



Effective Teaching across Disciplines through Research-Enhanced Practice



**Scholarship of Teaching & Learning
Annual Conference 2023**



مركز الابتكار التربوي
Center for Educational
Innovation

ZUCEI

ABOUT THE CEI

The Center for Educational Innovation (CEI) is driven by:

Connecting faculty, research and practice

Evolving efforts to meet emerging professional learning needs

Innovating learning and teaching experiences

Our Vision

“To empower faculty to enhance learning experiences in ways that are responsive to a dynamic and evolving higher education context.”

As a result of interactions with the CEI, faculty are supported to improve student learning experiences within the ZU educational context. Faculty are able to:

- Implement new practices in course design and assessment.
- Incorporate a scholarly approach to teaching and learning.
- Reflect critically on their teaching practice.
- Contribute to an academic community which challenges and critiques current practice.
- Experiment with pedagogical interventions to increase student engagement.
- Explore new ideas in learning and teaching.
- Identify, evaluate and integrate appropriate tools for the purpose of enhancing learning and teaching.



Prof. Christina Gitsaki
Research Coordinator and
Acting Director



Samar Shamia
Ed Tech Trainer



Ghalya Al Suwaidi
Ed Tech Trainer



Aisha Al Shaheen
Senior Administrative Officer



Dr. Emily Winchip
College of Humanities and
Social Sciences



Dr. Wafa Zoghbor
Faculty, CEI



Michael Pazinas
Specialist, Pedagogical
Innovation and Effectiveness



OUR SCOPUS INDEXED JOURNAL

Learning and Teaching in Higher Education: Gulf Perspectives is a peer reviewed, Open Access journal, which focuses on all aspects of Higher Education research with a regional focus on the Gulf, but with global relevance and readership.

LTHE aims to present and discuss issues and research of relevance to university and college educators in the Arab Gulf Region. LTHE is a refereed journal published by Emerald Publishing Group. The journal is intended to be of relevance to people teaching in any discipline, or supporting learning in other ways, in higher education in the Gulf, although the readership is worldwide.



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Learning and Teaching in Higher Education: Gulf Perspectives



Emerald Publishing Services



Message from the Provost

The theme of this year's Scholarship of Teaching and Learning Conference is at the heart of what universities are about. Nothing our faculty do will have the impact that their teaching has. And that impact will last across generations, impacting untold numbers of people. At Zayed University we take the responsibility to promote high-quality teaching seriously, in part through support for the scholarship of teaching and learning.

The conference theme, however, goes beyond the work done directly in the classroom, studio, and lab, emphasizing the importance of research-based practices. It is through research that skilled practitioners reflect on their craft, ask deep questions about what works and what does not, and develop new and more effective ways to carry out their fundamental responsibility to both disseminate knowledge and inspire learning. At Zayed University, we are committed to ensuring that students are equipped with the skills needed to navigate

an exciting but undefined future. More of the university's research will be targeted at addressing real-world problems, while the undergraduate curriculum is constantly being revised in order to ensure that students become flexible in their thinking and their development of skills, both during their university years and beyond. In this endeavor, we are a stronger university when our faculty reflect on their practice as educators, and we are hopeful that much of that reflection will be informed by research. In the future, we plan to offer more opportunities and incentives to encourage faculty to pursue opportunities for professional development as teachers. We want it to be unmistakable to anyone who comes to our campus that this is a place that is as serious about good teaching as it is about good research. The Scholarship of Teaching and Learning is one way that this happens. It is no longer time to talk about the disruptions of the Covid era. We are in a new era now, one in which we can

learn from the past while looking toward the future. As committed teachers like yourselves develop and refine practices that will contribute to student success in rapidly changing educational and employment environments, they will redefine what it means to be an educator. Your dedication to the noble profession of teaching is admirable. I applaud you for your dedication to this profession, and thank you for your participation in this conference.

Prof. Michael Allen
Provost and Acting VP
Zayed University, UAE



Message from the Conference Chair

Welcome to the 8th Annual SoTL Conference hosted by the Center for Educational Innovation at Zayed University, Dubai, UAE. The Scholarship of Teaching and Learning (SoTL) is a field of research and study that aims to improve teaching and learning in the higher education context. Given the disruptions to education that the use of generative AI tools has caused and the evolution and innovation they brought to the teaching and learning process, it is time to take stock and see how to move forward when it comes to effective pedagogical practices in the university classroom with these tools and everything technology has to offer. Engaging in SoTL is considered as the most effective and transformative method of teacher professional development because SoTL practitioners inform their practice by the research that they conduct in their own classrooms. In other words, SoTL is the nexus where teaching and research meet and it can be extremely powerful in developing individuals and bringing about change on a large scale by increasing the quality of teaching and learning in higher education institutions.

SoTL 2023 features 30 presentations that focus on practical examples and tools of teaching interventions in the higher education context. Each presentation is a classroom-based inquiry with the ultimate aim to inform practice and promote evidence-based teaching. The program also features workshops by Anthology and AdvanceHE, both organizations dedicated to excellence in higher education, and a panel of experts to further discuss the impact of AI on teaching, learning and assessment in HE.

Finally, a huge thank you to the CEI team: Dr. Emily Winchip, Dr Wafa Zoghbor, Michael Pazinas, Ghalya Al Suwaidi, Samar Shamia, and Aisha AlShaheen. A special thank you to AdvanceHE, Anthology and Cambridge University for providing valuable sponsorship for this year's event.

Christina Gitsaki
Acting Director and Research Coordinator
Center for Educational Innovation
Zayed University, UAE





Advance HE is a leading global higher education sector development agency - of and for the sector -that works with partners across the globe to improve higher education for staff, students and society.

Our three strategic goals support the priorities of our members and of the higher education sector:

- Enhance confidence and trust in HE
- Address systemic inequalities and advance education to meet the evolving needs of students and society
- Support the work of our members and the HE sector.

We are experts in higher education, with a particular focus on:

- Teaching and learning
- Governance and Leadership development
- Equality, Diversity and Inclusion

We work with our network of global associates and partners, and with people, providers and systems around the world, to understand different contexts and challenges in the higher education sector, and to deliver solutions.

We deliver our support through a variety of channels, applying our expertise and sharing best practice. These include professional development programmes, events, fellowships, awards, surveys as well as consultancy and enhancement services.

In addition, our membership provides a range of research, knowledge and resources for members, as well as accreditation for teaching and learning and equality charters that aim to advance gender and race equality in higher education and research.

Our purpose

We help higher education be the best it can be.

Our vision

Higher education providers and systems that are inclusive, sustainable and high-performing in all they do.

We are proud to have a distinctive role helping higher education and research be the best it can be, founded on a deep-rooted partnership with the sector.

We share the values of the sector and understand its unique culture and how this varies within local contexts. Through our convening role and our track record supporting leadership and effective governance, tackling inequalities and in enhancing teaching and learning, our membership continues to grow as does our reach and impact. This is testament to how we use our in depth understanding of HE practice and research, as well as our network of global associates to work in partnership with people, providers and systems around the world to understand contexts and challenges, and provide solutions. Your needs are always at the heart of what we do.

“It is our people and the people we help that really make us who we are.”

Alison Johns (Chief Executive) and Stephen Marston (Chair of the Board)
Advance HE

www.advance-he.ac.uk

CONFERENCE PROGRAM

| FOYER - 2ND FLOOR CONVENTION CENTER | |
|---|--|
| 8:00 - | REGISTRATION DESK OPENS |
| 8:00-9:00 | BREAKFAST |
| MULTIPURPOSE ROOM – 2ND FLOOR CONVENTION CENTER | |
| 9:00-9:30 | OPENING CEREMONY |
| 9:30-10:15 | PLENARY 1 <i>SOTL AS A TRANSFORMATIVE PROCESS</i> SARAH L. BUNNELL, AMHERST COLLEGE, USA |
| 10:15-10:30 | COFFEE BREAK |
| 12:30-13:30 | LUNCH @ THE FOYER – 2ND FLOOR CONVENTION CENTER |
| 13:30-14:30 | PLENARY 2 <i>HIGHER EDUCATION IN THE ERA OF AI</i> KAY HACK, ADVANCE-HE, UK |

PANEL OF EXPERTS SESSION & CLOSING

NAVIGATING THE AI FRONTIER IN HIGHER EDUCATION: TRANSFORMING TEACHING, LEARNING AND ASSESSMENT

15:30-16:15

CHRISTINA GITSAKI (MODERATOR), ZAYED UNIVERSITY, UAE

SARAH L. BUNNELL, AMHERST COLLEGE, USA

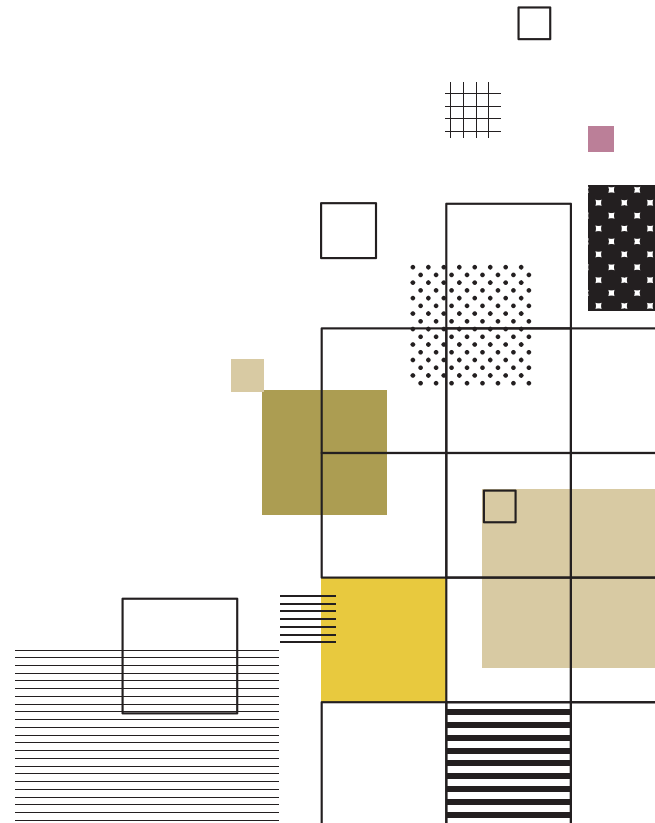
KAY HACK, ADVANCE-HE, UK

ZEENATH REZA KHAN, UNIVERSITY OF WOLLONGONG IN DUBAI, UAE

NANCY GLEASON, NEW YORK UNIVERSITY ABU DHABI, UAE

HISHAM ALSAGHBINI, CAMBRIDGE UNIVERSITY, UK

EMILY WINCHIP, ZAYED UNIVERSITY, UAE



ROOM A – 2ND FLOOR CONVENTION CENTER

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| 10:30-11:30 PANEL A1 | 10:30-10:45 SESSION A1.1 <i>THE IMPACT OF RECIPROCAL TEACHING STRATEGY IN TEACHING SCIENCE ON THE ACHIEVEMENT OF PROFESSIONAL POSTGRADUATE DIPLOMA IN TEACHING STUDENTS IN THE METHODS OF TEACHING SCIENCE COURSE. A CASE STUDY OF A HIGHER INSTITUTION IN THE UAE</i> ABDELLATEEF ALQAWASMI, NAJEH ALSALHI & MOHD. ELTAHIR |
| | 10:45-11:00 SESSION A1.2 <i>TOWARDS AN INCLUSIVE PRECALCULUS IN THE SCIENCE DIVISION AT NEW YORK UNIVERSITY ABU DHABI</i> DANIA ZANTOUT |
| | 11:00-11:15 SESSION A1.3 <i>THE IMPACT OF VISUAL ILLUSTRATIONS ON ARABIC STUDENTS' COMPREHENSION OF LABORATORY PROCEDURES IN UNDERGRADUATE SCIENCE COURSES</i> KENESHA WILSON & LAMA MUSA |
| | 11:15-11:30 DISCUSSION |
| | 11:30-12:30 PANEL A2 |
| 11:30-11:45 SESSION A2.1 <i>THE IMPACT OF VIRTUAL REALITY ON COLLABORATIVE LEARNING: AN EXPLORATION OF VALUE CO-CREATION AND ENDURING ENGAGEMENT</i> SAIFEDDIN ALIMAMY & MOHAMMAD KUHAİL | |
| 11:45-12:00 SESSION A2.2 <i>INTEGRATING CHATGPT IN FINANCIAL ACCOUNTING CLASSROOMS: A STAKEHOLDERS' PERSPECTIVE</i> HEBA ABOU-EL-SOOD | |
| 12:00-12:15 SESSION A2.3 <i>TEACHING ANIMATION AND NARRATIVE USING AI TOOLS</i> OMAIR FAIZULLAH | |
| 12:15-12:30 DISCUSSION | |
| 12:30-13:30 | LUNCH @ THE FOYER – 2ND FLOOR CONVENTION CENTER |
| 13:30-14:30 | PLENARY SESSION 2 – MULTIPURPOSE ROOM - 2ND FLOOR CONVENTION CENTER <i>HIGHER EDUCATION IN THE ERA OF AI</i> KAY HACK, ADVANCE-HE, UK |

