

FP Jareeda



Welcome to FP Jareeda

Dr. Hezam Al Awah, Director of Foundation Program

As the director of the Foundation Program, I would like to welcome you to the Foundation Program's quarterly newsletter, FP Jareeda. FP Jareeda is a platform which will highlight the outstanding work of the Foundation Program. Within FP Jareeda, we hope to showcase the many achievements and hard work of our faculty, staff, and students.

This has been a busy year in the Foundation Program, but the highlights are our 10-year CEA reaccreditation for the Foundation Program Department of English and the creation of a standardized place-

ment test for the Foundation Program Department of Math. These are proud moments for our department.

I wish to thank the hard work of Roger Barlow and the members of the accreditation committee as well as those who have contributed to the reaccreditation of our department. I also wish to thank the hard work of Dr. Rhouma, the team who created the placement test, and the Qatar University Testing Center.

Going forward, this newsletter is open to all Foundation Program faculty, staff, and students to share their experiences and insights. In this issue,

you will find articles on the 5th Entrepreneurial Showcase Event, the history of the Foundation Department, and the Cultural Awareness Project. In addition, student work from the Foundation's Integrated Core Intermediate course is showcased.



Dr. Hezam Al Awah

In this Issue

In Memoriam: Robert Kennedy 1958 - 2018	2
5th Entrepreneurial Showcase Event	3
Qatar University Math-Placer	4
The Cultural Awareness Project	5
The Pillars of Math Teaching	6
The Alqabas Program: A University Experience	7
A Foundation Student's Sample Report	8
The History of the Foundation Program – Part I	10
Banana Island: A Place to Remember	11
FPDE Off-road Excursion to Ras Abrouq	11
Screencast-O-Matic	12
Heat Stress	12

CEA Reaccreditation

Roger John Barlow, Lecturer of English, Foundation Program

The Foundation Program Department of English (FPDE) is extremely honored to have been granted a 10-year reaccreditation of their intensive English course that prepares undergraduates to pursue English medium degrees. The accreditation is provided by the Commission on English Language Program Accreditation (CEA), the official United States

organization based in Alexandria, Virginia, USA.

In celebrating the achievement, the Dean of General Studies, Dr. Ibrahim Al-Kaabi affirmed, "The reaccreditation of the Foundation English Program highlights the professionalism of Foundation program management and the efforts of faculty and staff in complying with demanding international

benchmarks."

Dr. Hezam Al-Awah, Director of the Foundation Program said, "This re-accreditation by CEA indicates the quality of the English Foundation program and FPDE and it endorses their credibility. Achieving accreditation was the result of long efforts and hard work to successfully comply with the international standards of the CEA."

In Memoriam: Robert Kennedy 1958 - 2018

Elisabeth Szewczyk-Méziane, Lecturer of English, Foundation Program

This past year, our former Head of the English Department (HoD), Robert Kennedy, would have turned 61. While to his colleagues he was simply Bob, to his students, he was always “Mr. Bob”. After completing an MA in Educational Leadership, Bob became a dedicated and life-long educator.

In 1988, Bob joined the recently established English Language Teaching Unit (ELTU) as one of the very first American language instructors. He left a few years later and returned in 1994.

In the autumn of 2004, the Foundation Program (FP) was inaugurated. The Foundation Program Department of English (FPDE) offered a two-year, four-level skills-based general English language program. A year later, Bob was appointed assistant to Dr. Madani Osman. In the autumn of 2006, Bob replaced Dr. Madani as the HoD.

Bob was the HoD of FPDE for six years, from 2006 to 2012. A staunch advocate of new technology, he encouraged everyone to explore its potential and was the main backer of Blackboard, which had been piloted and pioneered by FPDE in 2005. During Bob’s tenure as HoD, the program changed several times, yet the transition



Robert Kennedy: Photograph courtesy of Stephanie Barbara Pinnacle

was always smooth and seamless.

While Bob helmed the department, there were some notable high points, for example, the Commission on English Language Accreditation (CEA) and the establishment of The Writing Centre as well as various student clubs like The Japanese Club and The Photography Club. In the autumn of

2012, when the FP changed to a one-year program, Bob stepped down as the HoD. However, in his new/old role, Bob remained a committed teacher, colleague and friend to many.

