

## Chapter 11

# Training Programs Guide

Qassim University aims to develop the cognitive and performance capabilities of students, faculty and administrators, so the Deanship of Quality and Development and the Center for Leadership and Capacity Development have been established to undertake the mission of enlightenment, education and training in order to guide faculty members and improve their performance and ensure the quality of the outputs of the educational process, through the continuous development of the performance of members. The teaching and learning faculty in the fields of teaching and learning. Many of my innovations that work to bridge the gap between the knowledge and skills of faculty members and the level required to achieve performance, hence the traditional ways and strategies of university education seems unable to meet the individual requirements, and become the need for the application of what is a novelty issue cannot be delayed.

The university has developments that call for considering the training courses offered to the university faculty member on its various research, teaching and community service roles. While assessing its performance, it was guided by the Saudi Qualification Framework (SAQF) as it represents the broad categories of learning outcomes that the education program is intended to achieve.

Therefore, it is no longer acceptable to teach the student knowledge through theoretical explanation and clarification in the classroom, and it is no longer acceptable for the student to receive information passively. Active can gather information and data, and can discuss and solve problems, and has the ability to explore and investigate, so that it can deal with many life situations, using technological innovations consciously and knowingly, and employ its potential in teaching and learning.

Therefore, it is important to emphasize the teaching practices in the classroom through actual teaching in the mini-workshops that provide feedback on what the faculty member is doing. In order to achieve the quality of teaching and evaluation, it is important to hold such a program for new faculty members in terms of acquiring the necessary teaching skills for them in their university work, preparing them for their courses, whether paper or electronic, and preparing them for the material file, and evaluating them.

## **The Orientation Program Goals**

### **The General Objective of the Program**

This program targets all new faculty and similar staff. It aims to train new faculty members in the planning and design of teaching and learning attitudes, and the use of new methods, strategies, models and approaches to achieve the quality of teaching and to emphasize to support efforts to improve its quality, while training them on how to employ technological innovations in teaching, as a teaching aid for students, and increase their awareness of recent trends In the educational assessment, to achieve the indicators associated with the assessment of students, to gain them teaching skills based on positive and effective based on an in-depth understanding of teaching / learning theories.

### **Detailed Objectives of the Program**

The current program seeks to:

- Improve the teaching and learning environment in an active and balanced manner, working to provide the necessary information and skills to the parties of the educational system.
- Faculty members are aware of the process of planning, designing

and implementing educational attitudes.

- Identify the foundations of building curricula and curricula and how to convert them electronically.
- Providing faculty with the necessary expertise to plan teaching sessions.
- Proficiency in teaching and learning strategies.
- Enlighten teaching staff with teaching materials and ways of using them in teaching.
- The use of faculty members for new methods of evaluation, and identify ways to prepare the tests and formulate questions and translated into an examination paper, with the establishment of a bank of questions in the subject.
- Training new faculty members on teaching skills in accordance with the steps of micro-teaching.

## Expected Outputs of the Program

After the faculty member passes the program, he should be able to:

- Achieve consistency of targeted student learning outcomes and outcomes with the Saudi Qualifications Framework.
- Formulate learning outcomes consistent with professional practice requirements in Saudi Arabia.
- Develop educational plans in the form of integrated packages of educational experiences.
- Characterization of courses according to scientific and educational methods.
- Achieve consistency of content with course vocabulary and strategies
- Involve the student in designing the learning environment according to his / her own preparations and abilities.

- Training the student on discussion and dialogue and ask critical questions and answer scientific problems by providing a safe classroom environment, in which the student expresses his opinion freely.
- Linking previous learning experiences with the new experiences of the student, in a manner that enables him to deal with human experiences in an integrated manner.
- Preparing the student's personal work file while respecting the student's choices in evaluating the student.
- Employ technological innovations in teaching to bring new information and skills to the student.
- Provide educational learning experiences that support opportunities for cooperation between students.
- Encourage the student to self-learning by directing them to different learning resources.
- Linking educational activities to the needs of students and the nature of individual differences existing between them.
- Provide reinforcement that motivates students to research, explore, discuss, and solve problems.

## Program Implementation Mechanisms

The program includes several mechanisms such as:

- Five training modules with two training days per module.
- Training on planning and design of teaching and effective teaching skills.
- Practical training through attitudes on ways and means of dealing with students.
- Use of micro-teaching mechanism, lecture activities, working groups, case studies, project work and educational simulation.

- Organization of workshops to build specifications for the examination paper and how to establish question banks, as well as to discuss some teaching and learning issues and some of the problems facing faculty members in their daily teaching.

## Training Methods Used

- Lectures: Depends on the explanation and clarification of information using verbal symbols, preferably less use, or supported by audiovisual aids.
- Multimedia: Used when viewing the training material using the Data Show device, including text, animation, static and data.
- Discussion: Depends on asking relevant questions to solicit trainees' ideas and participate in presenting their opinions on the topic of discussion.
- Field visits: Depends on the trainee's tours outside the training place to observe the teaching performance of some faculty members or watch the performance of their colleagues and record their observations.
- Spraying work: It is based on collaborative work in small groups and within a structured timetable in which targeted discussions about teaching strategies, or simulating teaching situations through the presentation of micro-teaching positions.
- Brainstorming: trainees are given an issue or problem and are asked to think about it according to certain steps, starting with avoiding criticism and ending with new ideas about the issue or problem.
- Case Study: A description of a realistic teaching situation that sheds light on a problem, which can be solved in multiple ways, by applying certain principles and theories provided to the trainee.