ROOM A – 2ND FLOOR CONVENTION CENTER

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| 14:30-15:30 PANEL A3 | 14:30-14:45 SESSION A3.1 <i>PEER REVIEW PLATFORMS IN HIGHER EDUCATION AS A VALUABLE TOOL FOR PROMOTING SUSTAINABLE EDUCATION</i> VASILIA AL KHALDI |
| | 14:45-15:00 SESSION A3.2 <i>ENHANCING STUDENT ENGAGEMENT AND MEANINGFUL DISCUSSIONS THROUGH ONLINE DISCUSSION FORUM</i> AYISHA SIDDIQUA, MAISA ELGAMAL & IMEN BEN SALEM |
| | 15:00-15:15 SESSION A3.3 UNVEILING SYNERGIES: TEACHING APPROACHES AND INDUSTRY COLLABORATIONS FOR CIRCULARITY AND SUSTAINABILITY MARINA PERES |
| | 15:15-15:30 DISCUSSION |
| 15:30-16:15 | PANEL OF EXPERTS SESSION & CLOSING – MULTIPURPOSE ROOM - 2ND FLOOR CONVENTION CENTER <i>NAVIGATING THE AI FRONTIER IN HIGHER EDUCATION: TRANSFORMING TEACHING, LEARNING AND ASSESSMENT</i> CHRISTINA GITSAKI (MODERATOR) SARAH L. BUNNELL, KAY HACK, ZEENATH REZA KHAN, NANCY GLEASON, HISHAM ALSAGHBINI & EMILY WINCHIP |

ROOM B – 2ND FLOOR CONVENTION CENTER

10:30-11:30

PANEL B1

10:30-10:45 | SESSION B1.1

THE EFFECT OF DIFFERENTIATED INSTRUCTION STRATEGY ON THE ACHIEVEMENT OF HDE STUDENTS IN THE METHODS OF TEACHING A SCIENCE COURSE AND THEIR ATTITUDES TOWARDS ITS USE AT AJMAN UNIVERSITY
NAJEH ALSALHI & SAMI AL-QATAWNEH

10:45-11:00 | SESSION B1.2

RESEARCHING CONCEPT-BASED INSTRUCTION IN THE OMANI ESP CLASSROOM
IRYNA LENCHUK & AMER AHMED

11:00-11:15 | SESSION B1.3

ENHANCING HIGHER EDUCATION STUDENTS' ACADEMIC WRITING AND CRITICAL THINKING ABILITIES THROUGH FEEDFORWARD APPROACH
SANDRA BAROUDI, SERENA AOUN & DOAA HAMAM

11:15-11:30 | DISCUSSION

11:30-12:30

PANEL B2

11:30-11:45 | SESSION B2.1

CULTIVATING COMMUNICATIVE CONFIDENCE: THE IMPACT OF AUTHENTIC TASK-BASED LEARNING ON STUDENTS' WILLINGNESS TO COMMUNICATE IN EFL
SAID NASSER AL-AMRANI & AYA AKKAWI

11:45-12:00 | SESSION B2.2

EXPLORING A BLENDED LEARNING MODEL FOR AN ACADEMIC ENGLISH CLASS
PING WANG

12:00-12:15 | SESSION B2.3

TEACHING ENGLISH THROUGH PREPOSITIONS
WILLIAM MOORE

12:15-12:30 | DISCUSSION

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| 12:30-13:30 | LUNCH @ THE FOYER – 2ND FLOOR CONVENTION CENTER |
| 13:30-14:30 | PLENARY SESSION 2 – MULTIPURPOSE ROOM - 2ND FLOOR CONVENTION CENTER <i>HIGHER EDUCATION IN THE ERA OF AI</i> KAY HACK, ADVANCE-HE, UK |
| ROOM B – 2ND FLOOR CONVENTION CENTER | |
| PANEL B3 | 14:30-14:45 SESSION B3.1 <i>ENHANCING ESSAY WRITING AND REGULATING ANXIETY: INVESTIGATING THE EFFECTIVENESS OF AI TUTORING</i> JIHENE MRABET |
| | 14:45-15:00 SESSION B3.2 <i>OPTIMIZING ENGAGEMENT AND SKILL ACQUISITION IN IT EDUCATION THROUGH THE CDIO APPROACH: A CASE STUDY AT ZAYED UNIVERSITY</i> AHMED SHUHAIBER |
| | 15:00-15:15 SESSION B3.3 <i>EN'JOY' THE EXAM</i> IAN MICHAEL |
| | 15:15-15:30 DISCUSSION |
| 15:30-16:15 | PANEL OF EXPERTS SESSION & CLOSING – MULTIPURPOSE ROOM - 2ND FLOOR CONVENTION CENTER <i>NAVIGATING THE AI FRONTIER IN HIGHER EDUCATION: TRANSFORMING TEACHING, LEARNING AND ASSESSMENT</i> CHRISTINA GITSAKI (MODERATOR) SARAH L. BUNNELL, KAY HACK, ZEENATH REZA KHAN, NANCY GLEASON, HISHAM ALSAGHBINI & EMILY WINCHIP |

ROOM C – 2ND FLOOR CONVENTION CENTER

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| 10:30-11:30 PANEL C1 | 10:30-10:45 SESSION C1.1 <i>GENDER EQUITY IN STUDENT EVALUATIONS OF FACULTY COMPETENCY</i> HAMDA ALANSAARI & JESSICA ESSARY |
| | 10:45-11:00 SESSION C1.2 <i>REVISITING STUDENT EVALUATIONS OF TEACHING: WHY WERE THOSE MY SCORES?</i> PARK BEEDE |
| | 11:00-11:15 SESSION C1.3 <i>CONTEMPORARY EDUCATION AND INTERACTIVE COURSE EVALUATION: UNDERSTANDING FEEDBACK ON STUDENT ENGAGEMENT AND ATTITUDINAL PERSPECTIVES</i> SAMER AL-IMAMY |
| | 11:15-11:30 DISCUSSION |
| 11:30-12:30 PANEL C2 | 11:30-11:45 SESSION C2.1 <i>ADVANCING HIGHER EDUCATION THROUGH PROMOTING LEARNER WELLBEING</i> NOUR AL OKLA |
| | 11:45-12:00 SESSION C2.2 <i>DEVELOPING A TRAMS MODEL TO SUPPORT AT RISK STUDENTS IN FRESHMEN</i> ZEENATH REZA KHAN |
| | 12:00-12:15 SESSION C2.3 <i>THE EFFECT OF COVID-19 ON THE ACADEMIC PERFORMANCE OF ZAYED UNIVERSITY STUDENTS IN THE UNITED ARAB EMIRATES</i> SHARIFA ALBLOOSHI |
| | 12:15-12:30 DISCUSSION |
| 12:30-13:30 | LUNCH @ THE FOYER – 2ND FLOOR CONVENTION CENTER |
| 13:30-14:30 | PLENARY SESSION 2 – MULTIPURPOSE ROOM - 2ND FLOOR CONVENTION CENTER <i>HIGHER EDUCATION IN THE ERA OF AI</i> KAY HACK, ADVANCE-HE, UK |

ROOM C – 2ND FLOOR CONVENTION CENTER

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| 14:30-15:30 | 14:30-14:45 SESSION C3.1 <i>EXPLORING EVIDENCE-BASED TEACHING AND LEARNING: INSIGHTS FROM PARTICIPANT-STUDENT RESEARCHERS</i> HANA SHAHIN, MAZNA PATKA, LINDA SMAIL, SHATHA AL HAMED, HAMAD ALMEHAIRI, HEDAYA ALMAAZMI & FATEMA ABOU EL ELA |
| PANEL C3 | 14:45-15:00 SESSION C3.2 <i>ED-TECH & E-LEARNING: HIGHER EDUCATION ELT FACULTY'S E-PD PERSPECTIVES</i> SAIMA NOMAAN |
| | 15:00-15:15 SESSION C3.3 <i>ASSESSING THE EFFICIENCY OF EDUCATION PROGRAMS IN EMIRATI UNIVERSITIES FOR EQUIPPING PRE-SERVICE TEACHERS IN INCLUSIVE EDUCATION</i> MUNA MOHAMED ALHAMMADI |
| | 15:15-15:30 DISCUSSION |

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| 15:30-16:15 | PANEL OF EXPERTS SESSION & CLOSING – MULTIPURPOSE ROOM - 2ND FLOOR CONVENTION CENTER <i>NAVIGATING THE AI FRONTIER IN HIGHER EDUCATION: TRANSFORMING TEACHING, LEARNING AND ASSESSMENT</i> CHRISTINA GITSAKI (MODERATOR) SARAH L. BUNNELL, KAY HACK, ZEENATH REZA KHAN, NANCY GLEASON, HISHAM ALSAGHBINI & EMILY WINCHIP |
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ROOM D – 2ND FLOOR CONVENTION CENTER

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| <p>10:30-11:45</p> <p>PANEL D1</p> | <p>10:30-10:45 SESSION D1.1 <i>USING DIGITAL GAMES IN LANGUAGE LEARNING</i> DAVID BERRY</p> <hr/> <p>10:45-11:00 SESSION D1.2 <i>EXPLORING EDUCATORS' VIEWS IN GAMIFIED EDUCATIONAL SETTINGS: A STUDY OF GAME-INSPIRED TEACHING-LEARNING ENVIRONMENTS IN THE UAE</i> GHADAH AL MURSHIDI & BADREYYA AL KHANBOOLI</p> <hr/> <p>11:00-11:15 SESSION D1.3 <i>GAMIFICATION IN A BUSINESS COMMUNICATION COURSE USING A BUSINESS SIMULATION</i> SIMON BURFOOT</p> <hr/> <p>11:15-11:30 SESSION D1.4 <i>INNOVATIVE TEACHING METHODS: FLIPPED CLASSROOM, ONLINE LEARNING, AND GAMIFICATION</i> SAWSAN DAGHER & BOSHRA AKHOZHEYA</p> <hr/> <p>11:30-11:45 DISCUSSION</p> |
| <p>11:45-12:30</p> <p>WORKSHOP 1</p> | <p>FEATURED WORKSHOP BY ADVANCEHE <i>EMPOWERING EDUCATORS: INSPIRING EXCELLENCE IN TEACHING THROUGH REWARD AND RECOGNITION</i> KAY HACK</p>  |
| <p>12:30-13:30</p> | <p>LUNCH @ THE FOYER – 2ND FLOOR CONVENTION CENTER</p> |
| <p>13:30-14:30</p> | <p>PLENARY SESSION 2 – MULTIPURPOSE ROOM - 2ND FLOOR CONVENTION CENTER <i>HIGHER EDUCATION IN THE ERA OF AI</i> KAY HACK, ADVANCE-HE, UK</p> |

ROOM D – 2ND FLOOR CONVENTION CENTER

14:30-15:30

FEATURED WORKSHOP BY ANTHOLOGY

LET BLACKBOARD LEARN ULTRA DO THE HARD WORK FOR YOU: SAVE TIME USING THE AI DESIGN ASSISTANT AND THE FLEXIBLE GRADING EXPERIENCE

WORKSHOP 2

JOEL ARMANDO



15:30-16:15

PANEL OF EXPERTS SESSION & CLOSING – MULTIPURPOSE ROOM - 2ND FLOOR CONVENTION CENTER

NAVIGATING THE AI FRONTIER IN HIGHER EDUCATION: TRANSFORMING TEACHING, LEARNING AND ASSESSMENT

CHRISTINA GITSAKI (MODERATOR)

SARAH L. BUNNELL, KAY HACK, ZEENATH REZA KHAN, NANCY GLEASON, HISHAM ALSAGHBINI & EMILY WINCHIP

List of Participants

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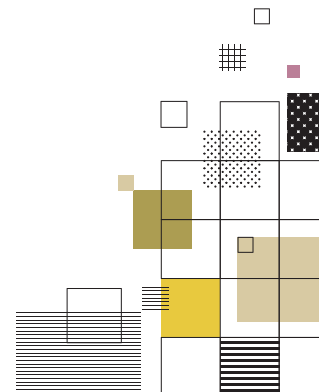
| Name | Affiliation | Country | Email | Session |
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| Name | Affiliation | Country | Email | Session |
|-----------------------|---|---------|-----------------------------|------------------------------|
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| Saima Nomaan | University of Exeter | UAE | snomaanali@gmail.com | C3.2 |
| Samer Al-Imamy | College of Business Administration, Prince Mohammad bin Fahd University | KSA | salimamy@pmu.edu.sa | C1.3 |
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| Sarah Bunnell | Amherst College Center for Teaching and Learning | USA | sbunnell@amherst.edu | Plenary 1 & Panel of Experts |
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| Name | Affiliation | Country | Email | Session |
|-------------------|---|---------|---------------------------|-------------------------|
| Shatha Al Hamedi | College of Interdisciplinary Studies, Zayed University | UAE | 202214595@zu.ac.ae | C3.1 |
| Simon Burfoot | College of Humanities and Social Sciences, Zayed University | UAE | simon.burfoot@zu.ac.ae | D1.3 |
| Vasilia Al Khaldi | College of Interdisciplinary Studies, Zayed University | UAE | vasilia.alkhaldi@zu.ac.ae | A3.1 |
| William Moore | Vancouver Island University | Canada | dreigo.will@gmail.com | B2.3 |
| Zeenath Reza Khan | University of Wollongong in Dubai | UAE | zeenath.khan@gmail.com | C2.2 & Panel of Experts |



Kenote Speaker | Plenary 1



Sarah L. Bunnell, Ph.D. | sbunnell@amherst.edu

Associate Director and STEM Specialist, Amherst Center for Teaching and Learning

Past President, International Society for the Scholarship of Teaching and Learning

Dr. Sarah Bunnell is the Associate Director and STEM Specialist for the Amherst College Center for Teaching and Learning, located in Western Massachusetts (USA). She is also Past-President and the 2022 Distinguished Service Award winner of the International Society for the Scholarship of Teaching and Learning. An experienced SoTL researcher, her research explores inclusive teaching practices, the role of psychological factors in learning, such as empathy and metacognition, and best practices in faculty development. Her book, *Being Human in STEM: Partnering with Students to Build Inclusive Practices and Communities*, was published this year by Routledge Press. She holds a Ph.D. in Cognitive and Developmental Psychology from the University of Kansas (USA).

