

## Report for Training of Trainers for MOHE Afghanistan 2018

The training of trainers (TOT) for MOHE Afghanistan faculty members was conducted from 1 to 16 April 2018. The brief schedule is as shown in Table 1.

Table 1: Brief schedule for TOT MOHE Afghanistan 2018

Day	DATE	TIME	Activity	Venue
Day 1	31 Mar 2018 Saturday		Arrival	Johor Bahru
Day 2	1 Apr 2018 Sunday	8.30 am- 5.00 pm	Workshop on Outcome Based Education (OBE)	Seminar Room 2, Level 1, PRZS Library, UTM
Day 3	2 Apr 2018 Monday	8.30 am- 5.00 pm	Workshop on Outcome Based Education (OBE)	Seminar Room 2, Level 1, PRZS Library, UTM
Day 4	3 Apr 2018 Tuesday	8.30 am- 5.00 pm	Workshop on Outcome Based Education (OBE)	Seminar Room 2, Level 1, PRZS Library, UTM
Day 5	4 Apr 2018 Wednesday	8.30 am- 5.00 pm	Workshop on Outcome Based Education (OBE)	Seminar Room 2, Level 1, PRZS Library, UTM
Day 6	5 Apr 2018 Thursday	8.30 am- 5.00 pm	Workshop on Outcome Based Education (OBE)	Seminar Room 2, Level 1, PRZS Library, UTM
Day 7	6 Apr 2018 Friday		Sightseeing around Johor	Johor State
Day 8	7 Apr 2018 Saturday	8.30 am- 5.00 pm	Workshop on Student Centred Learning (SCL)	Seminar Room 2, Level 1, PRZS Library, UTM
Day 9	8 Apr 2018 Sunday	8.30 am- 5.00 pm	Workshop on Student Centred Learning (SCL)	Seminar Room 2, Level 1, PRZS Library, UTM
Day 10	9 Apr 2018 Monday	8.30 am- 5.00 pm	Workshop on Student Centred Learning (SCL)	Seminar Room 2, Level 1, PRZS Library, UTM
Day 11	10 Apr 2018 Tuesday	8.30 am- 5.00 pm	<ul style="list-style-type: none"> <li>• UTM Campus Tour</li> <li>• Visit to PSZ Library UTM</li> <li>• Lunch</li> <li>• Visit to UTM Faculties</li> <li>• Hi-Tea with Vice Chancellor</li> </ul>	Places in UTM Campus
Day 12	11 Apr 2018 Wednesday	8.30 am- 5.00 pm	Workshop on Student Centred Learning (SCL)	Seminar Room 2, Level 1, PRZS Library, UTM
Day 13	12 Apr 2018 Thursday	8.30 am- 5.00 pm	Workshop on Student Centred Learning (SCL)	Seminar Room 2, Level 1, PRZS Library, UTM
Day 14	13 Apr 2018 Friday	8.30 am- 5.00 pm	Portfolio Preparation	Seminar Room 2, Level 1, PRZS Library, UTM
Day 15	14 Apr 2018 Saturday	8.30 am- 5.00 pm	Blended Learning Workshop	Faculty of Education, UTM
Day 16	15 Apr 2018 Sunday	8.30 am- 5.00 pm	Blended Learning Workshop	Faculty of Education, UTM
Day 17	16 Apr 2018 Monday	8.30 am- 5.00 pm	<ul style="list-style-type: none"> <li>• Training of Trainers Assessment</li> <li>• Interviews and portfolios</li> </ul>	Centre for Engineering Education, UTM
Day 18	17 Apr 2018 Tuesday		Departure	Airport

## 1.0 Visits

The Afghanistan MOHE delegates were taken for a day UTM Campus Tour after series of workshops on the 11<sup>th</sup> day that is 10<sup>th</sup> April 2018. At 8.30am, the delegates were taken to a tour at several places around UTM, which are UTM Observatory, Tasik Ilmu, and Sultanah Zanariah Library. UTM Observatory is the highest peak in UTM. Delegates were able to see almost the whole view of UTM. Tasik Ilmu is one of a lake in UTM where a river flows through it, running in the middle of the University. It is located at front side of the University and has been the center of attraction and famous among visitors. Sultanah Zanariah Library occupies a central location at the Universiti Teknologi Malaysia (UTM) main campus in Skudai. At the library, delegates were explained about the functional aspect of the library by a librarian. Virtual library were also explained to the delegates.



Figure 1: Visit to UTM Sultanah Zanariah Library

At 12.30pm, the delegates were brought to a classroom at the Faculty of Mechanical Engineering to experience the hands-on application and implementation of OBE and SCL. They were entertained by respective lecturer and they discussed with the students and instructor about the actual implementation of the teaching method.



Figure 2: Visit to a classroom at the Faculty of Mechanical Engineering which applies the SCL-OBE in the teaching and learning

After lunch, the delegates were divided into groups to visit respective faculty. The groups were assigned based on their academic background. At 2.30pm, the delegates were fetched by a representative from each faculties to the respective faculty. At the faculty, they were explained about the running of administration of the faculty and also discussed on the programmes offered by the faculty.



Figure 3: Visit to a digital language lab at the Language Academy

Lastly, the delegates had a tea break with the UTM Vice Chancellor. During the tea break, they were briefed on the chances of continuing studies at the UTM and the process related. The one-day visit ended with a group photo with the Vice Chancellor of UTM.



