

AdvanceHE



The logo for AdvanceHE, featuring a small teal circle and a small purple circle to the left of the text "AdvanceHE".

AdvanceHE

Teaching Excellence: UK (and Global) Experience

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Why Develop Lecturers (Teachers)?

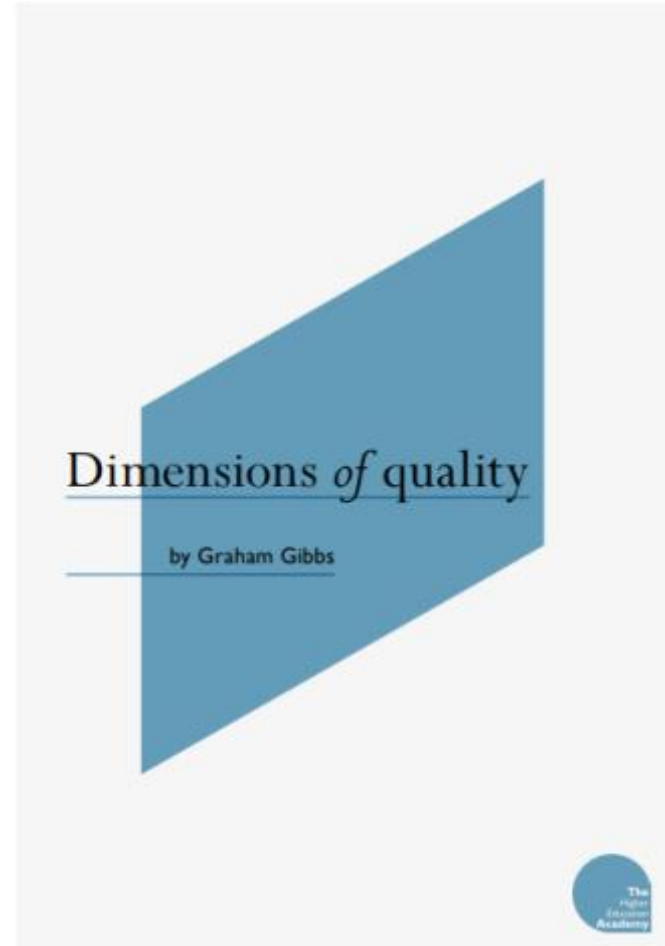
Nature or Nurture?

- *“Excellent teachers are made, not born; they become excellent through investment in their teaching abilities”*

(European Science Foundation, 2012, p.vii)

Teacher training: is it worth it?

- **Teachers who have teaching qualifications have been found to be rated more highly** by their students than teachers who have no such qualification (Nasr et al., 1996).



Gibbs, G (2010)

However...

- In most countries it is not compulsory to have training to teach in universities
- In the UK, training for school teachers has been a requirement for decades, but university level teachers have received training relatively recently (last 20 years)...and it is still not compulsory.
- The European Universities Association (2018) recently noted that across Europe compulsory training for teachers was uncommon, and varied country to country.

Global Challenges for Higher Education

Identified from research with Higher Education Leaders from UK, US, Australia, Hong Kong, Singapore, Japan, Israel, South Africa and the Netherlands.

- 1. Technological Change**
- 2. Teaching & Learning**
- 3. Interdisciplinarity**
- 4. What are Universities for?**
- 5. Academic workforce**



Marshall, S (2017). <https://www.heacademy.ac.uk/download/rising-challenges-tomorrow>

Global Challenges for Higher Education (2)

2019 Report following interviews with HE providers across the world

1. **Technology**
2. **Student Learning and the Learning Environment**
3. **Unbundling of degrees**
4. **Access, Diversity and Inclusion**
5. **Academic Workforce**
6. **Leadership and Innovation**
7. **Safety Zones**



Martin, P. 2019. On The Horizon. <https://www.advance-he.ac.uk/knowledge-hub/horizon>

UK Experience – Teaching Excellence

Driving Teaching Excellence in the UK

- Government Policy
 - Higher Education Reviews
 - Teaching Excellence and Student Outcomes Framework (TEF)
- Student Expectations and Fees
 - National Student Survey
 - League Tables
- Quality Assurance Agency



What does this mean for staff and universities?

- Most universities require lecturers to complete a teaching qualification or achieve Fellowship within 2 years
- Development programmes offered for experienced staff
- Programmes underpinned by Professional Standards
- Around 51% of staff now have a recognised teaching qualification

What does this mean for staff and universities?

- National level teaching awards for teachers and institutions
- Professorships, promotion and reward based on teaching



A Little Bit of History

“We recommend that **institutions of higher education begin immediately to develop or seek access to programmes for teacher training** of their staff, if they do not have them, and that all institutions seek national accreditation of such programmes from the Institute for Learning and Teaching in Higher Education.

Dearing Report, 1997

A Little Bit of History

- “The Future of Higher Education” (2003) paper in the UK said:
“from 2006 all new teaching staff should obtain a teaching qualification that incorporates agreed professional teaching standards”.
- In response to this the UK HE funding bodies invited the Higher Education Academy to consult/develop these standards

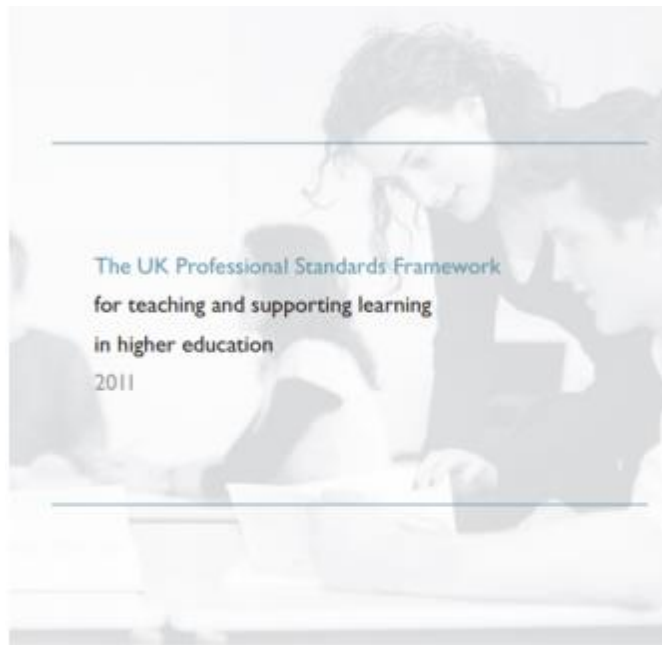


The future of
higher education



department for
education and skills
creating opportunity, releasing potential, achieving excellence

