THE AGA KHAN UNIVERSITY

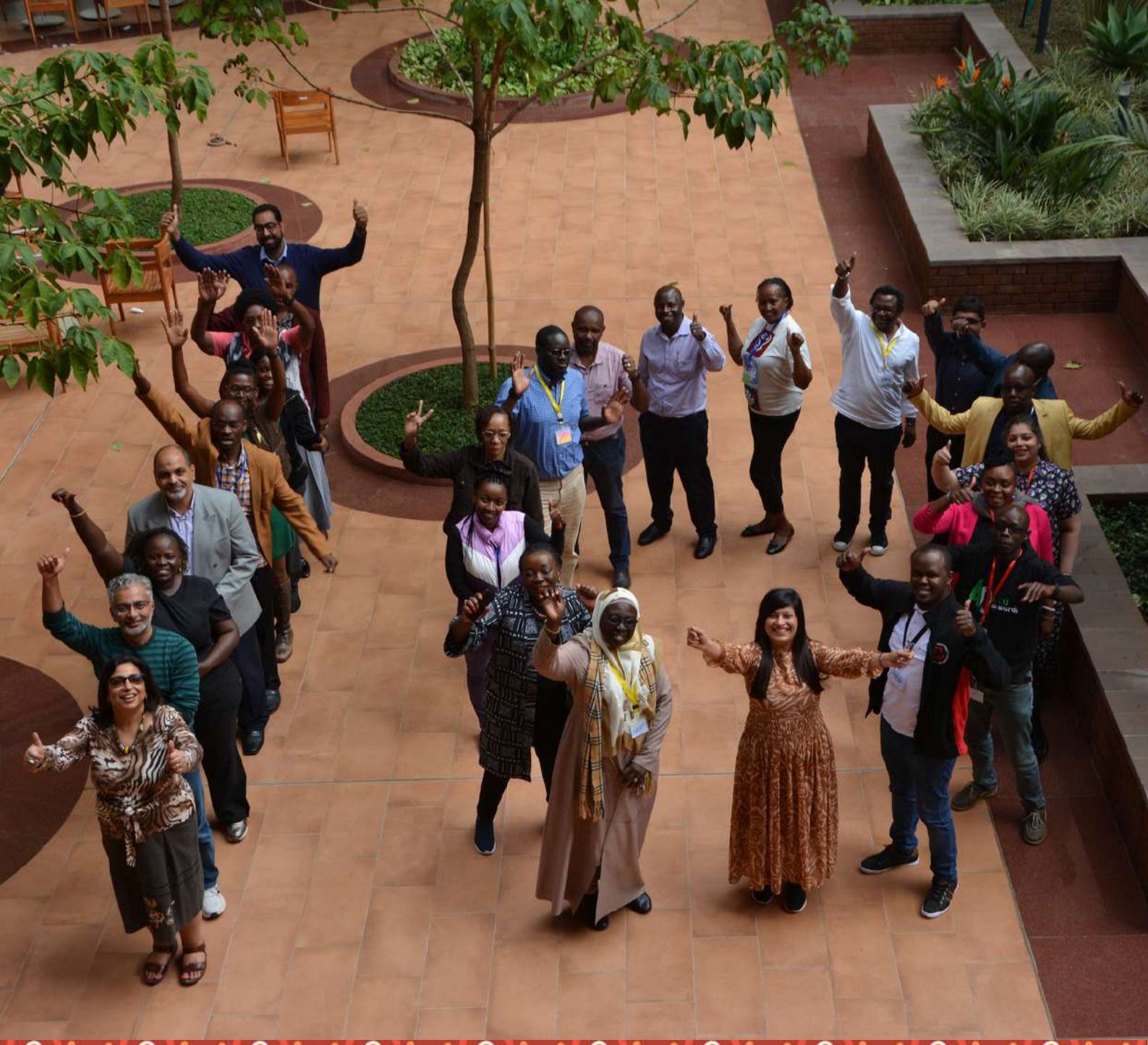
QTL_net
CELEBRATING 10 YEARS

5th Biennial Scholarship of Teaching and Learning Conference 2023

Conference Booklet

16-18 October 2023

SoTL



“In terms of human resource development, investing in teacher training has the potential for greater returns than any other social sector initiative. The ripple effect that a teacher can have as he or she touches the lives of hundreds of students over the years provides a multiplier that even the sharpest businessman would envy.”

His Highness the Aga Khan, Pakistan, PDC Opening,19th Oct, 2000

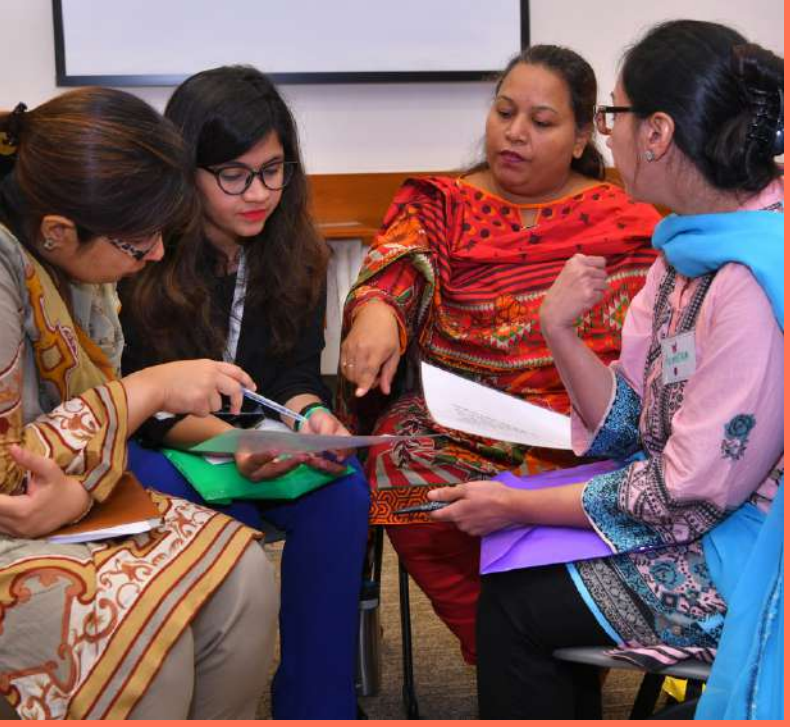
Table of Contents

Introductory Material

Key Messages

Abstracts

Acknowledgements




Discussion

About The Network of Quality, Teaching and Learning (QTL_net)

The AKU-wide Network of Quality, Teaching and Learning (QTL_net), set up by the Provost in 2013, aims to support excellence in our academic programmes to ensure a strong student learning experience that enables AKU graduates to meet their programme learning outcomes. In safe, inclusive spaces, QTL_net offers a range of services, resources and programmes to faculty on teaching excellence, scholarship and programme reviews. The way faculty members teach makes a difference in how much students learn and QTL_net aims to provide faculty members with the support and enabling environment they need to promote an engaging learning experience for their students.

About SoTL Conference

The Network of Quality, Teaching, and Learning (QTL_net) 5th biennial Scholarship of Teaching and Learning Conference 2023 (SoTLC-2023) aims to bring together educators, students, academic staff, researchers, and other stakeholders to share innovative ideas, trials and triumphs, and best practices in transformative teaching for engaged learning, thereby setting up a learning community.
This year's theme focuses on

"Shaping Tomorrow Together: Transformative Teaching for Engaged Learning."

The conference is a momentous occasion for the QTL_net as it celebrates its 10th anniversary.

SoTL 2023 Themes

Theme 1: Nurturing Equity, Diversity and Inclusiveness in Teaching and Learning

Theme 2: Fostering Creativity and Innovation in Teaching, Learning and Assessment

Theme 3: Enhancing Synergies through Collaborative Partnership in Higher Education

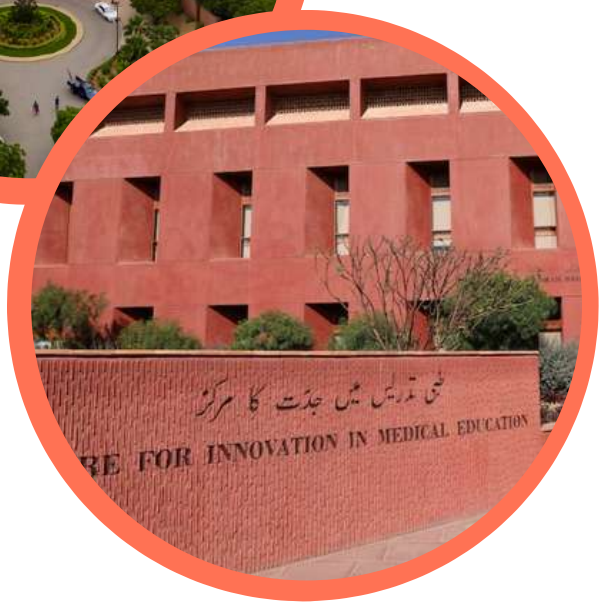
SOTL CONFERENCE 2023 VENUES

Aga Khan University, Nairobi

The sessions will take place on the 6th floor of the University Centre- 3rd Parklands

Aga Khan University, Pakistan

The sessions will take place in the AKU Auditorium, Medical College and Centre for Innovation in Medical Education (CIME) on the Stadium Road Campus.

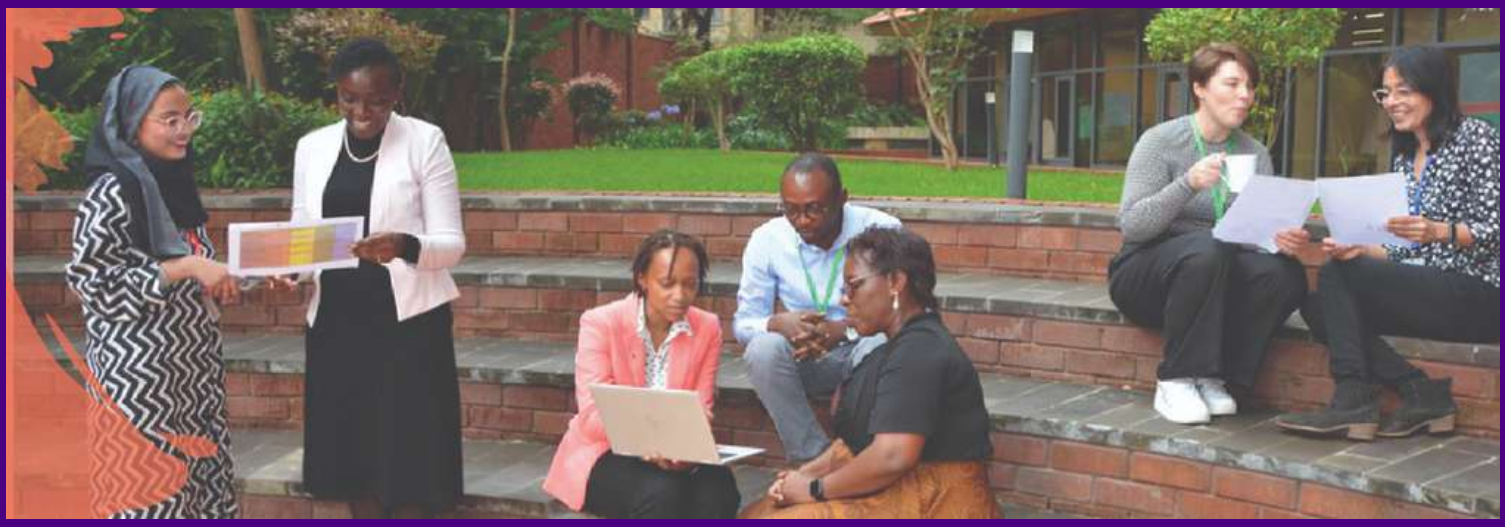


Conference Schedule

16-18 October 2023

Conference Schedule: Day 0

Monday, October 16, 2023



CONFERENCE SCHEDULE DAY 0 MONDAY, OCTOBER 16, 2023					
MORNING TEA & REGISTRATION 10:30 – 11:00 PKT - Karachi: CIME Courtyard | 08:30 – 09:00 EAT - Nairobi: UC Courtyard					
PRE-CONFERENCE WORKSHOPS – SLOT 1 11:00 – 13:00 PKT | 09:00 – 11:00 EAT | 07:00 – 09:00 BST					
AI Comes to Class: Teaching and Learning with Generative AI* *9:00 – 13:00 PKT	**Flipping the Curriculum: Content to Outcome**	**Building Resilient Facilitators of Learning for Inclusive Classrooms: Empowering Educators for Engaged Learning**	**Outcome-Based Education: Making Sense of It*** *9:30 – 11:00 EAT	**Empowering Collaborative Learning: Students as Partners**	
Azra Naseem, Ayesha Mansoor & Abeer Hammadi	Pammla Petrucka, Nimira Asif & Sadia Abbas	Kendi Muchungi, Sakina Taki, Zarafsheen Veerjee & Naila Ali	Jane Rarieya & Winfred Kithinji	Sadia Fatima, Kulsoom Ghias & Tasneem Anwar	
Face-to-Face Karachi | Learning Hall (MPH) A & B	Face-to-Face Karachi | Learning Space A & B	Hybrid & Online | Karachi: Learning Space 1 A & B | Nairobi: Room 410	Face-to-Face Nairobi | Room 625	Virtual	
PRE-CONFERENCE WORKSHOPS – SLOT 2 14:00 – 16:00 PKT | 12:00 – 14:00 EAT | 10:00 – 12:00 BST					
Emotional Intelligence for Educators: Strengthening Teaching and Interpersonal Skills* *14:00 – 17:00 PKT	**Academic Writing Skills: Adding the Author's Voice to the Manuscript*** *14:00 – 17:00 PKT	**Approaching Complex, Multi-Sectoral, and Interdisciplinary Challenges – Incorporating Sustainable Development in University Curricula**	**Language Sensitive Pedagogies in English-Medium Instruction Contexts**	**Empowering Educators: Inspiring Excellence in Teaching through Reward and Recognition**	**Case-Based Integrated Learning: Transform Education with Immersive Learning Techniques*** *14:00 – 17:00 PKT
Javeria Rehman & Qamar Riaz	Muhammad Shahid Shamim	Anil Khamis & Jai Das	Daniel Raynor	Kay Hack	Rahila Ali, Amber Sultan, Azam Afzal, Sana Saeed, Sara Shakil & Shazia Babar
Face-to-Face Karachi | Learning Space A & B	Face-to-Face Karachi | Learning Hall (MPH) A & B	Hybrid | Karachi: Learning Space 1 A & B | Nairobi: Room 410	Face-to-Face Karachi | Conference Room A & B	Face-to-Face Nairobi | Room 411	Face-to-Face Karachi | Learning Space 2A
EVENING TEA 16:00 – 16:30 PKT - Karachi: CIME Courtyard | 14:00 – 14:30 EAT - Nairobi: UC Courtyard					
QTL_NET 10th ANNIVERSARY ART ACTIVITY | WHAT DOES TEACHING & LEARNING MEAN TO ME? 14:30 – 15:30 EAT | Nairobi: Room 624 [By Invite only in Nairobi]					

Conference Schedule: Day 1

Tuesday, 17th October 2023

CONFERENCE SCHEDULE DAY 1
TUESDAY, OCTOBER 17, 2023

QTL_NET 10th ANNIVERSARY ART ACTIVITY | WHAT DOES TEACHING & LEARNING MEAN TO ME?
09:00 – 10:30 PKT - Karachi: Medical College Courtyard (Cube) [By Invite only in Karachi]

MORNING TEA, NETWORKING & REGISTRATION
10:30 – 11:00 PKT - Karachi: Pondside – MC | 08:30 – 09: 00 EAT - Nairobi: UC Courtyard

OPENING CEREMONY
Karachi: AKU Auditorium | Nairobi: Room 620, 621

11:05 – 11:10 PKT | 09:05 – 09:10 EAT | 07:05 – 07:10 BST	**Tilawat-e-Qur'an & Bible Reading**
11:10 – 11:15 PKT | 09:10 – 09:15 EAT | 07:10 – 07:15 BST	**Welcome Address** by Conference Chair Shanaz Cassum
11:15 – 11:20 PKT | 09:15 – 09:20 EAT | 07:15 – 07:20 BST	**Inaugural Address** by President Sulaiman Shahabuddin
11:20 – 11:30 PKT | 09:20 – 09:30 EAT | 07:20 – 07:30 BST	**10 Years of QTL_net Impact** by Vice Provost Dr Tashmin Khamis
11:30 – 12:15 PKT | 09:30 – 10:15 EAT | 07:30 – 08:15 BST	**QTL_net's 10th Anniversary Celebrations | Book Launch**
12:15 – 13:00 PKT | 10:15 – 11:00 EAT | 08:15 – 09:00 BST	**Keynote Address 1: Higher Education in the Era of AI** by Dr Kay Hack, Lead Consultant (Education) for Advance HE
	Keynote Address 2: Educators and Learners in the AI Era: A Practical Overview by Professor Karim Lakhani, Dorothy & Michael Hintze Professor of Business Administration at the Harvard Business School
13:00 – 13:45 PKT | 11:00 – 11:45 EAT | 09:00 – 09:45 BST	**Panel Discussion** Panel Members Dr Anjum Halai, Regional Vice-Provost Asia and UK and Founding Dean, Faculty of Arts and Sciences Dr Laila Akbarali, Interim Vice Provost, Student Affairs and Services & University Registrar Dr Kay Hack, Lead Consultant (Education) for Advance HE Dr George Nyabuga, Associate Dean, Graduate School of Media and Communications Professor Karim Lakhani, Dorothy & Michael Hintze Professor of Business Administration at the Harvard Business School Moderator: Azra Naseem, Director, Blended and Digital Learning; Network of Quality, Teaching and Learning, AKU

LUNCH & BRUNCH BREAK
13:45 – 14:30 PKT - Karachi: CIME Courtyard | 11:45 – 12:30 EAT - Nairobi: UC Courtyard

CONCURRENT ORAL PRESENTATIONS
14:30 - 17:30 PKT | 12:30 - 15:30 EAT | 10:30 – 13:30 BST

Theme 1: Nurturing Equity, Diversity, Inclusiveness in Teaching & Learning | Karachi: Learning Hall (MPH) A & B | Nairobi: Room 620	Theme 2: Fostering Creativity and Innovation in Teaching, Learning & Assessment | Karachi: Learning Space 1 A & B | Nairobi: Room 621	Theme 2: Fostering Creativity and Innovation in Teaching, Learning & Assessment | Karachi: PBL 1 | Nairobi: Room 725	Theme 2: Fostering Creativity and Innovation in Teaching, Learning & Assessment | Karachi: PBL 2 | Nairobi: Room 526	Theme 3: Enhancing Synergies through Collaborative Partnership in Higher Education Karachi: PBL 3 | Nairobi: Room 204
Chair: Laila Ladak	**Chair: Diana Kassaman**	**Chair: Muhammad Irfan**	**Chair: Winnie Kathambi Kithinji**	**Chair: Saniya Sabzwari**
OP1 | Building Resilience in Higher Education: Signature Pedagogies for Uncertain Times | Tasneem Anwar & Meher Rizvi | Karachi	**OP2 | Rapid Transition to Virtual Learning in the Wake of Covid-19 Pandemic in Tanzania** Athar Ali, Neelam Ismail, Phillip Adebayo, Natasha Housseini & Nahida Walli | Nairobi	**OP3 | Human-Centred Teacher Education Through Design Thinking** | Azra Naseem & Susan Crichton | Karachi	**OP4 | Research Café: An Avenue to Foster Research Learning Experiences of Graduate Students** | Sohail Ahmad, Aisha Naz Ansari & Sadia Muzaffar Bhutta | Karachi	**OP5 | A Curriculum Development Model for Integrating Basic Sciences into the Clerkship Rotation in Undergraduate Medical Education Program** | Satwat Hashmi, Qamar Riaz, Husnain Qaiser & Saira Bokhari | Karachi
OP6 | Exploring the Lived Work-Study Experience of Undergraduate Scholars at the Aga Khan University, Kampala Campus | Nakafu Teopista, Wassajja Brian & Nakayenga Halima | Virtual	**OP7 | A Qualitative Force Field Analysis and Framework for AI Implementation in Clinical Chemistry** | Lena Jafri, Arsala Jameel Farooqui, Janet Grant, Sibtain Ahmed, Hafsa Majid, Aysha Habib Khan & Usmaan Omer | Karachi	**OP8 | Kindling the Fire: Learning from Students' Feedback to Improve Pedagogical Strategies by Incorporating Project-based Learning in the Classroom** | Muhammad Ibrahim Rashid | Virtual	**OP9 | Reverse Flipped Classroom with Case-Based Presentations – A Method of Active Engagement and Providing Higher Level Learning for New Concepts in Large Classes** | Amber Palla & Kulsoom Ghias | Karachi	**OP10 | Enhancing Teaching and Learning Experience through a Flipped Classroom: A Journey of Reflective Learning** | Serah Wanjiru Wachira | Nairobi
OP11 | Examining Cultural Background as Context and In-service Teachers' Perception of TPACK: A Mixed-Method Study | Salma Ali, Saleema Sultan | Karachi	**OP12 | What is an appropriate strategy to support the Teaching of Sustainable Development Goals: The Case of the AKU-IGHD Supporting Women in Science Programme?** | Anil Khamis, Narjis Fatima, Edward Misava & Farah Ahmed | Nairobi	**OP13 | Transforming Pedagogy: A Reflection of Professional Learnings from Rethinking Teaching and Teaching and Learning Enhancement Workshops** Prisila Mlingi | Nairobi	**OP14 | Facilitators and Barriers of Reflective Learning in Postgraduate Medical Education: A Narrative Review** Catherine Gathu | Nairobi	**OP15 | What Works in Faculty Development? Reflections from the Aga Khan University** | Kiran Qasim Ali, Aly Jafferani & Sahreen Chauhan | Karachi
OP16 | Factors Influencing Students' Academic Self-efficacy in Related Domains Preeta Hinduja | Karachi	**OP17 | Blended Learning: A Cutting-edge and Dynamic Teaching Approach for Family Medicine Residents** | Sadia Masood, Swaleha Tariq & Shaheen Naveed | Karachi	**OP18 | Nursing Faculty Perspectives on Simulation-Based Education** Saira Mehboob Ali Lalani, Salma Rattani, Barbara Wilson-Keates, Zohra Kurji & Sadaf Zindani | Karachi	**OP19 | Collaborative Pedagogy: Loop Activity in Design Studio** | Bushra Jamil & Maimoona Ajmal | Karachi	**OP20 | Students' Partnership as Value Cocreators in Online Higher Education Affecting Students' Engagement** | Noreen Zahra | Virtual
OP21 | Technology in Early Years Education: What are the Possibilities? | Fortidas Bakuza, Nasra Suleiman & Zamda Husein | Virtual	**OP22 | Developing Clinical Peer Review Group for Postgraduate Trainees in Psychiatry: Experience from Pakistan** | Samiya Iqbal, Bilal Nisar, Ummama Imran & Tania Nadeem | Karachi	**OP23 | Initiating Development of a Competency-Based Nursing Curricula in Pakistan Informed by Stakeholder's Perceptions** | Kiran Mubeen, Naghma Rizvi, Khairulnissa Ajani, Rubina Barolia & Pammla Petrucka | Karachi	**OP24 | Hands-On Activity: Teaching Reading to Children with Dyslexia** | Apio Grace | Nairobi	**OP25 | Usefulness of Whole Group Method in Boosting Learners Achievement on Learners Achievement on Standard Seven Learners' Achievement in English Composition Writing in Public Primary Schools in Kisumu County, Kenya** | Kamau Wambui Hellen | Virtual
OP26 | Impact of English Language Proficiency on the Well-being of Non-Native Speakers in Higher Education: A Case Study at Karakoram International University, Gilgit Samina Khan & Asif Khan | Karachi	**OP27 | Embracing the Social Media Revolution in Education: A Reflective Analysis** | George Nyarieko | Nairobi	**OP28 | Integration of Artificial Intelligence (AI) Technologies in Science Education in Secondary Schools** Edwin Okumu Ogalo, Adera Norah Achieng & Charles Oando Opole | Nairobi	**OP29 | Open-book Exams: An Unprecedented Challenge for Faculty in Nursing Education** Syeda Naghma Rizvi, Ambreen Tharani, Zohra Jetha, Farida Mughal & Kiran Qasim Ali | Karachi	**OP30 | Interdisciplinary Collaboration to Teach Basic and Clinical Concepts of Blood Transfusion Using Team-based Learning Methodology** | Fareena Bilwani, Anila Rashid & Hassan Hayat | Karachi

HEALTH BREAK | 16:00 – 16:10 PKT | 14:00 – 14:10 EAT | 12:00 – 12:10 BST

Conference Schedule: Day 1 (cont'd)

Tuesday, 17th October 2023

CONCURRENT ORAL PRESENTATIONS
14:30 - 17:30 PKT | 12:30 - 15:30 EAT | 10:30 – 13:30 BST

Theme 1: Nurturing Equity, Diversity, Inclusiveness in Teaching & Learning | Karachi: Learning Hall (MPH) A & B | Nairobi: Room 620	Theme 2: Fostering Creativity and Innovation in Teaching, Learning & Assessment | Karachi: Learning Space 1 A & B | Nairobi: Room 621	Theme 2: Fostering Creativity and Innovation in Teaching, Learning & Assessment | Karachi: PBL 1 | Nairobi: Room 725	Theme 2: Fostering Creativity and Innovation in Teaching, Learning & Assessment | Karachi: PBL 2 | Nairobi: Room 526	Theme 3: Enhancing Synergies through Collaborative Partnership in Higher Education Karachi: PBL 3 | Nairobi: Room 204
Chair: Meher Rizvi	**Chair: Revathi Gunturu**	**Chair: Sanaa Alimia**	**Chair: Samuel Andema**	**Chair: Nimira Asif**
OP31 | Nurturing Equity, Diversity, and Inclusiveness in Early Childhood Teacher Education: A Master Facilitator's Perspective Purity Kajuju Mburung'a | Nairobi	**OP32 | Project–Based Learning by Design Thinking – A Pedagogy for Seamless Application of 21st-Century Skills** Kiran Nanji & Tasneem Anwar | Karachi	**OP33 | Enhancing Student Engagement and Conceptual Understanding in Large Undergraduate Classes through Field Visits/Projects** Arshad Ali Shedayi | Karachi	**OP34 | Prevalence of ChatGPT in Higher Education: A Mixed-Methods Study on Perceptions of Students and Teachers in Public and Private Universities of Sindh, Pakistan** Sadia Muzaffar Bhutta, Aisha Naz, Pervaiz Alam, Kiran Qasim Ali, Afaq Ahmed & Sohail Ahmad | Karachi	**OP35 | A Dissertation-Centric Approach to Post-Graduate Level Research Methods Training: Experiences from Aga Khan University-East Africa** Eunice Muthoni Mwangi, Rosebella Alungata Iseme-Ondiek, Roselyter M. Rlang'a, James Orwa, Kennedy Njenga & Anthony K Ngugi | Nairobi
OP36 | Beyond the Classroom Walls: Stakeholder Experiences with Remote Instruction in Post RN Baccalaureate Nursing Program during the COVID-19 Pandemic: A Qualitative Inquiry Laila Akber Cassum, Arusa Lakhani, Saima Sachwani, Shanaz Cassum, Zeenar Salim | Karachi	**OP37 | Developing the Hands-on Teacher: Learnings from an Elective Course** Mweru Mwingi | Nairobi	**OP38 | Fostering Technological Fluency: A Paradigm Shift Integrating Project-Based Learning (PBL) within Cloud Education Models for Word Software Courses** Sadia Batool, Tehseen Tahir, Shomaila Habib | Karachi	**OP39 | Developing a Theoretical Framework to Research AI-Assisted Technologies in Teaching and Learning** Anil Khamis, Zeenar Salim, Shahnaz Cassum, Khairulnissa Ajani, Sadia Masood, Satwat Hashmi, Zahra Tharani | Nairobi	**OP40 | Development of KIU Academic Quality Framework** Abdul Razaq, Faisal Notta, Iqtidar Hussain, Aurangzaib | Karachi
OP41 | Comparative Analysis of Nurse-Led Clinical Teaching Rounds and Standard Post-Conferences in Fostering Critical Thinking Skills among Nursing Students in Uganda Mary Grace Nakate, Carolyne Namukwaya, Joseph Mwizerwa, Mary Namuguzi, Hellen Kyakuwaire, Moses Wankiiri & Ahmed Sarki | Nairobi	**OP42 | Integrated Basic Science Curriculum (IBSC) for Undergraduate Nursing (UG) Program: Moving from Collecting Dots to Connecting Dots** Syeda Naghma Rizvi, Shagufta Iqbal, Shehla Khan & Tayyaba Shah | Karachi	**OP43 | Exploring the Role of Drama as an Assessment Strategy to Improve Teaching and Learning Practices in High Education** Samuel Andema | Nairobi	**OP44 | The Impact of Questioning on Visual Learning** Arman Khimani | Virtual	**OP45 | Unlocking Excellence: Transforming East African Education through AKU-IED's Dynamic Partnership with Government |** Wachira Nicholas | Nairobi
OP46 | Developing Mental Health Competency in Undergraduate Nursing Students Amid Pandemic: A Hybrid Model Approach Sharifa Lalani, Ambreen Tharani, Farida Bibi Mughal & Razia Bano Momin | Karachi	**OP47 | Design-based Course for STEM Teaching and Learning in Pakistan: Reflective Insights from the Course Facilitator and a Student** Tasneem Anwar & Dania Usman | Karachi	**OP48 | Teachers' Assessment in an Inclusive Refugee Setting: An Exploration of How it influences the learning of learners with disabilities** Julius Mireri & Patience Aloo | Nairobi	**OP49 | Using Educational Games for Stealth Assessment in Higher Education** Kiran Qasim Ali | Karachi	**OP50 | Outcome-based Education: Curriculum Innovations for Meeting Future Industry Requirements** Shafqat Shehzad | Karachi
OP51 | The Effectiveness of Round Robin Group as Brainstorming Approach on Standard Seven Learners' Achievement In English Composition Writing In Public Primary Schools In Kisumu County, Kenya Kamau Wambui Hellen | Virtual	**OP52 | Streamlining Teaching, Learning and Assessment Practices in AKES, P** Meenaz Shams & Alen Shah | Karachi	**OP53 | Workplace-based Assessments in Dental Residency Programs: An Evaluation of User Experience and Satisfaction** Rashna Hoshang Sukhia, Faiza Ali, Muhammad Maaz & Mubassar Fida | Karachi	**OP54 | Assessing the Impact of a Master's Degree Programme on Teachers' Practices and Continuous Professional Development: Lessons from Uganda** Atukunda Gilbert & Mweru Mwingi | Virtual	**OP55 | Understanding Participant Engagement through the Development of an Online, Asynchronous, Self-paced Course: A Case Study of AKU-IGHD "Supporting Women in Science" Program** Narjis Fatima Hussain, Anil Khamis, Farah Ahmed & Edward Misava | Karachi

