

Training Report



ADVANCED TRAINING ON OUTCOME BASED EDUCATION (OBE) AND STUDENT-CENTERED LEARNING (SCL)

April 24- May 3rd

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Outcome-Based Education and Student-Centered Learning

Advanced Training (April 24th - 03rd May 2016)

Background:

Higher Education is a major driver of economic development and the imperatives for countries to upscale employment skills demands for quality teaching and learning within higher educational institutes. Universities want to be recognized as providers of good quality education, ensure their reputation and wants to demonstrate their performance by responding to student's demands by assuring them that their education will lead to good jobs and will give them the skills needed for a successful person in the society.

In post-conflict countries such as Afghanistan, where many teachers still follow decades-old syllabus and traditional teacher-centered pedagogy approaches, struggles to adapt to the modern teaching and learning approaches. The Government of Afghanistan (GoA) by recognizing the strategic importance of human capital in the modern global knowledge economy, and its direct impact on the economic development, has placed higher education as one of its priority. The Ministry of Higher Education (MOHE) is aware of the fact that higher education is becoming more internationalized and its role in contributing to new areas (such as evidence-based policy making, innovation, local and regional development) and to produce appropriately skilled workforce that can respond to the challenges of the 21st century is growing.

The quality of teaching matters the most in higher education, the MOHE has therefore taken a series of initiatives including short-term and long-term training for teacher of public universities on Outcome-Based Education, Student-Centered Learning, and the use of Information and Communication Technology (ICT) for improved pedagogy and student-teacher interaction. In order to foster a climate conducive to the recognition of teaching quality as a priority in public universities, and to employ innovative evaluation instrument so that the impact on the quality of learning outcomes could be measured, MOHE has layout a strategy that will pave ways for the implementation of modern teaching and learning approaches in public universities.

Approach:

The MOHE's approach is to work on multiple fronts for the implementation of OBE-SCL in public universities of Afghanistan. This includes but is not limited to;

- ✚ Awareness and capacity building through series of workshops and seminars on the importance of OBE-SCL in modern higher education
- ✚ Selection of OBE-SCL champions that will help in the implementation of OBE-SCL in their universities and faculties
- ✚ Universities and faculties to design policies that will ensure conducive environment for teachers to complete OBE-SCL training/certification and implement it in their courses and programs
- ✚ MOHE to set-up a mutually recognized certification with University Technology Malaysia (UTM) and MOHE

- ✚ MOHE will design a By-Law making it mandatory for all new-coming and mid-career teacher to obtain OBE-SCL certification
- ✚ OBE-SCL certification set a criterion for teacher's performance and promotion
- ✚ OBE-SCL is integrated in the infrastructure plan and packages for Masters scholarships

OBE-SCL Training:

Subsequent to the introductory training on OBE-SCL in November, 2015 with the cooperation from UTM, the MOHE, considering the needs and interest, has organized an advanced OBE-SCL training for a relatively larger target group. Four senior international OBE-SCL experts from UTM are invited to conduct an 8 days training from 24 April to 03 May, 2016.

Selection of Participants:

The participants of the training are carefully selected, considering their attendance and performance in the previous OBE-SCL training, their age, knowledge of English, their position in their faculty, and with the intention to have at least one teacher from each discipline/department. The rationale behind inviting teachers from each faculty is to use them later as champions/master trainer for their own faculty.

An official letter requesting all chancellors of public universities is sent, additionally they were contact via telephone (a favored way of communication in Afghanistan) and emails to speed up the process of selecting qualified teachers from each university. An online registration form (<http://bit.ly/1RoUP8n>) is developed where all nominated teachers were asked to register themselves, the idea behind online registration form is to create a database where we could keep track of the teachers who actively participated in the training, and who could later report on the implementation of OBE-SCL in their courses.

The actual number of participate who attended the training is 175; the table below provides an overview of participants from different universities (further details on individual participants are provided in Annex I).