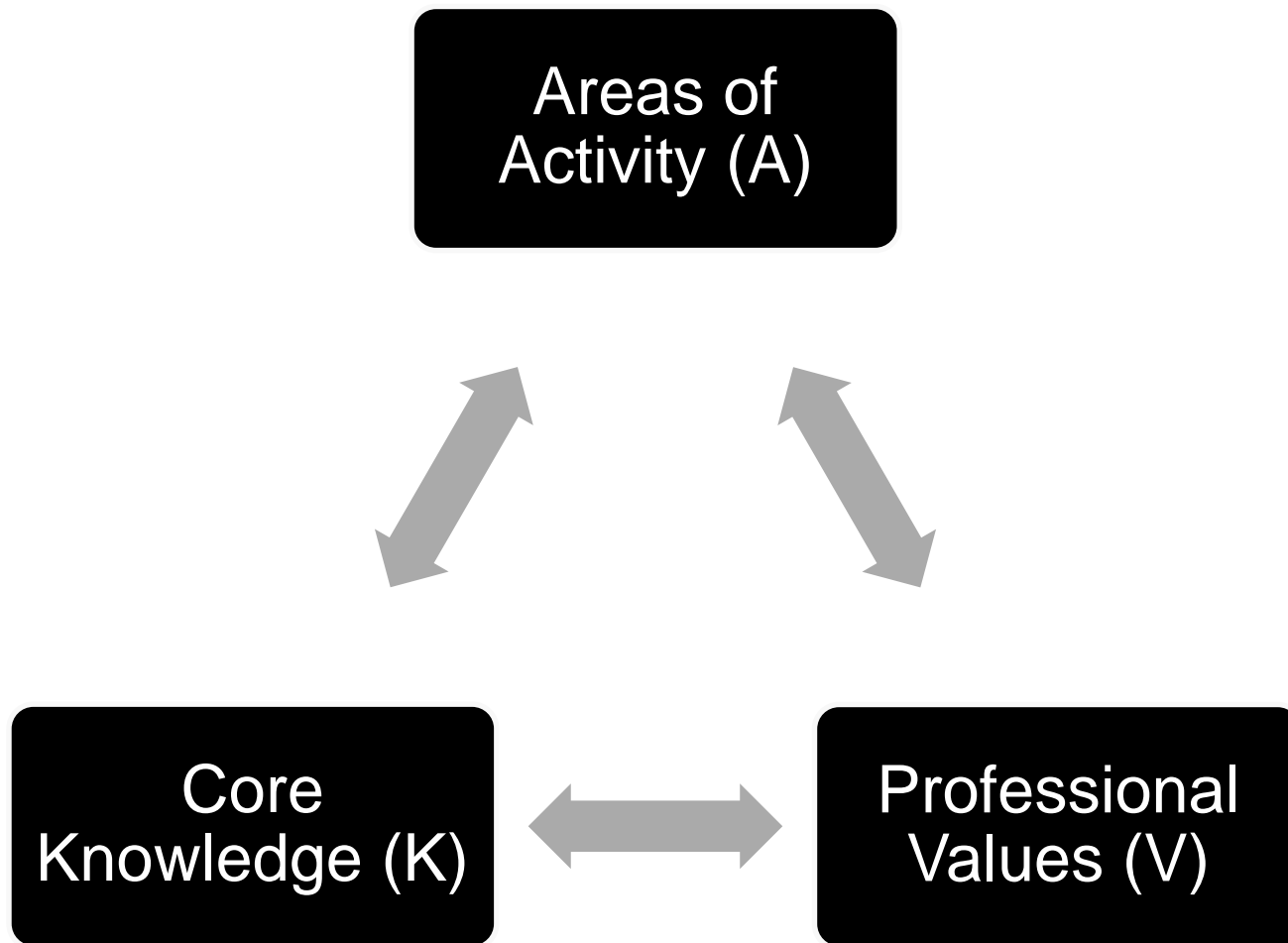
The Professional Standards Framework for teaching and supporting learning (UKPSF)



- Framework describing teaching and learning support in higher education
- Describes four categories of Fellowship for different teaching roles and experience