Figure 4: Tea break and group photo with the UTM Vice Chancellor

## 2.0 OBE and Program Assessment Workshop

This intensive workshop teaches academic staff on how to incorporate Outcome Based Education (OBE) system into their academic program. It begins with a brief overview of the basic concepts of OBE approaches to learning, the Learning Taxonomies and an introduction to Constructive Alignment concept that underlies OBE. Participants then learnt on how to be systematic in planning and implementing an effective assessment in OBE that reflect the full range of student learning. The format of this workshop includes

presentation, practical activities, discussion and teaching demonstration by the participants as part of the delivery method.

22 academic staff participated in the workshop held on 1 – 5 April 2018 at Seminar Room, Raja Zarith Sofia Library, Universiti Teknologi Malaysia. The session is considered training-for-trainers and was facilitated by Prof. Dr. Shahrin Mohammad, Prof. Dr. Hjh Siti Hawa Hamzah, Prof. Megat Johari Megat Mohd Noor, Assoc. Prof. Dr. Yudariah Mohammad Yusof, Assoc. Prof. Dr. Naziha Ahmad Azli, Tn. Hj. Yahya Samian and Mitra Mohd Addi. Topics covered include (1) OBE in Curriculum Design (2) Assessment in OBE System (3) Rubrics in Assessment (4) Evaluation and Continual Quality Improvement.

The focus of OBE is student learning and what is important is how students learn. Thus, active and informal cooperative learning approaches was used to effectively engage participants as well as to illustrate student-centred learning environment. The interactive session provides practical examples, hands-on exercises, and allows time for teaching demonstrations by participants to show case their potential as facilitator of learning. This format was well received by the participants and it is highly recommended that it should remain the same for future workshops.

Compared to previous workshops, the duration of the workshop was extended to 5 days with each session ranging from 90 to 120 or more minutes. The extension provided sufficient time for delivery, discussion of the topics and teaching demonstrations. The teaching demonstration introduced for the first time gives participants an opportunity to see and participate directly in the learning process and thus helps to enhance their ability as trainers.

A paper evaluation to gather respondents' perceptions was distributed prior to the first workshop session and again at the end of the final session on the second day. The survey consisted of two parts: Part A on Outcome Based Education (OBE) and Part B on Assessment for OBE. In each part there are 15 MCQs and five open-ended quiz questions. A total of 22 participants and 1 HEDP officer took part and all 23 responded and submitted the forms. The teaching demonstration carried out was also evaluated where participants were assessed based on their presence, organisation of the session, mastery of the subject and methods used.

Overall the workshop had enhanced respondents understanding of OBE, in collecting and using results of assessment. The results in Table 2 suggest that all participants (100%) met the desired learning outcomes: they managed to answer the questions in the post-test although not all answered the open-ended items on the evaluation form correctly. Previously, in the pre-test only 49% managed to answer the questions correctly. The evaluation of the teaching demonstration showed that almost all of the participants displayed their potential as future trainers. However, some (18%) may need to improve on their fundamental knowledge of OBE and Assessment. It was observed that these

participants need further support to fully grasp the concepts of OBE in sufficient depth for effective implementation.

The participants are satisfied with the workshop. On a scale of 5.00, on average, they rated 4.59 for this workshop with the highest rating for the Trainer Evaluation (4.74), followed by Workshop Benefit (4.67), Workshop Tools (4.57), Workshop Evaluation (4.46) and the lowest is the Instructional Environment (4.29).

Table 2: Test results for OBE & Assessment Workshop

	Name	Pre-test				Post-test				Increase
		A(37)	B(45)	Total (82)	%	A	B	Total	%	
1	Abdul Latif Zahid	22	31	53	64.63	25	34	59	71.95	7.32
2	Ahmad Omid Tawakkoli	13	11	24	29.27	24	25	49	59.76	30.49
3	Ahmad Wahid Sekandari	23	25	48	58.54	30	38	68	82.93	24.39
4	Ali Wasiq Bakhtiari	23	23	46	56.10	24	31	55	67.07	10.98
5	Ayaz Khan Naseri	24	25	49	59.76	25	39	64	78.05	18.29
6	Aziz Ahmad Kakar	14	3	17	20.73	21	26	47	57.32	36.59
7	Emal Sobat	23	24	47	57.32	27	27	54	65.85	8.54
8	Hemayatullah Ahmadi	23	25	48	58.54	27	37	64	78.05	19.51
9	Javed Sahibzada	21	28	49	59.76	26	30	56	68.29	8.54
10	Javid Ali	12	8	20	24.39	26	23	49	59.76	35.37
11	Mohammad Ali Wasel	17	18	35	42.68	20	27	47	57.32	14.63
12	Mohammad Dost Safi	21	18	39	47.56	23	38	61	74.39	26.83
13	Mohammad Shah Zaki	23	24	47	57.32	24	29	53	64.63	7.32
14	Mohammad Yonus Wafa	25	42	67	81.71	26	36	62	75.61	-6.10
15	Mohammad Zafar Jaamay	17	27	44	53.66	24	33	57	69.51	15.85
16	Naweed Rahmani	16	17	33	40.24	24	33	57	69.51	29.27
17	Rahmatullah Hashimi	20	32	52	63.41	24	38	62	75.61	12.20
18	Sadequallah Ahmadi	21	8	29	35.37	27	34	61	74.39	39.02
19	Said Ahmad Asim Hashemi	20	18	38	46.34	26	39	65	79.27	32.93
20	Saifurahman Rohi	22	18	40	48.78	25	38	63	76.83	28.05
21	Shafiullah Roghmal	11	6	17	20.73	20	37	57	69.51	48.78
22	Siddiquallah Barikzai	27	27	54	65.85	28	38	66	80.49	14.63
	Average	19.91	20.82	40.73	49.67	24.82	33.18	58.00	70.73	21.06