No#	University	Number of participants	Representation from Faculties
1	Kabul University	13	Engineering, Social Science, Computer Science, Sharia law, Environmental, pharmacy and Geo Science.
2	Kabul Medical University	5	Allied Health Science, Dentistry, Curative medicine and Nursing.
3	Kabul Educational University	5	Sociology, Language & Literature and professional and Education
4	Kabul Polytechnic University	6	Electro mechanic, Geology and Mining, Geometric and cadaster, Water Resources and Chemical Technology.
5	Khost University	18	Journalism, Law, Education, Computer Science, Medicine, Economics, Sharia (Islamic Law) and Engineering and Agriculture.
6	Takhar University	13	Education, Economics, Engineering, Agriculture, Sharia Law and Law and Literature.
7	Kunduz University	13	Law, Stomatology, Education, Agriculture, Veterinary and Computer Science and Economics.
8	Balkh University	1	Engineering
9	Heart University	8	Economics, Social Science, Journalism and Mass Communication, Medicine, Education and Literature.
10	Jawzjan University	3	Chemical Engineering, Social Science and Education.
11	Ghor University	5	Agriculture, Literature, Natural Science and Islamic Culture.

12	Kandahar University	14	Engineering, Economics, Education, Law, Social Science, Literature, Journalism and Computer Science.
13	Badakhshan University	3	Social Science and Literature
14	Panjsher University	3	Geology and mine, Sharia and Education.
15	Nangarhar University	14	Engineering, Economics, Agriculture, social Science, Law, Education, sharia and Journalism.
16	Parwan University	4	Education, Literature, Economics and Computer Science.
17	Samangan University	2	Education
18	Wardak University	1	Agriculture
19	Badghis University	4	Education, Agriculture and Economics.
20	Daikondi University	1	Education
21	Sare pol University	3	Education
22	Faryab University	4	Education
23	Kunar University	5	Education, Agriculture, Economics, sharia and Computer Science.
24	Sare-pol University	3	Education
25	Ghazni Technical University	2	Geology and Mine
26	Ghazni University	1	Education
27	Helmand University	1	Education
28	Uruzgan University	1	Education and Training Faculty.
29	Paktia University	3	Education, Law and Agriculture
30	Bamyan University	4	Education, Social Science and Natural Science.
31	Paktika University	3	Education
32	Baghlan University	4	Education, Economics, Language and Literature.
33	Laghman University	2	Agriculture and Social Science.
34	Albironi University	7	Education, Agriculture, sharia, Medical, Engineering and Journalism.
35	Logar University	1	Education
36	Farah University	1	Education

Training Objectives:

The main objective of this training is to;

- ✚ Enlighten participants on curriculum design, planning and documentation
- ✚ Guide participants to develop program objectives, program outcomes and course outcomes; as well as getting them linked to the assessment requirements

- ✦ Highlight best practices in modern higher education
- ✦ Enlighten participants on the importance of the various assessment types and tools that can be employed, both at the course and program levels
- ✦ Guide participants on developing the key performance criteria and descriptors
- ✦ Impart an overall view of conducting student centered learning in classes
- ✦ Implement active teaching and learning techniques to engage students in learning
- ✦ Guide participants to form learning teams among students, and be able to support and develop team work skills among students

Expected Outcomes:

By the end of these training, participants will be able to;

- ✦ Understand the importance of OBE and prepare an overall OBE plan for a program.
- ✦ Develop and write effective program objectives and program outcomes
- ✦ Explain the importance and be able to select appropriate assessment tools
- ✦ Prepare performance criteria for course and program level outcomes
- ✦ Explain the needs to shift to students-centered learning methods and be able to create an effective learning environment in the classroom
- ✦ Design and plan an aligned learning environment to support students learning using informal cooperative learning activities
- ✦ Form and support development of learning teams in classrooms
- ✦ Explain formal cooperative learning structure and its principles
- ✦ Design and plan learning environments that support the development of learning teams

Modality of the Training:

Considering the large number of participants, two groups were formed. One group followed modules on Student-Centered Learning (SCL) while at the same time the other group followed modules on Outcome-Based Education (OBE). Prof. Shahrin and Prof. Siti Hawa led the OBE module and Dr. Helmi and Dr. Khairiyah led the SCL modules. Masoom Hamdard replaced Prof. Shahrin in the second week of the training since he has to go back to Malaysia.

