



'Holistic Approach towards Teaching & Learning: Pedagogical Explorations' Forum

TEACHING AND LEARNING CENTER

15TH MAY 2024



شركة الفطيم كويت للأسواق المركزية ذ.م.م

Al-Futtaim Kuwait for Central Markets Co. W.L.L



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1. Introduction

On the 15th of May 2024, the Teaching & Learning Center at the Australian University organized its fifth Teaching and Learning Excellence Forum entitled “**Holistic Approach towards Teaching & Learning: Pedagogical Explorations**”, in partnership with Al-Futtaim Kuwait for Central Markets Co. W.L.L Fund, and in the presence of the Australian Ambassador to Kuwait HE Melissa Kelly as well as representative of the World Bank Group, and attendees from various higher education and academic institutions from around Kuwait.

Quality of education in Kuwait has been under the light for a while; the objective of the forum was to develop a holistic approach towards Teaching and Learning, that integrates academic, social, and human capital developmental aspects aiming to cultivate a well-rounded education system. The forum explored pedagogies that contribute to economic productivity and sustainable goals that contribute to the enhancement of individual and societal well-being.

The Forum included 4 sections: 1- Keynote Speeches; 2- Panel Discussion: Holistic Approach to Teaching and Learning; 3- Workshops: Pedagogical Explorations; and 4- Students Projects Exhibitions.

The Forum concluded with a set of recommendations to promote synergy between parents and educators, universities and employers and the need for government’s decision and support to reform initiatives.

The forum was attended by professionals from various universities in Kuwait, schools, training centers and the ministry of education. The feedback on the forum was very positive from all participating entities and individuals.

2. Speakers' Profile

Prof. Isam Zabalawi

President - Australian University



- Prof. Isam Zabalawi, the President of the Australian University since 2017, an experienced academic leader who holds Ph.D. in Electrical and Electronics Engineering from Leeds University of England. He was the President of The Arab Academy for Banking & Financial Sciences 2009 - 2016, founder of new universities in the region in Syria and German-Jordanian University in Jordan, the former Minister of Higher Education and Scientific Research 2003-2005, Chancellor of the University of Sharjah from 1999-2003, Higher Education Reform Expert 2012-2017 with European Union, and Since 2017, he has been the President of AU.

Dr. Esra Aleisa

Associate Professor of Industrial Engineering – Kuwait University



- Dr. Esra Aleisa Holds a master's degree and a PhD in Industrial Engineering from the State University of New York at Buffalo, earned in 2001 and 2005 respectively. Founder of the Education Initiative "From Her We Shall Set Sail". Currently, she serves as a consultant to the National Academies of Sciences, Engineering, and Medicine (NASEM), working on transboundary water management projects.

Dr. Ziad Nakat

World Bank's Representative for Kuwait and Qatar



Dr. Nakat has a PhD in Civil & Environmental Engineering from the University of California Berkeley (UCB), MA in Economics (UCB), MS in Civil & Environmental Engineering (UCB), Management of Technology (UCB). Dr. Nakat joined the World Bank in 2006 as a Transport Specialist in the Infrastructure Vice Presidency. He has since held various positions in the headquarters in Washington DC, and in the field, delivering large and complex programs worth billions of dollars.

Mr. Abdulaziz Al-Roomi

Head of Learning and Talent, Boubyan Bank Group



- Mr. Abdulaziz Al-Roomi has 20 years of experience in developing leaders of the future through innovative solutions, coaching techniques, managing HR departments for global organizations, identifying training needs for executives and senior professionals. In addition, he is equipped with a record of over 3000 hours in empowering individuals to progress through challenging company ranks through tailored and bespoke 1:1 career advisory and coaching.

Panel Discussion: Holistic Approach to Teaching and Learning

Dr. Ahmad Bouraki

Educational Consultant – Al-Hayat Universal Bilingual School



Dr. Ahmad Bouraki has a PhD in Educational Psychology from Eton University. He also has more than 18 years of experience in the educational field for both public and private entities. Additionally, 10 years of experience in self-training and development for both individuals and organizations. Finally, 7 years of experience in the media industry.

