforcing students' learning of theoretical work and for practical skills development**.** The traditional teaching method of these labs is usually limited to passive learners, individual work, leading to lack of behavioral engagement, impacting practical skills development. This action research investigates the effectiveness of using pair work to enhance students' behavioral engagement. Fourth level IS students were targeted on a two-cycle basis. Data was collected by surveys, observation checklists and focus groups. In Cycle one, students were organized into pairs, one as a practitioner and the other as a reader. Surveys showed student engagement and collaboration enhancement, and observation checklists showed enhance in active interaction and collaboration by students were more engaged with the software deeper. Through focus group discussions, students liked the collaborative approach but identified challenges including communication barriers. The second cycle flipped the roles, allowing each student to experience both perspectives. Results showed significant enhancements in student behavioral interaction and overall engagement compared to cycle one. Pair work effectively increased students' behavioral engagement in laboratory settings. The triangulation of data supports the research's validity. limitations including constrained lab time due to curriculum changes, technology issues like insufficient devices. The future will focus on to enhance pair work through peer assessments to improve communication and accountability, while refining role assignment and rotation strategies with training sessions and feedback to bolster engagement and collaboration (Race, 2014; Van Hoe et al., 2024; Smith et al., 2023).

Dr. Zainab A. Allaith

Assistant Professor
English Language Education
Bahrain Teachers College
University of Bahrain

Dr. Zainab A. Allaith is a faculty member at the University of Bahrain, Bahrain Teachers College. She is dedicated to equipping pre- and in-service teachers with the fundamental knowledge and skills they need to implement high-quality literacy instruction to foster literacy success for all students. Her areas of expertise and research include literacy acquisition, language learning, and teacher training.

Interactive Read-Alouds as a Pedagogical Tool for Teaching Sustainability and Social Responsibility

Today, the teaching and learning processes must move beyond the transmission of subject knowledge to actively engaging students in addressing real-world challenges to prepare them for the complexities of the world around them. The objective of this session is to showcase the use of story-based learning and interactive read-alouds to teach sustainability topics in a student-centered way that engages learners critically and in actions that encourage social responsibility within their communities. The presentation introduces an innovative pedagogical approach for using children's literature as a tool for promoting deep understanding of key sustainability themes, such as environmental and social issues. The session highlights how children's texts can be used with both young and adult learners to deepen their knowledge of global issues, foster critical thinking, and encourage proactive community engagement. By redefining the role of children's literature, the session offers approaches for nurturing socially and environmentally responsible individuals through interactive read-alouds. Educators will explore practical procedures for transforming children's stories into sustainable learning experiences. Practical examples will be shared to demonstrate how these read-alouds foster reflective thinking, enhance student engagement, and promote a sense of global responsibility, helping educators see how this approach can lead to more dynamic classroom environments. By the end of the session, educators will gain adaptable, student-centered, practical strategies to implement interactive read-alouds in their classrooms, with a focus on enhancing sustainability education through creative and engaging teaching practices.

Ms. Asma Hasan Ali Hasan

Instructor
English Language Center
University of Bahrain

Asma Hasan is an Instructor at the ELC, University of Bahrain. She has ten years of experience IN ESL/ EFL education. She is very passionate about research and academic activities, and she enjoys assisting students in improving their language and communication skills.

Enhancing Speaking Skills in English Speaking Courses

Drawing on established literature and frameworks such as the United Kingdom Professional Standards Framework (UKPSF), this research investigates the effectiveness of utilizing guided questions to enhance the oral presentation skills of level two orientation students enrolled in the Listening and Speaking II course (ENGLR006) at the University of Bahrain's English Language Center. Addressing persistent challenges in student performance, the study employs a mixed-methods approach, incorporating observation checklists, assessment rubrics, and questionnaires to gather both qualitative and quantitative data. Two action research cycles were conducted, with the first cycle focusing on guided question-based presentations and the second cycle adapting the task to structured interviews. Results indicate significant improvements in students' oral communication skills, as evidenced by enhanced scores in knowledge construction, self-regulation, real-world problem-solving, and delivery. Observation checklist and assessment rubrics data reveal enhancements in students' voice projection, fluency, and engagement. Questionnaire responses affirm students' positive perceptions of guided questions, highlighting their efficacy in organizing thoughts, reducing anxiety, and enhancing overall satisfaction with the task. The findings suggest the integration of guided question strategies into language learning curricula to promote effective communication skills development. and incorporating small-group work can effectively enhance students' learning of key concepts.