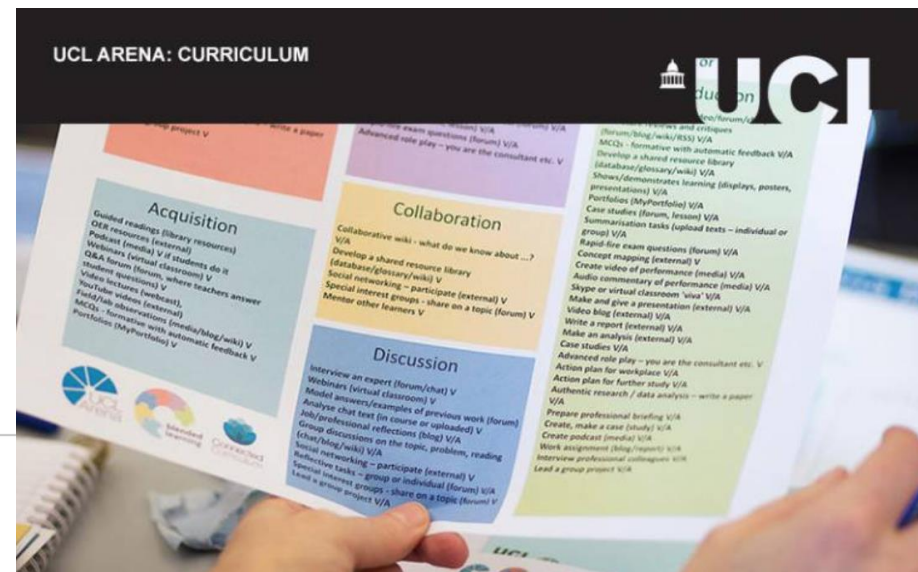


Three Dimensions of UKPSF

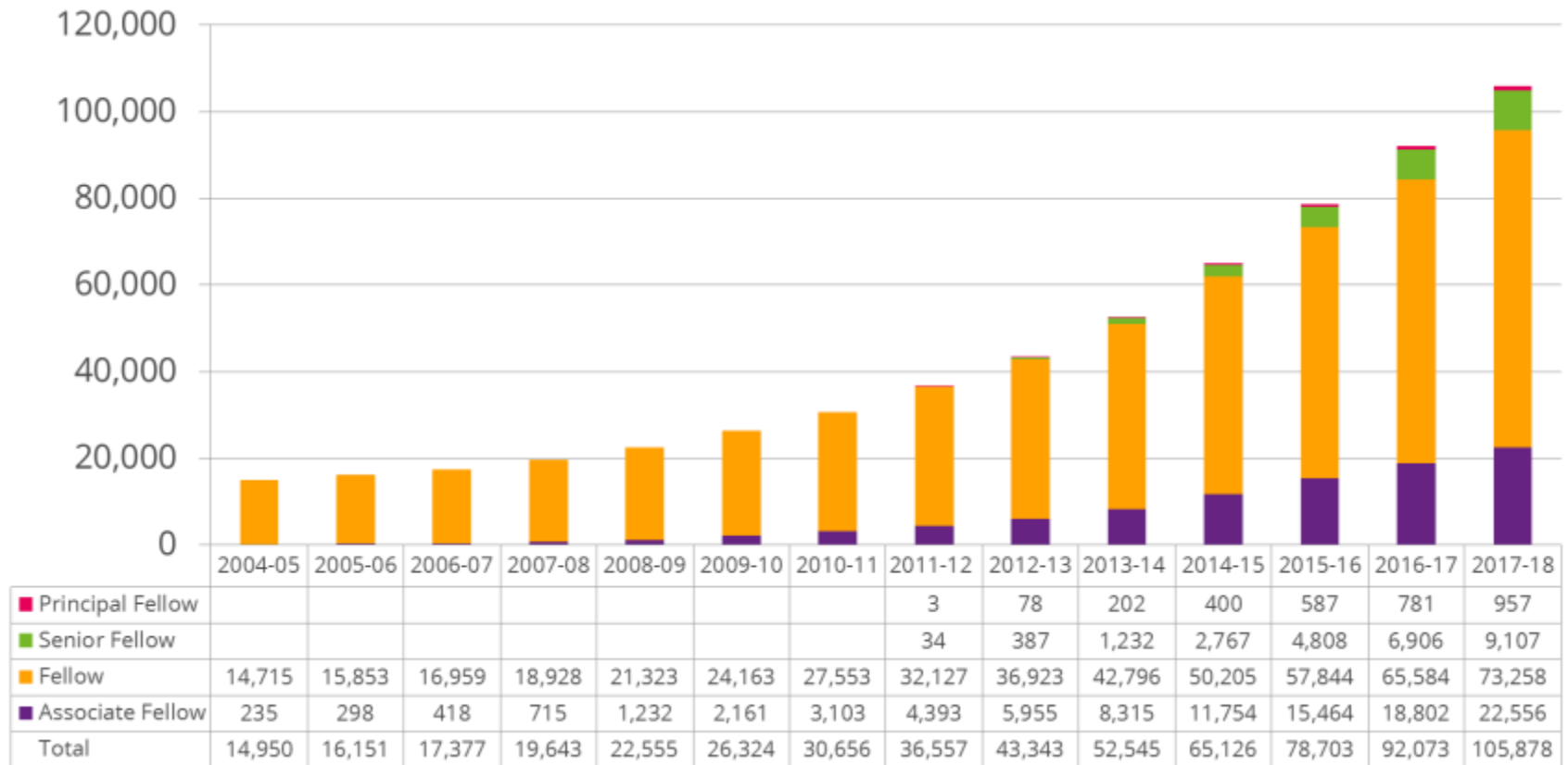


What the UKPSF is used for

- Designing staff development programmes
- Recognising staff (as Fellows)
- Accrediting staff development programmes
- Appraisal/Promotion
- Self assessment/development



Fellows – growth year on year



What approaches are used for staff development?

Active, Engaged Learning



AN INSTRUCTOR
GENERALLY SAYS
100-200 WORDS
A MINUTE
AND A STUDENT
ONLY HEARS
50-100—HALF.



40%

WORSE YET, IN A TYPICAL LECTURE
CLASS, STUDENTS ARE ATTENTIVE
JUST 40 PERCENT OF THE TIME.

STUDENTS RETAIN ABOUT **70%**
OF WHAT THEY HEAR IN THE
FIRST 10 MINUTES OF CLASS

—AND JUST **20%** DURING
THE LAST 10 MINUTES.



ADDING VISUAL AIDS INCREASED
RETENTION FROM **14% TO 38%**.



ENGAGING THE ACTIVE LEARNER

A PICTURE MAY NOT BE WORTH A
THOUSAND WORDS, BUT IT HELPS.

BROUGHT TO YOU BY

Bb **JESS3**

Source: Columbia University



**Innovative pedagogies series:
Engaging Chemistry students**

Professor Simon J. Lancaster, Director for learning and teaching in Chemistry

School of Chemistry, University of East Anglia

How many Chemistry lecturers approach their teaching in the same way they address their research?
... do they **consult literature to establish best practice?**

How many academics would seek out the same dated instruments and techniques they used as students?

Do they then believe that teaching the way they were taught is **'state of the art'**?
(Lancaster, 2015)

Contemporary Pedagogies

- Priority: **ACTIVE, ENGAGED** learners
- **STUDENT-CENTERED**, empowered, independent learners
- **CONSTRUCTIVIST** approaches
- Eg experiential, learning-by doing, student-led discovery, problem-based/ solution-focussed projects, peer collaboration
- Teacher as **FACILITATOR** – different paradigm!

***** *Engage learners not 'present' to learners***

See e.g. Mazur 2013; Houghton 2004; Biggs 1999; Entwistle 1988	TRADITIONAL Teacher centred Passive / Surface Learners	CONTEMPORARY Student centred Active /Deep Learners
Power base	Teacher in control, gate-keeper Learner - passive recipient	Tutor as facilitator, guide Learner active, responsible participant
Knowledge & skills	Reproduction, acquisition	Learning, development, growth
Teaching methods	Didactic instruction, memorisation, tutor-led	Independent, cooperative, collaborative, competitive (self, peer, groups), flipped
Learning	Being told, listening, reading, reproducing, answering set questions	Active, experiential, creative, learning-by doing, student-led discovery, problem-based, peer-assisted learning
Assessment	Exams, essays, performance	Projects, create resources & artefacts, presentations, choice
Materials	Lectures, text-books, essays	Project work, research, digital/on-line/AV resources, problems to solve
Content	Emphasize correct information and knowledge	Understanding, application, evaluation, criticality, problem-solving
Topics	Individualise, separate	Integrated, thematic
Social	Individual	Individual & interpersonal, group/teams

High Impact Pedagogies

Professor Carol Evans, Professor Muijs, Dr Tomlinson (2015)

1. Visual representations
(concept maps, mind maps, time lines)
1. Simulations/ Inquiry based learning
2. Problem based/project based learning
3. Games/gamification
4. Team-based learning
5. Just in Time Teaching (JiTT)
6. Flipped Learning
7. Narrative pedagogies

'Engaged student learning: high impact strategies to enhance student achievement'



High Impact - Key approaches

(Evans et al, 2015)

Essentials

- Active
- Collaborative
- Experiential
- Critically reflective
- Strong emphasis on assessment

Using

- Visual representations
- Collaborative learning
- Enquiry / Problem project-based learning
- Students as partners/ producers/ co- and self-assessors.
- Technology including Simulation

Students can escape bad teaching; they can't escape bad assessment Boud, 1995

Assessment defines what the students regard as important, how they spend their time and how they come to see themselves ... *if you want to change student's learning then change the method of assessment*

Brown & Pendlebury, 1997

Nothing that we do to, or for, our students **is more important than our assessment** of their work and the **feedback** we give them on it.

