



Excellence Award in
University Education
Development (TAJ)



Faculty Members Category

1445AH | 2023-2024AD

Achievement File - Page 1 of 29

Form Title

Achievement File – Faculty Members Category

Excellence Award in University Education Development (TAJ)

For more information about the award, its conditions, criteria, and timetable, please visit the following link:

<https://taj.iau.edu.sa>

Guidelines for completing the current Achievement File

- This form (Achievement File) is a prerequisite to apply for the award.
- The Achievement File must be completed according to the current template and without adding or deleting any parts in the template.
- **Only the fields colored in “white” should be completed.**
- **The number of words should not exceed 500 words “per field” unless indicated otherwise.**
- **The focus must be on one or a maximum of two practices.**
- **Certificates and evidence must be collected in a separate file as appendices or attached to the end of the current file. The evidence shall be mentioned in the appropriate fields of this file with a specific number (e.g., write: “see samples of students’ work attached in Appendix 5”).**
- The submitted file must be in one language only: Arabic or English.
- Only one of the following font types should be used: Arial or Times New Roman.
- The font size should not exceed 12 points, and the line spacing should not exceed 2 (2 points).
- The “Achievement File” must be submitted in PDF format.
- The file must be complete by the applicant.
- The applicant must choose only one category from the categories specified for the award cycle.
- In conducting the evaluation processes, the Award Committee relies on the conditions and criteria announced for the award cycle.

For inquiries

Please contact the Deanship of Academic Development (Building D27)

Email Address: ded@iau.edu.sa

Phone: 013-333-2877



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Award Cycle

Second Year

Category (select one)

Faculty Members Category

Main Applicant Information

Full Name

Deema Saad Mohamed Al Shawan

Academic Rank

Assistant Professor

College

Public Health

General Specialty

Public Health

Sub-specialty

Public Health Policy

Office Phone No.

N/A

Mobile No. (optional)

0552191822

University Email

dshawan@iau.edu.sa

Information of Other Applicants

How many participants are involved in the current Achievement File?

1

Complete the data below for all participants, and you can add rows as needed.

#	Name	Academic Rank	College	General Specialty	Sub-specialty	Office Phone	Mobile (optional)	E-mail Address
1.	Dr. Deema Al Shawan	Assistant Professor	Public Health	Public Health	Public Health Policy	N/A	0552191822	dshawan@iau.edu.sa



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Pledged

I declare that all information and data in this form are correct, and I have respected the intellectual property rights of all parties.

I agree

I understand that if it was announced that I was the winner of the award, and then the award committee decided to cancel the winning due to incorrect information/data, or forged documents that were discovered later, the cancellation will be announced in the same media through which the winning was announced.

I agree

If I am nominated as a winner, I agree to share my "Achievement File" with the academic community to benefit from my experience through the Deanship of Academic Development at Imam Abdulrahman bin Faisal University while preserving my intellectual property rights.

I agree

Summary of the Educational Practice

Thank you for your interest in participation. Please focus on one or a maximum of two practices.

Write a summary of the practice implemented, its importance, main results, impact, and recommendations for improvement.

(Not to exceed 2000 words)

The practice: The gradual release of responsibility model was adopted to help students gradually learn independence in the first year of their program to build the foundation they need to succeed in upcoming semesters. Semi-guided practice was first used as support and scaffolding to students as they independently learn and practice a specific skill. (*Gradual Release of Responsibility (GRR) Instructional Framework, 2015*) Three approaches were used to accomplish that, namely: 1) textbook study guides, 2) in-class workshops, 3) sample assignment written by the instructor and 4) formative assessments. This approach was implemented to move students away from studying solely from lecture slides/notes and finding answers in the course textbook with the assistance of a study guide prepared by the instructor. The instructor also conducted in-class workshops to teach students the study skills needed simultaneously. (See a sample of the study guide and in-class workshops attached in Appendix 1)

Importance: The aim is for this to be the first step toward more independent learning without the assistance of a study guide or premade summaries/slides. Moreover, this practice enables students to engage more actively with the course material and helps hone their critical thinking skills.

Main results: The student's critical thinking and English language skills have drastically improved. They were able to perform well on exams and fully comprehend analytical questions. Additionally, students reported that this learning approach helped give them the



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foundation to succeed in other courses. “See a sample of student course evaluations in Appendix 1”

Impact: By promoting active learning strategies, students could enrich their educational experience and deepen their understanding of the subject matter. Furthermore, this approach encouraged students to seek additional resources to improve their study skills, such as active reading, note-taking, and synthesizing what they read to enrich what is discussed in class.

Recommendations: The recent collaboration with the Deanship of Preparatory Year and Supporting Studies that allowed faculty members from the College of Public Health to collaborate by teaching soft-skill courses presents a great window of opportunity to apply this approach to empower students and equip them with the right study skills prior to starting the program can have a drastic impact on student performance.

