

HIGHER EDUCATION



Thursday, June 16, 2022

GULF TIMES Special Supplement

Learning in the new normal

What is the road ahead, for higher education, post-pandemic?

While the response of higher education institutions, at the onset of the pandemic, to promptly adopt technology and maintain academic continuity was commendable, disruptions in the global supply chain meant that items such as webcams and microphones took longer to obtain and the quality of online sessions was initially spotty. The most important consequence of the surge in remote learning is an improvement in the level of access to quality education. We have become better at teaching/learning in an online environment and newer methodologies, technologies, software tools, and other resources are enhancing the quality of the learning experience.



Improving the remote learning experience

Critics have pointed out that 100% online mode can undermine the social part of the learning experience thereby impacting mental health, social maturity, and communication skills. Fortunately, numerous tools can contribute to creating a sense of community among students even in virtual mode.

The faculty are also learning to create a greater sense of their presence in their respective subjects by using tools such as discussion boards, video chats, audio and video feedback on assignments, and others. Many teachers elect to hold optional live meetings using platforms such as Zoom or Skype. Some universities have introduced student information portals that function more like social media platforms, creating a virtual environment where groups of students can interact outside of class. Higher education institutions have also recognised that they need to refine and strengthen procedures to identify students who may be suffering from a mental illness or struggling in an online environment. Sometimes, this simply involves providing advice on how students could change their classroom approach. In other instances, it might involve setting up an appointment for online counselling services.

Post-COVID shift

To make learning more impactful, teachers also need to think differently about how they approach an online class. The academic content should not only be accessible but also fight challenges posed by the online delivery medium. It is equally imperative to be thoughtful about how students process information in a virtual environment. Some teachers have reported that features, such as discussions, can be richer in an online environment than a face-to-face one. For example, international students who might be more nervous about speaking aloud in class may feel empowered by an online discussion board where they can take additional time to formulate a thoughtful response.

Asynchronous classes/courses where the class is not meeting in real time also offer flexibility. Students may be able to hold a job and work on classes at night. Video lectures can be replayed to make sure concepts are more clearly understood. Online courses that have a well-designed structure may help students approach their work more systematically and productively. If higher education fully embraces the potential of the digital medium, we can significantly expand the number of people with academic credentials and skills that the 21st century needs.



Return to traditional classroom

Many classes will return to pre-COVID conditions — particularly those where a face-to-face component is important. Classes in disciplines such as art, music, and the physical sciences have a strong need to have contact with the tools of their discipline. Overseas universities are prioritising getting international students back on campus to the extent permitted in the face of travel restrictions and other travel impediments. Where necessary, they are looking to accommodate students from countries who may not be able to return as easily.

While there will certainly be many who choose to return to the traditional classroom, their teaching will unquestionably be shaped by their online experience. Conversely, many courses will remain online, or universities will provide choices between online and traditional classroom settings. Those who continue to teach online will be doing so with more user-friendly technology that will enhance students' experiences.