SoTL as a Transformative Process

Thirty years ago, Lee Shulman (1993) called for “putting an end to pedagogical solitude” and instead urged us to approach teaching as “community property.” What does that entail? Importantly, it means thinking about our teaching in the same way that we think about our research: Sharing our teaching questions, evidence, and results with others so that we can learn with and from each other as scholarly communities. Now more than ever, higher education needs scholarly teaching communities, engaged in research about what works in our classrooms, for whom, and under what conditions, to shape what teaching and learning can and should look like for our ever-evolving student populations. Many of you are already engaged in the work of scholarly teaching - applying evidence-based practices in your classrooms and asking questions about what is, what works, and what’s possible (Hutchings, 2000). Indeed, that is the power of SoTL: To help us stay curious, life-long learners in our classrooms. In this talk, we’ll discuss ways of expanding our evidential toolkit, to think expansively about forms of evidence that can meaningfully inform your teaching practices and impact your students’ learning. Further, we’ll discuss the power of pedagogical communities, learning with and from each other across disciplines and roles at our institutions, to enrich what we know about teaching and learning.

References:

Hutchings, P. (2000). *Approaching the scholarship of teaching and learning*. In P. Hutchings (ed.) *Opening Lines: Approaches to the Scholarship of Teaching and Learning*, pages 1-10. Carnegie Foundation for the Advancement of Teaching.

Shulman, L.S. (1993). *Teaching as community property; Putting an end to pedagogical solitude*. *Change*, 25(6), 1-3.

Kenote Speaker | Plenary 2



Dr. Kay Hack | catherine.hack@advance-he.ac.uk

Principal Adviser (Learning and Teaching) for Advance-HE

Dr Kay Hack (PFHEA) is the Principal Adviser (Learning and Teaching) for Advance-HE. Her role includes developing, managing, and promoting excellence in teaching and learning, both generally and within STEM disciplines. She delivers a range of services to the HE sector, including supporting strategic leadership and change in HEIs and building and maintaining strong relationships with the STEM community, PSRBs, government and other organisations and individuals.

Higher Education in the era of AI

The keynote will prompt delegates to consider the extent to which we need to integrate AI into learning, teaching and assessment to provide experiential learning and prepare the next generation of learners for living, learning and working with AI.

Sponsored by





Featured Workshop 1 | AdvanceHE



Dr. Kay Hack | catherine.hack@advance-he.ac.uk

Principal Adviser (Learning and Teaching) for Advance-HE

Dr Kay Hack (PFHEA) is the Principal Adviser (Learning and Teaching) for Advance-HE. Her role includes developing, managing, and promoting excellence in teaching and learning, both generally and within STEM disciplines. She delivers a range of services to the HE sector, including supporting strategic leadership and change in HEIs and building and maintaining strong relationships with the STEM community, PSRBs, government and other organisations and individuals.

Empowering Educators: Inspiring excellence in teaching through reward and recognition

Professional educators equipped with the necessary expertise and skills are critical to providing the transformational higher education experience our students want and employers need. Through the Professional Standards Framework (PSF2023) Advance HE fellowship recognizes the critical role of educators in shaping learning and the student experience. Institutions and individuals that have adopted the PSF2023 and fellowship have found that it fosters a culture that rewards and values excellence in teaching, stimulating further professional development, encouraging collaboration and increasing research into teaching and learning. This workshop will support participants in exploring and reflecting on all their roles as academics in teaching and supporting learning and how they align with PSF2023.

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Featured Workshop 2 | Anthology



Dr. Joel Armando | Joel.Armando@anthology.com

Director of Client Experience for EMEA and APAC, Anthology

Dr. Joel Armando is the Director of Client Experience for EMEA and APAC in Anthology. She has over 20 years of experience in Higher Education, fulfilling different roles in online and blended projects: leadership, curriculum and learning design, research, and teaching. Prior to Anthology, Joel led the Educational Technology Department at Universidad Nacional de Córdoba (Argentina), was the Learning Innovation Manager at London Business School (UK), and an Educational Technologist at Cass Business School (UK). Joel holds a Ph.D. in Design and Innovation in Education, a PGDip in Learning Technologies, an MSc in Educational Research, and a BSc in Education.

Sponsored by



Let Blackboard Learn Ultra do the hard work for you: Save time using the AI design assistant and the flexible grading experience

In this workshop participants will learn about Blackboard Learn Ultra latest enhancements and explore how to use them to improve their course design and grading experience. With Blackboard Learn Ultra's latest AI Design Assistant, we aim to empower instructors so they can better harness their subject matter and pedagogical expertise where it matters most. Our Trustworthy AI Approach ensures instructors and institutions are in control while using these tools to support the design and development of digital learning experiences.

These AI Design Assistant tools include:

- **A course-builder** aide for instructors that create draft modules, titles, descriptions, etc. The integration of Azure OpenAI Service will enable instructors to streamline content creation processes, saving valuable time and effort.
- **Content-based test generation.** AI-powered algorithms analyze a document's content and quickly generate a diverse set of questions. This allows educators to allocate more time to other important tasks, such as lesson planning and individual student support.
- **Rubric creation.** Rubric creation powered by AI streamlines the rubric creation process and ensures consistency and fairness in evaluating student performance. Educators will have the ability to customize and fine-tune these AI-generated rubrics according to specific learning objectives and assessment criteria, providing a balance between automation and instructor expertise.

Blackboard Learn Ultra's new interface prioritizes intuition and efficiency by providing instructors with a Flexible Grading experience. Flexible Grading from Blackboard Learn empowers instructors with unprecedented flexibility and efficiency. This groundbreaking update enables grading by question or student and even mix-and-match approaches. The enhanced experience extends to assignment submissions, ensuring a comprehensive and cohesive grading journey.

PANEL OF EXPERTS

Navigating the AI frontier in Higher Education: Transforming teaching, learning and assessment



Christina Gitsaki (Moderator)

Acting Director and Research Coordinator, CEI, Zayed University

Prof. Christina Gitsaki is the Acting Director at Zayed University's Center for Educational Innovation and Chair of the Annual SoTL Conference. She was formerly the UNESCO Chair in Applied Research in Education and the Associate Dean of Foundations at the Higher Colleges of Technology. At the CEI she mentors faculty in designing and implementing classroom-based research.



Sarah Bunell

Associate Director and STEM Specialist, Amherst Center for Teaching and Learning, Past President of ISSOTL

Sarah Bunnell is the Associate Director and STEM Specialist at Amherst College's Center for Teaching and Learning. She's the 2022 Distinguished Service Award winner from the International Society for the Scholarship of Teaching and Learning. Her research focuses on inclusive teaching, psychological factors in learning, and faculty development. She authored "Being Human in STEM," and holds a Ph.D. in Cognitive and Developmental Psychology from the University of Kansas.



Kay Hack

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Dr Kay Hack (PFHEA) is the Principal Adviser (Learning and Teaching) for Advance-HE. Her role includes developing, managing, and promoting excellence in teaching and learning, both generally and within STEM disciplines. She delivers a range of services to the HE sector, including supporting strategic leadership and change in HEIs and building and maintaining strong relationships with the STEM community, PSRBs, government and other organisations and individuals.



Zeenath Reza Khan

Founding President and Board Member of the Centre for Academic Integrity in the UAE

Zeenath Reza Khan is the Founding President of the ENAI WG Centre for Academic Integrity in the UAE and holds various positions at the University of Wollongong in Dubai including program director for Freshmen and Pathway programs. She is actively involved in promoting academic integrity and enhancing students' learning experience through innovative teaching programs. With numerous awards and publications to her name, she is a renowned academic with research interests in ethics, teaching, and STEM for girls. In 2021, she received the ENAI Research Excellence Award.



Nancy Gleason

Director, NYU Abu Dhabi's Hilary Ballou Center for Teaching and Learning

Nancy W. Gleason, PhD, directs NYU Abu Dhabi's Hilary Ballou Center for Teaching and Learning and is a Political Science Professor. Her research explores the Fourth Industrial Revolution's impact on education and work, focusing on AI and reskilling. She edited "Higher Education in the Era of the Fourth Industrial Revolution" and co-edited "Diversity and Inclusion in Global Higher Education." She holds a PhD from Tufts, an MSc from LSE, and a BA from GWU.



Emily Winchip

Assistant Professor in the College of Humanities and Social Sciences, Zayed University

Emily Winchip is an Assistant Professor at Zayed University, specializing in educational assessment and evaluation. She earned her PhD from the University of Nottingham, focusing on marketized schools. She also holds a Master's from the University of Illinois-Chicago and a Bachelor's in Music Education. With teaching experience in Kuwait, Dubai, and Oregon, her research interests include critical education measurement and the impact of school marketization on teachers.



Hisham AlSaghbini

Assessment and Research Scientist, Cambridge English Language Assessment

Hisham AlSaghbini comes with more than 15 years of international experience. He started his career as researcher at various institutions in the United Kingdom. Hisham designed various inclusive education and employment programs for people with special needs in the UK and the UAE and published a number of publications on Learning approaches and assessment techniques. Hisham holds a Bachelor in Business, a Masters in Strategy in Education and his doctorate was on Inclusiveness in Education and bridging the (under)achievement gap in Higher Education in the UK.

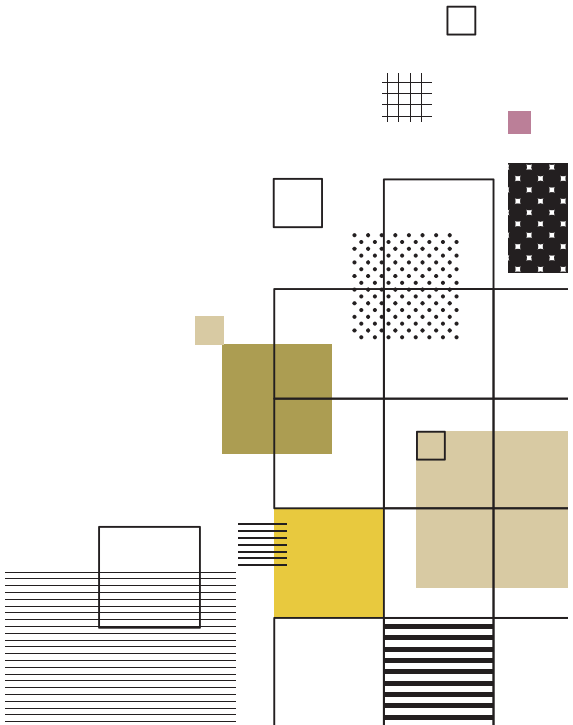
PANEL OF EXPERTS (CONTINUED)

Navigating the AI frontier in Higher Education: Transforming teaching, learning and assessment

ABSTRACT

This panel discussion delves into the profound impact of Artificial Intelligence (AI) on higher education, focusing on its transformative influence on teaching, learning, and assessment. As AI technologies continue to evolve, educators and institutions face both unprecedented opportunities and challenges. The panel will explore how AI is reshaping pedagogical approaches, enabling personalized learning experiences, automating administrative tasks, and revolutionizing assessment methods. Join us for a comprehensive exploration of the evolving landscape where educators harness AI to enhance the quality and accessibility of higher education while navigating the ethical and practical considerations that come with this technological frontier. Experts from academia and industry will share insights, strategies, and visions for the future of AI in higher education.

Session Abstracts >



Panel A1 | Session A1.1



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College of Education, Humanities and Social Sciences, Al Ain University, UAE

Abdellateef Abdelhafez AlQawasmi is an assistant professor at Al Ain University UAE. He holds a Ph.D. degree in Curriculum and Methods of Science.



Najeh Alsalhi | nalsalhi@sharjah.ac.ae

College of Arts, Humanities and Social Sciences, University of Sharjah, UAE

Najeh Rajeh Ibrahim ALSalhi is an assistant professor, at Education Department in College of Arts, Humanities, and Social Sciences (CAHSS) at the University of Sharjah in UAE. He holds a Ph.D. degree in Curriculum and Methods of Science.



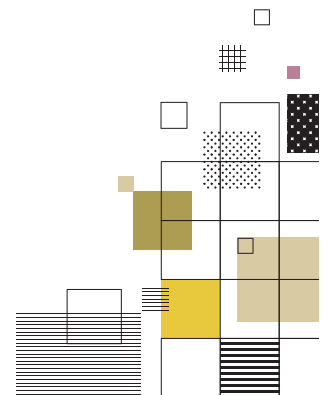
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College of Humanities and Sciences, Ajman University, UAE

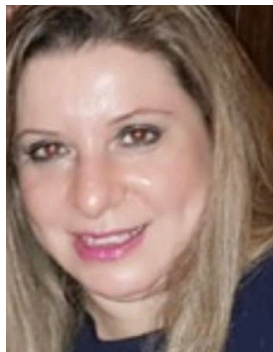
Mohd. Eltahir is an assistant professor, at College of Humanities and Sciences, Ajman University, Ajman, UAE. His research focuses on E-Learning, Educational Technology, Blended Learning, and Multimedia in Education, with numerous publications and international conference presentations. Dr. Eltahir also offers consultancy services in technology integration within education, receiving the Sharjah Award for Excellence in Education in 2009.

The impact of the reciprocal teaching strategy in teaching science on the achievement of a Professional Postgraduate Diploma in teaching students in the methods of teaching a science course: A case study of a Higher Institution in the UAE

The study aimed to identify the impact of the reciprocal teaching strategy in teaching science on the achievement of higher professional diploma students in teaching science teaching methods course at Ajman University. Quasi-experimental approach was used in the study. Eighty students, divided into two groups, participated in the study. Thirty-nine participated in the experimental group and 41 participated in the control group. Study participants were given an achievement test and data analysis was conducted using SPSS software. The results showed statistically significant differences between the experimental and control groups students in favor of the students of experimental group that studied with the reciprocal teaching strategy. According to the results of the study, higher education institutions should further explore reciprocal teaching strategies.