Dr. Waleed Al-Enezi

Associate Professor – Kuwait University



Dr. Waleed Al-Enezi is an Associate Professor of Education Technology at Kuwait University. His main interests are in consulting, training, e-learning and distance education.

Ms. Faten Osseili

Founder of Mastermind Consultancy and Training



Ms. Faten Osseili has a master's degree in education, majoring in Bilingual Bicultural Education, and minored in TESOL from Wayne State University in Michigan U.S. She is a dynamic educator and thoughtful leader at the forefront of integrating Artificial Intelligence (AI) into human capital development. Ms. Faten Osseili has a background of over 15 years in education, particularly in bilingual education and international schools in both the U.S. and Kuwait.

Dr. Joanne Hands

PhD in Psychology, Kuwait Counseling Center



Dr. Joanne graduated with a PhD in Psychology from The Chicago School of Professional Psychology, Chicago Illinois, USA. Dr. Joanne is a Psychologist with a License as a Marriage and Family Therapist (LMFT) and Professional Counselor (LPC), from the state of Louisiana, USA. She is a Certified Counselor by the American National Board of Certified Counselors (NCC) as well as Certified in Myers Briggs Type Indicator (MBTI) personality inventory. She is the President of the Middle East Psychological Association (MEPA) and a member of the American Psychological Association (APA), American Counseling Association (ACA), and Venezuelan Federation of Psychologists (FPV)

Mr. Kostantinos Peramatzis

Trainer – School of Aviation, Australian University



Konstantinos Peramatzis is a prominent professional in the field of aviation engineering, currently serving as an EASA-approved B2 Instructor in Aviation Engineering at the Australian University (AU) since September 2019. Konstantinos has held key administrative roles, notably as the Head of the Avionics Workshop for aircrafts C-130 and EMBRAER, also including a significant role in the Greek government VIP squadron for 10 years. His teaching experience spans over 20 years, with roles as an instructor, examiner, and exam invigilator at respected institutions such as KLMUK College in Norwich, ΩMEGA AVIATION ACADEMY, and the Greek Aerospace Industry.

Workshops

Dr. Ehab Bnai Hani

Associate Professor of Mechanical Engineering – Australian University



Dr. Ehab is a researcher in the field of energy and thermal systems, renewable energy, and environment –(hazardous wastes and substances management systems and safe disposal). He has more than 15 years teaching experience. Currently he is the manager of the Project Based Learning (PBL) center at the College of Engineering. He has more than 60 published journal papers

Dr. Mirna Safi

Assistant Professor, Human Resources, Australian University



Dr. Mirna has received her Doctorate degree in Business Administration from *Grenoble School of Management (France)* in 2012. She holds a master's in business administration and two bachelor's degrees in Human Resource Management and Accounting. She has over 10 years of teaching experience in Kuwait and Lebanon and additional 5 years of practical experience in the Business field.

Dr. Yamen Nissi

Assistant Professor, Management, Australian University



Dr. Yamen received his Doctorate degree in Business Administration from *Grenoble School of Management (France)* in 2019. Dr. Yamen has more than 15 years of experience in both Corporate and Academia, where he has been involved in many workshops in career development. Dr. Yamen has publications in the fields of management, leadership and entrepreneurship, consumer behavior, and supply chain management. He also has a Certificate in wealth management (CWM), from Yale University alongside a certified Project Management Professional (PMP), from the Project Management Institute

Ms. Rasha AlShalabi

Lecturer, Information Systems and Technology,

Kuwait Technical College



Ms. Rasha Shalabi is a holder of Master's in Business Administration (MBA) and a Bachelor's degree of Science in Information Technology and Computing. She has a bit over 10 years of experience providing training and consultancy services. She is currently a Lecturer in the Information Systems and Technology (IST) Department at Kuwait technical college (ktech). Enriched by triple: Computer Science background, MBA and being an instructor and trainer, Ms. Al-Shalabi has developed high knowledge and furthermore experience in interacting and achieving breakthroughs with her trainees.

