



AU NEWSLETTER

TEACHING & LEARNING CENTER

Academic Year 2025/2026
Volume 2, Issue 1

**HIGHLIGHTS OF SPRING 2025/2026
ACTIVITIES**

MISSION:

To advance excellence in teaching and learning by empowering educators with evidence-based pedagogies, innovative practices, and scholarly approaches that enhance student success, foster lifelong learning, and contribute to sustainable societal impact.

STRATEGIC GOALS:

The Teaching and Learning Center (TLC) at the Australian University aims to:

- Promote excellence in teaching and learning practices through evidence-based approaches and reporting.
- Support faculty development through training and resources.
- Enhance student engagement and success through initiatives, job shadows opportunities, and seminars.
- Foster innovation in pedagogy and assessment through academic and practical research.



HIGHLIGHTS OF Spring 2025/2026 ACTIVITIES

Faculty Development:



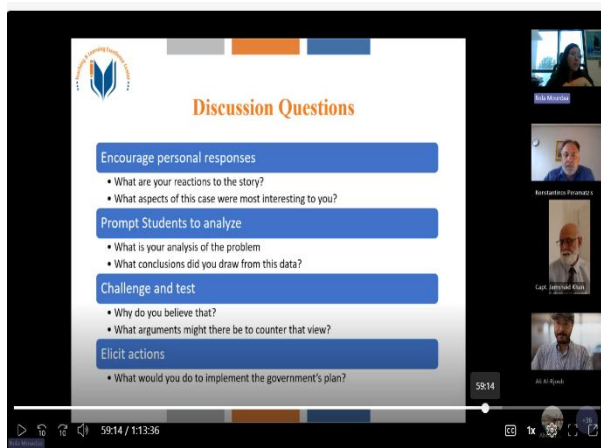
Incorporating Social and Emotional Learning in Higher Education Classes

- Seminar: The Social and Emotional Learning (SEL) framework has helped learners manage emotions, build relationships, and make responsible decisions, but it remains underused in higher education. This interactive seminar offers practical strategies to embed SEL in university classrooms through inclusive, engaging, and reflective activities, applicable across disciplines such as English, engineering, business, mathematics, physics, and more.





Active teaching Strategies: Our online seminar on Active Teaching Strategies provided an engaging and insightful discussion on innovative approaches to enhance student participation and learning outcomes in virtual and classroom environments. The session highlighted practical techniques for interactive teaching, collaborative learning, and student-centered activities that support effective engagement and academic success.



Faculty feedback session: Due to the current circumstances, the Faculty Feedback Session was conducted virtually via Microsoft Teams. During the session, faculty members discussed and reviewed the generated reports related to SET results, Academic Advising, as well as Complaints and Appeals. The meeting provided an opportunity to reflect on the findings, exchange feedback, and discuss areas for continuous improvement and future action plans.





Student Engagement and Motivation During Times of Adversity – Workshop:

The “Student Engagement and Motivation During Times of Adversity” workshop was successfully held over two days with the support of an external trainer who shared valuable insights and practical strategies for enhancing student engagement during challenging times. The workshop included interactive group activities, discussions, and collaborative exercises that encouraged participants to exchange ideas and explore effective approaches to fostering motivation, resilience, and student support.



Reports Generation:

Reports on student evaluations of teaching, faculty feedback, advising report, and complaints and appeals reports are generated to provide valuable insights to enhance teaching quality and student learning outcomes. Recommendations were raised as rooms for improvement to best serve AU's community.

SET Survey: To support the University's commitment to excellence in teaching and learning, and to identify opportunities for continuous improvement, the Teaching and Learning Center conducted the Student Evaluation of Teaching (SET) survey across all colleges and departments. The survey was administered for each course and faculty member.

