

Form Title

Achievement File (Portfolio)

Excellence Award in University Education Development (TAJ)

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

<https://www.iau.edu.sa/en/administration/deanships/deanship-of-academic-development/excellence-award-in-university-education-development>

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 evaluations, the Award Committee relies on the conditions and criteria announced for the award.

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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Pledge

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)

Introduction and summary of the practice

Peer learning has been a widely studied topic in educational research due to its effectiveness in promoting student engagement, collaboration, and critical thinking. Peer learning is defined as the process of learning from peers who are of similar or higher status or level.

The practice we adopt involves the 4th year respiratory care student (defined as peer teachers) teaching the 2nd and 3rd year respiratory care students (defined as peer learners) during the respiratory care laboratories of three courses.

Peer learners are distributed into two groups: one is peer-taught by 4th year RC students, and the other is taught by laboratory teaching staff. Crossover will take place after the mid-semester evaluation during which peer learners' group will be taught by laboratory teaching staff and the other group will be taught by peer teachers.

Importance of Peer learning

Peer learning is an essential part of the learning process as it offers several benefits for students. Firstly, peer learning promotes collaboration and teamwork, which are essential skills for success in many fields. By working with others, students learn to communicate effectively, share ideas, and work towards a common goal. Secondly, peer learning helps to reduce the feeling of isolation and fosters a sense of belonging among students. Thirdly, peer learning enhances student engagement and motivation by providing opportunities for students to take an active role in their learning. fourthly, peer learning can be a very efficient education tool specially with the kingdom aim to increase the number of health care professional graduates in the future. Lastly, peer learning provides an

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opportunity for students to receive feedback from their peers, which is often perceived as less threatening and more supportive than feedback from instructors.

Main Results of Peer learning

Regarding the current peer learning project, it is currently ongoing, and it is too early to report its main results. However, several studies have demonstrated the positive impact of peer learning on student achievement. For instance, a meta-analysis conducted by Springer et al. (2018) found that peer learning had a significant positive effect on academic achievement across a range of disciplines. Another study by Roediger and Karpicke (2006) found that peer learning was more effective than individual study in promoting long-term retention of material.

Impact of Peer learning

Peer learning has a significant impact on the social and emotional well-being of students. As noted earlier, peer learning promotes collaboration and teamwork, which are essential skills for success in many fields. Furthermore, peer learning helps to reduce the feeling of isolation and fosters a sense of belonging among students. Students who feel connected to their peers and instructors are more likely to be engaged in their learning and to persist in their studies. Peer learning also provides an opportunity for students to develop social and emotional skills, such as empathy, communication, and self-awareness.

Recommendations for Improvement

Despite the many benefits of peer learning, there are some challenges associated with its implementation. For instance, some students may be reluctant to participate in peer learning activities due to a lack of confidence or fear of judgment. To address this issue, peer learning activities were carefully designed to promote meaningful learning and peer teachers and learners were both provided with clear guidance on the purpose and benefits of peer learning and offered support, resources, and feedback throughout the process. Also, peer learning was mandatory part of a 4th level course. This course aims to provide comprehensive overview of the profession and it prepares graduates for respiratory care exam conducted by Saudi Commission for Health Specialties.

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

The novelty and innovation of peer learning lie in its ability to engage students in their learning process, promote the development of critical thinking and problem-solving skills, foster a sense of community and belonging, and provide innovative approaches to assessment and feedback. Peer learning represents an exciting and innovative approach to education that has the potential to transform the way we teach and learn especially when it comes to laboratories skills were learning outcomes are mainly psychomotor.

1. Idea

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

Problem(s)

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Peer learning can help to address several challenges that students may face in their academic journey:

1. The students' feeling of isolation and lack of connection.
2. Limited feedback and support since students may not always receive enough feedback or support from instructors.
3. Limited engagement and motivation as some students may struggle with engagement and motivation in their studies.
4. Limited critical thinking and problem-solving skills.
5. Limited communication and teamwork skills.

Solution(s)

1. Isolation and lack of connection: Peer learning can help to reduce the feeling of isolation that some students may experience. By working with others, students can build connections and relationships, which can foster a sense of community and belonging.
2. Limited feedback and support: Peer learning provides an opportunity for students to receive feedback and support from their peers, which can be beneficial for their learning and development.
3. Limited engagement and motivation: Peer learning can help to increase engagement and motivation by providing opportunities for students to take an active role in their learning and to work towards a common goal with their peers.
4. Limited critical thinking and problem-solving skills: Peer learning can promote critical thinking and problem-solving skills by encouraging students to explore different perspectives, share ideas, and work together to solve complex problems.
5. Limited communication and teamwork skills: Peer learning can help students to develop communication and teamwork skills, which are essential for success in many fields. By working with others, students can learn how to communicate effectively, share ideas, and work towards a common goal.