And so, it was with great sadness that Bob Kennedy, our respected, pragmatic, and stalwart former HoD, colleague, friend, and mentor passed

away on 25 February 2018. For close to half of his life, Bob had lived in Qatar: he was very much attached to this spectacular desert land, its people, his students, and QU. Qatar was home to him. Many of those he left behind will always remember his generosity, wit, and thoughtfulness. Bob left his mark in the hearts and minds of those who knew him best. Rest in Peace, Mr. Bob.

“Many of those he left behind will always remember his generosity, wit, and thoughtfulness.”

QU Hosts 5th Entrepreneurial Showcase Event

Sara Ahmad Salmeh, Engagement and Communications Specialist, Foundation Program

Qatar University's Foundation Program Department of English (FPDE) along with the Center for Entrepreneurship (CFE) recently held the 5th exhibition of *The Entrepreneurial Showcase Event*. This event was a demonstration of QU College of Business and Economics (CBE) students' work on the ENGL 252 course project, which involved developing ideas for new businesses in Qatar. These tasks required students to apply English language skills learned throughout the course.

Dr. Hezam Al-Awah, Director of the Foundation Program said, "This event aims to create a learning environment for QU students to promote their entrepreneurial potential and team working skills." He added, "This event also helps students acquire higher order thinking skills which are instrumental in their academic success. It also equips them with the functional knowledge to become successful entrepreneurs in the future."

According to Mr. Benjamin Kohler, Course Lead of the ENGL 252, English for Business Communication course, "This exhibition is an opportunity for the QU community to find out how the Foundation Program Department of English is working closely with the Center for Entrepreneurship to use innovative learning meth-



Students receiving certificate of appreciation: Photograph of courtesy of Ahmad Rahmatollah Hazratzad

ods to enhance students' communicative abilities in English and promote their entrepreneurial spirits."

Over 350 students, 300 females and 50 males, participated in the event; they advertised 90 business ideas on posters and gave mini-presentations on their new business ideas in English. Students also surveyed attendees about the feasibility of their business ideas in order to use the data to improve the quality of their products or services.

To end the event, there was a competition for the best project; each poster was judged

by FPDE and CFE members. The top three projects for female and male students were awarded trophies and prizes offered by Doha Bank during the event's final ceremony.

Students took photos together and celebrated their achievements and success with their course instructors and classmates.



Qatar University Math-Placer

Mohamed Ben Haj Rhouma, Department Head of Math, Foundation Program

With the backing of the Foundation Program management and the Dean of General Studies, the Foundation Program Department of Math (FPDM) has created a standardized placement test.

The creation of a standardized placement test required multiple steps. Firstly, a placement test team developed a table of specifications. Next, the Qatar University Testing Center (QUTC) provided training on how to write high quality test items. The placement test team then wrote approximately 300 items. Many of these items were piloted in diagnostic tests given to students at the beginning of the Spring and Fall of 2017. This enabled FPDM to obtain statistical measurements on each question and its corresponding distractors. The entire test was then piloted and the results were compared with the new version of ACCUPLACER Math. The comparison was favourable.



The placement test team: Photograph courtesy of QUTC

Furthermore, the feedback received from the external reviewers of the test was

“excellent”.

Both QUTC and FPDM visited all colleges to inform them about the math placement test and the feedback resulted in a common agreement that the newly developed math placement test should be implemented. Finally in late April 2019, approval was obtained from Qatar University to use the QU Math-Placer as the main placement tool for the Foundation Program’s mathematics courses. We are pleased to announce that more

than 60 students have already taken the test and that their results are at the expected levels.

Developing a new placement test is a painstaking job. My sincere thanks go to the placement test team as well as to the QUTC. Creating the test has enabled us to reflect on and improve on our assessment practices. Going forward, we will continue to work on generating new reliable items and new test forms.