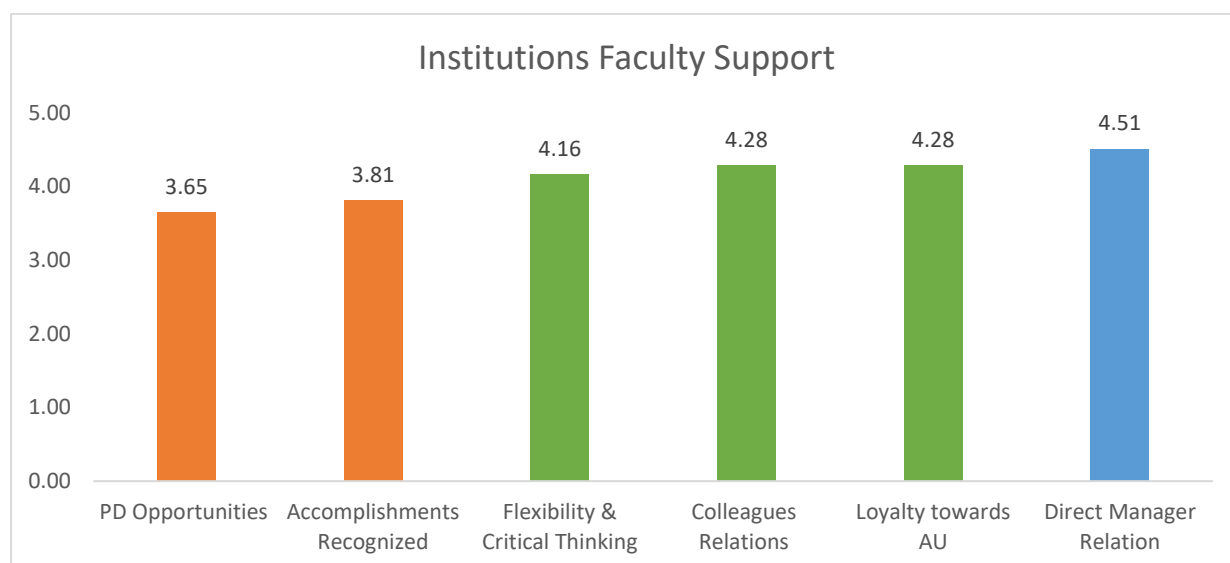
The SET results offer valuable insights into students' perceptions of the academic and learning environment at the University. They serve as a critical, evidence-based resource that informs course and curriculum design, enhances individual teaching practices, and guides faculty development initiatives. Through this process, the University continues to strengthen the quality of education and promote a culture of ongoing improvement.

Overall Students Evaluation



Faculty Survey: The Faculty Survey provides valuable insights into the perceived effectiveness of institutional support, development and engagement, communication, faculty support and recognition, as well as professional development opportunities. It also offers an important perspective on faculty members' overall sense of belonging within the University community.

Overall Faculty Satisfaction



Advising Report:

Academic Advising is a fundamental component of the teaching philosophy at AU, serving as an essential connection between students and the university. Effective advising plays a significant role in enriching the student experience and can have a lasting impact beyond graduation. Several recommendations were proposed to further strengthen the advising system, activities, and outcomes, with the aim of improving student guidance, supporting academic planning and informed decision-making, and enhancing student success, retention, and overall academic progress.

Complaints and Appeals:

Australian University acknowledges that students may, at times, express concerns or submit complaints regarding their experiences at the university. To address these matters effectively, the university has established clear procedures to ensure that complaints and appeals are handled fairly, consistently, and within an appropriate timeframe. A comprehensive complaints and appeals report was presented to senior management to promote transparency, ensure equitable and timely resolutions, and identify recurring trends that contribute to the continuous enhancement of university policies, services, and the overall student experience.

	Total Complaints/Appeals	Unchanged Grade	Increased Grade	Decreased Grade
Complaints	0	-	-	-
Appeals	33	23	10	0

Research Pedagogies:

As part of its ongoing commitment to advancing teaching excellence, the Teaching and Learning Center (TLC) continues to engage with contemporary research to support innovative and effective pedagogical practices. For the Spring 2025/2026 semester, the TLC shared with faculty a curated article titled “Why Students Stay Quiet—Even When They Like You,” which explores the underlying factors that influence student engagement and participation in the classroom. The article highlights the critical role of peer relationships and a psychologically safe learning environment in encouraging active student participation. It emphasizes that meaningful student engagement extends beyond strong instructor–student relationships to include the development of high-quality connections among students themselves. In addition, the article presents practical, evidence-based strategies that faculty can adopt, such as creating opportunities for students to share personal experiences, integrating student backgrounds into classroom discussions, and minimizing distractions to foster deeper interaction and focus. These approaches contribute to building inclusive and collaborative learning environments that enhance both student engagement and learning outcomes.

“Empowering educators and elevating students by designing teaching and learning that matter, with lifelong purposeful impact.”

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