What are the novelty and innovation aspects of this practice in general?

The practice described incorporates several novel aspects specifically tailored to compliment the experiences of new Saudi university students in Saudi Arabia. It adopts the gradual release of responsibility model to help students develop independence in their learning. Students are guided through semi-guided practice, encouraging them to move away from traditional study methods learned in their school years and engage actively with the course material on a university level. In-class workshops on study skills are conducted simultaneously to provide practical guidance. The practice has shown positive results, including improved critical thinking and English language skills, as well as providing a foundation for success in other courses. Collaborations with other departments present opportunities for further implementation and impact. The practice introduces innovative approaches to enhance student learning and promote active engagement.

1. Idea

Thank you for your interest in participation. Please focus on one or a maximum of two practices.

Problem(s)

Passive learning among college students is a significant problem caused by excessive reliance on pre-made summaries and slides provided by instructors. While seemingly convenient, this approach has significant drawbacks that hinder the development of critical thinking skills. Furthermore, this issue prohibits learners from fully understanding the material, leading to shallow comprehension and limited retention.

Solution(s)

The solution to combat the passive learning of students and the over-reliance on instructors is to promote a cultural shift toward student independence and self-learning. This can be accomplished by equipping students with the right study skills for the university level using the gradual release of responsibility model.

Applied Strategies (Practices)

I have developed a study guide that serves as a steppingstone to act as a scaffolding for students to learn to find answers for themselves from the course-designated textbook. The guide also included



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instructions on how to use it effectively and an interactive workshop to enable students to learn how to use it.
College
Public Health
Academic Program
College-level course
Academic Year
Second year
Course Title
Introduction to Public Health
Course Code
PUBH 201
Language of instruction
English
Lesson Title(s)
All lessons
Number of instructors or assistants in teaching the course
2
Student level (example: Fourth Year)
Level 3
Number of students (Direct beneficiaries)
74
Participating entities from and outside the university (if any)
N/A
Duration of implementation
1 semester
What are the novelty and innovation aspects of the idea/solution? -If any-
The practice described takes advantage of the course being an introduction to the program and utilizes the gradual release of responsibility model to foster independent learning. Guiding students through semi-guided practices such as study guides and supplementing them with conducting in-class workshops on study skills promotes active engagement with course material. The practice yields positive outcomes, such as improved critical thinking and language skills, and provides a strong foundation for success in other courses.



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2. Academic and professional qualifications

Have you ever attended training programs on active learning? (Yes or No)
If yes, please write the title and duration for each training program, and then attach the relevant certificates/evidence (maximum of 10 training programs only)

Yes. (See Appendix 2 for evidence)

- 1- One of the first faculty members to join the **Khabeer program** developed by which aims to provide an expert certificate for designing student-centered programs and curriculum. The program included a series of workshops, four of which were related to active learning. **[Duration 4 months]**
- 2- Attended a conference entitled “The International Conference on Improving University” in 2022. It was an international university learning conference that included several workshops on active learning and other methods **[Duration: Three days]**
- 3- Attended as a speaker and attended several workshops on active learning and critical thinking for the same conference the following year in Malaysia, “The International Conference on Improving University,” in 2023. **[Duration: Three days]**
- 4- Attended Boosting Student Engagement and Interaction in the Online Classroom A workshop provided by the Deanship of Academic Development. **[Duration: One day]**
- 5- Empower Your Lecture: Make your Lecture Planning Active A workshop provided by the Deanship of Academic Development. **[Duration: One day]**
- 6- Attended and collaborated in the creation Critical Thinking and student-centered learning workshop. I was the first faculty member in my college to collaborate with an International University in creating a workshop as a part of the teaching circle program/initiative.
- 7- ChatGPT and Artificial Intelligence in Higher Education Course, at Udemy. **[Duration: Three days]**

What are the resources (scientific and professional) that benefited/informed the active learning practices you have implemented (maximum of 10 resources)?

3. Implementation

Identify the Graduate Attributes intended to be enhanced.

- Reading and comprehension
- Synthesis
- Time management and prioritization
- Professionalism and taking accountability

Identify the intended learning outcomes, and the type of each learning outcome (knowledge, skills, values).



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- 1- **Knowledge:** Recognize the process and importance of active learning and comprehension
- 2- **Skills:** Apply active learning techniques to synthesize course material and notes
- 3- **Values:** Integrity and ethical use of AI

What teaching methods and activities were used (within practice/strategy) to achieve each learning outcome?

