

Festival of Fellowship

Fellowship success stories from around the world

Introduction

Advance HE [Fellowship](#) demonstrates a commitment to professionalism and provides recognition of practice, impact and leadership in teaching and learning.

Fellowships are embedded in the UK and have been adopted by increasing numbers of higher education institutions globally.

Our [Festival of Fellowship](#) celebrates the year in which Advance HE has met several significant Fellowship milestones, including 2,000 Principal Fellows, 200,000 Fellows, 25,000 Senior Fellows and 50,000 Associate Fellows.

We have invited Fellows from around the world to share their stories and the institutional and individual impact of Fellowship. In this collection, we hear from staff at Kingdom University, Bahrain, who talk about their Fellowship experience and other reflections on teaching practice. We are grateful to them for their open and considered contributions.

Institution

Kingdom University, Bahrain

Fellowships and other reflective blogs

Kingdom University, Bahrain, is a valued member of the Advance HE membership community. Dedicated to the continuous enhancement of Teaching and Learning, the University is committed to supporting its staff's continuous professional development. The University has embraced Advance HE Fellowship to reward and recognise staff commitment to teaching.

Kingdom University is a leading private university in Bahrain providing high-quality education since 2001. The University values diversity among its students and staff,

creating a welcoming and inclusive family university environment. Its commitment to providing a global education experience is reflected in its international and local

At the heart of the Kingdom University's commitment to enhancement is the Professional Standards Framework (PSF). Advance HE is the proud custodian of the PSF, a globally recognised framework for benchmarking success within HE teaching and learning. A comprehensive set of professional standards and guidelines for everyone involved in teaching and supporting learning in HE, the PSF can be applied to personal development programmes at an individual, institutional or national level to improve teaching quality and celebrate success.

The blogs that follow reflect on Advance HE Fellowship and on teaching practice. Fellowships are awarded based on evidence of personal professional practice that meets the requirements of the [Professional Standards Framework 2023 \(PSF 2023\)](#), the standards framework for the higher education sector.



Professor Saad Znad Darwish, Director of the Entrepreneurship Center and Acting Head of Community Engagement and Continuing Education Unit, College of Business Administration – who is himself a Principal Fellow – said,

“The continuous enhancement of teaching is at the core of our approach to a great student experience at Kingdom University. Advance HE Fellowship has been fundamental in turning that ambition into reality and our commitment to reflection and enhancement is deeply rooted in our values. We are delighted with the outcomes, but never complacent!”



Kristian Rumble, Advance HE Head of Partnerships (MENA), said,

“It’s fantastic to see Kingdom University and it’s staff embrace Fellowship and a commitment to the Professional Standards Framework in driving change and continuous improvement. I am delighted that they have renewed their Advance HE membership – they will be valued members of our global community.”

Kingdom University confirmed its Advance HE membership in March 2025. To date, it has 50 [Fellows](#) including two Principal Fellows, three Senior Fellows, 39 Fellows and six Associate Fellows.

March 2025

Here's a snapshot of what Kingdom University's Fellows have to say about Fellowship:

"Looking back, I see Fellowship as the driving force behind my achievements, guiding me towards creating a supportive and empowering learning environment where every student can thrive. As my teaching career continues to unfold, I am certain that Fellowship will remain its guiding light, illuminating the path to excellence and achievement for years to come."

"Beyond the confines of academia, my position as an Advance HE Fellow has enabled me to extend my expertise to the broader community. I have leveraged my knowledge and experience to deliver industrial advisory-like training and learning sessions to professionals in Bahrain and India."

"Advance HE Fellowship proved to be a transformative experience...a rigorous framework for professional development..."

"Fellowship has motivated me to create more innovative methods and skills and to regularly evaluate these methods for the purpose of measuring and evaluating their effectiveness."

"By acquiring Fellowship, I have managed to join the global network of higher education professionals. It also affirms that I am competent in knowledge and experience to work in higher education. It has allowed me to identify my strengths through examining and reviewing my accomplishments and achievements, building on them to identify my next career goals."

"The benefit of Fellowship is not limited to academic staff members but extends to include students and the whole learning environment."

"My experience with the PSF has reinforced my belief that education is about more than just imparting knowledge – it's about creating environments where students can discover, question, and grow."

"The Fellowship experience has truly been transformative, helping me to see teaching not just as the transmission of information but as the facilitation of discovery and growth. By programming my teaching philosophy with the principles I've learned through this process, I've been able to create a more engaging, dynamic, and effective learning environment for my students."

[Read on and explore their stories in full...](#)

Hear from Kingdom University Fellows



Transformative teaching: The journey of 'High-Expectation-Achievement'

Dr Abdul Aziz Abdul Rahman – Faculty member at Kingdom University

"Fellowship has empowered me to abandon traditional teaching methods in favour of dynamic strategies that encourage critical thinking, collaboration, and creativity."

After years of dedicated teaching following the completion of my PhD, I found myself reflecting on my journey with 'High-Expectation-Achievement' (HEA) design. It has been a transformative experience, reshaping not just my teaching methods, but my entire approach to education. As I look back, I can't help but admire the evolution of my teaching style. Gone are the days of passive learning and rote memorisation; in their place stands a vibrant classroom where students are active participants in their own education.

Fellowship – and my principles of 'HEA' – have become the guiding light of my teaching practice. With this as my guiding philosophy, I've instilled a culture of motivation and inclusivity in my classroom. Every student is valued and respected, and their ideas and opinions are cherished without discrimination, aligning perfectly with Fellowship's focus on empowering all learners.

Advance HE Fellowship has empowered me to recognise and address individual student needs, ensuring that no student is left behind. By providing tailored support and encouragement, I've helped students overcome obstacles and unlock their full potential, embodying Fellowship's commitment to minimising differences among learners.

Moreover, Fellowship has influenced my teaching approach, emphasising active participation and engagement. Through dynamic class discussions and multimedia resources, I've fostered a vibrant learning environment where students are encouraged to think critically and contribute actively, reflecting Fellowship's aim to enrich the educational experience.

My assessment practices have also evolved, embracing both summative and formative evaluations. I incorporate formative assessments like Mentimeter polls and group work to stimulate continuous learning and improvement. For instance, in

financial accounting, I utilise exercises to clarify complex concepts, promptly reviewing student solutions to gauge progress and offer tailored support.

Integrating practical skills like using accounting software further demonstrates Fellowship's impact. By bridging the gap between theory and real-world application, I've equipped my students with the confidence and readiness needed for success in their future careers, in line with Fellowship's goal of preparing learners for achievement beyond the classroom.

Fellowship has also guided my curriculum development efforts. Recognising the importance of staying current with industry trends, I consistently update course materials to reflect relevant changes. This proactive approach aims to provide students with a solid foundation to thrive in their respective fields.

Looking back, I see Fellowship as the driving force behind my achievements, guiding me towards creating a supportive and empowering learning environment where every student can thrive. As my teaching career continues to unfold, I am certain that Fellowship will remain its guiding light, illuminating the path to excellence and achievement for years to come.