Mr. Salim Nazar Salim: Photograph courtesy of QUTC

The Cultural Awareness Project

Muneer Mohammad Al Wadi, Teaching Assistant of Math, Foundation Program

Tales of Qatari Heritage are a set of inspiring local folktales, legends and stories that comprise important parts of Qatar's cultural legacy. This unique project was led by Jeffrey Maggard. It involved more than 20 Foundation Program Department of English (FPDE) faculty, who worked as members of the Cultural Awareness Team,



A person who does not know the value of a falcon will grill it: By Deena Ahmad Alfalasi



The Song of the Warrior: By Fatma Eisa I A Al-Mohannadi

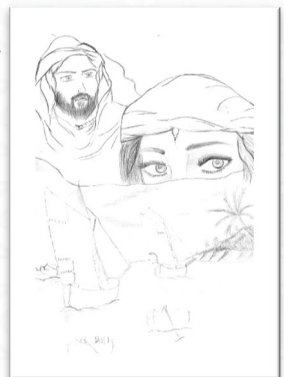
and over 100 students. The student volunteers participated in faculty-led workshops on oral storytelling collection and narrative writing.

The students then went to elders in their communities to collect, transcribe, edit, and translate more than 50 unique stories. Students were asked to collect stories that were local, championed local axiology, highlighted moral lessons, and demonstrated Islamic values. The stories were then illustrated by twenty Foundation Program student artists as well as illustrators from Qatar University's Alumni Association Sketch Chapter (AASC).

Participating in the project required students to hone their skills as narrators, authors and illustrators. Moreover, the students developed their language, research, translation, and narrative writing skills.

These tasks added to their cultural knowledge, bilingual literacy, creativity, and most of all, their knowledge of how to preserve and disseminate intangible cultural artifacts.

Twenty-two original tales were selected as a representative of Qatar's cultural legacy. Along with the original artwork, the project preserves largely forgotten gems of Qatari folklore. The Cultural Awareness Team hope that you will enjoy reading this unique collection of Qatari stories, folktales, and legends.



Gheelan: By Sara Ahmed Mohamed Abdelmonem



The Pillars of Math Teaching

Muneer Mohammad Al Wadi, Teaching Assistant of Math, Foundation Program

Effective teaching requires the ability to communicate effectively. George Bernard Shaw stated that “[t]he single biggest problem in communication is the illusion it happened”. Ultimately, communication is at the heart of learning, and teaching mathematics requires the ability to communicate effectively. In his TEDx talk entitled *5 Principles of Extraordinary Math Teaching*, Dan Finkel describes mathematical best-practices as the following: 1. Ask questions; 2. Let students struggle; 3. Say ‘yes’; 4. Don’t be the answer key; 5. Explore. These five ideas contribute to the ability of being able to communicate effectively.

Firstly, motivational teachers ask questions and encourage students to follow suit. Launch your lessons with questions and allow students to formulate their own. Later, you can incorporate their questions to guide classroom discussions. Remember, not all questions need answers. More importantly, students must learn to ‘think’ creatively and out-of-the-box; this begins by considering questions as empowering, rather than a sign of ignorance. Moreover, good questions are exciting and keep the classroom active, engaged, and full of surprises.

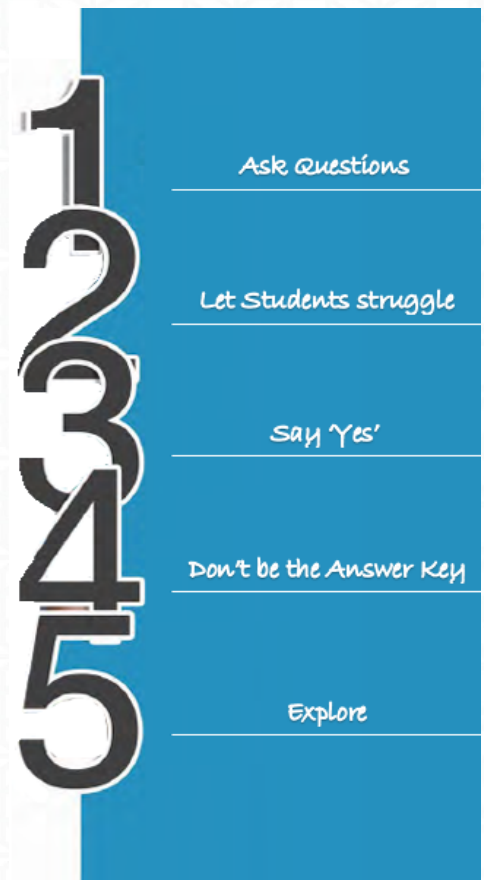
Secondly, empowering educators allow students to struggle. Students learn by grappling with mental obstacles and overcoming them. When you interfere to solve problems, students don’t learn. This is not to say you should not be involved in their speculative/learning processes. However, you must differentiate between being ‘productively stuck’ (i.e., unable to answer the question but still making progress),