Figure 5: OBE training workshops

### 3.0 Student-Centred Learning Workshops

The student-centred learning (SCL) workshops for trainers, held for five days from 8-10 and 12-13 March 2018, were divided into 2 parts: Engaging students with Active Learning (AL) and Team-based Learning using Cooperative Learning (CL). The facilitators of the workshop are Prof. Dr. Khairiyah Mohd Yusof, Assoc. Prof. Dr. Mohd Tazli Azizan, Assoc. Prof. Dr. Fatin Aliah Phang, Dr. Syed Ahmad Helmi, Dr. Zaki Yamani and Dr. Nor Farahwahidah Ab Rahman. Each part of the SCL workshop was conducted in 2 days. On the first day, important concepts were discussed to clear misconceptions and strengthen understanding. For the AL workshop, important learning theories were also learned by the participants, since they will become trainers. On the second day, the participants were divided into groups and were given the workshop slides to conduct mock workshop sessions. They were then given feedback on their extent of understanding and their delivery. More time were spent on the second workshop, Team-based Learning using Cooperative Learning, because the participants have not gone through this workshop in Afghanistan.

A pre-test was given at the beginning of both parts of the workshop. The AL post-test was given at the end of the second day, while the second post-test for CL was given at the second part of the workshop. From the scores shown in Table 3, all the participants improved their understanding on AL and CL. However, there were a few participants who scored less than 50 in the post test. This is of concern because there may be a severe lack of understanding on the participants' side, who will later become champions and train others. Therefore, it is recommended that they be mentored and paired with other champions who have a better understanding to develop their knowledge and practice for training workshops conducted in Afghanistan.

The participants are highly satisfied with the workshop. On a scale of 5.00, on average, they rated 4.78 for this workshop, which is the highest rating of all the other workshops. The highest rating of this workshop is on the Workshop Benefit (4.91), followed by Trainer Evaluation (4.87), Instructional Environment (4.73), Workshop Tools (4.69), and the lowest is the Workshop Evaluation (4.61).

Table 3: Test results for SCL workshops

	Name	Active Learning					Cooperative Learning				
		Pre test		Post test			Pre test		Post test		
		Total (31)	%	Total	%	Increase	Total (25)	%	Total	%	Increase
1	Abdul Latif Zahid	37	77.08	43	89.58	12.50	24	60	36	90.0	30.0
2	Ahmad Omid Tawakkoli	17	35.42	36	75.00	39.58	14	35	27	67.5	32.5
3	Ahmad Wahid Sekandari	28	58.33	38	79.17	20.83	26	65	38	95.0	30.0
4	Ali Wasiq Bakhtiari	18	37.50	40	83.33	45.83	29	72.5	37	92.5	20.0
5	Ayaz Khan Naseri	12	25.00	37	77.08	52.08	18	45	29	72.5	27.5
6	Aziz Ahmad Kakar	16	33.33	31	64.58	31.25	8	20	18	45.0	25.0
7	Emal Sobat	18	37.50	28	58.33	20.83	9	22.5	22	55.0	32.5
8	Hemayatullah Ahmadi	38	79.17	34	70.83	-8.33	24	60	29	72.5	12.5
9	Javed Sahibzada	6	12.50	28	58.33	45.83	9	22.5	22	55.0	32.5
10	Javid Ali	8	16.67	17	35.42	18.75	12	30	19	47.5	17.5
11	Mohammad Ali Wasel	11	22.92	36	75.00	52.08	6	15	23	57.5	42.5
12	Mohammad Dost Safi	13	27.08	4	8.33	-18.75	11	27.5	14	35.0	7.5
13	Mohammad Shah Zaki	16	33.33	34	70.83	37.50	10	25	22	55.0	30.0
14	Mohammad Yonus Wafa	23	47.92	30	62.50	14.58	25	62.5	32	80.0	17.5
15	Mohammad Zafar Jaamay	11	22.92	28	58.33	35.42	18	45	27	67.5	22.5
16	Naweed Rahmani	25	52.08	30	62.50	10.42	19	47.5	32	80.0	32.5
17	Rahmatullah Hashimi	38	79.17	43	89.58	10.42	28	70	34	85.0	15.0
18	Sadequallah Ahmadi	15	31.25	22	45.83	14.58	12	30	24	60.0	30.0
19	Said Ahmad Asim Hashemi	24	50.00	38	79.17	29.17	7	17.5	37	92.5	75.0
20	Saifurahman Rohi	12	25.00	33	68.75	43.75	12	30	29	72.5	42.5
21	Shafiullah Roghmal	15	31.25	40	83.33	52.08	22	55	22	55.0	0.0
22	Siddiquallah Barikzai	12	25.00	32	66.67	41.67	10	25	20	50.0	25.0
	Average	18.77	39.11	31.91	66.48	27.37	16.05	40.11	26.95	67.39	27.27



Figure 6: SCL training workshops

#### **4.0 Blended Learning & EMERGING EDUCATIONAL TECHNOLOGIES COURSE**

The two days course on Blended Learning and New Web Emerging Technologies was successfully conducted on 14-15 April 2018 at Faculty of Education. The workshop was to introduce the participants with Blended learning which was increasingly used to describe the way e-learning (online digital media) being combined with traditional classroom methods to create a new, hybrid teaching methodology. The participants were facilitated to create engaging learning and teaching experience and online assessments, via the application of blended learning through active learning pedagogical approach and how to share their learning resource and collaborate online. The participants were also introduced with new emerging technology through web 2.0 with seven modules below:

##### **Module 1: Blended Learning & Emerging Educational Technologies**

- ❖ Padlet
- ❖ Screencast tools
- ❖ Google Apps

##### **Module 2: Blended Learning Delivery System**

- ❖ Learning Management System (LMS): Course Networking (thecn.com)
- ❖ Massive Open Online Courses (MOOCs: openlearning.com)

##### **Module 3: Web Technology for Education (Management & Assignment Submission)**

- ❖ Edmodo
- ❖ Schoology

##### **Module 4: Web technology for Interactive Presentation**

- ❖ PowToon
- ❖ GoAnimate!

