جامعة الملك سعود
King Saud University
1957

The Vice Rectorate for Educational and Academic Affairs

Center for Excellence in Learning and Teaching

ANNUAL REPORT: CENTER FOR EXCELLENCE IN LEARNING AND TEACHING

Academic Year 1447 AH- 2025/26

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Introduction

This report reviews the achievements of the Center of Excellence in Learning and Teaching (CELT) for the academic year 1447 AH, covering the Center's projects: the Excellence in Teaching and Learning Grants (Ninth Session), the King Saud University Fellowship in University Teaching, the Academic Teaching and Learning Conferences, the Educational Consulting service, the Effective Teaching Series, and Educational Resources.

Excellence in Teaching and Learning Grants "Ninth Session"

The Center for Excellence in Learning and Teaching implemented the ninth session of the Excellence in Teaching and Learning Grants during the 1447 AH academic year. The session aimed to support innovative educational initiatives, advance teaching practices and assessment methods, develop sustainable digital learning resources, and enhance the alignment of academic courses with professional certifications and labor market requirements.

Grant Implementation Stages

- **Session Preparation and Development:**
  The Center developed the grant tracks, application and evaluation guidelines and forms, as well as reporting templates. These efforts contributed to standardizing procedures, monitoring project implementation, and measuring project impact and sustainability.
- **Launch of the Session:**
  The Center announced the opening of applications on September 25, 2025, and conducted an awareness campaign through the University's and the Center's communication channels. A dedicated bilingual webpage for the grants was also created in Arabic and English, and consultations were provided to applicants.
- **Application and Evaluation:**
  The Center received 52 proposals from a variety of disciplines and colleges. A total of 18 reviewers participated in evaluating the proposals, resulting in the approval of 29 projects for implementation.
- **Orientation and Implementation:**
  Three workshops were held for participants during December 2025 and January 2026, covering implementation procedures, reporting requirements, and follow-up mechanisms. The projects were subsequently implemented in accordance with their approved plans.
- **Monitoring and Evaluation:**
  The Center received 27 interm reports and 27 final reports from the ongoing projects. Two projects withdrew after approval. The reports were reviewed, feedback was provided, and the required revisions were completed.
- **Completion of the session:**
  A total of 27 projects successfully completed all implementation stages, and participants submitted their final reports. The continuation rate of approved projects reached 93.1%, while the final-report submission rate for ongoing projects reached 100%.

Key Results and Outputs

The ninth session resulted in the implementation of 27 projects distributed across three main tracks:

- 9 projects focused on developing innovative teaching strategies and assessment methods.
- 11 projects focused on developing innovative and sustainable educational resources.
- 7 projects focused on aligning academic courses with professional certifications and labor market requirements.

The project outputs included a wide range of digital and interactive resources, simulations and educational laboratories, artificial intelligence applications and intelligent assistants, educational videos, guides and training packages, question banks and assessment tools, in addition to the development of course content and its alignment with professional certifications and licenses.

The projects were implemented across a number of colleges and academic disciplines. A total of 18 colleges participated, while the total number of students reported as beneficiaries in the project reports reached 1,436 male and female students.

In terms of impact, the projects aimed to promote active learning and engagement, develop analytical, critical-thinking, and problem-solving skills, support self-directed learning, strengthen practical learning, improve assessment design, and enhance professional readiness.

Some projects also demonstrated direct quantitative outcomes. For example, one project recorded a 40-percentage-point improvement in knowledge between the pre- and post-assessments.

Conclusion

The ninth session of the Excellence in Teaching and Learning Grants reflected the Center's commitment to supporting innovation in educational practices, developing reusable learning resources, and strengthening the connection between education, professional skills, and certifications.

The evaluation, monitoring, and feedback mechanisms also contributed to supporting projects in fulfilling implementation and documentation requirements and facilitated the production of educational outputs that contributed to the development of courses and teaching practices, while providing a foundation that can be built upon in future initiatives.

