PRESIDENT'S NEWS DIGEST

1 APRIL 2018 – VOLUME 3 - ISSUE 22

ASU
جامعة العلوم التطبيقية
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MESSAGE FROM THE PRESIDENT

Welcome to the 22nd issue of the 3rd year of the President's News Digest.

This week, in order to keep our staff and students informed, my Message will once again focus on the content of the Self Evaluation Report (SER) which is part of our Institutional Accreditation by the HEC.

This week, we are 12 weeks away from the Inspection Visit, which will take place 24 to 27 June 2018.

Having covered Area 1 and Area 2, this week's News Digest looks Area 3: Teaching, Learning and Assessment. Area 3 is divided into 4 standards and 27 key indicators and our SER addresses each of these key indicators in turn, to show how we meet the requirements.

AREA 3: TEACHING AND LEARNING

Standard 8: Teaching must be relevant to and effective in delivering the intended learning outcomes

8.1.　Teachers must be appropriately qualified in terms of subject knowledge, pedagogic and communicative skills, and experienced for the courses to which they are allocated.

▪　Our response starts by referring to ASU's rigorous policies and procedures, job descriptions and recruitment processes which ensure that only competent and highly-experienced academic staff with appropriate qualifications and expertise are considered to teach on its programmes. It also notes the staff development opportunities offered by ASDU to enhance pedagogic and research skills; that we encourage engagement with relevant professional bodies; and that we have a significant collaboration with the Higher Education Academy UK (HEA) for pedagogic development (and now have 18 HEA Fellows and 2 HEA Senior Fellows). Finally it notes that all of the above happens in the context of our Learning, Teaching and Assessment (LTA) Strategy, so that our staff design, develop and deliver teaching programmes that provide with students an excellent learning experience

8.2.　Teachers must ensure that their delivery encourages the interactive participation of all students in classroom activities.

▪ Our response notes that ASU's LTA Strategy encourages the use of a wide range of teaching and learning methods to enable interaction between academic staff and students. It also includes examples of delivery methods we use: lectures, talks and verbal presentations (to cover a wide range of material in a structured manner) enhanced by visual aids and practical examples of theory; question sessions and short activities; group discussions, group activities, application of problem-based learning, project-based learning, and student presentations; practical work; laboratories; and design workshops.

8.3. Teachers must use a mixture of large and small group and individual activities to encourage and support students' learning.

▪ Our response restates the points made in 8.2 and gives more detail on our use of various methods:
  o group discussions (to increase knowledge, understanding, participation and contribution; and for peer support)
  o case studies: (to encourage critical thinking and problem-solving skills)
  o demonstrations/simulations/site visits (to see how theory is applied practically in the real world and to develop practical and interpersonal skills)
  o role playing/mooting (to apply learning by simulating 'real life' scenarios)
  o group work (to help develop teamwork and interpersonal skills)
  o individual activities (to develop individual skills and abilities, inside or outside class)
  o individual tutorials (during staff office hours to discuss work/queries and give feedback)

8.4. Teachers must direct students towards and encourage the use of supplemental learning materials and resources.

▪ Our response covers how ASU's LTA Strategy identifies a wide range of technology resources (Moodle, the Library and the e-library) aimed at providing exciting, creative, and innovative learning opportunities and notes that academic staff make use of these resources to add supplementary material for students and this include, videos, research articles, mobile apps, links of web sources of information, and other research-informed material.

8.5. Teachers must produce schemes of work consistent with the syllabus, including detailed teaching session plans, and deposit these with the administration.

▪ Our response notes that ASU requires all academic staff to use the ASU Lesson Plan template to plan classes content in advance and ensure that all elements of the syllabus and

INTERVIEW OF THE WEEK

We would like to feature the interview this week with:

Name: Almahdi Abedalmajed Ibrahim Hussain

Position: Head of Business Development Training, Development and Continuing Education Centre

1. Tell us about yourself: (Your childhood, academic background)

I was born in 1987 in Amman, Jordan. I have earned my Bachelor Degree in Computer Science from Hashemite University in Zarqa – Jordan, and this was a turning point in my life. I have also done some professional training on website programming, time management and personal skills.