Race *et al.*, 2005

Students are more dissatisfied with assessment than any other aspect of HE (NSS, 2005-2018)

ASSESSMENT - Student Concerns

Frequently reveal poor assessment practices that:

- **Lack authenticity and relevance** to real world tasks/employment
- Are **narrow** in scope
- Have little long-term benefit
- Fail to reward genuine effort
- Have **unclear expectations and assessment criteria**
- **Fail to provide adequate feedback** to students
- **Rely heavily on factual recall** rather than on higher-order thinking and problem-solving skills

(Flint and Johnson, 2011, p2 cited in Race, 2015)

Enhancing Assessment

- **Fundamental to EXCELLENCE agendas**
- Yet many academics **struggle to change their practice**
- Academics **need support to create new assessment approaches:**
 - Diverse, creative methods beyond essay, exam, presentation
 - Formative, developmental activities, Feedback, self & peer
 - Inclusive approaches
 - Greater transparency- clearer links to ILOs, use of Rubrics
 - Designing 'in' Academic Integrity
 - Assessment **FOR** learning > Assessment *of* learning

New skills, knowledge, attitudes & institutional policies

(See work of Race; Brown; Boud...)

Institutional approaches to Academic Development for Teaching Excellence

7 days ago in a leading UK university...

You mean that
to teach I
need to know
about my
discipline
and
pedagogy?!!

I feel like a dinosaur...
I changed my lectures
because the research has
become more complex,
but now the students are
different too
– they don't respond to my
teaching and don't want to
come to my lectures.
I know I need to do things
differently, but I don't know
how...

Professional Development: Beyond conference attendance

Allen Williams (2019)

- **Disciplinary Conferences** - traditionally support research, scholarship and collaboration, but **limited impact on student learning**
- **Academics make poor choices** in how to support their teaching / service, with limited options
- ***Need greater emphasis on teaching excellence***
- Faculty need **innovative, diverse, cost-effective and results-driven professional development activities**

Teaching Excellence: Development Themes

TEACHING & LEARNING

Innovative pedagogies

- Active engaged learning
- Interactive quiz, games, voting, presentations
- Flipped teaching
- Applying learning theories
- Micro-teaching & review

ASSESSMENT

- Formative, summative, feedback
- Rubrics
- Academic Integrity/ plagiarism

CURRICULUM DESIGN

- Constructive Alignment
- ILOs, Bloom's Taxonomy
- Approaches eg spiral, PBL

LEADERSHIP

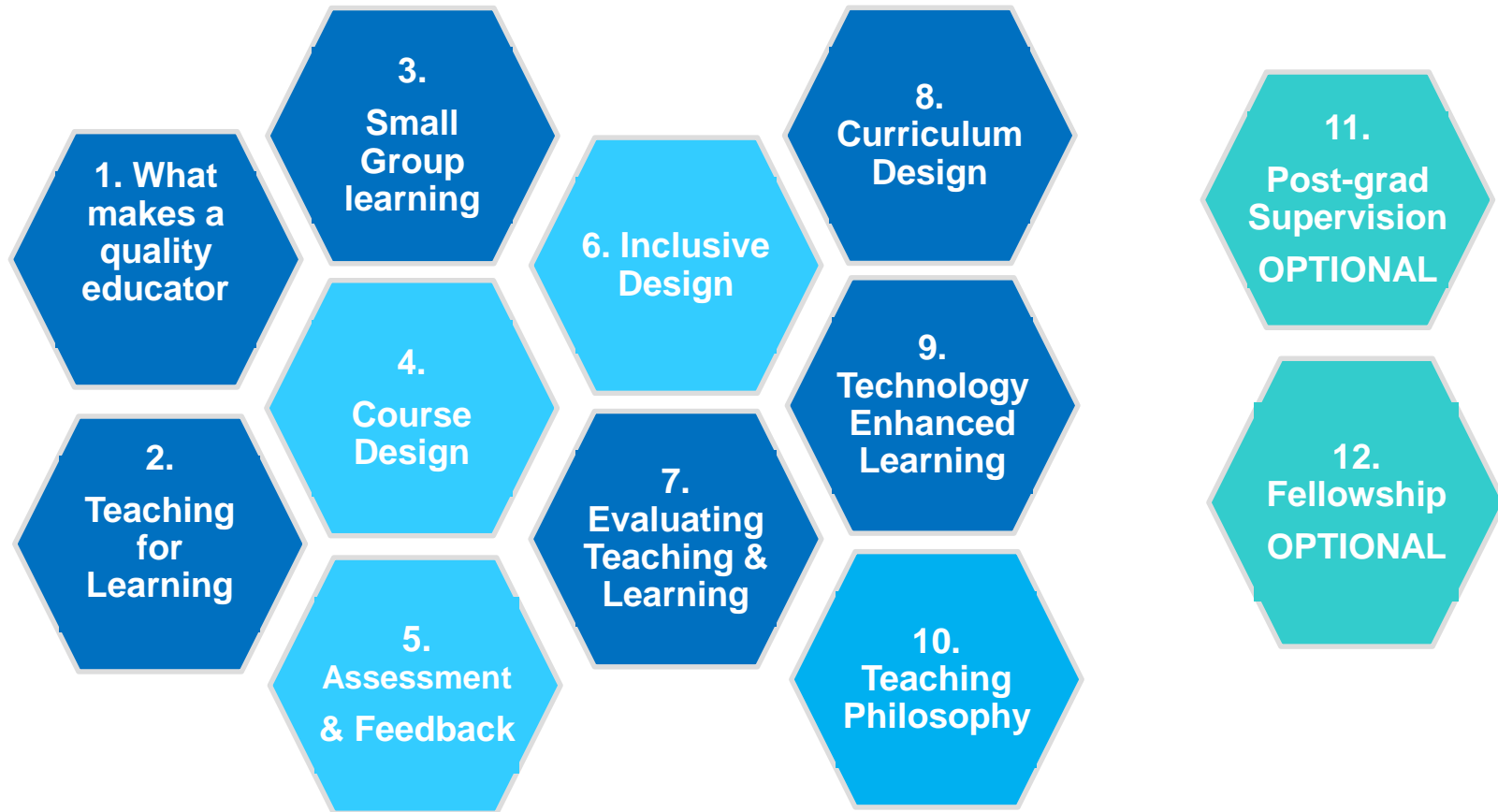
- Module & Programme Leadership
- Student Partnership
- QA & QE
- Evaluating effectiveness
- Action Research