All participants were asked to bring their teaching materials along so that it can be used and modified during the training sessions. A number of individual and group assignments were conducted to encourage engagement from each participant. Four workbooks, two for OBE and two for SCL were provided to each participant. The workbooks were mainly used for exercises during the training and contained lecture support materials.

Assessment Approach:

In addition to attending the training on OBE-SCL, the participants are also expected to implement OBE-SCL approaches in their courses and later on in their programs and universities. In order to know if the participants have grasped the subjects taught to them and whether they are capable to implement it in their courses, an assignment is given to all participants to develop a portfolio (see annex II for guidance on writing a portfolio), where each participant has to reflect on the modern teaching and learning approaches, and provide evidence on the implementation of OBE-SCL in their courses. A deadline of 15th July, 2016 is given to submit their portfolios. The portfolios can be writing in both English and local languages, once submitted it will be filtered by HEDP Teaching and Learning expert and then it will be forwarded to experts from UTM. Upon successful assessment of the portfolio participants will be awarded Level (I) OBE-SCL certification.

The portfolio will also be used as a criterion for the selection of OBE-SCL champions. The OBE-SCL champions will be provided further opportunities to master the concepts of OBE-SCL and would become national level OBE-SCL experts, they will have the know-how of training other teachers on the subject matter. OBE-SCL champions to obtain Level (II) certification to be recognized as trainer of trainers.

Participant's Reflection on the Training:

What have you learned from this workshop?

Overall the training was evaluated satisfactory by the participants, since the concept of Outcome Based Education (OBE) and Student Centered Learning (SCL) is new to all universities and faculty members. They were devoted to the workshop and expressed their experience on a wide range of thoughts:

Some of the feedback received from the participants are documented below.

"Much, how to align your course with OBE and the criteria of assessment, Bloom's taxonomy, cognitive domain, selecting of assessment task and reflection and much more... thanks to HEDP".

"SCL, OBE, ICL and many other approaches. I learned how to apply student centered learning in classes even in large classes."

"OBE, SCL, rubrics, principles of OBE, program outcome, course learning outcome, assessment, CQI, OBE curriculum, Assessment Cycle, TLA, CLO...".

"I learned how to make changes and improve our university by increasing the student's knowledge according to OBE workshop".

"Process and components of OBE including: developing EDO, CO and AO. I also learned about assessment as a crucial part of OBE. And how assessment help us improve the quality of a program".

"How to design a program outcome as a head of department in my university, as a teachers too. How to apply all above outcomes in my class. How to make a portfolio and rubric".

"I have learned many several essential points about the development of capacity. How to get a good result from every aspect of lessons, even if it will be applicable to my personal life as well. OBE was the

key word. Techniques of implementing these essential strategies in the university, class and department level.”

What to improve in the workshop?

We got numerous comments on ways to improve the workshop. Followings are some.

“Overall, the whole components of the workshop were good but had problems in some areas like; not a proper place for group working, voice problems too high or too low, tea breaks not on time”.

“Workshop duration must be extended to go through by details. On the other hand our course syllabus must be checked by trainers”.

“More videos, submitting the PPT before the start. Giving chances to teachers to go out of Afghanistan and participating in developed countries”.

“All the contents should be included in the book. Some of the slides were not included in the book, students needed to take photos instead, which created problems in the lecture sessions”.

“The second part of the workshop was more of a lecture. I request more activities by participants and their involvement in the class”.

“You should give more time to each session in order to understand the concept of OBE-SCL deeply. I mean the whole time for the workshop was not enough”.

“More time management, more group works and paring works and more discussion on each activity and giving more practical examples”.

“The workshop must have specific lectures for specific faculties and related departments”.

Lessons Learned:

- Large Number of participants in the workshops that created many challenges in terms of logistics and other areas. In future workshops small number of participants is suggested.
- Many teachers/participants would only come and sign the attendance sheet and then leave the hall for other private business. This should not be permitted in future and proper mechanisms need to be considered where participants can fully participant in the training
- Incase of large number of participants bigger halls for groupwork and activities are suggested. Availability of big space with movable tables and chairs that can easily fit participants and is conducive for group work.
- Prior workshop-related printed materials like books, brochures and journals should be made available in enough number so that each participant can get it on time.
- Arrangement of translation facility for participants where needed, In case of having teacher unable to understand proper English.