CHAI & CHAT
17:30 – 18:00 PKT - Karachi: CIME Courtyard

MANDAZI MEET WITH FACULTY & STUDENTS
15:30 - 16:30 EAT - Nairobi: UC Courtyard

ENGAGEMENT WITH ASYNCHRONOUS CONFERENCE PRESENTATIONS ON THE WEBSITE
16:30 - 17:00 EAT

Conference Schedule: Day 2

Wednesday, 18th October 2023

CONFERENCE DAY 2
WEDNESDAY, OCTOBER 18, 2023

ENGAGEMENT WITH ASYNCHRONOUS CONFERENCE PRESENTATIONS ON THE WEBSITE
09:00 - 09:30 PKT

STUDENT CHRONICLES: LEARNING STORIES
09:30 - 10:30 PKT | Karachi: AKU Auditorium [Karachi Only]

MORNING TEA, NETWORKING & REGISTRATION
10:30 – 11:00 PKT - Karachi: Pondside – MC | 08:30 – 09: 00 EAT - Nairobi: UC Courtyard

QTL 10TH YEAR CELEBRATION & IMPACT
11:00 - 11:35 PKT | 09:00 - 09:35 EAT | 07:00 – 07:35 BST
Karachi: AKU Auditorium | Nairobi: Room 620, 621

PECHA KUCHA PRESENTATIONS
11:35 - 12:45 PKT | 09:35 – 10:45 EAT | 07:35 – 08:45 BST

PECHA KUCHA PRESENTATIONS IN KARACHI | AKU AUDITORIUM	PECHA KUCHA PRESENTATIONS IN NAIROBI | ROOM 620, 621
PK1 | Chronicles of Critical Reflections: Unveiling the Journey of Nursing Students and Faculty on Simulation Education for Adult Cardiovascular Life Support Rabab Vadivala, Zahira Amir Ali | Karachi	**PK6 | Reflecting on my Transformative Journey at the Aga Khan University** Khadija Ismael Suleiman | Nairobi
PK2 | Spark the Future of Nursing Education: Cultivating Revolutionary Clinical Teaching Sanam Hanif, Tayyaba Shah | Karachi	**PK7 | Leveraging Employer Feedback to Fine-Tune Academic Programs for Enhanced Graduate Employability** Marila Guzikova, Chynara Turatbek, Valerie Lopes| Virtual
PK3 | Fostering Active Learning and Collaboration through Literature Circles Iffat Allana | Karachi	**PK8 | Empowering Education: Leveraging Makerspace for Transformative Teaching and Engaged Learning** Wachira Nicholas | Nairobi
PK4 | Flipping the Path to Leadership: Nursing Students as Future dLeaders Zehra Amanullah, Sajida Chagani | Karachi	**PK9 | Inspiring Creativity and Innovation in Early Childhood Education Classrooms Through Play and Social-Emotional Learning** Kessia Kiwia | Nairobi
PK5 | Capacity development of midwives in Early Child Development (ECD) through Institutional Collaboration and Partnership Almina Pardhan, Marina Baig, Yasmeen Mehboob, Kiran Mubeen, Uzma Hussain | Virtual	

TEACHING & LEARNING INNOVATION SHOWCASE
13:45 - 14:30 PKT | 11:45 - 12:30 EAT | 09:45 – 10:30 BST
Karachi: AKU Auditorium | Nairobi: Room 620, 621

TL1 | From Vision to Reality: Unleashing Creativity through Engaged e-Learning Experiences
Gitonga M'Mbijjewe, Edward Misava, Regina Komi, Paul Mwebia \| Nairobi

TL2 | Embracing Innovation: e-Clinical Portfolio - A Dynamic Assessment Strategy
Sajida Salman Chagani, Khairunnisa Mansoor \| Karachi

TL3 | Developing a Coaching Culture for Engaged Teacher Learning
Natasha Haque, Allex Holland, Antoinette Blain, Vani Vishwanth \| Nairobi

TL4 | CONNECT: Enhancing Accessibility and Support in Academic Institutions
Kainat Fayyaz \| Karachi

TL5 | Factors Influencing Student Factors in Online Forum Discussions
Twinomugisha Doreen, Nabagereka Fauza, Mwesigwa Julius \| Nairobi

TL6 | Summarize My Math
Regina Fumbuka \| Nairobi

TL7 | Immersive Clinical Experience through Simulation: Partnership of SONAM and CIME
Nimira Asif, Afshan Shanif, Zeeshan Aslam, Selina Hassan, Ghulam Nabi \| Karachi

TL8 | Meeting the Drugs for Knowing Them Better
Hasan Salman Siddiqi, Amber Hanif Palla, Mahwish Fatima \| Karachi

CLOSING CEREMONY
Karachi: AKU Auditorium | Nairobi: Room 620, 621

14:30 – 15:30 PKT | 12:30 – 13:30 EAT | 10:30 – 11:30 BST	**Keynote Address 3: The Role of an Outcome-based Curriculum in Transforming Teaching and Learning in Higher Education** by Professor Mike Kuria CEO, Commission for University Education in Kenya **Reflections**
	Keynote Address 4: *"Be Not Divided Amongst Yourselves"*: The Case for a Pluralism Curriculum at AKU by Professor Ali Asani, Professor of Middle Eastern Studies and Indo-Muslim and Islamic Religion and Cultures at Harvard University **Reflections**
15:30 – 16:00 PKT | 13:30 – 14:00 EAT | 11:30 – 12:00 BST	**Conference Reflections**
16:00 – 16:10 PKT | 14:00 – 14:10 EAT | 12:00 – 12:10 BST	**Provost Remarks** by Provost Dr Carl Amrhein
16:10 – 16:25 PKT | 14:10 – 14:25 EAT | 12:10 – 12:25 BST	**Awards Presentations**
16:25 – 16:35 PKT | 14:25 – 14:35 EAT | 12:25 – 12:35 BST	**Celebrating HEA Fellows & HTDTA Members**
16:35 – 16:40 PKT | 14:35 – 14:40 EAT | 12:35 – 12:40 BST	**Vote of Thanks & Final Announcements**

HIGH-TEA
16:40 - 17:00 PKT | 14:40 - 15:00 EAT
Karachi: Pondside – MC | Nairobi: UC Courtyard

Key Messages

MESSAGE
from the President
Sulaiman Shahabuddin

My first exposure to AKU's Network of Quality, Teaching and Learning was in Dar-es-Salaam where they paid tribute to Dr Haile Debas and the Teachers Academy our Chancellor named in his honour. The members and QTL_net leadership did these wonderful engaging Pecha Kucha presentations. I began to acquire a deeper understanding of the influence of their efforts in providing support to the Academy and our faculty, all with the aim of guaranteeing a high-quality learning experience for our students.

I'm impressed by the extensive work being carried out by QTL_net and their visionary approach, especially as we expand our academic offerings. I can see how their assistance in teaching, digital learning, and quality enhancement is benefiting both our newly launched undergraduate programs and our established postgraduate programs.

Thank you for the work that your team does and congratulations on your 10th Anniversary in this 40th Anniversary year celebration of AKU.

MESSAGE
from the Provost
Carl Amrhein

"As AKU's Network of Quality, Teaching and Learning (QTL) celebrates its 10th Anniversary, I marvel at the demand for its programmes and the buy-in it has from faculty. At AKU there is a level of support across the Academy for QTL that is broader and deeper than I have seen elsewhere. QTL_net services are voluntary but irresistible, and form a cornerstone to the high-quality education programmes AKU offers. As we embark on new undergraduate programmes in East Africa and the FAS in Pakistan, I urge all of our academic colleagues to make QTL_net your best friend!

I'm sure you will enjoy and benefit from the opportunities to share and learn from your peers at this 5th Biennial Scholarship of Teaching and Learning conference. QTL_net and Advance HE (UK) will be co-publishing the stories of QTL's impact over the last 10 years. Stories will focus on teaching practice, educational research and AKU's institutional teaching culture."

MESSAGE
from the Vice Provost, Quality, Teaching and Learning
Tashmin Khamis

Welcome to the 5th Biennial Scholarship of Teaching and Learning (SoTL) Conference that marks the 10th anniversary of the Network of Quality, Teaching and Learning (QTL_net), as AKU celebrates its 40th anniversary. Over these ten years more than 10,000 participants have benefited from over 150 educational development activities led by QTL_net. These are largely AKU faculty and increasingly AKU students, but also from partner universities and the AKDN education sector, such as UCA, IIS and AKS.

To mark this milestone, we are pleased to launch a publication 'Transforming Teaching and Learning in Higher Education: Stories of Impact from the Aga Khan University' co-published with Advance HE (UK) provide link to e-publication. Edited by Rarieya, Khamis and Spowart, these fifteen reflective case studies by faculty and academic staff identify the impact of engaging with QTL_net on individual teaching practice, the student learning experience, and AKU's institutional teaching culture. A recent report from Civitas Learning shows that investments in faculty development had the greatest positive impact on student success.

QTL_net's work is now internationally recognised, being shortlisted this year for the Times Higher Education (THE) Asia Awards for Teaching and Learning Strategy of the year and winning the UNESCO-supported Zairi Award of Excellence for Disruptive Education in 2022. Today QTL_net's Blended and Digital Learning Manual has been downloaded over 3,000 times in 22 different countries and its accompanying course, based on lessons of good practice of 'Online Teaching in Higher Education' post the Pandemic is being adapted by Academics without Borders (AWB), to support other universities globally. AKU remains the only accredited University by Advance HE (UK) in East Africa and Pakistan for its TEACH scheme, enabling faculty to gain Higher Education Academy (HEA) Fellowships, an internationally recognised university teaching qualification, being reaccredited last year to 2026. We were also delighted with the renaming by our Chancellor, of the Haile T Debas Teachers Academy, with its namesake at UCSF, the Haile T Debas Academy of Medical Educators, who we now partner with.

Thank you to those who participated in our recent surveys. Findings show you find relevance in QTL_net courses that translate to increased use of high-impact pedagogies, better use of technology in teaching to engage the learner, developing courses that are aligned to learning outcomes, and students who report improved satisfaction year on year with their course learning experience. A bibliometric analysis also shows AKU faculty are publishing significantly more scholarship of teaching and learning than they did ten years ago. These impacts are only possible because of the buy-in and partnership with our faculty and support from our Deans and the leadership, including the President and the Board. We would particularly like to acknowledge our outgoing Chair of the Board, Dr Haile Debas and our Provost Carl Amrhein for their vision and for valuing the work of QTL_net.

As AKU embarks on new undergraduate programmes, at FAS and in East Africa, we are delighted to be hosting this blended and hybrid conference from the University Centre in Nairobi for the first time. I hope you will participate in the dialogue around topical issues on offer around AI in higher education and transforming teaching through outcome based curricula. We know in academic development the peer-to-peer approach is the most effective. Enjoy learning from your peers as you engage in scholarly reflection and contribute to the scholarship of teaching and learning.

MESSAGE from the Chairs and Co-Chairs

Shanaz Cassum
Conference Chair, Pakistan

Kiran Qasim Ali
Conference Co-Chair, Pakistan

Abednego Ongeso,
Conference Co-Chair, Kenya

Edward Misava
Conference Co-Chair, Kenya

Jannat Karim Khan
Chair Finance, Administration and Marketing Committee

Khurram Iqbal
Co-Chair Finance, Administration and Marketing Committee

Greetings to all participants and esteemed guests!

We are delighted to welcome you to the Aga Khan University's 5th Biennial Scholarship of Teaching and Learning Conference (SoTLC2023), a significant occasion that holds special value as we celebrate the 10th anniversary of the Network of Quality, Teaching, and Learning (QTL_net). This event also aligns with our university's 40th anniversary, making it an ideal time to reflect on our teaching and learning transformative journey at AKU. The conference theme, "Shaping Tomorrow Together - Nurturing Transformative Teaching for Engaged Learning," underscores the vital call for innovative and transformative teaching methodologies. These practices not only equip our educators and students for the future but also create a dynamic and inspiring learning environment that paves the way for a brighter tomorrow.

In our commitment to inclusivity and accessibility, irrespective of geographical constraints, SoTLC2023 represents a unique endeavour as it embraces a blended format, concurrently hosted in both Karachi, Pakistan, and Nairobi, Kenya, while also offering opportunities for international participants to join virtually. We hope that SoTLC2023 will bring together educators, students, academic staff, researchers, and other stakeholders to share innovative ideas, trials and triumphs, and best practices in transformative teaching for engaged learning in higher education. By knitting together interdisciplinary discussions and sharing research-fuelled insights, we aim to create positive ripples of change in higher education. Also, we are delighted to share that we have received a promising number of abstracts and proposals for the conference which have undergone a rigorous double-blind review process. The conference will feature a diverse array of activities, including pre-conference workshops, oral presentations, Pecha Kucha sessions, student chronicles, a vibrant showcase of innovative teaching and learning practices, and the announcement of the prestigious global AKU Award for Collaborative Practices in Teaching and Learning (ACPSoTL).

We extend our heartfelt gratitude to the entire conference team, including the members of the Scientific Committee, Finance-Administration-Marketing (FAM) Committee, reviewers, students, volunteers, support staff, and the dedicated QTL_net members. Our special thanks to AKU leadership, the Deans, Department Chairs, Teachers' Academy members, Advance HE fellows, panellists, and workshop facilitators. Your unwavering support has been instrumental in bringing this conference to fruition.

We eagerly anticipate your participation at the conference. Your presence will undoubtedly contribute to the success and vibrancy of our event. We look forward to welcoming you and sharing enriching experiences together. See you at the conference!

MESSAGE
from the Former Chair, Board of Trustees, The Aga Khan University

Prof. Haile T. Debas
Chancellor Emeritus, UCSF

It has been my pleasure to work with Professor Tashmin Khamis and her team to establish the Haile T Debas Teachers Academy, a sister now to UCSF's Haile T Debas Academy of Medical Educators. The Teachers Academy was developed in order to increase the importance of education and teaching on the campus by rewarding and recognising teaching excellence. Ten years after the establishment of QTL_net and with the support of the Deans academic excellence at AKU is visible. The quality of teaching and training and learning is excellent, and AKU's Network of Quality, Teaching, and Learning has now been recognised internationally for its impact, and with the advent of online teaching, they've really excelled!

MESSAGE

from the Board of Trustees Member

Trustee Elizabeth Cannon

President Emerita, University of Calgary

Dear Attendees,

QTL_net is making a significant impact at AKU through the building of a dedicated and highly accomplished community focused on innovative teaching and learning methods, and teaching and learning scholarship which are put into practice. The results of this work are directly contributing to student learning and engagement, as well as the quality of the overall educational experience at AKU.

Sincerely,
Elizabeth Cannon, OC, PhD, FRSC, FCAE
Member, Board of Trustees
Aga Khan University

Keynote Addresses

KEYNOTE 1

Higher Education in the era of AI

Katherine Hack

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

Keynote Speaker's Profile

Dr Kay Hack (PFHEA) is the Lead Consultant (Education) for Advance-HE. Kay leads a team of senior consultants to deliver a range of services to the HE sector to support strategic leadership and change in HEIs. She has worked with a diverse range of UK and international higher education providers on key themes which aim to improve the student experience and outcomes. She led, in collaboration with the UK Quality Assurance Agency, the revision of sector guidance on Education for Sustainable Development. Currently her focus is on supporting institutional leaders to develop a strategic approach to their organisation's commitment to sustainability and flexible learning and teaching.

KEYNOTE 2

Educators and Learners in the AI Era: A Practical Overview

Karim R. Lakhani

The keynote will focus on the impact of Artificial Intelligence (AI), specifically generative AI, on education. We'll discuss how generative AI is changing the way we approach teaching and learning, as it lowers the cost of performing cognitive tasks. The use of AI in education brings both opportunities and challenges. On the positive side, AI can support personalized learning, making it more flexible and accessible. However, there are also potential issues to consider, such as the quality of AI-driven teaching, the risk of over-reliance on AI by learners, and ethical concerns. He will talk about how teachers can effectively use AI tools to improve their teaching, while also addressing the potential downsides. He will also consider the new skills and attitudes learners need to succeed in an AI-influenced educational environment.

Keynote Speaker's Profile

Karim R. Lakhani is the Dorothy & Michael Hintze Professor of Business Administration at the Harvard Business School. He is the (co)founder of several Harvard-wide research and educational initiatives centered around the intersection of technological innovation, artificial intelligence (AI), and company strategy. He is the co-founder and chair of the Digital, Data & Design (D^3) Institute at Harvard, the founder and co-director of the Laboratory for Innovation Science at Harvard, and the principal investigator of the NASA Tournament Laboratory. He is also the co-founder & and co-chair of the Harvard Business Analytics Program, a university-wide online program transforming executives into data-savvy leaders.

KEYNOTE 3

The Role of an Outcome-based Curriculum in Transforming Teaching and Learning in Higher Education

Mike Kuria

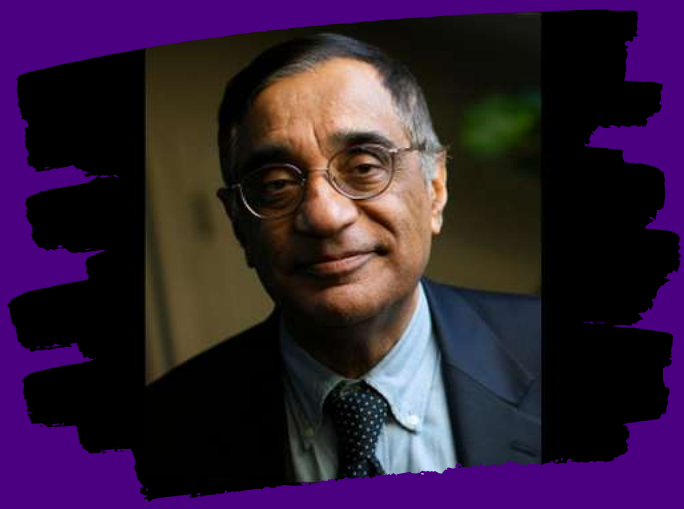
Prof Kuria's presentation will explore the implications of Kenya's adoption of CBC for teaching and learning in the context of emerging technologies. The paper acknowledges that the current generation, sometimes known as Gen Z and which is the target of CBC, is radically different from previous ones in their approach to and expectations of learning. The paper will seek to initiate and facilitate dialogue around what transformations are required in regulation, pedagogies, student assessment, and other practices in higher education to prepare a generation for a world that is in a constant state of flux and whose future is largely unpredictable.

Keynote Speaker's Profile

Prof Mike Kuria has over twenty-five years' experience in quality assurance in higher education. He is currently the CEO, Commission for University Education. Before joining the Commission he served the East African Community as the Deputy Executive Secretary of the Inter-University Council for East Africa (IUCEA) headquartered in Uganda.

KEYNOTE 4

"Be Not Divided Amongst Yourselves" The Case for a Pluralism Curriculum at AKU



Ali Asani

The keynote will discuss my recommendation to the Chancellor's Commission that AKU consider introducing a university-wide pluralism curriculum to address one of the most pressing challenges of our times – the inability to engage with and understand differences. Pluralism is an ethic of active engagement with diversity. By ensuring that education centered on pluralism is a key component of the curriculum across its faculties and a distinguishing attribute of its graduates, AKU would be uniquely positioned to play a leading role among institutions of higher education. It would affirm that the ability to productively engage with diversity is a crucial life skill for the educated citizen in the twenty-first century. It should be a skill in which students, regardless of their field of study, should invest in acquiring during their time at AKU. It would also affirm that in an increasingly polarized world, education centered on pluralism is not simply an intellectual concern but, in many instances, an existential one. Such a curriculum attests that the purpose of education is not simply vocational and professional, but also personal and social transformation. Providing students with these skills will prepare them for the world beyond AKU. Such an initiative will ensure that even students who are receiving highly specialized education remain "empathetically open" to the Other. It would equip and empower them as global citizens and citizen leaders to become agents of moral and ethical change in civil society.

Keynote Speaker's Profile

Professor Ali Asani is Murray A. Albertson Professor of Middle Eastern Studies and Professor of Indo-Muslim and Islamic Religion and Cultures at Harvard University where he teaches a variety of courses related to Muslim cultures in South Asian and global contexts. He serves on the Board of Governors of the Institute of Ismaili Studies as well as AKU Chancellor's Commission.

Abstracts for Oral Presentations, Pecha Kucha, Teaching and Learning Innovation Showcase, and Website Publication

ALL ABSTRACTS HAVE BEEN PUBLISHED IN THE FORM THAT THEY WERE RECEIVED FROM THEIR RESPECTIVE AUTHORS.

ORAL PRESENTATIONS

THEME 1: NURTURING EQUITY, DIVERSITY AND INCLUSIVENESS IN TEACHING AND LEARNING

OP1 | Building Resilience in Higher Education: Signature Pedagogies for Uncertain Times

Tasneem Anwar and Meher Rizvi

This multidisciplinary, exploratory, phenomenological case study research focused on the experiences of faculty and students at the Aga Khan University (AKU) during the transition to online education and aimed to understand its impact on the future of Higher Education. Crawford et al. (2020) highlighted the diverse responses of universities across 20 countries to the pandemic, with many opting for online delivery. AKU faced similar challenges and shifted to Rapid Online and Remote Teaching and Learning (RORTL), impacting its campuses located in three continents: Southeast Asia, East Africa, and Europe. Khamis et al. (2021) brings insights from the same context from academic leaders' perspective highlighting the role of distributive leadership that supported the higher education ecosystem in coping up with this unprecedented situation of pandemic. Whereas this research brings key takeaways primarily from the faculty's perspective (n=30) that is corroborated by the students' experiences (n=66). More importantly, this research showcases the transition from face-to-face, blended teaching to entirely online/remote teaching and learning and back to the face-to-face post COVID-19, highlighting the Higher Education teaching pedagogies for another uncertain time. The questions that guided this study were: 1. How did AKU faculty transition from fully face-to face/blended teaching and learning to rapid online and remote teaching and learning during COVID-19 university closure? 2. How are AKU faculty and students' experiences of online / remote teaching and teaching in the new normal shaping the future of teaching and learning in Higher Education post COVID -19 uncertain times? Case study research design aims to co-construct data (Yin, 2014) and complements well with phenomenology and offers SoTL researchers the flexibility to adapt to their specific research context and questions (Webb & Welsh, 2019). The data sources included video content analysis, photo-elicitation interviews, and faculty and students' survey responses. Shulman' s (2005) idea of signature pedagogies in relation to RORTL during uncertain times was used as the core theoretical and analytical framework.

The findings of this study are presented as seven distinct themes. 1). Location of AKU campuses, 2). Faculty preparedness, 3). Teaching modality, 4). Contextually relevant teaching pedagogies, 5). Work/Study-life balance, 6). Challenges and prospects for students and 7). Teaching in the new normal. The study concludes by suggesting blended learning as the potential future of higher education. The findings align with previous research by Major (2020) and Larson et al. (2022), highlighting the importance of institutional support and community of practice for effectively navigating uncertain times. Furthermore, the study identifies the well-established concern of students' emotional health and wellness. The increased demand for productivity in higher education and the shift to remote online teaching and learning (RORTL) have blurred the work-life boundaries for faculty, leading to stress, burnout, and mental health issues (Brewster et al., 2021). Notably, the study emphasizes the significance of self-regulatory learning as a fundamental skill for building resilience in higher education students (Einstein, 2023). However, the research reveals that self-regulatory learning was found less prevalent among the participating students. Given these outcomes, this research carries direct implications for Higher Education practice and policy by offering signature pedagogies that address the challenges of uncertain times, embracing blended learning approaches and prioritizing self-regulatory learning.

OP11 | Examining Cultural Background as Context and In-service Teachers' Perception of TPACK: A Mixed-Method Study

Salma Ali and Saleema Sultan

To provide a diverse perspective of in-service teachers' TPACK (Technological, Pedagogical, and Content Knowledge) and how TPACK is reflected in culturally diverse classrooms, this study examines the influences of teachers' knowledge and understanding of their student's home culture and background on their construction of TPACK. In this study, using both survey-based data and qualitative interview data, we use a sequential explanatory mixed-method design to provide a more robust understanding of this phenomenon. First, we use quantitative analysis examining descriptive statistics, correlation coefficients, and one-way ANOVA analysis, and then we analyse qualitative findings to identify key themes among selected teacher participants. The findings indicated a significant relationship between in-service teachers' TPACK and their knowledge of students, regardless of their teaching experience or gender. However, during interviews, participants identified difficulties in effectively integrating TPACK domains of knowledge in a meaningful framework that could help them to design their technology-based activities by considering students' learning needs and the affordance of technologies. Implications of this study suggest that technology integration and student cultural background are intertwined, and teachers should be cognizant of these relationships in the course and lesson design. The study also provides further support for examining the context, such as cultural background, within the TPACK framework.