AI, Technology Integration, and Cognitive Skill Development

Dr. Junifer Abatayo

Assistant Professor
English Language Education
Bahrain Teachers College
University of Bahrain

Dr. Junifer Abatayo, a Fellow of Advance HE, completed his postgraduate studies in Teaching in Higher Education at Edge Hill University, UK. He teaches at Bahrain Teachers College, University of Bahrain, and chairs the English Department's Quality Assurance. He is the Middle East Regional Representative for Asian Association for Language Assessment (AALA) and is a trained site reviewer for CEA (USA) and OAAAQA (Oman). His research interests include TESOL, assessment, and higher education pedagogy. He is the Founding President of TESOL Sohar Oman. He also served as President of AFEO (Oman) and the Philippine Teachers Association Bahrain (PTAB).

AI CARE: AI Competency Framework for a Sustainable Education 5.0

Artificial Intelligence (AI) is indispensable in teaching and learning in this current educational landscape. In fact, these generative tools have changed perspectives, contexts, and applications in academic curricula. However, in educational discourse relating to their integration into learning outcomes, particularly Sustainable Education 5.0, this concern remains controversial and is a persistently debated construct. Critical inquiries and investigations are currently being explored to understand how these tools can meaningfully enhance teaching and learning, thereby developing teachers and students as authentic users, co-creators, and responsible demonstrators of knowledge.

This presentation highlights a current rapid review of literature on the role of AI in terms of its right fit in framing ethical learning outcomes, and its principled use in reflecting core educational values in developing school curricula that foster lifelong learning, digital citizenship, and inclusive education. The primary objective of this research is to explore how AI tools can be aligned with framing achievable learning outcomes that fit into meaningful assessments, ethical and sustainable educational practices, and to determine practical guiding principles that support their integration into curriculum design under the framework of Sustainable Education 5.0.

This study adopts a rapid review approach, synthesizing recent scholarly, empirical studies, and theoretical frameworks on AI integration in education. It outlines relevant and emergent concepts and principles related to achievable learning outcomes, ethical practices, curriculum alignment, and sustainable development, with particular emphasis on AI's impact on learner identity, co-creation of knowledge, and the promotion of inclusive, future-ready competencies.

Initial findings suggest that AI CARE framework can provide vital guidance for educators and policymakers by grounding AI implementation in ethical, inclusive, and pedagogically sound practices. It is anticipated that AI CARE (Curriculum Strength, Adaptability, Responsible Use and Engagement) as a suggested framework can provide vital information in fostering effective grounding for Sustainable Education 5.0 cementing the core of lifelong learning, global citizenship, equity, and accessibility.

Mrs. Muna Mansoor Almahari

Demonstrator
College of Information Technology
University of Bahrain

M.Sc, in Information Technology, University of Bahrain, Mrs. Muna Almahari is a Demonstrator at the Department of Computer Science, College of Information Technology, University of Bahrain. Muna obtained her B.Sc. in Computer Science from University of Bahrain in 2009. She completed her M.Sc. in Information Technology at University of Bahrain in 2018. She had several publications at the International Conference on Innovation and Intelligence for Informatics, Computing, and Technologies (3ICT). Her research interests include HCI, Data management and visualization and Software Engineering.

The Impact of using Student-Created Content on student Cognitive Engagement for First Year Programming Students

This action research explores the impact of student-created content on cognitive engagement among first-year students in the Course. Many students in this introductory course struggle with engagement due to a lack of prior knowledge. Building on studies that highlight the benefits of student-generated activities (Golechkova & Pletneva, 2021) (Greene, 2014) (Guillermo & Gardner, 2020) the research examines whether creating their own programming activities can enhance students' cognitive engagement. Twenty-four students participated, developing content and engaging in quizzes and peer reviews, with data collected through observations and assessments.