- Time Management before and after the workshop, MoHE officials like Deputy Minister and Minister could be requested to appear on time for their speeches in order to prevent time loss. Time during the breaks could be affectively managed as well, by requesting participants to enter the training hall right after the break ends.
- Coordination between teachers coming from provinces and related authorities of Ministry of Higher Education. Accommodation, travel expenditures, payrolls and exchanging Maktoobs are issues that should be pre-organized by the finance and Admin in order to avoid any further inconvenience.
- Based on teacher's comments bringing some necessary changes in the lecture series with the collaboration of foreign trainees. More, sufficient and related pictures, videos and charts must be brought in to lectures.
- Training materials should be provided to all participants both in hard copies as well as in electronic format.

Annexes:

Annex I: List of Participants:

S. N O	Full Name	Faculty	Position
1	Asadullah Hamid Pyarokhil	Veterinary Science	Head of department and lecturer
2	Bashir Ahmad Jawaid	Engineering	Head of Department
3	Faridullah Farahmand	Social Sciences	Lecturer
4	Kaawoon Sahak	Environmental science	Lecturer
5	Mohammad Tahir Sarfaraz	Sharia and law	Lecturer
6	Mohammad Tariq Meeran	Computer Science	Lecturer
7	Nommanudien Naibkhil	Pharmacy	Lecturer
8	Shekiba Hilal	Psychology and educational sciences	Lecturer
9	Spozmay Oriya	Psychology and educational sciences	Lecturer
1 0	Wafaurahman Wafa	Environmental Sciences	Head Of Department
1 1	Ziauddin Haneef	Sharia Law	Lecturer
1 2	Samiullah Sofizada	Geo- Science	Lecturer
1 3	Syed Sher Shah Sadat	QAAD	Lecturer

S. N O	Full Name	Faculty	Position
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1	Brishna Dawlaty	Allied Health Science	Lecturer
2	Hayatullah Jawad	Nursing	Acting Academic Affairs Chancellor
3	Mohammad Isaq Mohammadi	Nursing Faculty	Lecturer
4	Nooria Atta	Curative medicine	Head of research department
5	Mohammad Haris Taheri	Dentistry	Lecturer

S. N O	Full Name	Faculty	Position
1	Allah Mohammad Behzad	Professional and educational Science	Lecturer
2	Anosha Zafar	Language and literature	Lecturer
3	Zohra Latifi	Education	Lecturer
4	Sayed Javid Hamidi	Sociology	Lecturer
5	Baitu Rahman Roodwal		Lecturer

S. N O	Full Name	Faculty	Position
1	Sohaibullah Zarghoon	Electro mechanic	Lecturer
2	M. Zuher Sultani	Geometric and Cadaster	Lecturer
3	Naseer Ahmad Sultani	Geology and Mining	Lecturer
4	Ah.Wahid Sekandari	Water Resources Eng.	Lecturer

5	Abdul Wasin Noori	Chemical Technology	Lecturer
6	Hamidullah Turabi	Water Resources Eng.	Lecturer

S. N O	Full Name	Faculty	Position
1	Abdulwwahab Ayoubi	Law and political science	Lecturer
2	Ahmad Javid Shakib	Journalism and Public Relations	Head of Department
3	ALI JAN ADIL	EDUCATION	Head of Department
4	Habibullah	Computer Science	Lecturer
5	Hadi ur Rahman Hadi	Languages and Literature	Lecturer and Deputy Dean
6	Hamidullah Hamid	Medicine	Head of the department
7	Hazrat M. Bahar	Journalism	Lecturer
8	Hisamudin Rahimzai	Sharia (Islamic law)	Now Lecturer
9	Mohammad Anwer Anwer	Computer Science	Lecturer
10	Mumtaz Ibrahim	Veterinary	Head of Para clinic Department
11	Rahmanullah Rasa	Economics	Head of Department and lecturer
12	Raidy Gul Hamdard	Engineering	Lecturer
13	RAIS KHAN OLFAT	Engineering	Lecturer
14	ROSHAN HAIRAN	EDUCATION	LECTURER