Panel A1 | Session A1.2



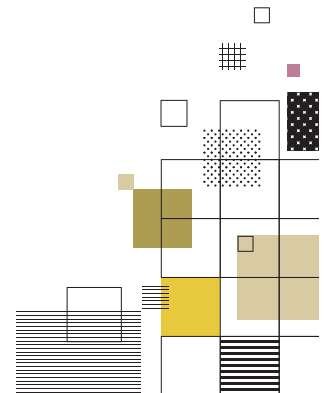
Dania Zantout | dz41@nyu.edu

Math Program, New York University Abu Dhabi, UAE

Dania Zantout earned her Ph.D. in Mathematical Sciences from Clemson University in 2013. Beginning her academic journey in 2001, she has taught a diverse range of undergraduate courses. This wealth of experience, complemented by her interdisciplinary Ph.D. training, empowers her to adeptly teach a wide undergraduate audience using research-driven methodologies. Her dedication to pedagogical excellence has been recognized with three teaching awards at Clemson University. Recently, Dr. Zantout expanded her expertise by obtaining the SoEL Certificate from the University of British Columbia. Additionally, with support from NYUAD's Office of Inclusion and Equity, she champions the monthly "WiMN" event, promoting women in mathematics. She currently serves as a Lecturer of Mathematics at NYUAD.

Towards an inclusive precalculus in the science division at New York University Abu Dhabi

We propose the “Partially Flipped Blended Learning Framework (PFBL+)” for inclusive blended learning. Designed to promote a non-anxious attitude towards mathematics, this framework emphasizes a safe learning environment. By synchronizing video training modules with in-person instructional methods, PFBL+ aims to enhance student engagement and success. Using Interpretative Phenomenological Analysis (IPA), this study employed a qualitative research design. Participants were selected from the students who has taken the blended format of the Precalculus course to represent diverse experiences with the PFBL+ framework. Data collection involved surveys featuring open-ended questions, probing participants’ subjective experiences and perceptions of the learning environment. Survey responses will be meticulously analyzed to extract themes highlighting students’ attitudes towards mathematics and their interactions with the blended learning approach. The author had seen generally a positive impact of the blending learning on students’ attitudes during the course. Data collection is ongoing. The point of the talk is to situate the problem into its context and describe the framework grounded in literature. The study, if found to be effective, emphasizes criticality of adopting blended learning models like PFBL+ to enhance inclusivity and equity in education. By catering to diverse learning needs and fostering non-anxious attitudes towards subjects like mathematics, such frameworks can play a pivotal role in not only academic success but also in promoting the holistic well-being of students.



Panel A1 | Session A1.3



Kenesha Wilson | kenesha.wilson@zu.ac.ae

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Kenesha Wilson is an Assistant Professor in the College of Interdisciplinary Studies (CIS) at Zayed University in Abu Dhabi. She currently teaches General Chemistry and supervises final-year students in their Senior Project (capstone scientific research) and Internship courses. Her current research interests are twofold. One aspect focuses on using strategies grounded in the framework of the Scholarship of Teaching and Learning (SoTL) and Educational Leadership and Management to effect changes in science/chemistry education curriculum and practice. Along the lines of more traditional bench-top research, she takes a synergistic approach to teach chemistry and laboratory research by incorporating Systems Thinking pedagogy with bench-top research.



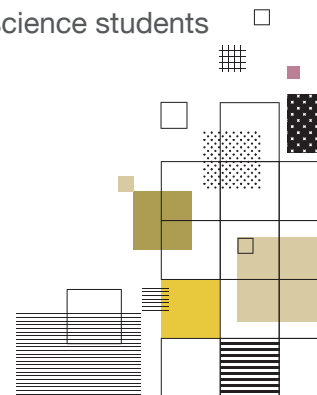
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Lama Musa is a Senior Instructor in the College of Natural and Health Science at Zayed University. She has over 10 years of teaching experience teaching introductory Biology and Research methods. Lama's research interest is within the framework of Scholarship of Teaching and Learning (SoTL). Her focus is on role of technology and instructional design in enhancing science education.

The impact of visual illustrations on Arabic students' comprehension of laboratory procedures in undergraduate science courses

From observations of teaching undergraduate science students learning science in a language that is not their native tongue, it is evident that they encounter challenges in understanding purely written instructions when conducting scientific experiments. This is due in part to the complex nature of scientific texts and specialized jargon that often hinders their understanding. Consequently, many of these students fail to attain their full academic potential and demonstrate deep learning in laboratory courses, often leading to demotivation and disinterest in pursuing science courses. The purpose of undergraduate laboratory experiments—to reinforce the theoretical components of the course and to facilitate hands-on learning and practical skills—is therefore not maximized for these students. This research project investigates the impact of incorporating non-linguistic modes of instruction, specifically visual representations, within laboratory courses conducted in an English as a Medium of Instruction (EMI) environment. The study aims to assess and analyze students' self-efficacy in, attitudes towards, and comprehension of scientific laboratory procedures in undergraduate chemistry and biology courses when these modes of instruction are included. Preliminary results show that when compared to traditional text-only laboratory instructions, students exhibit higher levels of competence and confidence in carrying out laboratory tasks when visual illustrations accompany text. The results also reveal that students perceive a greater understanding of experimental procedures when visual aids are employed, enabling a more tangible grasp of the concepts being taught. With the commodification of higher education, tertiary institutions are now seeing myriad of international students from various diverse cultures and backgrounds. Such multi-modal approaches would therefore be useful in bridging the gap between the academic attainment of science students whose native tongue is English language and their non-native counterparts.



Panel A2 | Session A2.1



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Saifeddin Alimamy is Assistant Professor at Zayed University. He holds a Ph.D. in Marketing and a Master of Entrepreneurship from the University of Otago, New Zealand. A certified LEGO® SERIOUS PLAY® Facilitator and a Fellow of the Higher Education Academy (FHEA), Dr. Saif employs rich, applied, and innovative learning experiences for his students. Dr. Saif has previously held roles in the education industry as an instructor, researcher, and supervisor. Dr. Saif's research interests lie in the interdisciplinary area of marketing, innovation, and entrepreneurship. His research focuses on the role of technology on marketing outcomes. Specifically, Dr. Saif's empirical and conceptual work has investigated the role of extended reality (augmented, virtual, and mixed reality) on value co-creation. Dr. Saif is focused on producing theoretical and managerially relevant studies that contributes to services and digital marketing.



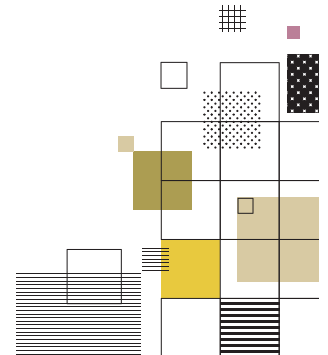
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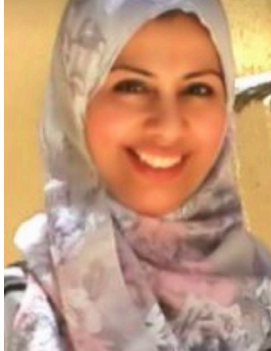
Mohammad Amin Kuhail received a Ph.D. in software development from the IT University of Copenhagen, Denmark, and an M.Sc. degree in software engineering from the University of York, UK. He served as an Assistant Teaching Professor with the University of Missouri–Kansas City (UMKC), USA, for six years. In 2019, he joined Zayed University, serving as an Assistant Professor. Dr. Kuhail won the teaching award at UMKC in 2018 and received several research grants. Moreover, Dr. Kuhail is currently a reviewer at several journals and conferences, including ITICSE, IEEE Access, and MDPI Informatics. Dr. Kuhail is the founder and developer of a personal-financing system named “Organic Budget”. Dr. Kuhail is a Computer Scientist and a Software Engineer with a diverse skill set that spans web development, object-oriented programming, algorithms, and usability. His research interests include human-computer interaction, educational technology, IT education, and smart city.

The impact of virtual reality on collaborative learning: An exploration of value co-creation and enduring engagement

This study explores the impact of virtual reality (VR) on collaborative learning, focusing on value co-creation and enduring engagement. It draws from shared reality, media richness, and social identification theories. Findings reveal that VR enhances immersion and willingness to co-create value, with realism perceptions remaining consistent. This supports VR's integration as a potent tool for immersive collaboration in education, highlighting its potential for enriching learning experiences while ensuring realism. Seventy participants were tasked with a collaborative educational activity, which they undertook either through a VR headset or a non-VR communication tool. The VR headset condition was run in groups of 3 participants who wore a VR headset and collaborated on a shared task. Following the activity, participants assessed their perceptions of immersion, presence, realism, willingness to co-create value, and their propensity for enduring engagement. Participants in the VR condition reported significantly higher immersion, aligning with media richness theory, demonstrating VR's ability to engage learners deeply. Shared reality theory revealed no marked differences in presence between VR and non-VR platforms, indicating that both offer a profound sense of presence. Realism perceptions were comparable, suggesting growing acceptance of avatars in digital learning. VR positively influenced willingness to co-create value, directly correlating with enduring engagement, highlighting the benefits of immersive learning. The insights from this study shed light on the nuanced impacts of VR in collaborative learning settings and support the integration of VR as both an innovative tool and a potent medium for collaboration, value co-creation, and sustained learner engagement. This study also offers policy makers, academics, and educational institutions a mechanism to immerse participants while ensuring that realism remains high, allowing for the integration of VR within and outside the classroom.



Panel A2 | Session A2.2



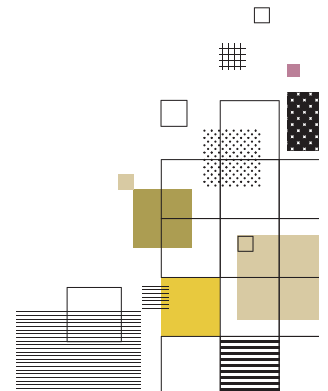
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Heba Abou-El-Sood is an Associate Professor of Accounting and Finance at UAEU. Prior to that, she was affiliated with universities in the MENA region, UK, EU, and USA. Her research interests cover financial reporting, corporate governance, and accounting education. She publishes and reviews in international top-tiered journals and industry magazines.

Integrating ChatGPT in financial accounting classrooms: A stakeholders' perspective

This research is motivated by the exponential growth of AI, pressures on universities to modify the teaching methods to develop students' competencies to match employers' needs, and the gap in accounting education literature. Further research is needed to explore the implications of using AI in the classroom, tailored to specific accounting exercises. This study aims to investigate stakeholders' views on the usefulness of integrating ChatGPT, a widely-used chatbot artificial intelligence tool, on students' learning experience. This study investigates stakeholders' views on the usefulness of integrating ChatGPT on students' learning experience. It employs a survey-questionnaire and a focus group design to collect data from undergraduate students at a leading public university in the United Arab Emirates (UAE) and potential employers in the accounting profession. The responses obtained are further tested to investigate whether students' and professionals' views on the usefulness of ChatGPT are significantly different. Students were given an accounting exercise to solve by themselves followed by a similar exercise solved with the assistance of ChatGPT. Their insights before and after the use of ChatGPT were examined. Students find ChatGPT positively impactful on their learning experience, increasing their engagement and interest in accounting. They do acknowledge some limitations after using it for exercises. Compared to accounting professionals, students perceive it more favorably. However, professionals highly value ChatGPT for enhancing students' practical skills. This paper contributes to literature on the impact of AI in accounting education and suggests innovative tools to enhance students' attributes and employability for educators' consideration.



Panel A2 | Session A2.3



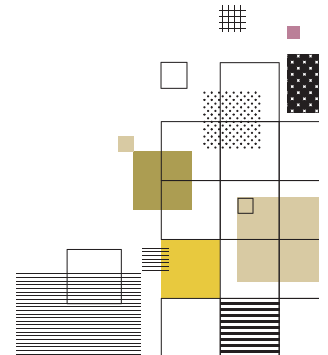
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College of Arts & Creative Enterprises, Zayed University, UAE

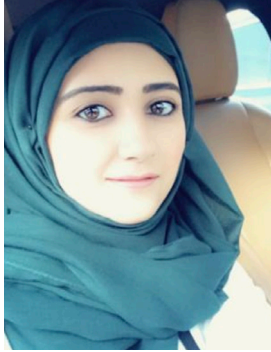
Omair Faizullah is based in Abu Dhabi as a designer, writer, and faculty member at Zayed University. He specializes in generative imagery and explores themes like adaptive aesthetics and postmodernist fiction. He previously headed the Visual Communication Design department at Beaconhouse National University, Lahore. Omair organized the landmark Design Summit Prologue events and has experience in strategic communication. Notably, he created comics for Afghanistan's first superhero, "Mir Watan," as part of the "Partnership" initiative funded by the US State Department, USAID, and UNODC.

Teaching animation and narrative using AI tools

AI tools are potent creative aids with the potential to accelerate student imagination and innovation. When used iteratively, they can provide novel ideas, storylines, and innovative visuals that expand traditional storytelling and technique, thus cultivating a culture of creativity and cross disciplinary learning in the classroom. The research employs a mixed-methods design, incorporating quantitative and qualitative approaches. The quantitative aspect involves surveys and data analysis to gather numerical insights, while the qualitative part utilizes student interviews and in-class observations for in-depth understanding. The research involves students from my Animation III class conducted at ZU in the Spring 2023 semester. Participants are animation students from the 6th through 8th semester of studying Animation as a major at ZU. Quantitative data is collected through structured surveys, assessing students' perceptions of AI tools' impact on creativity, imagination, and innovation. Qualitative data is gathered through semi-structured interviews with students to explore their experiences with AI tools in the classroom. Additionally, observations during AI-assisted creative sessions are incorporated. The research aims to provide comprehensive insights into the role of AI tools as creative aids in education. By examining the impact of iterative AI tool usage on imagination, innovation, storytelling, and cross-disciplinary learning, this study seeks to contribute to the growing body of knowledge on the integration of generative imagery through AI in educational contexts. The findings will help inform educators, policymakers, and researchers about the potential benefits of incorporating AI tools to nurture creativity and innovation among students. Teachers can integrate these tools into their teaching strategies to provide personalized and iterative learning experiences for students, enabling unique perspectives in the field of animation image building and narrative development.