Ms. Maryam Al-Wazzan

CEO & Founder of M. W. Creative Consultancy



Maryam Alwazzan is an Art Historian and Academic with expertise in Art History and Architecture. She obtained her M.A. in Art History, specializing in the contemporary photography of the Arab and Muslim Worlds, with honors from the University of Oregon in December 2018. Maryam serves as a part-time faculty member at the American University of Kuwait, where she teaches Art History I & II and Arabic Calligraphy, concentrating on Islamic and Arab art. Maryam founded her creative consultancy in Kuwait 2020, delivering strategic development and historical research services to a range of clients.

3. Keynote Speeches

The keynote speeches started by the welcome note of Ms. Rola Mourdaa, Manager of the Teaching and Learning Center at the Australian University.

The President of the Australian University, Prof. Isam Zabalawi, presented **‘Charting the Landscape of Student Engagement.’** Prof. Zabalawi explained the importance of Student engagement in classrooms, and its many aspects such as the cognitive, emotional, and behavioral aspects of learning, including participating in class discussions. Moreover, student engagement contributes to academic success, retention and graduation rates, and personal development. Prof. Zabalawi presented AU’s attempts to engage students as a case study. In addition, he discussed Student Engagement Key Performance Indicators (KPIs) that educational institutions use to assess and measure the level of student involvement, interaction, and commitment in various aspects of their academic journey. The Australian University encourages student engagement through its debate club, tutoring services, sports clubs, seminars, workshops, LOYAC, students’ graduation projects, and PBL. Finally, a part of AU’s strategic pillar for 2021-2025 are inclusion, wellbeing, and engagement. Building an inclusive and engaging environment that unlocks human potential is critical for achieving excellence in teaching, learning, and research.

‘Wellbeing and Schools’ was the next topic presented by Dr. Esra Aleisa, an Associate Professor of Industrial Engineering at Kuwait University. Dr. Aleisa presented that the lesson learned from the world happiness report over the years is that: Social support is important, generosity to each other, and trust in government is essential to happiness. Finland for the seventh time straight became the world’s happiest country, and Kuwait was ranked thirteenth. Finland’s education system values student well-being as a fundamental component of academic success. At the heart of Finland’s education system is the principle of equity. Unlike many other countries, Finland has a highly equitable education system where all students, regardless of socio-economic background, have access to high-quality education. Finland places a strong emphasis on teacher training and professional development. Finland represents a case study in education, very worthy of learning from.

Dr. Ziad Nakat, World Bank’s Representative, presented **‘Ongoing Educational Trends and Challenges.’** He discussed how education is key for economic growth and stability, and different ways it can reduce poverty. Dr. Nakat shared interesting statistics about GDP and financial spending regarding education in MENA countries. Since 2000, the World Bank has committed more than US \$77 billion in supporting education projects, covering 160 countries. MENA Enrollment in pre-primary education is among the lowest in the world, and the quality of services is lacking. More than two thirds of children in MENA cannot read and understand a simple text by age 10. Graduates in MENA are not equipped with the skills that are relevant for the labor market. In education, despite significant investment, learning outcomes are below expectations and quality is compromised. Kuwait spends 6.6% of its GDP on education with learning poverty reaching 51% at the age of 10 years. Dr. Nakat recommends key targets for MENA education compromised of 1- Increase enrollment in quality pre-primary education, 2- Decrease learning poverty, 3- Measure and strength learning effectiveness, 4- Improve employability of vocational and university graduates.

The last keynote speech was conducted by Mr. Abdulaziz Al-Roomi with the topic '**Industry-Ready Workforce**'. Mr. Al-Roomi discussed the Kuwaiti Labor Market, unemployment rate, and fresh graduates' challenges in finding a job after graduation. There are 28,190 unemployed Kuwaitis recorded at the end of June 2023. An increase of 2,100 unemployed individuals compared to figures from the end of 2022. Fresh graduates find it difficult to secure a job after graduating from university due to lack of understanding how to effectively search for jobs and where to find relevant jobs. The future of work is digitalization, automation, artificial intelligence, and the fourth industrial revolution. Lastly, he shed light on the requirement of the Job market and the main attributes that graduates shall possess.