I moved to Kuwait and started a new career in project management and there was the second turning point, when I realized that I was into Business Development more than IT. I worked there for one year, and then moved to Bahrain in 2012 to work in the same field but in training sector. I worked at New Horizons Training Center and Bahrain Institute of Technology for 6 years, where I got the full experience of how to develop a Training Center in any organization.

2. Tell us about your job at ASU

I have joined ASU on 1st Feb 2018. The main purpose of me being here is to establish and develop new training paths to serve the students and to get them more training options. We have 3 main initiatives, which will start soon, and they are: ICDL for all, Ask us about your Course and Workshops. All the initiatives will be serving our students and alumni.

Course Intended Learning Outcomes (CILOs) in the Course Specifications are covered appropriately across the semester. It adds that copies of Lesson Plan must be submitted to the Head of Department; and that they are also included in the Couse Portfolio

8.6.   Teachers must draw upon their own research and that of others in their teaching.

- Our response notes that ASU's LTA Strategy emphasises research-led teaching (see sections on Guiding Principles, Student Experience and Research-Informed Teaching). It adds that ASU therefore requires all members of academic staff to engage in scholarly activity and be aware of recent published research relevant to their teaching area, to ensure that they can draw upon appropriate and up-to-date research suitable for the level of the course. It also notes that research-based resources are available in the Library to provide students with access to an extensive collection of relevant academic journals and on-line library resources

8.7.   Teachers must use appropriate learning resources effectively.

- Our response covers the variety of learning resources available to faculty, including our well-stocked library, e-learning resources, multimedia resources, general and specialised software, ICT support, study pods and labs. It notes that staff select learning resources based on course aims, level, ILOs, subject matter, relevance and currency, which will support acquisition of knowledge and development of skills. They also prepare well-designed notes, handouts, presentations, displays and practical activities. It adds that ASU monitors student use of learning resources and that reports are considered by management, in course reviews and to inform decisions on additions to the library collection, etc.

Standard 9: Learning opportunities provided must be varied and motivating and encourage students to develop as independent learners

9.1.   Intended learning outcomes must be appropriate for the level and nature of the program and course, paying particular attention to the requisite knowledge and skills required of graduates in the subject.

- Our response notes that all ASU programmes and courses have clear Programme Intended Learning Outcomes (PILOs) and Course Intended Learning Outcomes (CILOs), stated in Programme Specifications (available in Programme Handbooks) and in Course Specifications. It adds that

3. Tell us about your aspirations for the University

Our aspirations for the University come from delivering benefits for the students and how we can add value to their knowledge level through the professional certificates and workshops which will bridge the gap between the academic qualification and the market needs.

4. What do you enjoy most about your job?

Business Development is dynamic in the training sector, and we have to develop new ideas and approaches all the time. Developing new idea and living the implantation of it until the results appear publicly, with the desired benefits, give a high level of happiness and keep you ambitious.

5. Tell us about your hobbies

I am a person who has a lot of hobbies but if I have to list some of them, I would say: watching philosophy videos, playing Oud, goalkeeper and basketball.

6. Tell us about your favourite food

Big love story with "Kofta", Palestinian way of cooking meat in a tray with potato and tomatoes.

7. Tell us about the book you are reading now

"Lessons in philosophy", by Youssef Karam and Ibrahim Madkour. It talks about the history of philosophy since 5000 B.C. till this date.

8. Final words

Our goal is for ASU to achieve the accreditation, have experienced academic faculty staff, generate new ideas in training and community service to improve our students to lead the future in Bahrain on a high scale.