Teaching Excellence: Development Formats

FORMAT - consider

- Who is it for: early career &/or experienced staff
- On-line, f2f &/or blended approach
- Block or Weekly or Sessional
- Structured or ad hoc
- Staff to coordinate & deliver...?

e.g. Australian National University, Canberra Deca-module design for new staff



<https://services.anu.edu.au/training/teaching-and-learning-at-anu-foundations>

I was initially focussed on being a better teacher but I then moved my focus to being *a better designer of learning activities and assessment tasks that facilitated students being independent, thinking learners... a fundamental change...*

...academics [need to] understand and accept that their responsibility is about more effective student learning - and this may *not* be directly related to their individual charismatic performances in a classroom... (Principal Fellow, ANU)

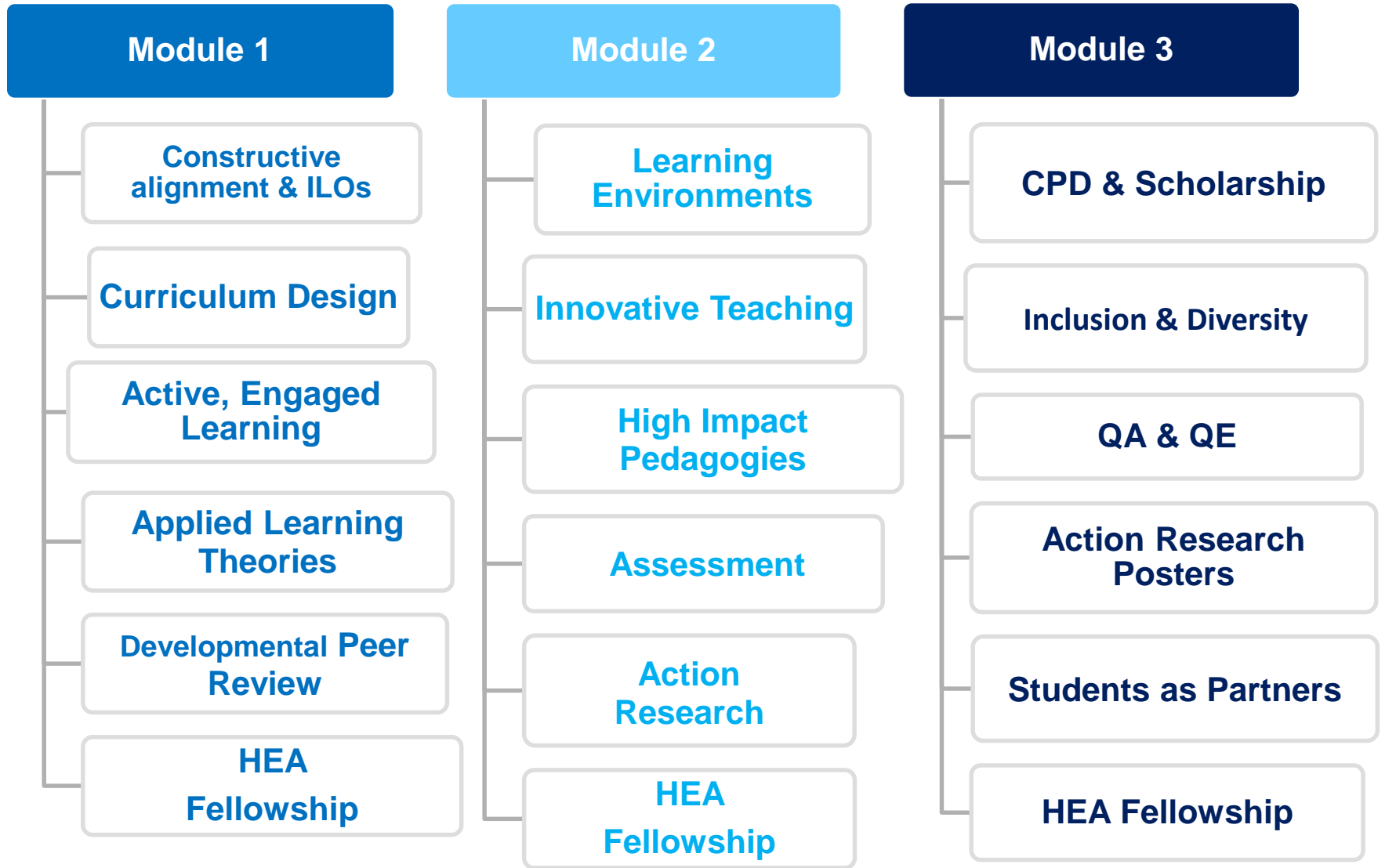
University of Northampton, UK

- Exemplary programme of professional development
- Incorporates **planned, structured sessions** delivered by Centre, on-line and f2f

AND

- C@N-DO programme has ad hoc sessions presented according to Fellows' and Mentors' **expertise and staff requests** e.g.
 - Learner Analytics
 - Blackboard – Skills for Active Blended Learning
 - Design for 21st century students etc

e.g. of PCLTHE / PCAP (bespoke design)