4. Panel Discussion:

The panel discussion entitled '**Holistic Approach towards Teaching and Learning**', comprised of five panelists, was moderated by Ms. Shahad Abdulaziz, Instructor, English Language Program at the Australian University.

The first speaker, Dr. Ahmad Bouraki, Educational Consultant – Al-Hayat Universal Bilingual School, discussed "**Parents Role in Educational Enrichment**", explored the different ways that parents can interact with their children to have a positive impact on their education and future. A goal that is agreed on by both parents is a great starting point. Parents need to teach their kids new skills rather than the sole focus on grades. It is critical for parents to be involved in their kids' lives because it can have positive influence. Parents that are present in their kid's life since childhood and are involved in their schooling, create a strong bond between the parent and child, and thus build more successful individuals in the future.

Dr. Waleed Al-Enezi, Associate Professor at Kuwait University, discussed '**Curriculum & Educational Pedagogies**', shedding light on the Finnish experience. The road to development starts with education, and the biggest investment in life is investing in people. Dr. Alenezi also shed light on the different methods of teaching that can be adopted and trialed in Kuwait. For example, In Finland, students spend way less time in schools compared to other countries, and in return receive a high-quality education. Plus, students don't have tutors visit them at home. Finnish students have little to no stress, and the hours spent at school are the only time they spend studying from their day.

Ms. Faten Osseili, Founder of Mastermind Consultancy and Training, had her presentation on '**AI in Skills Development and Learning**'. She provided an overview of AI's evolution from traditional teaching methods to personalized learning and skill enhancement, especially as each user develops their own data, and apply the features of AI in differentiation. For example, from early AI-driven educational software like "Math Blaster" to modern adaptive learning platforms like Khan Academy and Duolingo, AI is already being used in many areas of our daily lives, from voice assistants like Siri and Alexa to recommendation systems on streaming services like Netflix and YouTube. AI can analyze medical images and identify early signs of disease, potentially leading to earlier diagnosis and more effective treatment. Natural language processing is the ability of machines to understand and interpret human language. This technology is already being used in chatbots and voice assistants. Envisioning upcoming trends such as AI-powered adaptive learning environments, augmented reality (AR) integration, and

lifelong learning opportunities. Examples: Predictive analytics tools that anticipate student learning needs and provide personalized interventions to support their academic success. She recommended embracing AI for lifelong learning.

A well renowned psychologist Dr. Joanne Hands from Kuwait Counseling Center discussed **‘Psychology and Its Role in Educational Success’**. Discussing the various ways in which psychology plays a crucial role in educational success of students by providing insight into the: mental, emotional, and social health that can influence learning and academic achievement. Psychology contributes to the student’s success by understanding individual differences, developing critical thinking skills, enhancing memory and retention, and facilitating effective study strategies. Psychology contributes to educators by preparing effective teaching strategies, understanding students’ learning styles, creating individualized support, and facilitating special education. Psychology contributes to students’ success by providing insights into their behavior, cognition, and development that inform effective learning practices. By applying psychological principles in education, educators can create a more supportive, engaging, and inclusive learning environment that fosters student growth, resilience, and academic achievement.

Finally, the session was concluded by Mr. Kostantinos Peramatzis, Trainer - School of Aviation, Australian University. He discussed **‘Block Teaching and Its Revolutionary Impact on Education, with Aviation Insights’**. He discussed a range of personal issues that contribute to students discontinuing their studies such as: poor physical and mental health, competing demands of work and family, low levels of connectedness to peers, staff, and the institution. Block teaching model is a style of teaching where lectures, tutorials and other forms of teaching are provided in an intensive block, typically with student studying only one course at a time. One of the recommendations was to adopt longer, uninterrupted periods of instruction to facilitate more effective learning in medical schools. Advantages of block teaching can provide a conducive environment for deep learning, engagement, and individualized instruction, empowering both students and teachers to maximize their potential in the classroom. Disadvantages of block teaching in higher education, limited attention span, difficulty in maintain focus, and content overload.