The study employed a two-cycle procedure. In the first cycle, students created programming tasks, and in the second, they swapped tasks and provided solutions, encouraging collaboration. The mean quiz score improved from 7.65 in the first cycle to 9.92 in the second, with a reduction in score variance, indicating more consistent understanding. School AI tools reported an increase in positive engagement from 30% to 63%. These results suggest that student-created content boost cognitive engagement, aligning with educational theories that advocate for active learning and student-centered pedagogies.

Overall, the findings support the integration of student-created content in programming courses to enhance cognitive engagement and learning outcomes. This approach not only improves academic performance but also encourages students to take ownership of their learning, promoting a more interactive and supportive educational environment. Future implementations will continue to expand on these strategies, including peer review and collaboration, to further improve student engagement and success.

Mrs. Zahra Abdulla Salman Radhi

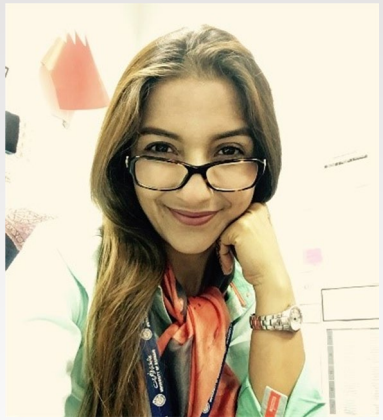
Demonstrator
Department of Physics
College of Science
University of Bahrain

Ms. Zahra Abdallah is a lab demonstrator in the Department of Physics, College of Science. She holds a Master's degree in Applied Physics and is currently focused on enhancing flipped learning approaches in higher education. Her research investigates the use of flipped learning to develop students' analytical skills in physics laboratories. She is committed to student-centered teaching and improving hands-on learning experiences through aligned and innovative instructional methods

The Effectiveness of Flipped Learning Method on Enhancing the Students' Analytical Skills in General Physics Course

This action research investigates the effectiveness of the flipped learning method in enhancing students' analytical skills in the General Physics course (A2). Analytical skills, essential for interpreting and evaluating experimental data, were identified as a key area for improvement under the traditional teaching, which left limited time for data analysis during lab sessions (A2). The study was conducted over two cycles. In Cycle1, pre-materials, including lab-manuals, PowerPoint slides, and videos, were introduced, allowing lab time to focus exclusively on practical work and data analysis (V2). In Cycle2, recorded tutorials focusing on areas where students struggled in Cycle1 were added to the pre-materials, further refining the approach (V2). The results demonstrated significant improvement in students' analytical skills evidenced by lab report marks, checklist observations and questionnaire responses (K3). Average lab report marks increased from 3.95 under the traditional method to 5.2 in Cycle1 and 8.4 out of 10 in Cycle2. Normalized gain and Cohen's d were calculated and indicated medium-to-high effect sizes, confirming significant improvements (K3). These outcomes were attributed to the structured pre-materials, directed teacher guidance, group discussion and iterative refinements between cycles (A4,V2,K1). The study aligns with existing literature, highlighting the benefits of flipped learning in STEM-education by reallocating lab time to active and advanced learning tasks (A2). This research contributes to professional practice by offering a replicable model for improving analytical skills through flipped learning (A5,A2).

Dr. Neesha Khan Malik



Senior Lecturer – SFHEA
English Language Education
Bahrain Teachers College
University of Bahrain

Dr. Neesha Malik is a Senior Lecturer at Bahrain Teachers College, University of Bahrain, specializing in Education and English Literature. She contributes to designing, teaching, assessing, and accrediting courses, including supervision of student pedagogy during school visits. As a Senior Fellow of the Advance HE Academy (UK), she mentors faculty in the CPD program to achieve Fellowship of the Professional Standards Framework and is part of UOB's Unit for Excellence in Teaching and Leadership. She also delivers in-service courses for the UOB's Continuing Education Center and has published research nationally and internationally. Additionally, she co-chairs BTC's Sustainability Committee, promoting waste reduction and sustainable practices.