##### **Module 5: Web Technology for Evaluation & Feedback**

- ❖ Google Form
- ❖ Kahoot

##### **Module 6: Web Technology for Online Poll & Active Classroom Engagement**

- ❖ Polleverywhere



❖ Pooldaddy

### **Module 7: Creating Video Presentations For Education**

❖ Lumen5

There was a gap in terms of participants' ability and knowledge of ICT where there were participants who required the support of facilitators for step-by-step in hands-on session using web 2.0 technology, however the workshop was accomplished successfully without compromising any topics that were planned before. There were presentation by participants on Interactive Presentation design and development at the end of day 1, and development of Web Technology for Evaluation & Feedback on day 2. Figure 7 shows the online applications that had been developed by participants for blended learning using Web 2.0 Technologies. The workshop was led by Dr. Noor Azean Atan and team members from Multimedia Creative Departments; Assoc. Prof. Dr Jamalludin Harun, Dr. Mohd Shafie Rosli, Dr. Mohd Nihra Haruzuan, Dr. Mod Shahrudin Salleh and Mr Juhazren Junaidi, venue Computer Lab, Faculty of Education as shown in Figure 8. The pre-test and post-test were given to the participants in this workshop and the results are as shown in Table 4.

The participants are satisfied with the workshop. On a scale of 5.00, on average, they rated 4.60 for this workshop. The highest rating of this workshop is on the Trainer Evaluation (4.76), followed by Workshop Benefit (4.66), Workshop Tools (4.57), Instructional Environment (4.50), and the lowest is the Workshop Evaluation (4.41).

Table 4: Results of Blended Learning

	Name	Pre-test	Post-test	Increase
1	Abdul Latif Zahid	4	13	9
2	Ahmad Omid Tawakkoli	7	13	6
3	Ahmad Wahid Sekandari	6	15	9
4	Ali Wasiq Bakhtiari	8	18	10
5	Ayaz Khan Naseri	5	12	7
6	Aziz Ahmad Kakar	5	13	8
7	Emal Sobat	9	-	-
8	Hemayatullah Ahmadi	6	14	8
9	Javed Sahibzada	5	16	11
10	Javid Ali	7	-	-
11	Mohammad Ali Wasel	5	18	13
12	Mohammad Dost Safi	5	14	9
13	Mohammad Shah Zaki	5	-	-
14	Mohammad Yonus Wafa	5	16	11
15	Mohammad Zafar Jaamay	5	15	10
16	Naweed Rahmani	14	19	5
17	Rahmatullah Hashimi	5	15	10
18	Sadequllah Ahmadi	7	15	8
19	Said Ahmad Asim Hashemi	6	12	6
20	Saifurahman Rohi	6	14	8
21	Shafiullah Roghmal	6	14	8
22	Siddiqullah Barikzai	8	14	6
	<b>Average</b>	6.32	14.74	8.53

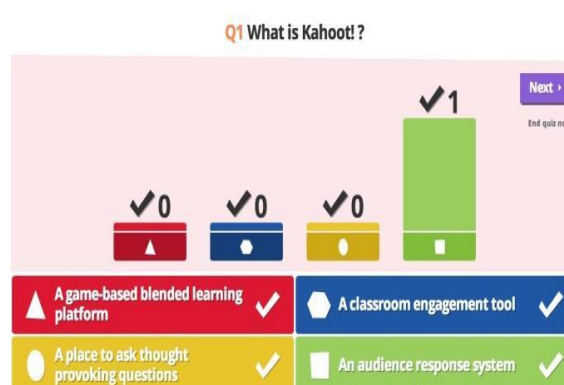


Figure 7: Online applications developed by the participants



**Figure 8:** Blended Learning & Emerging Educational Technologies Course

### 5.0 Teaching Portfolio Workshop

The workshop was conducted on 13 April 2018 by Assoc. Prof. Dr. Yudariah Mohammed Yusof, Dr. Azmahani Abdul Aziz and Mdm. Mitra Mohamad Adi. The participants were briefed on the importance of teaching portfolio and the components that are essential in producing a good teaching portfolio. This was followed by hands-on activity where the participants wrote their own teaching portfolio with the guide from the facilitators. Before the workshop ends, Assoc. Prof. Dr. Yudariah shared the rubric that will be used to assess the teaching portfolio and becomes as a guideline for them to complete the teaching portfolio. The participants are required to submit the teaching portfolio not later than the day before the interview session. Table 5 shows the results of teaching portfolio of each participant. The total mark for the teaching portfolio is 21. There are 7 criteria for the **teaching portfolio**, which are:

- A. Quality of teaching portfolio (total 3 marks)
- B. Knowledge of SCL and OBE (total 3 marks)
- C. Classroom practice (total 3 marks)
- D. Training (total 3 marks)
- E. Authenticity (total 3 marks)
- F. Reflection (total 3 marks)
- G. Overall insight (total 3 marks)