Dr Abdul Aziz Abdul Rahman is a faculty member at Kingdom University, bringing a wealth of experience and expertise to the realm of accounting and finance. With a passion for teaching and research, Dr Abdul Rahman's dedication to education is evident in his impactful contributions to student learning and development.



The impact of Advance HE Fellowship on teaching and professional growth

Dr Habbeb Ur Rahiman – Coordinator of Staff Development Unit

“My Advance HE Fellow journey at Kingdom University Bahrain has been characterised by growth, learning, and impact.”

My journey as an Advance HE Fellow at Kingdom University Bahrain has been both rewarding and transformative. Through this experience, I have had the opportunity to engage with innovative teaching pedagogies, contribute to staff development initiatives, serve on academic boards, and deliver impactful training sessions to industry professionals.

Embracing learner-centric teaching

As an Advance HE Fellow, I have embraced a learner-centric approach to teaching, incorporating various new pedagogical methods to enhance student engagement and learning outcomes. Drawing upon my experiences and insights gained through Fellowship, I have implemented innovative teaching strategies including active learning techniques, flipped classrooms, and the integration of technology to create dynamic and interactive learning environments.

By fostering a culture of curiosity and critical thinking, I aim to empower students to become lifelong learners and adaptable professionals in their respective fields. This approach has fundamentally changed how I view my role in the classroom – not merely as a transmitter of knowledge, but as a facilitator of learning experiences.

Leadership in staff development

In addition to my teaching responsibilities, I have taken on a leadership role in staff development at my university. Through the staff development unit, I have facilitated workshops and training sessions aimed at enhancing the professional competencies of faculty members.

These initiatives have focused on topics such as research methodology, pedagogical best practices, and the integration of technology in teaching. By providing ongoing support and resources to faculty members, I am committed to fostering a culture of continuous improvement and excellence in teaching and learning.

Contributing to academic governance

I have had the privilege of serving as a member of various academic boards of studies in different institutions. In this capacity, I have contributed to curriculum development, program review, and quality assurance processes.

By collaborating with colleagues from diverse academic backgrounds, I have gained valuable insights into the challenges and opportunities facing higher education institutions. Through these experiences, I have worked to ensure that academic programs remain relevant, rigorous, and responsive to the evolving needs of students and society.

Bridging academia and industry

Beyond the confines of academia, my position as an Advance HE Fellow has enabled me to extend my expertise to the broader community. I have leveraged my knowledge and experience to deliver industrial advisory-like training and learning sessions to professionals in Bahrain and India.

These sessions have covered a range of topics, including leadership development, strategic planning, and organisational effectiveness. By bridging the gap between academia and industry, I am dedicated to empowering individuals and organisations to thrive in an ever-changing global landscape.

In conclusion, my Advance HE Fellowship journey at Kingdom University Bahrain has been characterised by growth, learning, and impact. Through my engagement with innovative teaching pedagogies, staff development initiatives, academic boards, industry partnerships, and research, I have endeavoured to make meaningful contributions to the field of higher education and beyond.

Dr Habbeb is a highly valued faculty member at Kingdom University in Bahrain, known for his innovative teaching methodologies and significant research contributions. His work has been published in prestigious journals including Science Direct, Emerald, Taylor & Francis, and Inderscience groups, earning recognition in Q1, ABDC, and Web of Science rankings.



The Advance HE Fellowship Experience – Success Through Innovation and Collaboration

Dr Nishad Navaz – Associate Professor, Kingdom University

"Success secrets lie solely in hard work."

My time as an Advance HE Fellow at Kingdom University Bahrain has been incredibly fulfilling and transformative. It has allowed me the opportunity to explore innovative teaching methodologies, contribute to research council initiatives, participate in academic boards and conference committees, and deliver impactful training sessions to professionals in various industries.

Innovative teaching approaches

I have incorporated diverse pedagogical methods to enhance student engagement and learning outcomes. Drawing upon my Fellowship experiences, I've introduced innovative teaching mechanisms, such as flipped classrooms, active learning techniques, case-based studies, and research-oriented approaches.

By incorporating technology into the learning process, I have created a dynamic and interactive learning environments that foster critical thinking, curiosity, and lifelong learning skills among students. This approach has revolutionised the classroom experience, turning it from a passive lecture environment into an active learning community.

Extending knowledge to the community

In addition to my academic pursuits, being an Advance HE Fellow has allowed me to extend my expertise to the community. I have engaged in knowledge sharing by delivering training sessions and workshops to professionals in the Sultanate of Oman, India, and Bahrain.

These sessions cover various topics such as human resource information systems, human resource management, management information systems, generative AI, artificial intelligence, and teaching pedagogy. My aim is to bridge the gap between industry and academia, empowering individuals and organisations to navigate the rapidly changing landscape of business education.

As I continue on this journey, I remain dedicated to advancing excellence in teaching, learning, and research, and empowering individuals and institutions to realise their full potential for their growth.

***Dr Nishad Navaz** is a well-renowned academic and prolific researcher, focusing on Generative AI, HRIS, and Information Systems. He serves as an Associate Professor at Kingdom University, Bahrain, and has published in renowned journals, presented at conferences, and contributed as a Guest Editor and Editorial Board Member for high-quality journals.*



Transforming Teaching Through Fellowship

Sherif Mohamed Elwageeh – Chairperson of the Interior Design Department, College of Engineering and Design

"Through Fellowship, understanding the difference between reflection in action and reflection on action helped me throughout many aspects of my teaching design and planning practices."

The journey begins

The journey of obtaining the Fellowship of Advance HE was an interesting and informative experience that started with a set of preliminary workshops organised by the Higher Education Council in Kingdom of Bahrain under the title "Professional Certificate of Academic Practice" (PCAP). Through those workshops, I learned fascinating concepts in teaching and supporting students' learning, including the threshold theory and reflection in action and on action.

Understanding those concepts and how they apply to my own teaching practice helped me prepare well for the Fellowship process. Moreover, it has helped me to develop my practice continuously to this day.

Implementing threshold theory

The threshold theory in education motivated me to integrate interesting facts that completely transform students' conceptions about the subjects I teach. I continuously review and update my teaching materials and slide presentations to fulfil this aim.

Understanding the difference between reflection in action and reflection on action has helped me throughout many aspects of my teaching design and planning practices. I learned that I must be ready for different scenarios that might occur during my classes, and to be flexible enough to deal with various situations such as students' reactions to my teaching and technical issues.

Reflective practice

Through a customised reflection form designed by the Accreditation and Quality Assurance Centre (AQAC) at Kingdom University, I record an overall reflection on my teaching practice, co-curricular and extracurricular activities, and students' achievement of my courses' learning outcomes at the end of each academic semester.

This reflection practice has developed considerably throughout the years since I went through my Fellowship process. I continuously enhance my reflection on feedback and comments received through peer review, class observation visits, and assessment moderation processes.

Enhanced teaching methods

I developed the design of my PowerPoint slides to be more attractive and visually appealing, thanks to the many workshops I attended before and after applying for Advance HE Fellowship. Animation is an important feature that I used to integrate into my lectures' slides design, which I further developed after my Fellowship.