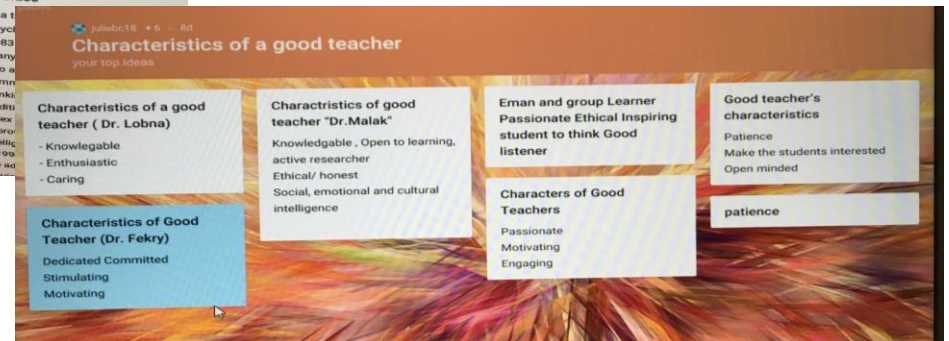
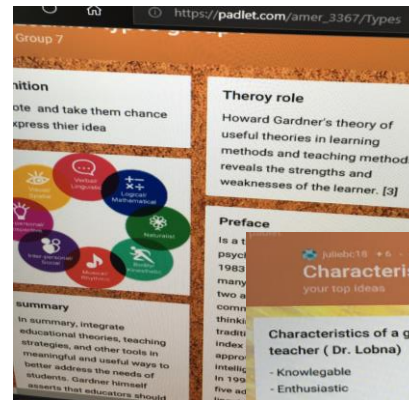
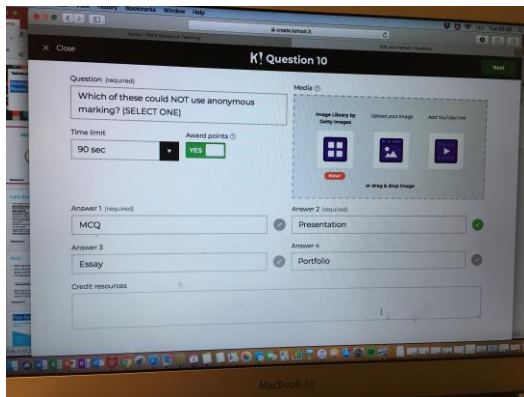
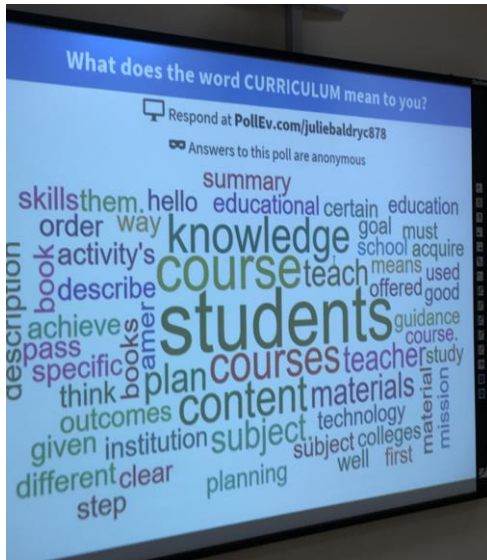
Active, Engaged Learning – small group collaboration



Technology Enhanced Learning

e.g.

- Kahoot Quiz
- Padlet
- Poll Everywhere



Evaluation of Post- Course Application

CONFIDENCE 'I now know...'

- New ways to help students learn
- How to motivate and engage students
- How to improve /innovate teaching
- Connect learning theories with teaching
- 'Now I know my ILOs and curriculum design are right!'

REPERTOIRE 'I now use...'

- Loads of ways to get students to join in
- More interactive learning
- Peer Work/ Group discussions & projects
- Gaming, Quizzes, Voting, Padlet presentations, Apps...
- New formative assessments

PEDAGOGIC CHANGE

- Use learning theories to engage students
- Became facilitator not provider of facts
- Interactive approaches for learning
- Recognising students as partners

EVALUATION

- Peer Review helped me improve my practice
- Action Research – I can test my effectiveness
- Time to reflect on my practice

Baldry Currens & Deane, 2016, ISSOTL

Action Research Presentation – Taibah University

Developing
Communication and
Dialogue Skills:
A Case for Active Learning

المملكة العربية السعودية
Kingdom of Saudi Arabia

Mustafa Omar Halabi, PhD
Department of Orientalism, Taibah University

وزارة التعليم
Ministry of Education

Higher Education
Academy



Action Research Posters: Taif University



Action Research Posters: Taif University

Micro-learning Approach

INTRODUCTION
E-learning is the process of learning through the use of software and an electronic media. An e-learning application facilitates learning and can be effective if delivered through a high-quality technology medium. Micro-learning is a new pattern of learning. It is considered a method of e-learning through which knowledge, information, or learning content are divided into small chunks and delivered to learners. Typically, the module is used as a medium to deliver micro-content. With the advance of technology, e-learning content can be delivered in a more compact and efficient manner. The study of the presented content aims to explore the learners' experience with micro-learning within traditional classes by using the following model:

METHODS AND MATERIALS
Before applying the new learning approach (micro-learning), the sample, content and channel for delivering content was considered and chosen very carefully. Therefore, the sample that was chosen was 100 new female with IT and very good middle university. The chosen content came from the lecture "Traffic signals" which appeared difficult. It will be used to divide the content into small chunks. The study was conducted in a traditional classroom during the lecture for 100 female students. The content was divided into small chunks and delivered to learners. To deliver the content, WhatsApp and Telegram – both very popular in the learner community.

RESULTS
The lecture figures present the results based on the study. The study was designed to explore the learners' depth of understanding and engagement with the lecture. The observation of the teacher was also considered. Based on the study findings, there were remarkable positive reviews based on the students' learning experience. The students' micro-learning approach did not affect a good learning experience. The students' learning experience was improved. The study findings showed that the students' learning experience was improved. The study findings showed that the students' learning experience was improved.

CONCLUSIONS
The micro-learning approach is relatively new learning method, and it continues to be a hot topic. In this study, the survey was designed to explore the learners' depth of understanding and engagement with the lecture. The observation of the teacher was also considered. Based on the study findings, there were remarkable positive reviews based on the students' learning experience. The students' micro-learning approach did not affect a good learning experience. The students' learning experience was improved. The study findings showed that the students' learning experience was improved.

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Wahid, M. (2009). An Action Research – Approach to Design, Development and Evaluation of an Innovative E-learning Course in a Cognitive Domain. *Journal of Information Technology Education*, 8(4), 484-491.
Cheng, L., Wang, J. & Li, C. (2010). The Study of Learning Experience and Satisfaction of Learning in MOOCs. *Open Journal of Educational Research*, 3(3), 328-341.

Dr. Eman Alzahrani
Dr. Fatma Alsharhan
Dr. Maha M. Althobail

The Acquisition of Object-Oriented Programming Concepts and Problem-Solving Skills Through Gamification

Jehan Janbi, Maha Jarallah Althobail, and Sahn Mohammed Alzahrani
Department of Computer Science, College of Computers and Information Technology

INTRODUCTION
The increasing nature of programming would lead the students to find learning programming to be tedious and boring. Besides, learning programming is a skill that requires a lot of practice and repetition. The students who are not familiar with programming skills can be easily engaged by gamification of the learning process [1].

Related Works
Many research studies explore gamification for programming to higher education [2, 3]. It has been shown that the game-based approach can be used to improve the learning experience of students who are not familiar with programming skills [4].

Participants
The study involved 100 students who were divided into two groups: a control group and an experimental group. The control group was taught using traditional methods, while the experimental group was taught using gamification.

Understanding of the lecture
The study measured the students' understanding of the lecture content. The results showed that the experimental group had a significantly higher understanding of the lecture content compared to the control group.

Make the lecture easy to study
The study aimed to make the lecture content more engaging and easier to study. The results showed that the gamification approach significantly improved the students' engagement and learning experience.

CONCLUSIONS
The study findings showed that the gamification approach significantly improved the students' understanding of the lecture content and their learning experience. The gamification approach was found to be an effective method for teaching programming concepts and problem-solving skills.

Results from Data Analysis
The study collected data from the students' learning experience. The results showed that the experimental group had a significantly higher understanding of the lecture content compared to the control group.