Table 5: Results of Teaching Portfolio

	<b>Name</b>	<b>Score</b>	<b>Percentage</b>
1	Abdul Latif Zahid	21	100%
2	Ahmad Omid Tawakkoli	17	81%
3	Ahmad Wahid Sekandari	20	95%
4	Ali Wasiq Bakhtiari	21	100%
5	Ayaz Khan Naseri	9	43%
6	Aziz Ahmad Kakar	17	81%

7	Emal Sobat	19	90%
8	Hemayatullah Ahmadi	8	38%
9	Javed Sahibzada	8	38%
10	Javid Ali	17	81%
11	Mohammad Ali Wasel	21	100%
12	Mohammad Dost Safi	11	52%
13	Mohammad Shah Zaki	15	71%
14	Mohammad Yonus Wafa	21	100%
15	Mohammad Zafar Jaamay	19	90%
16	Naweed Rahmani	12	57%
17	Rahmatullah Hashimi	16	76%
18	Sadequllah Ahmadi	14	67%
19	Said Ahmad Asim Hashemi	19	90%
20	Saifurahman Rohi	9	43%
21	Shafiullah Roghmal	18	86%
22	Siddiqullah Barikzai	10	48%
	<b>Average</b>	<b>15.55</b>	<b>74%</b>



Figure 9: Teaching portfolio workshop

## 6.0 OBE & SCL Champions Assessment

After the training, all the 22 faculty members underwent an oral assessment to understand to what extent they have mastered OBE and SCL, their readiness and capability to conduct training on OBE and SCL to other lecturers in Afghanistan and their potential to be the trainers. There are 4 components for the **oral assessment**, which are:

- A. Teaching Philosophy (total 12 marks)
- B. Teaching Understanding (total 12 marks)
- C. Attitude (total 8 marks)
- D. Readiness as Trainer (total 8 marks)

The total mark for each participant is 40 marks. Table 6 shows the marks of the champions for each component.

Table 6: Results of Oral Assessment

	<b>Name</b>	<b>Score</b>	<b>Percentage (%)</b>
1	Abdul Latif Zahid	<b>39</b>	98%
2	Ahmad Omid Tawakkoli	<b>37</b>	93%
3	Ahmad Wahid Sekandari	<b>34</b>	85%
4	Ali Wasiq Bakhtiari	<b>40</b>	100%
5	Ayaz Khan Naseri	<b>31</b>	78%
6	Aziz Ahmad Kakar	<b>36</b>	90%
7	Emal Sobat	<b>33</b>	83%
8	Hemayatullah Ahmadi	<b>22</b>	55%
9	Javed Sahibzada	<b>25</b>	63%
10	Javid Ali	<b>29</b>	73%
11	Mohammad Ali Wasel	<b>40</b>	100%
12	Mohammad Dost Safi	<b>25</b>	63%
13	Mohammad Shah Zaki	<b>32</b>	80%
14	Mohammad Yonus Wafa	<b>33</b>	83%
15	Mohammad Zafar Jaamay	<b>40</b>	100%
16	Naweed Rahmani	<b>28</b>	70%
17	Rahmatullah Hashimi	<b>31</b>	78%
18	Sadequllah Ahmadi	<b>19</b>	48%
19	Said Ahmad Asim Hashemi	<b>32</b>	80%
20	Saifurahman Rohi	<b>20</b>	50%
21	Shafiullah Roghmal	<b>35</b>	88%
22	Siddiqullah Barikzai	<b>25</b>	63%
	<b>Average</b>	<b>31.18</b>	78%



Figure 10: Oral assessment

The following are the description of the individual performance.

### **Abdul Latif Zahid**

Abdul Latif Zahid scored 39/40 for the interview and 21/21 for teaching portfolio. He also shows excellent results in all the tests. He has attended a workshop relating to OBE and SCL workshop in Afghanistan before (conducted by a champion batch 2016 in Kabul). He teaches English Language and Literature at Faculty of Education, Kunduz University. He has attended various training courses or workshops on teaching strategies locally and internationally. Since the SCL/OBE training course that he attended in Kabul, he makes sure that he would write learning outcomes before he begins learning session. He shows great enthusiasm to want to teach others on OBE and SCL. He has implemented several AL strategies such as think-pair-share activity, storytelling and 2 minutes paper (he called as an exit slip). He plans to use jigsaw strategies in the following semester that he learns from the facilitators from UTM. He has theoretical knowledge about learning theories and able to explain certain learning theories in relation to certain learning activities in class by giving relevant examples. He also has used rubric that he found out from the internet as a guideline to assess his students' assignments. He is enthusiastic to share his knowledge and experience relating to SCL/OBE with his colleagues. He is able to describe in detailed his plan to conduct SCL/OBE training at his university, although he has not conducted any workshops yet. With 150 lecturers from all over the faculties at his university, he plans to conduct SCL/OBE training at departmental and university level and he plans to conduct the training at several phases to ensure that all 150 lecturers of his university will receive exposure on SCL/OBE. His understanding of OBE and SCL is also good, as shown by his post-tests results. It is suggested that he should be a **Trainer** in conducting SCL/OBE training.

