

President's News Digest

Message From the Editor

Welcome to the 11th issue of the 5th volume of the President's News Digest.

In this issue **Dr. Adnan Altamimi**, the Acting Dean of the College of Engineering will address the subject of "The Importance of Post-tension flat slabs in the construction industry"

Email: Hesssa.almeraisi@asu.edu.bh
T: +973- 16036161



Mrs. Hessa Al Meraisi
Manager of President's Office

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من روائع الشعر العربي

Message from a Colleague

The Importance of Post-tension flat slabs in the construction industry

Looking at the modern trend of construction, post-tensioned flat slab are widely adopted in commercial and residential sectors. Post-tensioned concrete is a term heard more and more in the construction industry today. In the last decades, post-tension flat slabs have not been the most predominant type of slabs to be used in the Gulf region. This was mainly due to their difficulty in fabrication and the needs for specialization. Consequently, this led to the use of flat slabs in a limited number of projects across the Gulf region. However, their benefits are very extensive, which makes them highly desirable in many construction projects.



Dr. Adnan Altamimi
Acting Dean of the College of
Engineering

Post-Tensioning is a method of reinforcing concrete or other materials with high-strength steel strands or bars, typically referred to as tendons. This method of reinforcing concrete enables a designer to take advantage of the considerable benefits provided by prestressed concrete while retaining the flexibility afforded by the cast-in-place method of building concrete structures. Post-Tensioning applications include office and apartment buildings, parking structures, slabs-on ground, bridges, sport stadiums, and water-tanks. Post-tension flat slab, has several advantages over reinforced flat slab:

Structural Durability: Due to their structural durability, post-tension flat slabs show less cracking and therefore a reduction in the maintenance cost.

Design Benefits: Post-tension flat slabs give architects and designers more flexibility to create the best possible solutions. This is because the slabs are very thin and usually produce larger spans without columns.

Reduces Dead Load: In post-tension flat slabs, the quantity of concrete and reinforcement used is reduced up to 20% - 30% in comparison to other types of standard concrete slabs.

Cost Saving: Post-tension flat slabs save a massive amount when it comes to material used, as the slabs are thinner in width. Additionally, thinner slabs create savings in floor to floor height, therefore create opportunity for more floor space.

Due to the high-demand of post-tension flat slabs that rose as a result of their extensive benefits, many consultants in the region have started to provide the necessary expertise and specialization. This led to these slabs being used widely in most construction projects in the region.

Blooms Taxonomy

Academics' knowledge of Bloom Taxonomy is vital in order to design learning outcomes and assess them at the right levels. Success in Programme Reviews and NQF related activities depends on study plans, learning outcomes, and assessment of learning outcomes reflected in good quality course portfolios. It is disastrous to use verbs like define and explain in the final years of an academic programme; in the final year the questions will be mainly based around the verbs create, formulate, etc.

Levels of Bloom Taxonomy

- Remember
- Understand
- Apply
- Analyse
- Evaluate
- Create



Professor Ghassan Aouad
The President of Applied
Science University

Below is an extract from work published in a link about Bloom Taxonomy:

Bloom's Revised Taxonomy

There are six levels of cognitive learning according to the revised version of Bloom's Taxonomy. Each level is conceptually different. The six levels are remembering, understanding, applying, analyzing, evaluating, and creating.

Using Bloom's Revised Taxonomy in Assessment

These levels can be helpful in developing learning outcomes because certain verbs are particularly appropriate at each level and not appropriate at other levels (though some verbs are useful at multiple levels). A student might list presidents or proteins or participles to demonstrate that they remember something they learned, but generating a list does not demonstrate (for example) that the student is capable of evaluating the contribution of multiple presidents to American politics or explaining protein folding or distinguishing between active and passive participles.

Remember

Definition: retrieve, recall, or recognize relevant knowledge from long-term memory (e.g., recall dates of important events in U.S. history, remember the components of a bacterial cell). Appropriate learning outcome verbs for this level include: *cite, define, describe, identify, label, list, match, name, outline, quote, recall, report, reproduce, retrieve, show, state, tabulate, and tell.*

Understand

Definition: demonstrate comprehension through one or more forms of explanation (e.g., classify a mental illness, compare ritual practices in two different religions). Appropriate learning outcome verbs for this level include: *abstract, arrange, articulate, associate, categorize, clarify, classify, compare, compute, conclude, contrast, defend, diagram, differentiate, discuss, distinguish, estimate, exemplify, explain, extend, extrapolate, generalize, give examples of, illustrate, infer, interpolate, interpret, match, outline, paraphrase, predict, rearrange, reorder, rephrase, represent, restate, summarize, transform, and translate.*