I applied this feature in many courses such as "Environmental Central Systems" to show the movement of air inside buildings, "Introduction to Project Management" to demonstrate various managerial cycles and the contribution of different parties in the management process, and "Urban Design" in which a timeline of historical evolution of urban settlements was explained in an interesting and animated way.

Interactive Learning

Promoting interactive learning and encouraging class participation is another area in my practice that has developed over time. I started to adopt learning through gamification using different online game learning platforms. These platforms add a level of excitement to my classes, especially when asking students to recall previously taught material.

Assessment design

Assessment design is another area that has developed considerably since I obtained my Advance HE Fellowship. My view of assessment strategies has shifted from just instruments to distinguish between students' levels to instruments that enhance and promote active learning.

I developed my approach to designing group-based assessments and addressing the challenges associated with them. Among those challenges is the distribution of students among small groups in a way that mixes low achievers with high achievers. Another challenge was the design of robust assessment criteria that balance students' group output and the fair evaluation of individual contributions within group work.

Leadership and knowledge sharing

I was the Dean of Engineering and Design College when I obtained my Fellowship five years ago. Currently, I am the Chairperson of the Interior Design Department. My Fellowship experience has helped me considerably throughout these two academic leadership positions. I have been keen to disseminate the lessons learned from my Fellowship experience and the continuous developments in my teaching, learning, and assessment practices among my colleagues.

This experience—sharing practice has reflected positively on the overall governance, quality assurance, and quality enhancement systems in both the College and the Department, as evidenced in the items discussed in College and Department Council meetings.

The experiences that I gained and developed because of my Fellowship practice were of great help and impact during the challenging years of the COVID-19 pandemic and the shift to online and remote education. All interactive teaching and learning practices that I gained were immensely helpful during those challenging years.

Sherif Elwageeh is Chairperson of the Interior Design Department, College of Engineering and Design, Kingdom University, Bahrain. He authored a book entitled: "Urban Design and Users' Preferences – Virtual Reality Simulation as a tool to test users' preferences for Urban Design Alternatives".



Teaching Architecture Through Tangible Learning

Dr Abbas Alwarafi

"Physical models are a fantastic way to communicate design ideas, and they can help overcome certain skill limitations."

In the realm of architectural engineering, it's crucial to understand that teaching and learning are processes that necessitate constant evolution and enhancement. They must adapt to various methodologies depending on the level of the architecture design studios.

First-year design fundamentals

Take, for example, the first-year design project. Here, the use of physical models, specifically "mass and detail models", is of paramount importance. These models serve a critical function in fulfilling the educational goals of the course and are instrumental in achieving the desired learning outcomes for the architectural project.

It's fascinating how this approach dives deep into the complex relationship between shape, space, and purpose. Students learn by doing, actively participating in the design process to mould spaces that meet real-world needs.

In the studio, we explore a variety of concepts. We examine aspects like measurements related to the human body, the scale of human beings, how function influences relationships, and the creation of meaningful spaces – all while mastering the use of light and shape.

Students sharpen their skills in numerous ways. They sketch, craft perspectives, build models, and transform floor plans into sections and elevations. The course primarily focuses on small-scale projects, emphasising design principles and the relationship between form and function.

Foundational Processes

Before diving into the design stages, it's crucial to understand three key processes that establish the basic knowledge required to move forward:

1. **Theoretical Introduction:** To begin, I typically cover the theoretical aspects, introducing various factors, principles, and core themes related to the design project.
2. **Case Study Research:** Next, students engage in researching case studies of similar projects. They discuss these within different groups, share insights, and prepare data for presentation to the entire class. The goal is to explore

local, regional, and international projects, learning from their successes and challenges.

3. **Site Survey and Data Collection:** Finally, we move to the practical phase. Students conduct site surveys, inventory assessments, and collect variable data systematically. These activities are centred around investigating, analysing, and synthesising the gathered information.

Design stages

The conventional design stages consist of several interconnected steps:

- First, students learn to identify core principles, develop philosophical ideas, and comprehend functional relationships to create a symbolic design. An integral part of this stage is sketching – a tool that enables students to rapidly explore ideas, capture initial concepts, and visualise how spaces relate to each other.
- The next stage involves manual drafting to create 2D drawings, including plans, elevations, and sections. During this stage, students are encouraged to seek out innovative solutions.
- Finally, students prepare a 3D model, offering a tangible representation of the architectural project, making the design more comprehensible.

Challenges for first-year students

Architectural design involves sketching, drafting, and building physical models. However, these traditional methods don't always lead to the most effective outcomes, especially for first-year students who are just getting accustomed to the demands of studio work.

They often struggle with certain skills: freehand sketching can be difficult, visualising ideas in three dimensions can be challenging, and grasping the concept of proportion is another hurdle they frequently face. Due to these limitations, some students struggle to articulate their ideas effectively, leading them to simplify their thoughts to a level they can express. Meanwhile, others are unable to persuade their instructors about their ideas, which blocks communication and results in misleading instruction.

The value of physical models

Physical models are a fantastic way to communicate design ideas and can help overcome certain skill limitations. They're flexible tools that can be used at various stages of architectural projects. I always tell my first-year students to make the most of physical models through three key stages:

1. **Stage 1: Mass Model (MM)** – This is where students start to bring their concepts to life, creating a three-dimensional mass model that represents their initial design ideas. It's a chance for them to express their creativity and

visualise their thoughts. They can feel form, proportion, and scale. Physical models provide an immediate sense of shape and size, making the design process more tangible.

2. Stage 2: Solid Model (SM) – At this stage, students refine their designs. They're expected to abstract various elements like the programme, volumes, masses, circulation, site relationships, and architectural elements. Solid models are an effective way to visualise space and understand the relationship between the interior and exterior of the design.
3. Final Stage: Detail Model (DM) – This is the final stage where students present their completed design. They create a detailed model built to scale using appropriate materials. The model should accurately represent all aspects of the design, including openings, volumes, facade details, site relationships, and all other related themes. It's the culmination of all their effort, work, and creativity.

The real challenge is ensuring that these models accurately reflect students' design intent while balancing their limited design time effectively. This approach has proven invaluable in helping first-year students overcome their technical limitations while still meeting all architectural project requirements.

Dr Abbas A.F. Alwarafi is an Assistant Professor of Architectural Engineering at Kingdom University, Bahrain. With over twenty years of experience, he brings considerable expertise in teaching at government institutions. He possesses excellent skills in academic activities and accreditation, along with advanced abilities in teaching methodologies and practical experience in building design and construction.



An Expedition of Individual and Occupational Development

Dr Abdelrhman Meero – Dean of the College of Business Administration

"Advanced HE Fellowship has given me an opportunity to become part of a lively group of educators from various backgrounds. "I can say with confidence that I've never felt as if I was on my own at any point in the journey,"

Imagine this: You're an enthusiastic instructor who genuinely cares about your students' triumphs. However, something continues to haunt you: Have you done everything possible to facilitate and ensure a prosperous educational expedition? That's my tale. I am Dr Abdelrhman Ahmad Meero, Business Administration College Dean at Kingdom University. Advanced HE Fellowship programme in the United Kingdom transformed me and satisfied my quest – the quest for self-improvement and the enhancement of students and their outcomes.