### **Ahmad Omid Tawakkoli**

Ahmad Omid Tawakkoli scored 28/40 for the interview and 12/21 for teaching portfolio. He scored moderately in all the tests. He has never attended any previous training about OBE or SCL but he was selected to be part of this program as a representative from his university. His university is categorized as a remote university. From his view, SCL is about changing perspective that learning must be transformed from teacher centred to students centred. He added that the theory behind SCL is constructivism. Further from this, he knew that before conducting a lesson, he must prioritize students learning, the objective of learning and its impacts toward the learning itself. He also claimed that previously he had conducted SCL without even realizing that this technique is leaning towards the SCL approach. He believed that by conducting open discussion and project with students, these teaching strategies are considered as SCL. Despite of his limitation about the extent of active learning in teaching and learning, he realized that he has led his teaching process with too much lectures. From the interview, he stated that students are passionate to hear his lectures because he always gives a lot of inputs and explaining in

depth. It is recommended that he becomes an **Associate Trainer** and suggested that he should partner with other associate trainer or champion to conduct the training.

### **Ahmad Wahid Sekandari**

Ahmad Wahid Sekandari scored 37/40 for the oral assessment and 17/21 for teaching portfolio. He scored well in all the tests. He teaches at Department of Water Supply & Environmental Engineering, Faculty of Water Resources and Environmental Engineering at Kabul Polytechnic University since 2010. In general, he has around 60 undergraduate students and 20 postgraduate students in a class per semester. Some of the assignments that he assigns to the students are group assignments, presentation, test/mid-term examination and final examination. For the group assignment, it is given on weekly basis in which the students present their group work at the end of semester. He facilitates and monitors the group work on weekly basis in which he requires each of the group leader to report their group progress. He attended a training course in Kabul prior attending the training course conducted in UTM. He knows some AL activities such as think-pair-share that the facilitators used in their training that they conducted in Kabul. After attending the SCL/OBE training in Kabul, he practices some of the things that he learned in his class for one semester before attending another training at UTM. He seems enthusiastic to share his experience with his colleagues through training courses but due to limitation of budget or funding to conduct large scale of training at university level. He plans to conduct training courses on SCL/OBE with his seven colleagues who attended SCL/OBE training courses at Kabul and UTM at departmental level as a start. He aims to convince the Quality Assurance members of the university to support his team efforts to conduct training on SCL/OBE and implement SCL/OBE at his university. It is recommended that he becomes an **Associate Trainer** and suggested that he should partner with other associate trainer or champion to conduct the training.

### **Ali Wasiq Bakhtiari**

Ali Wasiq Bakhtiar scored 34/40 for the interview and 20/21 for teaching portfolio. He also scored moderately in the tests. From interview, it is observed that he has the potential to become a trainer, but he needs to improve his implementation of OBE and SCL in his own practices. The prepared portfolio shows that he demonstrates good quality criteria but more detailed elaboration on future plans for training and mentoring are needed. It is recommended that he becomes an **Associate Trainer** and suggested that he should partner with other associate trainer or champion to conduct the training.

### **Ayaz Khan Naseri**

Ayaz Khan Naseri scored full marks for both interview and teaching portfolio. He also scored well in most of the tests. He has some insight of teaching and learning concepts. He shows great interest and readiness to apply and learn OBE & SCL. He indicates a desire to gain more knowledge before disseminating it to others, and although he has not conducted any training, this makes him a good candidate to train others in OBE & SCL. We strongly believe that he can be a **Trainer** in OBE and SCL.

### **Aziz Ahmad Kakar**

Aziz Ahmad Kakar scored 31/40 for the interview and 9/21 for teaching portfolio. He also scored moderately in most of the tests but poorly in Cooperative Learning. Overall, he was able to express his understanding about OBE and SCL adequately, but minimal understanding of learning theories. He had mentioned only one teaching and learning strategy that he had conducted before. He showed great passion and positive attitude to improve his own teaching and learning practices. He had some ideas on how to share his knowledge with others and some confidence in training others. Based on the oral assessment, we believe that he has the potential to be an **Associate Trainer** in OBE and SCL.

### **Emal Sobat**

Emal Sobat scored 36/40 for the interview and 17/21 for teaching portfolio. He also scored moderately in most of the tests. During the oral assessment, he was able to explain about his teaching philosophy and several teaching and learning strategies that he has implemented before. He has attended several teaching and learning courses before which have helped him embrace the spirit of SCL. He now holds the post of Deputy in the Professional Development Center (PDC) of Herat and has a clear mission on how to implement OBE and SCL throughout his university. He is passionate to share OBE and SCL with to others and is determined to have continuous quality improvement in his teaching and learning practices. With more practice and the help of other trainers we believe that he has the potential to go far. At this time, we he should partner with other trainer to conduct the training. We recommend him as **Associate Trainer** in OBE and SCL.

### **Hemayatullah Ahmadi**

Hemayatullah Ahmadi scored 33/40 for the interview and 19/21 for teaching portfolio. He also scored moderately in the tests. He teaches in Geology and Mines Department at Kabul Polytechnic University since 2012. He has attended a training workshop relating to OBE (Outcome Based Education) and SCL (Student Centered Learning) in Afghanistan before which was held for two weeks. However, the training was conducted only for a half day for two weeks. In addition, the nature of the training was lecture based and thus, there were lack of hands-on activities conducted by the facilitators. When asked during the interview, he gave examples of giving students group assignment and presentation. For his undergraduate courses, he has around 50 to 55 students per course. In this case, he finds that group assignment or group discussion is helpful, rather than pair-work or pair-assignment. He could explain briefly on theoretical understanding of learning theories that underlie learning strategies and activities relating to OBE, SCL or AL. For future plan, he aims to conduct training with another two colleagues who were also attending the training at UTM for their respective faculties. He seems to be enthusiastic to create the culture and learning environment of SCL with his colleagues who have attended the SCL/OBE training at UTM. It is recommended that he becomes an **Associate Trainer** and suggested that he should partner with other trainer to conduct the training.