P6 | Exploring the Lived Work-Study Experience of Undergraduate Scholars at the Aga Khan University, Kampala Campus

Nakafu Teopista, Wassajja Brian, and Nakayenga Halima

A growing number of professionals were opting for study programs that allow them to work as they study and there was evidence that this had also become a common practice among many Nurses and Midwives worldwide(Christiansen, Salamonson et al. 2019). The aim of the study was to explore the lived work-study experiences of scholars undertaking their undergraduate studies at the Aga Khan University, Kampala campus. The research questions are: What are the lived work-study experiences of scholars undertaking their undergraduate studies at the Aga Khan University, Kampala campus?
A qualitative phenomenological design was employed, 30 respondents were selected using convenient sampling from all cohorts available at the university at the time of data collection. Focus group discussions, one from each class were utilized employing an approved 12-item semi-structured interview guide consisting of open-ended questions. Thematic analysis was done after an iterative and the data was coded to create categories, themes and sub-themes.
Three themes emerged; support, convenience of the program, and achievement. The demographic characteristics used were the age of the participant, gender, marital status, title at work, and distance from home or work to the university. Convenience as applied in this study referred to a state of being able to proceed with something without or with less difficulty. The researcher identified 3 sub-themes related to convenience of the work-study program; continuing to learn, continuing to study and accessibility. The theme of achievement had three sub-themes; multiple roles, challenges, and meeting goals. The respondents reported that the work-study program involved meeting of various goals, has challenges involved, and achievement of the desired goal. The support theme was developed from these sub-themes; support to continue working, financial support, support to continue studying, support from faculty, and family support. The various forms of support were sighted as essential in the pursuit of education advancement, however, not all this support was available at the time when the scholars needed it.
Scholars undertaking work-study programs have a number of day-to-day experiences that they go through and it is important for the institutions they attend to design programs that provide the much-needed knowledge and skills while ensuring that they are inclusive, cater for the diverse needs of the scholars and that there is equitable service provision. The university should invest in systems and services that support students' welfare for example continuing to avail financial incentives for students to ease the financial burden of the scholars and consider extending this study to other universities in Uganda and the East African Region.

OP16 | Factors Influencing Students' Academic Self-efficacy in Related Domain

Preeta Hinduja

This research focus lies on exploring academic self-efficacy (ASE) of intermediate second-year students. Academic self-efficacy includes believing in learning efficacy, self-regulatory efficacy and academic achievement (Bandura, 2012 ; Sheu et al., 2018); these beliefs significantly impact students' academic success and career decisions (Caprara et al., 2008; Charleston & Leon, 2016; Griffiths et al., 2021; Sheu et al., 2018). Exploring self-efficacy for second-year college students is utmost important to address important questions, such as why students' experience a decline in academic achievement (Iqbal et al., 2021; Khan et al., 2020), exhibit reduced interest in their educational domains (Amir-ud-Din et al., 2021), indecisive about further academic or career goals (Zahoor & Mahmood, 2023), why think to change their specialization with the transition to upper standard. (Asghar & Ajmal, 2022) or discontinue their education (Amir-ud-Din et al., 2021). Self-efficacy can provide meaningful answers about students' decisions for further education and related career. This research focuses on recognition of factors nurturing student self-efficacy. The study investigates the influence of (a) family dynamics and background (Socio-economic status, family involvement, parental education), (b) behavior and values (Independent learning, career interest, problem-solving, decision making skills), (c) school experiences (Peer-learning, safety, Teacher high-expectations, class-participation, feedback, career-discussions, extra-curricular activities, past achievement) and (d) out-of-school experiences (Hobbies, Technology, community participation) on academic self-efficacy (ASE). The study also examines how sub-variables of behaviors and values mediate the development of self-efficacy. The research employed mixed-method explanatory approach, initially quantitative cross-sectional in-person survey followed by qualitative inquiry. For quantitative data collection, questionnaire was developed, piloted, exploratory factor analysis was done, and reliability and validity were ensured. Using convenience sampling, data was collected from 350 second year students enrolled in different domains (Computer Science, Arts and Humanities, Medical and Engineering Science and commerce) from nine Colleges (seven public sector and two private sector) affiliated with Intermediate Board of Karachi, District South. For qualitative data collected, students through purposive sampling technique, eight focus group interviews were conducted while following respective ethical norms. Findings revealed that students' Behaviors and values, as well as their Out-of-school experiences have a significant impact on the development of self-efficacy. Since, all variables related to behaviors and values show significant positive impact, except for pupils' decision-making skills showing no significant effect. Similarly, hobbies show significant positive and direct impact, while the indirect influence of technology is also noticed. On the other hand, most factors related to Family dynamics and background and School experiences have no direct influence on ASE, however peer-learning and safety shows dynamic effects. Furthermore career interest, problem-solving and independent learning has shown potential mediators between ASE and sub variables under (a) Family dynamics and Background, and (b) School experiences. Discussions are based on the findings of quantitative and qualitative data analysis. This study offers valuable insights into the multifaceted factors that play a crucial role in family education, teacher education, and career counseling. Additionally, it provides a foundation for future research.

OP21 | Technology in Early Years Education: What are the Possibilities?

Fortidas Bakuza, Nasra Suleiman, and Zamda Husein

In the era of new development in all spheres of life, technology has become part and parcel of the progress made. Education has not been left untouched and in fact the integration of technology in education has now become the new alternative of improving access, increasing interest and engagement in teaching and learning. The COVID 19 pandemic has increased the need to consider prioritising technology in teaching and learning. During the school closure due to the COVID 19 outbreak, technology was used to reach students in their homes although there were some challenges ranging from infrastructure, teachers and learners' preparedness and connectivity. The technology integration in education has been advocated in higher education and recently especially in developing countries there is emphasis of considering the lower levels of education such as secondary and primary education. There is still hesitance among education stakeholders in introducing technology in Early Years Education especially those prior to primary education or even the grades one and two of primary education. It is also a fact that most public primary schools have no infrastructure such as electricity, internet connectivity and teachers have limited technological skills.

At Aga Khan University Institute for Education Development East Africa, graduate students are encouraged to come up with education solutions to support in teaching and learning at all levels of education. For two years consecutively the graduate students who are studying Early Childhood Literacies, have taken technology in real early years classrooms in Lindi Southern Tanzania. In these field visits, the attempts were to introduce technology in teaching and learning in early years in public primary schools. The pupils in the public primary schools in Lindi have limited exposure to technology and it was thought that they would provide a good study ground on what works and under what conditions. Graduate students identified and developed lesson plans and activities from the National curriculum and syllabus. The lesson activities and resources were all planned to use the available online materials. Then lessons were implemented in real classrooms where teachers (graduate students) in collaboration with regular classroom teachers implemented the lessons using laptops, tablets, and projectors.

While almost all pupils had not used technology gargets such as laptops and tablets in real classroom learning, it was not a problem for them to interact with technology once they were aware of activities they were required to deal with. It was interesting in every single lesson to see the level of interest, engagement, and enthusiasm from the pupils. Since this is a new area of interest for research and practice, Burnett (2010) proposes the need to better understand how new technologies are and could be contributing to children's literacy within educational settings. The reflections from field with teachers and pupils, it is evident that despite the limited development of the technological infrastructure; there are possibilities to leapfrog the opportunities provided by the technology. Teachers training on technology and basic support in using the available technologies such as mobile phones, tablets and laptops is inevitable (Husbye, & Elsener, 2013). This presentation aims at sharing the experiences of choosing the lessons, identifying appropriate resources and use appropriate technology to interact with pupils in early years in public pre-primary school in Tanzania.

OP26 | Impact of English Language Proficiency on the Well-being of Non-Native Speakers in Higher Education: A Case Study at Karakoram International University, Gilgit

Samina Khan and Asif Khan

The proficiency of non-native speakers of English within higher education has emerged as a notable concern, significantly impacting their mental health and overall well-being. In linguistically diverse academic environments, language barriers among non-native English as a Second Language (ESL) students can evoke feelings of isolation, inadequacy, and anxiety. Consequently, these barriers exert a detrimental influence on students' self-assurance and academic accomplishments. This study aims to explore the effects of perceived English language proficiency on the well-being of students in higher education. Specifically, this study investigates the correlation between self-assessment reports and the overall well-being of undergraduate students at Karakoram International University in Gilgit, Pakistan.

To investigate the research question, a quantitative research method was employed, selecting a cohort of 100 undergraduate students currently registered at Karakoram International University. The participant selection process adhered to a purposive sampling technique, designed to ensure comprehensive representation across various faculties, linguistic backgrounds, and genders. Participants were requested to complete a contextually tailored self-assessment, along with employing a validated tool devised by Ryff (1989a, 1989b) to evaluate well-being. This evaluation encompassed six aspects of Psychological Well-being.

Descriptive statistics were employed to succinctly summarize and analyze the participants' self-reported English language proficiency and well-being scores, utilizing the R Software. Furthermore, a correlation analysis was conducted to explore potential relationships between self-reported English language assessment and well-being indicators. The research findings unveiled a positive correlation between higher self-assessment scores and subjective well-being.

OP31 | Nurturing Equity, Diversity, and Inclusiveness in Early Childhood Teacher Education: A Master Facilitator's Perspective

Purity Kajuju Mburung'a

As an experienced teacher educator and a master facilitator of a professionall learning course tailored for early childhood teacher educators, their immediate ward supervisors, and sub-county coordinators, I am committed to contributing to the advancement of educational practices that nurture equity, diversity, and inclusiveness. My journey in cultivating a conducive and empowering learning atmosphere has provided valuable insights and experiences, which I am eager to share in my proposed oral presentation at the conference. My approach to fostering transformative teaching practices stems from a unique blend of online facilitation expertise and my concurrent engagement as a primary school-level teacher. This combination allows me to leverage best practices from both domains, enriching my perspective on leadership, self-governance, and resource management. By embracing technology and utilizing online platforms, I have been able to reach a broader audience, transcending geographical barriers and expanding the impact of my work. The presentation aims to highlight the significance of empowering early childhood educators, supervisors, and coordinators in leadership roles. By fostering self-confidence and equipping them with the necessary skills, these educators can create impactful learning experiences for their students. Through effective mentorship and training, we can collectively elevate the quality of early childhood education, ensuring that it aligns with the evolving needs of our diverse society. I will consider the importance of bridging gaps between teachers and parents. Establishing strong collaborations between educators and parents fosters an inclusive learning environment that extends beyond the confines of the classroom. When parents are actively involved in their child's education, the support network strengthens, leading to enhanced learning outcomes and a more enriching educational journey. Resource management is another vital aspect that I will address in my presentation. By optimizing the utilization of available resources, educational institutions can better cater to the diverse learning needs of their students. This includes ensuring access to appropriate learning materials, technology, and learning spaces that accommodate different learning styles and abilities. Looking forward, my vision involves mentoring and developing more facilitators to join the team, with the aim of collectively working towards realizing the conference's sub-theme of nurturing equity, diversity, and inclusiveness in teaching and learning while fostering safe and supportive learning environments. Through my presentation, I aspire to stimulate meaningful discussions and collaboration among fellow educators and stakeholders. By sharing my experiences and insights, I hope to contribute to the continuous improvement of teacher education and inspire innovative approaches to early childhood learning. Embracing the conference's theme of shaping tomorrow together, we can create transformative teaching practices that promote equity, diversity, and inclusiveness in the field of education, paving the way for a brighter future for all learners.

OP36 | Beyond the Classroom Walls: Stakeholder Experiences with Remote Instruction in Post RN Baccalaureate Nursing Program during the COVID-19 Pandemic: A Qualitative Inquiry

Laila Cassum, Arusa Lakhani, Saima Sachwani, Shanaz Cassum, and Zeenar Salim

The COVID-19 pandemic resulted in the closure of educational campuses and the suspension of conventional classroom instruction on a global and local scale; as a result, many switched overnight to an online mode of instruction. Given diversity of stakeholders and the availability of resources the change was perceived differently. In Pakistan, higher education is predominantly offered face-to-face. Although online learning is reported to play a promising role in enhancing students' interaction, motivation, and retention of content (Frehywot et al., 2013) however, inaccessibility of devices, limited or no connectivity, lack of faculty and student technology preparedness, and missing expertise in instructional and academic design expertise question the quality of online educational experience in resource-limited countries (Adnan & Anwar, 2020 Mehta & Ali, 2020).

The research questions are:

- What are the perceptions and experiences of stakeholders regarding the rapid transition to remote instruction amid COVID-19 in undergraduate nursing programs?
- What are the benefits, challenges, and recommendations of remote instruction and assessments as experienced by the stakeholders of undergraduate nursing programs amid COVID 19 pandemic?

A qualitative descriptive exploratory design with a purposive sampling technique was used in a private nursing university in Karachi, Pakistan. Focus group discussions were conducted with students, and faculty separately, and in-depth interviews with administrators were conducted using semi-structured interview guides. The focus group discussions and interviews were recorded electronically and manually transcribed, coded, and analyzed.

Findings revealed two major themes. (a) Remote teaching and learning - a Paradigm shift; and (b); Online learning ecosystem – a team sport. Findings suggest that to continue to thrive amid and post- covid world, faculty-student-and administrators must collegially enhance the teaching, learning, and assessment strategies and student-teacher interaction capitalizing on evidence-based practices, trial and error, multi-level support mechanism, and partnerships.

The study concludes by recommending ways to build resilience in the instructional and administrative infrastructure to be prepared and respond to future unforeseen events such as pandemics and presents strategic directions to explore the potential for evidence-informed and effective blended and online offering of nursing programs in the region.

OP41 | Comparative Analysis of Nurse-Led Clinical Teaching Rounds and Standard Post-Conferences in Fostering Critical Thinking Skills among Nursing Students in Uganda

Mary Grace, Carolyne Namukwaya, Joseph Mwizerwa, Mary Namuguzi, Hellen Kyakuwaire, Moses Wankiiri, and Ahmed Sarki

Increasing health challenges attributed to new patterns and re-emerging diseases in low- and middle-income countries highlight the need for nurses with effective critical thinking and clinical judgment skills. To address this deficit, innovative pedagogical methods are important in preparing the next generation of practitioners. However, identifying clinical teaching strategies to enhance such skills among nursing students has been challenging in developing countries.
The objective was to compare the effectiveness of nurse-led clinical teaching rounds with standard post-conferences in facilitating critical thinking skills among nursing students in Uganda. Second-year nursing students from the Bachelor of Science in Nursing program (n = 33), and the Enrolled Nurse-Registered Nurse program (n = 34).
Mixed methods, with a quasi-experimental intervention study design with non-equivalent group design. Only the quantitative findings will be presented. The study was conducted in Mulago National Referral Hospital, Uganda.
The study employed mixed methods with quasi-experimental non-equivalent control groups. The groups were randomly allocated to the two clinical teaching strategies. The participants' critical thinking ability was examined before and after the 16 weeks of clinical placement using the performance-based development system model. The instruction was conducted by trained faculty on the appropriate use of the two teaching strategies. Second, the perceptions and opinions regarding the teaching strategies were explored using focus group discussions. Quantitative data were analyzed using descriptive and inferential statistics, and qualitative data were analyzed using content analysis.
There was a significant increase in critical thinking abilities after the 16-week placement in both teaching strategies, up to 62% and 80% for the post-conference, and the nurse-led clinical teaching rounds respectively, with a $p < 0.001$. However, the best performance was observed with the nurse-led clinical teaching rounds group. Students who were instructed using nurse-led clinical teaching rounds consistently reflected on the teaching strategy as an interactive while those in the post-conference reflected partly learning in the abstract.
This study demonstrates that both nurse-led and clinical post-conference teaching strategies increase the student's critical thinking ability, but there is additional importance of nurse-led teaching rounds in students' clinical placements, it enhances student engagement and dialogue about patient care with the resultant improvement in students' critical thinking ability.

OP46 | Developing Mental Health Competency in Undergraduate Nursing Students amid Pandemic: A Hybrid Model Approach

Sharifa Lalani, Ambreen Tharani, Farida Mughal, and Razia Bano

COVID-19 has raised a concern about the quality and continuity of education. The uncertain situation has required universities to undertake several innovative measures to continue their educational programs without compromising the quality of education. The teaching pedagogy introduced was the hybrid approach for undergraduate nursing students for teaching mental health nursing course, utilizing Gagne's instructional design theory, in a private nursing institution in Pakistan. The nine steps of instruction in Gagne's theoretical framework were utilized for teaching the mental health nursing course. The approach enhanced students' therapeutic communication skills, boosted their confidence level, and assisted them in overcoming their fears in caring for patients with psychiatric illnesses. Students appreciated the innovative strategies, such as problem-based learning, case studies, interactions with standardized patients, and learning through movies. The innovative and creative clinical teaching approaches can be used to develop nursing students' competencies and core clinical skills and to bridge the theory-practice gap.

OP51 | The Effectiveness of Round Robin Group as Brain Storming Approach on Standard Seven Learners' Achievement in English Composition Writing in Public Primary Schools in Kisumu County, Kenya

Kamau Hellen

Round Robin method helps in building team procedures by which morals and values for peaceful coexistence during and after teaching and learning process for accelerated acquisition of composition writing skills to improve attainment. However, where RRM is hardly used learners' conceptualization of composition writing skills remains a complex task hence learner's achievement is low. Round Robin method as a brain storming technique instructional approach gives learners opportunities to express ideas freely about topic assigned to boost composition writing skills; however, where it is hardly used conceptualization of composition writing remains weak To determine the influence of Round Robin technique on learners' achievement in composition writing skills in public primary schools in Kisumu County. The study was guided by Piaget's (1967) theory of cognitive development, specifically "constructivist" views of discovery learning. Quasi experimental; pre-test, post-test control groups design was adopted in which six sub county day public primary schools in the Kisumu County, in Kenya were purposively selected The study sample size borrowed the criteria by Amin (2005) which extensively drew from Krejcie and Morgan (1970) who commented that the accessible sample data of 1100-1000 with simple size between 278 and 285 is acceptable. The study used a sample size of 292including: six teachers of English, 6 head teachers and 280 standard seven pupils (60 in the control group and 220 in the experimental group) of public schools in Kisumu County. Data were collected via tests for learners, teacher and learner questionnaires, classroom observation schedules and check-lists Descriptive and inferential statistics were used for quantitative data while qualitative data was analyzed and interpreted thematically. Descriptive statistics obtained frequencies, percentages and means. Inferential statistics on independent t-test was obtained to test significant difference between groups. The study hypotheses were tested at 5% level of significance. For the round robin method, individual group method was moderately used (M=3.80, SD=1.160), small groups were poorly done (M=2.30, SD=1.208) adopted in teaching composition in public primary schools in Kisumu County. Pre- and post-test findings indicated an increase in pass rate for the experiment group implying that round robin teaching method improved class pass rate and thus learners' achievement in composition writing. The mean of the experimental group was higher than that of the control group. The difference between the post- test means scores was statistically significant (t (278) =54.77, p=0.000) indicating that the experimental group's performance was significantly better than that of the control group. The One-Way ANOVA results revealed that there was a significantly significant difference somewhere among the mean scores on the dependent variables for the four groups F (2.332, p=0.001). The computed z values for brainstorming technique elements revealed a z-statistic value higher than the z- Critical value and p-value less than 0.05. Thus, the study rejected the null hypotheses as there was a significant influence between: round robin group method and learners' achievement in composition writing skills in public primary schools in Kisumu County. The study concluded that round robin method is an effective approach to be embraced in the teaching of composition writing to enhance learners' achievement in Standard Seven. Teachers should be exposed to the new trends of teaching in order to change the approaches they currently use to facilitate teaching and learning. Policy makers and implementers, Ministry of Education and Kenya National Examination Council, should address the use of brainstorming technique in order to provoke critical-thinking in learners

ORAL PRESENTATIONS

THEME 2: FOSTERING CREATIVITY AND INNOVATION IN TEACHING, LEARNING & ASSESSMENT

OP2 | Rapid Transition to Virtual Learning in the wake of COVID-19 Pandemic in Tanzania

Athar Ali, Neelam Ismail, Phillip Adebayo, Natasha Housseini, Nahida Walli, and Masawa Nyamuryekunge

According to theories of transactional distance learning, the physical separation leads to a unique pattern of behaviours between the learner and teacher that affects learning. COVID-19 pandemic created a unique psychological and communication gap which could potentiate learner-teacher miscommunications. Learning institutions upscaled virtual learning as a method employed to bridge these educational gaps. Virtual learning, in the setting of postgraduate medical exams, poses a risk of low-quality patient care and learning. This study explored the experiences of learners' and faculty members at the Aga University, Dar es Salaam.
A qualitative study using a phenomenological approach with in-depth individual interviews among postgraduate medical residents and their faculty members in the family medicine, internal medicine and general surgery program was conducted until code saturation at the Aga Khan University East Africa-Medical College, Dar es Salaam campus. Ten participants were interviewed from three postgraduate medical programs.
Data analysis by content analysis method was used for the exploration of human experiences and social phenomena. Meanings were created out of the experiences of the participants, and condensed to form subcategories and categories.
The emerged themes were sub-categorized into positive aspects of virtual learning, challenges of virtual learning, experiences of virtual case-based learning, and recommendations for effective virtual learning.
Virtual learning was generally deemed necessary during the COVID-19 pandemic. Positive experiences were greater access to learning materials and improved confidence in the virtual discussions, whereas limited supervision and lack of assurance of participants' engagement emerged as challenges of virtual learning. The components of critical thinking and problem-solving skills were unaffected by virtual case-based learning, however, the aspects of the acquisition of clinical and surgical skills emerged as a difficulty in accepting virtual learning as a valid mode for attaining these skills.
Virtual learning is experienced as a positive means of acquiring theoretical knowledge. Further explorations of case-based virtual learning are needed to improve participants' experiences of attaining clinical skills. We echo the emerged recommendations; the infrastructural requirements must be improved, and the individual drive regularly assessed to prevent disengagement.

OP7 | A Qualitative Force Field Analysis and Framework for AI Implementation in Clinical Chemistry

Lena Jafri, Arsala Farooqui, Janet Grant, Sibtain Ahmed, Hafsa Majid, Aysha Habib, and Usmaan Omer

Clinical Chemistry laboratories routinely generate extensive and diverse data, presenting a rich opportunity for the integration of AI applications. This qualitative study explored the factors that can facilitate or impede the adoption of AI in Clinical Chemistry, especially through the use of medical education at the undergraduate and postgraduate level. Between March and August 2022, we conducted semi-structured interviews with professionals associated with Clinical Chemistry, including clinical chemists, laboratory technicians, postgraduate trainees and managers. These conversations delved into the potential transformations AI could bring to their field, the necessary resources for a successful transition, the role of education in preparing the workforce, and the educational prerequisites for effective AI integration. Interview transcripts underwent qualitative analysis, with content analysis revealing key codes and themes. A force field analysis was applied to pinpoint the factors that encourage or hinder the acceptance of AI. Furthermore, we adapted the AMEE Medical Education Guide No.10 to craft an all-encompassing model for managing change. Our participants comprised 13 individuals, representing diverse career stages, including senior (n=5), mid-level (n=4), and junior (n=4) professionals, hailing from both public and private healthcare sectors. Our findings highlighted various inhibiting factors, including concerns regarding job security, a limited understanding of AI, and a shortage of AI expertise and resources. On the flip side, we uncovered factors that promote AI adoption, including visionary leadership, active advocacy for AI integration, the incorporation of AI into medical curricula, accessible AI training opportunities, sub-specializations, and enhanced visibility through the utilization of epidemiological surveillance data. The major themes that emerged encompassed the rationales behind hesitancy in embracing AI in Clinical Chemistry, the potential advantages, the imperative to revise existing curricula to accommodate AI, strategies for seamless integration, crucial success determinants, the significance of collaborative efforts, and forward-thinking surveillance. This study offers a replicable framework, delineating practical steps, essential professional attributes, defining traits, and strategic decision-making processes required for the gradual and successful integration of AI in Clinical Chemistry laboratories, building on the discourse of needing the integration of efficient AI approaches into clinical routine practice.

OP12 | What is an Appropriate Strategy to Support Teaching of the Sustainable Development Goals: The Case of the AKU-IGHD Supporting Women in Science Programme

Anil Khamis, Farah Ahmed, Edward Misava, and Narjis Fatima

The UN Sustainable Development Goals (SDGs) is a framework to address challenges of the Anthropocene (UNDP, 2020). AKU initiatives, including the establishment of the Institute of Global Health and Development (IGHD) and the Arusha Research Centre as well as the President's Environment efforts, are noteworthy. The Supporting Women in Science (WIS) Programme, in partnership with Oxford University and SickKids Canada, focuses on empowering young women researchers in the Global South. As part of this programme, AKU offers a self-paced, asynchronous SDG course. Participants are required to complete the SDG course, with six modules, using the Moodle platform in a six-month period.

A multidisciplinary team of four developed the course: content expert, EdTech / IT experts, and program manager reflecting good practices (Pitts & Naseem, 2021). How best to teach 'education for sustainable development' is problematic, raising pedagogical questions (Ferrer-Estévez & Chalmeta 2021; Larrondo Ureta et al 2022). This study considers the appropriate pedagogy for online delivery of the SDGs.

Consideration for andragogy and digital natives, principles of relevance, flexibility, support, and assessment tailored to the Global South are embedded in the design and delivery. A 'flipped classroom' structure with data generated from pre- and post-assessments, participant discussion posts, and VLE metrics engage problem-based learning, research-based learning, flipped learning, project-based learning, and experiential learning. Individual modules include descriptive overviews, video input with knowledge checks, discussion prompts, quizzes, further readings, and key messages. Terminal evaluation and survey assess participants' learning upon course completion and acquire certification.

VLE metrics analysed to understand sequential flow and completion; data include completion of all activities. Methodical course design enables self-pace, asynchronous, and self-directed exploration. Analysis and participant feedback highlights the importance of dedicated resources and undertaking cost-benefit analyses to improve student learning outcomes and to reach larger cohorts. WIS provides scholarships and mentorship to 20 participants from the selected cohort. Further analysis of subsequent cohorts will illuminate effective online pedagogies for the SDGs.

OP17 | Blended Learning: A Cutting-edge and Dynamic Teaching Approach for Family Medicine Residents

Sadia Masood, Swaleha Tariq, and Shaheen Naveed

Changes in healthcare delivery and technological advances over the past few decades have increased the pressure on academic faculty, as they now have less time for teaching than in the past. While the potential benefits of e-learning have been widely published, it is unclear how practitioners and their institutions will use these approaches. A blended learning course was designed for family medicine residents to improve their knowledge and skills in dermatology. The course was divided into four modules, comprised of both online asynchronous virtual learning systems and face-to-face sessions. This study aims to investigate the approach of blended learning and measure the learning outcomes by using cognitive and affective domains. The course covered the most common skin conditions. Multiple slide sessions, online lectures, clinical presentations, case-based scenarios, and quizzes were included in the course. Knowledge was assessed through pre- and post-tests with multiple-choice questions. Post-tests were taken after the completion of the modules to assess the improvement in the knowledge of residents about basic dermatological conditions. After the completion of the sessions, another survey questionnaire was administered to evaluate the perceptions of participants about the blended learning strategy. The process assessment showed that facilitators delivered the training with excellent fidelity and quality. We found 100% satisfactory results for students, and from pre- to post-test intervention, The mean of the pretest result was 10.43±5.67 and the post-test result mean was 20.52±4.17. A statistically significant difference was found between pre- and post-test results, with a mean difference of -10.09 and a P value of 0.000. It is statistically proven that blended learning is an effective method of teaching dermatology to family medicine residents and can help family medicine residents enhance their learning more effectively. It may improve the overall results of students, and they acquired significant knowledge from this course and were highly satisfied with this mode of delivery. We suggest that this method of teaching might be used in other clinical disciplines in different contexts.