Applied Strategies (Practices)

The 4th year respiratory care students (peer teachers) teach the 2nd and 3rd year respiratory care students (peer learners) during respiratory care laboratories in three different introductory courses.

Peer learners are distributed into two groups: one is peer-taught by 4th year students, and the other is taught by laboratory teaching staff. Crossover will take place after the mid-semester evaluation during which peer learners' group will be taught by laboratory teaching staff and the other group will be taught by peer teachers.

Peer teachers teach the laboratory sessions in pairs of 2 students. Thus, in each peer learning laboratory session, there are 2 peer teachers and 12 to 13 peer learners. During those sessions, peer teachers deliver the content in a structured and organized manner, with no involvement from the instructor. The peer teachers' pairs are required to engage with the material on a deeper level and develop a more nuanced understanding of the concepts prior to the assigned peer learning laboratory sessions.

The role of the instructor is limited to facilitating the learning process, rather than providing direct instruction. The instructor may provide initial guidance on how to structure the laboratory session and provide feedback on the peer teachers' work, but the majority of the teaching and learning is driven by the peer teachers themselves. Peer teachers are

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encouraged to use preferred various teaching styles and strategies to cover the topics and meet the learning needs of peer learners.

Student performance on peer learning assignments is evaluated by peer learners as direct beneficiaries using a structured 5-point Likert scale rubric. Based on the evaluation, feedback is given to each peer teacher via discussions with the course instructor.

Pedagogical basis for applied strategies (practices)

The pedagogical basis for the adopted peer learning strategies is grounded in social constructivism and active learning theories.

- Social constructivism is the theory that learning is a social and collaborative process, and that knowledge is constructed through interactions with others. In peer learning, students work together to construct their understanding of the material, with each member of the group contributing their unique perspectives and experiences. This approach promotes active engagement with the material and encourages students to develop a deeper understanding of the concepts.
- Active learning is a teaching approach that emphasizes student engagement and participation, rather than passive listening and note-taking. Peer learning is an effective form of active learning, as it requires students to take an active role in their own learning and engage with the material in a more meaningful way.

College

College of Applied Medical Sciences

Academic Program

Bachelor's in respiratory care

Academic Year

2022-2023

Course Title

Respiratory Care Exam Review

Course Code

RESP 422

Language of instruction

English

Lesson Title(s)

The strategies are applied in multiple lessons

Number of instructors or assistants in teaching the course

Two

Student level (example: Fourth Year)

Peer teachers (4th year students) and peer learners (2nd and 3rd year students)

Number of students (Direct beneficiaries)

Peer teachers (51 student), peer learners (95 students)

Participating entities from and outside the university (if any)

Duration of implementation

Third semester of academic year 2022-23

What are the novelty and innovation aspects of the idea/solution? -If any-

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The novelty and innovation of this practice lies in multiple aspects. First, this is the first-time peer learning has been applied at the college level in such a comprehensive format. Second, promoting senior level students to teach the laboratory sessions as an alternative to laboratory instructors enhances student's accountability as they strive to ensure that they have a deep understanding of the material so that they can effectively teach it to peer learners. Third, this strategy fosters the sense of community and belonging among respiratory care students by allowing students to connect with others who share their interests and goals, promoting collaboration and teamwork. The fourth innovative aspect is related to non-traditional assessment and feedback. In traditional education models, instructors are often the primary source of feedback for students. In peer learning, however, peer learners have the opportunity to receive feedback from the peer teachers, which can be perceived as less threatening and more supportive than feedback from instructors. This approach to feedback can be particularly beneficial for students who may feel uncomfortable seeking feedback from instructors. In addition to the above, we have received an IRB approval for this project (2023-03-151) through which we are going to survey the teachers and the learnings and look at their education experiences using validated, published surveys. In addition to that, we are going to compare the performance of both groups in term of their grades in Objective structured practical examination (OSPE) which is going to be directed by blinded evaluators.