15	Sahib Shah Sayad	Agriculture	Head of Department
16	Sayed wali shah Mandozai	Economics	Chairperson of BBA. Department
17	Sediq Omar	Agriculture	Lecturer
18	zarwali sediqi	Social sciences	Head of Department and Lecturer

S. N O	Full Name	Faculty	Position
1	Ahmad Fawad Ehsas	Engineering	Deputy Dean of faculty- Lecturer
2	Ahmad Irshad Barekzai	Law and political science	Head of Department
3	Fareed Ahmad Bashardost	Public Administration and Policy	Dean of faculty
4	Khadem hussain Saeedi	Education	Lecturer
5	Khwaja Muhammad Ahmadzai	Economics	Head of department
6	Qudratullah Nazari	Education	Vice head of faculty
7	Rahmatullah Katawazai	Languages and Literature	Head of department
8	Sayed Ahmad Mahboobi	Computer Science	Head of Department
9	Sayed Anwer Shah Abed	Journalism	Lecturer
10	Sultan Mohammad Sirat	Agriculture	Head of Department
11	wahidullah Azami	Sharia	Lecturer of Islamic studies Department
12	Dr.Zarghoun Tareen	Medicine	Lecturer
13	Najibullah Rafiqee	Medicine	Lecturer
14	Naqibullah Kargar	Engineering	Head of department

S. N O	Full Name	Faculty	Position
1	Abdul Qayoom Qaeem	Economics	Associate Dean
2	Abdul Wahab Shams	Social Sciences	Head of Department
3	Aziz-ur-Rahman NIAZI	Medicine	Dean of Faculty of Medicine
4	Faisal Karimi	Journalism and Mass Communication	Lecturer
5	Ghulam Rabbani Osmani	Faculty of literature	Lecturer
6	Nasim Tahsildar	Education	Lecturer
7	Nazir Ahmad Tookhy	Veterinary	Head of Department
8	Toufiq Sarwarzada	Literature	Assistant Professor of English and Head of Department of Foreign Languages

S. N O	Full Name	Faculty	Position
1	Abdul Jamil Nazary	Education	Lecturer
2	Hedayatullah Akbari	Sharia	Lecturer
3	Abdulhay Zafary	Languages and Literature	Lecturer
4	Ainuddin amani	Agricultural faculty	Lecturer
5	Mir Azmuddin Hashimi	Education	Lecturer and CEQA lead of Takhar University
6	Mohammad Qasem Aria	Education	Lecturer, Head of department, Vice chancellor for students affairs
7	Mohammad Sulaiman Rostayee	Education	Head of Department
8	Ramin Rayee	Faculty of Agriculture	Lecturer

9	Sayed Javid Azimi	Civil Engineering	Lecturer
10	Wahidullah Mwoahid	Economics	Head of Department
11	Jamaluddin Hamidi	Sharia	Lecturer
12	Habiburahman	Law	Lecturer
13	Ab.Qawi noori	Literature	Lecturer

S. N O	Full Name	Faculty	Position
1	Abdur Rahim abidi	Stomatology	Dean
2	Ahmad Nabi Stanikzai	Economics	Head of Department
3	Babrak Karwand	Veterinary	Dean
4	Enayatullah Hamdard	Veterinary Science	Lecturer
5	Gulaqa Anwari	Agriculture	Dean of faculty
6	Hedayatullah Haqmal	Law and Political Science	Lecturer
7	Maazullah Nasim	Agriculture	Lecturer
8	Mohammad Naim Rahim	Faculty of Education	Head of Department
9	Mohammad Sharif Hasanzoy	Education	Lecturer
10	Muhammad Akbar Shahpoor	Computer science	Head of Department
11	Sayed Zabihullah Musawi	Computer Science	Dean

1 2	Mohammad Nasim surosh	Law and Political Science	Lecturer
1 3	Mohammad Jamshid	Economics	Lecturer