and being ‘unproductively stuck’ (i.e., giving in to despair). Productively stuck students need encouragement, while unproductively stuck students need help scaffolding the problem by rephrasing the question. For both, time is critical: prioritize giving students the time to let their curiosity flourish.

Third, an emboldening instructor says, “yes” to students’ ideas. Doing math requires making connections between distinct concepts, translating knowledge into new contexts, and making intellectual leaps into unexplored territory. These are the hallmarks of creative thinking. However, when that effort is received with negativity, it demoralizes. You should not disallow the exciting process of student conceptualization. Rather, allow your students to come up with ideas and follow them, even down rabbit holes, to see what they can discover.

Fourth, impactful tutors understand that they are not the answer key. Most students will avoid hard work if they suspect that there is an easier way. Often this is an efficient strategy for handling a complex world with an abundance of information. However, by always providing answers, students can be discouraged from developing higher levels of cognitive curiosity. Rather, the teacher should be an orchestrator, setting up learning opportunities, where students take ownership of their knowledge through grit. Instead of showcasing your own knowledge, encourage students to reference their own understanding of the mathematical problem. If they don’t have the conceptual models at hand, help them build what they need.

Lastly, great teaching involves exploration. The educator is in many ways a master storyteller who guides students through a shared journey of discovery. One must encourage student participation, say, “yes” to their ideas, but, also, be careful not to disallow their struggle or readily provide answers. Instead, encourage students to test out their ideas for themselves. Say “yes” to their creative act and respond, “I don’t know; let’s find out together”.



The Alqabas Program: A University Experience

Hayat El Samad, Assistant Director for Student Affairs, Foundation Program

From April 7th to April 11th, 2019, the Foundation Program welcomed 43 high school female Qatari students from seven Qatari schools to the Alqabas Program. The Alqabas Program is a student outreach initiative which is the first of its kind at Qatar University. It was undertaken in collaboration with the Ministry of Education and Higher Education. The goal of the program was to prepare grades ten and eleven high school students for university life. Around 25 faculty members and staff from FP Student Affairs, the Department of English, and the Department of Math participated in organizing, preparing, and delivering the sessions.

During their visit, the high school students participated in numerous learning experiences. This included activities which were designed to develop their math and English skills, as well as workshops which were designed to improve their study skills and test-taking strategies. The Alqabas also organized visits to the



FP staff and faculty who participated in Alqabas: Photograph courtesy of Hayat El Samad

Colleges of Medicine, Pharmacy, Engineering, and Education; also, the high school students attended math and English classes along with regular university students. The visiting students were also introduced to the different student support services offered at Qatar University, such as the Qatar University Library, the Sports Center, and the Career Development

Center. On the final day of the Alqabas, a showcase of student posters was held. This provided the students with an opportunity to present posters and share their experiences in the Alqabas with faculty and special needs students.

A student survey indicated a high satisfaction rate among the attendees. Students wrote that the Alqabas was

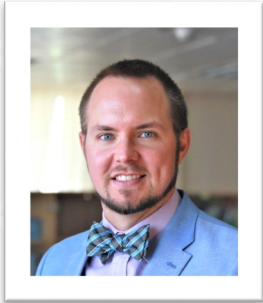
fun, interesting and beneficial. One student commented that she already felt like a Qatar University student. Future plans for the Alqabas include extending the program to more than one week, targeting more Qatari schools, and offering a similar program to male students. By encouraging students to apply to STEM and medicine majors as well as better

preparing them for university life, the Foundation Program will make a positive contribution towards the realization of the Qatar National Vision 2030.