- 4- **Knowledge:** Recognize the process and importance of active learning and comprehension
- 5- **Skills:** Apply active learning techniques to synthesize course material and notes
- 6- **Values:**

What educational technologies are used (within practice/strategy)? -If any-

Slido
Blackboard
Zotero
POE.com/ chatbots

What are the novelty and innovation aspects of the teaching methods and activities? -If any-

The practice described takes advantage of the course being an introduction to the program and utilizes the gradual release of responsibility model to foster independent learning. The instructor, demonstrating care for individual students' learning needs and enthusiasm, also promotes the ethical use of AI to assist in the learning process. Guiding students through semi-guided practices, such as study guides, and supplementing them with conducting in-class workshops on study skills, the instructor encourages active engagement with the course material. Moreover, the instructor practiced formative assessment using online quizzes and displayed the results using Slido to help gauge the students performance prior to graded exams. This comprehensive approach not only yields positive outcomes, such as improved critical thinking and language skills but also creates a positive learning environment that establishes a strong foundation for success in other courses.

4. Results and verification

What are the most significant results achieved through current practice?

- Adoption of active learning skills
- Improved level of academic writing and effective use of evidence
- Improved professionalism and verbal communication skills
- Improved student performance on exams

What methods are used to assess the effectiveness of the practice?

- student evaluations
- formative assessment
- Grading rubrics for assignments and exams

What are the novelty and innovation aspects of assessment and evaluation methods? -If any-

Formative assessments were used to assess the students' performance throughout the semester.



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5. Review and Improvement

What are the review and improvement procedures implemented to enhance the practice?

- Student Evaluations
- Peer assessment

Have you conducted a peer observation -and/or- peer evaluation to improve the practice?
(Yes or No)

If yes, please attach evidence (maximum of 10 documents)

Yes (See Appendix 1)

Have you measured student satisfaction with the practice? (Yes or No)

If yes, please attach the relevant evidence (maximum of 10 documents)

Yes (See Appendix 1)

Have you conducted action research on the practice? (Yes or No)

If yes, please attach the relevant evidence (maximum of 10 documents)

No

Are there any "strong-relevant" research or studies that can be relied upon to improve this practice? (Yes or No)

If yes, please write the titles of the research and studies using APA referencing style
(maximum of 10 documents)

Yes

What are the novelty and innovation aspects of review and improvement procedures? -If any-

6. Impact

What is the impact of the current practice?

Overall, there was a cultural shift towards more active and independent learning. Students have experienced improved critical thinking and language skills. This has provided them with a strong foundation for success in other courses and has empowered them to become independent learners. Moreover, the instructor's care for individual students' learning needs, enthusiasm, and promotion of ethical AI use has fostered a positive learning environment.



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Have you shared the practice with the academic community (colleagues, department, college, university, other)? (Yes or No)

If yes, please explain the methods through which you have shared with the academic community, attaching relevant evidence (maximum of 10 documents)

Yes. (See Appendix 1 for evidence)

The methods used to share my teaching practice with the academic community were both at the college level as well as the international academic community through the following efforts:

- 1- I was a speaker at an international conference entitled "Improving University Teaching" and presented a research about the experience of Saudi instructors who graduated from US universities and their highlighted my experience implementing some active learning practices with my students.
- 2- I wrote an article about the importance of teaching students how to synthesize information on the platform 3qool.com
- 3- I wrote an article about the power of note-taking for students to empower them to be active learners on the platform 3qool.com
- 4- I prepared and conducted a workshop at my college entitled "Adaptive Teaching: Methods for Up lift Students and Tailor the Learning Experience," where I shared the teaching strategies mentioned in my application and their impact on students. I also discussed how your enthusiasm as an instructor and be motivational for students and impact their performance.

Would you like to participate in the "Distinguished Educational Practices Forum" at the annual University Teaching and Learning Exhibition TLEX24? (Yes or No)

Yes

Attach some outstanding "authentic" examples of students' work achieved from the current practice, if any.

Please write a brief description of each work, and attach the relevant evidence as appendices (maximum of 10 files)

- Student assignment sample
- (See Appendix 3 for evidence)

Attach videos and/or photos that reflect the practice or work of students, if any.

Please write a brief description of each work, and attach the relevant evidence as appendices (maximum of 10 files. Videos shall be attached as links – "unlisted" YouTube links are preferred).



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7. Evidence/Attachments

You can attach the appendices (evidence) on the next pages.