- - o PILOs cover learning objectives specific to the discipline/cognate subject area and reflect the overall knowledge and understanding, subject specific skills, critical thinking skills and transferable skills which a student should acquire to be a competent professional in the subject reflected in the named award
    - o CILOs are mapped to PILOs in a curriculum skills map, so it is clear how each CILO contributes to the overall programme, so that across the programme the courses feature problem solving, presentation skills, teamwork, computational and analytical skills and work-based learning in order to ensure that graduates are able to face workplace challenges and acquire the desired learning outcomes

  - It concludes by noting that ASU has achieved Institutional Listing on the NQF register and has submitted the application for Programme Placement for two qualifications, namely Bachelor in Business Administration and Bachelor in Law. The University has approached this by closely following the guidance provided in the NQF Framework which requires a sound rationale for the allocation of a course to a particular level. This approach will be embraced for all other programmes and the University has a scheduled plan for their submissions to the BQA. This gives reassurance that the learning outcomes are at the appropriate levels

9.2. Intended learning outcomes for all programs must be articulated clearly and be publicly available.

- Our response notes that Programme Intended Learning Outcomes (PILOs) are clearly articulated and written following Bloom's Taxonomy and in line with relevant professional bodies' requirements (eg CIDA, ACCA, BCS); they are also reviewed annually and periodically to ensure clarity, relevance and currency, as per the Monitoring and Review of Programmes (MRP) Policy. PILOs are stated in Programme Specifications, which are available for students and prospective students on the ASU website (in College Programme Handbooks). Course Specifications are available to current students through Moodle.

9.3. The learning opportunities provided must be designed to facilitate students' achievement of the intended learning outcomes.

- Our response starts by noting that the LTA Strategy stipulates the provision of exciting, creative, innovative and research-informed learning opportunities which maximise student participation. It then notes that in line with this our academic staff provide detailed lesson plans which facilitate students' achievement of Course Intended Learning Outcomes (CILOs), through a range of teaching activities (eg group discussions, practical sessions, site visits, internships, external guest speakers and independent learning by using library resources) and appropriate assessment methods.

9.4. Students must be encouraged and supported to develop independent learning skills and take responsibility for their own learning.

- Our response notes that our LTA strategy and our methods of course design, delivery and assessment stress the importance of developing students through a staged approach to gaining the skills and knowledge which they and our programmes are designed to support learning through incrementally building up more complex knowledge and skills as the student advances through their programme and that this is achieved by setting increasingly more challenging learning outcomes for courses within a programme and/or by specifying pre-requisites which must be met before students can undertake particular courses. It also notes that as the programme progresses, students are provided with increased opportunities for independent learning and must supplement what is provided in taught classes with independent study or individual research assignments and that final projects/theses allow students to demonstrate their ability to work autonomously, take control of their own learning, demonstrate higher order thinking skills, become more reflective and critical and take more responsibility for their own learning.

9.5. Students must have access to teaching staff outside classroom-based teaching and learning sessions.

- In our response we emphasise the importance ASU places on accessibility of academic staff and their commitment to ensuring that all students achieve their full potential. We note that teaching staff post a notice of office hours, phone numbers and email address on their office door so that students know when and how they can be contacted; and that they engage in online discussion with individual or groups of students using

Moodle. Staff are committed to assisting students at any time, as is the Deanship of Student Affairs, so students are supported with any problems that they may encounter (academic or non-academic related). In addition, ASU has an academic advising system which plays an important role in assisting students with course selection, registration and mentoring support.

9.6.   The institution must provide students with access to appropriate resources and materials for independent and group study and encourage and support their use of these.

- Our response re-states the earlier point that our LTA Strategy encourages staff and students to make more use of technology and other resources and materials to support learning. It notes that course leaders provide additional support material in the form of web-based teaching materials (including videos and research articles) and in some cases, use online discussions in Moodle to provide further support to students. The ongoing development and use of Moodle is crucial in facilitating easy access by students to a range of teaching and learning support materials including rubrics, recommended readings and PowerPoint presentations. The Library also provides a rich resource of printed materials(research-based materials in online/print journals and a range of supplementary texts which allow students to read widely around subjects). It also offers photocopy and printing services to the students. Teaching staff ensure that students are aware of resources available to them and the importance of reading widely and making use of additional resources in order to gain a broader perspective. Lectures and/or group work may require students to read and comment on specific resources to prepare for topics which will be covered in subsequent lectures. The resources or links are uploaded to Moodle to ensure that students can easily access them. The ICT & KM Directorate monitors student use of these resources and provides reports so that academic staff can assess the effective use of these resources.