An intense longing for perfection: the road to the Fellowship

The start of my journey emerged from a heartfelt enthusiasm for instructing. However, a relentless impulse to perfect my art impelled my quest for distinction. Repeatedly I asked myself, "Even though I cherished my pedagogical interaction with students, why the growing dissatisfaction with my teaching and a feeling that I was not truly unlocking the potential of all my students?"

This questioning initiated my deep reflection on my teaching: its deficiencies, my easy options and, most critically, my abilities. Ultimately, it drove me to seek the Advanced HE Fellowship, a prestigious journey whose raison d'être is to enable excellent practice in teaching in higher education.

Incentive for modification: the experience of becoming a Fellow

Advanced HEA Fellowship proved to be a transformative experience. Fellowship – and the PSF – provided a rigorous framework for professional development, through workshops, mentorship opportunities, and research activities. One of the most impactful aspects was the focus on evidence-based teaching practices.

I attended the "Teaching Skills Masterclass (TSMC)" workshop, which equipped me to use various creative teaching techniques, such as problem-based learning and flipped classrooms. "I didn't just talk about the cutting-edge ideas in education," I explained. "The Masterclass changed me, giving me pioneering pedagogical tools."

When I'm in a problem-based situation, lecturing is not in my vocabulary. Instead of dropping knowledge on students, I present them with real-world challenges related to the course material. They don't just parrot me back – they collaborate, collect and analyse data, and make proposals. I am right there guiding them. That's the process

by which they own the knowledge and become self-motivated learners who embrace a learning schedule.

When I employ a flipped classroom, it involves delivering our usual lecture outside of class via the Internet. That means the precious class time once reserved for lecturing can now be used for hands-on activities, discussions, or personalised attention. They get more, and they get it hands-on.

Extending the horizon of the classroom: leadership and building contacts

Advanced HE Fellowship exceeded the realm of teaching skills by developing leadership. 'The Academic Leadership Programme (ALP)' afforded me chances to sharpen my strategic thinking and communication skills – irreplaceable assets in my current role as Dean. The programme motivated us to critically inspect institutional challenges and develop creative solutions. One project, for instance, analysed student retention rates and suggested tactics to enhance them. This experience has irrefutably prepared me to lead effectively in my administrative role.

In addition, Advance HE Fellowship gave me an opportunity to become part of a lively group of educators from various backgrounds. I can say with confidence that I've never felt as if I was on my own at any point in the journey. The close-knit channel enabled me to exchange information with peers, pick the brains of former mentors, and draw upon the wisdom of all parties involved to carry me through my career in education.

A journey of personal growth and development

The influence of Advanced HE Fellowship extended beyond my profession. Concentrating on contemplative activities encouraged me to reconsider my method of teaching. This self-awareness initiated a more substantial sense of complete satisfaction in my purpose as a mentor. The scholarship not only supplied adaptable skills but also reignited my passion to help foster a stimulating and enriching environment for students.

Imagine the satisfaction of witnessing students not just understanding ideas, but sincerely applying them to solve real-world problems. Observing that "Eureka!" moment when a student grasps something, or their eyes become bright with new information – that is the fascination of influential teaching, and Fellowship helped open my eyes to that magic.

Investment in personal growth: urging for a more active role

A testament to the power of lifelong learning and professional growth, my experience exemplifies the remarkable impact of Fellowship. Offering my own encounters as both an investigator of and participant in transformative teaching, I invite other scholars to embrace the intellectual rewards of the classroom in the spirit of collegial community.

Dr Abdelrhman Meero is Dean of the College of Business Administration at Kingdom University and a Chartered Manager from CMI (UK). His contributions to academia and administration are extensive, and his expertise in finance and banking is widely recognised. He has received several honourable Fellowships and certifications in disciplines such as Artificial Intelligence and FinTech.



Flipped classroom approach in architectural engineering software applications

Dr Adeb Qaid – Assistant Professor in the College of Architectural Engineering and Design

"One of the greatest benefits of the flipped classroom method is that overall interaction increases: teacher-to-student, and student-to-student."

I have taught several courses for architectural engineering and interior design students for more than seven years, including rendering techniques and animation courses, along with virtual reality and spatial courses. Both require using software and several applications to create or generate architecture or interior models. 3Ds Max is one of the software programmes I use extensively, a comprehensive 3D modelling and rendering software offering a variety of options for visualising models and projects in both indoor and outdoor environments.

Traditional challenges in technical courses

My teaching approach for these courses traditionally combined lecture and practical methods. In the lecture portion, I delivered information step-by-step using the software to create geometrical objects or to visualise and render models. Then, I dedicated time for students to practice what they had learned through hands-on exercises.

Because of the extensive course content, large class sizes (with 30 students per section), and limited lecture time, some students struggled to fully grasp the explanations. Additionally, some faced minor technical issues with their software. This led to discouragement, reduced interaction, and low-quality submissions that fell short of professional standards.

While I tried offering one-on-one assistance to address these concerns, it unfortunately cut into lecture time, causing frustration and delays for students who were keeping up. Despite the effort spent helping students learn and overcome challenges, the submitted work often fell short of expectations and tended to be quite basic.

Information abundance and the new generation

In today's world, information about using software and technology for modelling geometrical objects and visualisation is readily available online. Students have access to a vast array of resources, and the new generation often prefers independent learning over traditional lectures. However, this information abundance can be overwhelming. Students may struggle to discern reliable sources, wasting time lost in a sea of irrelevant information.

To address this challenge, I shifted my teaching style. Instead of acting as the sole source of knowledge, I now guide students in discovering relevant and trustworthy resources tailored to their specific topics.

The flipped classroom solution

To address the dual challenge of limited lecture time hindering explanation depth and student engagement, and to empower students to explore diverse knowledge sources for software-based modelling and visualisation, I pursued an Advance HE Fellowship in Teaching and Learning. This equipped me with a variety of active learning techniques, such as flipped classrooms, group discussions, and problem-solving activities.

I implemented the flipped classroom method, a student-centred learning approach. As Doughty, S. (2017) stated, "Flipping the classroom is more about a mindset: redirecting attention away from the teacher and putting attention on the learner and the learning."

In this method, I assign students a class project and clearly outline the desired outcome. Additionally, I provide them with high-quality resources to assist with their work. These resources may include software tutorials, reputable YouTube channels, and instructional videos relevant to model generation and visualisation techniques.

Students follow the tutorials provided in class and then complete them at home for their assigned tasks. During the next class, we discuss project outcomes and any challenges faced. This allows other students to share their experiences and problem-solving approaches.

Improved Learning Outcomes

I have observed a significant improvement in learning outcomes through this method. Even with software technical issues, students are now able to deal with them independently. In addition, students actively engage in the course, developing confidence and expertise in software use. They consistently submit work that exceeds expectations, demonstrating the effectiveness of this approach compared to traditional teaching methods.