Augmenting Human Intelligence with AI: Implications for Teachers and Students at Higher Education

The integration of Artificial Intelligence (AI) in education is no longer a distant possibility but an active force reshaping how teachers impart knowledge, how learning happens and how learning is evaluated to make informed decisions. The objectives of the current study are to explore how AI can be leveraged to augment human intelligence and thereby complement, rather than replace, the cognitive strengths of educators and learners. Key research questions of this study include: How can AI tools augment teaching? How can AI tools augment learning? What are the potential benefits and challenges of augmenting human intelligence with AI for teachers and students? Studies from leading institutions like MIT, Stanford, UCL, and the IITs will be considered for the integration of AI into instructional practice. The study will employ a qualitative research design based on secondary data collection. The tools of investigation will include academic databases, critical appraisal checklists specific to qualitative studies, and qualitative data management tools. The analysis of the data will engage thematic analysis framework and standard reporting tools for qualitative data. Based on the findings, the study will present significant implications including ethical AI guidelines, teacher upskilling, student training, and institution-wide digital strategy. With this mix of realistic insight and practical suggestions, the outcomes of the study aim to prepare education for an AI-augmented future that maintains the centrality of human intelligence, creativity, and compassion.

Mrs. Aqeela Salman Isa Abuidrees

Teaching Assistant
Allied Health Department
College of Health and Sports Sciences
University of Bahrain

Ms. Aqeela Abuidrees is a Teaching and Research Assistant at the College of Health and Sport Sciences, Allied Health Department. Her expertise spans molecular genetics, forensic genetics, medical laboratory sciences, and quality assurance. She has published multiple research papers in molecular biology and forensic science and actively supervises senior BSc-level projects in related fields. Her academic focus is on integrating molecular techniques into forensic applications, with a strong commitment to advancing student research and practical skills in medical lab sciences.

Enhancing Knowledge Retention in Medical Laboratory Education Through Concept Mapping: An Action Research Study

This action research investigated the effectiveness of concept mapping as a strategy to improve knowledge retention among undergraduate Medical Laboratory Science (MLS) students studying Cell Biology and Genetics. The study addressed a recurring issue: students' inability to retain and apply foundational scientific concepts critical for laboratory practice and problem-solving. Conducted over two cycles with a cohort of 31 students in Cycle 1 and 28 students in Cycle 2, the study employed a mixed-methods approach. Data were collected through pre- and post-tests (including a delayed post-test in Cycle 2), structured observational rubrics, and student feedback surveys. Quantitative data were analysed using descriptive statistics and paired sample t-tests to assess retention gains, while qualitative feedback was analysed thematically. Cycle 1 used traditional, paper-based mapping with minimal impact on retention. In contrast, Cycle 2 integrated collaborative digital tools (MindMeister) and guided facilitation, resulting in statistically significant improvements in both immediate and long-term retention ($p < 0.001$). Observational data and student feedback revealed higher participation, cognitive engagement, and motivation, though some students recommended clearer instructions and extended preparation time. The findings suggest that when combined with structured guidance and digital collaboration, concept mapping enhances both knowledge retention and learner engagement. The study recommends adopting digital concept mapping as a supplementary learning tool in MLS education, particularly for courses requiring conceptual integration. Future practice should ensure adequate time and scaffolding to support learners unfamiliar with active, visual learning strategies.

Mrs. Bani Arora

Lecturer
English Language Education
Bahrain Teachers College
University of Bahrain

Bani Arora, Lecturer at Bahrain Teachers' College of the University of Bahrain and a Fellow of Advance Higher Education, UK, specializes in teaching higher education using flipped learning, scaffolding instruction, and educational technology.