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Appendix 1: evidence
Study guide sample



Quiz Study guide

Prepared by:
Dr. Deema Al Shawan

Quiz Study Guide

Instructions:

- The textbook is entitled: Public Health 101: Improving Community Health 3rd Edition, by Richard Riegelman, and Brenda Kirkwood
- This study guide will specify the sections to study from; you can skip other parts
- Reach out to the instructors if you have any difficulty with the material, and feel free to email or schedule a zoom session with any of the instructors if you need help (contact information is in the syllabus)
- Keep in mind that the midterm will be a combination of **multiple-choice, fill in the blanks/matching, and short-answer essay questions**
- The answers to the essay questions can vary in length; it can be anything between one word to 3-4 sentences
- Please use your textbooks and handouts to study, and **don't** use PowerPoint slides to study
- The midterm will cover outlined in this guide

How do I study using this guide?

- The following study guide includes all the sections/headings from the **textbook** to study for the final
- Don't read each chapter back-to-back; start by looking at the sections specified in this guide
- Any definitions will be in **purple**, and a **clear definition will be in the Glossary** section at the end of the book
- Use this study guide as an **outline** to write notes with all the information you identified within each section
- The sections in the book are as shown in the image below, and study guide will list the included sections in **blue font** with what you need to study from them:



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**An assignment sample written by the instructor to illustrate to students how to
write effectively for the assignment**

Case study example 

Raising cigarette taxes to decrease consumption in the Asia-Pacific region

Introduction

A study has found that over 80% of the world's smokers are in the Asia-Pacific region. For that reason, the World Health Organization (WHO) is calling for stricter anti-smoking regulations and policies in these countries. (Asia's smoking addiction 2002) The following case study will demonstrate the impact of raising taxes on reducing the consumption of cigarettes in that region.

Statement of the problem

The consumption of tobacco is considered one of the most significant risk factors to develop several diseases such as lung cancer, heart diseases, and Chronic obstructive pulmonary disease. Moreover, it is one of the main causes of preventable deaths around the world. One of the risk factors that increase cigarette consumption is the price and the smoker's income. (Health n.d.; Health Effects of Cigarette Smoking | CDC n.d.)

In the Asia-Pacific region, there are over one million deaths each year due to tobacco consumption related diseases. Nevertheless, the damage caused by cigarettes is not limited to smokers;

Peer assessment by a faculty member who attended my lectures



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طريقة واسلوب الدكتور بالشرح ، تذكير في كل محاضرة عن عنوانها وربطها بالتخصص ، التوضيح للطلاب عن طريقة التقييم سواء في الاختبارات او العرض التقديمي
شرح الدكتور
مواضيع الكتاب
ساعدتني دكتور هذه المادة على تعلم طرق جديدة في التعلم وإستخلاص المعلومات

D	F
	التفاعل مع الطلبة ، توصيل المعلومة
	سرعة استجابتها واسلوبها الراقي مع الطالبات وتسهيلها للمعلومات
	كل شيء ممتاز
	روح الكلاس حلوة معاها
Sooooo goood	F
	الدكتورة تجنن ماشاء الله.. اسلوب وجمال وراقي وأخلاق وشرح كلل شي فيها يجنن اتمنى لها كل النجاح والتوفيق واحنا محظوظين انها درستنا . شرح جميل ومهمه جدا بالماده
	شرحها جميل
	شرح المقرر والاختبارات
-	مهارات الالقاء وسرعه إيصال المعلومة بشكل جميل
	دكتوراه رائعه جدا جدا
	الاكتفى وقت المحاضره لا يوجد
Her explain	5
	5
-	الشرح جميل
	اخلاقها وتعاملها مع الجميع يجننن والشرح وتوصيل المعلومة وتسهيلها ١٠/١٠
-	طريقة الشرح وطرح المعلومات كانت جاذبة ومختلفة ومميزة .



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لو يدي احط اكر من خمسة حظيت، احسن دكتورة مرت على جدا شاطرة بتوصيل المعلومة بطريقة ممتعة تخلي الطالب يتحمس ويفكر معها مو بس يسمع المعلومة ويطلع من المحاضرة. الربط بالمجال التطبيقي للصحة العامة كان ممتاز وشجعنا نتعلم اكثر ونستقبل المعلومة بحماس ومتمعة. محاضراتها تختلف عن باقي المحاضرات عشان كذا

Q15

الاحترام والتقدير للطلاب وطريقة القاء المحاضرات بشكل مبهج يجعل المستمع حتى وان كان ليس له اهتمام بموضوع المحاضرة ان يعطي كامل تركيزه

جمال الله ما شاء الله في الشرح والطرح وكل شي يعني ما ادري وش اوصف حبيبتها الحقيقه يعني الواحد ما يقدر ينتقد شي ما شاء الله كامله والكامل الله

لو يدي احط اكر من خمسة حظيت، احسن دكتورة مرت على جدا شاطرة بتوصيل المعلومة بطريقة ممتعة تخلي الطالب يتحمس ويفكر معها مو بس يسمع المعلومة ويطلع من المحاضرة. الربط بالمجال التطبيقي للصحة العامة كان ممتاز وشجعنا نتعلم اكثر