This approach fosters self-directed learning and students' independence. It empowers them to learn actively by finding and exploring information on their own, which develops their critical thinking skills (Ma, Y. 2023). According to Doughty, S.

(2017), one of the greatest benefits of the flipped classroom method is that overall interaction increases: teacher-to-student and student-to-student.

Student Feedback and Outcomes

At the end of the course, most of the student feedback was positive. Many students reported learning a lot and gaining more confidence in using the software. The course management was also well received.

Some student feedback mentioned that while the instructor's knowledge was evident and the course content well understood, they also learned independently through YouTube channels and videos. I found this to be a positive comment, as it confirms that the course objective of encouraging self-directed learning has been achieved. Students can now further develop their skills by independently utilising educational channels beyond this course.

Dr Adeb Qaid is an Assistant Professor in the College of Architectural Engineering and Design at Kingdom University, Bahrain. He serves as the research unit coordinator and is a Advance HE Fellow. His research focuses on thermal environment, air pollution, and resilient and sustainable design.



Leveraging Senior Fellowship for academic programme development

Dr Ashraf Mohamed Soliman Mahrous – Dean of the College of Engineering and Design

"As a college dean and Advance HE senior fellow academic, I was the key person for securing the resources and facilities that ensure standard quality of teaching and learning."

In the context of sharing Kingdom University's success story in Bahrain, I would like to share my thoughts on how the experience of Advance HE Senior Fellowship has supported college leaders. I was working as chairperson of the Interior Design department when I applied for senior fellow certification. Since obtaining the SF certification in 2019, I have been focused on improving my leadership competencies and investing my knowledge in college management activities, particularly after being recruited as college dean.

In this post, I am focusing on area A1 of the Professional Standards Framework ("Design and plan learning activities and/or programmes of study") and how my experience as an SF has helped me manage the college activities in this area.

Revitalising a dormant programme

There was a suspended Masters programme that needed review and development to ensure it remained relevant and updated with the latest industry needs and

international trends. The programme, titled Master of Architectural Engineering, had not been revisited for more than 10 years.

As college dean, I led the programme review and development team. We began by collecting information to reflect stakeholders' feedback on the updated programme. We conducted market analysis to ensure the employability of the graduates and identify career paths. I then conducted discussion sessions with the programme review team and college industry advisory council, which consisted of architecture industry experts and employers.

The subject of discussion was the necessary knowledge, skills and competencies of the programme graduate and the graduate attributes that would enable them to be strong competitors in the market. We benchmarked the existing programme against similar ones offering architectural engineering and considered international and national accreditation standards. We analysed the programme objectives, intended learning outcomes, study plan, programme structure, course contents and teaching methods, resources, and facilities of the existing programme in alignment with the feedback to identify gaps.

Enhancing Teaching & Learning methods

As a result of our reflection on the guidelines of Bahrain National Qualifications standards, we developed the teaching, learning, and assessment methods to be more appropriate to the level of the courses and the theoretical and practical subjects of the programme. In the revised programme, some courses were developed to enable students to use appropriate technologies such as AI, digital fabrication, and sustainability assessment simulation.

We developed the teaching, learning and assessment methods for every individual course. For instance, teaching methods of theoretical courses such as advanced research methodologies were decided to be lectures, seminars, and group discussions. We designed the assessments for this course to expose students to certain real-life research problems through assignments. Accordingly, students are required to use basic and advanced skills to apply standard design-based research methodologies for investigating issues related to the built environment.

On the other hand, we developed the teaching methods of practical courses to be more appropriate with the intended learning outcomes, particularly the skills and competencies. For instance, we decided to expose students to workshop practices, in which they operate CNC machines, 3D printers and laser cutting machines. Therefore, students can physically simulate their design ideas instead of relying solely on digital simulation as they had previously.

Securing resources and implementing change

As college dean and an Advance HE Senior Fellow academic, I was the key person for securing the resources and facilities that ensure standard quality of teaching and learning. Thus, I developed a manpower plan, procuring and acquisition plan, and

facilities and services plan. In these plans, I analysed the benchmarking data and identified gaps and shortages of resources.

Accordingly, the plans were developed and implemented, including upgrading the PCs at the main computer lab, updating library books with recent publications, and recruiting an adequate number of qualified faculty members. The result of these efforts is that the Master of Architectural Engineering programme is now permitted to reopen for new admissions.

This success story demonstrates how I respect the professional values of the Dimensions Framework of the Advance HE Professional Standards Framework when applying activities in area A1. Mainly, the developed admission criteria considered promoting engagement in learning and equity of opportunity for all to reach their potential by widening admission opportunities to diverse applicants. Secondly, the programme offers scholarships for outstanding undergraduate applicants. Thirdly, the programme structure is a combination of research and professional learning courses.

Dr Ashraf Mahrous is the Dean of the College of Engineering and Design at Kingdom University, Bahrain. He has 27 years of experience in higher education of architecture. He is Editor-in-Chief of the Journal of Sustainable Cities and Built Environment and has published articles on architecture and architecture pedagogy.



How Fellowship transformed my teaching practice

Dr Dunya A. Aljazrawi – Assistant Professor in English Language and Linguistics in the College of Business

"Consciousness makes you more aware of what you are doing and your practices, resulting in using these practices regularly and more effectively, and consequently, seeking to develop and improve them."

My teaching experience extends for more than 25 years. I have worked in several universities and have been involved in different academic activities. Throughout that time, I have always felt responsible for fulfilling the needs of students, which is why I have continuously sought to develop my skills and teaching strategies.

The Fellowship challenge

When I joined Kingdom University as an Assistant Professor in English Language and Linguistics, I was faced with the challenge of applying for the Fellowship. This was necessary to align with my colleagues who had previously achieved the Fellowship and to fulfil the university's mission and vision. At Kingdom University, academic staff members are continuously involved in a process of continuous

improvement to achieve the highest levels of performance, providing the best learning experience to students and, consequently, to the Bahraini community.

Although a workshop about how to write the Fellowship application was held at the university by Advance HE to support academic staff members, I was unable to attend as it was held before I joined KU as a full-time staff member. Thus, I had to depend on reading the guidelines and the valuable comments I received from Prof. Saad Znad, who was responsible for supervising the Fellowship applications of all academic staff members in the University.

Before reading the guidelines, I thought that writing the Fellowship application would be a huge challenge, assuming it required learning and acquiring new skills. However, after reading the guidelines, I realised that key was to evidence the skills I had already acquired and practised throughout my teaching and learning experience in the higher education sector. It was primarily a matter of consciousness and enhancement of acquired teaching skills and practices rather than learning new ones.

Conscious teaching development

Before applying for Fellowship, I used to practice all the skills of designing materials, using innovative teaching practices, and working on self-development unconsciously. However, after applying for and successfully achieving the Fellowship, I became more aware of the practices needed to achieve excellence in teaching, learning, and self-development.

Consciousness makes you more aware of what you are doing and your practices, resulting in using these practices regularly and more effectively, and consequently, seeking to develop and improve them and even create more innovative and creative approaches.