Apply

Definition: use information or a skill in a new situation (e.g., use Newton's second law to solve a problem for which it is appropriate, carry out a multivariate statistical analysis using a data set not previously encountered). Appropriate learning outcome verbs for this level include: *apply, calculate, carry out, classify, complete, compute, demonstrate, dramatize, employ, examine, execute, experiment, generalize, illustrate, implement, infer, interpret, manipulate, modify, operate, organize, outline, predict, solve, transfer, translate, and use.*

Analyze

Definition: break material into its constituent parts and determine how the parts relate to one another and/or to an overall structure or purpose (e.g., analyze the relationship between different flora and fauna in an ecological setting; analyze the relationship between different characters in a play; analyze the relationship between different institutions in a society). Appropriate learning outcome verbs for this level include: *analyze, arrange, break down, categorize, classify, compare, connect, contrast, deconstruct, detect, diagram, differentiate, discriminate, distinguish, divide, explain, identify, integrate, inventory, order, organize, relate, separate, and structure.*

Evaluate

Definition: make judgments based on criteria and standards (e.g., detect inconsistencies or fallacies within a process or product, determine whether a scientist's conclusions follow from observed data, judge which of two methods is the way to solve a given problem, determine the quality of a product based on disciplinary criteria). Appropriate learning outcome verbs for this level include: *appraise, apprise, argue, assess, compare, conclude, consider, contrast, convince, criticize, critique, decide, determine, discriminate, evaluate, grade, judge, justify, measure, rank, rate, recommend, review, score, select, standardize, support, test, and validate.*

Create

Definitions: put elements together to form a new coherent or functional whole; reorganize elements into a new pattern or structure (design a new set for a theater production, write a thesis, develop an alternative hypothesis based on criteria, invent a product, compose a piece of music, write a play). Appropriate learning outcome verbs for this level include: *arrange, assemble, build, collect, combine, compile, compose, constitute, construct, create, design, develop, devise, formulate, generate, hypothesize, integrate, invent, make, manage, modify, organize, perform, plan, prepare, produce, propose, rearrange, reconstruct, reorganize, revise, rewrite, specify, synthesize, and write.*

Source: Anderson, Lorin W., and David R. Krathwohl, eds. 2001. *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Addison Wesley Longman, Inc.
<https://www.coloradocollege.edu/other/assessment/how-to-assess-learning/learning-outcomes/blooms-revised-taxonomy.html>

A Visit to the UK Embassy



On 8th January, 2020 Prof.Ghassan Aouad and Ms.Eman Alsadeq attended Bahrain UK Alumni gathering held in the UK embassy.

The gathering was under the patronage of his Excellency Mr.Roddy Drummond, UK ambassador in Bahrain. The Ambassador is looking forward visiting the university in the near future to explore opportunities for mutual collaboration.



Written by
Ms. Eman Al Sadeq
**Head of Governance
and Strategic Planning
Unit**

Introduction of Alumni's club cycle 4 to the senior management

On 6th January 2020, the newly elected Alumni Club members for its 4th cycle had the first introductory meeting with senior management chaired by Professor Ghassan Aouad, the President of the university. The meeting started by officially introducing the members of the Alumni's club to the senior management.

Prof. Ghassan expressed his positivity towards the new elected Alumni's club and he praised them as ASU ambassadors in a mission to present ASU at its finest image among the competitors and to help set the new 5 years of strategic plan 2020-2025 where all ideas are heard and subjected to further study on how it can be implemented to the interest of ASU.



Written by
Ms. Rawan Bucheeri
**Administrator In
Student Services
Office**



Interview with Alumnus



Name:	Ebrahim Al Najjar
Workplace:	Private Business
Academic Degree	Bachelor
Academic Major	Political Sciences
Tell us about your Experience at ASU in terms of learning environment and teaching methods.	It was a unique experience as I acquired rich knowledge in political science which is a multidisciplinary area. The instructors adopted different methods of teaching.
What did you enjoy the most about your experience at ASU?	The involvement in students' council in its 12 th cycle was the most enjoyable experience which leveraged my practical skills.
Tell us a success story inspired by ASU.	Being the chair for the students' council for its 12 th and now I am the chair for Alumni Club in its 4 th cycle.
In your Opinion, What are the Improvement areas you would like to see at ASU in the future?	Adopt more of the new ways of teaching in delivering the courses. Enforce the practical skills through embedding more of applied assessments in the courses.
Final words	I wish all the success to ASU and we will be supporting the university at all levels.



Interviewed By: Mrs. Noora Musalam, **Manager of Career Development & Alumni Affairs Office, Deanship Of Student Affairs**

Quote of the week

“Knowledge is power. Information is liberating. Education is the premise of progress, in every society, in every family .”

-Kofi Annan

من روائع الشعر العربي

”ومن لم يذق مرّ التعلّم ساعةً تجرّع نلّ الجهل طولَ حياته“

-الإمام الشافعي-