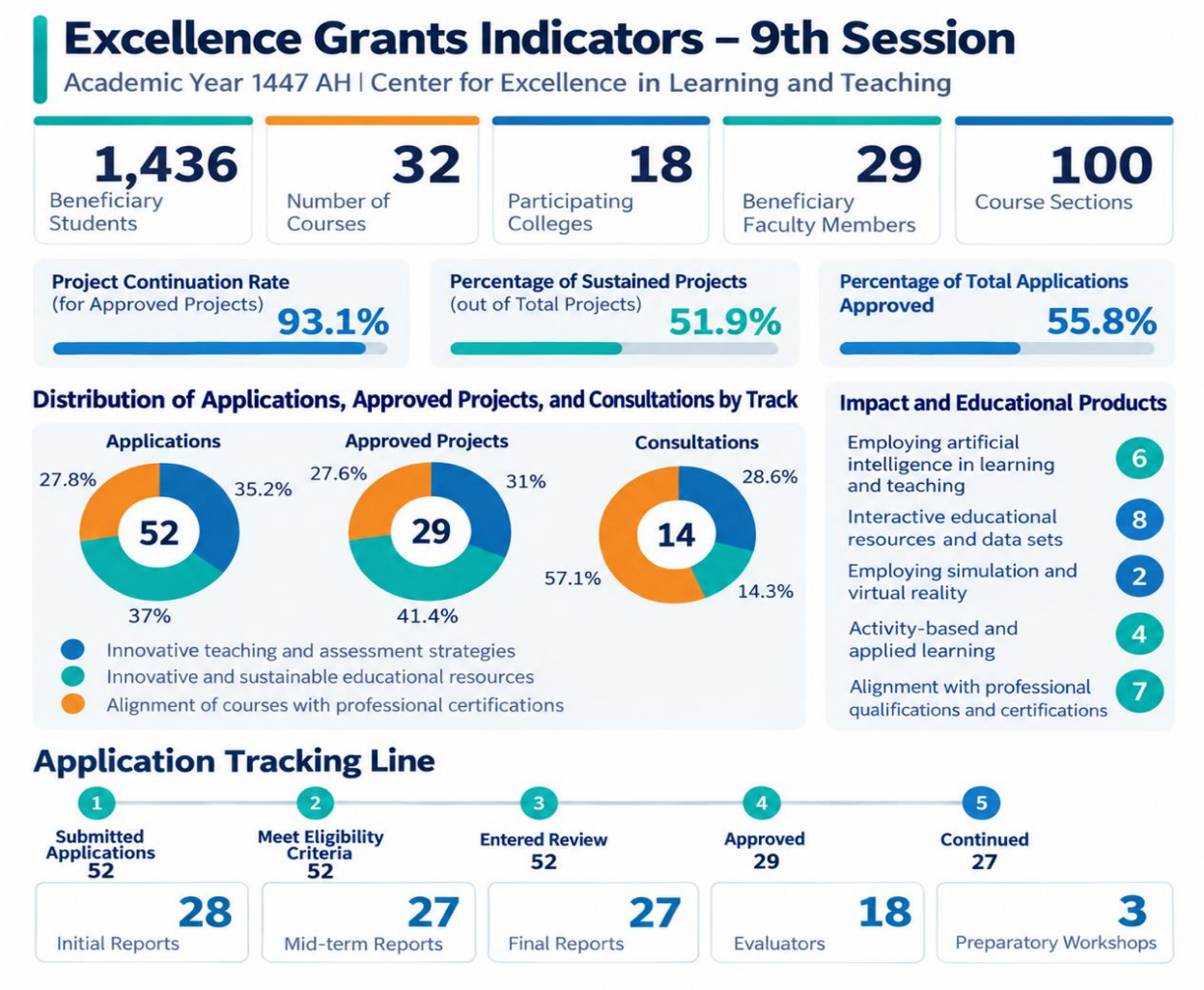


Figure (1): Excellence in Teaching and Learning Grants 9th Session

For more information, please visit the Excellence in Teaching and Learning Grants 9th Session page.