رُقي الدكتورته وتعاملها وشرحها واسلوبها تُشكر من القلب عليه

متعاونة بالشرح وتستقبل الاسئلة عن اي نقطة غير واضحة ودكتورة اكثر من رائعة لا يوجد

الشرح واضح وبسيط و ملم بجميع المعلومات، النقاش و التفاعل اثناء المحاضرات كان رائع

كل شي

توضيح

شرحها

حبها لتوصيل المعلومة ومراعاة الفروق الفردية

لو يدي احط اكر من خمسة حظيت، احسن دكتورة مرت على جدا شاطرة بتوصيل المعلومة بطريقة ممتعة تخلي الطالب يتحمس ويفكر معها مو بس يسمع المعلومة ويطلع من المحاضرة. الربط بالمجال التطبيقي للصحة العامة كان ممتاز وشجعنا نتعلم اكثر ونستقبل المعلومة بحماس ومتمعة. محاضراتها تختلف عن باقي المحاضرات عشان كذا



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Adaptive teaching workshop prepared and conducted by Dr. Deema Al Shawan

جامعة الإمام عبد الرحمن بن فيصل
IMAM ABDULRAHMAN BIN FAISAL UNIVERSITY
كلية الصحة العامة | College of Public Health

The Vice Dean for Development and Community Partnership invites you to attend a workshop entitled with:

Adaptive Teaching: Methods to uplift students and tailor the learning experience

Presented by:
Dr .Deema Saad ALShawan

Workshop Info

🕒 | 12:30 PM

📅 | Wednesday, 18 Jan 2023

📍 | Online (Zoom)

📄 | Scan here to attend

📱 @IAU_CPH | كلية الصحة العامة | College of Public Health

International University Teaching conference evidence of being a speaker



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8:15: Roundtable 6: The Attitudes and Perceptions of Saudi Graduate Students Toward Public Health Programs in the United States. Deema Saad Al Shawan (Abdulrahman Bin Faisal University, Saudi Arabia). **Location: MPH**

The planned study presented here will investigate the perceptions of Saudi students toward graduate public health programs in the United States and their applicability to their careers in their home country. A qualitative hybrid approach of inductive and deductive coding and theme development will be utilized. Focus groups and interviews will be conducted with a total of five-ten participants. Additionally, data triangulation will be used to ensure the reliability of the findings. Some themes that could be identified include reasons for studying in the US, the program's applicability to their careers, obstacles encountered, and recommendations for the future.

Article 1 about active teaching/learning methods published on 3qool.com

[Link to article](#)



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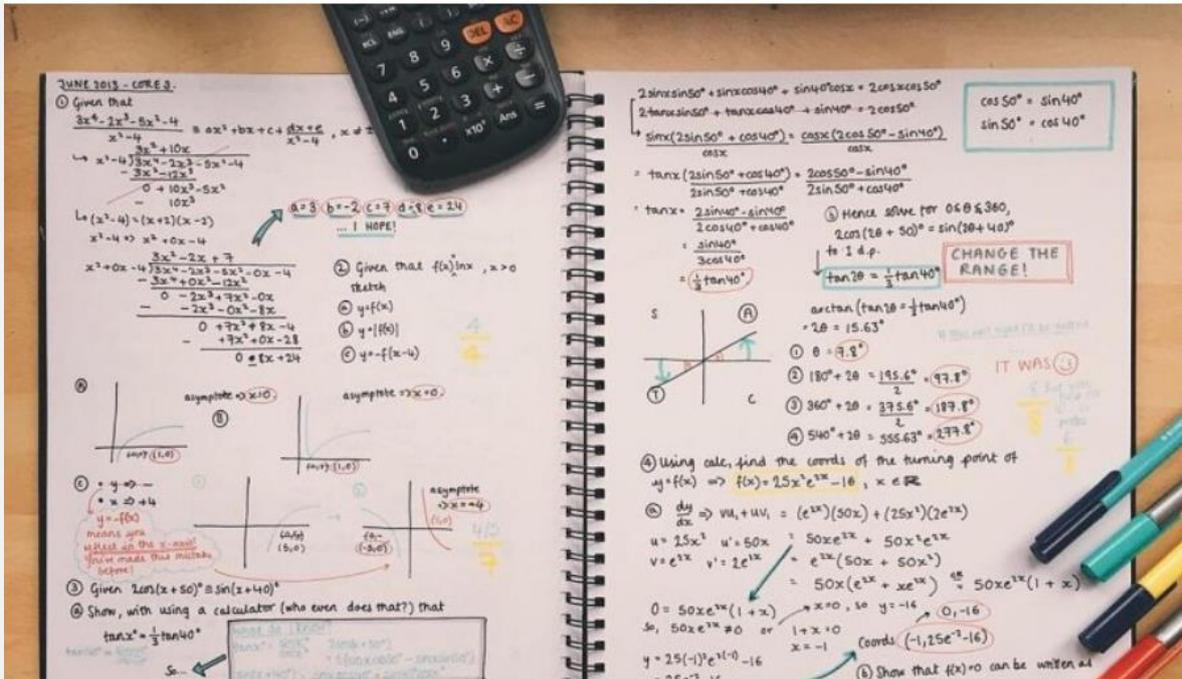
فن تدوين الملاحظات و اهميتها في تحسين عملية التعليم