Micro-teaching: the core of the course, where faculty members practice a teaching skill in front of colleagues at a specific time, and then watch his performance of the skill recorded on video, and provide self-criticism of what he has done, and then colleagues provide their

views on the performance of the colleague of the skill, In the light of the feedback he returns the skill again to be able to perform.

## Training Bags and Selection of Trainers

The training package complies with international standards and includes literature, illustrations, aids, training sessions and practical cases. The trainers who have the necessary training competencies are selected according to the following criteria:

- Scientific and practical experience about the task to be carried out:
- Have the ability to communicate and communicate, and to develop human relations with the trainees
- Ability to brainstorm creative ideas
- Ability to analyze and transform the theoretical frameworks into practical applications related to teaching situations.

## Evaluation of the Program

The program is evaluated by the following mechanisms:

- The trainer is evaluated by the trainees according to a card prepared for this purpose.
- The trainee is evaluated by offering them a lesson in their field of expertise in front of colleagues. The trainee then watches a recorded video of his teaching skills and does himself. This is followed by a peer commentary on his teaching performance in the mini-teaching cycle, thereby obtaining immediate feedback, and can implement the skills that he failed once again.
- You can refer to the actual performance of the faculty member, and find out the amount of change in his performance after the end of the training session.

## Available Courses

1. Formulate educational objectives
2. Assessment of educational needs
3. The use of the Internet in forensic education
4. The use of electronic whiteboard in teaching
5. Program Description and Report
6. Course Description and Report
7. Using the mobile in teaching
8. Planning and organizing the university curriculum
9. University curriculum development
10. Make your lessons comprehensible
11. Respond to student differences
12. Skills of using modern technology in scientific research
13. Establish quality systems in colleges
14. Tele-education interactive teaching
15. Communication skills and the art of dealing with others
16. Program Quality Assurance System 1
17. Obtain research support from Qassim University
18. Establish quality systems in supporting deanships
19. Building the course electronically
20. Program Quality Assurance System 2
21. Teaching to large groups
22. Learning outcomes and direct measurement of academic program performance



23. Learning outcomes and direct measurement of the performance of academic programs.
24. Indirect measurement of program performance
25. Introduction to E - Learning
26. Time management skills, stresses and crises
27. Solving problems in the work environment.
28. Skills of using teaching aids.
29. The use of computers in office work
30. Learning and information processing strategies
31. How to explode the creativity of the university student
32. The use of computers and the Internet in university teaching.
33. The use of video, film and audio tapes in university teaching
34. The use of computer in the preparation of slides, transparencies and flyers
35. E-learning and its use in scientific research
36. Research Writing Skills
37. Thesis Writing Skills
38. Description and report of programs and decisions
39. Performance indicators and benchmarking
40. Research skills in electronic information sources
41. Methodology in the planning of scientific research
42. Preparing self-study reports for the program
43. Research and thesis preparation template
44. Scientific supervision of students
45. Total Quality Management



46. Competitive research projects
47. Strategic Planning
48. Successful educational planning skills
49. Psychological tests and measures
50. Academic excellence skills of the university student
51. Skills of academic excellence in university students.
52. the management of change
53. Evaluation of university student skills
54. Essay and objective achievement tests
55. Evaluation of university learning outcomes.
56. SPSS applications in scientific research
57. Computer presentation and presentation
58. Kaizen (Continuous Improvement)
59. The art of motivation
60. Self-Development Skills
61. Development of Leadership Skills
62. The ten habits of successful personality
63. thinking skills
64. Quality of life for university students
65. Visio Software
66. Microsoft Office Access
67. Guidance and guidance for the university student
68. Photoshop
69. Arabic language for non - native speakers

70. Quality assurance and program self-evaluation
71. The power of focus at work
72. English for non - native speakers
73. Practical training in communication skills in English
74. The use of technology in the service of the Koran
75. Performance indicators and benchmarking
76. E - Learning Management System
77. Color theories in design
78. Electronic management
79. Microsoft Office Word
80. Foundations of decorative design using computer
81. The use of technology in the service of the Sunnah
82. Intellectual Property Protection for Electronic Courses
83. Project management
84. Ways of acquiring knowledge
85. Training of trainers
86. Developing creative thinking
87. End Note program
88. Build and manage teams
89. Mental maps using the computer
90. Microsoft Office One Note 2010 ....
91. Successful dialogue skills
92. Snagit 10 Program
93. CAMTASIA STUDIO 7

94. Foundations of decorative design using computer
95. Developing legal skills for academic leaders
96. Quality management from a legitimate and systemic perspective
97. Preparing university tests according to the total quality standards
98. Developing the legal skills of women academic leaders
99. Flash animation design
100. Flash presentations design
101. Electronic Questionnaire Design
102. Digital image processing
103. Web Tools 2.00
104. Design tutorials
105. Using wikis in education
106. Facebook as a learning management system
107. Face book as LMS
108. Learning Management System Bridges
109. Use of Twitter in Education
110. Using RSS in education
111. Design of electronic tests
112. The Six Hats Program
113. Multiple Intelligences Program
114. Habits of Mind
115. Schamber Creative Thinking Program
116. Risk program for critical thinking
117. WHAT NEXT program for the development of creativity and

forward-looking?

118. Creative Writing

119. Bright Stars program to develop the creativity of preschool students

More on these programs on the Center of Leadership and Talent Development's website at:

<https://cltd.qu.edu.sa/>