A Foundation Student's Sample Report

David Paul Finrock, Course Lead for Integrated Core, Foundation Program



David Paul Finrock: Photograph courtesy of the Foundation Program

The Integrated Core Intermediate (C002) project introduces Foundation English students to research and provides them with an opportunity to develop their language, critical thinking, and analytical skills. First, students are expected to explore a topic and determine a specific research question. After reading about their topic and reflecting, students create an online survey to help them gather data. Students then seek out participants to answer

their survey questions. From the data provided by the respondents, students then write a report in which they provide the findings of their survey as well as comment on these findings. Finally, students share their findings with their classmates through an in-class presentation. Below is an example of a report.

The Gap between Generations

Asma Abdel-Aziz, Student

Introduction

Typically, the meaning of the word "generation" is a group of people who have the same core values, same notions, and beliefs. Generations change after almost thirty years. However, lately, we can see these generations are changing every ten years or maybe less. Why did this leap happen? This leap creates a gap, which is referred to as "the generation gap." This problem occurs when the successive generations become very different in their opinions and beliefs. I wondered why. Consequently, I conducted a survey about the generation gap between parents and children in the Middle East. There were 31 responses. 90% of them were non-Qatari, 75% were female, the majority of them (71%) were aged 18 to 25 years old, and the rest were between three groups equally (17 or less, 26-35 and 46 and up/9.7%). In this report, I will discuss the data from my survey in order to answer my research question that was "Why is there a generation gap between parents and children in the Middle East?"

Survey Findings

In question four, I asked about how much of a difference the respondents think is between parents and children. Number '1' was for little or no difference and '5' for a huge difference. The majority (15) picked number 3, and 10 of them answered number 4, but only 1 for number 5, another 1 for number 1 and 4 for number 2. Therefore, if we consider people who gave their opinion clearly, we can see that people who agreed (11) were more than the people who disagreed (5). It was interesting to know that they do not feel this problem is sizable, because their opinion did not match the reality of what is happening with my family.

Question 5 on my survey was about the agreement or disagreement with certain statements. There were nine statements. Statement 1 was "children will have an attitude like their parents in the future." Almost three quarters (68%) of the respondents agreed, while 22% disagreed. A few of the respondents (10%) did not have an opinion. Statement 2, I asked about if the strong connection between parents and children can solve this problem, and more than half of the respondents strongly agreed (61%), and 16% agreed. On the other hand, 16% strongly disagreed and very few of the respondents (7%) were neutral. The major finding of the investigation was that they think a strong connection is the solution for this problem. That leads us to statements 3 and 4 where I tried to know what are the solutions for that gap between parents and children. Statement 3 was "social media use for parents can positively affect the gap," the majority agreed (58%) while (23%) disagreed and only (19%) were neutral. Therefore, it can be seen that this might be a solution. For statement 4, I asked if the level of education for parents can affect the gap and may reduce it, and it had almost balanced answers. 26% agreed, while 26% disagreed. Most people

were neutral (48%). In general, the findings showed that they do not think this is a solution. Statement 6, said, "The age of marriage is one of the biggest factors of the gap size between parents and children." The data shows that 39% of respondents did not have an opinion. Meanwhile, more than half of the respondents agreed (58%), and almost none of the respondents disagreed (3%).

Statement 7 and 8 were connected to questions 6 and 7 to ask about the reason for their answers. Statement 7 was "Children often don't listen to their parents' advice." More than half of the answers (64%) agreed. In contrast, 17% disagreed and 19% were neutral. The most chosen reason (16 responses) for this statement was that children think it is obligatory advice. Moreover, seven responses answered that children may love their friends more. Surprisingly, I never expected that a big number of people think that children may love their friends more than they love their parents. Statement 8 was "Parents adaption to changes is slower than their children." The majority responded agree (74%), while 7% disagreed, and some of the respondents (19%) were neutral. Their reason was that parents think that adapting to changes is wrong.

Furthermore, children do not listen to parents' advice; they think it is obligatory.