Sample of games designed for OOP concepts and problem-solving skills used in our study
The study designed several games to teach OOP concepts and problem-solving skills. The games were designed to be engaging and interactive, and they were used to teach the students the concepts of OOP and problem-solving skills.

References
[1] Janbi, J., Althobail, M., & Alzahrani, S. (2020). The Acquisition of Object-Oriented Programming Concepts and Problem-Solving Skills Through Gamification. *Journal of Information Technology Education*, 19(1), 1-10.
[2] Wang, J., & Cheng, L. (2010). The Study of Learning Experience and Satisfaction of Learning in MOOCs. *Open Journal of Educational Research*, 3(3), 328-341.
[3] Alzahrani, S., Althobail, M., & Janbi, J. (2020). The Acquisition of Object-Oriented Programming Concepts and Problem-Solving Skills Through Gamification. *Journal of Information Technology Education*, 19(1), 1-10.
[4] Alzahrani, S., Althobail, M., & Janbi, J. (2020). The Acquisition of Object-Oriented Programming Concepts and Problem-Solving Skills Through Gamification. *Journal of Information Technology Education*, 19(1), 1-10.

Does the introduction of virtual classes in an effective method of learning in Taif University?

Dr. Houd Almagh
Assistant Professor in Accounting

Dr. Faris Alsharh
Assistant Professor in Economics

INTRODUCTION
The introduction of virtual classes in an effective method of learning in Taif University. The study aims to explore the learners' experience with virtual classes within traditional classes by using the following model:

Methods
The study was conducted in a traditional classroom during the lecture for 100 female students. The content was divided into small chunks and delivered to learners. To deliver the content, WhatsApp and Telegram – both very popular in the learner community.

Findings and Discussion
The study findings showed that the gamification approach significantly improved the students' understanding of the lecture content and their learning experience. The gamification approach was found to be an effective method for teaching programming concepts and problem-solving skills.

CONCLUSION
The study findings showed that the gamification approach significantly improved the students' understanding of the lecture content and their learning experience. The gamification approach was found to be an effective method for teaching programming concepts and problem-solving skills.

Chalchab, A. M., & Gomez, J. J. (2005). Using Gamification in Social Networks for Education. *Journal of Information Technology Education*, 4(4), 484-491.

Virtual Labs through Blackboard for Experimental Cooking Course

Dr. Houd Almagh
Assistant Professor in Accounting

Dr. Faris Alsharh
Assistant Professor in Economics

ABSTRACT
The need for an alternative laboratory environment has emerged where students can conduct experiments wherever they require to save costs, avoid the experimental process, and use play as a learning tool. Virtual Laboratory (VL) is a computer-based environment for learning and conducting experiments. It provides an alternative to traditional laboratory environments. The study aims to explore the learners' experience with virtual labs within traditional classes by using the following model:

Methods
The study was conducted in a traditional classroom during the lecture for 100 female students. The content was divided into small chunks and delivered to learners. To deliver the content, WhatsApp and Telegram – both very popular in the learner community.

Findings and Discussion
The study findings showed that the gamification approach significantly improved the students' understanding of the lecture content and their learning experience. The gamification approach was found to be an effective method for teaching programming concepts and problem-solving skills.

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Chalchab, A. M., & Gomez, J. J. (2005). Using Gamification in Social Networks for Education. *Journal of Information Technology Education*, 4(4), 484-491.

1. Effective micro-learning of lecture content- WhatsApp & Telegram
2. Games & Puzzles – helpful support for Programming
3. Virtual Classroom valued highly by students
4. Virtual labs & video experiments suitable alternative to f2f

Action Research Posters: Taif University

1. Kahoot! Quiz supports active engaged learning
2. Blackboard: on-line learning content & homework
3. Open Book exams enhance critical thinking
4. Virtual Communities of Practice

Kahoot!
As an engagement and active learning tool

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Introduction
Active learning and student engagement are major challenges for most educators. One way to increase student engagement is to use different learning activities to engage our students. At Taif University, we have been using Kahoot! to increase student engagement and active participation in classrooms. This study aims to investigate the effectiveness of Kahoot! in increasing student engagement and active participation in classrooms. The study was conducted in the College of Education, Taif University. The study was conducted in the College of Education, Taif University. The study was conducted in the College of Education, Taif University.

Methods
To engage the students we used a game based platform called Kahoot to outline and summarize the knowledge of a unit in Biology, and it was introduced to two classes of students in the same course. In the control group, we used Kahoot to create ten questions that summarize the main concepts of the lesson. In the experimental group, we delivered the lesson using Kahoot without using Kahoot to create ten questions that summarize the main concepts of the lesson. The students were asked to study the material before the lesson and then to take a paper based exam in the following week.

Results
Figure 1: Percentage of students who used Kahoot to study the material before the lesson. Figure 2: Percentage of students who used Kahoot to study the material before the lesson. Figure 3: Percentage of students who used Kahoot to study the material before the lesson. Figure 4: Percentage of students who used Kahoot to study the material before the lesson.

Discussion
The study found that teaching with Kahoot makes learning fun and keeps students engaged in the classroom. It also helps the students to achieve higher scores in learning. Moreover, students in the control group have performed the exams more quickly than the experimental group. The use of Kahoot with Quiz and Flashy (2008) found that students who used Kahoot had higher achievement levels than those who used traditional methods. Kapp (2012) concludes that the 'gamification' of education supports active learning and knowledge acquisition. There are some main advantages when teaching with Kahoot:
• It is fun and easy to use.
• It helps students to understand, review, and learn the material.
• It keeps students engaged and helps to learn.
• It creates active and competitive learning environment.
• It makes learning fun for all students.
On the other hand, there are some disadvantages when using with Kahoot in the classroom:
• There is a limit on the number of characters you can use in questions and responses.
• Educators cannot ask open-ended questions or receive open-ended responses.
• Availability of Wi-Fi.
• Technical issues.

Conclusions
In this study we utilize technology and use a Kahoot game with teaching to increase the interest and engagement levels in the classroom. We introduced a Kahoot whereas the control group was taught without Kahoot. After that, we compare the exam scores of both groups and we found that the experimental group who used Kahoot gained higher scores than the control group. Our study shows that integrating the material in a new way using Kahoot makes interactive learning fun and helps students to learn. We found it more fun to keep students engaged in the classroom.

References
1. Kapp, K. (2012). The gamification of education: How games can revolutionize learning. New York: John Wiley & Sons.
2. Kapp, K. (2012). The gamification of education: How games can revolutionize learning. New York: John Wiley & Sons.