OP22 | Developing Clinical Peer Review Group for Postgraduate Trainees in Psychiatry: Experience from Pakistan
Samiya Iqbal, Bilal Nisar, Ummama Imran, and Tania Nadeem

Small peer groups are commonly used as a learning format in medical CPD across the world, where participants (i.e. fully trained professionals) meet to discuss cases based on real patient experiences leading to the identification of areas for improvement and inspire changes in clinical practices. Participants commit to making these changes and document their progress collectively. Participation in peer review groups enhances reflective practice, leading to a deeper understanding of clinical work and the potential for new insights. These serve as a means of maintaining and improving skills, fostering idea-sharing, and providing constructive criticism and feedback, thereby contributing to the maintenance of professional standards in medicine. These also serve as a forum to manage difficult and complex medical scenarios. Additionally, these provide an essential space for participants to manage everyday stress, particularly during crises. These are instrumental in promoting professional wellbeing by offering emotional support, providing opportunities for debriefing, and mitigating the sense of professional isolation experienced by medical practitioners.Since these can be adapted to meet the educational and support needs of postgraduate trainees, we initiated Clinical Peer Review Group as a trainee-led and collaborative platform for PGME trainees in the department of Psychiatry, Aga Khan University for the participants select and present their own cases for discussion without faculty intervention. The group offers flexibility in case selection and presentation format, fostering constructive feedback and peer learning. The aim of this presentation is to discuss the process of the development as well as the benefits and challenges the group faced. After formulating terms of reference, all trainees in the department (8 residents in general psychiatry, 2 fellows in child and adolescent psychiatry) began to participate in bi-weekly, one-hour peer review meetings. Trainees selected challenging cases related to various aspects of psychiatry and presented them based on recent, real clinical scenarios while maintaining patient confidentiality. During the sessions, trainees discussed the difficulties they faced, described their actions, and sought feedback. Other participants asked clarifying questions, shared their experiences, and offered support and validation to their peers. Based on the reflections from the trainees, the peer review groups in psychiatry residency training have proved to be highly beneficial for them. Participants gained new knowledge and techniques from their peers, while identifying gaps in their skills and understanding. They applied evidence-based practices and shared follow-up information on cases, leading to better clinical decision-making and expertise. Reflection on their own practice, combined with constructive feedback, allowed trainees to recognize their strengths, weaknesses, and areas needing improvement, fostering self-regulation of learning and practice. Though valuable, these groups face challenges. Attendance management can be difficult, especially for those covering emergency services. Additionally, professional hierarchy may hinder open conversation and constructive feedback, as trainees might be reluctant to contradict senior colleagues. The diversity of opinions within the group can also lead to friction. Despite limitations, peer review groups remain useful, promoting collaboration, enhancing clinical decision-making, and ultimately improving patient care in psychiatry. Other departments and institutions can adapt the same in their practice.

OP14 | Facilitators and Barriers of Reflective Learning in Postgraduate Medical Education: A Narrative Review
Catherine Gathu

Reflection in postgraduate medical education has been found to aid in the development of professional skills, improve clinical expertise, and problem-solving with the aim of advancing lifelong learning skills and self-awareness, leading to good medical practice among postgraduate residents. Despite the evidenced benefits, reflection remains underused as a tool for teaching and learning, and few trainee physicians regularly engage in the process. Factors that affect the uptake of reflective learning in residency training have not yet been adequately explored.

The purpose of this review is to demonstrate the factors that influence the adoption of reflective learning for postgraduate students and their centrality to good clinical practice.

Methods: A review of the literature was performed using defined databases and the following search terms: ‘reflection’, ‘reflective learning’, ‘postgraduate medical education’, ‘barriers’ and ‘facilitators’. The search was limited to peer-reviewed published material in English between 2011 and 2020 and included research papers, reviews, and expert opinion pieces.

Eleven relevant articles were included, which identified three main categories as facilitators and barriers to the adoption of reflective learning in postgraduate medical education. These included structure, assessment and relational factors. The structure of reflective practice is important, but it should not be too rigid. Assessments are paramount, but they should be multidimensional to accommodate the multi-component nature of reflections. Relational factors such as motivation, coaching, and role modeling facilitate sustainable reflective practice.

This review suggests that the same factors that facilitate reflection can be a barrier if not used within the right epistemic. Educators should consider these factors to increase the acceptance and integration of reflective learning in curriculums by both teachers and learners.

OP27 | Embracing the Social Media Revolution in Education: A Reflective Analysis

George Nyarieko

The traditional classroom setting has long been the cornerstone of education, with instructors leading the way through structured lessons and face-to-face interactions. However, as technology rapidly advances, the educational landscape is witnessing a transformative shift, especially concerning the development, creativity and innovation in teaching, learning, and assessment. As educators, we have embarked on a visionary pedagogical adventure, recognizing the potential of social media as a powerful tool to revolutionize education. Embracing innovative pedagogies for engaged learning seeks to adapt the role of social media in the classroom, harnessing its creative potential to foster an immersive and interactive learning experience. The opportunities that social media presents are too vast to overlook in the digital era. Platforms like WhatsApp, Facebook, Twitter, and Instagram have become invaluable in promoting collaboration, communication, and creativity among students. Through group discussions, multimedia sharing, and real-time interactions, scholars are empowered to express their ideas freely, engage in collaborative projects, and explore the world beyond the classroom walls. Yet, as with any technological innovation, there are contextual challenges and fears to navigate. Concerns about digital distractions and misuse of social media can overshadow its potential benefits. As part of personal reflection, it is necessary to address these challenges by fostering a responsible and mindful approach to social media integration. Through establishing clear guidelines and creating a positive digital culture in the classroom, efforts are scaled up to ensure that social media becomes a catalyst for engaged learning rather than a mere distraction. While my focus lies within the local classroom, I find it necessary to recognize the global perspective of social media in education. WhatsApp and similar platforms transcend geographical boundaries, offering unprecedented opportunities for cross-cultural collaboration and learning. Engaging with peers from diverse backgrounds, helps gain a broader perspective and develop global citizenship skills. In my projection into the future, I see exciting trends in social media use for education. The integration of innovative pedagogies and social media will continue to evolve, pushing the boundaries of traditional education further. Augmented reality, virtual classrooms, and gamified learning experiences will become increasingly prevalent, transforming education into a dynamic and immersive journey. This reflective analysis calls for embracing the power of social media with a strong focus on innovative pedagogies starting with transformation of educational leaders. It is with this reflective background that, I am engaging the educational leaders from various primary schools in Kilifi and Mombasa counties of Kenya to develop a capacity that can support social media use for enriched learning experience in educational context. Embracing this technological development responsibly, may pave the way for the future where social media and innovative pedagogies harmoniously foster creativity, innovation, and engaged learning in the classroom.

OP13 | Transforming Pedagogy: A Reflection of Professional Learnings from Rethinking Teaching and Teaching and Learning Enhancement Workshops

Prisilia Mlingi

Educators face the challenge of navigating a constantly evolving educational landscape. Continuous Professional Development (CPD) therefore enables educators to enhance their expertise and competencies by bridging the gaps between their existing knowledge and skills and the novel ones they must acquire to enhance students' achievements. Continuous Professional Teacher Development (CPTD) is a process, method, and tool that enables teachers and schools to stay updated on new content and methodologies in the field of education (Murwe-Muller & Dasoo, 2021).

This reflective paper examines my experiences and perceptions of participating in two professional development workshops (RTT and TLEW) and how my learnings enhanced a course redesign process. Based on data from my reflective journal, I analyse the delivery mode of the workshops, their inherent complementarity, and the strategies that I implemented in redesigning the Critical Thinking and Academic Writing course for undergraduate Medical and Nursing students. The redesign process was guided by the integration of the principles, methodologies, and approaches I learnt from the workshops. The main objective was to effect changes in course structure, content, and pedagogical techniques to maximise student engagement, foster deep learning, and ultimately improve student learning outcomes.

Although the current implementation phase of the redesigned course is still in its early stages, I discuss the rationale behind my choices and present a detailed plan that describes the changes made. In addition, I highlight the expected impact of these changes, drawing on best practices and existing literature. I also reflect on the anticipated challenges and outline strategies for addressing them.

This paper contributes to the discourse on CTPD by providing a forward-looking perspective on the application of RTT and TLEW workshops. By presenting the course redesign process, I aim to stimulate discussion and promote lifelong learning among teachers so that they can embrace transformative pedagogical approaches.

OP32 | Project – Based Learning by Design Thinking – A Pedagogy for Seamless Application of 21st Century Skills

Kiran Nanji and Tasneem Anwar

This proposed study aims to share findings of design-based teacher professional development that introduced Project–Based Learning (PBL) using a design thinking process to in-service science teachers in a face-to-face six-day long workshop at the Institute for Educational Development, Karachi, Pakistan. The need for this study arose from the persistent reliance of science teachers on traditional science teaching as evidenced in the recent nationwide study by Bhutta and Rizvi (2021) on assessing the Math and Science teachers' pedagogical practices and students' learning outcomes. This study revealed that most of the science teachers in Pakistan still use the "chalk and talk" or "reading and translating text" model to deliver science lessons which are not effective enough to teach science, especially in the current era where teaching methods have evolved to a great extent (Bhutta & Rizvi, 2021). PBL is one of the approaches that helps in developing 21st-century skills (Bell, 2010; Camilleri, 2016). From various approaches to PBL, this study focuses on using the design thinking process. The basic process of design thinking includes the stages of empathy, defining, ideating, developing a prototype based on the ideas generated and testing the prototype for a particular real-life problem (Clarke, 2020). The daily reflections of participants and the facilitator, and the daily artifacts produced by the participant teachers were reviewed to make design decisions for modifying the next session's plan (Cividatti et al., 2021). Pre and post-interviews of the participants were conducted to determine the difference in their understanding of PBL and the design thinking process. Each day the participants applied the PBL by design thinking to develop their own PBL unit plan in groups. On the last day of the workshop, the participants were required to microteach their PBL unit plan to the other groups to determine how their unit could be carried out in a primary science classroom. Each microteaching session was peer-assessed. The findings reveal that most of the science teachers consider Activity Based learning as PBL approach and are not familiar with the design thinking process for the PBL approach. Participant teachers found the 'empathy map canvas' used in the design thinking process a useful tool for planning PBL by design thinking. Moreover, a major dilemma was found over the qualification of teachers as most of the teachers did not have basic qualifications in the field of science but still were teaching science. However, with the constant iteration and practical experience of each phase of the design thinking process the teachers were able to design their own PBL units. These PBL units reflect their understanding of driving question, maintaining student inquiry and importance of reflection in a PBL unit. The study also aims to share the design-based evolution of science participant teachers understanding of PBL by Design Thinking and relevant resources used that will help others to deliberately apply the essentially required 21st century skills in formal educational settings. The findings of the study will have key implications for the science teacher educators and science teachers.

OP37 | Developing the Hands-on Teacher: Learnings from an Elective Course

Mweru Mwingi

Experiential learning is regarded as a progressive method of instruction because it allows students to gain a deeper understanding of lecture topics by working on course-related issues that, when resolved, benefit their local communities (Williams, 2016, p.64). The instructor reinforces learning by providing opportunities for students to engage in hands-on activities and by directing their experience to rich learning and focused reflection in order to improve their metacognition. Experiential learning addresses gaps in teaching skills among teachers using the competency-based curriculum in their classrooms as a functional approach to a teacher's practice. Gender in Education, an elective course in a Master's in Education program, focuses on gender equality, equity, and inclusion in educational contexts by encouraging students to develop a culture of awareness, responsibility, and responsiveness. The transfer of learning from the classroom to practice, in tandem with the course's core learning principles, is critical to meaningful learning. "Doing something" - in this case, designing and delivering a workshop - immerses students in an experience that serves as a learning environment, allowing them to draw on previously acquired skills while developing new ones. The hands-on workshop provided an experiential learning experience that enabled the seventeen-course participants to take charge of their learning and engage in the creation of new knowledge, developing subject mastery and a repertoire of teaching and attitudinal skills essential to their CBC classrooms in Kenya, Uganda, and Tanzania (Wurdinger & Carlson, 2010). Reflection, an essential component of experiential learning, enables students to become aware of their meta-cognitive processes and to challenge and interrogate their assumptions, beliefs, and thought patterns as they learn (Kollmayer et al., 2020). Throughout, the instructor functions as an intellectual coach, facilitating and assisting in understanding the process and concepts and evaluating learning and personal growth outcomes. In this role, the instructor empowers the student to take ownership of their project (Slavich & Zimbrado, 2012). The above workshop resulted in a transformative learning experience as the outcomes, namely;

- Students' understanding and mastery of key course concepts
- Improved learning and inquiry strategies and skills for students
- Improved facilitation and inquiry strategies for instructor
- Development of positive learning-related attitudes, values and beliefs for both instructor and students

Finally, designing, developing, and delivering a workshop are time-consuming tasks fraught with group and power dynamics challenges. However, in their final reflection, the students stated that they preferred the workshop experience to writing an essay because of the skills they gained and that they had learned something authentic that would last. Students want learning that will help them address fundamental teaching and learning challenges, particularly learning that will prepare them to handle a competency-based curriculum. This finding has implications for designing and assessing courses for educators in schools and colleges in graduate-level programmes.

OP42 | Integrated Basic Science Curriculum (IBSC) for Undergraduate Nursing (UG) Program: Moving from Collecting Dots to Connecting Dots

Naghma Rizvi, Shagufta Iqbal, Shehla Khan, and Tayyaba Shah

Integrating the knowledge required for medical and nursing practice has been a persistent challenge in health education. The Flexner Report of 1910 identified BS training as an essential element of medical education. Despite curriculum changes, Bloom (1988) maintains that medical students' teaching and learning experience has remained largely unchanged. To improve the students' experience, it is crucial to shift from the subject-based model to an integrated one. The curricular reforms cover education for all types of health professionals. Hence, aligning the content and concepts of Bachelor of Science (BS) programs with skill-based professional education in higher education is a challenge. The focus of (BS) education is to scientifically prepare nurses for clinical training and practice. Integration is a popular method to achieve this goal, defined as an organization of educational content to unify the relevant topics traditionally taught separately (Kulasegaram et.al, 2019). This paper aims to describe the steps for developing an integrated (BS) curriculum at Aga Khan University School of Nursing and Midwifery (AKUSONAM) in Pakistan. The process consists of two phases, each with its own levels. The first phase integrates the four major courses: Anatomy and Physiology, Biochemistry, Microbiology, and Pathophysiology. The second phase involves integrating these courses with core nursing courses in BScN Years I & II. The main focus of the activity is to develop an integrated (BS) curriculum for BScN by promoting integration within (BS) courses and its application into nursing, and clinical practice. The first phase comprises four levels. At level one, each course identified peripheral and core concepts to ensure consistency and shared them on Google templates. At level two, identified core concepts from courses were aligned to derive mega core concepts, labeled as Big Ideas. At level three, each big idea was explained by specific statements. Level four involved brainstorming on teaching learning and assessment strategies to ensure integration among four courses. The entire exercise was informed by two important dimensions of curriculum organization; the sequence is about the vertical dimension of medical science entailed moving from basic to advanced level and, the scope represents the horizontal dimension which is about breaking down the departmental barriers to integrate the basic sciences discipline. The content and concepts of BS courses were aligned and integrated to derive five mega core concepts labeled Big Ideas, which include Levels of Organization, Structure and Function, Protection, Bioenergetics and metabolomics, and Coordination. These big ideas are representative of the common concepts in all courses. IBSC is an attempt to demonstrate the horizontal and vertical integration of all BS courses. IBSC is now in practice in classrooms. IBSC helped to move from learner-focused to learning-focused (Fink, 2023). It is an attempt to scientifically prepare nurses for strengthening their clinical training and practice. The potential implication is to integrate the core UG nursing courses of BScN with IBSC to strengthen nursing students' scientific rationale for practice.

OP47 | Design-based Course for STEM Teaching and Learning in Pakistan: Reflective Insights from the Course Facilitator and a Student

Tasneem Anwar and Dania Usman

This study presents the iterative design, implementation and re-design of a new elective course titled, 'STEM Teaching and Learning that was offered for the first time in Spring 2023 at a teacher education graduate degree programme from both the facilitator and one of the course participants' perspectives. The study uses design-based research (DBR) as the methodological approach most suited to research and design of technology-enhanced learning environments (Wang & Hannafin, 2005). The evolution of this nascent yet significant course is critical as this course aims to empower teacher education programme course participants with the theoretical and pragmatic grounding for designing and implementing STEM in Pakistani school settings, where STEM has become part of the formal science curriculum very recently (NCP, 2022). Moreover, it is imperative to develop a research-informed course on STEM that could equip Pakistani teacher educators and teachers to respond to the urgent need of developing a pedagogy for transdisciplinary education. With this focus, STEM offers a pedagogical solution for providing integration of science, technology, engineering and mathematics that is relevant to teachers in Pakistan. The current study was guided by this research question; How does a design-based course offer participants the ability to use STEM as a pedagogical approach? This study used a design-based course (McKenney & Reeves, 2018) to deliberately engage participants (graduate students who are in-service teachers) in applying the theoretical knowledge underlying the pedagogical approach of STEM, and the core characteristics of STEM (Anwar & Siddiqi, 2023; Roehrig et al. 2021). Various sources of qualitative data were collected, these included course facilitator's notes and reflections; participants' weekly reflections and final reflections, participants' ideation, presentation, and complete STEM unit; artifacts from microteaching of STEM unit, self and peer-assessment of STEM unit. These multiple data sources were coded using thematic analysis and were triangulated for trustworthiness. Findings are presented as: 1)The STEM conceptions of participants evolved on a spectrum of naïve to developed; 2) During the STEM ideation phase all the participants grappled with designing a wholesome unit showing explicit STEM connections; 3) The self and peer assessment of STEM units, the in-class and on VLE discussions, and teamwork modelled throughout the course offered numerous opportunities of vicarious learning. This study concludes on 1) Theoretical outcome by providing evidence of design-based learning used to learn and apply STEM, 2) Practical outcome of providing evidence of DBR for refining STEM units and, 3) Design principles for creating critical features in the course for applying STEM as a pedagogical approach. This study has implications for future course offerings to graduate students, practitioners, or other audiences.

OP52 | Streamlining Teaching, Learning and Assessment Practices in AKES,P

Meenaz Shams and Aien Shah

AKES,P runs almost 154 schools across three regions: Gilgit-Baltistan, Chitral and South with more than 55,0000 students and 3000+ staff. All the AK schools follow the National Curriculum from K-12 grades in Pakistan. Internal exams are held for grades 1-8 within each region under the supervision of the Examination unit respectively. All the students of grades 9-12 sit for external board exams. We have six different exam boards affiliations, due to the diverse geographical spread out of the schools across the regions.

Abstract: In the past, there was a disintegration of teaching practices in different regional schools due to geographical and conceptual dis-alignment. There was no focused curriculum followed in the schools, which resulted in a variety of prescribed textbooks, instructional materials, sporadic worksheets, etc. with different assessment practices prevailing within a particular region and for different school typologies. We experienced, as a system, there was lack of alignment in the learning objectives taught and outcomes assessed in AK schools across the regions.

To address this disintegration and to develop a system, a common framework was designed to streamline the teaching, learning and assessment practices across the regions in 2016. For this, a three-year, phase-wise intervention was planned. The National Curriculum of Pakistan was taken up for all the subjects and grade levels. Prescribed textbooks were standardized across the regions. To further enrich the curriculum and standardize the teaching practices, pacing guides were designed for teachers, a guiding document bridging the National Curriculum specific learning objectives to the textbook content, laying out the teaching strategies and relevant activities to be taught in the classroom. This assisted teachers in designing their lesson plans with focused objectives. A thorough orientation was conducted for all the teachers by the Academic Coordinators, specific to the subjects and grade levels they teach before the start of the academic year so that they are properly oriented and prepared to what, why and how of teaching content, concepts and learning outcomes. Assessment workshops were conducted for teachers and academic coordinators to help them develop testing questions for assessing students focusing on the learning objectives taught. As a result, the test papers were standardized for all the subjects and grade levels within the region for all the schools. Hence, a mechanism of standardizing testing, correction and review processes was established in the regions. The reflections from the fields mostly highlighted stakeholders' satisfaction, improvement in student learning and results. However, the biggest challenge remained in processing the entire streamlining of teaching, learning and assessment practices across the regions. Further, we experienced challenges like teacher turnover and the introduction of Single National Curriculum for Gilgit-Baltistan and Chitral schools for which we had to develop new pacing guides, and new versions of textbooks resulting in more teacher orientation cycles with focused trainings.

During the covid period, we developed Digital video lessons to be telecasted through local cable network for reaching out children at home who did not have internet access, to continue the teaching and learning process, when schools remained closed. Online/google classrooms were organized for students, where internet was available. All these digital lessons are now used as teaching resources by the teachers in their classrooms.

Currently, we are in the process of developing standardized lesson plans for providing teachers with ready-made plans to teach in their classrooms and developing test items measuring SLOs to embark upon National level testing for all the students across the regions, leading towards assessing the same benchmark in future.

OP43 | Exploring the Role of Drama as an Assessment Strategy to Improve Teaching and Learning Practices in High Education

Samuel Andema

This paper explores the role that the use of drama as an assessment strategy can play in improving teaching and learning practices in higher education. The assessment strategy reported here required the Master of Education degree students at Aga Khan University, Institute for Educational Development, East Africa specialising in Language and Literacy Education course to perform three assessment tasks, namely: (1) Read Francis Imbuga's (1976) play entitled "Betrayal in the City" and write a critical reflection on the play; (2) prepare and stage the play for a real public audience; and (3) write a reflection on their experiences of participating in the drama and its implication for their practice. Our inquiry was guided by the following research question: "What role can the use of drama as an assessment strategy play in improving teaching and learning in an institution of higher education like AKU IED EA?" To answer that question, we collected data through observation, semi-structured interviews, questionnaires, focus group discussions, documents and artefacts analysis, and reflections. Findings revealed that drama can play multiple roles in improving teaching and learning including increasing student engagement; facilitating content mastery; improving student faculty relationship; enhancing learner identities; promoting teamwork and peer to peer learning; making assessment fun; and increasing the visibility of the university and its programs. We conclude that drama has the potential to considerably transform assessment practice in institutions of higher learning particularly teacher training institutions that are churning out teachers who are being prepared to teach under the competence-based curriculum currently being implemented in all the three East African countries of Kenya, Tanzania, and Uganda. However, we argue that for the potential of drama to transform teaching and learning practices to be fully realised adequate time for practice and resources are required for students to stage the drama.

OP8 | Kindling the Fire: Learning from Students' Feedback to Improve Pedagogical Strategies by Incorporating Project-based-Learning in the Classroom

M. Ibrahim Rashid

Learning activities which encourage student participation in the learning process play a very significant role in the classroom environments. However, the lack innovation in the classrooms might result in stagnation and could potentially impact students' interest. Some students could either acquire shortcuts or even resort to plagiarism for sake of getting done with these tasks.
A project-based learning approach was adopted and based on students' feedback it was improved to facilitate students' learning in online mode during COVID-19. This project was conducted for 2 semesters at Khyber Medical University, Peshawar. The subjects were PhD students during their coursework. Students were introduced to the bioinformatics practical training for in silico protein annotation. Learning objective of this training was to enable students to be able to run and perform these tasks independently for their future research projects.
In the first semester, the methodology was explained to the students and protocols were handed over to them containing all the instructions along with a specific protein for them to annotate. With an open-door policy students had free access to me for any questions and queries related to the project and methodology. Although all the students successfully submitted the assignment, lack of understanding of the underlying rationale of the process was observed in a significant number of students in their project/practical viva.
Learning from this experience the training approach was redesigned to be more thorough with a greater emphasis on understanding the rationale of the process in the next semester. The practical training into four stages, as a series of assignments. The students were given reading and writing assignments with provided directives to get them familiarized with the process and develop a minimum understanding of the techniques. In the second stage, additional resources were shared with the students along with guidance, and they were asked to develop their methodology for practice. In the third stage, each student was assigned a unique protein for annotation as their practical project and was allowed to explore any and every resource they could get access to. After completing their projects and developing a working understanding of the annotation process and tools, the students received the best methodology as a summarized project feedback.
More emphasis should be given to improve students' learning experience by encouraging their participating in the learning activities. Students' feedback serves a great indicator of failure or success of any pedagogical approach adopted in the classroom.

OP3 | Human-centred Teacher Education Through Design Thinking

Azra Naseem and Susan Crichton

Amidst the ongoing challenges posed by COVID-19, the need to reassess education and the role of technology has become increasingly evident. Countries like Pakistan faced significant educational disruptions during the pandemic, influenced by inadequate technology infrastructure, unprepared teachers, and poorly designed online learning programs (World Bank, 2022). The concept of design in education, or teachers as designers, has a longstanding history (Schon, 1983; Henriksen et al., 2020). Stanford University's d.School introduced Design Thinking (DT), a human-centred iterative process that fosters creativity and drives change across various contexts. DT is also recommended when new solutions are introduced and investigated. In response to the pandemic's impact on education, the Teaching and Learning with Technology course, a 3-credit elective for master's degree students, was revised to incorporate the DT approach. During this course, participants used DT phases, i.e., Empathy, Definition, and Ideate stages, to identify and address issues they encountered during and after the COVID-19 lockdown phases. An autoethnographic approach was used to understand the impact of using DT on participants' thinking and experiences in the course (Ellis et al., 2011). Data were collected using facilitators' field notes, course artefacts, class discussion notes, email communications, and participants' feedback at the course's end. The participant group consisted of both medical educators and K-12 teachers. DT was a novel approach for many participants, and they reported they intended to incorporate it into their future work. As part of the course, participants were required to identify design problems. These problems revolved around assessing learning, promoting learner engagement, and navigating ethics in online and technology-enhanced learning. The empathy stage allowed for a deeper understanding of often overlooked education issues. The process encouraged active participation and amplified the voices of female participants. Participants appreciated ongoing feedback from course facilitators as it helped refine problems and solutions, which is a core aspect of DT. However, not all learners embraced DT equally. Some needed help with the ambiguity of the assignment, which involved defining and describing a learning resource (the design problem) using the DT approach within their teaching contexts. Initially, some participants faced challenges in recognising the importance of empathy interviews, prioritising the content to be learnt over understanding learners' potential challenges. The course could not progress beyond the ideation stage due to the absence of a studio or lab to introduce innovative pedagogies and develop tangible learning resources. Finally, the K-12 teachers learning with medical educators was a new experience for the participants, and as facilitators, we had to make adjustments to allow space for both disciplines. Design thinking offers an opportunity to refine teacher education and encourage innovative teaching practices. Co-designing and co-teaching in DT are particularly valuable as they allow participants to gain diverse perspectives and experiences. Increased interactions between schoolteachers and other professionals will broaden their horizons and equip them with a better awareness of diverse experiences, demands, and expectations, enabling them to prepare students for the future.

P18 | Nursing Faculty Perspectives on Simulation-Based Education

Saira Lalani, Salma Rattani, Barbara Wilson-Keates, Zohra Kurji, and Sadaf Zindani

Simulation-based education (SBE) provides novice and experienced student nurses a platform to learn and practice skills in a simulated environment to be safe and competent nurses (Aebersold, 2018). In this process, the nursing faculty plays a vital role. This research aimed to explore faculty's perspectives on the use of SBE, and facilitators and barriers to Simulation-based education. Research questions were:

- What are the perceptions of nursing faculty regarding SBE in Karachi, Pakistan?
- What are the barriers as experienced by nursing faculty regarding SBE in Karachi, Pakistan?
- What are the facilitators as experienced by nursing faculty regarding SBE in Karachi, Pakistan?

An exploratory qualitative research methodology was used (Creswell, 2014; Nyumba et al., 2018). A total of four nursing institutions which included one public and three private institutions offering undergraduate nursing (BScN) were included. With approval of the head of each institution, faculty members were contacted. A written informed consent was obtained from each participant. Time and venue for the data collection was in agreement with institutions' heads and availability of the participants. A total n=33 Participants interacted through face-to-face focus group discussions, each lasted 45- 60 minutes. After obtaining informed consent, participants introduced themselves. The focus group began with open-ended questions and probing questions further facilitated the discussion.

Participants reported that SBE is expenses, lack of opportunities for faculty development, lack of interest among faculty for using SBE, and limited availability of equipment required for SBE. The facilitators of SBE were students completing pre-simulation activities, in collaboration with other institutions. Few of the participants reported performing skills directly in real clinical setting instead of simulation based setting.

The study explored faculty barriers and facilitators of SBE. The inclusion and promotion of facilitators as well as easing of barriers will help to support and assist faculty in teaching SBE and enhancing students' learning.