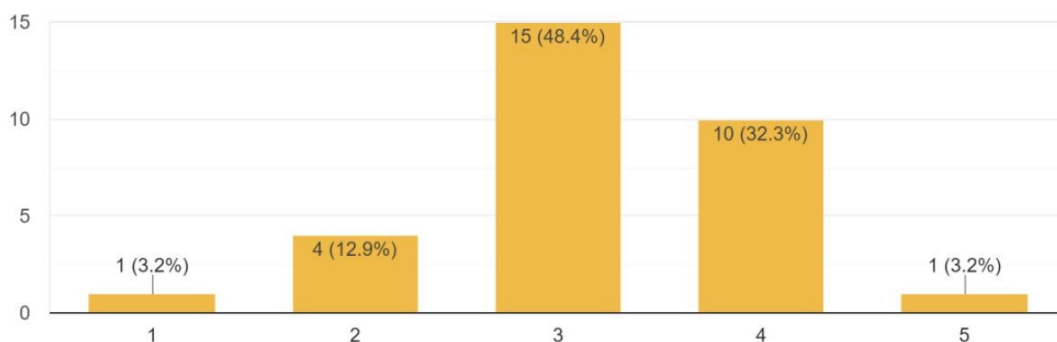
In question eight, it was interesting for me to know who would be most likely to succeed at closing the gap if they really work hard. This question was a little bit different, so it depended on their answer. I put two choices (parents - their children), so if they chose parents, this answer would lead them to another section to answer why. I found that 74.2% of the respondents picked parents. When I asked about the reason with a checkbox question, 16 answered, "Because it's their job as parents to help their children," another 12 answered, "Because they are more responsible and aware" and another 12 said, "Because they can discuss and listen to their children." For the people who chose children, most of them (5) chose that children's nature they can adapt faster.

Conclusion

To conclude, I think it was interesting to know how people think about generation gap, and in question four I can know this very well. I found the majority think it is between middle and big size. There were some impressive statistics, like question 8. I never thought about who would be most likely to close this gap up, but it shows that large number of people believe that parents can close it up. One of my compelling findings is to discover further suggestions for solutions from the respondents themselves. For instance, strong connection and social media use for parents may close this gap up. Finally, after analyzing the results, I can answer my research question with some findings, which are lack of connection, discussions and listening between parents and children. Furthermore, children do not listen to parents' advice; they think it is obligatory. In addition, parents are afraid of changing their attitudes or adapting to changes because they think that could be wrong. All of those were reasons why there is a generation gap between parents and children in the Middle East based on my survey findings.

How much of a difference do you think there is between parents and children in the Middle East?

31 responses





The History of the Foundation Program – Part I: The Founding of Qatar University

Elisabeth Szewczyk-Méziane, Lecturer of English, Foundation Program

In autumn 1973, the first tertiary educational institution, the Qatar Teacher-Training College, was opened in Madinat Khalifa North. It was later renamed the College of Education. Two government secondary schools were repurposed for the teachers' college: one for male teacher-trainees and one for female teacher-trainees. These teachers' colleges were located approximately one kilometer apart.

The Qatari government, with the support of UNESCO, then made plans to establish a university and thus, in 1977, Qatar University was founded. There were three colleges: The College of Education, The College of Humanities and Social Sciences, and The College of Science. The College of Sharia and Islamic Studies was later opened in 1978.

As the number of students

increased, the government decided to construct a modern, purpose-built campus. A suitable site was selected in the desert, on the then outskirts of Doha. The site was geographically interesting, consisting of a low ridge with a narrow wadi (dry river bed) flanking the southeastern side and plenty of space for expansion. As the site was somewhat elevated, one could see the bay, the city of Doha and the iconic Sheraton Hotel in the distance.

Construction of the campus began in the early 1980s and the new university was inaugurated in autumn 1986. It was connected to the suburbs of Markiya and Dafna by a new dual carriageway, appropriately named University Street. The campus consisted of a series of buildings which were inspired by Islamic and tradition-