Achieving excellence in teaching and learning and professional development have always been my primary goals throughout my academic journey. Professional development can be seen as providing certain activities designed to enhance teachers' knowledge, skills, and understanding in a way that transforms their thinking. It can be carried out either informally by the individual or formally when controlled by a specific academic body, as in the case of Fellowship.

The aim is to develop teaching practices by strengthening the awareness, knowledge, and academic skills of the academics involved. Over time, this results in changing the attitudes and beliefs of teachers towards teaching and learning because of the learning outcomes achieved by students. Fellowship has been the tool I have used to achieve this end. It has set guidelines to follow and provided the framework within which to operate to achieve excellence.

Benefits of Fellowship

Fellowship has motivated me to create more innovative methods and skills and to regularly evaluate these methods for the purpose of measuring and evaluating their

effectiveness. It has involved me in a process of continuous development and enabled me to achieve better qualifications, keeping in mind that universities continuously demand that academic staff members acquire such awards that reflect their commitment to the teaching and learning process and their progression throughout their career path.

By acquiring Fellowship, I have managed to join the global network of higher education professionals. It also affirms that I am competent in knowledge and experience to work in higher education. It has allowed me to identify my strengths through examining and reviewing my accomplishments and achievements, building on them to identify my next career goals. Fellowship has provided me with an opportunity to develop my own academic identity by enabling me to focus on my interests and providing inspiration for more research and innovation.

The benefit of Fellowship is not limited to academic staff members but extends to include students and the whole learning environment. Fellowship contributes to providing students with highly qualified and experienced academic staff members who motivate and help them acquire the knowledge and skills that qualify them to be employable and to compete in the labour market and work environment.

Dr Dunya A. Aljazrawi is an Assistant Professor in English Language and Linguistics in the College of Business at Kingdom University. Previously she held the position of Director of the English Language Development Centre in another university. Throughout her academic experience, she has taught a variety of specialised and general English courses, attended numerous seminars and conferences, served on various committees, and published research in well-known and SCOPUS-indexed journals.



From Content Delivery to Collaborative Learning

Dr Joji Abey – Assistant Professor and Program Director of the CMI Centre

"The PSF journey is not a destination; it's an ongoing process of growth."

As an Assistant Professor in the College of Business Administration at Kingdom University in Bahrain, I've experienced firsthand how the Professional Standards Framework (PSF) can transform teaching practice and student learning outcomes. My journey through the framework has fundamentally changed my approach to education.

Before engaging with the PSF, my primary focus centred on content delivery. However, the framework prompted me to delve into the "how" of teaching as much as the "what." And I embraced innovative teaching methods.

I introduced active learning strategies such as group discussions and case studies, which not only facilitated deeper understanding but also increased student engagement. This shift transcended mere content delivery; it transformed my teaching into a collaborative journey of knowledge construction, involving both myself and my students.

I also shifted my focus towards creating a learner-centred environment. Rather than viewing assessment solely as a means of evaluation, I looked to it for guiding and supporting student progress.

Building a supportive and respectful rapport with students contributes to a sense of community. By incorporating formative assessments, students engage in continuous improvement, increasing knowledge and subject-specific skills, which in turn leads to developing their creative thinking abilities.

To encourage passion about the subject, I provide immediate feedback for formative assessments, stating strengths and weaknesses of work. This approach fosters a collaborative learning environment where students actively participate in constructing their knowledge.

Professional values

The PSF's 'Professional Values' had a profound impact on my practice. I appreciated the significance of reflective practice and critical analysis of teaching methods and student outcomes.

I incorporated peer observation sessions, where colleagues provided constructive feedback. This cultivated a culture of continuous improvement within the department, driving me to constantly refine my approach.

The effect on students has been remarkable. They have become more engaged, asking deeper questions and actively participating in discussions. Their performance has improved, not only in terms of grades but also in their ability to critically analyse information and solve problems.

A journey of continuous growth

The PSF journey is not a destination; it's an ongoing process of growth. The framework serves as a lens to examine practice, identify areas for enhancement, and celebrate achievements. It exemplifies how professional frameworks can foster transformative learning experiences for both educators and students.

My experience with the PSF has reinforced my belief that education is about more than just imparting knowledge – it's about creating environments where students can discover, question, and grow. As I continue my academic journey, I remain

committed to the principles of the framework, constantly seeking new ways to enhance my teaching and support my students' learning.

Dr Joji Abey is an Assistant Professor and Program Director of the CMI Centre at Kingdom University. A Chartered Manager (MCMI), she began her journey with a fervent passion for financial education. Recognising the transformative power of financial literacy, she has dedicated herself to equipping students with the knowledge and skills needed to navigate the complex world of finance. Her commitment to excellence has inspired countless young minds to pursue careers in business and finance.



Enhancing student learning through creative assessment

Dr Samy Elbially – Chairperson of the Department of Civil and Environmental Engineering

"I always believe that excellence in education starts from the efficiency of learning and assessment methods as well as educator perception."

I have worked in the field of teaching in higher education for almost 25 years, before and after earning my PhD in Civil Engineering. My experience has developed over time, specifically in the way of preparing teaching methods, techniques, and designing courses. I believe that development is a non-stop process, not only in e-learning but also in delivering new technology and techniques to my students, especially in the engineering field, which features innovative materials, equipment, and techniques every day.

Continuous Improvement in Teaching

Before the beginning of each semester, I rectify my teaching and assessment strategies according to previous student evaluations and feedback, as well as from the internal and external moderation process of the course portfolio. I typically cover four learning categories: factual, conceptual, procedural, and metacognitive knowledge. These four categories are embedded in the course intended learning outcomes (CILOs).

To achieve these categories, my teaching plan is designed to reflect different skills such as memorising, analysing, reporting, and self-knowledge for each course and level. Therefore, the nature and requirements of activities I plan for design courses differ from those for theory courses, but all of them should achieve the same categories.

As per the nature of my profession, I teach courses that have theoretical and practical elements. As an educator, I am devoted to improving my teaching methods

to ensure students learn both elements effectively. The learning outcomes must be accomplished through several distinctive actions.

Engaging Learning Activities

Firstly, I make sure that knowledge is provided to my students along with proper elaboration of the course for them to perfectly perceive and comprehend topics. Students are introduced to all the identifications, principles, and definitions applied in this plan of study. Moreover, they are clearly informed about the different assessment methods which will be applied throughout the course.

I have developed my assessment methods to improve the learning mood and make a difference in students' motivation and willingness to cooperate during class and engage with the assessment methods. For example, in some classes, I designed an assignment called "Spaghetti Challenge." I asked students to construct different buildings using only one spaghetti pack and glue. This contributed to creating a more exciting and less tense classroom environment and helped students to incorporate their creativity along with applying their theoretical study in such activities.

Another example shows how I prepare professional and confident students. In some of my practical classes, I designed an assignment which requires them to measure a previously known angle value between two lines on the ground, and I provided them with an uncalibrated device which has a fixed measurement mistake without informing them. In this assignment, students were required to confirm the known measurement. Some discovered the device error whereas others did not. My feedback to those who did not was that they must trust themselves despite changes which can confuse their decision, thus learning an important professional lesson.