OP23 | Initiating Development of a Competency-Based Nursing Curricula in Pakistan Informed by Stakeholder's Perceptions

Kiran Mubeen, Naghma Rizvi, Khairulnissa Ajani, Rubina Barolia, and Pammla Petrucka

SONAM's External Peer Assessment (2017), reported a general lack of key stakeholders that reduces the responsive and evidence-informed practices, potentially impacting the effectiveness and appropriateness of programs, processes and graduates. Hence, based on the recommendations, AKUSONAM-P for the first time initiated a study to explore the stakeholders' perceptions and expectations that influence nursing curricula in Pakistan. The intended study was conducted to identify contextually relevant competencies based on the national and international needs of the health systems to lay the foundation of the first competency-based nursing curriculum in Pakistan.

Research question or teaching/learning focus

- Who are the stakeholders that influence the nursing curriculum of AKUSONAM and Pakistan?
- How do stakeholders inform and/or impact the nursing curriculum in Pakistan?
- What are the stakeholder perceptions of the nursing curriculum in Pakistan given the health systems' needs?

To answer the first question, the faculty and leadership of AKUSONAM-P participated in a stakeholder mapping exercise using a participatory diagramming approach to identify a range of inter-sectoral, interprofessional stakeholders. The researchers used the dendrite model to map the local and international stakeholders. Participants prioritized important stakeholders through the One Matrix Model that helped to categorize the stakeholders by their level of influence (high or low) and interest in curriculum reform. To answer the second and third questions, a qualitative exploratory design was adopted. Purposive sampling of stakeholders, individuals, and/or groups, was undertaken. Stakeholders were approached both face-to-face and virtually during COVID-19 pandemic. Interviews were recorded and were transcribed verbatims. Stakeholders were engaged in nine focus groups and fifteen in-depth interviews using a semi-structured interview guide. Data were analyzed through content analysis. The findings are as follows:

- Q1 - Study participants mainly prioritized national nursing regulatory bodies of Pakistan, nursing and midwifery associations, nurse member of Board of trustees, AKU clinical nursing leadership, current nursing students, registered nurses working at AKU, members of prime minister's nursing task force, parents, competitors, alumni (national and international), and quality assurance network as relevant stakeholders.
- Q2 and Q3 - The key themes identified:
  - Competencies of an Ideal nursing graduate
  - Importance and prospects of the nursing profession
  - AKUSONAM's scope of service at the national and international level
  - Strength and areas of improvement of the SONAM Curriculum
  - Challenges of the profession and graduates' feedback

The participatory diagramming exercise generated a database of relevant stakeholders. The stakeholder study findings revealed reflections and expectations from SONAM graduates regarding expectations for contextually relevant content and competencies required by the nursing graduates to positively influence the health system of Pakistan. This innovation is a step towards international accreditation and benchmarking.

OP28 | Integration of Artificial Intelligence (AI) Technologies in Science Education in Secondary Schools

Edwin Okumu Ogalo, Adera Norah Achieng, and Charles Opole

As society and technology evolve, new advancements, including artificial intelligence (AI), have become more prevalent and accessible to students and teachers. This notwithstanding, it is imperative to grasp its strengths, weaknesses, and ethical obligations when applied to education, and more specifically in teaching, learning, and assessment in science education. While previous technological leaps, such as television and computers, were initially thought to transform education, they mainly enhanced access to information without truly changing fundamental educational approaches (Zhai et al., 2021). AI has had a profound impact on teaching and learning, reshaping the educational landscape in several ways by making education more personalized, efficient, and engaging. However, its successful integration requires a balanced approach that harnesses AI's benefits while preserving human educators' crucial role in guiding and nurturing students' intellectual growth. To explore AI's potential effect on science education, a research project was conducted to explore how AI technologies could be effectively integrated to enhance students' outcomes in teaching and learning science in two secondary schools in Lindi Municipality, Tanzania. The specific objectives were to assess teachers' familiarity with AI integration in science education, evaluate the effectiveness of AI tools in teaching abstract scientific concepts and their impact on student engagement and creativity, and identify strategies to optimize AI integration in science education for improved teaching and learning outcomes. The research methodology employed was qualitative in nature, specifically utilizing an action research design. This strategic choice facilitated a thorough investigation into the integration of AI technologies within science education. This encompassing approach enabled the exploration of individual viewpoints and the collection of intricate data, thereby enriching the understanding of scientific concepts (Creswell & Creswell, 2017). Action research was particularly suitable as it fosters collaborative efforts and empowers teachers and students to actively engage with new knowledge and skills such as AI (Kemmis et al., 2014). The study underscores the limited grasp of AI integration in science education among secondary school teachers, initially driven by skepticism. However, observations of students interacting with AI tools demonstrated a shift in perspective, revealing their potential for teaching abstract concepts and enhancing engagement.

Teachers effectively employed tools like ChatGPT for various tasks, including lesson planning and question formulation, streamlining their roles. These findings suggest that integrating AI offers substantial potential for advancing science education through innovative teaching, immersive learning experiences, and improved assessment methods. Furthermore, given the teachers' central role in learning juxtaposed with their limited exposure to AI, achieving AI's full advantages requires thorough educator training and support. Embracing AI can foster transformative learning, equipping students for the future while nurturing critical thinking and creativity. Continued collaboration among educators, researchers, and AI developers is essential for refining integration methods and maximizing their impact on student learning results.

OP33 | Enhancing Student Engagement and Conceptual Understanding in Large Undergraduate Classes through Field Visits/Projects

Arshad Ali Shedayi

In large undergraduate classes, engaging students while promoting conceptual understanding remains a constant concern for educators. This study investigates the efficacy of incorporating field visits and projects as effective teaching and learning strategies to address these challenges. By shifting the traditional classroom setting, this pedagogical approach fosters active participation, critical thinking, and practical application of theoretical concepts.

Through a mixed-methods approach, the research collected data from a diverse group of undergraduate students across various disciplines, examining the impact of field visits and projects on their learning experiences. Quantitative data were gathered through pre- and post-intervention surveys to assess student satisfaction, conceptual comprehension, and interest levels. Additionally, qualitative data were obtained through focus group interviews to gain deeper insights into the students' perceptions and reflections on the effectiveness of these strategies.

Preliminary findings reveal that field visits and projects significantly enhance student engagement and conceptual understanding in large undergraduate classes. The experiential learning opportunities provided during field visits facilitated a hands-on exploration of real-world scenarios, reinforcing theoretical knowledge and fostering meaningful connections between concepts and their practical applications. Furthermore, project-based learning encouraged collaboration, creativity, and independent thinking, thereby stimulating students' intrinsic motivation to learn.

The positive impact of this approach was observed across diverse disciplines, indicating its applicability as a universal teaching and learning strategy. In addition, students expressed a heightened sense of ownership in their learning process and increased enthusiasm toward the subject matter.

In conclusion, this research supports the notion that field visits and projects hold immense potential to transform the dynamics of large undergraduate classes by creating an inclusive and engaging learning environment. As educators strive to adapt to the evolving educational landscape, incorporating these experiential learning strategies can promote deeper conceptual understanding, foster active student involvement, and ultimately enrich the overall learning experience in large classroom settings. This study presents valuable insights for educators and institutions seeking innovative approaches to enhance undergraduate education and encourages further exploration of these strategies in diverse academic settings.

OP38 | Fostering Technological Fluency: A Paradigm Shift Integrating Project-Based Learning (PBL) within Cloud Education Models for Word Software Courses

Sadia Batool, Tehseen Tahir, and Shomaila Habib

Students must cultivate an innovative mindset and practical acumen to excel in the digital realm, transforming into qualified "digital citizens." Recognizing the paramount role of digital learning in fostering independent development and comprehensive skills is crucial (Zhou, 2023). However, despite the recognition of digital learning's importance and the transition from "digital aborigines" to "digital citizens," a research gap persists in effectively implementing digital learning in technical courses like Word software. This study addresses this gap by exploring the requisites for adopting Project-Based Learning (PBL) within the dynamic context of Cloud Education for Word Software Courses. The research aims to assess students' readiness for embracing PBL and evaluate instructors' enthusiasm for integrating this innovative instructional model. Employing a mixed-method approach, the study involves quantitative intervention with BS Computer Science students and qualitative thematic analysis of teachers' perspectives. The participants were divided into two groups: an experimental group of 32 students taught using PBL within the Cloud Education model and a control group of 33 students taught using Traditional Teaching Methods. Thematic analysis of 50 teachers' opinions, gained through open-ended interviews, teaching BS computer science courses was also conducted to gain insights into PBL within Cloud Education. The research seeks to establish a coherent and synergistic understanding between educators and learners, fostering a seamless amalgamation of PBL within the Cloud Education milieu. Significantly, after applying MANOVA statistics, the study explores uncharted territory, synthesizing PBL within the dynamic Cloud Education environment while discerning disparities in software proficiency and computational thinking between students exposed to PBL through Cloud Education and those experiencing conventional instructional methodologies. The integration of project-based learning teaching within the cloud education model aligns with previous research by Özyurt & Özyurt (2015) and Li et al. (2022), supporting the transformative restructuring of traditional courses guided by relevant learning theories. Overall, the research demonstrates that integrating PBL within the Cloud Education model is beneficial for students' Word software proficiency and computational thinking skills. The approach enables flexible learning opportunities, leveraging cloud-based tools to enhance project completion and foster well-rounded student development, considering both practical skills and technical mastery.

OP48 | Teachers' Assessment in an Inclusive Refugee Setting: An Exploration of How it Influences the Learning of Learners with Disabilities

Julius Mireri and Patience Aloo

Providing equitable education in refugee contexts is a tremendous challenge given that there are more than 25 million refugees worldwide (Moskal & North, 2017). Children with disabilities who are refugees face additional obstacles and demand inclusive settings with accessible assessments that are suited to their requirements (Steigmann, 2020). To investigate the teachers' assessment procedures for learners with disabilities in an inclusive primary school located in a refugee camp, the proposed qualitative study will employ a case study design. Data will be gathered through teacher interviews, focus groups with disabled refugee students, document and policy analysis, and classroom observations.

Precisely, about 10 teachers who teach learners with disabilities will participate in semi-structured interviews to learn more about assessment knowledge, attitudes, practices, and use of data to guide instruction. Focus groups will gather opinions on academic experience, assessment accessibility, and desired improvements from 6–10 refugee students with a range of disabilities. To determine guidelines, resources, and commitments to equitable assessment, the school's policies and documents will be examined. A minimum of 10 classroom activities will be observed to record how assessments are given by teachers, any accommodations made, and teacher-student interactions will also be observed.

The purpose of the study is to identify the difficulties, resources, and procedures associated with evaluating diverse students in an inclusive refugee school environment. Important inquiries include: What kind of training are teachers given in assessment? In what manner is accommodation chosen and offered? How are assessment results used to direct instruction? How is assessment feedback used and how is feedback given? Through assessments, do students feel supported and understood appropriately? How can practices and policies support the principles of equitable assessment more effectively (Jimenez & Modaffari, 2021)? The results that are anticipated include insufficient teacher preparation, a lack of resources for differentiated assessment, inadequate training of teachers to handle learners with disabilities, and policies/procedures that do not guarantee accessibility. Enhancing teachers' professional development, supplying tools that are culturally and linguistically appropriate, enhancing accessibility, and creating policies for schools to support equitable and adapted assessment systems are a few recommendations that might be made. The proposed study will affect teacher practices, advocacy for learners with disabilities in refugee contexts, and refugee education policies. To create more equitable educational assessment opportunities in refugee camps, the study aims to offer insights. The findings will be useful to those working with refugee populations around the world in policymaking, education, and disability rights advocacy.

OP53 | Workplace Based Assessments in Dental Residency Programs: An Evaluation of User Experience and Satisfaction

Rashna Sukhia, Faiza Ali, Muhammad Maaz, and Mubassar Fida

The traditional methods of clinical examinations are challenged nowadays for their subjectivity, content validity, and reliability. Oral examinations assess the trainees on the 'know how' of Miller's pyramid of clinical competency rather than on the 'show how'. To mitigate the shortcomings of these methods, a movement from traditional methods to Workplace Based Assessments has been initiated. The objective of our study was to explore the experience and satisfaction of the dental residents with Workplace Based Assessment tools including Mini-Clinical Evaluation Exercise and Direct Observation of Procedural Skills. A cross-sectional study design was utilized to conduct this study and the total study duration was 8 months (March- October 2022). Purposive sampling technique was used and all the residents from Operative Dentistry, Prosthodontics and Orthodontics at the Aga Khan University Hospital, Karachi, who had undergone Workplace Based Assessments, were included in the study. A questionnaire with both open-ended and close-ended questions was utilized to record the experiences and satisfaction of the dental residents. Qualitative variables were reported as frequencies and percentages. Thematic analysis was done for open-ended questions. A total of 20 participants were included in the study. Around 80% of the residents reported that they were satisfied with Workplace Based Assessment tools in dental residency programs, and that these are effective teaching-learning tools. Fifteen residents agreed that Workplace Based Assessments improved their clinical skills and helped them identify their weak areas and all the participants reported that the feedback given to them was constructive. Ninety percent of the participants reported that they were given the opportunity to put in their views during feedback, and that Workplace Based Assessments motivate them and create an opportunity for learning. However, 35% of the participants in our study reported that being observed adversely affected their performance. Dental residents generally have positive feedback for Workplace Based Assessments in clinical settings and these methods should be employed regularly to enhance clinical learning.

OP4 | Research Café: An Avenue to Foster Research Learning Experiences of Graduate Students

Sohail Ahmed, Aisha Naz, and Sadia Bhutta

In the knowledge-based economy, universities aim to prepare independent researchers by providing a combination of research experiences to enhance their theoretical understanding, procedural knowledge, and practical skills (Kilburn et al., 2014). Active engagement in research-related activities both formally and informally during graduate studies is essential to foster these skills. While formal opportunities like research method courses and thesis writing are common, a comprehensive approach to reflective learning is advocated (Nind et al., 2020). To address this need, graduate students at a private university with institutional support attempted to initiate Research Café - a peer learning model - which provided an informal space for students to enhance their research skills through academic socialisation (Berman, 2020; Homer et al., 2021). This reflective paper presents a synthesis of 'metalogue' developed based on research-related discussions that were generated during Research Café sessions by graduate students. Using the reflection-on-experience approach, researchers treated self-reported narratives from research café discussions as data. Students shared their research experiences during the sessions, and a post-session meeting was held where authors shared their metacognitive reflections. These reflections were discussed and combined into collective metacognitive reflections, leading to the creation of a written metalogue - a reflective dialogue assimilating intellectual and emotive experiences with theoretical and practical knowledge (Zandee, 2013). This process was repeated for six research café sessions before reaching a mutual consensus on consolidating and synthesising the collective metacognitive reflections in the final authors' meeting. The metalogue was analysed thematically to generate themes. Findings revealed that by its very nature, the Research Café provided a non-threatening space for students to discuss research-related confusions, concepts, theoretical underpinnings, and ethical as well as methodological issues. This informal space fostered academic socialisation by promoting a conducive learning environment, stimulating peer support, and complementing supervision opportunities to augment the research learning experiences of graduate students. Importantly, it provided a complimentary pathway to formal research learning for boosting graduates' learning experiences. Arguably, such spaces foster metacognitive awareness and cultivate theoretical and practical skills in student researchers, flourishing their research journey and contributing to the institutional research culture. Implications: The provision of Research Café addressed the gap in designing learning experiences in informal learning spaces, specifically focusing on student-led initiatives for promoting research experiences among graduates. The case presented in this paper would be useful for graduate students, faculty, and university managers to capitalise on the potential of informal learning spaces in promoting research learning experiences. The innovative methodology (metalogue) can be replicated by other researchers. That said, further research is needed to establish the efficacy of the Research Café and similar informal spaces for student learning through rigorous empirical approaches.

OP19 | Collaborative Pedagogy: Loop Activity in Design Studio Oral Presentation, Face to Face in Karachi

Pakistan Institute of Fashion & Design, Pakistan
Bushra Jamil and Maimoona Ajmal

The objective of this research study was to investigate a collaborative loop activity based in a design studio setting in order to guide students through suitable professional design processes and practices. Collaboration plays an important role in making each field of study a distinctive activity, and learning to design professionally requires a solid awareness of the social practices and working processes essential for creative labor (Seitamaa & Hakkarainen, 2016, Pedagogical infrastructures of design studio learning). This research is based on an activity involving undergraduate textile design students that focused on the notion of collaborative design process and its implementation in a studio-based setting. The collaborative design method was inclusive and emphasized on co-creation, and the design process outputs were unexpected (Knapton, n.d, How collaboration makes us better designers). The activity was designed to focus on group as well as individual participation. Work flow from one participant to the next was necessary at all phases of the procedure, until the third definitive step. According to the findings, the exercise benefited in experiencing learning through conscious group conversations, instilled a feeling of empathy among students, and helped shy and introverted students attain their performance objectives. This exercise was successful in obtaining active and equitable involvement from the students, and the results of the design process were unexpected. This collaborative loop activity may be used as an instructional strategy in different professional fields of study, as well as in the studio setting. Participants were expected to reflect on their collaborative loop design process experiences. Participants were interviewed in semi-structured interviews. The purpose was to learn about the participants' viewpoints and any obstacles they encountered during the design process. In an unpredictable and fast changing world, co-design and co-creation have become essential components in the design process.

OP9 | Reverse Flipped Classroom with Case-based Presentations – a Method of Active Engagement and Providing Higher Level Learning for New Concepts in Large Classes

Amber Palla and Kulsoom Ghias

The idea of Flipped classroom (FCR) is appealing because it is an active learning pedagogy where learners could relate the concepts and resolve their queries (Shi-Chun et al., 2014). However, unpreparedness of learners is one of the limitations especially when the concepts are new and difficult (Phillips & Wiesbauer, 2022). Besides, FCR seems to work more effectively for building up on concepts already formed rather than forming new concepts (Phillips & Wiesbauer, 2022); (Kachka, 2012). In foundation module for Undergraduate Medical Education, 2022, Autonomic pharmacology topics were introduced. The teaching-learning strategy planned for this topic was to conduct a discussion-based lecture with cases at the end to consolidate the concepts. However, the concept and correlation for both agonists and antagonists could not be achieved in class, as learners were actively engaged in correlating concepts and rushing them would have saturated them. Hence, to ensure effective learning, we uploaded a recorded lecture on “cholinergic antagonists”, which was based on the concept covered in class. This gave us an idea of Reverse FCR, i.e. sensitize the learners with basic concepts and then flip the class where they can learn and review remaining content independently. This idea lacked the aspect of feedback. Hence, for the same, formative assessment was added where learners deciphered the case and rationalized each option in groups and then gave a case-based presentation on which they were given feedback from both the class and the teacher. 12 scenarios were provided with one allotted to each group (6-7 learners/group). Cases were in the form of multiple-choice questions. Learners were to provide a rationale for correct answer as well as present the reason they considered other options as incorrect (20-25 min preparation time and 5 minutes to discuss). The sequence of topics was to initiate the discussion on cholinergic agonists in LCF, followed by video recorded lecture on antagonist in VLE. This was then followed by a formative assessment in the form of Case-based presentations (CBP) in the class to assess whether learning outcomes were met. In the current study, we aimed to identify whether reverse FCR followed by CBP for autonomic pharmacology helped students to learn better and engage them actively. This was an actively engaging section, and learners showed a lot of interest. Solving the questions in groups and rationalizing each choice was appreciated and helped them to consolidate the concepts. Some of the Learners’ comments were: “It was a well conducted and thought-out class. The concept of dividing class into groups and assigning each a question was a successful initiative”. “This class has been a nice change from the typical large class lecture. Having received online pre-recorded recap lectures via VLE was also crucial as it helped us study and hear at our own pace”. “Case-based learning helped clarify the concepts which were unclear in the Lectures”. We conclude that Reverse FCR with CBP could ensure active learning with development of their ability to relate the concepts, whereas presentation skills give them confidence and ownership.

OP24 | Hands-On Activity: Teaching Reading to Children with Dyslexia

Apio Grace

This presents an overview of a hands-on activity designed to support the reading development of children with dyslexia. Dyslexia is a learning disorder characterized by difficulties in reading, spelling, and decoding words, affecting approximately 10% of the population (Lyon et al., 2003). Early, effective intervention strategies are essential to helping these children overcome their challenges and become proficient readers. This hands-on activity aims to provide a comprehensive approach to teaching reading, incorporating multisensory techniques, structured literacy principles, and individualized instruction tailored to each child's specific needs. The activity begins with a thorough assessment of the child's reading abilities and the identification of their specific areas of difficulty. This allows the teacher or therapist to develop an individualized intervention plan targeting the specific challenges faced by the child. The activity is designed to be engaging and interactive, promoting active participation and enjoyment while learning. Multisensory techniques form a core component of the hands-on activity. By engaging multiple senses such as sight, hearing, touch, and movement, children with dyslexia can reinforce their learning and improve information retention. The use of manipulatives, such as letter tiles or sand trays, allows children to physically manipulate and explore letters, words, and sounds. This tactile experience enhances their understanding of phonemic awareness, letter-sound correspondence, and word formation (Phillips & Kelly, 2022). In addition, Structured literacy principles are integrated into the activity to provide a systematic and explicit approach to teaching reading. The activity focuses on phonological awareness, phonics, fluency, vocabulary, and comprehension skills. By breaking down the reading process into smaller, manageable components and reading loudly, children with dyslexia can develop a solid foundation in each area and gradually build their reading proficiency. Therefore, hands-on activity also emphasizes the importance of individualized instruction. The teachers or therapists work closely with each child, providing personalized support and guidance. This enables them to identify the child's strengths and weaknesses and tailor the instruction accordingly. Regular progress monitoring and assessment help track the child's development and adjust the intervention as needed. In conclusion, this hands-on activity offers a comprehensive approach to teaching reading to children with dyslexia. By combining multisensory techniques, structured literacy principles, and individualized instruction, it aims to address the specific challenges faced by these children. The activity promotes active engagement, enjoyment, and gradual progress in reading skills, ultimately empowering children with dyslexia to become confident and successful readers.

OP29 | Open-book exams: An Unprecedented Challenge for Faculty in Nursing Education

Naghma Rizvi, Ambreen Tharani, Zohra Jehta, Farida Mughal, and Kiran Ali

In higher education, the emphasis on assessment is evolving, with increasing emphasis on transforming students from 'knowledge consumers' to 'knowledge producers' through alternative assessment methods (Libman, 2010). The COVID-19 pandemic posed challenges for educators shifting teaching modalities from face-to-face classes to technology-enabled virtual classes. Meanwhile, the HEC in Pakistan issued assessment guidelines encouraging online Open-book exams (OBE). These assessments are intended to reduce exam anxiety, develop lifelong learning (self-learning) skills in students, improve academic performance, and help students master course content by improving their study skills (Block, 2012). However, the implementation of OBEs at the Aga Khan University, School of Nursing and Midwifery, Pakistan (AKUSONAM-P) faced major challenges due to two key factors. First, pre-pandemic, open-book exams were rarely used in the courses. Second, the rise in incidents of academic dishonesty during the pandemic heightened fears, frustration, and insecurities among faculty to consider remote open-book exams as alternate options. This concern reflects a lack of preparedness in designing OBE that precisely aligns with the course learning outcomes. Designing OBE assessment tasks that demand synthesis, analysis, and critical thinking poses a notable challenge compared to the familiar territory of MCQ-based exams. Therefore, a research study was designed with the aim of exploring the Undergraduate (UG), SONAM-P faculty members' understanding and experiences of preparing, evaluating, and conducting open-book exams for (UG) students during COVID-19. Therefore, a qualitative descriptive exploratory research design was employed to address the research questions. The study was conducted in AKU-SONAM, Pakistan. Using purposive sampling, data was collected from 12 faculty members (11 female, 1 male), through in-depth interviews via Zoom. The interviews were recorded and transcribed verbatim to ensure accuracy. The data was analyzed using content analysis that extracted three major themes. The theme of Faculty preparedness indicated that the faculty was underprepared to develop questions that involved critical thinking, analysis, and synthesis and were intellectually highly demanding. They faced difficulty preparing concept-based, application-based scenario-based questions. They sought support from peers and lacked enthusiasm for OBE. Under the theme of Unprecedented challenges, faculty identified connectivity and availability of gadgets with students as major issues. They believed that un-invigilated exams promoted plagiarism and led to compromised student learning. Instructions for writing asynchronous exams were not clear, and online marking of exam papers was cumbersome. The third theme, the perception of open-book exams, explains that faculty had varied perceptions of OBE, most of them were not in favor and were dissatisfied. They perceived that OBE cannot evaluate students' learning but rather promotes dishonesty. However, few saw its potential as an innovative assessment method. Embracing OBE offers opportunities for enhancing critical thinking and problem-solving skills among students. To fully capitalize on its benefits, higher education institutions should invest in faculty training programs focused on effective implementation, moderating concerns, and promoting a conducive learning environment. This may eliminate the apprehensions about preparation, conduct, and inflated exam results. Rather, faculty in OBE will empower them to confidently navigate this assessment approach, fostering student success and advancing the quality of higher education.

OP34 | Prevalence of ChatGPT in Higher Education: A Mixed-Methods Study on Perceptions of Students and Teachers in Public and Private Universities of Sindh, Pakistan

Sadia Bhutta, Aisha Ansari, Pervaiz Alam, Kiran Ali, Afaq Ahmed, and Sohail Ahmed

The penetration of Artificial Intelligence (AI) in Education has gained popularity since it offers various opportunities for learning including providing personal intelligent tutors, support for collaborative learning, personalizing learning, aids in assessing novel skills, and facilitation in a virtual environment. One of the recent developments in AI is the launch of ChatGPT which has the potential to enhance writing by producing texts on demand on any subject, reducing lengthy articles to save time, helping with readability, and assisting in academic research and analysis. Therefore, it has sparked an intense debate among educationists regarding its benefits and consequences for teaching learning in higher education. However, with the early-stage nature of ChatGPT's usage in academia, it is important to exercise caution when implementing it as a tool for teaching learning as evident from the literature (Fatani, 2023; Sallam, 2023; Sun & Hoelscher, 2023). However, there is a dearth of literature, particularly in the Pakistani context, regarding the impact of ChatGPT on teaching-learning. Prior to drawing any conclusion and proposing interventions, it is important to empirically investigate the perceptions of students and faculty members about ChatGPT in higher education.

This mixed-method research study aims to explore the perceived knowledge, will, skills, and practice of university graduate students and teachers toward the recently launched artificial intelligence ChatGPT across Sindh, Pakistan.

A concurrent mixed-method research design was used in this study. Altogether, six universities were selected with an equal (n=3) representation of public and private sector universities. For the quantitative strand of the study, a multistage sample technique was employed to recruit 1200–1500 students from the six selected universities. A cross-sectional survey was carried out to explore their knowledge, will, and practice of ChatGPT. The questionnaire comprised 34 items grouped under five constructs including knowledge, will, skill tool, and application. It was developed purely based on literature and expert opinion. Besides, content validity was established using the Content Validity Index (CVI) followed by piloting the tool. The quantitative data were subjected to descriptive analysis (central tendency, standard deviation, and frequencies) and inferential analysis to compare the mean scores of two independent groups (i.e., private and public universities).

For the qualitative strand of the study, a purposive sampling technique was employed to select 12 university teachers representing an equal number (n=06) of participants from public and private sector universities. A semi-structured interview was carried out to explore their knowledge, will, skills, and practice of ChatGPT for academic purposes in higher education. The qualitative data were subjected to thematic analysis, verbatim transcription was written and the data were read several times to look for codes, classifications, and recurring themes. The preliminary findings will be shared with the conference audience. The results will be useful for the audience to know about the perceptions and uses of ChatGPT in higher education and to develop ethical guidelines and policies specifically tailored to the context of higher education in Pakistan to discourage any academic misconduct.

OP39 | Developing a Theoretical Framework to Research AI-Assisted Technologies in Teaching and Learning

Anil Khamis, Zeenar Salim, Shanaz Cassum, Khairunissa Ajani, Sadia Masood, Satwat Hashmi, and Zahra Tharani

In the past decade, the field of education has undergone rapid and significant transformation, primarily driven by technological advancements. Among these technological innovations, the most sought as particularly influential is artificial intelligence (AI) (Grassini, 2023). The integration of Artificial Intelligence (AI) into education represents a profound shift in the way we approach teaching, learning, and assessment in the higher education. It is being suggested that AI could be an effective learning tool and will be of assistance for students and teachers.