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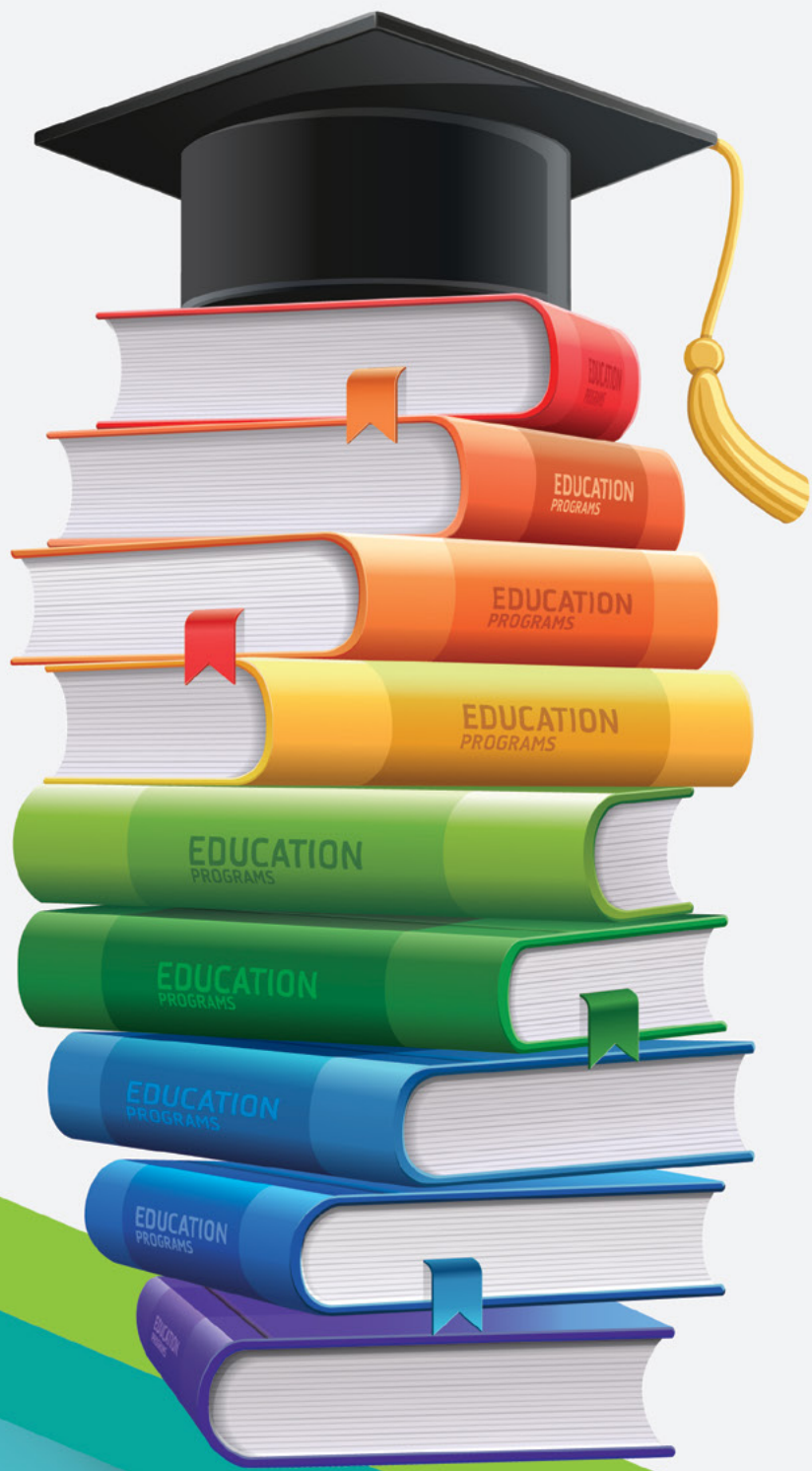
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Education Above All and UNICEF announce new programmes to enroll 650,000 children in school

Education Above All Foundation (EAA) and UNICEF recently reaffirmed their joint commitment to quality education by announcing three new programmes aimed at bringing over 650,000 of the hardest-to-reach primary-aged children back to school.

Valued at \$41 million, this new commitment from EAA's Educate A Child programme sees UNICEF contributing equally to projects in Paraguay, Somalia and Tanzania over the next three to five years. It will help remove the barriers that can keep children out of school, including by using technology to reach indigenous communities in Paraguay, engaging community leaders to promote education in rural Tanzania, and adapting to the emergency context in Somalia.

"The COVID-19 pandemic has caused millions of children to lag behind in their learning, forcing too many to drop out of school altogether. Children need to be in school, and now is the time to strengthen partnerships for education," said UNICEF Executive Director, Catherine Russell.

"We thank Education Above All for their vision and continued commitment to out-of-school children. Our partnership thrives through our alignment to invest, to leverage global partners, and to advocate for every child's right to education," she added.

EAA and UNICEF have partnered since 2012, providing over 4.5 million vulnerable and marginalized out-of-school children the opportunity to enroll in education. The new programmes will bring the total number of children reached through the partnership to over 5 million.

"We are committed to doing all that we can in order to ensure that no child is left behind when it comes to education. That's why we've been working hard to enroll some of the hardest to reach primary school-aged out of school children in education, and our work with UNICEF shows how much we can accomplish when we work together as partners," said Education Above All CEO, Fahad Al Sulaiti.

The partners also undertake global advocacy to influence education commitments and spending.

Educate A Child and UNICEF currently work together in Kenya, Nigeria, Sudan, and Zanzibar - where the partnership's Zero Out of School programme aims to enroll every primary school-aged child on the island in education.