Standard 10: Assessments must be planned, well-organized and be closely linked to the intended learning outcomes

10.1.   Students must be provided with an assessment schedule in which required coursework and revision periods are detailed in advance with clear submission dates.

- Our response notes that Course Specifications for all courses in each programme provide comprehensive information on assessment schedules including details of the week(s) in which any coursework should be submitted and the schedule for mid-term and final examinations. It adds that our academic calendar and (SIS) specify dates for the mid-term and final examinations; and that as it has been our practice to dedicate the last week of the semester for student revision, we intend to formalise this arrangement by reviewing Course Specifications and ensuring that revision periods are built into the teaching schedule for all courses delivered in the Bachelors and Masters programmes.

10.2.   The overall diet of assessments must include formative and summative elements and ensure that all program intended learning outcomes are addressed.

- Our response notes that in line with our LTA Strategy, both formative and summative assessments are integrated into the design of each course and help achieve the intended learning outcomes. It confirms that formative assessments are designed specifically to give students the opportunity to test their knowledge or skills and generally attract fewer or no marks that contribute to the overall grade; and that they occur during delivery of the course, in the form of interactive class discussion, questioning students to ensure they have fully understood necessary concepts, practice quizzes, mock examination questions, or asking students to use additional learning support material available online (either from external sources or devised by the course coordinator) which incorporates assessment. Our response adds that summative assessments are all clearly linked to CILOs and assessments explicitly state the particular learning outcome which the student must achieve. It concludes by noting that evidence that CILOs are all assessed can be found in the Course Specification in which there is a specific statement of which piece of assessment maps to the learning outcomes; and that the CILOs themselves are mapped to the PILOs, to ensure that all of the PILOs are assessed.

10.3.   Individual assessments must focus on measuring student achievement of relevant intended learning outcomes.

- Our response notes that ASU's Assessment, Moderation and Feedback (AMF) Policy requires that "Assessments are appropriately and explicitly matched to learning outcomes and set at the appropriate academic level… Each learning outcome is assessed [and] Assessment tasks are appropriate to the academic level of the course.". It confirms that for every course, individual assessments are used to ensure that the student has achieved the CILOs and the by mapping the CILOs to the PILOs in a matrix, we ensure that by achieving the CILOs the student also achieves the PILOs

10.4. The link between assessment and intended learning outcomes must be reviewed periodically to ensure relevance and effectiveness.

- Our response refers to ASU's rigorous processes to ensure regular reviews of links between learning outcomes and assessment, in which
    - at design stage, clear guidelines in the New Programme Development (NPD) Policy assure that PILOs and CILOs are clear, measurable and appropriate to the level at which the programme/course is to be delivered/assessed
    - prior to assessments being issued, internal and external moderation processes provide independent review of links between assessments and learning outcomes, helping ensure that assessment tools are suitable for CILOs
    - post assessment, the Course Evaluation Report (CER) produced at the end of each semester gives course coordinators the opportunity to review the link between assessments and CILOs and where necessary suggest revisions
    - additional reviews of links between CILOs and assessment is part of a regular schedule of Programme Reviews and Course Portfolio audits conducted by the QAAC

10.5. Assessment tasks must be clearly written, indicating by reference to the intended learning outcomes what the student needs to do to achieve stipulated levels of achievement.