King Saud University Teaching Fellowship

This unique program was held at the university, adopting best practices and international standards in university teaching, and built on the accumulated experience and practices of leading universities in this field. It draws on the university's expertise and that of CELT through its distinguished programs, such as the "Promising Teachers" and "Promising Teachers Ambassadors" programs. Curriculum and teaching-methods experts contributed to developing the program, and oversight was not limited to implementing what had been approved, but was accompanied by continuous development of procedures by the supervisors to achieve the greatest benefit for participants. Guidance within the program was based on faculty members specialized in education, as well as others from different specializations with prior experience in the program's field. The program was joined by 27 faculty members from humanities, science, and health colleges, following standardized nomination processes. It was implemented over two academic semesters, both in person and remotely sessions, and benefited 2,935 male and female students. The KSU Teaching Fellowship Program achieved notable success in its first session, as feedback from participants and performance indicators showed the extent to which the program's goals were met, goals that focused on equipping participants with teaching competencies, which was positively reflected in academic performance and the overall quality of the educational process.

- The program was announced on May 6, 2025.
- An in-person introductory meeting was held on August 21, 2025.
- (10) in-person meetings and (22) remotely meetings were held during the academic year.
- (13) remotely professional-practice communities' meetings were held.
- The final meeting for activities was held on May 7, 2026.
- The last meeting was held on June 10, 2026.

Program Objectives

1-Strengthening excellence and innovation in the teaching practices of faculty members.

2-Promoting the practice of teaching and assessment strategies that have an effective impact on improving student learning.

3-Enhancing King Saud University's standing as a leading institution in university teaching.

4-Spreading a culture of excellence and continuous improvement among faculty members.

Program Tasks

1-Periodic tasks in the discussion forum in LMS to discuss models (attending the seminar – peer review – professional practice communities).

2-Self-development plan and teaching-reflection report.

3-Learning-principles application report.

4-Teaching-performance improvement report.

Program Implementation

Participants were divided into groups of 4–6, each supervised directly by a mentor who follows up on each participant's achievements within the group and provides individual feedback, as well as support as needed. All program tasks were carried out during the first and second semesters.



Figure (2): King Saud University Teaching Fellowship Announcement

For more information, please visit the King Saud University Teaching Fellowship page.

Academic Learning and Teaching Conferences

The Academic Learning and Teaching Conferences page on CELT's website presented, in both Arabic and English, models and links to a range of the latest academic learning and teaching conferences. The page was first published on August 18, 2024.

This service aims to save time and effort for faculty members by facilitating access to information related to conferences and specialized scientific events in the fields of teaching and learning, thereby enhancing opportunities for effective participation and reducing the effort spent on individual research. It also seeks to encourage faculty members to attend relevant conferences and workshops, contributing to the development of their educational skills and academic capabilities, and thereby raising the quality of the educational process at the university, as well as strengthening the university's participation at the Arab and international levels in the field of teaching and learning. Moreover, supporting and encouraging faculty members' participation in international conferences and events, which helps highlight the university's standing and exchange expertise with leading academic institutions.



Figure (3): Academic Learning and Teaching Conferences



EDULEARN 2026: International Conference

on Education and New Learning Technologies

Multi-Format (On-site / Online)

21st–22nd November 2026

Zarqa, Jordan

The **International Conference on Education and New Learning Technologies (EDULEARN 2026)** provides an international forum for educators, researchers, and professionals to share insights, advancements, and best practices in education and emerging learning technologies. Moreover, discussing recent trends, challenges, and practical solutions in technology-enhanced education and learning.

For Conference Link CLICK HERE

Figure (4): Academic Learning and Teaching Conferences

For more information, please visit the Academic Learning and Teaching Conferences page.

Educational Consultations

The educational consultation service aims to improve the educational experience students receive at the university by helping faculty members build those experiences on scientific foundations. The idea behind the service is to provide support and assistance to faculty members in the field of education, integrating technology with teaching, and designing courses, assignments, and assessments, among other areas. Recently, consulting on integrating generative artificial intelligence into teaching and learning was also added, provided with the help of faculty members with specialization and experience in these fields.