Panel A3 | Session A3.1



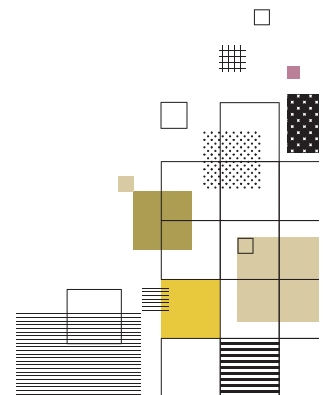
Vasilia Al Khaldi | vasilia.alkhaldi@zu.ac.ae

College of Interdisciplinary Studies, Zayed University, UAE

Vasilia Al Khaldi has over 8 years' experience in higher education. She is an enthusiastic university instructor, dedicated researcher, and accomplished industry expert. Her passion for fostering meaningful learning experiences, coupled with her active involvement in research, reflects a commitment to advancing knowledge and preparing students for real-world success.

Peer review platforms in Higher Education as a valuable tool for promoting sustainable education

Peer review platforms refer to digital tools or systems that streamline the process of peer evaluation and feedback on academic work. They provide the opportunity for students to engage in reviewing and offering constructive criticism on their peers work, fostering active involvement, collaborative learning, and the cultivation of critical assessment abilities. Participants will be first year students separated into two sections, control group and a test group. The findings were increases in grades, active learning, enhanced critical thinking, self-assessment, and preparation for future world job market.



Panel A3 | Session A3.2



Ayisha Siddiqua | ayisha.siddiqua@zu.ac.ae

College of Natural and Health Sciences, Zayed University, UAE

Ayisha Siddiqua is an Assistant Professor at the College of Natural and Health Sciences, Zayed University, Abu Dhabi, United Arab Emirates. She strives to create a dynamic classroom atmosphere where students feel engaged, inspired, and motivated to explore the subject matter deeply.



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Maisa El Gamal is an Associate Professor at the College of Natural and Health Sciences, Zayed University. She believes in the power of research-informed teaching methods to enhance student's learning outcomes. She is committed to providing students with a supportive and intellectually stimulating environment that encourages active learning.



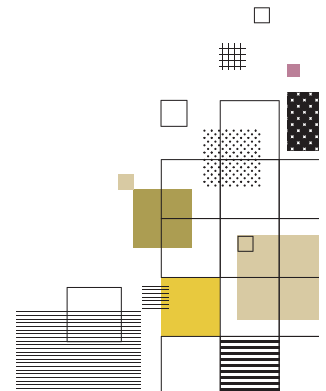
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Imen Ben Salem is an Assistant Professor at the College of Natural and Health Sciences, at Zayed University with a passion for teaching, research, and instrument fabrication, with a commitment to fostering effective teaching practices across disciplines. She has made significant contributions to higher education through innovative research-enhanced practices.

Enhancing student engagement and meaningful discussions through online discussion forums

Enhancing student engagement and fostering meaningful discussions in the course is of paramount importance. This study tries to understand the effectiveness of discussion forums in enhancing the overall learning experience. The discussion forum provides students with practice exercises, and they can also interact with their peers and instructors. Blackboard was chosen as a platform for hosting discussion forums, considering its features and suitability for facilitating collaborative learning. Practice questions that simulate the actual test experience were developed and posted on the Blackboard discussion forum to encourage active participation and engagement. In this collaborative learning environment students can learn from each other and receive feedback from the instructor. A survey was conducted online to evaluate the effectiveness of using Blackboard discussion forums to enhance student engagement and foster meaningful discussions. The survey involved qualitative analysis of student feedback, observations of participation levels, and quantitative measures of learning outcomes. The Blackboard discussion forum facilitates knowledge sharing among students. Through discussions and peer feedback, students learn from each other's perspectives which broadens their understanding of the course and encourages active learning. This leads to the development of problem-solving skills, critical thinking abilities, and addresses individual learning needs. The study contributes to evaluating Blackboard as a platform for hosting discussion forums. It highlights the potential benefits of using discussion forums for practice questions to enhance collaborative learning strategies. The study encourages technology integration in education and contributes to improving teaching and learning methods.



Panel A3 | Session A3.3



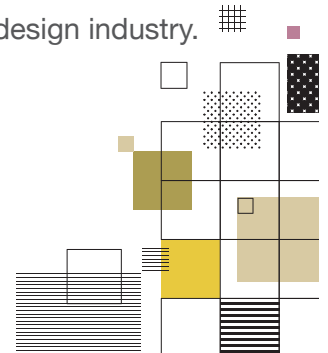
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Marina Peres is a multidisciplinary designer with a strong academic and professional background. With extensive expertise in Communication Design, an Advanced Studies Diploma in Audiovisual and Advertising Communication, and a Ph.D. in Design Management, she is a respected figure in the design community. As a co-founder of Studio Invicta, she has contributed to numerous design works. Marina is a dedicated design educator at the American University of Sharjah - CAAD, impacting design professionals globally. As an integrated researcher at the ID+ Research Institute, her research focuses on leveraging design for circularity, social impact, and holistic business solutions that address sustainability, social needs, and economic benefits.

Unveiling synergies: Teaching approaches and industry collaborations for circularity and sustainability

This presentation explores the transformative power of diverse design teaching approaches and industry collaborations in driving circularity and sustainability. Exploring innovative strategies, educational partnerships, and real-world case studies the research can uncover the potential to create a more sustainable future through dynamic learning environments and the integration of industry practices. This study employs a comparative analysis to examine diverse teaching approaches in educational institutions, specifically in the context of design projects for sustainability and circularity, with a focus on industry collaborations. The research incorporates case studies involving students, industry representatives, and relevant stakeholders engaged in design projects that promote sustainability and circularity. The collection of qualitative data occurs through interviews, focus groups, and document analysis. These methods aim to capture valuable insights into teaching strategies, the dynamics of industry collaborations, and the perceptions surrounding circularity and sustainability. By utilizing this comprehensive data collection approach, the study aims to provide a holistic understanding of the impact of diverse teaching approaches and industry collaborations on promoting sustainability and circularity in design projects. Diverse teaching approaches and industry collaborations significantly enhance student learning outcomes, promote circular design thinking, and bridge the gap between academia and industry. Students gain real-world relevance, industry exposure, and develop as future sustainability leaders, fostering a more sustainable and circular future in design projects. This study emphasizes the importance of incorporating diverse teaching approaches and industry collaborations in design projects for sustainability and circularity. It highlights the potential for enhancing student learning, fostering industry engagement, and shaping future sustainability leaders, ultimately driving positive change towards a more sustainable and circular design industry.



Panel B1 | Session B1.1



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Najeh Rajeh Alsalhi is an assistant professor in the Education Department, College of Arts, Humanities and Sciences at the University of Sharjah. Alsalhi Published Most of his Papers at Professional International Conferences and Scientific Journals.



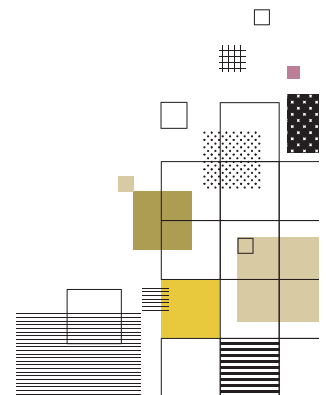
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Sami Al-Qatawneh is an assistant professor in the Education Department, College of Arts, Humanities and Sciences at the University of Sharjah. He teaches courses in undergraduate and graduate programs. Furthermore, he has significant consulting experience in the areas of teaching.

The effect of differentiated instruction strategy on the achievement of HDE students in the methods of teaching science course and their attitudes towards its use at Ajman University

This study investigates the impact and significance of using differentiated instruction strategies in higher education. Semi-experimental methods were used in the study. The participants of the study were 86 students, divided into two groups: the experimental group (n = 42) and the control group (n = 44). An achievement test and questionnaire were designed to confirm the study's validity and reliability. SPSS was used to analyze the data. The findings revealed that there were statistically significant differences between the experimental and the control groups, in favor of the experimental group teaching method. Students from the experimental group have attitudes that are positive towards the using of differentiated instruction strategy. Further research is needed using differentiated teaching strategies in higher education institutions.



Panel B1 | Session B1.2



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Iryna Lenchuk is an Assistant Professor, Department of English Language and Literature, Dhofar University, Salalah, Oman. Her research interests include task-based instruction, second language acquisition, pedagogy and methodology of second and foreign language teaching and learning. She has been teaching ESL, TESL, and courses in linguistics and applied linguistics in Canada and Oman.



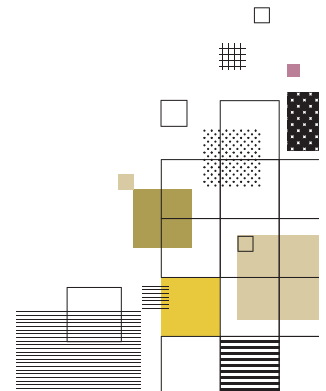
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Amer Ahmed is an Assistant Professor, Department of English Language and Literature, Dhofar University, Salalah, Oman. His research interests are in the areas of linguistic interfaces, second language acquisition, second language pedagogy and methodology, grammaticalization in Arabic and Arabic diglossia. He has been teaching ESL and courses in linguistics in Canada and Oman.

Researching concept-based instruction in the Omani ESP classroom

This study reports on the results of action research conducted in a university English for Specific Purposes (ESP) classroom in Oman. The impetus for this research was the practitioner's dissatisfaction with the current practice of introducing the grammatical concept of the English passive and its subsequent results. Framed within the sociocultural theory of cognitive development, this paper investigates the effectiveness of concept-based instruction (CBI). As a pedagogical approach, CBI targets a learner's internalization of the concept of a language constituent that assists the learner with the meaning making abilities of sentences where the English passive is used. Twenty-two university students enrolled in an ESP course participated in the study. The data was collected through the teacher's observations, students' artifacts, and students' feedback on the effectiveness of CBI. Data analysis reveals the effectiveness of CBI in heightening learner awareness of the concept of a language constituent, developing learner knowledge of the English passive, and improving their meaning-making abilities at the phrasal and sentential levels.



Panel B1 | Session B1.3



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Sandra Baroudi is an expert in leadership and management in Education, international journals reviewer, lecturer, trainer, and research consultant, with extensive experience in academia in the United Arab Emirates. Dr. Baroudi holds a PhD in Leadership, Management, and Policy in Education from the British University in Dubai, UAE. She is an Assistant Professor at the College of Interdisciplinary Studies- Zayed University, Dubai, UAE.



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Serena Aoun is an instructor in the College of Interdisciplinary Studies at Zayed University. She is currently pursuing a PhD in Educational Leadership. She obtained her Master of Education degree in Educational Leadership and Administration from Zayed University, UAE. She has over 15 years of experience in the education field.



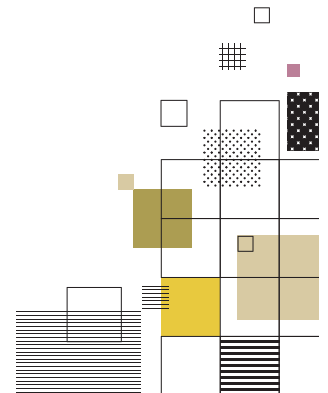
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Higher Colleges of Technology, Dubai, UAE

Doaa Hamam currently works as a lecturer at the Higher College of Technology in Dubai, UAE. Dr. Doaa holds a PhD in Education- TESOL. Dr. Doaa researches Higher Education and Language Education.

Enhancing Higher Education students' academic writing and critical thinking abilities through the feedforward approach

Literature to date indicates that constructive, timely, and personalized instructor feedback to student work boosts their academic performance. Peer feedback has been investigated extensively for the past three decades and has demonstrated effectiveness when students were trained to give quality feedback. However, little is known about the use of feedforward as a strategy that focuses on future assignments and paves the way to improved performance. This action research project employed a mixed-method approach to investigate the influence of feedforward in advancing the proficiency of critical thinking and academic writing among pre-service educators. The researcher, who was also a teacher, closely followed a group of 14 Emirati pre-service teachers throughout two semesters. Quantitative data was gathered through pre- and post-tests, while qualitative insights were obtained via a survey. The outcomes of this study demonstrate that the application of feedforward to the same cohort of students over a span of two academic semesters resulted in noticeable enhancements in their post-test scores for both critical thinking and academic writing abilities. The feedforward approach enhanced higher education students' performance on the next task and elevated the quality of their work. The results of this paper additionally underscore factors that constrained the participants' capacity to create comprehensive and rich assignments that include content-specific vocabulary and make connections with the course content. The findings of this research suggest that curriculum designers in schools should incorporate authentic assignments that involve students in real-world challenges. Additionally, it is recommended that students be provided with training in information inference to foster the growth of their critical thinking abilities.



Panel B2 | Session B2.1



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Said Al-Amrani is an accomplished academic leader and dedicated researcher. He earned his PhD in Second Language Acquisition (SLA) from the University of Queensland (Australia) in 2013. Since his arrival at Sohar University (SU) in 2006, he has held diverse roles, including Deputy Dean, Program Coordinator, and Assistant Professor. His impactful contributions encompass program reviews and the establishment of novel academic programs like the MA in TESOL. As a prolific researcher, Al-Amrani has published in esteemed ISI and Scopus-indexed journals and presented at renowned international conferences. He has undertaken projects documenting endangered spoken languages in Oman and enhancing Omani learners' English communication willingness. Additionally, he serves as a peer reviewer for several international journals and as an external examiner for numerous MA theses.