Adaptability and problem-solving

Another important consideration during planning activities/assignments is to be adjustable according to the availability of resources. For example, one of my taught courses involved practical work to construct a building prototype in the construction workshop. There was a problem because the right size of aggregate was not available. The next semester, I tried to find a solution by contacting building material suppliers without success.

I discussed the problem with my students to get their ideas. One suggested aquarium rock which has an appropriate aggregate size, and after running laboratory tests on this material, it proved usable. Together, we overcame this problem, and the students achieved good results.

Innovative Assessment Design

Before designing any assignment, many questions arise: how to motivate students to study, how to minimise plagiarism, and how to achieve fairness among students. I've tried ideas which help motivate my students and encourage them to study.

I designed numerical assignments based on a variable-based technique. This created a different problem for each student with the same measured learning

outcome. For instance, if the distance between two points on the ground is a constant value (X), which is part of the provided data in the question, I request each student to substitute the value of (X) with the last three digits of their university ID. Accordingly, each student now has different data entry and a different answer. This technique helps to reduce cheating and submitting typical answers, improves the normal distribution of grades, encourages students to learn and study, and achieves fairness among students.

Another strategy I usually apply inside my classes is to design part of my assignments to report modern and advanced techniques linked to the course/subject. Furthermore, I designed an assignment to build a model that would be involved in scientific research with the participation of one of my colleagues in a different discipline. This gave me a good chance to illustrate to my students the importance of this research and how they are playing a good role in it, which makes them more passionate, confident, and serious in their performance.

Continuous Professional Development

What keeps me updated is that my current university has established a "Staff Development Unit" which enables me to undergo training and attend workshops/seminars. Consequently, in the past three years, I have attended more than 20 events such as "Developing Innovative Teaching, Learning and Assessment Methods in Higher Education, Academic Leadership, Embedding Employability Skills in the Curriculum and Awareness Seminar on HEC Institutional Accreditation."

My Continuing Professional Development (CPD) has given me more flexibility in choosing my teaching strategies and/or supportive practices to build upon what I know and what I could already do. The availability of new materials and modern techniques has enabled me to craft proposed changes to suit my own teaching context and make good use of my acquired skills.

Dr Samy Elbially is the Chairperson of the Department of Civil and Environmental Engineering at Kingdom University, Bahrain. With nearly 25 years of teaching experience in higher education, Dr Elbially is committed to developing innovative teaching methods and assessment techniques that enhance student learning and prepare graduates for professional success in civil engineering.



My Fellowship journey – Transforming Teaching Through Advance HE Fellowship

Dr Zeena A Aljazrawi – Assistant Prof. of English Language and Linguistics

"I believe that I have succeeded in creating a special strategy of teaching and learning that facilitates my journey to achieve the desired goal of being an effective language instructor."

It's been more than 15 years in the field of education, and throughout this time, students have been the centre of my attention. I always think about their performance, what kind of skills they need to acquire, and how to enrich their background. Once I joined Kingdom University in Bahrain as an Assistant Professor in English Language and Linguistics, I started to prepare and design a new, effective, and rich English language programme which became a case study in my Fellowship application.

Cultural adaptation and programme design

I started my educational journey in another country, and one of the challenges I faced in Bahrain was adapting to a different culture. First, I needed to understand students' needs and interests, taking time to know them and how to make them creative, effective, and innovative in their field of study. I had to recognise all the difficulties facing students, such as feeling shy to participate in the classroom in front of their colleagues, being an effective member of a group, or delivering a presentation.

All these factors were taken into consideration while designing the English language programme that became a case study in my Fellowship application. I added extra materials that present the rules of the language in a business context to enrich students' vocabulary and strengthen their skills. The textbook used was very basic, below the level of students, and did not focus on business skills.

I had to enrich it with materials that would help students acquire the right skills they needed to pass their core courses, since their language of study is English, in addition to acquiring employment skills to be ready for the labour market. This was achieved through introducing students to academic techniques to practice reading business texts and writing business emails and letters, taking notes, writing meeting minutes, and preparing reports using libraries and the internet. This proved to be effective, as students' writing and reading skills improved significantly.

The value of a Fellowship application

Having such an experience in designing a programme that must suit students' needs in a different culture helped me develop a special language learning strategy and keep track of all that is new in language learning, such as activities, tools, and measurement strategies.

I found that having a special strategy of teaching helped me focus on my goals, giving me a future vision of what to do and motivating me to continuously enhance language learning. The Fellowship application was a very interesting opportunity to gather all that I had learned about teaching and language learning. It also gave me a chance to identify my strengths and use them to support students and the whole community. In addition, I also had the chance to recognise areas for improvement to focus on and to work harder to overcome them.

One of the Fellowship programme requirements is to be involved in coursework, projects, and research, which has given me confidence in designing and using new teaching strategies. While preparing the application, I also had the opportunity to give and receive feedback from my fellow colleagues, which was a great experience to expand my knowledge and background of teaching and learning through sharing experiences, lessons, and strategies.

The impact of Fellowship

Gaining my Advance HE Fellowship as an Assistant Professor at Kingdom University gives me the chance to share my knowledge, experience, and all the new strategies for learning with my students and colleagues in classrooms and through workshops. It allows me to recognise how keen I am to expand my knowledge to gain new skills and expertise.

Since that time, I have always encouraged my students to eagerly learn by providing them with the appropriate and effective tools that facilitate their learning. I have also experienced great support from my colleagues through enriching my background with their experiences, and in turn, I do the same for them.

I believe that I have succeeded in creating a special strategy of teaching and learning that facilitates my journey to achieve the desired goal of being an effective language instructor, always keeping in mind how I help my students to realise the purpose of education, how to gain the required skills of their field of study, and how to support them to be creative and effective in their community and life journey.

I feel proud of my accomplishments, whether related to myself, my students, my colleagues, the workplace, or the community. I will continue sharing my knowledge, volunteering my time, maintaining a positive attitude, administering educational services for students, and providing effective research papers.

Dr Zeena A. Aljazrawi is an Assistant Professor in English Language and Linguistics in the College of Business at Kingdom University. Currently, she's responsible for the

English Language Courses in the College of Business and the College of Engineering. She has been involved in numerous academic activities and has published several research papers in refereed and SCOPUS-indexed journals.

The effectiveness of hands-on assessment in Interior Design education

Hana Karoui – lecturer in the Department of Interior Design, College of Engineering & Design



“From the students' point of view, they believe that they gained valuable hands-on experience developing their projects and better identifying market needs and industry priorities even before their graduation.”

As part of teaching and learning methodology in the domain of Interior Design (ID), I would like to share my experience as an instructor of the course "Recycling & Conservation Method" taught to third-year ID students at Kingdom University, where the "Hands-On" assessment method is explored.

Assessment methodology in Interior Design

Generally, students enrolled in ID programmes are assessed differently than those in other disciplines since the majority of offered courses have a practical-based nature. From the first level, students are introduced to a Problem-based learning environment which leads to Hands-On assessments (both formative and summative). This method uses active learning through collaborative student experiences applied to realistic problems, mentioning real cases of study such as existing buildings (Kamp, 2021).