Qatar hosts preparatory meeting for Transforming Education Summit 2022

Qatar hosted the informal virtual consultative regional meeting for the Arab region and West Asia, in preparation for the Transforming Education Summit 2022 slated to be held in New York next September, in co-operation with the Office of the Deputy Secretary-General of the UN and the Education Above All Foundation.

This meeting came at Qatar's initiative, and as an affirmation of its true belief and continued commitment that quality education is a universal human right and a fundamental basis for achieving sustainable development.

The meeting was chaired by HE the Minister of Education and Higher Education Buthaina bint Ali al-Jabr al-Nuaimi and its sessions were moderated by HE Permanent Representative of Qatar to the UN Sheikha Alya Ahmed bin Saif al-Thani, and CEO of the Education Above All Foundation Fahad al-Sulaiti, with the participation of UN Deputy Secretary-General Amina Mohamed, Lord Ahmad of Wimbledon, Minister for South and Central Asia, North Africa, the United Nations and the Commonwealth in the British Government, as well as ministers of education and representatives of



HE the Minister of Education and Higher Education Buthaina bint Ali Al-Jabr Al-Nuaimi

ministers in 23 countries of the Arab region and West Asia.

Welcoming the ministers and participating officials, HE al-Nuaimi said that Qatar is one of the strongest supporters of the Education Transformation Summit, which was called for by the UN Secretary-General.

She pointed out that Qatar through this consultative meeting is seeking to prepare for the Preparatory Summit for the Transformation in Education to be held in Paris from June 28-30, and in preparation for the Education Transformation Summit slated to be held by the UN Secretary-General in New York on September 19.

She underlined that Qatar's support for the Education Transformation Summit reflects the state's vision for education as one of the main pillars for developing a national, knowledge-based and diversified economy that provides a prosperous and secure future for Qatari citizens. She pointed out that Qatar National Vision 2030 is not confined to building a global educational system that provides exceptional opportunities for high-quality education and training, but its permanent constitution establishes education as a basic rule for achieving progress and social advancement.

She indicated that Qatar's support for the right to education as a basis for development was not limited only to the interior, but also transcended to all parts of the world through the establishment of Qatar Foundation

Qatar's support for the Education Transformation Summit reflects the state's vision for education as one of the main pillars for developing a national, knowledge-based and diversified economy that provides a prosperous and secure future for Qatari citizens

for the World Innovation Summit for Education (WISE) in 2009 under the patronage of Her Highness Sheikha Moza bint Nasser, Chairperson of the Board of Directors of Qatar Foundation for Education, Science and Community Development, in response to the need to revitalise education, provide a global platform for developing ideas, and develop solutions characterised by creativity and innovation to meet the challenges facing education, as well as the establishment of the Education

Above All Foundation and its various activities around the world, to provide equitable and inclusive education as a basic right for all in more from 60 countries.

HE the Minister of Education added that financing education is a top priority for Qatar's policy for development aid, and said that in line with the basic principle of the 2030 Agenda, which is "leaving no one behind", Qatar pays special attention to children of early age. Some 61mn primary schoolchildren are out of school due to numerous and complex barriers that impede their access to education, including extreme poverty, distance from schools, and ongoing conflict.

She explained that over the past decade, Qatar, through the Qatar Fund for Development, has supported educational projects worth \$1bn around the world. It also played a major role in providing educational aid by approving funding programs and annual funding, adding that, since 2013, the commitments of education programs in the Qatar Fund for Development amounted to more than \$850mn, reaching more than 70 countries around the world.



AFG COLLEGE WITH THE UNIVERSITY OF ABERDEEN

AFG College with the University of Aberdeen is a unique partnership between Al Faleh Group for Educational and Academic Services and the University of Aberdeen which opened its doors to undergraduate and postgraduate students in September 2017.

The establishment of the institution is a significant achievement as AFG College with the University of Aberdeen is the first British university to open a dedicated campus offering undergraduate and postgraduate degrees within the State of Qatar.



This exciting University project has been developed under the leadership of H.E. Dr Sheikha Aisha Bint Faleh Al Thani, who identified the need for increased capacity within higher education to support the Qatar National Vision 2030 and to contribute to the development of a stronger knowledge-based economy for the country.

The Partnership Vision

The vision is to deliver an excellent UK higher education experience in Qatar with a strong emphasis on employability. The institution will embrace social inclusion and allow access to university education beyond the academic elite.