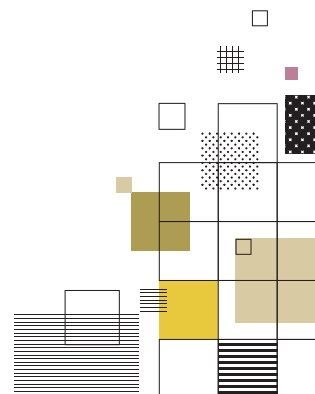
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Aya Akkawi received her PhD. in English Literature from the University of Arkansas/USA with honor in 2014. She joined Yarmouk University academic staff in September 2014. She is an associate professor of English Literature. Her research interests include refugee narratives, postmodernism, science fiction, cultural studies and English literature with other interdisciplinary tracks. She has seven papers recently published and one paper accepted for publication. She has worked as a researcher in many funded international projects like Horizon 2020 (2019-2022), DAAD (2020-2021) and Friedrich Naumann (2021-2022). She is currently on a Sabbatical leave at Sultan Qaboos University-Oman.

Cultivating communicative confidence: The impact of authentic task-based learning on students' willingness to communicate in EFL

The main objective of learning English as a foreign language (EFL) is effective communication, yet many Omani EFL learners exhibit low willingness to communicate (WTC) in English (Al Amrani, 2019). This quasi-experimental research studies the impact of authentic task-based learning on students' willingness to communicate in EFL. Employing a mixed-method design integrating quantitative and qualitative approaches, the study aimed to comprehensively explore the impact and significance of authentic learning activities and topics on students' willingness to communicate in English, delving into various dimensions of motivation, skill development, confidence building, and real-world applicability. The data were gathered from 145 female students enrolled in a course entitled "Spoken English Communication I" which provided a suitable context for the study's objectives. Participants were Year 3 students and ranged in ages from 18 to 27. Ethical considerations were ensured, and participants' voluntary participation was emphasized. Findings indicate that authentic topics, engaging learning activities, and positive learning experiences significantly enhance students' motivation to communicate. However, communication apprehension stemming from factors such as topic familiarity, fear of mistakes, and limited language skills can hinder their willingness. The paper also examines self-perceived communication competence and its correlation with students' confidence levels. The study's insights underscore the importance of designing supportive environments that bolster confidence, offer ample practice opportunities, and foster collaboration. The findings of the study inform effective language instruction strategies to enhance students' English communication in EFL settings.



Panel B2 | Session B2.2



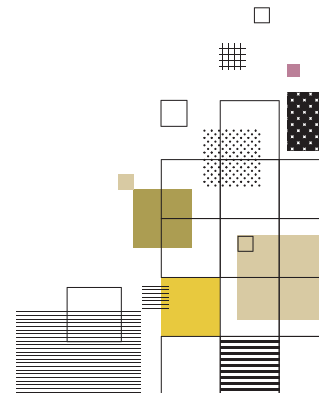
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Ping Wang holds a Ph.D. in Education from The University of Queensland, Australia, with a specialization in Teacher Professional Development. Her academic background has equipped her with a deep understanding of educational theories and best practices. She is currently serving as an Associate Professor and Vice Dean at Hainan Medical University.

Exploring a blended learning model for an Academic English class

This study investigates the teaching of the “Academic English” course for postgraduates at a Chinese medical university using a blended learning approach. The “Academic English” course aims to enable medical postgraduates to comprehend English literature, write academic papers, and communicate fluently in English. The course consists of listening and speaking classes, as well as reading and writing classes. This study aimed to explore a blended learning model for this course using the “Cloud Classroom” platform. Three classes of postgraduate students who attended the course were investigated. Data was collected from questionnaires, interviews and online activities on the platform. It was found that through the application of the “Cloud Classroom” platform, it was possible to improve the Academic English learning outcomes of postgraduate students, promote interaction and collaborative learning, and monitor and assess students’ learning progress. Implementing this blended learning model in the current context can enhance English language competence of postgraduates and meet the future needs of their career. However, the successful implementation of blended learning requires adequate training and support for teachers and students, as well as support from the university.



Panel B2 | Session B2.3



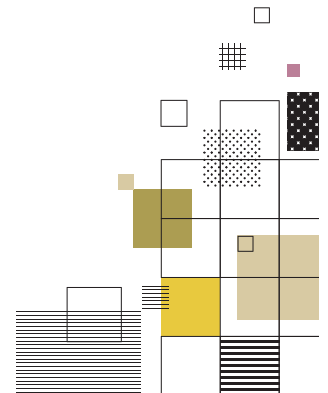
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William Moore taught ESL, EFL, EAL, ABE ,and ESP through 27 years in Canada (14 yrs), Saudi Arabia, (2 yrs), and the United Arab Emirates (10 yrs), mostly with young adults, as well as middle and high school students. Grammar is his passion.

Teaching English through prepositions

Prepositions glue ideas together. Without them we would be limited to the speech level of three and four year olds. My study proves the effectiveness of teaching prepositions and highlights how under-represented they are in the teaching literature. Teaching English through prepositions is a highly efficient mode of language acquisition. This project began in 1997, and progressed through 2017. The early methodology was qualitative, while the later research was quantitative. Using this teaching approach, students were able to construct extended simple, complex, and compound sentences more effectively, while vocabulary was retained more efficiently. In addition, sub-sentence grammar units were recognized such that successful manipulation of these units became possible far more quickly than under previous teaching modes. This study illustrates the need for more rigorous research. With immigration rates climbing steeply in Western countries, the ability to educate newcomers to the language more efficiently is becoming paramount.



Panel B3 | Session B3.1



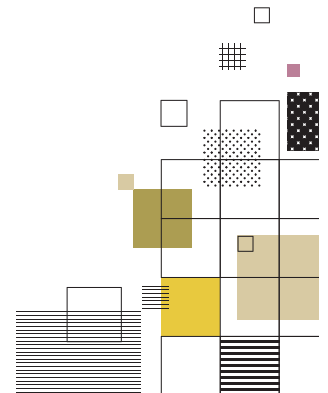
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Amity University, Dubai, UAE

Jihene Mrabet holds a PhD in Clinical Psychology and she exhibits a profound fascination for both research and human psychology. Teaching and knowledge dissemination to students are her fervent pursuits. Skillfully merging theory with practice, she bridges her clinical psychologist practice since 2008 with her teaching. Her commitment extends to community service and workshops. Her expertise has led her to be featured on prominent media outlets, including Dubai TV, Al Arabia, and MBC, where she discusses pertinent psychological trends.

Enhancing essay writing and regulating anxiety: Investigating the effectiveness of AI tutoring

This study explores the potential of AI tutoring to enhance essay writing and alleviate anxiety of students. By investigating the bidirectional relationship between improved writing skills and anxiety reduction, this research aims to contribute insights into transforming essay writing into a positive and empowering learning experience through AI intervention. In our exploratory study, real-time data includes the written paragraphs of university students in the UAE, log-file of their interaction with ChatGPT, and their anxiety levels measured using the state transit anxiety inventory for adults. These real-time data sources provide insight into students' writing quality, their responses to AI tutoring, and the impact of AI tutoring on their anxiety levels. By analyzing these real-time data, we can evaluate the effectiveness of the adaptive support provided by the AI tutoring system and explore its potential to improve domain-specific learning and instruction. The results of the experiment showed a significant improvement in essay writings using chatbot tutoring and also improved anxiety management while assisted by the AI program. Nevertheless, some students expressed their skepticism related to AI grading proficiency and insisted that machines would never be as skilled as humans when it comes to emotional support, empathy, and academic guidance. This exploratory research contributes to the search for unified conceptualizations of adaptive support by exploring the effectiveness of AI tutoring as a form of immediate, data-driven adjustments that improve learning outcomes. By employing ChatGPT as an English essay evaluator and suggestion provider, we investigate how AI tutoring can enhance the quality of essay writings and regulate anxiety levels among university students.



Panel B3 | Session B3.2



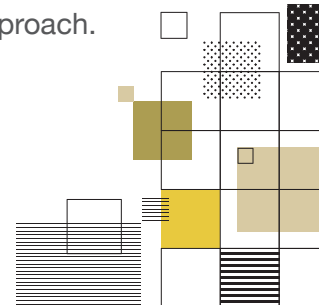
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Ahmed Shuhaiber is an Associate Professor at the College of Technological Innovation at Zayed University. He earned his Ph.D. in Information Systems from Victoria University of Wellington (VUW), New Zealand, in 2016, bringing a strong background in computer science and management information systems from his undergraduate and master's studies. Ahmed holds several certifications, including that of a Certified International Professional Trainer from the American Certification Institute and a Certified IBM Design Thinking Practitioner and Instructor. He is also skilled as an IBM Business Intelligence Analyst, specializing in Cognos software, and has earned the ExCILL Intercultural Skills Certificate (Excellence in Cultural Experiential Learning and Leadership). Beyond his role as an educator, he serves as a professional trainer and corporate consultant. Dr. Shuhaiber's research interests span various fields within human-computer interaction, including mobile commerce, IoT applications, smart city services (focusing on smart homes and energy meters), online and virtual learning environments, and cyber attitudes and behaviors. He has contributed to over 50 publications in peer-reviewed journals and international conferences.

Optimizing engagement and skill acquisition in IT education through the CDIO approach: A case study at Zayed University

Traditional teaching methods utilized in university classrooms often comprise lectures, textbooks, and individual writing assignments. Although these techniques are commonplace, they are known to sometimes inadequately engage students, thereby reducing participation and hindering optimal knowledge retention. To address this shortcoming, this study aims to explore the role of gamification and crowdsourcing in IT classrooms through the implementation of the CDIO (Conceiving-Designing-Implementing-Operating) methodology. In order to implement a CDIO-based exercise, we devised a group-based laboratory assessment wherein teams of students were tasked with hacking into a vulnerable machine as a practical exercise. Subsequently, the 141 IT students from Zayed University's Abu Dhabi and Dubai campuses who participated in the exercise across seven labs were surveyed to gauge their experiences and perceptions of the hacking practice, and to identify the elements conducive to successfully applying the CDIO approach in this context. The data collected from the survey was analyzed using SmartPLS software, revealing that aspects such as a mastery of the underlying concepts, accessibility of resources and demos, and hands-on implementation and operation experiences significantly influence students' technical proficiency during the exercise. Moreover, the students' perceived value and enjoyment derived from the activity notably affected their attitudes, positively guiding their intentions to engage with future CDIO exercises. This study not only sheds light on the theoretical and practical implications beneficial to both researchers and educators but also hints at promising avenues for further research, enriching the understanding of effective teaching methodologies in the dynamic landscape of IT education. Theoretical implications include developing and validating a conceptual model of successfully implementing the CDIO approach. The model includes variables and correlations that instructors need to consider and follow when implementing this approach.



Panel B3 | Session B3.3



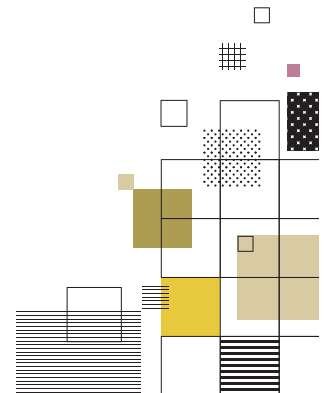
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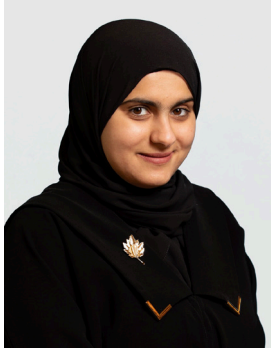
Ian Michael is a Professor of Marketing in the College of Business, Zayed University. He teaches Brand Management, Innovation Management and Integrated Marketing Communication. His area of research is in Applied and Experiential Learning, where collaborates with brands and organizations like Garnier, Lancome, L'Oreal, MBLM & Procter & Gamble to create industry based projects for his students. His other research areas are in Destination Branding, Identity and Genealogy Tourism.

En'Joy' the exam

During Fall 2021, students studying MKT 432 'Innovation Management' in the College of Business (CoB), Zayed University watched and analyzed the movie 'Joy' for their final exam. 'Joy' is based on the life of serial entrepreneur Joy Mangano, with Jennifer Lawrence as the protagonist in the lead role in the movie. The students had to watch the movie possibly multiple times in order to come prepared for an open book exam. Dalton & Logan's (2020) paper titled 'Using the movie Joy to teach innovation and entrepreneurship' was used as background reading for the analysis. Various theories and concepts e.g., Schumpeter's (1934) 'uncertainty of the economic and business landscape', 'entrepreneur's own subjective reluctance and 'resistance from the outside world to the entrepreneur's efforts' were used to frame one of the questions. When I introduced the idea that a movie would be used for the final exam the class seemed perplexed, anxious, and a tinge of excitement filled the room. There is a growing body of knowledge which is reflected in academic publications on the topic of using feature and documentary films in teaching, the results seem positive (Iretzberger, 2021). Further, Chang (2020), found that movies were an effective method in eliciting positive student responses and there was positive emotions and attitudes by students. Berger & Pratt (1988) as well as Chang (2020) found that movies helped them while teaching challenging topics like ethics at the workplace and achieving diversity goals as marketers when students go to the workplace. Cardon (2010) describes how he successfully improved information retention of students when using the movie 'Slumdog Millionaire' in his cross-cultural class. This paper will highlight the challenges that I faced and the journey I undertook to introduce a novel method of assessing students in their final exam.