### **Javed Sahibzada**

Javed Sahibzada scored 22/40 for the interview and 8/21 for teaching portfolio. He scored moderately in most of the tests. During the interview, he said that he used SCL without realizing that it was SCL. According to him, he used informal activities, like reflection. He has never attended any workshop related to SCL. But last year, he attended a half day introductory seminar on SCL. From his understanding, SCL requires him to work with students and give them feedback. Despite of his lack of exposure about SCL, he taught OBE and SCL in his educational methodology class. According to him, OBE is a clear picture about what students need to learn and SCL can be found in OBE. SCL is a method that is a combination of many things from constructivism. To achieve that outcomes, it must be done only through SCL. Without SCL, somehow it is impossible to implement OBE. He showed some misunderstanding about SCL and OBE. We believe that he needs some time to learn and catch up with OBE and SCL before he can start training other lecturers on his own. It will be useful for him to join and help other OBE and SCL Champions. It is recommended he is awarded as an **Associate Trainer**.

### **Javid Ali**

Javid Ali scored 25/40 for the interview and 8/21 for teaching portfolio. He also scored poorly in most of the tests. He has previously attended OBE-SCL training at Tareen. His main understanding about SCL is that the teaching approach must shift from teacher-centred to students-centred and the outcomes. He also shared that he had successfully conducted SCL in one of his lectures before attending this workshop. From his observation, the students enjoyed the class and were able to participate in discussions and ask questions. He did a formative assessment because he believed that outcomes are important. He also conducted training workshops with the lecturers and prepared the slide in Persian language. In his university, they also conducted meeting to update and review the curriculum. This is done due to his strong belief that the curriculum must be done according to the OBE. He further added that, OBE is based on SCL. OBE is very important, because everything is centred on the outcome. He believed that it is not possible to do SCL without OBE. For him, the philosophy behind SCL is to give students the freedom to asked questions. Students must be very active to construct the knowledge. It is recommended that he becomes an **Associate Trainer** and that he should partner with other trainers to conduct the training.

### **Mohammad Ali Wasel**

Mohammad Ali Wasel scored 29/40 for the interview and 17/21 for teaching portfolio. He also scored moderately in most of the tests. During the oral assessment, he was able to describe clearly the concept of constructive alignment. However, there were some misunderstandings on OBE about the importance of industry stakeholders in determining the program outcomes. He has adequate understanding about SCL and learning theories. He showed that he is passionate about OBE and SCL and his plan to practice OBE and SCL in his class. He had some ideas on how to share his knowledge with

others but feels that it is hard to influence others in the university. He needs to show more confidence in his own practice of OBE and SCL to be a champion. He should partner with other champions to conduct training on OBE and SCL. It is recommended for him to be an **Associate Trainer** for OBE and SCL

### **Mohammad Dost Safi**

Mohammad Dost Safi scored full marks for both interview and teaching portfolio. He scored well in OBE but very poorly in SCL. His post-test for AL is lower than the pre-test, which may be caused by his condition while taking the post-test. He is a skilled lecturer who is keen to acquire and apply the knowledge of OBE & SCL. Exposure to the concept of teaching and learning can enhance his ability to spread knowledge of OBE & SCL. We strongly believe that he can be candidate for **Trainer**.

### **Mohammad Shah Zaki**

Mohammad Shah Zaki scored 25/40 for the interview and 11/21 for teaching portfolio. He also scored moderately in most of the tests. He had never attended SCL workshop but has experience with a similar kind of workshop that is related to cooperative and collaborative learning elsewhere. When he was in Nepal in 2017, he did a lot of peer group, cooperative learning, and case study. He attended a lot of teaching and learning workshops, but they are not specifically on OBE or SCL. He has been working in Quality Assurance at the faculty, on how to build a course program and to ensure its alignment. When he came back from Turkey, he started working on how to develop students' future. From his understanding, the theory behind SCL is to develop students' capacity. He added that he has conducted SCL in his class. For instance, he grouped the students, gave them a task and did some reflection. He tried to convince other lecturers to use SCL in their classrooms. It is recommended that he becomes an **Associate Trainer** and suggested that he should partner with other associate trainer or champion to conduct the training.

### **Mohammad Yonus Wafa**

Mohammad Yunus Wafa scored 32/40 for the interview and 15/21 for teaching portfolio. He scored moderately in the tests. He teaches in Architecture Department at Kabul Polytechnic University since 2007. He has not attended any workshop relating to OBE and SCL workshop in Afghanistan before. He teaches eight (8) undergraduate courses per semester with around 60 students per class. He described the infrastructure of his faculty in which he mentioned that the seating arrangement in a class is not fixed and thus, he does not have any problem to conduct group activity by rearranging the students' seating arrangements, but the width of the room is rather small. For a class of 60 students, it is quite a challenge to rearrange seating position. When asked about his plan to use AL strategies in his classroom, he could describe his plan in clear manner. He was also able to give examples of AL activities such as think-pair-share that he plans to implement for one of his courses that he will teach in next semester. Other than implementing AL in his class, he also plans to conduct training courses on SCL/OBE to his colleagues in his faculty as a start. He plans to set up a committee that will be involved in the implementation of

SCL/OBE (including training courses) at his faculty level. Since he had never attended any training other than the one conducted in UTM, he needs extra mentoring from other trainers in implementing SCL/OBE training. It is recommended that he becomes an **Associate Trainer** and suggested that he should partner with other associate trainer or champion to conduct the training.