The university partnership presents the opportunity for those students living and working in Qatar to access a British degree from one of the leading international universities, currently ranked in top 160 universities in the world, as per as Times Higher Education World University Ranking 2022.

The vision includes the development of a regional research hub, drawing on the strengths of Aberdeen's excellence in global academic research and working collaboratively with other Qatar based educational and institutional partners to contribute to the wider knowledge-based economy within the region.



Future Plans

Now in the fifth year of operation, AFG College with the University of Aberdeen will be developed in two phases. Phase one offers undergraduate degrees in Accountancy and Finance, Business Management, Business Management and Information System, Business Management and International Relations and Business Management and Legal Studies. In addition to our undergraduate offerings, postgraduate degrees including MBA Master of Business Administration, MSc International Business Management, LL.M International Commercial Law, and MSc International Human Resource Management are available on campus. Phase two is the establishment of a large purpose-built university campus offering engineering, education, medical science and social science degrees. This new campus will be opening its doors in September 2024 with a student capacity of over 4,000.



Since September 2021, AFG College with the University of Aberdeen has had over 600 students enrolled in programmes with over 64% of students of Qatari nationality. Both AFG College and the University of Aberdeen are extremely proud to be part of the growing higher education community in Qatar.

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‘Qatar-UNESCO partnership supports education, peace’

HE the Permanent Representative of the State of Qatar to the United Nations Educational, Scientific and Cultural Organization (UNESCO) Dr. Nasser bin Hamad Al Hanzab affirmed that the State of Qatar has established its relations with UNESCO on common foundations and values, pointing to the Qatari support and UNESCO's strategic plans and programs to promote values and concepts to achieve peace, stability and coexistence with different cultures on the basis of mutual respect between peoples.



Dr. Nasser bin Hamad Al Hanzab, Permanent Representative of the State of Qatar to the United Nations Educational, Scientific and Cultural Organization (UNESCO)

HE Qatar's Permanent Representative to UNESCO said in an interview with Al-Raya newspaper published recently that the world needs UNESCO today more than ever, noting the importance of the international community's support to activate the organization's role in promoting stability in the world through education and culture.

HE stressed that the State of Qatar has established its relations with UNESCO on common foundations and values, in terms of the directions and policies adopted by the State since its accession to this prestigious organization, and has worked with UNESCO to strengthen programs locally, regionally, and internationally in all sectors in UNESCO's areas of competence, namely: education, culture, science, communication and media.

HE Al Hanzab pointed out that the State of Qatar has worked to support development programs and plans in the education sector in particular, and in partnership with Qatar Foundation for Education, Science and Community Development (QF) and Education Above All Foundation (EAA), under the international leadership of HH Sheikha Moza bint Nasser, where HH was appointed in 2003 as UNESCO's Special Envoy for Basic and Higher Education, in recognition and appreciation of Her Highness' clear efforts in supporting the

educational process and protecting the right to education at the international level.

HE underlined that the UNESCO Doha Office is one of the models for partnership and cooperation between Qatar and this international organization, to implement projects, programs, and initiatives in many countries, and extend to the sectors of education, culture, heritage and science, empower youth of both genders, and confront extremism and violence.

HE the Permanent Representative stated that UNESCO is working to achieve international peace and security and the goals of sustainable development, according to the charter of the organization that emerged from the London Conference of 1946/1947, which stipulated: "Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed." From this standpoint, the State of Qatar has worked to support development programs and plans in the education sector in particular, and in partnership with QF and EAA, he added.

Al Hanzab pointed out that one of the most prominent fruits of the cooperation between Qatar and UNESCO, and the partnership with EAA, clear to all international partners, is the State of Qatar's keenness on education, which is at the heart of UNESCO's work and its biggest fields, noting that this is evident through the support provided by Qatar to develop and modernize it locally in accordance with the highest international standards. This keenness is manifested internationally through qualitative initiatives and projects, such as the World Innovation Summit for Education (WISE), Educate A Child (EAC), and EAA, which provided an opportunity for more than 10 million children to attend education in the most vulnerable and marginalized regions of the world, particularly conflict zones, HE stressed.