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)

Dr. ahya's training programs:

2) (hours) التدريس الجامعي الفعال في ضوء نظريات التعلم

Effective Online Teaching

Effective Formative Assessment in the 21st Century Classroom (2 hours)

Integrating Critical Thinking in Academic Curriculum (2 hours)

Flipped Classroom (2 hours)

Dr. Maher's training programs:

Problem-Based Learning: Challenges & Opportunities (2 hours)

Core competencies (24 hours)

Using Action Research in Teaching and Assessment (2 hours)

Small Group Teaching : Planning, Preparing & Structuring (1 hour)

التعلم القائم على المشاريع (5 hours)

Using Technology in Teaching and Learning (1 hour)

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

- Peer Learning in Higher Education: Theoretical Perspectives and Empirical Evidence by Van den Berg et al. (2016).
- Peer learning in higher education: A review of the literature by Ten Cate et al. (2016).

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- Boud, D., Cohen, R., & Sampson, J. (Eds.). (2014). Peer learning in higher education: Learning from and with each other. Routledge.
- Topping, K. (2005). Trends in peer learning. *Educational psychology*, 25(6), 631-645.
- Kruger-Ross, M., & Bogenschneider, B. N. (2020). Engaging student leaders in peer education to enhance campus culture. *Journal of College Student Development*, 61(2), 218-223.
- Amin, M. E., Hasan, M. N., Hossain, M. M., & Muyeed, A. (2020). Investigating the effect of peer learning on academic achievement and satisfaction of students in higher education. *Journal of Educational Research and Practice*, 10(2), 201-211.
- Gómez, J., Corral, A., & Rodríguez, V. (2020). Peer learning in higher education: An analysis of the role of peer assessment and feedback. *Active Learning in Higher Education*, 21(1), 19-30.
- Yu, L., Yuan, S., & Zuo, Y. (2021). The influence of peer learning on academic achievement and satisfaction of college students: The mediating role of self-regulated learning. *Frontiers in Psychology*, 12, 666413.
- Currently Dr. Maher is a taking the PFUTL certificate and have finished three modules already.

3. Implementation

Identify the Graduate Attributes intended to be enhanced.

The implemented practice is intended to enhance the following IAU's graduates attributes:

- Commitment to values, ethics, and responsibility
- Knowledge application and lifelong learning (extensive knowledge in the field and self-learning)
- Active personality skills (Effective communication skills, teamwork and leadership skills, advanced interpersonal skills, and initiative and determination).
- Problem-solving and decision-making abilities

What teaching methods and activities were used (within practice/strategy) to enhance each Graduate Attribute mentioned above?

- **Commitment to values, ethics, and responsibility:**

The current practice aims to create a safe and supportive environment where (a) peer teachers can share their views and experiences with peer learners. This helps them develop empathy and respect for others' perspectives, values, and cultures. This (b) encourages students to consider how their own values and actions impact others. Also, as peer teachers work together, they learn to (c) hold themselves accountable for their own learning and that of peer learners. This sense of accountability fosters a greater commitment to values, ethics, and responsibility. Furthermore, (d) current practice provides opportunities for students to engage in ethical decision-making. Through discussions and case studies, students can explore different ethical dilemmas and develop strategies for addressing them.

- **Knowledge application and lifelong learning:**

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Prior to each laboratory session, the (a) peer teachers are required to review and consolidate their knowledge to effectively teach their peers. This reinforces their own learning and improves their ability to recall information later on. This practice also (b) requires peer teachers to explain concepts in their own words and answer questions from peer learners which promotes a deeper understanding of the material and can help students develop a more comprehensive understanding of complex topics. Despite the structured practice adopted, (c) peer learning can be fun and engaging and promote a sense of pride and accomplishment, which fosters a love of learning and a desire to continue learning throughout their lives.

- **Active personality skills**

This practice is centered around the peer teachers' ability to effectively communicate their knowledge and ideas to their peers. By practicing explaining concepts and answering questions, they can improve their ability to articulate ideas clearly and effectively, listen actively, and provide constructive feedback.

- **Problem-solving and decision-making abilities**

The core elements of the current practice include (a) encouraging active learning, (b) providing a safe environment for experimentation, (c) promoting feedback and reflection, (d) fostering collaboration and teamwork, and (e) promoting the application of knowledge, peer learning can help students develop the skills and mindset needed to solve problems and make decisions effectively in their academic and personal lives.