- Our response notes the provision in our AMF Policy of an extensive range of measures to ensure that assessments are clearly written and carefully designed to test relevant learning outcomes at an appropriate level, through robust procedures and appropriate documentation which ensures that assessments are rigorously reviewed by internal /external assessors and that they are designed to take into consideration: clarity of the task(s); drafted to the right level through use of Bloom's Taxonomy; suitability of method to test the CILOS; relevance to and coverage of the CILOs; appropriateness of assessment criteria as defined in rubrics/marking schemes/model answers

10.6. Assessment procedures must be transparent so that students understand the link between marking criteria and grade attainment.

- Our response notes that in line with our AMF Policy, we ensure that assessment procedures are transparent and students understand what is required of them through rubrics linking the overall grade to the extent that answers meet each pre-defined marking criteria. It adds that rubrics also assist the process of internal and external moderation of assessment results as moderators can clearly identify the basis on which grades were allocated, based on weightings of component which lead to the overall grade. It further notes that for exams, model answers further assures the moderation process and transparency in awarding grades, which is based on a algorithm (calculated within SIS) which takes into account every piece of summative assessment and its weighting. It concludes by confirming that students are given clear information on the weightings of individual assessments by academic staff teaching the course.

10.7. Students must receive prompt, detailed and supportive oral and written feedback on their assessments and overall performance and progress.

- Our response confirms the importance placed on prompt feedback to students in the AMF Policy, because it promotes learning, encourages critical reflection and facilitates development. It notes that feedback for tests/quizzes during class time is provided at the subsequent class (ie no more than a week later), orally and/or recorded on student work; that for substantive pieces of coursework, written feedback is provided, focusing on informing students of weaknesses and of strengths; and that feedback is also provided on mid-

term examinations; and office hours provide opportunities for students to receive and discuss feedback. It further notes that there is a fixed schedule for grade reporting for mid-term and for final exams, so that feedback can also be given promptly; and that students have access to SIS to check their progress and performance so that they have very prompt notification of their exam results and overall grades.

10.8.   If final year projects are part of the program assessment, there must be a clear policy and effective systems for their assessment which are fair, transparent and relevant.

- Our response notes that all our programmes require a final year project and/or master thesis. Guidance is provided to master students in the Thesis Guide prepared by the Deanship of Research & Graduate Studies and in Articles 21-27 of ASU's Graduate Studies Bylaw; and to bachelor students in the Bachelor Student Graduation Project Guidelines. It further notes that these provide policy and procedures which guide staff and inform students on support and assessment, with use of comprehensive rubrics to ensure a transparent, fair and relevant basis for the grading of the work. It adds that for master theses, a committee of assessors (including external assessors drawn from a pool of experts in the discipline) provide an assurance of the accuracy of the final grade.

Standard 11: Assessments must be effectively administered and quality assured

11.1.   There must be secure and efficient procedures for the administration of examinations and other means of assessment, including the safe-keeping of assessment documents and records, and the provision of appropriate accommodation for conducting examinations.

- Our response notes how ASU ensures secure and efficient procedures for administration of examinations through Academic Standards and Examination Committees in each college, coordinated by heads of departments and under the supervision of college deans. It describes how safe-keeping of assessment documents and records is ensured by course instructors' use of computer file storage areas accessible only to them and that security is protected by standard safeguards for data storage/transmission of data implemented by the Directorate of ICT&KM when exam papers are transmitted moderators and to the Examination Committee. It then notes how Examination Committees oversee liaison with the external moderators, update processes, secure exam storage and are then responsible for ensuring that suitable exam rooms are allocated, for publishing the exam schedule, for arranging invigilators. It adds that the official exam schedule is made available to students through SIS. It concludes by noting our post-exam processes of marking exam scripts and reporting on any incidents of breaches of regulations for conduct of exams.

11.2.   The institution must take appropriate steps to identify and discourage cheating, including plagiarism and other misdemeanours, and to penalise offenders.