S. N O	Full Name	Faculty	Position
1	Adalat Momand	Public Administration and Policy.	Lecturer
2	fazlullah sabir	Public Administration and policy	Lecturer
3	Hijratullah Ekhtyar	Law and Political Science	Lecturer
4	Ibad-ur-Rahman	Engineering	Head of Department
5	Israrulhai muneeb	Sharia	Head of Islamic studies department, lecturer.
6	M Faiq (latoon)	Journalism	Lecturer
7	Masaood Moahid	Agriculture	Lecturer
8	Sayed Attaulhaq Banuree	Veterinary Science	Lecturer and secretary of Department
9	Sayed Dauod	Economy	Dean
1 0	Badam Niazi	CS	Dean
1 1	Zamarak	Literature	Lecturer
1 2	Sartor	B.C.S	Lecturer
1 3	Ekramullah	Science	Lecturer
1 4	M. Ishaq Shaheedzooy	Education	Lecturer

S. N O	Full Name	Faculty	Position
1	Masoda Khairzada	Chemical engineering faculty	Lecturer
2	Zabihullah Danishyar	Social Science Faculty	Teacher
3	Ziauddin quvanch	Education	Teacher

S. N O	Full Name	Faculty	Position
1	Amanullah Totakhail	Computer Science	Lecturer
2	Mirwais Stanikzai	Sharia	Lecturer
3	Mohammad Riza Zaheer	Education	Dean of Faculty
4	Shahidullah (Amn)	Agriculture	Dean of Faculty
5	Wahidullah Ayoubi	Economics	Dean of Faculty

S. N O	Full Name	Faculty	Position
1	CHAMANSHAH ALAMY	Geology and Mine	Deputy of Academic Affairs
2	Mohammad Naeem Sarwary	Geology and mine	Lecturer

S. N O	Full Name	Faculty	Position
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1	Asadullah Tareen	Education	Lecturer
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S. N O	Full Name	Faculty	Position
1	Mohammad Qasam Adil	Education	Head of Department, Lecturer, etc.

S. N O	Full Name	Faculty	Position
1	Faridullah khan	Education and Training Faculty	Head of Department

S. N O	Full Name	Faculty	Position
1	Noorajan Atif	Education	Head of Department and Lecturer
2	Abdul Naser Stanikzai	Law	Lecturer
3	Mohammad Amin Ahmadzai	Agriculture	Lecturer

S. N O	Full Name	Faculty	Position
1	Wahidullah	Education	Lecturer

S. N O	Full Name	Faculty	Position
1	Emal Naseri	Agriculture	Lecturer

S. N O	Full Name	Faculty	Position
1	S. Anwar sirat	Education	Lecturer
2	Mohammad Ali Zeerk	Education	Lecturer

S. N O	Full Name	Faculty	Position
1	Mina Qarizada	Education	Lecturer
2	S.jafar samit	Education	Lecturer

S. N O	Full Name	Faculty	Position
1	Bashir Ahmad Aseem	Agriculture	Dean of Faculty
2	Juma Khan Pazhman	Natural Science	Head of Faculty
3	Ziaulhaq Khalili	Literature	Dean of Faculty
4	Abdullah Sadiq	Islamic Culture	Dean of Faculty
5	Alikhan Shahryar	Literature	Dean of Faculty

S. N O	Full Name	Faculty	Position
1	Moazam Haqmal	Agriculture	Lecturer
2	Mohammad Sadiq Nikzad	Agriculture	Chancellor

3	Muslim Ahmadi	Economic	Lecturer
4	Ahmad Atef	Education	Lecturer

S. N O	Full Name	Faculty	Position
1	Ahmad Khalid	Agriculture	Head of department
2	Mohammad kabir Zarifi	Literature	Lecturer
3	Qudratullah CHAQMAQ	Low and Political Science	Teacher
4	Sayed Naqibullah Monsef	Education	Teacher