"من أين أدرس للإمتحان" و "على ماذا اركز؟" اسئلة شائعة بين أوساط الطلبة

Updated: Sep 28, 2023 - 14:22 Oct 5, 2022 - 14:54

26723 0 0

د. ديماء الشعوان



Article 2 about active teaching/learning methods published on 3qool.com

[Link to article](#)



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عنون / شؤون الباحثين / تركيب المعلومات: سر الكتابة الأكاديمية الفعالة

شؤون الباحثين

تركيب المعلومات: سر الكتابة الأكاديمية الفعالة

يمكن للطلاب و الطالبات بناء هذه المهارة أثناء دراستهم، و عدم الإكتفاء فقط بفهم المعلومة و استرجاعها وقت الإمتحان. من الممكن استغلال فترة دراستك لبناء مهارات تفيدك بعد تخرجك خلال حياتك المهنية و عدم حصرها على تكرار ما تعلمته من المناهج الدراسية. يمكنك استخدام مهارات التركيب في تطبيق المعلومات المتعلمة من خلال المحاضرات و المراجع الدراسية لإثراء كتابتك و تقديم محتوى جديد يعكس ما تعلمت و يضيف وجهة نظر و إستنتاج أفكار جديدة.

Updated: Jan 24, 2024 - 14:03 Oct 5, 2023 - 20:01

7670 0 0

د. ديمة الشعوان



Was the first to coordinate a workshop with an International University Faculty member



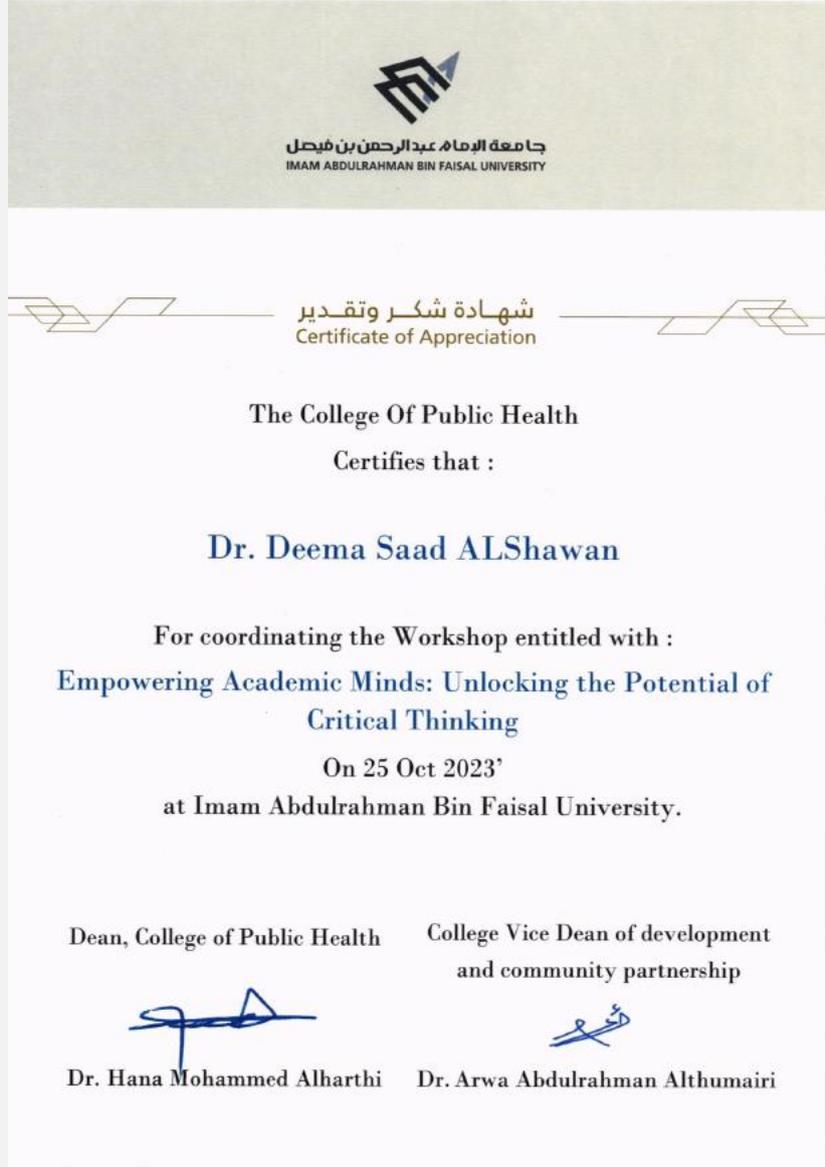
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Appendix 2: Active learning workshop certificates