- Our response notes that our Academic Misconduct & Plagiarism Policy & Examination Rules & Regulations describes steps to be taken in cases of suspected plagiarism/cheating and defines academic misconduct as any activity, or attempted activity, which aims to give an unfair advantage to one or more students over their peers; in three broad types: Academic Negligence, Academic Malpractice, and Academic Cheating. It also notes that all instances are referred to college disciplinary committees for investigation, discussion and imposition of an appropriate penalty as per the Policy and Article 7 of ASU's Bylaws. It further notes that ASU uses Turnitin software to assist checking written work, alongside a critical review of the assessment. It confirms that we act decisively in cases where there is evidence that a student has clearly and knowingly attempted to submit for assessment work which is not their own; that we are proactive in ensuring that students are fully aware of what actions constitute misconduct and how to avoid inadvertently committing offences; and that we encourage staff to design coursework/assessments that reduce the scope for student malpractice

11.3.   There must be clear policies and procedures for students to claim mitigating circumstances and to appeal against marks awarded within an appropriate, clearly stipulated timeframe.

- Our response confirms that we have procedures for mitigating circumstances claims and for appeals, as follows:

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- Mitigating circumstances claims: students have the right to ask for consideration of circumstances outside their control which impacted on completing coursework by the deadline or undertaking an exam. For these cases, the Dean of Student Affairs forms a committee to determine whether the request is reasonable and supported by evidence, and will liaise with the Deanship of Admissions and Registration to inform them of the outcome of claims and if a claim is upheld appropriate action to be taken to redress the situation. Mitigation which is given only permits the student to re-take assessment and never adjusts the grade awarded
- Appeals: students may appeal against the final exam grade of a course within 10 days after the grade announcement (paying a fee of BD10, refundable if the grade is raised). In these cases, the college dean constitutes a committee (2 faculty members, not the course coordinator) to review the grade and ensure no marking errors were made and no answers were left unmarked. The committee must submit its decision to the head of department within 1 week of its formation and if a grade change is recommended this must be approved by the head of department and the college dean. The result is then submitted to the Deanship of Admissions and Registration to record the corrected grade prior to the end of the add/drop period of the coming semester and to inform the student of the corrected grade. The committee decision is considered final and student is unable to request further appeals for the same course

11.4.   There must be effective procedures for internal moderation at pre- and post-assessment stages.

- Our response notes that our AMF Policy stipulates procedures for assessments to be internally moderated at pre- and post-assessment stages. It also notes what is involved in pre-assessment internal moderation (careful scrutiny of clarity of task(s), level/difficulty of task(s), relevance to/coverage of ILOs, clarity/appropriateness of assessment criteria, marking scheme and model answers) and in post-assessment internal moderation (checking that marks are calculated/recorded accurately, marks distribution is fair and commensurate with course level, marking criteria have been applied fairly/consistently, where feedback must be provided, it is appropriate and consistent with the mark given). It also notes that both processes use standard forms and that there are procedures to resolve disagreement between the original setter/marker and the moderator

11.5.   There must be effective procedures for external moderation at pre- and post-assessment stages.

- Our response notes that our AMF Policy also provides guidelines for external moderation, as follows:
    - External pre-assessment moderation is required in the case of final exams, after internal moderation and before exams are used so that the external examiners can comment on appropriate aspects (these correspond to those covered by internal moderators see 11.4) and so that these comments can inform the assessment taken by students
    - External post-assessment moderation takes place at programme level, in line with regional practice, and the external examiner makes an end-of-year review of all aspects of programme provision with a particular remit to ensure that assessments have been fairly and accurately graded (aspects as per internal moderation, see 11.4) and that assessments are comparable with those of other regional and international higher education institutions. Any comments made by the external examiner are provided directly to the VP Academic Affairs and Development and to the QAAC and if any comments relate to the fairness and accuracy of grading or the standard of achievement as evidenced in student assessed work, the report is used to make enhancements prior to offering of the course concerned. This approach ensures that standards of student work are reviewed on an ongoing basis and gives the assurance that its assessment standards are appropriate and are being appropriately applied

11.6.   The institution must make student records and transcripts available to its students in a timely manner.

- Our response notes that ASU provides students with direct access to their own records through personal passwords for SIS. It adds that, to ensure they receive results and transcripts in a timely manner, we have protocols for dealing with communication of assessment results and transcripts (detailed in our University's AMF Policy and in the Bylaws), with clear information on the timeframe for the stages in the process in which (1) academic staff deliver approved final grades to heads of department for consideration by department councils, (2) grades are submitted to college deans for college councils, (3) approved copies of grades (with

signatures confirming that appropriate review stages have been completed) are sent to the Deanship of Admissions and Registration, (4) the Deanship announces final grades and issues transcripts as described in the Admissions and Registration Manual.