The discussion was concluded by questions/answers from the audience, which opened the room for rich discussions.

5. Workshops:

The first workshop entitled **‘Project-Based Learning’**, was presented by Dr. Ehab Bani Hani from the college of Engineering at the Australian University. The workshop was very practical and demonstrated diverse project-based learning methods and strategies. A main challenge in the Arab region is that 40% of business leaders claim that inadequate skills of workforce is the main obstacle. Employers are 72% more likely to hire a candidate who has a Professional Certificate. PBL is a systematic approach of teaching and learning facilitation that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks. This definition encompasses a spectrum ranging from brief projects of one to two weeks based on a single

course in one room to yearlong, interdisciplinary projects that involve industry participation. Advantages of PBL approach include: 1- Simulate the real industrial life, students are ready for internship programs, 2- workplace environment for example Health and Safety procedures, and 3- work ethics: professional behavior, responsibility, quality, discipline, and teamwork.

Secondly, Dr. Mirna Safi and Dr. Yamen Nissi from the College of Business at the Australian University presented '**Emotional Social Learning in Classrooms**' discussing the importance of Social and Emotional Learning on education and human development. Social and emotional learning (SEL) is an integral part of education and human development. People with strong social-emotional skills are able to cope with everyday challenges and benefit academically, professionally, and socially. SEL focuses on students developing life skills like empathy, emotional intelligence, and goal setting (CASEL, 2020). SEL is the process through which individuals acquire and apply knowledge, skills, and attitudes to develop healthy identities; manage emotions and achieve personal and collective goals; feel and show empathy for others; establish, maintain supportive relationships, and make responsible and caring decisions. According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), there are five core skills associated with social-emotional learning which are as follows: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Social Awareness. The workshop ended with recommendations on activities that can be applied in classrooms to promote SEL.

The third Workshop entitled '**AI Tools in Higher Education**', was presented by Mrs. Rasha Shalabi from Kuwait Technical College. The workshop was very practical and demonstrated diverse AI websites and programs that can help users with creating PowerPoint templates and documents. Some of AI potential benefits in education, for teachers include: automation of content creation, and personalized content delivery. As for benefits for students: customized learning experiences, and instant feedback mechanisms. Lastly, benefits for administrators: enhanced decision-making through data analytics, and improved institutional efficiency. Empowering education with AI efficiency can be implemented through 1-streamline processes for effectiveness and faster outcome; 2- Personalization: tailored to students' needs and teachers' methods, personalized learning paths; 3- Engagement & Interactive: enhance interaction for better learning. Mrs. Rasha recommends embracing AI to revolutionize higher education as Technology is rapidly changing.

The last workshop presenter, Ms. Maryam Al-Wazzan, CEO & Founder of M. W. Creative Consultancy, presented '**Innovative Learning: A Comparative Approach to Creative Thinking**'. Comparative Analysis: A critical methodological approach used across various disciplines to examine the similarities and differences between two or more elements, such as ideas, texts, events, or art forms. By juxtaposing these elements, comparative analysis seeks to highlight unique characteristics, uncover underlying themes, and derive deeper understanding through contrast and analogy. This approach engages students critically with material, encourages recognition of patterns and questioning of assumptions, promotes synthesis of new knowledge from observed differences and similarities, and enhances higher-order thinking skills, including analysis, synthesis, and evaluation. Finally, it empowers development of critical thinking and analytical abilities. Ms. Maryam concluded her workshop with a practical exercise on comparative analysis approach exploring artistic expression and emotional impact.