- 1- **Khabeer program** developed by which aims to provide an expert certificate for designing student-centered programs and curriculum. [Duration 4 months]

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043

جامعة الإمام عبد الرحمن بن فيصل
IMAM ABDULRAHMAN BIN FAISAL UNIVERSITY

المملكة العربية السعودية
Kingdom of Saudi Arabia

Vice Presidency for Academic Affairs | وكالة الجامعة للشؤون الأكاديمية

حفظه الله
صورة مع التحية والتقدير لسعادة نائب رئيس الجامعة للشؤون الأكاديمية

المحترمة
سعادة عميدة كلية الصحة العامة
السلام عليكم ورحمة الله وبركاته

فطيب الله أوقاتكم بكل خير .. وأود أن أضع بين يدي سعادتك البرنامج التدريبي لقائد تطوير برنامج (الصحة العامة) سعادة د. ديماء الشعوان والمرشح من قبل كليتك لاستكمال متطلبات "شهادة خبير تصميم البرامج الدراسية في التعليم الجامعي"، حيث سيكون المنتج النهائي لهذا البرنامج هو استكمال وثائق تطوير برنامجي "الصحة العامة" في موعد أقصاه ٢٠٢٣/٣/٢٠م؛ لعرضه على اللجنة الدائمة للخطط والنظم الدراسية، ومن ثم مجلس الجامعة بإذن الله تعالى.

لاطلاع سعادتك والتكرم بتمكين سعادة د. ديماء الشعوان من حضور البرنامج التدريبي ومراعاة العبء الإداري والتدريسي خلال فترة التدريب المحددة خلال هذا العام الدراسي.

للتكرم بالاطلاع والتوجيه، ولكم خالص تحياتي !!!

فصيل

مدير إدارة الخطط
والبرامج الدراسية
د. خالد بن صالح الزهراني

مرفق البرنامج التدريبي لشهادة خبير
تصميم البرامج الدراسية في التعليم الجامعي

ير فصيل الرشود
الرقم: ٤٩٩٩٥
التاريخ: ١٤٤٥ / ١٢ / ٢٥ هـ
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- 2- Attended a conference entitled “The International Conference on Improving University” in 2022. It was an international university learning conference that included several workshops on active learning and other methods [Duration: Three days]



- 3- Attended and was a speaker and attended several workshops on active learning and critical thinking for the same conference the following year in Malaysia, “The International Conference on Improving University,” in 2023. [Duration: Three days]



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8:15: Roundtable 6: The Attitudes and Perceptions of Saudi Graduate Students Toward Public Health Programs in the United States. Deema Saad Al Shawan (Abdulrahman Bin Faisal University, Saudi Arabia). **Location: MPH**

The planned study presented here will investigate the perceptions of Saudi students toward graduate public health programs in the United States and their applicability to their careers in their home country. A qualitative hybrid approach of inductive and deductive coding and theme development will be utilized. Focus groups and interviews will be conducted with a total of five-ten participants. Additionally, data triangulation will be used to ensure the reliability of the findings. Some themes that could be identified include reasons for studying in the US, the program's applicability to their careers, obstacles encountered, and recommendations for the future.

- 4- Attended Boosting Student Engagement and Interaction in the Online Classroom
A workshop provided by the Deanship of Academic Development. **[Duration: One day]**





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- 5- Empower Your Lecture: Make your Lecture Planning Active A workshop provided by the Deanship of Academic Development. **[Duration: One day]**

Reminder: Empower your Lecture: Make your Lecture Planning Active starts in 1 hour

Or join by phone:

US: +1 301 715 8592 or +1 312 626 6799 or +1 346 248 7799 or +1 646 558 8656 or +1 669 900 6833 or +1 253 215 8782

Webinar ID: 920 2555 0079

International numbers available: <https://iauvle.zoom.us/j/ab63s5CzHE>

- 6- Attended and coordinated the Critical Thinking and student-centered learning workshop.