### **Mohammad Zafr Jaaamy**

Mohammad Zafr Jaaamy scored 33/41 for the interview and 21/21 for teaching portfolio. He scored moderately in the tests. He exhibits a large extent knowledge of things he did. It would be great if he acquaints himself with the concept of teaching and learning rather than surface knowledge of everything. He can influence others with the application of OBE & SCL if he has elevated himself with the knowledge of teaching and learning. He should partner with other champions to conduct training on OBE and SCL. It is recommended for him to be as **Associate Trainer** for OBE and SCL.

### **Naweed Rahmani**

Naweed Rahmani scored 40/40 for the interview and 19/21 for teaching portfolio. He also scored moderately in the tests. He demonstrated outstanding teaching philosophy, understanding towards OBE and SCL implementation, good attitude and high spirit to share and propagate the knowledge and experience with others. Based on his overall excellent performance in the interview and high quality of submitted portfolio, it is suggested that he should be a **Trainer** in conducting SCL and an **Associate Trainer** for OBE training.

### **Rahmatullah Hashimi**

Rahmatullah Hashimi scored 31/40 for the interview and 16/21 for teaching portfolio. He also scored well in most of the tests. His post-test in Cooperative Learning is lower than the pre-test. From interview, it is observed that he has the potential to become a Trainer, but he requires assistance in training others to enhance his level of confidence. The submitted portfolio shows that he demonstrates good quality criteria, but detailed elaboration is needed, especially on future plans for training and mentoring others. It is recommended that he becomes an **Associate Trainer** and suggested that he should partner with other trainers to conduct the training.

### **Sadequallah Ahmadi**

Sadequallah Ahmadi scored 19/40 for the interview and 14/21 for teaching portfolio. He also scored poorly in most of the tests. He is a young lecturer with knowledge of OBE & SCL. However, during the interview, he demonstrated inadequate knowledge of learning theories. Perhaps, he can dedicate time to learn more about Bloom's Taxonomy. His understanding of assessment is at the surface level. With more teaching experience, he has the potential to be a future OBE & SCL trainer. Sadequallah Ahmadi can be chosen as an **Associate Trainer**.

### **Saifurahman Rohi**

Saifurahman Rohi scored 20/40 for the interview and 9/21 for teaching portfolio. He also scored moderately in the tests. He joined the training on OBE and SCL in Afghanistan for 12 days about two months ago. He is interested to improve his teaching technique. He believed that OBE is the result of SCL, that if teaching and learning activities are not aligned with assessment, there will be no SCL. He also believed that SCL is a process that focuses on students and the outcome must align with this. He said that when he used SCL in his classroom, the students are not happy. He tried a few teaching methods, and his indicators for his learning are based on students' satisfaction and good grades. We believe that he needs some time to learn and catch up with OBE and SCL before he can start training other lecturers. It will be useful for him to join and help other OBE and SCL Trainers. It is recommended he is awarded as a **Associate Trainer**.

### **Said Ahmad Asim Hashemi**

Said Ahmad Asim Hashemi scored 32/40 for the interview and 19/21 for teaching portfolio. He scored well in all the tests. He teaches in the Faculty of Horticulture and Forestry at his university. He just attended SCL/OBE training course during winter break (last January 2018) and thus, he has never implemented SCL/OBE in his teaching practice. He will teach around two courses with estimated of 40 students per course next semester and he plans to use AL strategies in these two classes. When asked about SCL/OBE, he managed to answer well the constructive alignment and its importance. He is also enthusiastic about implementing SCL/OBE in his class and plan to conduct training on SCL/OBE at departmental and university level with other colleagues who are from the first batch (he only mentioned one name specific – Javeed Hamidi). However, he seems to struggle with theoretical concepts relating to learning theories, but he can get more information perhaps by interacting with another trainers or champion at his university. He requests to get continuous assistance from the facilitators at UTM if he encounters some challenges or problems in conducting SCL/OBE training course. As an **Associate Trainer**, it is suggested that he should facilitate with other champion in SCL/OBE training course.

### **Shafiullah Roghmal**

Shafiullah Roghmal scored 35/40 for the interview and 18/21 for teaching portfolio. He also scored well in most of the tests but moderately in Cooperative Learning. During the interview session, he was able to explain his understanding about OBE, learning theories and SCL proficiently. He has a positive attitude, charismatic and good communication skills. He shared how he pro-actively joined the previous SCL and OBE training in Afghanistan and happily helped the other participants throughout the training. This proves that he is passionate and has great enthusiasm to learn and share about OBE and SCL with others. He mentioned that he has a clearer understanding now that he was able to attend the SCL and OBE training in Malaysia. He has plans to discuss with other participants from his university that have attended the OBE and SCL training on how to plan and train others in his university. He has shown impressive independent efforts in

his quest to be an expert in teaching and learning. Based on the interview session as well as considering his young age, passion and proactive efforts, we strongly believe that he will be able to be a trainer and have the potential to be a **Trainer** in OBE and **Associate trainer** in SCL

### **Siddiqullah Barikzai**

Siddiqullah Barikzai scored 25/40 for the interview and 10/21 for teaching portfolio. He also scored moderately in most of the tests. It is observed during the interview that he showed lack of confidence by constantly mentioning that he requires support to train others. Also, the submitted portfolio provides incomplete discussion on future plans and overall insight towards training and mentoring others, as well as the reflections on what has learned. We believe that he needs some time to learn and catch up with OBE and SCL before he can start training other lecturers. It will be useful for him to join and help other OBE and SCL Champions. It is recommended he is awarded as an **Associate Trainer**.