Blackboard As An Online Learning System To Support Learning Strategies

Dr. Latifa Alzahrani and Dr. Lama Alhamzi
Department of Management Information Systems, Taif University

1. INTRODUCTION
Blackboard has been adopted by Taif University as an online learning management system. It is a technological strategy to support online learning and provides a wide range of features for students and teachers to enhance learning, communication, knowledge sharing, content storage and collaboration among members. It is often considered a kind of LMS. It is a software application that enables the creation, integration, storage and dissemination of learning material and content.

2. RESEARCH AIM AND OBJECTIVES
This study explores the effectiveness of Blackboard aspects in the Department of Management Information Systems in Taif University. To realize this aim, the following four objectives need to be achieved:
• To measure the effective use of the Blackboard aspects.
• To identify the best aspect and the worst aspect from student perspective.
• To measure the level of user use.
• To identify the main barriers that students may face.

3. RESEARCH METHODOLOGY
The research methodology used in this study is a quantitative approach. The data was collected through a survey questionnaire distributed to students in the Department of Management Information Systems in Taif University. The data was analyzed using SPSS software.

4. RESEARCH FINDINGS
Blackboard Aspects have been used. However and Content aspects have the highest percentage of use while discussion has the lowest percentage.

5. CONCLUSIONS
Recent decades have witnessed an increased interest in the practice of enhancing the learning environment. This is characterized by the use of technology to support learning strategies in higher education. This study investigated the importance of online learning management systems, and it is able to support learning strategies in higher education. To meet the objectives of this study, the students of Blackboard were studied to investigate learning and facilitate learning.

The Effect of Participation through Utilization of Smart Phone Apps 'WhatsApp' on Academic Achievement Motivation of Female Students at Taif University

Manam Hejazi Al-Shabani
Taif University, College of Education, psychology department

Abstract
The purpose of this study is to investigate the effect of using WhatsApp on the academic achievement motivation of female students in the Department of Psychology, Taif University. The study was conducted in the Department of Psychology, Taif University. The study was conducted in the Department of Psychology, Taif University.

Methods and Materials
The study was conducted in the Department of Psychology, Taif University. The study was conducted in the Department of Psychology, Taif University. The study was conducted in the Department of Psychology, Taif University.

Introduction
The use of smart phone apps has become a common practice in higher education. WhatsApp is one of the most popular smart phone apps used by students. This study aims to investigate the effect of using WhatsApp on the academic achievement motivation of female students in the Department of Psychology, Taif University.

Results
The study found that the use of WhatsApp significantly increased the academic achievement motivation of female students in the Department of Psychology, Taif University. The study was conducted in the Department of Psychology, Taif University.

Discussion
The study found that the use of WhatsApp significantly increased the academic achievement motivation of female students in the Department of Psychology, Taif University. The study was conducted in the Department of Psychology, Taif University.

Conclusions
The study found that the use of WhatsApp significantly increased the academic achievement motivation of female students in the Department of Psychology, Taif University. The study was conducted in the Department of Psychology, Taif University.

Building Virtual Communities of Practice in Two Departments in TU

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Abstract
The aim of this study is to investigate the effectiveness of building virtual communities of practice in two departments in Taif University. The study was conducted in the Department of Management Information Systems, Taif University. The study was conducted in the Department of Management Information Systems, Taif University.

Results and Discussion
The study found that the use of virtual communities of practice significantly increased the academic achievement motivation of students in the Department of Management Information Systems, Taif University. The study was conducted in the Department of Management Information Systems, Taif University.

Introduction
The use of virtual communities of practice has become a common practice in higher education. This study aims to investigate the effectiveness of building virtual communities of practice in two departments in Taif University.

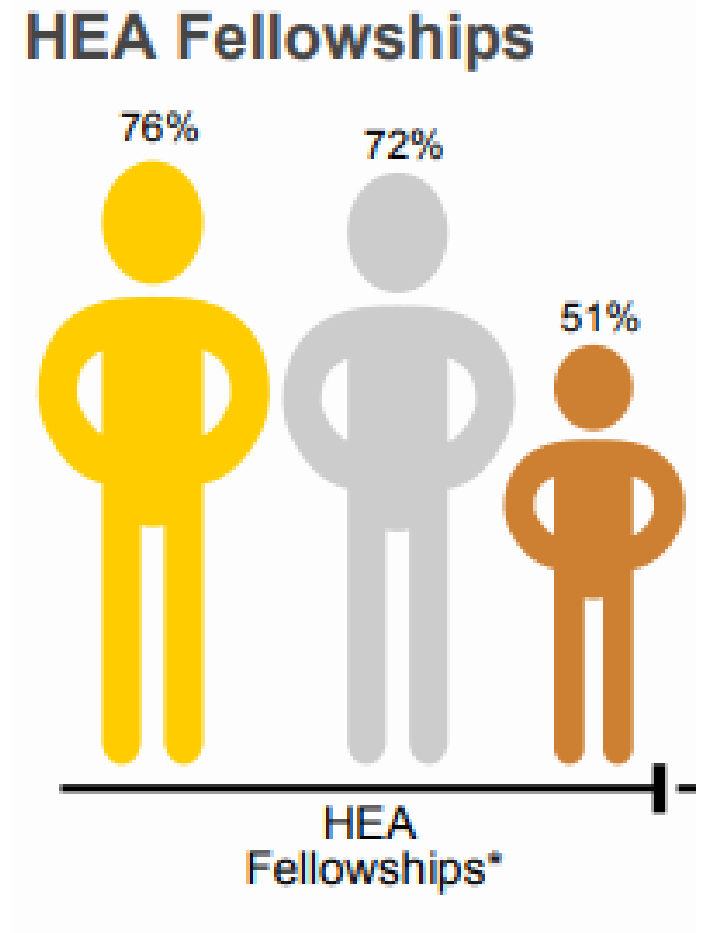
Methods
The study was conducted in the Department of Management Information Systems, Taif University. The study was conducted in the Department of Management Information Systems, Taif University. The study was conducted in the Department of Management Information Systems, Taif University.

Conclusions
The study found that the use of virtual communities of practice significantly increased the academic achievement motivation of students in the Department of Management Information Systems, Taif University. The study was conducted in the Department of Management Information Systems, Taif University.

Impact of Teaching Development Programmes

Teaching Excellence, Student Engagement and Fellowship

- TEF Gold and Silver rated providers more likely to mention Fellowship than Bronze rated
- Zaitseva (2016) found institutions with more Fellows have greater student engagement



Impact – Institutions

- In Kazakhstan we discovered that over **94%** of participants had changed their teaching practices, or intended to in future following a short intervention
- Following 3 cohorts of a Certificate programme delivered in Thailand, student retention at the University improved by **30%**



The logo for AdvanceHE, featuring a small teal circle with a white dot inside, followed by the text "AdvanceHE" in a bold, black, sans-serif font.

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