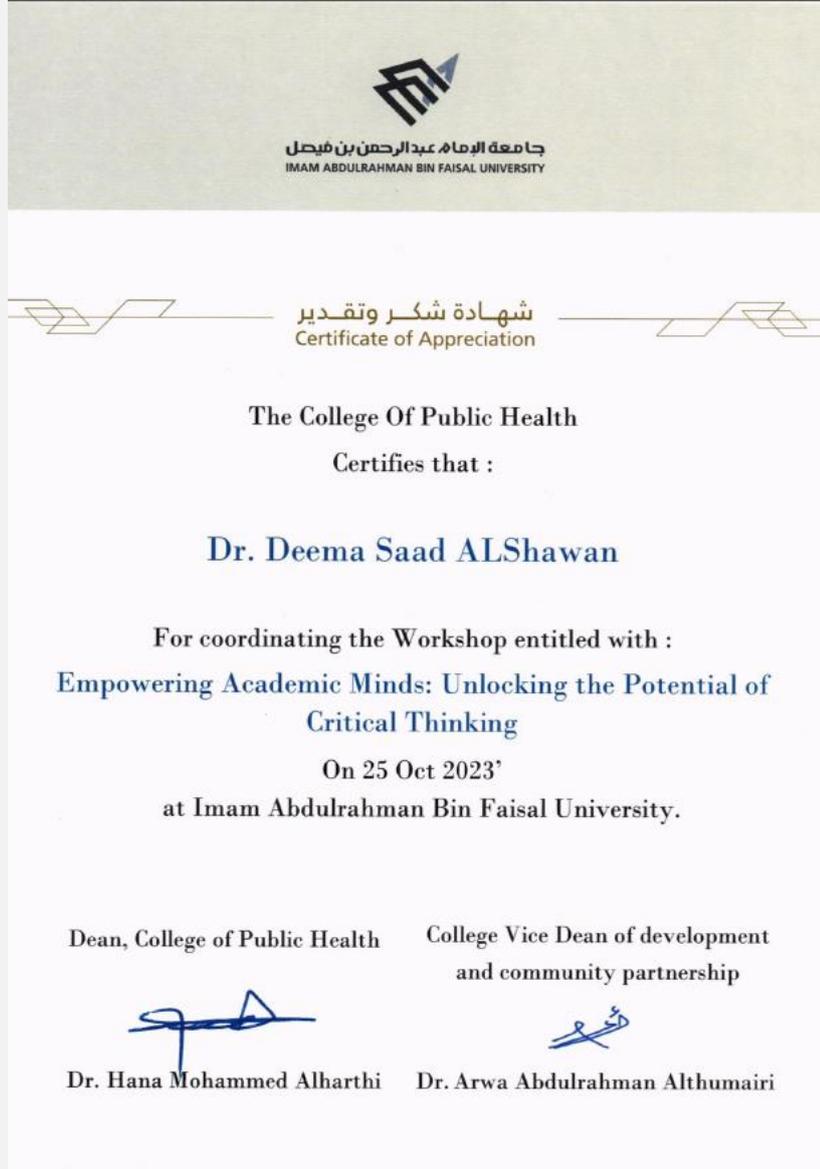
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7- ChatGPT and Artificial Intelligence in Higher Education Course, at Udemey.



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Certificate no: UC-80359acb-bd4f-4485-a359-3ec1261eb8c6
Certificate url: ude.my/UC-80359acb-bd4f-4485-a359-3ec1261eb8c6
Reference Number: 0004

CERTIFICATE OF COMPLETION

ChatGPT and Artificial Intelligence in Higher Education

Instructors **Dr. Ulrike Hanke**

Deema Saad Al Shawan

Date **Dec. 18, 2023**

Length **2 total hours**



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Appendix 3

A sample of a student assignment with detailed feedback from the instructor before the official submission of the assignment to enable students who are beginners at academic writing to improve (active learning approach)

Introduction

Vaccination is the cornerstone of public health because it is the most effective way to protect people's health and prevent many harmful infectious diseases. Therefore, the government of the Kingdom of Saudi Arabia Kingdom of Saudi Arabia government has been keen to provide vaccines that prevent many diseases such as polio and smallpox. In addition, the government has developed a system that includes the most important vaccines that children must take. The government has also developed a system that includes the most important vaccines that children must take to ensure that the child has taken all the essential vaccines, from the postpartum stage, where the children's immunity is weak, and they get infected by harmful disease easily.

Moreover, vaccines are were invented to protect children from early death, to prolong human life, as well as prolong human life, and prevent the spread of epidemics.

Statement of the pProblem

The basic immunization was designed to protect the society, especially children, as their weak immunity may put them at risk, but the main problem is children's fear of vaccinations or the pain resulting from vaccination. Children's fear is one of the problems that make parents sometimes neglect some vaccinations. There is a An experiment has been conducted by Dr. Amy Baxter, which clarified that children, especially at between the ages of 4 to 6 years, who take

Deema Al Shawan
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