CAREER DAY AT BTI

ASU participated for the second year in the Career Day Exhibition, at Bahrain Training Institute (BTI) which was under the patronage of the Minister of Education HE Mr. Majed Alnoaimi from 20 to 22 March 2018, during which the students were informed about the colleges and the programmes offeered by the University.

ASU AS A JUDGE IN 2018 SCIENCE FAIR AT PALMS SCHOOL

Dr Mohammed Assiadi from the Engineering College attended a science fair at Palms School where the pupils presented their experiments and explained the science facts in relation with each experiment. They also answered the judge panel questions. Dr Assiadi stated "it was very interesting watching the young pupils doing their experiments and illustrating them to us". He

thanked the School for organising such an event and encouraged them to do more activities. In addition to the science, such events enhance the student's confidence and way of communication, which will have a very positive aspect in their higher studies and work.

OUTSTANDING STUDENTS CEREMONY – SEMESTER ONE OF THE ACADEMIC YEAR 2017/2018

Mr. Mohammed Najjar and Ms. Hadeel Bucheerei from the Deanship of Student Affairs organized on Sunday, 25 March 2018 an award honouring ceremony for our outstanding students of semester one, academic year 2017/2018. The honouring event was under the Patronage of Professor Ghassan Aouad, the University President and was attended by Dr Assem VP for Academic Affairs and development, Dr Faiza Zitouni Dean of Student Affairs College Deans, Deanship of Student Affairs, a large number academic staff, students and very proud parents. Sixty Six students were honoured and were granted fees compensation varying from 5 to 20 percent, depending on their achievement and positon on the honour list.

GUINNESS CHALLENGE

Under the Patronage of His Majesty, the King's Representative for Charity Works and Youth Affairs, Supreme Council for Youth and Sports Chairman and Bahrain Olympic Committee President HH Shaikh Nasser bin Hamad Al Khalifa, the Guinness Challenge will be held on 30 March 2018 and organized by Applied Science University as a bronze sponsor. On Monday 26 March 2018, Mr. Mohamed Najjar and the Student Council representing the Deanship of Student Affairs attended a press conference on the challenge where a football game will be played for 24 hours continually. 70 students from ASU participated as organizers and one team participated to play in the tournament Guinness challenge.

THE COMMUNITY ENGAGEMENT OFFICE ACTIVITIES

ASU continues to strengthen its ties with the community through the following community engagement activities:

The Community Engagement Office Visited the Traffic Culture at the General Directorate of Traffic

The Community Engagement Office represented by Mr. Thaer Mustafa AlRamini member of the office, visited the Traffic Culture at the General Directorate of Traffic and met the First Lieutenant Khulood Yehya Ibrahim and discussed opportunities of cooperation between the two parties.

The Community Engagement Office Visited the Isa Award for Service to Humanity

The Community Engagement Office represented by Mr. Thaer Mustafa AlRamini member of the office, visited the Isa Award for Service to Humanity and met Mr. Ali Abdulah Khalifa the Secretary General and discussed opportunities of cooperation between the two parties.

The Community Engagement Office Visited Gulf Disability Society

The Community Engagement Office at Applied Science University represented by Mr. Thaer Mustafa AlRamini member of the office, visited the Gulf Disability Society and met Mr. Ali Abdulah Khalifa Hassan Yaseen Jawad, Head of Public Relations at the Executive Office and discussed opportunities of cooperation between the two parties.