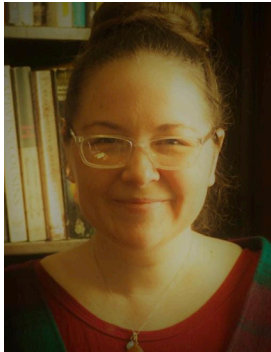
Panel C1 | Session C1.1



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Hamda Alansaari is an independent researcher and freelance Life Organizer. Previously, she held positions as an Associate Project Manager and Research Analyst at the Prime Ministers. She was also a Lead Museum Researcher at Shindagha Museum. Graduated with honors from Zayed University, with a double major in Media and Arts. Scholar alumni in the Sheikh Mohammed bin Zayed Scholars Program at New York University. Presented her undergraduate paper at The National Conference on Undergraduate Research at The University of Kentucky.



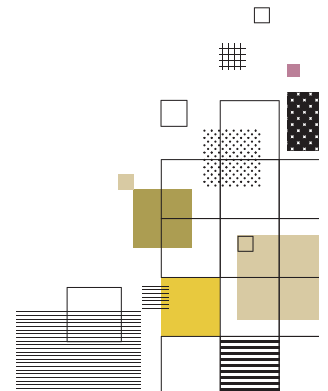
Jessica Essary | jessary@fgcu.edu

Early Childhood Education, Florida Gulf Coast University, USA

Jessica Essary, Professor of Early Childhood Education at Florida Gulf Coast University, holds a PhD from the University at Buffalo, SUNY, and was an assistant professor of education at Zayed University from Aug. 2012- Dec. 2016. Award-winning research in Tanzania led Essary to become a United Nations NGO Representative for OMEP. Early career highlights include published innovations while teaching children in Florida and leading young children (3-5 yrs.) at a New York research center.

Gender equity in student evaluations of faculty competency

This study aims to examine the perceptions of male and female Emirati students regarding the competency of male and female faculty members in general introductory courses at a higher education institution in Dubai, which follows a policy of segregating undergraduates by gender. Using a purposive research design, the study employs focus-group data to investigate the viewpoints of two groups of first-year undergraduates in Dubai ($n=2,43$) on the role of gender in shaping their perceptions of faculty competency. Additionally, the researchers utilized open and axial coding schemes to analyze gender perceptions, revealing distinct patterns and thematic outcomes. The findings highlight the presence of hidden gender stereotypes that can potentially impact the development of pedagogical relationships in higher education. Based on these findings, the study recommends students, educators, and administrators mitigate gender-related bias in faculty evaluations. These insights can contribute to fostering a more equitable educational environment. One recommendation is to assign an ombudsperson to review and remove any prejudiced data to protect faculty members from discriminatory judgments. Detecting biased opinions entirely is challenging for the ombudsperson who is not present in the classroom, but they can identify inequitable discrimination and collaborate with a diversity, equity, and inclusion committee to develop educational materials that indirectly address these biases.



Panel C1 | Session C1.2



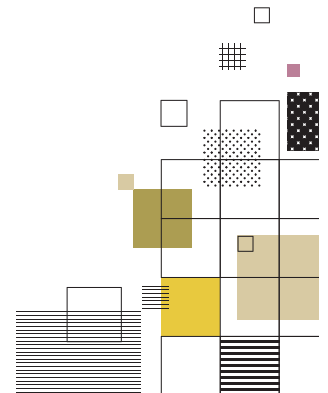
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Park Beede is associate professor in the College of Interdisciplinary Studies, specializing in advertising and marketing. Park has taught throughout the United States, New Zealand, Australia, and the United Arab Emirates. In addition to teaching, he worked in leading advertising agencies and client companies for many years.

Revisiting student evaluations of teaching: Why were those my scores?

Student evaluations of teaching (SET) remain a – if not the – key benchmark for evaluating effectiveness and facilitating reflection. To assess factors that may influence student evaluations and add depth to reflections on teaching effectiveness, this study investigated a history of student evaluations across multiple measurable variables to ascertain influences. Student evaluation scores were controlled for one instructor among one discipline cohort of students; i.e., business. Quantitative data associated with 21 course deliveries over five semesters was assembled and integrated with corresponding SET scores. A range of variables were measured, including F2F versus online delivery due to recent COVID restrictions. Interestingly, among all available variables explored via regression analysis and ANOVA, only two factors indicated any significant association with SET score outcomes – the proportion of A-grades allocated in the course and accumulated credit hours of enrolled students (i.e., seniority). Do good grades influence good scores, or are good grades an outcome of effective teaching and satisfied students? The other interesting observation reflects an apparent increase in student satisfaction as they approach graduation and career prospects. Related to this one style of teaching, more senior students may respond more positively. While there has been considerable debate about the validity of student evaluations, evidence indicates the potential to extract insights about teaching effectiveness from a variety of measures. Although objectivity is often assumed across a large population of course evaluation surveys, certain institutional factors and individual biases may influence evaluation scores.



Panel C1 | Session C1.3



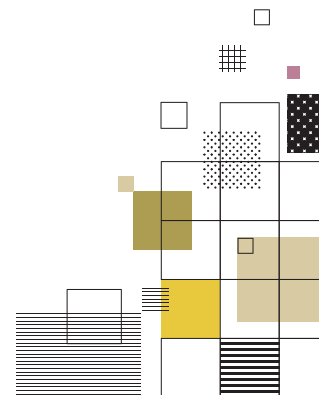
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Samer Al-Imamy earned his PhD from the University of Reading, UK. He worked at HCT and Sharjah University, UAE. He held academic positions in Oman, New Zealand, and Yemen. He's now at Prince Mohammad bin Fahd University. In addition to his academic responsibilities, he chairs the COBA Teaching Effectiveness Committee.

Contemporary education and interactive course evaluation: Understanding feedback on student engagement and attitudinal perspectives

Traditional end-of-semester course reviews provide some evaluation insights. Although it may reflect the need for pedagogical enhancement, it often falls short of addressing the learners' immediate concerns. To increase the students' engagement, an Interactive Course Evaluation (ICE) system was developed exclusively for this research endeavor. A dynamic interactive course evaluation survey system was developed exclusively for this research to capture the students' opinions about the different courses. One of the system's characteristics is that it allows the students to review and update their surveys during the semester regularly. It also offers a view of the overall students' opinions as consultancy and for transparency. The instructor discusses the students' concerns two times during the semester to enhance the teaching strategy. At the end of the semester, another survey is filled out by the students to understand the effect of the system on their engagement and attitude. The quantitative analysis of the final survey indicated that the newly introduced system proved to be remarkably useful, easy to use, fostered interactivity, and provided valuable feedback to the learners. All the above factors collectively led to a significant enhancement in students' engagement and fostered a positive learning attitude. The proposed system led to continuous adaptation to suit the majority of learners' needs. The system emerged with valuable themes that contribute to the overall pedagogy. Students' consensus on the extension of the system to include other instructors' courses indicates a potential shift in the future evaluation and feedback mechanism.



Panel C2 | Session C2.1



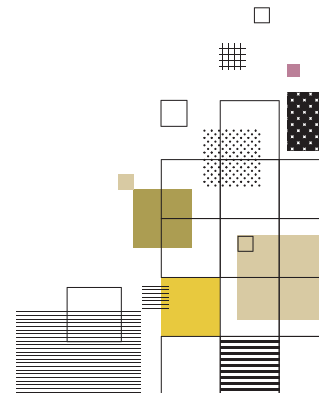
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Nour Al Okla is an English language instructor at UAE University. She is a Blackboard-certified specialist educator with extensive experience in English language teaching in different colleges and universities in UAE. Her research interests include second language acquisition, learner motivation, educational technology, and teaching methodology.

Advancing Higher Education through promoting learner wellbeing

Positive education is known to focus on the development of the learners' character strengths, resilience, and wellbeing by offering them meaningful opportunities to develop their personal, academic, and social skills. The study attempts to investigate the influence of positive education and learner wellbeing on undergraduate learners' experiences. The study reports on undergraduate learners' perceptions of positive education, self-esteem, and their relationships with different members in their learning environment. The participants are 97 undergraduate students from two universities in the U.A.E. The data was collected from the participants' responses to an online survey and two short response questions. Analysis of the data revealed the participants' perceptions of the values, character traits, and social and emotional competencies needed for successful language learning. These values and competencies include critical thinking skills, collaborative learning, and effective teacher presence are vital for successful learning. The study calls for raising learners' awareness of the strategies which foster their wellbeing in relation to their identities, social relations, and different learning environments. It also recommends that teacher training programs include advanced program designs to equip educators with the competencies required to provide learners with comprehensive and successful positive education.



Panel C2 | Session C2.2



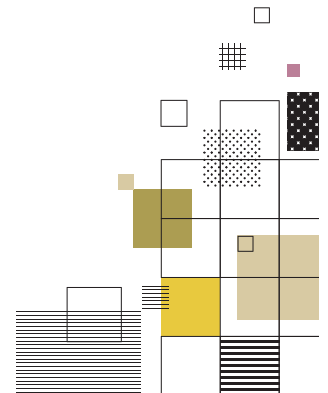
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Zeenath Reza Khan is the Founding President of the ENAI WG Centre for Academic Integrity in the UAE and holds various positions at the University of Wollongong in Dubai including program director for Freshmen and Pathway programs. She is actively involved in promoting academic integrity and enhancing students' learning experience through innovative teaching programs. With numerous awards and publications to her name, she is a renowned academic with research interests in ethics, teaching, and STEM for girls. In 2021, she received the ENAI Research Excellence Award.

Developing a TraMS model to support at risk freshmen students

This study aims to develop a personalized support model for at-risk freshmen students to enhance their academic success and college experience. By identifying and addressing their unique challenges, the study seeks to reduce attrition rates, promote equity, and contribute to evidence-based decision-making in educational institutions. The study's methodology involves mixed-method approach including observations and secondary data analysis to identify their challenges, followed by the development of a personalized support model. Based on findings, a comprehensive support model is created and piloted with selected subjects. The model's effectiveness is assessed through pre- and post-implementation evaluations, identification of pass rate success and other parameters. Results are shared to contribute to educational research and encourage the implementation of effective support systems for at-risk students in various institutions. The study's support model significantly improved at-risk freshmen students' academic performance, retention rates, and overall college experience. The personalized interventions addressing their challenges proved effective, showing promise for reducing attrition rates and promoting equity in educational institutions. The study's findings have significant implications for educational institutions. Implementing personalized support models can enhance the success of at-risk freshmen, promote equity and inclusion, and reduce attrition rates. It encourages evidence-based decision-making in student support systems and offers valuable insights to improve overall student retention and well-being.



Panel C2 | Session C2.3



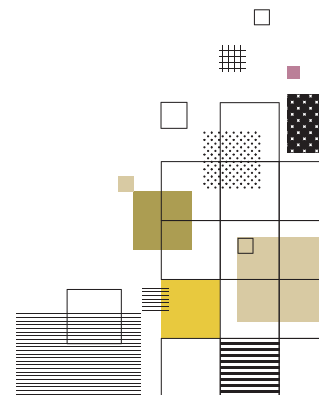
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Sharifa Alblooshi is an Assistant Professor of Public Health and Nutrition at Zayed University, UAE. She received her Ph.D. in Public Health from the UAE University- College of Medicine and Health Sciences in the UAE in 2017. She has around 20 years of leadership and 5 years of academic experience in Public Health and Nutrition in the UAE. Her research areas are mainly in Public Health and Nutrition: Vitamin D, Physical Activity, Diabetes Mellitus, and Obesity. She is a member of the Emirates Society for Nutrition (ESN), the Emirates Public Health Association, the American Society for Nutrition (ASN), and the Royal Society for Public Health (RSPH) - UK.

The effect of Covid-19 on the academic performance of Zayed University students in the United Arab Emirates

The effect of Covid-19 on the academic performance of Zayed University students in the United Arab Emirates is related to the high education challenges during the pandemics in the UAE. The study used a quantitative research design in which a questionnaire was used to collect data. The study employed a snowball sampling method to recruit a total of 1780 male and female students aged 18 and above from Zayed University in the UAE. The collected data were analyzed using appropriate statistical techniques. This study revealed that students at Zayed University maintained a good level of academic performance ($M = 3.34$, $SD = 0.76$) during the COVID-19 pandemic and were satisfied with online learning ($M = 3.48$, $SD = 0.84$) during the COVID-19 pandemic. A significant positive correlation was observed between students' academic performance and their level of satisfaction with online teaching during the COVID-19 pandemic ($p < 0.001$). Furthermore, no significant differences were found between gender and both academic performance and level of satisfaction with online learning. Finally, we found that more male students leaned towards online learning while more female students leaned towards face-to-face learning. This study contributes to understanding the impact of COVID-19 on students' academic performance and satisfaction with remote learning in the UAE context. The findings highlight the significance of student satisfaction for successful online learning and emphasize the need for adequate resources and the maintenance of education quality



Panel C3 | Session C3.1

Room C - 2nd Floor



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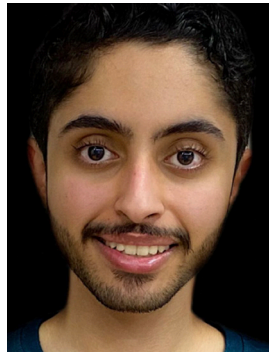
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Exploring evidence-based teaching and learning: Insights from participant-student researchers

Literature on undergraduate research assistantships has focused on students in the US, which does not directly translate to the UAE. We identified best practices for recruitment, selection, and retention and explored their application with Emirati students. We present qualitative findings of student experiences as research assistants to build culturally-anchored knowledge. We utilize a participatory approach, where our participants are also our co-authors, whom we refer to as participant-researchers herein. We used Reflexive Thematic Analysis (Braun & Clarke, 2021) to analyze participant-researcher journals. The participant-researchers are three undergraduate students at Zayed University, two female students and one male students. Their research assistantships commenced in May 2023 and are in progress. During the Fall of 2023, all three participant-researchers completed a minimum of three journals asking them to reflect on their experience of the research assistantship. Participant-researchers' journals reflected their experience as research assistants, how the role has supplemented and supported their experience as undergraduate students and their professional development. We contextualize these findings in the context of past research and emphasize the importance of building culturally-anchored knowledge on what works for Emirati students. Our analysis highlights the benefits of involving Emirati undergraduate students in research, both personally and professionally. It underscores the importance of culturally tailored best practices for advancing research and student engagement in the UAE higher education context, contributing to educational improvements.