Technology-Enhanced Tool for Formative Assessment in Higher Education: ZipGrade

The presentation is based on a descriptive study which was recently published in a Scopus-indexed journal. It examines the effectiveness of ZipGrade, a digital assessment tool, in the context of formative evaluations within classroom settings, focusing on its deployment for multiple-choice question quizzes. This research contributes to the dialogue on the integration of information and communication technology to promote quality education and address the literature gap in providing immediate feedback to enhance the learning outcomes. Drawing on a sample of 63 final year B.Ed. students in Bahrain, the study combines quantitative and qualitative methodologies to assess student perceptions about the utility and effectiveness of ZipGrade. Data were collected through a semi-structured questionnaire following the administration of a series of formative tests across selected course segments. The findings reveal a predominantly positive reception of ZipGrade among students, highlighting its ease of use, immediate feedback provision, and potential to engage learners more effectively in the assessment process. Challenges such as the necessity for physical printing of answer sheets, a predisposition towards multiple-choice questions, and infrastructural and policy-related barriers were identified, suggesting areas for further development and support. To conclude, ZipGrade provides immediate feedback which can significantly enhance student learning outcomes. However, to fully leverage its benefits, institutions must invest in teacher training, digital infrastructure and policies that support the pedagogical integration of assessment technologies. The presentation will include an in-person demonstration regarding using the application, ZipGrade.

Dr. Abdulghani Al-Hattami

Assistant Professor
Head of Initial Teacher Education
Bahrain Teachers College
University of Bahrain

Dr. Abdulghani Al-Hattami, Head of Initial Teacher Education at Bahrain Teachers College and a Senior Fellow of Advance Higher Education, UK, specializes in educational psychology, assessment, and research.

Technology-Enhanced Tool for Formative Assessment in Higher Education: ZipGrade

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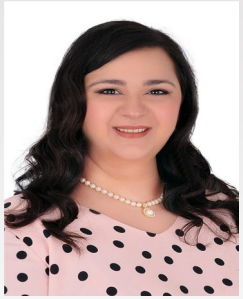
Dr. Hala Hatoum



Assistant Professor
Administrative and Technical
College of Applied Studies
University of Bahrain

Dr. Hala Hatoum is an Assistant Professor at the University of Bahrain with over 15 years of experience in finance, entrepreneurship, and education. She has worked in the U.S.A, U.A.E, Lebanon, and Bahrain, and previously served as a financial analyst and business counselor at UNIDO-Bahrain. She holds a PhD from Brunel University London, an MBA from the University of Toledo, and a B.Sc. from the American University of Beirut. Dr. Hatoum is a certified Microsoft Educator, Blockchain Expert, and Blockchain Developer. Her research focuses on entrepreneurship, gender studies, and leadership, and she actively publishes, reviews, and edits for academic conferences and journals. She also contributes to entrepreneurship programs as a consultant and mentor and has held several administrative roles at the University of Bahrain. She has been a member of the Phi Kappa Phi Honor Society since 2007.

How Effectively Can the Introduction of Worked Examples Improve the Problem-Solving Skills of Students Studying Financial Management

In financial management education, problem-solving can cause students to struggle with processing extended financial scenarios due to cognitive overload and a lack of structured guidance, leading to uncertainty and disengagement. This action research focuses on directly addressing students' difficulties in applying problem-solving strategies within financial management – a crucial skill for both academic success and real-world financial decision-making.

The aim of this study is to critically analyze the changes implemented in the teaching practice, evaluating their impact on students' problem-solving abilities. By investigating the effectiveness of worked examples, this study provides a structured, evidence-based approach to financial learning, allowing students to gradually develop their problem-solving abilities with confidence. Additionally, this study integrates insights from relevant literature, providing a scholarly foundation to support the reflections and findings.

The study spanned over two cycles and integrated collaborative learning into worked examples as a response to student feedback for the second cycle. Cycle one required learners to use a worked-examples guide to solve financial management problems individually. Cycle two required students to work collaboratively while using the worked-examples guide for problem-solving. As human development and learning originate in social and cultural interaction, collaborative work provided the students with the opportunity to actively engage with the material, guide one another in their learning process, and gain confidence in practicing problem-solving strategies.

The results are promising and indicate that worked examples and collaborative learning indeed improve students' problem-solving abilities as evidenced by improved test scores throughout the cycles, increased observed engagement and encouraging student survey results. These results can be extended to similar disciplines and can form a base for future studies aiming to improve student problem-solving abilities.

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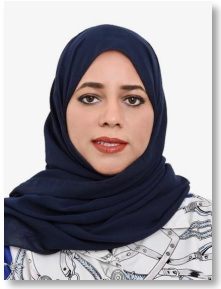

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