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

- **Knowledge:**
1.1 Initiate and adjust respiratory care plans based on gathered data.
- **Skills:**
2.1 Have the appropriate knowledge of how to assemble, disinfect, and troubleshoot respiratory care equipment.
- **Values:**
3.1 Demonstrate accountability for completion of assigned tasks on prescribed deadline.
3.2 Effectively communicate orally, verbally, and in writing

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

- **K 1.1:** The laboratory sessions that are peer-taught through the semester cover several materials related to this learning outcome. This LO, therefore, is recurrent during the semester. Different pairs of peer teachers will experience different sets of respiratory care plans depending on the assigned session.
- **S 2.1:** Almost all assigned laboratory sessions involve hands-on experience on various diagnostic and/or therapeutic procedures involving the use of a wide range of respiratory equipment. Therefore, teaching peer learners on assembling, disinfecting, and troubleshooting the equipment are integral part of the peer teachers' experience.
- **V 3.1:** Prior and during laboratory sessions, peer teachers work together to master the skills and the teaching materials in which they are held accountable for their

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own learning and that of the peer learners. This sense of accountability fosters a greater commitment to values, ethics, and responsibility.

- **V3.2:** Peer learning activities require peer teachers to effectively communicate their knowledge and ideas to the peer learners during the laboratory sessions. By practicing explaining concepts and answering questions, students can improve their ability to articulate ideas clearly and effectively, listen actively, and provide constructive feedback

What teaching methods and activities are used (within practice/strategy) to increase student engagement in the learning process?

The peer taught laboratory sessions involve activities that promote students' engagement including, but not limited to:

- Cooperative learning: Peer teachers were selectively paired to achieve a common goal of reviewing the materials and teaching peer learners. We believe students engagement will increase when students work together to accomplish this activity.
- Role-playing: Many laboratory sessions involve peer teachers and learners act out some scenarios or situations of patients and respiratory therapist to help them understand a concept or topic better (Examples: patient interview and cardiopulmonary assessment).
- Peer tutoring: Peer teachers are instructed to conduct one-on-one teaching method with students who seem isolated during the group sessions. This activity is believed to promote confidence and build positive peer relationships.
- Learning stations: Most of the sessions include teaching procedures with multiple different methods (Ex: using different devices to treat patients with asthma). This requires creating learning stations in the same session where students can explore different topics or activities related to a particular concept. This activity encourages independent learning and collaboration as students work in groups to complete the activities.

What teaching methods and activities are used (within practice/strategy) to meet learners' needs and enable different learning styles?

The structure of the peer learning activities and the nature of laboratory sessions make up the perfect blend to enable different learning styles. Some of these activities include:

- Hands-on activities, such as experiments or simulations, can be used to engage learners who are kinesthetic learners.
- Group work can be used to engage social learners. Group work provides opportunities for learners to collaborate, discuss, and learn from each other.
- One-on-one teaching to engage learners who prefer individualized instruction and feedback.
- Role-playing can be used to engage learners who prefer to learn through acting out scenarios.

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

Online collaboration tools including Zoom and Microsoft document to distribute tasks and explain the activity guidelines, instructions, and expectations.
Learning management systems (Blackboard) to create and communicate the learning materials, assessments, and assignments to peer teachers.

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

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This is the first time in our department and maybe our college to conduct peer learning in such large scale with more than 140 students. We believe that learning will be achieved .at multiple learning outcomes at different levels for all students

4. Results and verification

What are the most significant results achieved through current practice?

The project is currently ongoing, and it is too early to conclude its result. However, early .non-official feedback from 4th year students seems to be positive about the experience one student said” I felt responsible about teaching others, therefore I had to be very well ”prepared in the topic and I will never forget what I was teaching according to the literature mentioned in section 2, peer learning is not only an effective method of instruction and knowledge retention, but also enhances multiple aspects of students’ professional and personal development. These aspects include communication skills, decision-making, leadership, confidence, and respect for the peer-teachers.

What methods are used to assess the achievement of learning outcomes?

- Valid and reliable instruments (Krych, 2005) will be used to assess:
 - Peer teachers’ perception and experience toward peer learning.
 - Peer learners’ perception and experience toward peer learning.
- Peer learners' grades in two separates formative faculty assessment. The grades are then compared with the grades of the traditional laboratory instructions group.

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

The above-mentioned surveys will also be used to evaluate the effectiveness of the practice. To illustrate, positive experience and self-perception of increased knowledge retention will be considered signs of effectiveness. In addition to the peer learners' performance in the faculty assessment and the objective structured practical examinations (OSPE).