6. Recommendations

The forum concluded with a set of valuable recommendations for the stakeholders of the education sector in Kuwait to better create an inclusive innovative effective learning environment that best serves the country. **The recommendations are categorized and listed in the below section:**

6.1 Research

- There is inadequate research about the job market needs and the skills required. Practical research shall be undertaken in collaboration with the industry.
- People from the industry shed light on the gap students possess in regard to the practical readiness to the job market, therefore working on enhancing the employability of graduates shall be a priority.
- Research reflecting the need for training of faculty to be able to absorb students with learning difficulties and psychological issues, in addition to incorporating more AI tools in their teachings, assessments, and evaluations.

6.2 Collaboration between Universities and Industry

- Internship and Job Shadows: More structure seemed necessary for the internship programs, which call for more collaboration between the universities and the industry,
- Career Centers to be supported and funded to perform their job effectively for the best benefit of students, universities' reputation, employers and the economy at large,
- Professors shall be encouraged to work as part timers in industry, as this will allow gaining practical experience that will definitely reflect on the teaching inside the class.
- Funding opportunities for practical research, as well as collaborative educational events.
- Adjunct instructors from the industry are welcome.

6.3 Government

- Speeding up approval processes and improve efficiency in paperwork,
- Implement strict supervisory role on schools (implement a system of ranking), assessments shall be tested on critical thinking rather than memorization as this will enhance the quality of education at the university level enabling them to produce employable graduates,
- Improving the education system by enhancing efficiency of curriculum, developing skills of teachers, linkage with job market required skills, improving teachers' evaluation process, efficiency in budget allocation and education strategy,
- Support for innovative education.

- Incorporating from early age, critical thinking, problem solving, and analytical skills.

6.4 Universities

- New approach towards ranking and addressing quality issues.
- Educators to consider a different mindset to best interact with the young minds and to provide tools for critical thinking, learning, and focus on Social Emotional Learning,
- Employ professors with industrial knowledge,
- Allowing people from industry to lecture,
- Apply problem-based learning, team-based learning and AI approaches to teaching,
- Reconsider traditional way of assessing students,
- Provide orientation programs to introduce students to university life with what's expected from them in terms of dedication, maturity and responsibility – approach to learning, and developing well-rounded character
- Emphasize on continuous and independent life-long learning,
- Help students to give and take constructive feedback,
- Building professional identity,
- Encourage interdisciplinary knowledge and projects,
- Create innovative learning environment,
- International exchange programs for both students and faculty,

6.5 Psychology

- Need to encourage competitions and diverse cultures within schools and universities,
- Change of Educational Models by learning from successful models,
- Update teaching approaches that address the new millennials,
- Bloom's Taxonomy (evaluate, analyze, not only focus on memorizing),
- Planning, giving higher quality of education and lowering quantity of information,
- Teachers shall understand differences among students, and learn differential teaching styles,
- Having student psychology support centers to raise up balanced personalities,
- To acknowledge the mental health issues of students and provide support mental health services,
- Promoting healthy lifestyle, support groups, monitoring and following up,
- Integrity: to learn and apply values even if no one is watching or evaluating,
- Change traditional schooling – put students outside classrooms, apply student-led educational approach,
- Role of teacher: Move from teacher to facilitator.

6.6 Required skills by the Job Market

- Interpersonal skills,
- Attitude towards work,
- Ability to think (critical thinking),
- Be able to plan and execute,

- Integrity, resilience and empathy,
- Business communication skills,
- Customer service skills,
- Basic knowledge of their field,
- Emotional Intelligence,
- Relations management – Teamwork,
- Self-motivation,
- Self-learning,
- General knowledge of what is going on not just major-focused,
- Writing skills,
- Productive,
- Time management,
- Coachable,
- Interdisciplinary knowledge.
- Sense of urgency required from them,
- Need to think for themselves,
- Patience,
- Creativity,
- Thinking out of the box,
- Evaluation and problem solving,
- Flexibility - Adaptable to change,
- Knowledge implementation.