Hana Shahin, Mazna Patka, Linda Smail, Shatha al Hamedi, and Hamad Almeheiri are a UAE-based research team at Zayed University. They work on diverse projects, including guidelines for practice, community research, well-being, and UAE's overall benefit. Their collaborative efforts aim to foster positive societal change and enhance the nation's well-being.



Panel C3 | Session C3.2



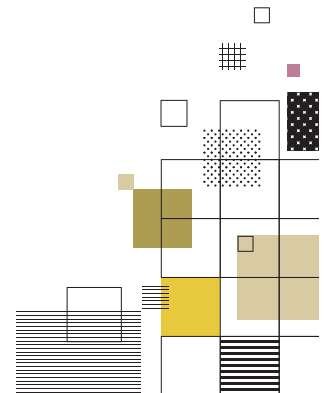
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Saima Nomaan is an ESL professional of over 17 years, a doctoral researcher and a Microsoft Faculty Fellow, She loves imparting her instructional technology knowledge and skills. Her primary interests include teacher professional development, educational research, the practical application of technological tools to facilitate active learning, developing interactive curricula and teacher development.

Ed-Tech & E-Learning: Higher Education ELT faculty's E-PD perspectives

This presentation will share findings from my evaluative research on educational technology and E-learning-related professional development experiences and needs of Pakistani higher education ELT faculty. Participants will learn about the professional and pedagogical implications of an emerging future-oriented Ed-Tech and E-learning-related PD model and be invited to suggest improvements. Embracing the interpretive ontological and epistemological paradigmatic stance and adopting the mixed-method explanatory sequential phenomenological research design, the study used 390 survey questionnaires, two rounds of 17 semi-structured interviews (total=32), and 170 Blob Tree pictures. These tools were used to explore the social phenomena of higher education ELT teachers' Ed-Tech and E-learning PD experiences in the higher education context of Pakistan, and the perceived status and standing of the Pakistani HE ELT faculty within this context. Ongoing study and data analysis is underway. It is also anticipated that the outcomes of this study will have positive future implications for the Pakistani higher education context and will prove beneficial for the ELT faculty and policymakers choosing and implementing effective CPD programs involving E-learning and educational technology (Ed-Tech). Moreover, the evaluation of the current ELT teacher professional development system and practices will highlight the strengths and weaknesses in the current teacher CPD system in Pakistan and may inform the future institutional or national policies concerning teacher professional development training programs.



Panel C3 | Session C3.3



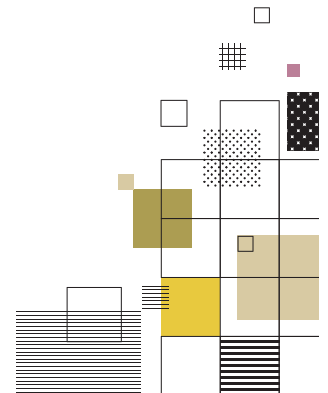
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Muna Mohamed Alhammadi is an Assistant Professor in the College of Humanities and Social Sciences, Department of Education at Zayed University. She holds a Ph.D. in Inclusive Education from Deakin University, Australia. Before joining Zayed University, Dr. Alhammadi worked as a Disability Specialist for the Community Development Authority in Dubai. She also worked as an adjunct faculty in the Higher Colleges of Technology and as a disability specialist in the United Arab Emirates' Ministry of Education. Her research interests include exploring the lived experiences of people with disabilities, inclusive education practices and challenges at school and higher education and social justice for people with disabilities.

Assessing the efficacy of education programs in Emirati Universities for equipping pre-service teachers in inclusive education

This study aims to assess the effectiveness of general education programs at Emirati universities in preparing pre-service teachers for inclusive education. Specifically, the study focuses on evaluating the readiness of pre-service teachers to teach students with special educational needs and disabilities (SEND) after completing inclusive education courses and practicum experiences. The study aims to explore pre-service teachers' beliefs, knowledge, and experiences related to inclusion. I believe that our study makes a significant contribution to the literature because it addresses a significant gap. By investigating the adequacy of university programs in preparing teachers for inclusive education, this study contributes to a critical aspect of meeting the needs of students with SEND. Mixed research methods were used to conduct the study. Fifty-three students completed the questionnaire, seven teachers agreed to be interviewed individually, and ten students participated in group interviews. The results show a positive impact on beliefs but dissatisfaction with inclusion knowledge. The program lacked real classroom-inclusive training, affecting readiness. Based on the findings, we recommend four-year education with diverse inclusive topics and ample teaching practice to improve pre-service teacher preparation. The information gathered from the pre-service teachers regarding both the quantity and quality of knowledge and skills they received during their university study can shed light on the advantages and possible limitations of general educational programs currently offered at UAE universities, which can help in providing in-depth insights into how to better design academic and field experience courses to better prepare teachers to teach students with diverse needs.



Panel D1 | Session D1.1



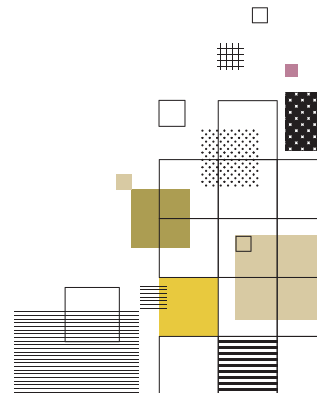
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David Berry is a university professor, journal reviewer, and researcher in digital game-based learning and instructional design. Previous to this, he completed a MA in TESOL at Biola University in California. He has been teaching EFL and EAP for about 20 years. He has published and presented many times and can be contacted at baedaebok@hotmail.com.

Using digital games in language learning

Using digital games in language learning has gained popularity for many reasons. Educators have found that these games have enhanced engagement and participation in the learning process. In turn this has led to better retention and learning. This research study has examined the use of digital games in the language learning classroom as well as how and why it benefits students. The methodology is a mixed-methods quasi-experimental design looking at digital game based learning (DGBL) with CG and EG in a pretest-posttest design. Participants are approximately 100 college students in English language learning classes. The data collected are the pretest-posttest results, questionnaire results, and screen video results. The results show that students language proficiency significantly improved for students experiencing the DGBL-intervention (compared with students not receiving this intervention). Also, the questionnaire results show that the DGBL-intervention students experienced a distinct flow experience that showed they benefited from playing the digital games. First, digital games can simply and effectively be implemented into most lessons in almost any subject, language learning, math, geography or otherwise. Digital games can be implemented in such a way that they enhance the student learning. Second, digital games can be implemented in lessons that do not distract students but sharpen their focus, attention, and interest. Thirdly, digital games can be implemented as a standalone tool (like Kahoot) or integrated into the curriculum.



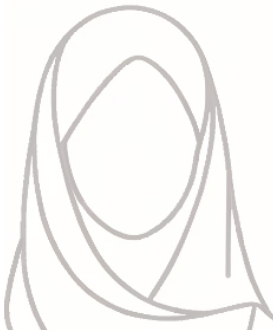
Panel D1 | Session D1.2



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Ghadah Al Murshidi is associate professor of Curriculum and Instruction and Applied Linguistics. She has been awarded Best Arab Youth researcher, Comparative, and International Education Society annual conference, “Young Emirati Researcher” award, and the Emirati Women award. She is chair of the “Innovation” committee and reviewer for the English Linguistics Research and Studies in English Language Teaching Journals.



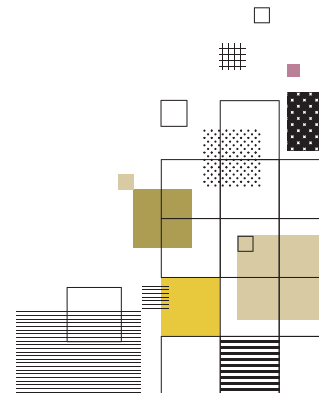
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Exploring educators' views in gamified educational settings: A study of game-inspired teaching-learning environments in the UAE

Research on the perceptions of game-based learning is significant because there is limited and inconclusive evidence regarding its effectiveness. This study explores different perspectives on game-based teaching-learning in relation to important variables, including student motivation to use EdTech pedagogies in e-learning classes and participants' geographic location. Questionnaire surveys on game-based learning served as the primary data collection tool. A survey questionnaire was distributed to 678 teachers in primary to tertiary levels of education in a variety of disciplines, from social sciences to engineering with 505 responses received. Teachers from various academic backgrounds were recruited to ensure diversity among the participants. Although the study sample was not generally representative, the participants differed in terms of programs, educational institutions, and classes. The approval of the departmental authorities was sought before selecting a sample of teachers from among their bodies. The survey results suggest that gamification positively affects teachers' intrinsic motivation. The high percentage of agreement responses in the survey indicate that gamification could increase teachers' engagement, create an attractive learning environment, aid in cognitive development, and provide immediate feedback on learning. Though the data suggest that gamification can be an effective tool for increasing teachers' extrinsic motivation in certain areas, its impact may vary depending on an individual teacher's circumstances and preferences. Therefore, gamification should be considered as one of the many possible tools for motivating teachers in the classroom.



Panel D1 | Session D1.3



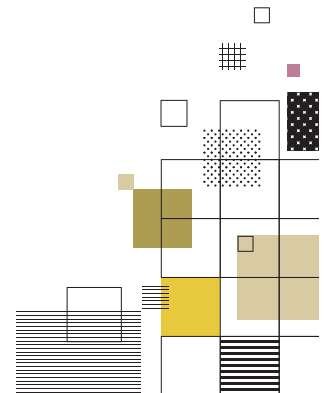
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Simon Burfoot is an Assistant Professor in the Department of Language Studies at Zayed University. He teaches courses in Business and Corporate Communication. He has 21 years' experience of teaching language and communication. His areas of expertise and research interest include second language acquisition, assessment and digital learning.

Gamification in a business communication course using a business simulation

This study aimed to evaluate the impact on learning of integrating a sustainability-themed business simulation team game into an undergraduate business communication course. This impact was evaluated by testing students' acquisition of business process terminology in the game as well as surveying their course engagement and motivation to improve communication skills. A group of 26 female students, in 2 teams, played the business simulation game during class time over 3 weeks. The game was played in three rounds of 26 minutes each, representing 26 weeks of business. Following the game, students were tested with 25 multiple choice questions on their knowledge of business process terminology from the game. Students completed an online survey to assess the impact of the game on their course engagement and motivation to improve their communication skills. Test and survey data were compared with those from a control group of students who had not played the game. Mean scale scores on the post-game survey were higher on all questions for the treatment group. There were no significant differences found in the scores on the first attempt of the business terminology test. Additional comments in the form of positive feedback received in email and inclusion of the game in students' course reflections. Business simulation games appear to have potential to improve students' engagement and motivation in business communication courses, provide opportunities to let students experience real time communications, and acquire business process terminology and knowledge. Benefits could be optimised by building a course around a simulation rather than existing course integration.



Panel D1 | Session D1.4



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Sawsan Dagher is an Instructor in the Electromechanical Engineering Department at Abu Dhabi Polytechnic. She participated in the development of several Engineering Programs and Syllabi, and in CAA & ABET accreditation. Her research interests lie in the area of Materials synthesis & characterization, Nanotechnology, Microfluidics, Nano/micro-fabrication, Solar cells, Smart materials, and Sustainability. She has collaborated with researchers in several other disciplines and has over 50 publications in high-ranked Scopus-indexed journals and conferences. She serves as a reviewer for many international journals.



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Innovative teaching methods: Flipped classroom, online learning, and gamification

This study aims to explore the effectiveness of innovative teaching methods such as the flipped classroom, online learning, and gamification in enhancing student engagement and learning outcomes. Understanding the impact of these methods can inform educators on how to adapt their teaching practices to meet the evolving needs of students in the digital age. This study employs a mixed-methods research design. The participants consist of engineering students from Electromechanical Engineering Department. Quantitative data is collected through pre- and post-assessments to measure learning outcomes and student engagement. Additionally, qualitative data is gathered through interviews and surveys to gain insights into students' perceptions and experiences with the innovative teaching methods. The data collected is analyzed using statistical analysis for quantitative data and thematic analysis for qualitative data. This mixed-methods approach provides a comprehensive understanding of the effectiveness and impact of the flipped classroom, online learning, and gamification in engineering education. The study found that the implementation of innovative teaching methods, including the flipped classroom, online learning, and gamification, positively impacted student engagement and learning outcomes in engineering education. Quantitative analysis revealed significant improvements in student performance, while qualitative data highlighted increased motivation and active participation. These findings support the effectiveness of these methods in enhancing the educational experience for engineering students. The findings of this study have important implications for engineering educators. Implementing innovative teaching methods such as the flipped classroom, online learning, and gamification can enhance student engagement and improve learning outcomes. Educators can use these methods to create more interactive and student-centered learning environments, fostering a deeper understanding of engineering concepts and preparing students for real-world challenges.



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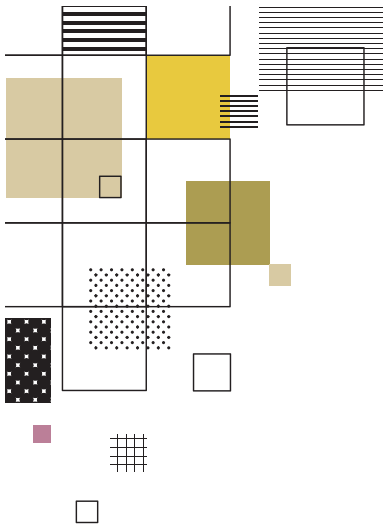
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