Qatar University: Photograph courtesy of Mike Richards

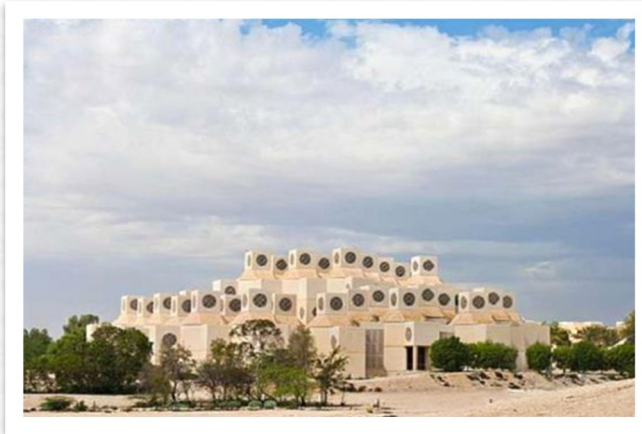
al architecture. These buildings were designed by Egyptian architect, Kamal El Kafrawi. Although originally envisioned to be a co-educational campus, it was decided to separate the two campuses. A wall was constructed at the rear of the last corridor on the men's side, thus effectively creating a partitioned university with a men's campus and a women's campus.

Up to this point, there was no tertiary teaching of English language in Qatar, apart from courses run by the British Council in Ras Abu Aboud and a few private language institutions. With the establishment of the College of Engineering (1980) and the College of Business and Economics (1985), the university decided to open a department on the new cam-

pus to teach English language courses in 1986 to prepare students for programmes offered in English in these colleges.

A College of Technology was established in 1987. This college offered both part-time and full-time courses; many of the students were already working full time for the government. Classes were taught in the old Qatar University buildings in Madinat Khalifa North, one campus for women and one for men. The original men's campus now houses a boys' secondary school opposite Landmark Mall.

The new university buildings won widespread praise for their novel and striking architectural features. The buildings' architect was acclaimed internationally.

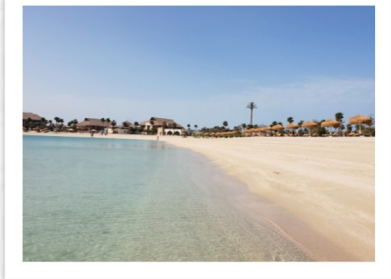


Qatar University photograph: Courtesy of Mike Richards

Banana Island: A Place to Remember

Raed Ali Ayesh Marabeh, Teaching Assistant of Math, Foundation Program

On March 30th, the Foundation Program Social Committee arranged a trip to Banana Island. Around 40 faculty, staff, and their families participated. For most of the participants, it was their first experience



Banana Island: Photograph courtesy of Raed Marabeh

visiting this crescent of golden beach. Everyone on the trip was excited to discover this island.

Banana Island is about 25 minutes away from Doha by boat. It contains a five-star luxury resort with extensive facilities, including: rooms with a sea view, a surf pool, a dive center, a VIP cinema, and a bowling alley.

Faculty and their families reached Banana Island around 9:30 am. The morning sun glistening over the beach was really amazing! We had the chance to try out many activities and facilities. However, the most enjoyable part was relaxing on the beach.



Banana Island: Photograph courtesy of Mondher Chaabane

This trip was really a good opportunity to meet and interact with colleagues outside the workspace and to see the social and fun side of friends. If you are a staff or a faculty member in the Foundation Program, then why not come along on the next trip that the Foundation Program's Social Committee organizes?

FPDE Off-road Excursion to Ras Abrouq

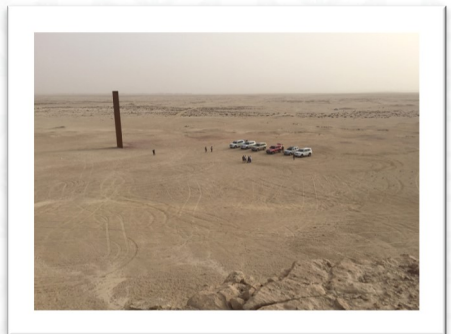
Elisabeth Szewczyk-Méziane, Lecturer of English, Foundation Program

On Friday, 19th April, a group of about twenty FPDE staff, family, and friends set off in a convoy of five 4x4 vehicles led by Marcin Wawrzyniak to explore the Ras Abrouq Peninsula. The first destination was Bir Zekreet Beach for a photo-op. Unfortunately, the tide was out but that

did not discourage the avid photographers. A brief dash through tiny Zekreet village was followed by a stop at a local camel farm for another photo-op. Here, some intrepid souls petted and nuzzled the remarkably docile and patient camels.