The Center reviewed more than 25 websites of teaching and learning centers at global universities to draw on their practices in developing the program. The service is announced through the daily communication system and digital screens for faculty members in both Arabic and English.

19 consultation requests were received; 12 consultations were resolved, and 7 were not provided because they fell outside the Center's specialization, those requesting parties were contacted and referred to the relevant entity. One beneficiary did not attend the scheduled consultation. In addition, 12 consultations were provided for the Excellence in Teaching and Learning Grants Program (Ninth session).



Figure (5): Educational Consultations Service



Figure (6): Educational Consultations Service

Classification of Consultations by Type and Delivery Methods

		Count
Requests Received		31
Consultations Provided		24
Consultants		5
Consultation Type	Teaching Strategies	1
	Integrating Technology into Teaching	2
	Assessment	1
	Instructional Design	
	Integrating Generative AI into Teaching and Learning	8
	Excellence in Teaching and Learning Grants Program (9th Session)	12
Delivery Method	Zoom	8
	Phone Call	3
	Email	13

The Center is keen to provide the consultation service in a way that achieves its objective and earns beneficiary satisfaction. For this purpose, a beneficiary-satisfaction form was designed for service recipients to complete, including: the consultant's name, the consultation field, the recipient's level of satisfaction with the service provided, and suggestions for improving the consultation service. It was completed by seven beneficiaries, with the following results:

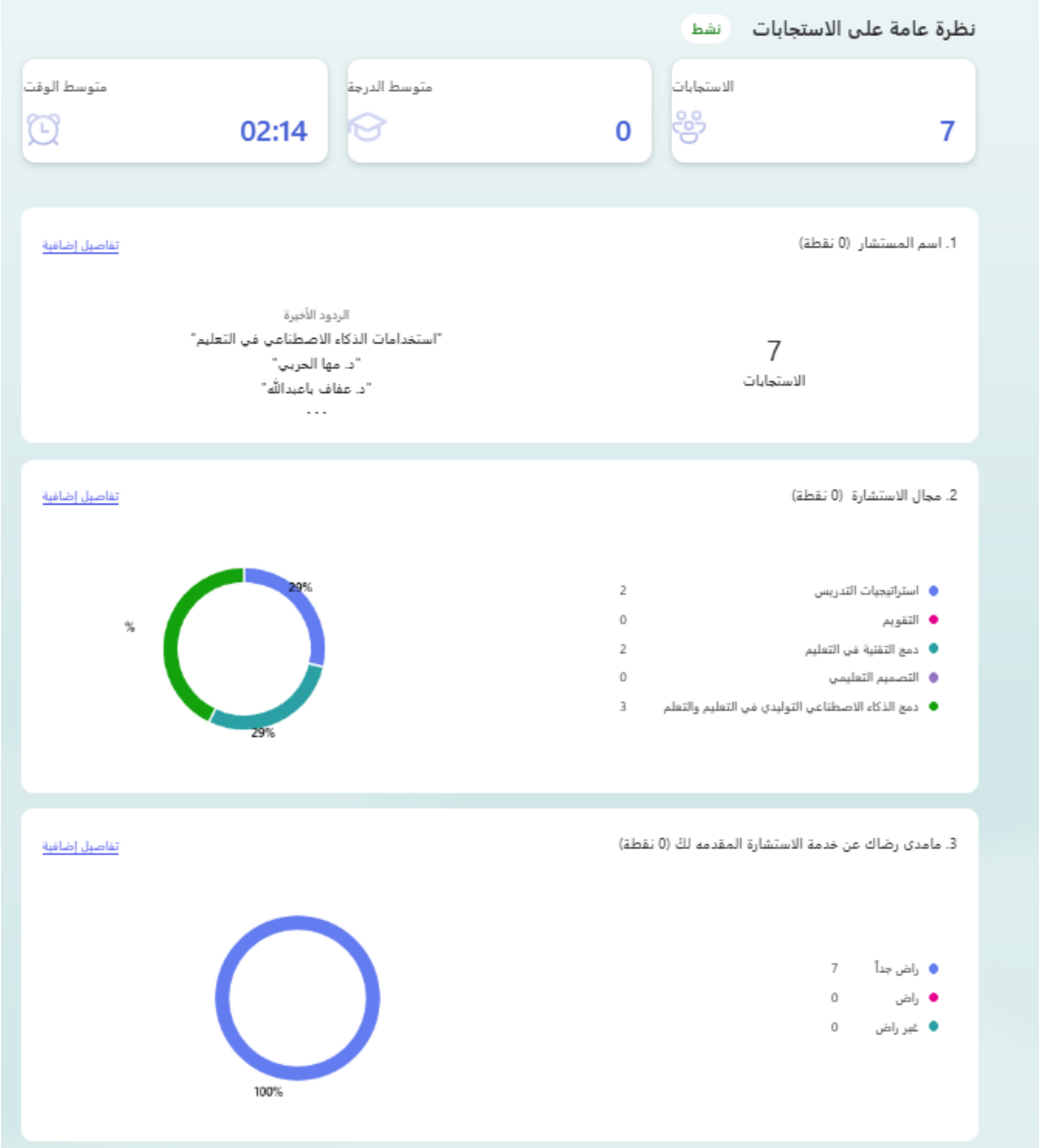


Figure (7): Educational Consultations Service

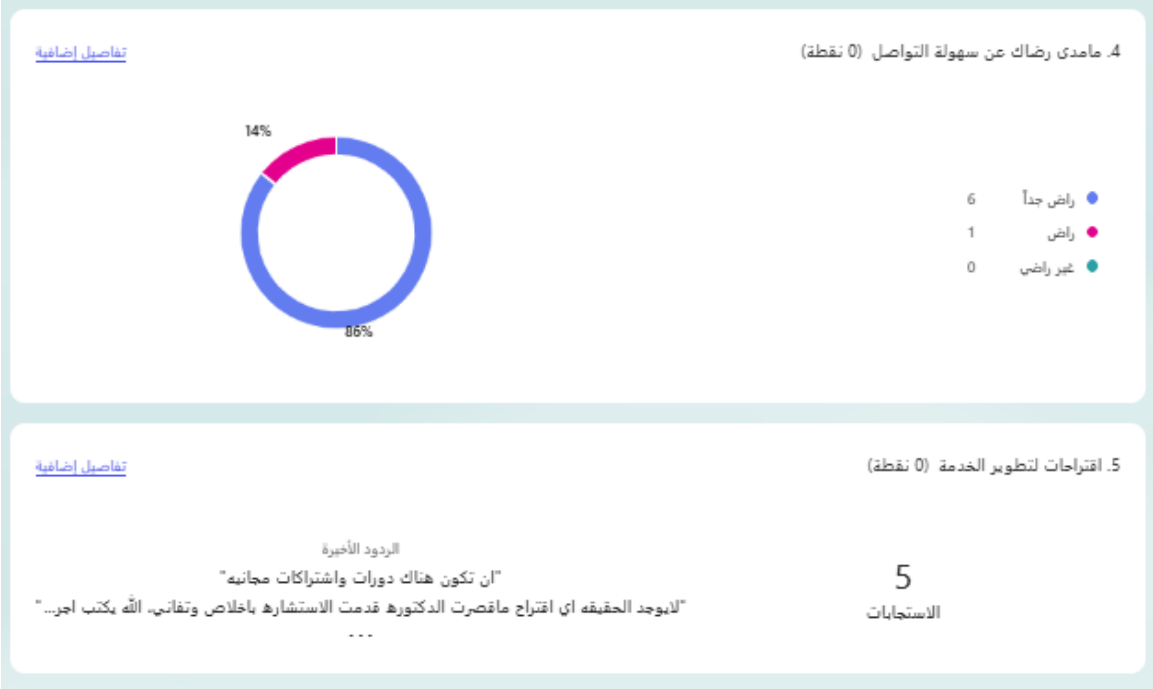


Figure (8): Educational Consultations Service

For more information, please visit the Educational Consultations page.