7.0 Conclusion

It was agreed by all participants backed up by statistics that the educational situation requires attention and action. The situation is complex and requires efforts from different stakeholders. Out of our social responsibility as educators and our intention to help in facilitating the achievement of the wider national vision, we recommend fostering cooperation between the different educational institutions and members. Adopting a holistic approach to teaching and learning is essential for fostering a more inclusive, engaging, and effective educational environment. Throughout this forum, we have explored the multifaceted benefits of integrating emotional, social, and cognitive development besides academic enrichment into our educational practices. By recognizing and addressing the diverse needs and requirements of the new generation, we can create a more supportive and dynamic learning atmosphere that not only enhances academic achievement, but also promotes overall well-being. Implementing such holistic strategies in classrooms, schools, and higher education institutions shall ensure that every student gets the chance to thrive and therefore the country gets effective graduates that contribute to its development.

8. Appendix

- ‘Holistic Approach towards Teaching and Learning: Pedagogical Explorations’ Agenda

Holistic Approach towards Teaching & Learning: Pedagogical Explorations

Objective: Quality of education is a high priority for development; this forum aims to develop a holistic approach towards Teaching and Learning, that integrates academic, social, and human capital developmental aspects aiming to cultivate a well-rounded education system. The forum will explore pedagogies that contribute to economic productivity and sustainable goals that contribute to the enhancement of individual and societal well-being.

Wednesday 15th May, 2024 | 9:00 AM - 4:00 PM | AU Auditorium

Keynote Speeches	
9:00 AM	Welcome Note Ms. Rola Mourdaa - Manager of Teaching and Learning Center, Australian University
9:15 AM	Charting the Landscape of Student Engagement Prof. Isam Zabalawi - President of the Australian University
9:45 AM	Keynote: Wellbeing and Schools Dr. Esra Aleisa, Associate Professor of Industrial Engineering, Kuwait University
10:00 AM	Keynote Dr. Ziad Nakat - World Bank's Representative for Kuwait and Qatar
10:15 AM	Keynote: Industry - Ready Workforce Mr. Abdulaziz Al-Roomi, Head of Learning and Talent, Boubyan Bank
Coffee Break 10:30 AM – 10:45 AM	
Panel Discussion: 'Holistic Approach to Teaching and Learning' Moderator: Ms. Shahad Abdulaziz, Instructor, English Language Program at AU	
10:45 AM	Parental Role in Educational Enrichment Dr. Ahmad Bouraki, Educational Consultant, PhD in Educational Psychology
11:00 AM	Curriculum & Educational Pedagogies Dr. Waleed Al-Enezi, Associate Professor of Education Technology, Kuwait University
11:15 AM	AI in Skills Development and Learning Mrs. Faten Osseili, Founder of Mastermind Consultancy and Training
11:30 AM	Psychology and Its Role in Educational Success Dr. Joanne Hands, PhD Psychology, Kuwait Counseling Center

11:45 AM	Block Teaching and its Revolutionary Impact on Education, with Aviation Insights Mr. Kostantinos Peramatzis, Trainer - School of Aviation, Australian University
12:00 PM	Discussion
Students Projects Exhibition 12:15 PM – 1:30 PM	
Lunch Break 1:00 PM - 2:00 PM	
Workshops: Pedagogical Explorations Moderator: Ms. Sarah Ashkanani - Senior Instructor, English Language Program at AU	
2:00 PM	Project-Based Learning Dr. Ehab Bani Hani, Associate Professor, Mechanical Engineer, Australian University
2:30 PM	Emotional Social Learning in Classrooms Dr. Mirna Safi, Assistant Professor, Human Resources, Australian University. Dr. Yamen Nissi, Assistant Professor, Management, Australian University.
3:00 PM	AI Tools In Higher Education Mrs. Rasha Shalabi, Instructor, Kuwait Technical College
3:30 PM	Innovative Learning: A Comparative Approach to Creative Thinking Ms. Maryam Al-Wazzan, CEO & Founder of M. W. Creative Consultancy
Closing Remarks and Announcements of Projects' Winners 4:00 PM	