STATEMENT OF TEACHING PHILOSOPHY – HAMZAH RAMADAN

Part of my philosophy in teaching in based on explaining certain points to my students in details at the beginning of each English language class that I teach. These points are based on my previous experiences related to teaching. The reason for which I explain these points to my students is because I feel that they are of great help to them while learning. These points are as followed:

1. The importance of the English language at the present time: I explain to my students that English is very much used. It is an official language in many countries in the world and that is why it is important for them to learn it. In addition, I explain to my students that they will need the language in their future jobs especially if they work in the business field and they need to communicate with other companies outside their country or even in their own country. I also explain to my students that Language has very much to do with culture and if they want to understand the culture of any country, they need to know its language. They will be able to read the novels of the language they learn and watch its movies. In these days, the internet plays an important part in our lives, and most of what is on the internet is in the English language. If they want to search for any information or read about any topic, the published information on the internet will be in English.

2. The importance of being organized as much as possible in the learning process. I also explain to my students that if they want to achieve their targets in the learning process, they must be organized in everything they do. They need to review what they want to learn and accordingly organize the material then start the learning process. I try to focus as much as possible on the fact that it will be very difficult for them to learn what is required if they do not organize their ideas and then start learning the material in depth. They have to determine what are the priorities and work hard to achieve these priorities in a very organized way.

3. The importance of taking notes during the lecture. From my experiences with our students, I noticed that they do not take notes while I am lecturing or making presentations. I always remind them of the importance of taking notes. The students must understand that they must not write everything that I say, instead, they need to focus only on the important things that I say which are the key points and write them down. I also explain to my students that they need to write the notes in their own style. This will help them to understand the material. Many students write all the details and the complete words. Instead of doing that, they must try to use the abbreviations. This will help them to save time. I also explain to them that they must not become very much worried when they are delayed in writing something. They can come and see me after the lecture or they can take the notes from one of their friends. I also explain to my students that they must revise the information as soon as possible in order to write what they had missed and remember what they have written in the classroom.

4. The importance of memory and its role in the educational process. Some of my students come to my office and tell me in different occasions that in spite of the fact that they study all the time still, they cannot make good grades. I noticed that their problem is related to many factors and one of them is not trying all the time to improve their memory. They do not recognize that if they understand the nature of their memory, they can improve it. I explain that if they want to learn something they have to think of it. I also make them try to predict in the class the information before explaining it to them because this will help them to memorize it after I explain it. If they want to memorize the information, they must find it interesting to memorize, otherwise, they will not be able to do so. From my experience with my students, I found out that they do not try to eliminate distractions and after they finish studying or doing their assignments, they do not reward themselves. Some of them they do not try to connect the ideas together when they study and they never recognize that association is important in learning. In addition, when they know new words in the English language, it is important for them to know the origin of the word and try to use it in speaking and writing as much as possible. If they do not do so, the word will be forgotten and they will not benefit out of learning it on the long run. To conclude regarding memory, I explain to my students that the more they think about the new information, the more they learn.

5. The importance of interaction in the classroom. I try to encourage my students to participate in the class as much as possible because I believe that if I let them sit without any participation, they will not be able to focus on what I say. They will start thinking of other matters not related to what I am lecturing about.

In order to help them participate, I try to raise certain questions related to what I will explain in order to give them the chance to predict and this will help them to memorize the information as I have already explained. In addition, I ask them about the material that I have already explained in my lecture. Sometimes I raise certain points and start a short debate related to the points that I raise. This helps them to practice their conversation skills and have the courage to express their opinion. To conclude, I remind my students with what Daniel Willingham says: "Memory is the Residue of Thought". They must understand if they want to learn something, they have to think about it.

REMINDER OF THE WEEK

Institutional Accreditation Inspection Visit: 24 to 27 June 2018 (12 weeks from now)

QUOTE OF THE WEEK

"The hard must become habit.
The habit must become easy.
The easy must become beautiful."

Doug Henning

Happy Reading!