Enhancing Effective Teaching Series

As part of its role in contributing to the professional development of faculty members, CELT offers a series of guidance based on scientific foundations, aiming to promote effective teaching through the application of effective methods and strategies in university education. This series provides practical ideas for faculty members to motivate them towards excellence and creativity in university teaching. The Center published 26 issues of the series during the academic year, announced through the daily communication system and digital screens for faculty members in both Arabic and English.

Examples

- Preparing for the First Lectures of the Semester
- Designing Activities & Active Learning with AI Support
- Problem-Based Learning (PBL)
- AI and Inclusive Learning: A Learning Experience That Fits Every Student
- Simulation-Based Learning in Medical Education
- AI-Supported Feedback for Students
- Adapting Microlearning for STEM Fields in Higher Education
- Integrating LMS Analytics in Higher Education
- Effective Final Exam Review Sessions
- Good Test Preparation

For more information, please visit the Enhancing Effective Teaching Series page.

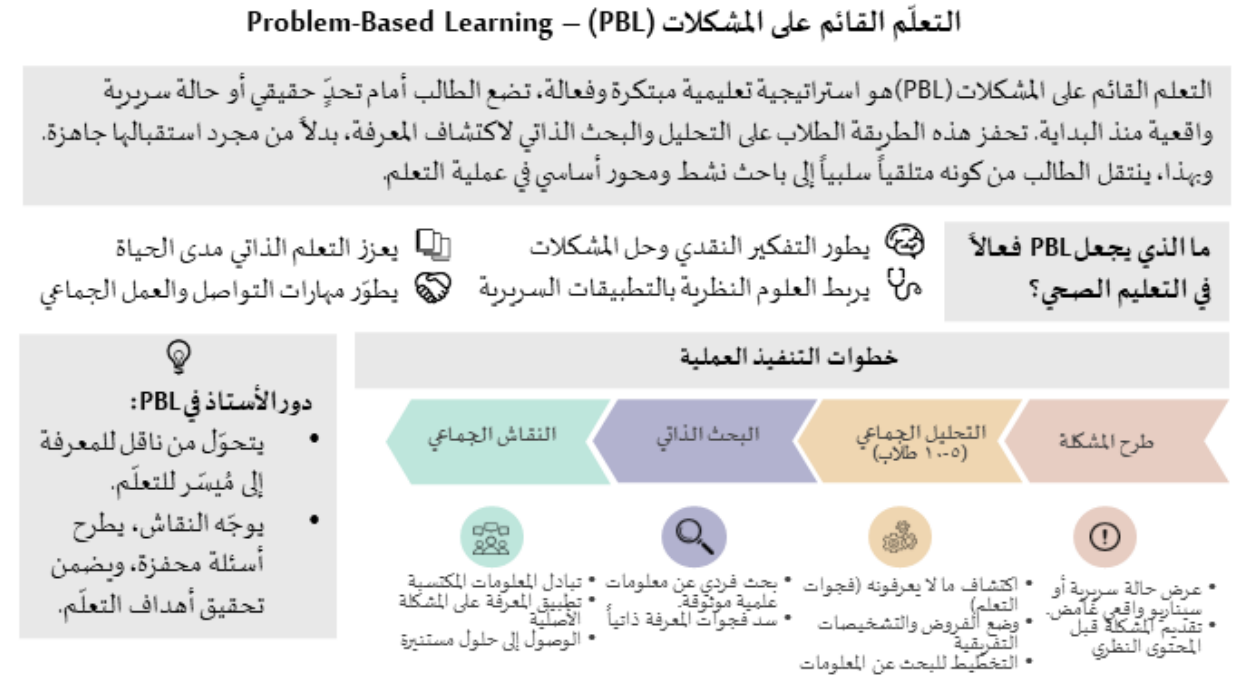


Figure (9): Enhancing Effective Teaching Series

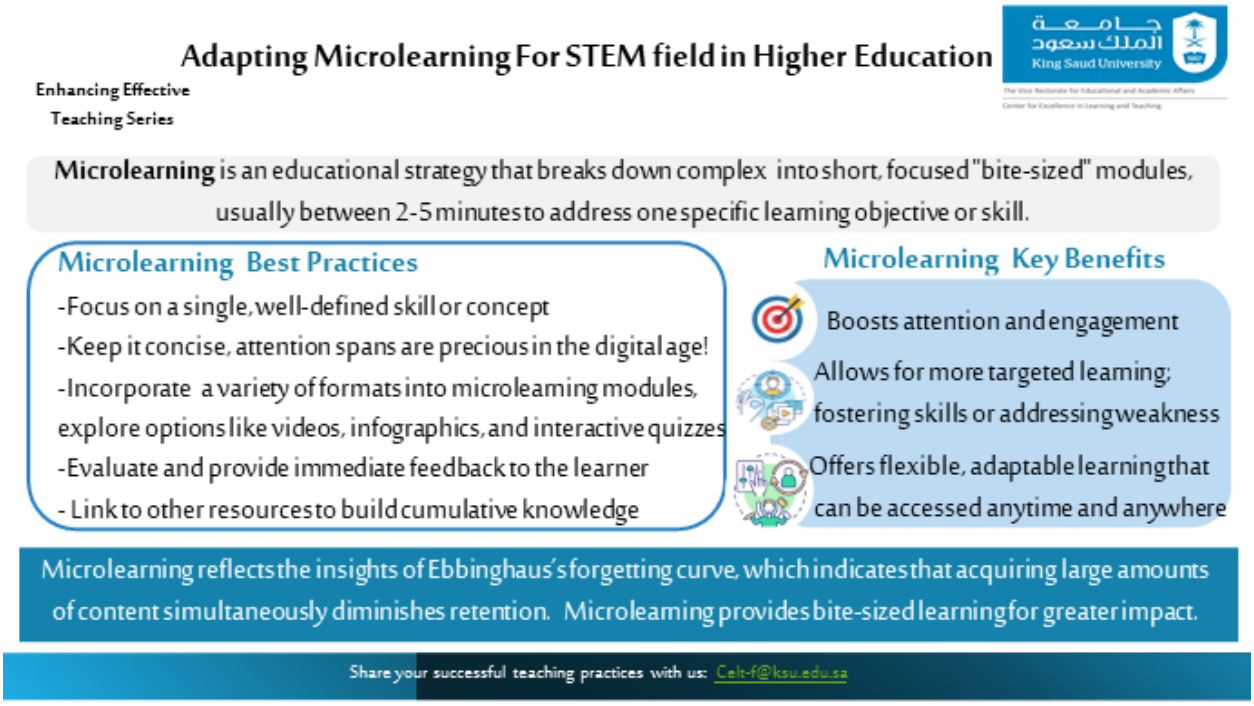


Figure (10): Enhancing Effective Teaching Series

Educational Resources

As part of CELT's efforts to enhance the effectiveness of the educational process and improve the quality of teaching practices at the university, the Center prepares and publishes educational resources based on approved and documented practices previously published on the Center's official website. The Center published 11 resources during the academic year.

These resources are announced periodically through "Tawasul" program, in both Arabic and English, ensuring they reach all colleges and academic departments, following a timeline that aligns with the sequence of semester activities.

The following is a list of teaching practices announced according to the sequence of academic semesters:

- Teaching Philosophy
- Evaluating Students Prior Knowledge
- Using Technology to Identify Students' Prior Knowledge
- Organizing Student Knowledge
- Using Generative AI Tools to Create Activities and Assignments
- Encouraging Students Participation Using Electronic Polling Tools
- Activating Discussion Forum
- Using Effective Feedback in Assignments
- Using Effective Rubrics in Assessing Student Performance
- Role-Play Strategy
- The Effectiveness of Peer Feedback

For more information, please visit the Educational Resources page.



Figure (11): Educational Resources



Figure (12): Educational Resources