However, while the promise of AI in education is tantalizing, there exists a significant gap between these innovations and their practical implementation in authentic educational settings (Matthew,2023). Many educational institutions have grappled with challenges such as infrastructure limitations, concerns about data privacy and security, and the need for teacher training to effectively integrate AI tools into their teaching practices (Jovanovic and Campbell, 2022). This gap raises pertinent questions about how to bridge the divide between the theoretical potential of AI in education and its ethical, practical realization.

This research aims to explore the current state of AI integration in educational settings, examine the challenges faced in implementing AI innovations, and propose strategies to bridge the gap between AI's potential and its actual impact on teaching and learning.

The study uses a multi-faceted approach; a combination of quantitative surveys, document analysis, and interviews will be conducted among faculty members and students. To evaluate readiness for AI integration, questionnaires and focus group discussions will assess knowledge, attitudes, and perceived barriers. For the action research study investigating AI-generated assessments, an iterative approach involving planning, action, observation, and reflection will be employed.

This study will provide valuable insights and contribute to a deeper understanding of the intricate relationship between AI and education, AI integration within ethical boundaries and using the machine learning for the optimal learning of students and facilitators.

OP44 | The Impact of Questioning on Visual Learning
Arman Khimani

This study focuses on analyzing the benefits of visual media on students' learning and examining the impact of higher-order questioning on the stimulation of students' higher-order thinking within a heterogeneous, co-educational secondary school situated in East London. The rationale for selecting this area of study stems from the significance of History, the subject I taught at my mainstream school. History plays a crucial role in shaping one's identity. To fully grasp its significance and impact, one should delve into the content, context, and critically analyze various historical interpretations (Chapman, 2011). To provide a comprehensive theoretical framework for our study, Gardner's theory of multiple intelligences and Bloom's taxonomy are incorporated, aiming to achieve a better understanding of students' cognitive growth during the learning process. Hill (2016) explains that higher-order thinking is the ability to rationally comprehend an idea or principle, leading to creative deductions. The study emphasizes the profound influence of context and prior experiences on the interpretation of lessons. Visual learning is identified and explored as a teaching tool that visually stimulates and enhances comprehension. Simultaneously, questioning is identified as an important teaching instrument for encouraging critical thinking among students and fostering participation in the classroom setting. Integration of Bloom's taxonomy enables a planned sequence of questions, ranging from recalling prior knowledge to complicated analysis and evaluating the situation. Similarly, according to Gardner's theory, visual learning is considered as one of the important styles for learning. Within the context of a Year 8 Religious Education class, a specific lesson on the subject of Moses and Judaism was implemented. To enhance content retention and stimulate interest among students, the lesson incorporated an animation for exploring the history of Moses. A strategic series of questions were placed throughout the lesson to assess learning outcomes and stimulate critical thinking. Students' active engagement, retention of learning, and a successful demonstration of their ability to examine, analyze, and personalize historical narratives suggest the significance of visual media and questioning as two important teaching tools. Nevertheless, several challenges were also identified, such as variances or the absence of prior knowledge about the subject among students affecting their apprehension of diverse collective beliefs and understanding. To address this issue, the action plan calls for more inclusive lessons, involving students in pre-lesson readings, mini-plenaries for recapitulation of key learnings, and the use of faith-neutral imagery and text to respect and accommodate diverse cultures and backgrounds. In conclusion, visual learning, complemented by effective questioning, may have a significant impact on overall learning and higher-order thinking among students, particularly in enhancing the understanding of intricate subjects like history. Furthermore, employing reflective models for continuous development and improvement in teaching could help in adapting to changes within pedagogical practices. Overall, the findings underscore the importance of visual learning and questioning as two essential teaching tools for enhancing higher-order learning among students in a classroom setting.

OP54 | Assessing the Impact of a Master's Degree Programme on Teachers' Practices and Continuous Professional Development: Lessons from Uganda
Atukunda Gilbert and Mweru Mwingi

Following various views in literature on the impact of post-graduate training and, in particular, a master's degree on the teachers' practice and professional development, this study examined views on the impact of a Master of Education in Educational Leadership and Management (ELM) on workplace practices of Aga Khan University graduates in Uganda. The study used a qualitative research approach using multiple data sources. Twenty-three graduates completed questionnaires, five participated in one-on-one interviews and three in a focus group discussion. Document analysis was employed to corroborate and verify data. From the study, it emerged that a Master of Education in ELM transformed the workplace practices of its graduates in the form of pedagogy, reflective practice, and teacher leadership. It also changed their perceptions about leadership. The study recommends that the post-graduate educational and professional development programmes aim to develop core competencies that are useable in workplace practice in teacher education and school leadership practice.

OP49 | Using Educational Games for Stealth Assessment in Higher Education

Kiran Qasim Ali

Traditional assessment methods in higher education have been criticized for their rigidity, stressful and time-consuming nature, constraints (limited number of items, time and space), and ability to provide only a limited snapshot of student progress (measuring learning at a single point in time) (DiCerbo, Shute & Kim 2017). Educational games have emerged as a promising alternative assessment method which can be used to assess students' knowledge, skills, and abilities in a more engaging and authentic way. Conducting assessments through educational games has been shown to engage learners, alleviate test anxiety, allow detailed tracking of student interactions through log data, and enable analysis of learning progress and continuous feedback, thus, providing real-time learning support (Ifenthaler et al., 2012; Shute & Wang, 2016). One of the most promising features of online educational games is 'stealth assessment', where assessment is seamlessly woven directly into the fabric of the instructional environment to support the learning of important content and key competencies. (Shute, 2015). Rather than separating assessment from learning, stealth assessment allows assessment to be embedded into the gaming environment in a way that does not disrupt the gameplay experience and allows students to focus on learning without being distracted by the assessment process (Shute and Rahimi, 2017). In this paper presentation, I will reflect on and share my insights regarding the use of educational games for stealth assessment and their impact on students' learning.

While facilitating faculty development workshops at the Aga Khan University (AKU), I use Kahoot, as a 'Stealth Assessment' to assess my participants' understanding of the concepts discussed during the workshop and allow them to track their own learning progress. As participants interacted with the game environment, I observed three key features of stealth assessment that were embedded in Kahoot: First, Kahoot recorded a variety of data about student performance during gameplay, including the number of correct answers, the time taken to answer questions, and the strategies used to solve problems. This allowed the game engine to monitor and collect information about participants' performances and make inferences about the level of relevant competencies. This indicates an evidence-based approach that unobtrusively assesses students' learning progression while they are engaged in highly interactive and immersive game environments. Second, during the game-play, Kahoot provided ongoing feedback in the form of a progress bar, visual cues/hints, or comments such as "great work" or "you are genius" and ranked participants according to their respective scores on the leaderboard. Third, for me as a facilitator, this embedded formative assessment within Kahoot allowed me to monitor the learner's current level of valued knowledge areas and competencies and then use that information for instructional decisions such as re-designing my workshop plan or re-adjust game features (e.g., modifying the difficulty levels, revising the game content, etc.) to maximize both the flow and growth of students' learning (Shute, Ke, and Wang, 2017).

Stealth assessment offers several advantages in higher education. Firstly, stealth assessment can enhance students' learning experience by offering real-time feedback and by tracking their progress over time. This feature can help students discover their strengths and weaknesses, adjust their learning strategies accordingly, and achieve better learning outcomes. Furthermore, covert assessment can aid in motivating students by supplying them with feedback and challenges that maintain their engagement and enthusiasm to learn. Consequently, this can result in enhanced student participation and accomplishment. Thirdly, it's worth noting that stealth assessment holds the potential to be highly time-saving, primarily due to its automation capabilities. This efficiency translates into swift and timely outcomes, which can be a significant advantage in various educational settings.

Although stealth assessment in educational games appears to be promising, facilitators must carefully select appropriate games and assessment techniques to integrate into the gameplay. Training should be provided on the design of games and the integration of assessment, as well as on the integration of games into classroom activities.

ORAL PRESENTATIONS

THEME 3: ENHANCING SYNERGIES THROUGH COLLABORATIVE PARTNERSHIPS IN HIGHER EDUCATION

OP5 | A Curriculum Development Model for Integrating Basic Sciences into the Clerkship rotation in undergraduate medical education program.

Satwat Hashmi, Qamar Riaz, Husnain Qaiser, and Saira Bokhari

Medical education experts concur on the importance of integrating basic and clinical sciences throughout the undergraduate medical curriculum (Goldman & Schroth, 2012). When this integration is purposefully designed to foster cognitive links between foundational and clinical domains, it enhances the efficacy of learning and subsequently translates to outstanding clinical competence (Cheung et al., 2018; Woods et al., 2007). Formal integration of basic sciences into clinical clerkships, however, remains inadequate in numerous medical institutions worldwide, despite its evident necessity. Our objective was to design an intervention with the purpose of fostering cognitive integration between fundamental and clinical sciences. We conducted general and targeted needs assessments through focused group discussions with both students and faculty members. Subsequently, we formulated specific objectives, developed teaching content, and devised an implementation plan that involved employing the flipped classroom approach to foster a content-focused and learner-centered teaching strategy. This intervention was piloted during the 2-week cardiology clerkship in Year 5 of our curriculum. To assess the effectiveness and impact of our approach, we documented the evaluation of content integration and student and faculty experiences, using in-depth interviews, further focused group discussions, and a formative multiple-choice question (MCQ) test.

The findings from our study revealed that, despite considerable support from the faculty acknowledging the significance of this project and its potential to enhance the student learning experience, the execution of the intervention encountered challenges. Noteworthy among them were the hesitance of the faculty to deviate from conventional teaching practices and busy clinical service schedules. Other important considerations that came to light were the need for faculty development in modern teaching pedagogies, need for content improvement, scheduling of sessions, and the need of revisiting fundamental concepts in basic sciences through a session at the onset of the clerkship. This pilot project has been instrumental in crafting a functional and learner-centered framework for the cognitive integration of basic sciences within the clinical sciences curriculum of Year 5 Cardiology. The potential of this framework to become a permanent fixture in the rotation is apparent, especially after incorporating the valuable feedback received from both faculty and students.

OP40 | Development of KIU Academic Quality Framework

Abdul Razaq, Faisal Notta, Iqtidar Hussain and Aurangzaib

The Karakoram International University and the Aga Khan University have been jointly working for 2-3 years to develop the quality of teaching, research, and learning. Therefore, it marks a significant milestone for teaching and learning at KIU. As well, this conference will substitute for a collaboration between the two universities, AKU and KIU, and the community of educators who are dedicated to promoting transformative teaching and engaged learning in higher education. For the development of quality education in the KIU, the AKU provided support to train our staff for further strengthening quality education in the KIU. The KIU and AKU have jointly developed academic quality framework for the KIU under the umbrella of QEC. This document will be a milestone for the development of quality education and the smooth functioning of the QEC at KIU. The Director of QEC was present at the 34th Academic Council, and it was approved. I think it's a big achievement for both partner organizations, which are mutually working for the growth of quality education in the region. KIU is the first public-sector university to develop the Academic Quality Framework with the kind support of AKU. The academic quality framework will provide equity, diversity, and inclusivity in higher education as well as a safe and supportive environment for the faculty and students of KIU. Lastly, the KIU academic quality framework will enhance the quality culture in higher education in the remote areas of GB.

OP15 | What works in faculty development? Reflections from the Aga Khan University

Kiran Ali, Aly Jafferani, and Sahreen Chauhan

Throughout the world, university faculty come to teaching with content expertise from their doctoral or postgraduate programmes, but without necessarily any formal training in teaching. While these degrees often prepare them well for the research role, many have little or no formal preparation for the teaching role (Murtonen & Vilppu, 2020; Brownell & Tanner, 2012; Kane et al. 2002; Knight 2002). This is also true for 70% of faculty members at the Aga Khan University (AKU) (Khamis, 2014). A needs assessment conducted in 2014 (Khamis, 2014) revealed that less than half of AKU's faculty members received support for their teaching, and about one-third of faculty members received no support at all, whilst 70% of faculty reporting that their main method of teaching was using power-point lectures. Educators and policymakers around the world are beginning to focus on the importance of Faculty Development Programmes (FDP) that help faculty members improve their pedagogy, thereby, improving student learning outcomes and experiences (MacCormack, Snow, Gyurko & Sekel, 2018; Bok, 2017). To respond to faculty development needs at AKU, the Network of Quality, Teaching and Learning (QTL_net), established in 2013, offers a range of services, resources and programmes to faculty to enhance their teaching skills and facilitate teaching excellence, scholarship and well-designed curricula. The authors analysed workshop evaluation reports, facilitator debriefing meeting notes, and team reflective sessions of the FDPs offered over the years to identify key common attributes that contributed to the successful execution of these programs. This reflective paper highlights the insights that the authors gained into the six key aspects of the FDPs offered by QTL_net at AKU.

The six attributes include:

- **Breaking silos through a multidisciplinary approach**: QTL_net programmes thrive within an interdisciplinary framework, fostering stronger connections among faculty members from various disciplines and offering a platform for cross-disciplinary learning. This setting cultivates an atmosphere of mutual respect and appreciation, while also serving as a safe haven for faculty to explore innovative teaching methods.
- **Empowering faculty to be the drivers of change**: The structure and activities of the QTL_net's workshops allow faculty members to exercise their own judgment and make informed decisions regarding their teaching methodologies, research pursuits, and academic trajectories, all grounded in scholarly reasoning. This aspect not only acknowledges their expertise but also nurtures a sense of autonomy and a culture of self-driven improvement and personalized development.
- **Engaging Faculty Champions in Educational Development**: QTL_net build faculty members' capacity by inviting them to co-design and co-implement FDPs. This engagement has acted as a lever for change, as it creates buy-in and ownership, and as a result, these champions reciprocate, and their respective institutions benefit from the contribution they make to creating a culture of quality teaching (Khamis & Salim, 2022).
- **Peer to Peer Learning**: As faculty learns best from their peers (Baggen, Sjoer, 2019; Geertsema and Bolander Laksov, 2019), QTL_net connects faculty with fellow 'Faculty Champions' or 'peer mentors' who share applicable, relevant, and practical examples of best practices from their classrooms, fostering a community of practice centered around 'signature pedagogies'.
- **Life-cycle approach to faculty development**: Instead of offering a one-off professional development programme, QTL employs a life-cycle holistic approach that spanned several months to enhance faculty members' capacity, taking faculty members on a transformative journey, starting from their initial joining at AKU until they emerge as Teaching Champions (Khamis et al., 2022).
- **A safe, inclusive and non-judgmental space for reflective and scholarly practice:** Faculty members who participated in QTL_net programmes highly appreciated the provision of a safe, inclusive, and non-judgmental space for reflective and scholarly practice. Faculty members find the space especially conducive for trying out new pedagogies, embracing the opportunity to make mistakes and extract valuable lessons from those experiences.

Incorporating these attributes has facilitated the effective execution of faculty development programmes by QTL_net at AKU, contributing to enhanced pedagogical practices, faculty development, and a culture of quality teaching. These insights can be highly valuable for other Higher Education institutions, especially those in the process of faculty professional development.

OP10 | Enhancing Teaching and Learning Experience through a Flipped Classroom: A Journey of Reflective Learning

Serah Wachira

The traditional lecture-style teaching approach in health assessment courses often falls short in engaging students and promoting a deeper understanding of complex concepts, especially where the development of skills is needed. In response to this challenge, the instructor adopted a flipped classroom model for an advanced health assessment class. Flipped learning is a pedagogical approach that encourages students to prepare for class by independently reviewing reading materials before attending interactive sessions (Holm et al., 2022). The instructor and the learners utilized the in-class time for active learning activities, discussions, and hands-on practice (Ajmal, F., & Hafeez, M. (2021), facilitating a more student-centered and reflective learning experience. This abstract presents the outcomes of a teaching journey that employed a flipped classroom model in an advanced health assessment course. Using Gibb's reflection model (Gibb, 1988), students were encouraged to document their experiences, perceptions, and growth after the flipped learning process. This abstract highlight reversed classroom's role in enhancing students' learning, engagement, and clinical reasoning abilities. The instructor designed an advanced health assessment course using the flipped classroom model. Students were given access to YouTube videos adopted from Bate's physical examination videos (Physical Examination | Bates' Visual Guide, n.d.), supplemental materials, and formative assessment through online quizzes before the class session. During the in-class meetings, students actively participated in discussions, case-based scenarios, role-plays, and hands-on practice to reinforce their understanding and application of the concepts (Hos-McGrane, n.d.). After which the students were asked to document their experience in a reflection guided by Gibb's reflective model. The results of this reflective observation indicated positive outcomes from implementing the flipped classroom model. Students reported higher levels of engagement, increased motivation to learn, and improved clinical reasoning skills. The interactive in-class activities facilitated a deeper understanding of health assessment concepts and enhanced their ability to apply theoretical knowledge in real-world scenarios. When instructors adopt a flipped classroom model in an advanced health assessment course, learning is transformed, and the learning encounter engages higher-order thinking. Using Gibb's reflection model allowed students to document their experiences comprehensively, leading to a deeper understanding of the benefits and challenges of the flipped learning approach. The positive outcomes observed in this learning session support the effectiveness of the flipped classroom model as an innovative and engaging approach to instruction.

OP20 | Students' Partnership as Value Cocreators in Online Higher Education Affecting Students' Engagement

Noreen Zahra

In higher education, the notion of "Students as Partners" (SaP) places significant emphasis on fostering equitable collaboration among students and faculty. It aimed at collectively designing, implementing, and evaluating captivating learning experiences. Industry 4.0 has facilitated Higher Education Institutions (HEIs) utilizing digital platforms and artificial intelligence (AI) to develop virtual classrooms, interactive sessions, and personalized learning environments. Faculty members create and disseminate educational content through a learning management system (LMS), monitor students' participation, and evaluate their academic performance. LMS also serves as a platform for students to access content, participate in graded activities, and post inquiries. Consequently, the LMS implemented in HEIs provides a digital medium that fosters engagement, knowledge generation, and meaningful learning encounters, all relevant to SaP. SaP and LMS enhance educational offerings by integrating reflective practices, feedback mechanisms, and evaluation processes involving active participation from students and faculty. This approach adds value to the learning environment and cultivates interactive and stimulating educational experiences. Promoting inclusivity creates value by encouraging diversity, critical thinking, student ownership, and fostering supportive learning communities. SaP as a manifestation of value cocreation (VCC) through LMS ensuring students' engagement still needs to be explored in the context of HEIs in Pakistan. Thus, this study explores the SaP as an attribute of VCC using the LMS digital platform affecting students' engagement as cocreators. It is a quantitative study using the metatheory of service-dominant logic (SDL), where students and faculty are viewed as cocreators integrating their resources for VCC. SDL defines value as phenomenological for cocreators. Students as cocreators use LMS; thus, their relational, personal, economic, interactional, and experiential values are measured. Their engagement as cocreators is measured through the aesthetic appeal of LMS, endurability, novelty, and involvement. Later, while applying multivariate analysis, the impact of VCC through LMS on students' engagement is measured for exploring LMS efficacy as digital for SaP. The students' perceptions are measured using a Likert scale. Three hundred students participated in the study in HEIs offering online education in Pakistan. It is inferred from the data that VCC strongly affects the students' engagement as a cocreator. Relational and personal values significantly affect endurability and novelty. At the same time, the interactional and experiential value was more related to the aesthetic appeal of LMS. The economic value was moderately correlated with all dimensions of VCC. Hence, HEIs must improve the LMS features that foster interaction and students' positive word-of-mouth, interest in interactive activities, and involvement. HEIs must upgrade LMS's aesthetics and ease of use to produce an interactional, experiential experience that may improve endurability, novelty, and involvement in using SaP in digital platforms. The relational, personal, interactional, and experiential value of students can transform their role as cocreators in the service system.

OP25 | Usefulness of Whole Group Method in Boosting Learners Achievement on Learners Achievement on Standard Seven Learners' Achievement in English Composition Writing in Public Primary Schools in Kisumu County, Kenya

Kamau Hellen

Whole group method as a brainstorming technique instructional approach includes components like brain wave (BW), brain writing (BWM) and Pie storm (PSM) where learners take up roles which build self-esteem by answering inquiry questions anchored on composition writing skills to boost higher attainment, however where WGM is hardly used learners achievement remains a complex task in acquisition of composition writing hence low grades are realized. Brain storming if appropriately structured among learners across school system learner's achievement is enhanced. Nonetheless teachers tend to fear due to the class size and learning environments. Conducive learning environments inspires, empowers and motivates learners to navigate through the task, which is likely to enhance higher scores in composition writing. The study objective is. To determine the influence of whole group method on learners' achievement in composition writing skills in public primary schools in Kisumu County. The study was guided by Piaget's (1967) theory of cognitive development, specifically "constructivist" views of discovery learning. Quasi experimental; pre-test, post-test control groups design was adopted in which six sub county day public primary schools in the Kisumu County, in Kenya. The study sample size borrowed the criteria by Amin (2005) which extensively drew from Krejcie and Morgan (1970) who commented that the accessible sample data of 1100-1000 with simple size between 278 and 285 is acceptable. The study used a sample size of 292including: six teachers of English, 6 head teachers and 280 standard seven pupils (60 in the control group and 220 in the experimental group) of public schools in Kisumu County. Data were collected via tests for learners, teacher and learner questionnaires, classroom observation schedules and check-lists Descriptive and inferential statistics were used for quantitative data while qualitative data was analyzed and interpreted thematically. Descriptive statistics obtained frequencies, percentages and means. Inferential statistics on independent t-test was obtained to test significant difference between groups. The study hypotheses were tested at 5% level of significance. For whole group learning technique, the study found that brain writing strategy is moderately used (M=3.40, SD=1.269), pie storm teaching technique was highly used (M=3.733, SD=1.796) while brain wave and brain writing methods contributed least to learners' composition writing skills.. The mean of the experimental group was higher than that of the control group. The difference between the post- test means scores was statistically significant (t (278) =54.77, p=0.000) indicating that the experimental group's performance was significantly better than that of the control group. The One-Way ANOVA results revealed that there was a significantly significant difference somewhere among the mean scores on the dependent variables for the four groups F (2.332, p=0.001). The computed z values for brainstorming technique elements revealed a z-statistic value higher than the z- Critical value and p-value less than 0.05. Thus, the study rejected the null hypotheses as there was a significant influence between, whole group method; and learners' achievement in composition writing skills in public primary schools in Kisumu County. Policy makers and implementers, Ministry of Education and Kenya National Examination Council, should address the use of brainstorming technique in order to provoke critical-thinking in learners.

OP50 | Outcome-Based Education: Curriculum Innovations for Meeting Future Industry Requirements

Shafqat Shehzad

Universities engaged in delivering higher education are facing the challenges and pressures of linking education to outcomes to ensure that the postgraduate/ undergraduate students are capable of surviving in the industry by gaining skills and competencies that will ensure their future employment and earnings. Hence, the debate on the best possible ways to deliver education, design curriculum and impart skills to students is gaining momentum while not forgetting the mere quest for seeking knowledge.

Higher education strives to accomplish higher-order learning. Benjamin Bloom (1956) classified educational goals through the renowned Taxonomy that formed the basis of major modern curriculum.The classification encompassed knowledge, comprehension, application, analysis, synthesis and evaluation. However, later works by Anderson and Krathwohl (2001) gave precedence to creation over evaluation in the cognitive domain. More recently, nineteen countries have agreed to outcome-based education (OBE) following an international Washington Accord for undergraduate engineering teaching and accreditation. The focus of OBE is to deliver education in ways that ensure that students are able to merge in the industry with minimal or no additional training required to perform the job. For this purpose, effective / innovative instruction is encouraged to maximize the learning outcomes. However, practical experiences of countries like Australia (that initiated OBE in the 1990s but later moved to more focus on understanding), European Union countries that focused on work-based learning and Hong Kong that adopted a more flexible approach point to a more careful analysis of educational strategies that not only ensure learning outcomes but also inculcate wisdom. This highlights the need to synergize industry/work-place goals to broader life perspectives. This paper presents a comparison of selected countries that focus on outcome-based education, in terms of challenges, strategies and initiatives and reflect on their experiences for OBE and lessons/insights they hold for Pakistan's higher education system for curriculum (re)design, delivery and practices. With rapid changes in the industry around the globe, higher education institutions need to cope with the new requirements, and this will not be possible, unless curriculum innovations ensure learning outcomes that impart skills and competencies needed by the industry.

OP30 | Interdisciplinary Collaboration to Teach Basic and Clinical Concepts of Blood Transfusion using Team-based Learning Methodology

Fareena Bilwani, Anila Rashid and Hassan Hayat

The understating of concept of safe blood transfusion is essential for all clinicians. This is taught to first year undergraduate medical students at our institute. It involves teaching of physiological concepts of blood grouping and crossmatch and in addition, clinical aspects of laboratory medicine which includes blood donation, preparation of blood products, its transportation followed by the administration to the patients. The interdisciplinary content of this topic created a need for it to be taught by physiologist and hematopathologist in collaboration. At the end of this teaching session, it is essential that the students are competent to apply basic physiological concepts in clinical practice; therefore, team-based learning (TBL) was proposed to be an effective teaching method (Doshi, 2017).

To determine if concepts of safe blood transfusion can be effectively taught to first year undergraduate medical students by an interdisciplinary team of physiologist and hematopathologist using TBL strategy. Teaching and Learning

A team of physiologist and hematopathologist drafted the learning objectives and pre-reading material for TBL which included text and corresponding videos. Videos of blood donor selection process and preparation of blood components were filmed at clinical laboratory at AKU. Students were provided with pre-reading material one week prior to the session. A total of hundred students were divided into two groups. Fifty students in each session were further divided into five teams. Students were given individual readiness assurance testing (iRAT) followed by team readiness assurance testing (tRAT) which comprised of best choice questions (BCQs) (Graham, 2020). The correct answers of BCQs were shared with students for self-assessment. Each group was then provided with team application exercises (tAPPs). Exercises involved interpretation of data and critical commentary on clinical scenarios. Students attempted exercises as teams which was followed by discussion in large group. Students were requested to fill the feedback form in which they rated various aspect of TBL on the following scale:1: strongly disagree, 2: disagree, 3:no opinion, 4: agree, 5: strongly agree. This strategy was piloted in 2020 and then formally implemented from 2022 as part of continuous assessment including formal feedback taken in 2022 and 2023. All the students passed iRAT (with a minimum score of 55) and showed satisfactory performance in tRAT and tAPP. In formal feedback, students commented that pre-reading material was concise and helpful. Students found that TBL enhanced their critical thinking skills (4.35) and increased their engagement in the learning process (4.35). They found that RAT consolidated their knowledge (4.3). They also commented that iRAT helped in finding the gaps in knowledge while tRAT allowed peer-based teaching and learning. The overall rating of the session was 4.2 and students agree that TBL is a better teaching strategy for this concept compared to problem-based learning (PBL) (3.85). Collaborative effort of physiologist and hematopathologist to teach concepts of safe blood transfusion to first year undergraduate medical students using TBL was found to be effective. This possibly will allow students to manage blood transfusion-related issues in clinical years.