HE explained that the State of Qatar was one of the first supporting countries that cooperated with UNESCO to support education in Beirut through the initiative of the Qatar Fund For Development (QFFD) and EAA to rehabilitate destroyed schools and restart the educational process for male and female students who were deprived of their right to education, in response to a campaign, which was launched after the explosion of Beirut Port in August 2020.

HE the Permanent Representative of the State of Qatar to the UNESCO Dr. Nasser bin Hamad Al Hanzab said that under the leadership of the Qatari diplomacy, the United Nations adopted in New York in June of 2020, the Qatari proposal to take measures to protect the right to education from attacks in times of emergency and conflict, and declared the "International Day to Protect Education from Attack", which falls on Sep. 9 of each year, adopting a resolution affirming the right to education for all and the importance of ensuring a safe and enabling learning environment in humanitarian emergencies, which is consistent with the strategies and objectives of UNESCO and international and humanitarian law.

HE pointed out that the world is witnessing the results of these partnerships on the ground, as the Education Above All Foundation (EAA) organized on September 9 last year, in the presence of Director General of the UNESCO Audrey Azoulay, an important meeting that discussed mechanisms for protecting education in light of conflict, where HH

Sheikha Moza bint Nasser launched a joint project between the Education Above All Foundation and UNESCO aimed to develop monitoring mechanisms for attacks on education and to collect data proving the occurrence of these attacks, through partnership with Harvard University. This project is the first of its kind to establish monitoring mechanisms and provide accurate statistics, HE added.

The world needs UNESCO today more than ever, noting the importance of the international community's support to activate the organization's role in promoting stability in the world through education and culture

Regarding Qatar's support for UNESCO, HE said that the State of Qatar has supported the organization to organize the Ministerial Conference of Ministers of Education on countering hate speech through education. It is a conference to discuss appropriate means to issue recommendations and international programs with the aim of printing indicative publications directed to world countries, explaining methods of combating violence of all kinds, through school and educational curricula.

HE the Permanent Representative of the State of Qatar to the UNESCO Dr. Nasser bin Hamad Al Hanzab pointed out that organizing the FIFA World Cup Qatar 2022 will be a historic event not only for the State of Qatar but for the Arab region, and for the world. In the context of Qatar's hosting of this historic event, he said that since 2010, the State of Qatar has started to rely on youth and consolidate the role of sport in development and in establishing world peace through sport, he said, adding that Qatar also seek for this tournament to have a historical legacy for the Arabs and the Middle East region. Therefore, the State of Qatar pays great attention to this aspect, as sport plays important role in promoting the basic values of building positive cultural dialogue between cultures, and building bridges of communication between peoples on the principle of brotherhood and respect, he noted.

HE stressed that the FIFA World Cup Qatar 2022 will be the first time that the largest football tournament in the world will be held on Arab soil, and it will also be the first FIFA World Cup in terms of close distances between stadiums, which will make it easier for fans to attend two matches in one day. Therefore, it will also give football fans complete comfort and freedom of choice, so that each of them will form their own experience in this exceptional tournament by all standards, he added.

He pointed out that Qatar has given priority to Arab cultures and traditions in choosing the designs of the eight stadiums hosting the 2022 World Cup.

Creating Global Leaders

Georgetown University in Qatar (GU-Q) awards the same internationally recognized Bachelor of Science in Foreign Service (BSFS) degree as Georgetown University, established in Washington, DC, in 1789. The liberal arts curriculum and experiential learning programs engage students in discovering critical and innovative solutions to global issues.

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GU-Q and the Education City Campus

GU-Q is located in Education City, a beautiful 12 square kilometer

campus housing top-tier American universities such as Carnegie Mellon University, Northwestern University, Texas A&M University, Virginia Commonwealth University, and Weill Cornell Medicine, along with a homegrown research university, start-up incubators, technology parks, heritage sites, cultural institutions, and so much more.

The proximity to these institutions provides opportunities to create student connections across Education City and to cross-register at partner universities in a variety of courses, including classes in business, design, language, communication, medicine, and the natural sciences.