Onward to the Abrouq Nature Reserve, famed for its bizarre limestone formations and salt flats, to snap photos of oryx and Thomson's gazelles. Our adventurers gazed in awe at acclaimed artist Richard Serra's remarkable quartet of four massive fourteen-metre high steel-plate sculptures magnificently rising in solitary splendor in the desolate desert landscape.

Film City, a film set of a 19th century Qatari village built for a QTV production (Eyaal Al Theeb) was a few kilometers away. The stage village was eagerly explored by our keen adventurers who clambered up and down the steep steps to rooftop views of the rocky landscape beyond.



Richard Serra sculpture: Photograph courtesy of David Andrew Coupland

The next stop was the so-called Mystery Valley, a naturally enclosed formation of wind-sculpted limestone ridges and cliffs. The valley was peppered with fake semi-circular structures used to house the villagers' enemies in the same TV series. The trekkers explored the wonderfully weird natural formations as the sun slowly set.

Finally, everyone headed to a McDonald's in nearby Dhukhan. Afterwards, our weary travelers wended their way home to Doha. The trip was declared an overwhelming success.



Richard Serra sculpture: Photograph courtesy of Phillip Wren

Professional Development: Screencast-O-Matic

David Alan Pearson, Lecturer of English, Foundation Program

Foundation English Lecturer, Alaeddin Halwani, presented a workshop on Screen-O-Matic on March 25th, at Qatar University. This workshop was offered by the Center for Excellence in Teaching and Learning (CETL).

Screen-O-Matic, Halwani explained, is an online screen recorder for instant screen capture and video recording. It allows an instructor or student to overdub a narration of what is happening onscreen.

Screen-O-Matic then creates a link so that the screen recording can be easily shared

or posted on Blackboard.

Screen-O-Matic is wonderful tool for online tutorials. It enables instructors to use the computer's webcam to open a box which shows them talking as they work on the larger screen. In addition, it allows instructors to comment on students' work by using the cursor to highlight, underline, or draw circles around anything happening onscreen. Instructors can also easily edit and combine videos.

Screen-O-Matic is excellent for video announcements and student assignments.

Instructors can require students to create screencasts in response to specific questions or as a formative assessment of an ongoing project.

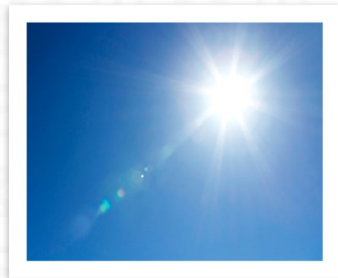
As Halwani explained, having the opportunity to create something is "motivating for students". Why not give Screen-O-Matic a try?



Alaeddin Halwani: Photograph courtesy of David Alan Pearson

Heat Stress

Wedad Khaled Maatouk, Teaching Assistant of English, Foundation Program



Photograph from Nastco/iStock/Thinkstock

The Foundation Program's Health & Safety Committee would like to ensure the safety and wellbeing of our faculty and staff during the summer. In an effort to raise awareness, the committee would like to briefly explain heat stress and share some helpful tips to avoid any serious health problems.

Heat stress occurs when the body cannot cool itself enough to maintain a healthy temperature. When your body sweats a lot under hot conditions, the body does not have enough water to cool itself. This usually results in dehydration and a rise in body temperature. Symptoms of heat stress can then develop. These symptoms can range from minor discom-


fort to severe medical conditions such as heat rash, heat cramps, heat exhaustion, and heat stroke.

Heat stress is mainly prevented by drinking water. However, wearing light, loose clothing, wearing sunglasses and hats, applying sunscreen with an SPF of at least 15, and staying in the shade can also help.

Contact Us

Men's Foundation Building (A06)
 Women's Foundation Building (D05)
 P.O. Box 2713
 Doha
 Qatar


 Qatar University Foundation Program


 @qufoundation

Phone: [\(+974\) 4403-5300](tel:+97444035300)
 E-Mail: foundation@qu.edu.qa
 Website: <http://www.qu.edu.qa/foundation>



Photograph: Courtesy of David John Bartsch