OP35 | A Dissertation-Centric Approach to Post-Graduate Level Research Methods Training: Experiences from Aga Khan University-East Africa

Eunice Mwangi, Rosabella Iseme-Ondiek, Roselyter Rianga, James Orwa, Kennedy Njenga, and Anthony K Ngugi

Several barriers impede health research training in many Post-Graduate Medical Education Programs, particularly in developing countries. These include, among others, lack of dedicated research curriculum, inadequacy of research faculty, poor research culture, competition for time between clinical expectations and research, inadequate guidance, and mentorship, and limited financial and other resources. In most institutions with some level of research training, this is done as block delivery over a term or semester, leading to poor learning outcomes, delays in completing postgraduate studies, frustrations and negative attitudes towards research, unethical conduct of research and low conversion of dissertations into publication. Research training is fundamental for medical residency programs, as it equips residents with knowledge and skills necessary for successful completion of a dissertation, prepares them to practice evidence-based medicine as well as, potentially, become clinical researchers on their own right. As such, there is dire need for curriculum that addresses the unique barriers to research. We describe here an innovative research training curriculum developed and implemented within the residency program at Aga Khan University in East Africa (AKU-EA). Research training curriculum: AKU-EA runs a 4-year Masters in Medicine program, for which a well-designed, implemented and reported dissertation research is one of the requirements for graduation. Residents receive research training and support through a dissertation-centric curriculum that is divided into 4 modules delivered in tandem with the expected research milestones. The time for, design and execution of dissertation is provided for from the 1st to the 4th year of training. The 1st module, covered in the 2nd half of year 1 of study is introduction to research. In this module, residents are expected to identify a research question that they will address in their dissertation research. The didactic interactive sessions cover topics such as developing and refining a research question, systematic search for literature and introduction to scientific writing among others. The taught component is complemented with aligned faculty guided workshops in which residents work individually, in small groups and in the plenary to apply the learning to their actual research topic. They are expected to develop a 2-page concept paper as a deliverable at the end of the module. A similar approach is applied in the 2nd module delivered in the 1st half of year 2 of study in which they produce a full dissertation proposal for submission to ISERC as a deliverable. The 3rd module, covered in the 2nd half of year 3 is biostatistics in health research and qualitative analysis. In this module residents are trained in applying data management, descriptive and analytical tests, and qualitative analysis through practical application on the range of data produced through their individual research work. The 4th module, writing support, is offered in the 2nd half of year 3 and 1st half of year 4 of study. Residents are supported to write up their results and complete their full dissertation as well as produce a manuscript for publication.

OP45 | Unlocking Excellence: Transforming East African Education Through AKU-IED's Dynamic Partnership with Government

Wachira Nicholas

This paper examines the transformative impact of the partnership between the Aga Khan University's Institute for Educational Development (AKU-IED) and East African governments in advancing teaching and learning practices in the region. A core objective of the public-private partnership (PPP) has been to foster professional development through project interventions, in-service and pre-service programs for public sector teachers, tutors, government officials, and educational leaders, focusing on school improvement, quality assurance, leadership, technology integration, and issues of gender, diversity, and inclusion. The PPP's commitment to professional development reflects AKU-IED vision of nurturing a cadre of highly skilled and motivated educators who can drive educational change in ways that foster transformative teaching for engaged learning. By equipping these educators with cutting-edge pedagogical approaches, leadership skills, and a holistic understanding of students' multifaceted needs, the partnership aims to transform the future of teaching and engaged learning in East Africa. This study employs a content analysis method to conduct an extensive and comprehensive review of multiple data sources relevant to Public-Private Partnerships (PPPs) at AKU-IED. The study reviews reports from a variety of professional development activity reports, survey and graduate tracer study reports, partnership memorandums of understanding, and pertinent email communications to present the transformative potential of PPPs in fostering transformative teaching for engaged learning. The study has revealed several significant outcomes that positively impact the education landscape. One of the key findings is improved student achievement, as the collaboration has allowed for the implementation of innovative teaching methodologies and curricular enhancements. Additionally, the PPP has resulted in increased attendance and retention rates among students, as they experience a more engaging and enjoyable learning environment. Another notable outcome is the transformation of teachers' experiences, as they become increasingly confident and committed to their profession. The establishment of learning communities among teachers that provides them with sustainable professional development opportunities (AKU-IED, 2020, 2021, 2022). Furthermore, the influence of the PPP has had notable impacts on teaching and learning policy. The successful collaboration and evidence-based practices have informed policymaking, leading to the integration of effective educational strategies at the regional and national levels. Overall, the study underscores the transformative potential of public-private partnerships in education, with outcomes ranging from improved student outcomes to teacher empowerment and the positive influence on public policy and establishment of learning communities. Such findings demonstrate the value and significance of collaborative efforts in fostering transformative changes in teaching and engaged learning.

OP55 | Understanding Participant Engagement through Development of an Online, Asynchronous, Self-paced Course: A Case Study of AKU-IGHD “Supporting Women in Science” Program

Narjis Fatima, Fatima Hussain, Anil Khamis, Farah Ahmed and Edward Misava

Gendered disparities in academic employment are evident in LMICs, with substantial differentials in and exacerbated by research capacity (Fru et al., 2021; Thelwall, Bailey, Makita, Sud, & Madalli, 2019). To address this gap, the AKU Institute of Global Health and Development, SickKids Canada, and University of Oxford collaborated to develop the Supporting Women in Science (WIS) programme which aims to increase research capacity. Phase I of 6 months, builds capacity via self-paced, online courses/modules spanning disciplines, including the Sustainable Development Goals (SDGs) which, as a core course, provides the framework to meet global challenges with the aid of scientific capability.

Moodle was used to develop the SDG course with collaborators aiming to build a community of practice, facilitating the course development team, and course participants to interact with each other.

This paper considers whether an online, asynchronous, self-paced mode of delivery supports meaningful engagement across geographies and professional backgrounds, and whether the course promotes greater understanding of SDGs.

Research and teaching/learning approaches. 186 participants enrolled in March 2023 with a completion deadline of October 2023. VLE-generated metrics are used to assess level of engagement through discussion boards, course activities, assignments, and quizzes. A pre- and post-test was used to evaluate knowledge domain gains while a modified SET provided participants’ feedback. WIS retained n=105 participants through the suite of courses; 75 participants excused with 67% continued to date and 57% successfully completing. Mandatory discussion posts – original plus responses to at least two other posts – provide insights to course content, pedagogy, and engagement. 3,276 posts and replies recorded amongst n=70 participants across 8 discussion boards averaged 50 posts/individual. The most popular discussion forum (620 posts) aimed at creating conversations around SDGs, their importance and relevance locally and globally, and pathways to achieve.

Pre- and final quiz administered assessed knowledge gain: an average of 80.4% (±12%) and 90.0% (±14%) were observed respectively; t-tests show a significant increase in knowledge of 9.6% (p-value<0.005). SET revealed 85% agreed the course provided opportunities to collaborate/communicate with other students and 92% agreed it allowed discussion. All participants stated the course improved understanding of concepts, and they would recommend the course to others. SET analysis noted course was well-organised, relevant, informative, and allowed for knowledge sharing. However, participants expressed the need for written/downloadable materials, more case studies especially from Africa, inclusion of samples of multi-disciplinary research and practical ways to collaborate. The course was successful in meeting learning outcomes, increase participants’ knowledge, facilitate discussion, and unfold COP through online delivery. Substantive engagement across geographies and disciplines was witnessed during the course, through which we expect a new generation of women scientists to further engage in collaborative research, design innovative solutions, and meet global challenges as highlighted by the SDGs with a particular focus on public health. From the learnings of this course, greater content curation to address specific, contextually-relevant needs of individual participants is possible but remains a challenge for large cohorts in online asynchronous programmes.

PECHA KUCHA

PK1 | Chronicles of Critical Reflections: Unveiling the Journey of Nursing Students and Faculty on Simulation Education for Adult Cardiovascular Life Support

Rabab Vadivala and Zahira Amir Ali

The objective of Pecha Kucha's presentation is to provide a captivating glimpse into the experiences of nursing students and faculty during Adult Cardiovascular Life Support (ACLS) simulation education. The teaching-learning modality used for the concept of ACLS code management was simulation-based education. First, students gained foundational knowledge through classroom teaching of the new concept, followed by hands-on simulation before resuming inpatient clinical practice. The simulation was the significant connecting link between theory-practice integration, utilizing the principle of Art and Science of Nursing Education. The simulation achieved higher-order thinking on various ACLS concepts such as assessing acute patient conditions, interpreting ECG patterns, handling equipment, applying relevant patient management algorithms, utilizing high-performance team dynamics, and practicing basic to advanced psychomotor skills. This Pecha Kucha will share personal reflections and insights gained from immersive simulations, both from student and faculty perspectives, in the creation and execution of simulation education, as an important and innovative teaching-learning strategy. The key idea is to narrate the experience of the ACLS simulation conducted for the nursing students and reflect upon key learnings from the lens of a student and a faculty. The Pecha Kucha content under the light of evidence-based literature, would briefly discuss the Background (Need Assessment) of Adult Cardiovascular Life Support Simulation in Nursing Education. It will also highlight the advantages of simulation as a fundamental modality for theory-practice integration and the transformative power of simulation learning in developing the knowledge, skills, and confidence necessary for nursing students to effectively handle code blue emergencies and attain meaningful inpatient clinical experience. Importance of collaborative teamwork and effective communication among students and faculty during the simulations, through examples. Emphasize the role of faculty feedback in guiding student learning and growth throughout the simulation process. Faculty experience and learning process during simulation preparation and implementation. Challenges faced by students and faculty, during simulation preparation and implementation. Strategies and Way forward to improve simulation-based education in nursing education. To communicate the key ideas, visually engaging slides with images depicting the simulation process with faculty interaction and student engagement will be used. Word-based or brief phrased writing content to provide literature support on experiences and reflections. Tables, graphs, and evaluation results will be used to communicate the key findings.

PK2 | Spark the Future of Nursing Education: Cultivating Revolutionary Clinical Teaching

Sanam Hanif and Tayyaba Shah

The Pecha Kucha presentation will demonstrate how to increase the effectiveness of clinical teaching using innovative pedagogies that will enhance teaching clinical skills to undergraduates in nursing education. The objectives of the presentation are to enhance educators' understanding of the importance of using innovative pedagogies in teaching clinical skills and to demonstrate some examples of active learning strategies that can possibly be implemented in clinical teaching settings. First, the Jigsaw teaching technique supports a cooperative learning strategy that promotes inclusiveness among students from diverse backgrounds. Students thoroughly complete their assigned task in small groups and then proceed to teach other groups in the class. Additionally, the idea of “Spin the Wheel” adds value to the process of selecting the presenters. Second, gamification captures the attention of learners. They may get engaged to the extent that they can do any challenging tasks set for them. It will enhance their ability to analyze the situation with rationales and learn from the consequences of their actions. Third, role play focuses on active student engagement in therapeutic communication techniques. Learners get the opportunity to experience real-world clients’ problems, explore their apprehensions about dealing with diverse populations and develop insight into their professional values, attitudes, and perceptions in the pre-briefing sessions before embarking into the real clinical setting. Lastly, an integrated teaching approach across the two subjects harnesses the power of critical thinking and problem-solving behavior among students. This cutting-edge approach involves integrating and implementing the theoretical background knowledge of basic science concepts gained through 3D model-based discussion in the formulation of nursing care plans (NCPs) before going into clinical settings. The presenters plan to use a narrative story-telling approach and will share the ideas and techniques they have learned through their personal experiences. In addition, they will also demonstrate how the suggested pedagogies can be applied in practice not only for small groups (50 students) but also for larger groups of 150 students, which is always the biggest challenge a teacher must face. Moreover, the presenters will show glimpses of using technology and 3D models in the pre-and post-briefing sessions and group presentation collages so that the participants and educators can witness their practical implications.

PK3 | Fostering Active Learning and Collaboration through Literature Circles
Iffat Allana

Literature circles (LC) was a strategy used by my Grade 4 teacher in Dar-es-Salaam, Tanzania, in her PYP (IB) classroom. This approach left a lasting impression on me, prompting me to keenly observe how teachers choose to instruct. By the time I reached university, I had attended six schools and experienced four different curriculums, from Cambridge to PYP and IGCSE to AKUEB. It became evident to me that LC could be effectively employed in any classroom, from elementary to higher education. Traditional teaching methods often struggle to engage students' attention and facilitate meaningful interactions during literature discussions. To address this challenge, the objective of my Pecha Kucha is to showcase the innovative approach of LC as a powerful strategy to enhance student collaboration, critical thinking, and meaningful discussions in higher education settings, ultimately leading to a deeper understanding of literature and improved learning outcomes. The primary key ideas involve exploring the five distinct roles students adopt during the reading and discussion process: Illustrator, Connector, Passage Picker, Summarizer, and Vocabulary Finder, each contributing uniquely to comprehension and insight. Furthermore, this discussion will share research findings that highlight how LC fosters teamwork and inclusivity, not only in K-12 but also in higher education. Lastly, we will delve into the cross-disciplinary application of LC, shedding light on its practical implications and various assessment modes. In essence, by embracing LC, educators can unlock active learning and meaningful collaboration in their classrooms, enriching both teaching and learning experiences across educational levels.

PK4 | Flipping the Path to Leadership: Nursing Students as Future Leaders
Zehra Amanullah and Sajida Chagani

The Leadership and Management course in my final year of nursing, led by Ma'am Sajida Chagani and Ma'am Khairunisa Mansoor, introduced an innovative Flipped Classroom approach that transformed the way we learned and prepared us for future roles in nursing. This teaching approach revolved around students accessing online resources before seminars, enabling us understand course material at our own pace. During the seminars, practical applications, group activities, and active engagement among healthcare staff from diverse backgrounds.

One remarkable outcome of the Flipped Classroom approach was the opportunity for nursing students like me to take on leadership roles in the learning process. This shift in dynamics empowered us to become active participants and equal partners in our education. We were no longer passive recipients of information but facilitators of knowledge dissemination.

Furthermore, the collaborative learning environment fostered through this approach cannot be overstated. Every participant's voice was not only heard but valued, making discussions rich and inclusive. It wasn't just nursing students in the spotlight; we extended invitations to staff members from various hospital departments, including wardens, porters, and housekeeping. This integration of diversified healthcare staff brought a unique perspective to our seminars, enriching the discourse and broadening our horizons.

The Flipped Classroom approach also had a profound impact on the engagement of clinical staff. Including individuals from different backgrounds encouraged cross-learning and knowledge exchange. The clinical staff's active participation in discussions and activities not only improved their understanding of nursing management but also fostered a sense of unity among hospital employees. This engagement level translated into enhanced teamwork, communication, and leadership skills, which are crucial in healthcare settings.

In summary, the Flipped Classroom approach in our Leadership and Management course revolutionized our nursing education. It empowers us as students to become leaders in our own right, while also fostering a collaborative and inclusive learning environment. The integration of diversified healthcare staff and the resulting cross-learning experiences enriched our discussions and prepared us for future roles in nursing. Moreover, the positive impact on the engagement of clinical staff highlighted the far-reaching benefits of this teaching strategy. This Pecha Kucha platform aims to talk on these transformative elements and emphasize the significance of the Flipped Classroom approach in nursing education. Through this presentation, we hope to inspire educators and institutions to explore innovative teaching methods that empower students and create a more inclusive and engaging learning environment for healthcare professionals.

PK7 | Leveraging Employer Feedback to Fine-Tune Academic Programs for Enhanced Graduate Employability
Mariia Guzikova, Chynara Turatbek and Valerie Lopes

In the Spring Semester of 2023, at the University of Central Asia, our study centered on the analysis of employer feedback obtained through the Co-operative Education Program, covering the period from 2020 to 2023. This feedback specifically pertained to student performance and areas of improvement as perceived by employers who served as supervisors during student internships. Our primary objective in this analysis was to explore the potential of utilizing employer feedback as a tool to enhance the alignment of academic programs with the demands of the job market, ultimately enhancing the employability of our graduates. The data we examined included both quantitative and qualitative aspects. Quantitative data was analyzed using means, while qualitative feedback from open-ended questions was categorized using the Global Skills Taxonomy established by the World Economic Forum. Our findings revealed a significant focus on the knowledge component of competencies within academic programs, with less emphasis on the so called transversal or durable skill. In contrast, employers placed substantial importance on abilities and attitudes such as self-efficacy, working with others and cognitive skills in their feedback. Our study suggests that competence taxonomies can be used to as an instrument to balance the knowledge-centric program goals with job market requirement for transversal skills to boost employability at times of disrupted workplaces.

PK5 | Capacity Development of Midwives in Early Child Development (ECD) through Institutional Collaboration and Partnership

Almina Pardhan, Marina Baig, Yasmeen Mehboob, Kiran Mubeen and Uzma Hussain

The conceptualization of this impactful, collaborative, and multidisciplinary project began in 2019 and 2020 QTL_Net Rethinking Teaching Workshop where AKUSONAM and AKU-IED ECD faculty were connected and came together with an idea to integrate the concept of ECD in midwifery practice through continuing professional development. IED faculty members already had resources and modules for educators. These modules were transformed according to the requirements of midwives/health professionals to make it applicable to their clinical practice. This was a major innovation of this project because previously ECD was mainly taught to school educators or parents at the pre-school level. This was the first time when midwives were targeted for this unique intervention.

One of the major outcomes of this collaboration was the re-designing of an ECD course for student midwives during a Re-thinking teaching workshop using Dee Fink's model (Fink, 2007).

- Development of a blended learning ECD course for continuing professional. development of practicing midwives with a coaching/mentoring component.
- 20 nurse midwives from four (primary and secondary) hospital sites trained.
- At least 40 women, children, and families – benefit from the counseling and education received through clinics, antenatal classes, or in the wards (during the project plus many more would have received knowledge after project completion).
- Development of low-cost natural and recyclable contextually relevant and developmentally appropriate play and literacy resources for children birth to 3 years old by midwives for utilization in their future education sessions to mothers and families.

In 2019 the team conceptualized the project and received SoTL grant for its implementation.

- Effects of early experiences for a healthy brain, child development, and learning.
- Building healthy parent-child relationships from conception to 3 years old through nurturing care.
- Effects of care and responsive feeding on child development, growth and learning.
- Effects of safe environments and resources for child development and learning.
- Making age-appropriate low-cost toys/resources.

The impact of the project will be shown through participants' and parents' reflections in the form of verbatim. A pictorial presentation will be made, which will be presented virtually. The entire process of the project and its key outcome will be narrated by the presenter.

PK6 | Reflecting on my Transformative Journey at the Aga Khan University

Khadija Ismael Suleiman

This Pecha Kucha presentation takes you on a personal voyage through my educational journey at Aga Khan University. An integral highlight of my journey was attending the conference on 'Building Resilient Education Systems Beyond Crises.' This event was a paradigm shift, catalysing my understanding of contemporary issues in education, including gender-sensitive learning environments and the application of Artificial Intelligence in education. It also introduced me to the dynamic Pecha Kucha format. Organising gender and climate change workshops was a significant milestone. It involved creating a platform for constructive dialogue and equipped me with skills such as planning, teamwork, and leadership. I also mastered the art of group work, learning to listen, negotiate, and collaborate, leading to outcomes greater than their parts. Establishing the AKU Environmental Club fulfilled my passion for conservation, encouraging campus-wide sustainability. This endeavour enhanced my leadership skills and promoted a greener university culture. Attending the 'Utafiti Elimu' conference expanded my academic horizons in climate change and opened doors to future partnerships. Regular mental health sessions, along with gym and swimming activities, improved my resilience and offered a refreshing break from intense academics. These varied experiences have been instrumental in shaping my academic path and professional growth. They have taught me the value of active participation, and the importance of cross-cultural and interdisciplinary collaboration, and instilled a strong desire for continual learning. This presentation will reflect upon how these experiences have collectively augmented my knowledge, honed my skills, and expanded my professional network, underscoring the essence of collaboration. It is a testament to the power of experiential learning at Aga Khan University, where opportunities for growth extend far beyond the classroom, and resilience is nurtured to thrive in an ever-changing educational landscape.

PK8 | Empowering Education: Leveraging Makerspace for Transformative Teaching and Engaged Learning

Wachira Nicholas

The key idea of this presentation is to showcase the transformative power of makerspace as an innovative teaching and learning approach that empowers students through fostering creativity, enhancing problem-solving abilities, and promoting active engagement in the learning process. At its core, makerspace pedagogy emphasizes hands-on, experiential learning, where students actively engage in designing, creating, and problem-solving using a variety of tools, materials, and technologies. On the other hand, teachers serve as facilitators, guiding and supporting students' learning journeys while encouraging their curiosity and creativity. The focus is on fostering a growth mindset, where students view failures as opportunities for learning and innovation. By providing a dynamic and hands-on environment, makerspace fosters a shift from traditional teaching methods to a learner-centered approach. Through the process of ideation, prototyping, and iterative development, learners develop critical thinking skills and the ability to navigate through real-world complexities. This experiential learning empowers students to overcome obstacles and cultivate a growth mindset, where failures are seen as opportunities for learning and improvement. Furthermore, makerspace bridges the gap between theoretical knowledge and practical application. Concepts learned in traditional classrooms come to life in makerspace, where students can physically create, experiment, and see the tangible results of their efforts. This experiential learning deepens understanding and retention of knowledge, making learning more meaningful and relevant. To showcase the impact of makerspace on learning I shall share pictures of both students and teachers in action, share anecdotes from their experience and accompany this with high-quality visuals, infographics, and illustrations

PK9 | Inspiring Creativity and Innovation in Early Childhood Education Classrooms Through Play and Social-Emotional Learning

Kessia Kiwia

Early childhood education lays the foundation for a child's lifelong learning journey. In today's rapidly evolving world, fostering creativity and innovation in young minds has never been more critical (Davis, 2013). This presentation explores the intersection of play and social-emotional learning (SEL) as a powerful approach to inspiring creativity and innovation in early childhood education classrooms.

The main goal of this presentation is to showcase the benefits of combining play-based activities with Social and Emotional Learning (SEL) techniques to boost the creative and innovative capabilities of young students. This is to offer practical guidance on successfully incorporating this method into their teaching practices.

The findings from the literature review indicate a comprehensive exploration of prior research concerning play, social-emotional learning (SEL), creativity, and innovation in the realm of early childhood education (Burroughs & Barkauskas, 2017).

Combining play and social-emotional learning (SEL) in early childhood education settings greatly boosts creativity and innovation (Walker & Venker Weidenbenner, 2019). Play served as a catalyst for imaginative thought, enabling children to freely delve into ideas and concepts. Meanwhile, SEL provided the emotional abilities required for effective collaboration, communication, and conflict resolution. When combined, these elements cultivate a fertile environment for innovation.

Moreover, the presentation emphasized the significance of teachers' involvement in aiding this process. Teachers who embraced a nurturing, child-centric method and promoted self-expression and emotional growth witnessed exceptional outcomes in nurturing creativity and innovation. This not only sparked their own creativity but also fostered the ability to solve problems and innovate. In a separate scenario, an emphasis on social-emotional learning (SEL) abilities like empathy and self-control resulted in more cooperative and inventive group endeavours.

This presentation demonstrates that by harnessing the power of play and SEL, early childhood educators can inspire creativity and innovation in their classrooms. Children exposed to these integrated approaches develop not only academic skills but also essential life skills that prepare them for the challenges of the 21st century. It emphasizes the need for ongoing professional development for teachers to effectively implement play-based and SEL strategies. In conclusion, I invite teachers, educational leaders, and researchers to recognize the potential of this transformative approach in early childhood education and join us in shaping the future of young learners through creativity and innovation.

TEACHING AND LEARNING INNOVATION SHOWCASE

TL1 | From Vision to Reality: Unleashing Creativity through Engaged e-Learning Experiences
Gitonga M'Mbijjewe, Edward Misava, Regina Komi and Paul Mwebia

In the quest to transform traditional teaching and learning methods, we embarked on a journey to bring our vision of fostering creativity and innovation in education to life. This journey began with addressing the challenges of asynchronous learning, where PowerPoint presentations were provided as sole learning materials with minimal assessments. We understood that engagement was key to effective education, prompting us to embark on an innovative path.

Our first step was to assemble a design team equipped with multimedia expertise, encompassing audio, video, graphics, and animation. This diverse skill set breathed life into educational content, making it captivating and accessible. To integrate this newfound creativity into education, our team underwent training in Online Teaching in Higher Education (OTHE), including courses on Facilitating Online Courses (FOC) and Assessing Online Courses (AOC).

As we delved deeper into our journey, we unearthed a powerful tool, Rise Articulate. This user-friendly and versatile platform became our secret weapon, allowing us to craft interactive, learner-centric modules tailored to individual learning styles. Our multimedia skills, such as videography, motion graphics, and animation, further enriched our content, resonating with students.

Through courses from QTL_net, we learned to use lesson plans and weekly schedules to pre-plan courses and differentiate between asynchronous and synchronous sessions. Rise Articulate enabled us to convert static PowerPoint presentations into engaging online courses, complete with knowledge checks, quizzes, and discussion forums for self-paced learning. Supported by Dean Prof. Nancy Booker, we advocated for best practices in blended learning at the Graduate School of Media and Communications.

This transformation empowered students to become active participants in their learning journeys, resulting in positive feedback from both students and faculty. Our journey from static slides to captivating online experiences epitomized the evolution of creativity and innovation in our educational ecosystem.

Our story, to be presented in a 5-minute video, signifies the transformation bridging traditional teaching methods with the dynamic world of e-learning. With these remarkable results, we believe our knowledge and experience can benefit the wider Aga Khan University community, fostering collaborations between schools and departments to scale up effective and engaging blended learning experiences.

Join us on our journey from vision to reality, where creativity and innovation flourish, redefining education in the digital age.

TL6 | Summarize My Math
Regina Fumbuka

Mathematics is considered the hardest subject of all. In Tanzania, around 80% of the Form Four students sitting for the national examinations fail Mathematics. It means only 20% of them score A, B, C and D in Mathematics national examination (NECTA, 2022). One of the reasons that causes such failure is not having access to learning resources. There are a few revision Mathematics books in the public schools. Moreover, many students cannot afford to access them because they are very expensive in their low-income families. As a result, they fail to do good revision before entering the Mathematics examination room. Summarize My Math is a short video project that summarizes some of the Mathematics topics covered in the Secondary curriculum. The video of 5 minutes will have 3 – 5 challenging topics depending on their lengths. It will help students to revise the formulas before entering the examination room. It will also increase their confidence because of the Mathematics revision made and leave a positive learning experience and engagement to the students. It can be replicated and shared on social media and public TV in rural areas so that many students can revise topics enjoyably, even if they don't have Mathematics books in their homes. The targeted video will be for Form Four who are candidates for writing the national examinations. The main goal is for them to improve their Mathematics and overall performance at the national level.

TL2 | Embracing Innovation: e-Clinical Portfolio - A Dynamic Assessment Strategy
Sajida Salman Chagani and Khairunnisa Mansoor

In Bachelor of Science year IV nursing program at the School of Nursing and Midwifery, students are required to complete the leadership and management course, consisting of 2 theory credits and one credit for clinical experience. The evaluation of clinical experience remained inadequate. The students were guided by skilled clinical preceptors, yet the assessment was reduced to mere completion of a checklist, lacking depth and evidence. This pass/fail approach extended to other clinical courses as well. Nevertheless, this method did not authenticate students' learning and lacked their accountability, ownership, and engagement in active learning. Consequently, an imperative shift towards authentic assessment led to the introduction of the E-clinical portfolio as a dynamic assessment strategy. Innovation: The E-clinical portfolio presents an innovative avenue to translate course objectives into outcome-based learning, enabling the achievement of authentic assessment. In contrast to traditional teaching methods, the E-clinical portfolio embraces active learning, bridging the gap between theory and clinical practice. This dynamic approach nurtures student engagement and enhances their sense of accountability. Following the Donabedian framework (Structure, Process, Outcomes), we embarked on our innovation journey. We revamped the clinical checklist into a competency-based format, portfolio submission instructions by collaborating with students in the review process. On Virtual Learning Environment [VLE] embedded an icon for the E-clinical portfolio (Structure). Students engaged in a trio-model, collaborating with faculty and preceptors. A dedicated hour-long session clarified the specification evidence required to validate learning and accomplishments. Furthermore, developing rubric ensured the uniformity in grading (Process). Students documented reflections on learning experiences including case reports, leadership styles, problem solving ……educational sessions, review of evidence-based practices/protocols/policies during hands-on skills under supervision. This innovation improved students' engagement, progress and skills acquisition, and a stronger connection to bridge-theory practice gap to bring authentic' assessment (Outcome). Evidence and impact: The analysis of the impact of the E-clinical portfolio revealed that 145 students (100%) completed the assessment. Among the students, 10% achieved a grade of 90% and above, 11.3% scored between 82.5% to 89%, and 63.4% attained between 62.5% to 82%. Approximately 15% scored below 62%. It showed significant evidence in learning process and active engagement. Additionally, the E-clinical portfolio was cost effective by eliminating traditional manual submission to electronic. The students used diverse pieces of evidence to demonstrate evidence of learning by refining their learning for self -improvement. The students found E-clinical portfolio highly satisfying due to its clear guidelines and rubric. It helped them stay focused on learning and understand how their work would be evaluated. As one of the students expressed "I was eager to learn new things…. I was happy… with new objectives for the first time in these three years". A profound impact on the academic community is adoption of E-clinical portfolio as the standard assessment in the School of Nursing and Midwifery undergraduate programs. It signifies a major achievement in promoting consistent and effective assessment practices. Practical implications: The innovation of E-clinical portfolio is feasible and adaptable for Continuous learning and assessment to embrace technology to enhance learning, healthcare education, competency by establishing comprehensive course-specific guidelines/checklist. Additionally, sharing successful portfolio examples, promoting peer learning, encouraging to participate in conferences to showcase their work. Challenges: The major challenge for this innovation is the bigger class size to check E-clinical-portfolio and provide individualized feedback. However, this was envisioned as a necessary step to ensure outcome-based learning.