Either in design studios or in model-making workshops, students experiment with finishing materials and 3D models in different learning environments rather than just classrooms. This positively affects the students' educational experience, creating interactive teaching and learning atmosphere (Kamp, 2021).

As recommended by the CIDA Professional Practice Handbook, ID students are advised to apply theoretical knowledge and transmit it into design concepts, which is addressed by CIDA standard 3: Learning Environment and Resources, programme expectation "d" (CIDA, 2024).

Hands-on assignment

It has been noticed that real case studies and hands-on experiences have been requested across all fields in higher education (Hinson, 2007). Also, it has been proven that hands-on design experiences enhance students' level and practical

skills throughout the learning process during their university study years (Erdman, 2002).

In this context, students enrolled in the course "Recycling & Conservation Method" are assigned a formative group work titled "Designing furniture piece using recycling methods."

The instructor requested students to fulfil these requirements:

- Referring to the 3Rs theory, create a mind mapping scheme to incorporate the 3Rs in an innovative design idea of a multi-functional piece of furniture
- Collect reused materials to create a prototype model for the furniture piece
- Mention the fabrication process of the prototype furniture model
- Produce the technical documentation of the furniture piece
- Showcase the final finished prototype model, scale 1/1
- Impact of Hands-On Assignment on Student Outcomes
- Each group responded to the brief of the assignment and produced an outcome within three weeks.

And here are some examples of their work:



Figure 1: Students' outcomes for requirement 1



Figure 2: Students' outcomes for requirement 2



Figure 3: Students' outcomes for requirement 3

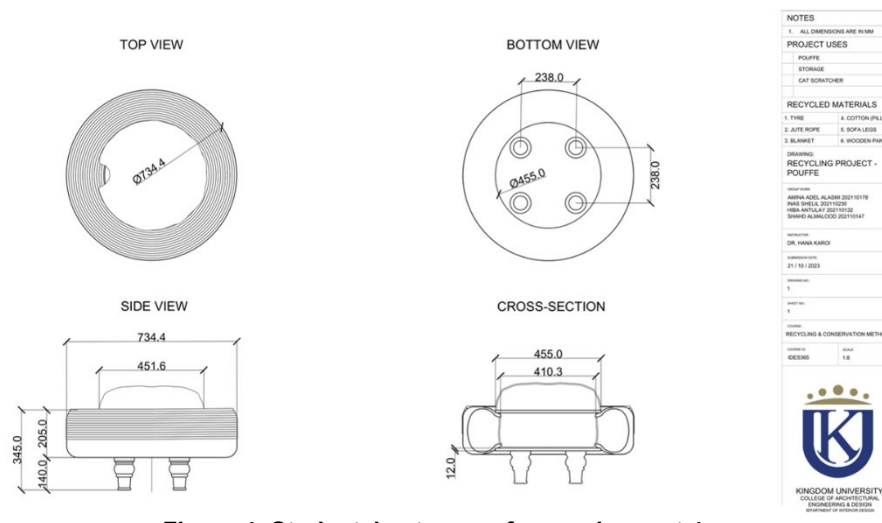


Figure 4: Students' outcomes for requirement 4



Figure 5: Students' outcomes for requirement 5

From the students' point of view, they believe that they gained valuable hands-on experience developing their projects and better identifying market needs and industry priorities even before their graduation (Kurt Orkun AKTAŞ, 2023).

Respectively, during the implementation of the group assignment, students truly benefited from collecting recycled materials and became aware of the reuse and recycling process of unused materials and how to turn them into functional real products.

Hana Karoui is a lecturer in the Department of Interior Design, College of Engineering & Design and at the same time serves as the Head of Internship, Alumni Affairs, and Career Guidance unit at Kingdom University, Bahrain.



From static pages to living studios: reimagining architectural education

Mohamed Mahdy – Assistant Professor in
Architectural Engineering

"My teaching journey truly took flight after receiving the Advance HE Fellowship, providing me with the invaluable opportunity to step back and reflect on my teaching philosophy."

As an architecture professor across undergraduate and graduate levels, I've always believed in the power of diverse teaching methods. From theoretical lectures that ignite curiosity to immersive design studios that foster hands-on exploration, I've strived to create a dynamic learning environment where students can not only acquire knowledge but also develop their unique creative thoughts. However, my teaching journey truly took flight after receiving the Advance HE Fellowship. This prestigious programme provided me with the invaluable opportunity to step back and reflect on my teaching philosophy. It was a transformative experience that challenged me to go beyond the traditional boundaries of the classroom and reimagine how I could actively implement my beliefs in a way that was both effective and inspiring.

Embracing a living curriculum

One of the key takeaways from the Advance HE Fellowship was the importance of moving beyond static curriculums. Instead of simply presenting students with a set of pre-determined facts and figures, I began to view the classroom as a living, breathing space where knowledge could be co-created through dialogue, experimentation, and critical thinking. This shift in perspective led me to develop a more student-centred approach, where I act as a facilitator rather than a director, guiding students on their own journeys of discovery rather than dictating the path they should take.

Programming passion into practice

Another crucial aspect of my reimagined teaching philosophy is the active implementation of my beliefs within the specific standards and descriptors set forth by the Advance HE Fellowship programme. This has involved carefully reflecting on the programme's core values and principles, and then translating them into concrete teaching practices that resonate with my students and challenge them to reach their full potential.

For example, the Advance HE Fellowship emphasises the importance of critical thinking and problem-solving skills. To nurture these abilities in my students, I've incorporated more open-ended design projects that require them to think outside the box and come up with creative solutions to complex challenges. I've also created a more feedback-rich environment, where students have the opportunity to receive constructive criticism from both myself and their peers, helping them to refine their ideas and develop resilience for the inevitable challenges of the architectural profession.

A journey, not a destination

My journey with the Advance HE Fellowship has been one of continuous learning and growth. It has not only allowed me to refine my teaching philosophy but also to rekindle my own passion for architecture. As I continue to experiment with new and innovative teaching methods, I am confident that my students will not only graduate with the technical skills and knowledge they need to succeed in the field, but also with a deep appreciation for the power of architecture to shape and enrich our lives.

The Fellowship experience has truly been transformative, helping me to see teaching not just as the transmission of information but as the facilitation of discovery and growth. By programming my teaching philosophy with the principles I've learned through this process, I've been able to create a more engaging, dynamic, and effective learning environment for my students.

Mohamed Mahdy is an Assistant Professor in Architectural Engineering at Kingdom University in Bahrain. He recently obtained his Fellowship of Advance HE and teaches architecture at different levels. His teaching varies between theoretical lectures and design studio environments. His interests include exploring how the Advance HE Fellowship framework can help structure and enhance teaching philosophy in architectural education.



Read more about the [Festival of Fellowship](#)

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If you would like to share how Fellowship has helped your practice or the impact it has had in your institution, please use the hashtag **#FestivalofFellowship** on your social channels.