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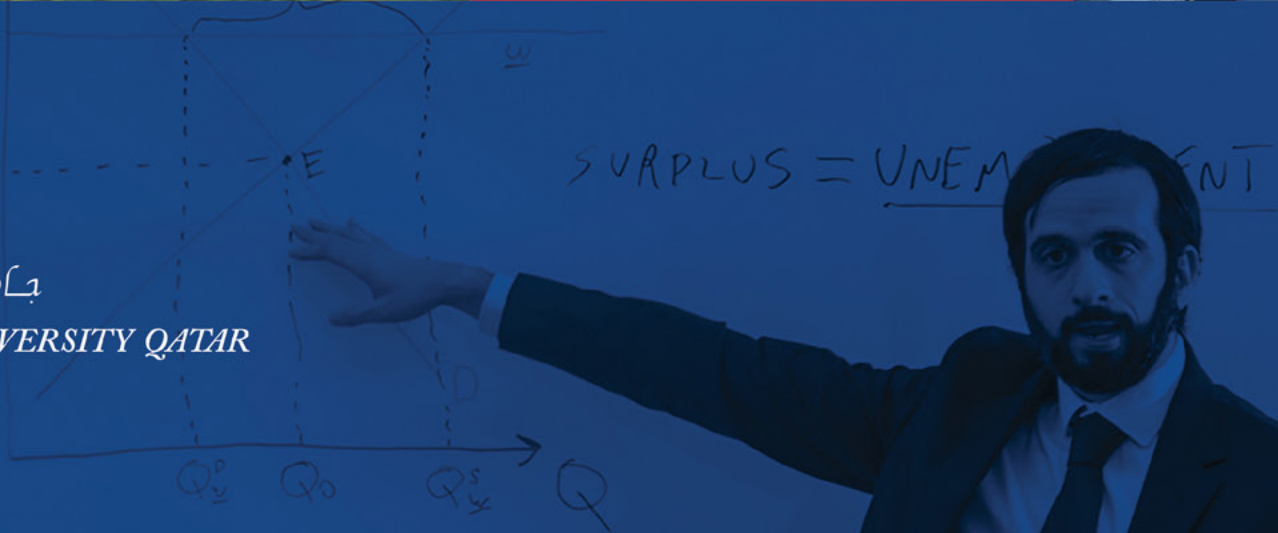
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Innovative approaches to higher education

What do we mean by innovation? In one of many definitions "innovation is the multi-stage process whereby organisations transform ideas into new or improved products, services or processes, in order to advance, compete and differentiate themselves successfully in their marketplace".

It does not necessarily involve technology and its overall aim is to develop a competitive advantage for organisations. Therefore, in the context of transnational education (TNE), innovation is not limited to the adoption of digital tools but is about developing new approaches that better meet the changing needs of stakeholders in local and global communities.

Beyond the obvious trend for online provision, several other important global developments affect the competitiveness of TNE provision. Considering and addressing these global challenges when designing and implementing TNE constitutes the most important form of innovation.

Recent research and developments in higher education suggest the following trends will define the competitiveness, and therefore direction of innovation in TNE:

- Student experience and graduate employability as the two most important metrics in assessing the quality and impact of TNE programmes.
- Addressing local, host country needs through TNE is now a priority for host countries and is increasing monitored by local authorities.
- With the shift to remote teaching, key stakeholders including regulators, students and parents are more receptive of online learning as core mode of education provision.
- Institutions, home country regulators and international bodies realise the importance of TNE in promoting several of the UN Sustainable Development Goals (SDGs) and generating impact.

Reflecting on these trends, one can identify several potential areas for innovation in TNE which are outlined below.

Constructive alignment

A key innovation in TNE is to shift the focus of the design and delivery to students' local context. Exporting institutions need to examine contextual factors such as previous schooling experience, family and social capital, that affect TNE student expectations about teaching and learning. Designing the learning environment and activities that take into account students' prior experience, knowledge and learning preferences will promote better engagement and attainment.

Assessment design in TNE programmes should also consider students' prior education experience, assessment culture and language barriers. By designing contextualised assessment strategies, exporting institutions will promote students' success.

Creating customised learning outcomes that address local needs, such as the employment market and national priorities for graduate skills, as well as global needs, such as global citizenship, will contribute to the competitiveness of TNE programmes and resulting student employability.

Beyond the individual, institutional and national impact, all these innovations support the widening of participation in higher education at global scale and promote several of the UN sustainable development goals including SDG1 (ending poverty), SDG4 (providing inclusive and equitable quality education) and SDG10 (reducing inequalities).