TL5 | Factors Influencing Student Factors in Online Forum Discussions
Twinomugisha Doreen, Nabagereka Fauza and Mwesigwa Julius

The emergence of post-Covid-19 effects prompted educational institutions like Aga Khan University, Uganda Campus, to adopt technology-driven teaching methods, including online forum discussions, to maintain student-faculty relationships and facilitate distance learning. However, there is a need to understand the factors influencing students' active participation in these online discussions.

This study aimed to explore student-related and faculty-related factors affecting students' engagement in online forum discussions at Aga Khan University, Uganda Campus.

A cross-sectional descriptive research design was employed to investigate the factors influencing students' participation in online forum discussions.

The study included a total of 79 students enrolled at Aga Khan University across various programs.

Data Collection and Analysis: Data was collected through a validated questionnaire and analyzed using Excel and SPSS software.

Results: The findings indicated that 85.2% of students exhibited a knowledge gap in utilizing online discussion forums effectively. Additionally, 50% of the students demonstrated a poor attitude towards participating in online forum discussions. Furthermore, 75% of the students attributed their lack of active engagement to faculty-related factors.

The results underscore the importance of addressing knowledge gaps among students in using online forums and fostering a positive attitude towards participation. Faculty members play a crucial role in enhancing student engagement through effective facilitation and encouraging an inclusive and supportive online learning environment. By understanding these factors, educational institutions can implement targeted strategies to promote students' active participation in online forum discussions and leverage technology for effective teaching and learning experiences.

TL3 | Developing a Coaching Culture for Engaged Teacher Learning
Natasha Haque, Allex Holland, Antoinette Blain and Vani Vishwanth

"The Academies have a dual mission: to provide an outstanding education to exceptional students from diverse backgrounds, and to provide world-class training for a growing corps of inspiring teachers." His Highness the Aga Khan - The Peterson Lecture (2008). The Aga Khan Schools is a network of 200 schools across East Africa, South and Central Asia. Seven of these schools have adopted the International Baccalaureate (IB) programmes, which emphasize inquiry-based teaching and require teachers to design and deliver curriculum with a focus on conceptual understanding. Transitioning teachers, accustomed to more didactic teaching methods, towards a student-centered and constructivist approach is challenging and achieving sustained change in teaching practices can be elusive. Many teachers may initially resist change, perhaps due to unfamiliarity with inquiry-based teaching or concerns about lesson observations, which were historically associated with compliance rather than professional growth.

Another challenge faced by IB teachers is the need to become curriculum designers. The curriculum's effectiveness hinges on teachers' ability to make informed choices about content and materials that align with local culture. However, some educators lack confidence in develop new curriculum materials, often resorting to examples from other contexts.

The team of Teacher-Coaches at the Aga Khan Schools have worked to develop an innovative model of coaching that leads to sustainable change in teachers' pedagogy. This borrows from existing models but is also culturally responsive.

The Teacher Coach team has worked on achieving three significant mind shifts.

Firstly, moving away from a culture of observation for oversight, to one of responsive coaching for growth. Goals for coaching are set based on data, observations and reflection. Coaches work with teachers to plan lessons, suggest and model new strategies, team teach and support effective reflection.

Secondly, the coaches do not line manage anyone. Teachers are working with them simply to improve classroom practice. This is not linked to appraisal and promotes a culture of coaches working with teachers as colleagues rather than managers.

Finally, the third mindshift has been to help teachers develop their skills as curriculum designers, supporting them to build innovative curriculum that is contextually relevant to the students in their classes.

The success of the Teacher Coach team has been demonstrated in student outcomes. Average scores in in one class rose from 4.2/7 to 5.4 (2019-2023) and, in 2023, Integrated Humanities had the highest average score of any examined subject in AKA Mombasa and Maputo.

Student surveys of curriculum developed with the coaches show high student engagement, with 97% approval for the changes. By supporting colleagues in multiple locations, the Teacher Coaches have also connected educators across contexts to build wider professional learning communities, drawing on expertise across the network. Currently, the team is thinking about scalability and extending their support to other contexts.

Individual coaching is an expensive tool, however schools can implement it by creating a culture of peer-coaching. If teachers become proficient at observing one another, supporting colleagues in making changes, and reflecting on the outcomes, schools can allow all teachers to benefit from coaching.

TL4 | CONNECT: Enhancing Accessibility and Support in Academic Institutions
Kainat Fayyaz

In academic institutions, students often encounter challenges and difficulties that require seeking advice from faculty, advisors, counselors, student nurses, or physicians. However, the traditional appointment methods can be time-consuming and cumbersome, leading students to delay or avoid seeking help altogether. To address these issues and enhance accessibility, we propose the development of the CONNECT app, an official cellphone application designed to facilitate seamless communication between university students, staff, and faculty.

Upon registration at the beginning of the semester, students will provide their relevant details, such as program name, semester, enrolled courses, faculty, and advisors. Subsequently, whenever students require assistance or consultations, they can effortlessly CONNECT with the desired personnel through the app. By selecting the individual, they wish to reach and specifying the reason for the connection, the app will automatically schedule an appointment based on the student's needs and send a message to the intended recipient.

The CONNECT app aims to create an official and efficient platform for academic and health-related interactions, reducing the need for multiple office visits and unofficial methods like personal phone calls, SMS, or messaging apps. Leveraging a triage assessment system, students can prioritize the urgency of their requests, streamlining the appointment booking process and facilitating prompt assistance.

With the prevalence of mobile phones in the digital era, this app endeavors to change the perception of using cell phones for academic or health consultations, ensuring that it is seen as an appropriate and convenient means of communication. Moreover, the app will feature an alert system, resembling a pager, to promptly notify the intended recipients of incoming requests.

Ultimately, the CONNECT app aims to foster a student-friendly university environment, where students can easily seek guidance and support, overcoming the barriers posed by academic pressures, full schedules, and remote learning situations, as experienced during the COVID-19 pandemic. By offering a user-friendly and official platform for communication, CONNECT endeavors to improve students' academic and overall well-being throughout their educational journey.

TL7 | Immersive Clinical Experience through Simulation: Partnership of SONAM and CIME

Nimira Asif, Afshan Shanif, Zeeshan Aslam, Selina Hassan and Ghulam Nabi

The course of pediatric health nursing (PHN) is offered once in the four-year BScN Program, in year III. Year I and II mostly deal with adult population, for example adult health nursing courses. Therefore, enrolling in PHN course is a challenge for students; to deal with children, especially when they are sick. They experience refusal from parents for not performing any learnt clinical skill or many a times students are not allowed due to protocols. The third challenge is that the opportunity available for some students for example if they encounter a child with seizure, then only they will have chance to participate in the care. Thus, achieving course learning outcome is a challenge, students also lose interest, do not opt for in-service job and hesitate to enter to clinical site by learning traditional way of performing skills. This gap was filled by introducing simulation to have immersive clinical experience that bridges theory, skills and clinical. The course team collaborated with CIME for development of simulation cases. Three cases were identified on the basis of required competence of the skill and case study was planned by course team to improve psychomotor domain. The cases are further divided into stations: case management, related nursing skill, and documentation. The phases are history taking, case management and skill performance, documentation, and debriefing. The objective was to improve skill performance by adding a level of complexity, enhance efficiency in case management and create collaborative practice. Each case is expected to run 45-48 times a year for a small group of students. The students have verbalized that they have felt a real situation and it has enabled them to analyze their readiness to reach clinical. The impact of simulation is observed in clinical practice through ease in performing and dealing with children population. In the debrief session students watch their video and identify areas of self-improvement and working in collaboration. This activity enables them to immerse into complex problems that they might not see in skill practice with ideal checklist. The students have time to engage themselves in simulation step by step and video help them to reflect on their practice. The result of self-efficacy also show that majority of the learners feel independent or can perform skill with some supervision after the simulation. The challenge that they feel is time intensity and length of the day is exhausting. This idea is easily replicated by any health care course, with addition of multi-unit people for example, nurse, doctor and allied health team. Have one case for management and distribute its various tasks on other stations like medication, teaching, feeding, patient dealing/news breaking etc. Recently, we have explained the same idea to Mental health team to use the similar way of engaging students in improving the clinical experience, as they encounter the same challenge of cases in real time. The challenge is in planning, it is intense as to plan for at least 4-6 stations in a day with pre and post simulation work, that require logistics arrangement. Team distributes the task and demonstrates equal responsibility to reach to execution of the activity. Video watching can be done with each student, however, due to time constraint it is done with small group. Students while working away from stations sometime distribute task and all work is not done by every member. We try to reinforce to do things together.

TL8 | Meeting the Drugs for Knowing Them Better

Hasan Salman Siddiqi, Amber Hanif Palla and Mahwish Fatima

When the MBBS students at Aga Khan University (AKU) medical college enter their first year, the study of drugs called Pharmacology is a completely new subject to them. After studying some basic concepts, they study different drugs relevant to system-based modules throughout their first two years. However, during the Bench to Bedside module in the 3rd year, we realized that only few students were able to extract the relevant drug related information from the actual drug package. The majority were unsure how to identify generic name, relevant dosage information and often confused the concept of drug's strength versus the dose, although these aspects were taught through Large Class Format. Thus, our objective was to develop a method to enable students to identify different aspects of drugs by observing the medication packaging.

A hands-on strategy was designed for "group-based learning" which was approved by the Foundation module committee and piloted in the Introductory Pharmacology course of Foundation module. A variety of selected common drugs in different dosage forms were purchased from AKU pharmacy. The batch of 50 students was divided into 10 groups. Each student had a handout with names of all drugs printed on it and the students had to examine the given drug package, identify the generic name and strength, dosage form and route of administration by using the information on its label and then fill the columns in the handout. The students were allowed to discuss with each other and to ask questions. Faculty members and lab staff prompted the discussion and gave the response. The individual effort, the discussion with peers and asking pertinent questions from the faculty were the salient features of this innovation which are not seen in a traditional lecture.

Amongst the total participated students (n = 100), 97% attended and submitted the filled handout with relevant information that they were asked. Out of attended participants, 48% also submitted feedback. Amongst the ones who gave feedback (n = 47), 93% appreciated the learning activity while 2.13% suggested improvements.

Reflection from a student: "This is a very smart learning approach. Practically holding and finding information about a drug gives a better understanding of the topic and its use".

The students were thoroughly engaged doing individual as well as group work and discussed their concerns with the facilitators. They found it an interesting learning activity and developed an approach that would make them independent learners even without facilitators' guidance.

Designing a hands-on activity to understand the basic approach for learning a subject turned out to be a very useful method. The students gained confidence and became independent learners. This strategy can be useful for any subject but the commitment of the faculty in proper planning and designing the activity is essential. Dividing the students into small groups is a limitation, since the queries of the students cannot be addressed individually in a large group.

Website Publications

My AKU Chronicle Experience
Erick Katana Karisa

This paper narrates my journey to Aga Khan University and the challenges I faced from the application to admission process. The experience tested my resilience, determination, and faith in pursuing my academic goals despite financial constraints. As an introvert, seeking help was challenging, but the persistence of the AKU-IED staff and my belief in education pushed me to pursue the opportunity.

My journey to Aga Khan University has been far from easy, encountering numerous obstacles from the application to admission process. A former colleague informed me about the programs at AKU-IED, sparking my interest in further studies. However, financial difficulties initially deterred me from applying. Eventually, I mustered the courage to go through the guided application procedure in June 2022 from 20th trying both the online part-time and full-time programs. Facing financial constraints, I couldn't submit the required non-refundable amount on time. I received several timely e-mail reminders from the registrar AKU-IED.A phone call from registrar few hours before the deadline led me to seek for financial assistance through 'M-pesa fuliza,' to remit the amount and submit my application.

During the interview invitation, I priorly informed my principal of an official duty in Mombasa to gain permission for attending the interview that was scheduled on 14th September 2022.While in the interview room, I saw a missed call from the principal followed by a disheartening message about unsubmitted examination marks that rattled my emotions. Miraculously, on November 28, 2022, I received a notification to join AKU-IED. Grateful for this opportunity, I now faced the challenge of fulfilling the basic requirements. Getting a passport in Kenya proved to be an arduous task, and securing study leave clearance was equally demanding due to lengthy regulations.

Determined to pursue my studies, I managed to obtain the passport and study leave clearance. However, lacking funds for a laptop, I sought a loan from a Sacco and bought second hand one.

Arriving at AKU-IED, I encountered a setback as my documents were missing in the system, raising doubts about my enrolment. Thankfully, the issue was resolved after a week, and I finally received my student ID.

Financial struggles persisted, and I confided in the registrar's office about my situation. However, despite seeking a clearance letter to withdraw from the course, the dean informed me it was nearly impossible.

Amidst the challenges, my time at AKU-IED brought significant growth in ICT skills, specifically interacting with the VLE, and the overall quality of teaching and learning proved invaluable. Graduating from AKU-IED would be a remarkable achievement, making me the first and youngest master's degree holder in my village.

Overall, the paper serves as a testament to the power of perseverance, faith, and determination in overcoming obstacles and achieving one's goals, while also highlighting the importance of nurturing equity, diversity, and inclusiveness in teaching and learning.

A SWOT: Thematic Analysis of Pedagogical Practices at Inclusive School of Pakistan
Mahwish Kamran, Nazia Bano Iqra and Sohni Siddiqui

In a country like Pakistan, where the topic of special/inclusive education remains socially sensitive, there is a pressing requirement to foster inclusivity within higher education. Nevertheless, the process commences at the foundational level, by including children with disabilities in mainstream educational settings during their early years. Inclusive education is accommodating all learners including children with disabilities in a regular classroom setting to educate them. The paper presents the findings of an exploratory research study conducted in an inclusive private primary school in Karachi, Pakistan. This case study research draws on the pedagogical practices of classroom teachers in a private primary inclusive school in Karachi where children with disabilities study alongside their peers who do not have special educational needs or disabilities. The research study aimed to explore the strengths, weaknesses, opportunities, and threat factors that could optimize the teaching and learning process of Children with Special Educational Needs (CWSN) or Children with Disabilities (CWD) in the context of an inclusive school located in Karachi, Pakistan. 16 semi-structured interviews of director administration, coordinators, and teachers were conducted. Through analysis of interviews and multiple classroom and field observations, teachers' understandings of their school's institutional values and their pedagogical practices to accommodate children with disabilities and inclusion were explored. The interviews were transcribed and analyzed using a SWOT-Thematic qualitative method.

The results of the SWOT analysis indicated how an inclusive school catered to the strengths of CWD and provided them opportunities to sustain themselves in a setup. Moreover, the study also revealed how weaknesses and threats can be coped with in the context of CWD enrolled in an inclusive school. This SWOT analysis highlights the pedagogical practices adopted in an inclusive school that are desperately needed to facilitate children with special educational needs. The current research study is significant as the school explored has been sustaining for so long, therefore, pedagogy adopted in an inclusive school to accommodate children with disabilities can be replicated in institutes of higher education. The findings indicated how the school modifies the teaching content and assessment. It also revealed the use of resources and flexible learning approaches. The institutes of higher education can redesign their curriculum in the light of findings of the current case study. Thus fostering equity, diversity, and inclusivity in higher education.

“Equalize” and “Include”
Integrating Gender and Sexually Diverse Population’s Healthcare in Nursing Curriculum
Sarmad Muhammad Soomar, Laila Akber Cassum, Farida Bibi Mughal and Afshan Akhtar

Gender and Sexual Diverse (GSD) population inclusivity in society is in demand. The stigma due to social construct and healthcare providers' lack of awareness labels GSD individuals as unhealthy and diseased. It leads to detrimental effects on the health of the GSD population. This situation is similar in Pakistan and is challenging to manage due to associated socio-cultural values. There is a dire need to educate nurses about the healthcare needs of the GSD population to promote equal healthcare access. A Quasi-experimental study design was used to assess knowledge related to health care of the GSD population among nursing students. The study used the purposive sampling technique to enroll 137 nursing students. Participants who did not provide informed written consent were excluded from the study. The data was collected using an adapted tool comprised of 1) demographic profile, 2) knowledge about identity, 3) knowledge about health needs, and 4) clinical experiences with the GSD population. The study participants were 137, with a median age of 22 years, and most female participants (89.05%). The response to pre and post-tests showed significant changes in understanding GSD populations' health. There was a 5.84% increase in understanding the term GSD, a 35.23% increase in understanding the acronym LGBTQIA+, and an 18.18% change in the belief that GSD is not normal. In conclusion, the results of this study suggest that interventions aimed at increasing knowledge regarding the GSD population among nursing students can effectively reduce stigmatization and promote inclusivity for the GSD population in society.

Perception of the Clinical Learning Environment and Burnout among Nursing Students: A Cross-Sectional Analysis Using the CLES+T Scale and Copenhagen Burnout Inventory (CBI)
Nabeela Salim, Ibrahim Shah, Nimra Asif, Kashmira Nanji and Salma Rattani

Nursing students encounter a multitude of challenges throughout their academic journey, notably, the rigorous demands of clinical placements immerse them in real-world healthcare settings. The quality of the clinical learning environment and the support extended during this phase play a pivotal role in shaping student's learning experiences and their overall well-being. Burnout is an issue that has been observed among nursing students, exerting a negative impact on their academic performance and future nursing practices. It is essential to comprehend the interplay between the clinical learning environment and burnout to devise effective strategies for enhancing students’ well-being and ensuring the development of proficient nursing professionals.

This study aims to assess students' perception of the clinical learning environment and their levels of burnout. Also, to assess the correlation between leaning environment and burnout levels.

This is an analytical cross-sectional study that will evaluate how nursing students perceive their clinical learning environment and the level of burnout using CLES+T scale and Copenhagen Burnout Inventory (CBI) scale. Participants will be 3rd and 4th year nursing students enrolled in undergraduate program at a private university recognized by the Higher Education Commission (HEC) and Pakistan Nursing and Midwifery Council (PNMC). Using the purposive sampling method all the nursing students enrolled in 3rd and 4th year will be invited to participate in the study. Accordingly, approximately a total of 274 nursing students are expected to participate in this research. Data will be analyzed using SPSS version 21, employing chi-square test and regression models to explore the relationships and factors influencing students' experiences and burnout levels in clinical.

After approval of Human Research Ethics Review Committee, eligible participants will be approached and invited to participate in the study. They will receive a detailed explanation regarding the study, along with the written informed consent that outlines potential risks and benefits before data collection. Privacy and confidentiality of participants will be maintained during data collection. Hard data will be secured through a lock and key and soft data will be password protected in the computer. Participants’ responses will not have any impact on their status as individual students.

The clinical learning environment and burnout among nursing students will be researched. The findings will contribute to enhancing nursing education and fostering more supportive learning environment.

Finding Joy in the Teaching Profession: A Personal Reflection
Ambrose Albogast

In this personal reflection, I, Ambrose Albogast, an experienced educator, explore the challenges and rewards of the teaching profession. Drawing from my own experiences, I share strategies for finding joy and fulfillment in teaching. These strategies include maintaining a positive mindset, building meaningful relationships, setting realistic expectations, prioritizing self-care, and pursuing professional development. By implementing these strategies, educators can enhance their well-being and job satisfaction. This personal reflection has implications for teacher training and support programs, promoting teacher well-being and overall professional fulfillment.

Instructional Design Models

Sameen Rahat and Amber David

Instructional design models serve as structured frameworks for the development and delivery of effective educational materials and experiences. These models, which have evolved over time, provide a systematic approach to the creation of instructional content that aligns with educational goals and learner needs. This abstract explores the significance of instructional design models in the field of education, highlighting their role in enhancing learning outcomes and facilitating the design process. Instructional design models are essential tools for educators, instructional designers, and curriculum developers. They help in the systematic planning, organization, and delivery of educational content, ensuring that it is engaging, effective, and relevant to the intended audience. By following these models, educators can develop learning experiences that accommodate diverse learning preferences, making education more inclusive and accessible. This abstract delves into several prominent instructional design models, such as the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model, the SAM (Successive Approximation Model) model, and the AGILE model, among others. It discusses how each model offers a unique approach to designing instruction, with varying stages and methodologies, allowing educators to select the most appropriate model based on their specific context and goals. Furthermore, this abstract explores the impact of technology on instructional design models. In the digital age, e-learning and online education have become increasingly prevalent, necessitating adaptations of traditional instructional design models to suit the virtual learning environment. The abstract discusses how these models are evolving to accommodate online learning, incorporating multimedia elements, interactivity, and adaptive learning technologies. In conclusion, instructional design models are essential instruments for educators and instructional designers, facilitating the development of educational content that is both effective and appealing. As education continues to evolve and adapt to changing technological paradigm, these models remain at the forefront to ensure that learning experiences are optimized to enhance the educational outcomes of learners across the globe."

Use of Simulation in Developing Empathy in Undergraduate Mental Health Nursing Students in Dealing Patients with Auditory Hallucination.

Sharfia Lalani, Razia Bano Momin, Zahra Tharani, Sehar Aslam, Mystafa Mohammed and Saba Khan

Simulation is an essential teaching and learning method in undergraduate mental health nursing courses, particularly for fostering empathy towards patients experiencing sensory perception alterations. The rationale for using simulation in this context is twofold. Firstly, empathy is a crucial aspect of mental health nursing; immersing students in realistic scenarios through simulation helps in developing a deeper understanding of the challenges faced by patients with auditory hallucinations. Developing empathy through a simulation-based strategy is linked with Kolb's experiential learning cycle, which is concrete experience, reflective observation, abstract conceptualization, and active experimentation. The simulation experience follows a stepwise process, beginning with a briefing session where students are provided with an explanation of the simulation activity's purpose and process. Subsequently, students were tasked with being grouped into trios to act either as a patient with mental illness, a nurse, or a distractor. This distractor would be symbolic of the auditory hallucination and would whisper negative comments to the simulated patient. Later the roles were switched so that each individual had the experience of being in the shoes of a patient with auditory hallucinations. At the end of the dramatization/role play, the participants were asked to reflect on their experience. The simulated patient and nurse expressed feelings of fear and confusion. Both faced challenges in understanding and concentrating on auditory hallucinations. The debriefing session provided students with an opportunity for self-reflection. The students appreciated the empathy-based simulation and recommended its inclusion in mental health nursing skills. Evidence and impact: Simulation based experiential learning facilitates and enhances skills in a supportive environment considered non-threatening and room for error in a safe zone (Knudson, 2013; as cited in Brown, 2015). The simulation strategies are effective in developing and improving empathy in mental health nursing students. (Bas-Sarmiento et al., 2020). The simulation also plays a pivotal role in enhancing communication skills, critical thinking and problem-solving abilities thus, building confidence among nursing students (Farooq, Tharani, Begum, & Parpio, 2020). Integrating simulation into the undergraduate nursing curriculum offers an innovative approach to preparing students for clinical practice and ultimately improving the quality of care for patients with mental illness. Simulation-based education is being implemented in healthcare educational institutions.

However, more efforts are required to develop empathy in other nursing and medical courses. Undergraduates may be able to apply knowledge, skills, and self-efficacy to clinical practice more broadly as they develop greater confidence, knowledge, and abilities, as well as potentially better self-reflection and self-efficacy, particularly once the transition to graduate practice is made. Moreover, simulation-based strategies are in place in other subjects, like medical/surgical nursing, midwifery, and other disciplines, to improve the quality of patient care.

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We wish to thank the following members for their time, efforts, and contributions into making this conference possible.

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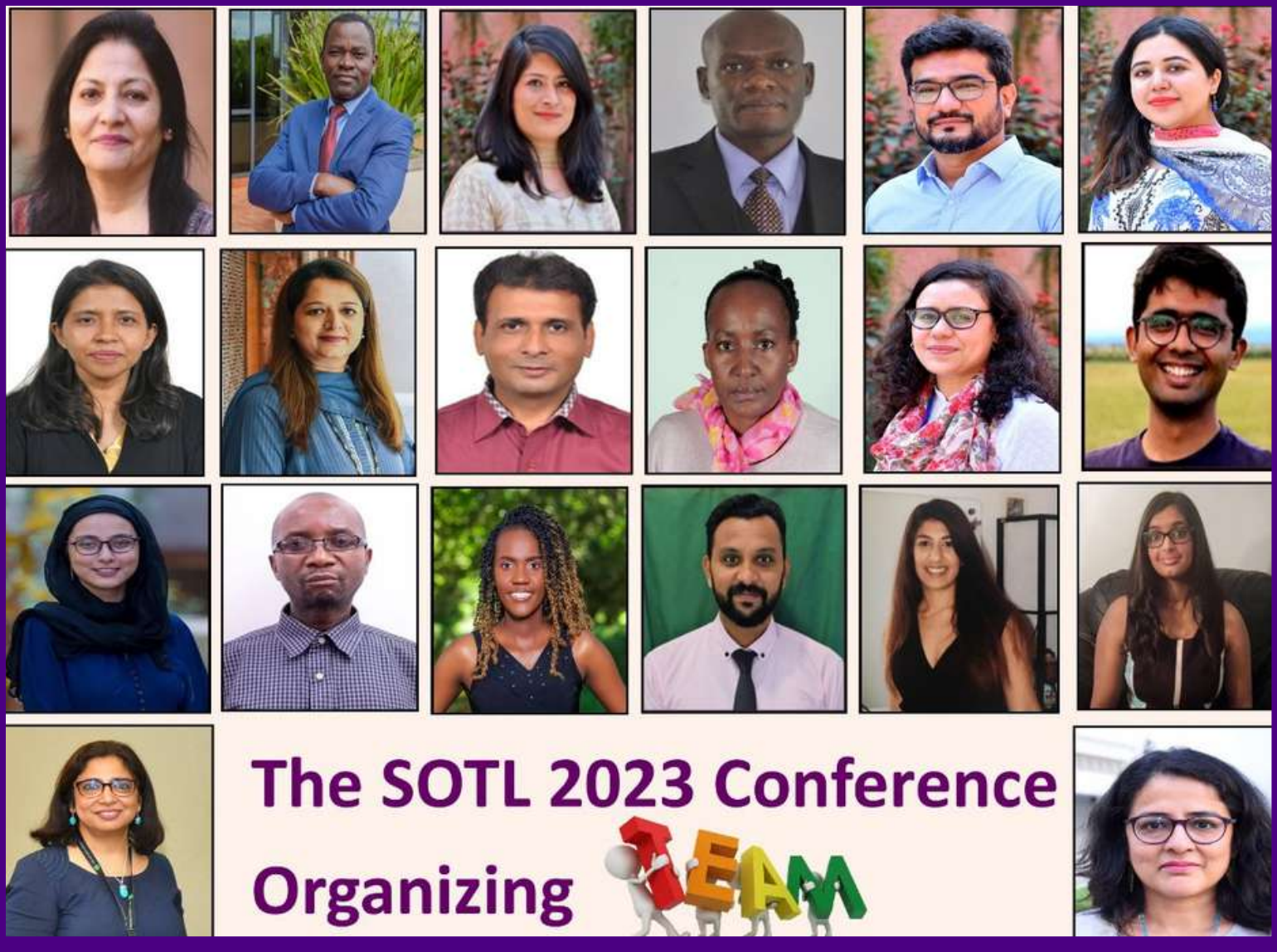
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‘The results of our analysis send a clear message stronger faculty are good for student success. Investing in faculty development yielded a significant increase in persistence. In fact, the percentage point lift associated with this effort was more significant than that for many of the tried-and-true initiatives.’ (Civitas Learning, 2023, page 9)