S. N O	Full Name	Faculty	Position
1	Latifa Sadat	Education	Lecturer
2	Siyamog Ghory	Computer Science	Lecturer/ Head of Dept.
3	Shafiq Habibi	Economic	Lecturer
4	Zabihullah Alimyar	Faculty of Languages and Literature	Dean, and Lecturer
S. N O	Full Name	Faculty	Position
1	Attaurahman Hammad	Sharia	Head of department, lecturer
2	Nasratullah behrang	Education	Lecturer / Head of department
3	Noor Rahman afzali	Geology and mine	Head of Department

S. N O	Full Name	Faculty	Position
1	Aqai Kalan Hassanyar	Agriculture	Lecturer
2	Zemaray Mohammadi	Sharia Law	Lecturer
3	Abdul Malik Hamwar	Education	Lecturer
4	Faridoon farzam	Medical	Lecturer
5	Munir Yameen	Economics	Lecturer
6	Fardin Ayar	Journalism	Lecturer
7	Shir khan	Engineering	Lecturer
S. N O	Full Name	Faculty	Position

1	Azizullah yosufi	Natural Science	Vice chancellor for students affair
2	Chaman Ali Hikmat	Education	Dean of Faculty
3	Mohammad Rasool Karimi	Social sciences	Dean of social sciences faculty
4	Muhammad Reza Rahyab	Education	Lecturer

S. N O	Full Name	Faculty	Position
1	Mohammad Rahim Omari	Engineering	Lecturer

S. NO	Full Name	Faculty	Position
1	Mohammad Shafiq	Education	Lecturer
2	Hizbullah	Education	Lecturer
3	Samimullah	Education	Lecturer
S. NO	Full Name	Faculty	Position
1	Roknoddin	Education	Lecturer
S. NO	Full Name	Faculty	Position
1	Ziaoudin	Social	Dean of Faculty
2	Mirza Mohammad	Literature	Lecturer
3	Husna		Lecturer

S. NO	Full Name	Faculty	Position
1	M.Arash khaili		Chancellor
2	Abdul Haq	Education	Lecturer
3	Farid Hafizi		Lecturer
S. NO	Full Name	Faculty	Position
1	Khalil	Education	Chancellor
	Ziarahman	Language & Literature	Lecturer

3	Mahmood	Economics	Lecturer
4	Samira	Education	Lecturer

S. NO	Full Name	Faculty	Position
1	Abdul wakil barakzai	Agriculture	Lecturer
2	Sharifullah Amin	Social Science	Lecturer

Annex II: Instructions for Writing Teaching and Learning Portfolio:

The core idea behind writing this portfolio is to show evidence that you are applying the OBE-SCL knowledge gained during these workshops in your courses/programs/universities

The portfolio should contain:

- An introduction with a description of your teaching experience
- A description of your educational activities
- Your vision on teaching and learning
- A reflection on what you have learnt during the OBE-SCL training workshops and how the concepts learnt are applied in your practice and shared with colleagues (please refer to your own teaching practice and use examples from your courses)
- The design and planning for a minimum of 7 weeks of a course you are teaching using the approaches that was covered in the training workshops, using the concepts in OBE and SCL
- For the course that you chose, make an analysis of how well the course is aligned, especially in applying what you learned in the training workshops. You need to include well-formulated course learning outcomes, with clear description of the teaching and learning activities used to support the students achieve the outcomes, and to make clear how the outcomes and teaching and learning activities are constructively aligned with the assessment tasks. You should also clearly include the program outcomes that your course outcomes are mapped to. Important elements that must be present are:
 - Learning outcomes and the program outcomes that they are connected to
 - Lesson plan / overview of how the course is built up, including an overview of resources used
 - Teaching/learning methods for activating the desired outcomes
 - Assessment material (formative and summative)
 - Student feedback and your reflection on the feedback
 - Reflection on your teaching skills, your strengths and weaknesses, and your view on further professionalization.
 - What is there still to learn for you? What are your future goals for professional development? And how could you achieve those goals and how could you check if you have attained these goals?

Try to be creative, for example if you don't have program outcome, don't stop. Start with your course outcome. Google Scholar/Science Direct/Scopus and other scientific website are at your service that you may consider for writing your portfolio.

Submission date: mid July 2016 (you can submit earlier but not later than the deadline).

To: Ms. Krishma Rabi at.....