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

The method has been used before in our department. We think it is a great method to measure the intended outcome. For the first time, the evaluators will be blinded about which students received peer learning (intervention) and which student received standard teaching (control)

5. Review and Improvement

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

The perception and experience toward peer learning of both peer learners and peer learners will be conducted early in the implementation (in Week# 4 of the semester). The results of the survey will be reviewed by the course instructors to identify any possible weaknesses in the process and make a plan to implement changes if necessary.

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)

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The practice is currently ongoing, peer evaluation will be conducted in Week# 6 by a 2 external faculty (one from the college and one from outside the university) using IAU's peer assessment forms.

Have you measured student satisfaction with the practice? (Yes or No)
If yes, please attach the relevant evidence (maximum of 10 documents)

Student satisfaction will be part of the perception and experience toward peer learning assessment that will be conducted early in the implementation (in Week# 4 of the semester).

Have you conducted action research on the practice? (Yes or No)
If yes, please attach the relevant evidence (maximum of 10 documents)

Yes, the action research to evaluate the effectiveness of the practice and student achievement of the learning outcomes using the methods mentioned in section 4 is ongoing (IRB approval will be attached). Due to the time frame for this application, however, we are unable to disclose any results yet.

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)

- Topping, K. J. (2005). Trends in peer learning. *Educational Psychology*, 25(6), 631-645.
- Falchikov, N. (2001). *Learning together: Peer tutoring in higher education*. Routledge.
- Zhang, Y., Maconochie, M. A meta-analysis of peer-assisted learning on examination performance in clinical knowledge and skills education. *BMC Med Educ* 22, 147 (2022).
- Abbot, S., & Smith, K. (2021). Effects of peer learning on academic performance: A systematic review and meta-analysis. *Educational Research Review*, 34, 100382.
- Abbot, S., & Smith, K. (2021). Exploring the student experience of peer learning in higher education: A qualitative meta-synthesis. *Studies in Higher Education*, 1-19.
- Karim, A., & Moosavi, S. A. (2020). Effect of peer learning on learning: A meta-analysis study. *Journal of Education and Learning*, 9(3), 173-182.
- Mora-Ruano, M. A., Martínez-Cervantes, R., & Perdomo-Díaz, J. (2021). The impact of peer learning on the development of generic skills in university students. *Studies in Higher Education*, 1-14.
- Shen, Y., Li, X., & Li, H. (2020). Peer learning in medical education: A systematic review and meta-analysis. *BMC Medical Education*, 20(1), 1-9.
- Brierley C, Ellis L, Reid ER. Peer-assisted learning in medical education: A systematic review and meta-analysis. *Med Educ*. 2022 Apr;56(4):365-373.

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

The traditional method of peer evaluation includes faculty members from the same department which may be biased and influenced by personal relationships or internal politics within the institution. For this practice, we plan to recruit external faculty members to allow for more objective evaluation of the work of their peers. Also, external faculty members bring their own areas of expertise to the evaluation process, which can lead to more insightful and nuanced evaluations. Furthermore, external faculty members can offer a fresh perspective on the work being evaluated, which can help identify strengths and

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weaknesses that may not be apparent to internal faculty members. Finally, the use of external faculty for peer evaluation can enhance the reputation of the department and college, as it demonstrates a commitment to quality and objectivity in the evaluation process.

6. Impact

What is the impact of the current practice?

Based on the large body of literature, the impact of peer learning includes the following:

- Helping students better understand course material and apply it to their studies, leading to improved academic performance and grades.
- Promoting student engagement and active learning, as students are encouraged to interact and participate in the learning process.
- Fostering critical thinking skills by encouraging students to analyze, evaluate, and apply course material in a collaborative setting.
- Increasing students' confidence and self-esteem as they take on the role of tutor and demonstrate their knowledge and skills to others.
- Improving students' interpersonal and communication skills as they interact with peers and practice explaining complex concepts.
- Promoting positive social and emotional outcomes, such as the development of supportive relationships among peers and increased feelings of belonging within a learning community.

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)

No.

Would you like to participate in the "Active Learning Forum" at the annual University Teaching and Learning Exhibition TLEX23? (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 forms)

The project documents are not far from complete at this moment. Part of the peer learners evaluation of peer teachers is attached.

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).

7. Evidence/Attachments

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