Harnessing digital technologies for sustainability

Digital technologies can be adopted across all parts of a TNE operation to support sustainability. Pandemic travel restrictions revealed to exporting institutions that several, if not all, of the administrative and quality assurance functions, such as academic boards and review visits, could be performed remotely without the need for international travel. Low-tech digital technologies, such as cloud computing and web conferencing, are low cost, require no specialised training, and can be easily adopted and deployed

in a TNE setting to replace international travel for administrative purposes. This offers an immediate, and substantial, positive effect on the environmental footprint of the TNE programme.

Hi-tech digital technologies such as mixed reality can be used for enhancing teaching through tools such as holographic lectures and supporting practical sessions, particularly in subjects such as medical science where physical labs are difficult to develop in offshore locations. This will improve student experience, the quality of the academic provision, and generate a positive impact, especially in supporting the offshore delivery of programmes of critical value for local communities.

Global delivery model

Before the pandemic, we witnessed the convergence of the different modes of HE provision. There has been an amalgamation of elements of home and TNE provision and the blurring of the boundaries between "at home" and "offshore" delivery. At the same time, with the rapid digital transformation, there is an expectation for flexible and accessible academic delivery models. To respond to this challenge, universities need to start trialling innovative forms of academic programmes that allow a flexible delivery pattern that goes beyond the dichotomies of "at home" and TNE or face-to-face and online provision. Such programmes need to be designed for a global audience with the delivery mode readily customisable for meeting student expectations, market dynamics relating to competition and perceptions about online delivery and other contextual factors such as travel restrictions and technology infrastructures.

The pandemic and travel restrictions brought TNE under the spotlight. Many considered TNE a quick fix to overcome problems in international student mobility. However, as we exit this pandemic, the real opportunity is for universities to capitalise on their TNE provision and experience to shape their post-pandemic model. Covid could provide the catalyst universities need to work towards an effective global delivery model of higher education.

Partner with Global Studies Institute to study at a world-renowned American University within Qatar

The Global Studies Institute (GSI) was established in 2019 as an education facilitator. GSI brings the highest quality educational experience to Doha, Qatar. Committed to the Qatar National Vision 2030, GSI works to reinforce the Vision principles with a first-class, comprehensive support structure, both locally and at the host institutions in the United States.

New Leadership

Last February, the Global Studies Institute appointed Dr. Shaker Lashuel as the new Executive Director. Before joining GSI, Dr. Lashuel worked in Jeddah, Saudi Arabia, as the Manager of Scientific Support Programs for AIMuallem Center for Knowledge and Education (MCKE), overseeing the funding for higher education initiatives and institutions within the Saudi Kingdom and abroad. Prior to that, Dr. Lashuel worked for the New York City Public School system for 15 years, holding various teaching, administrative, and leadership roles.



Dr. Shaker Lashuel, Executive Director

Energized by the GSI's vision to provide worldwide opportunities and access for students in Qatar, Dr. Lashuel and his team are committed to rebuilding a student-centered model focused on increasing student success and setting up new programs to implement this vision. GSI plans to add more offerings to increase students' college readiness and support professionals in various fields such as education, business, technology, and energy.

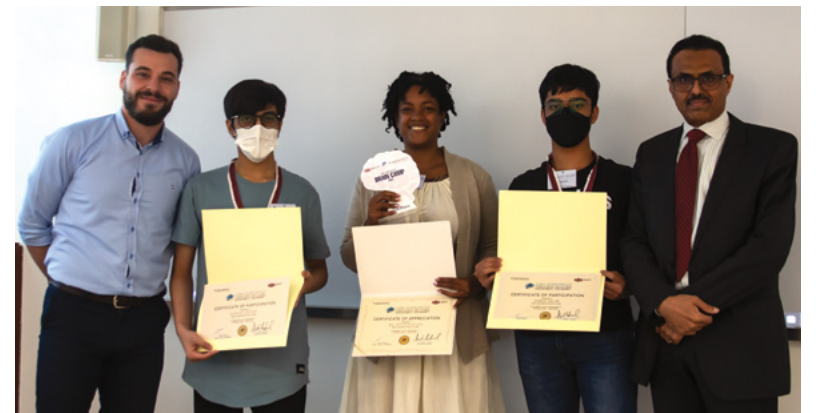
"Our business model enables us to be a dynamic education facilitator that leverages partnerships and resources to offer citizens and residents of Qatar quality educational opportunities to help improve their lives," Dr. Lashuel said.



With years of professional and administrative experience under her belt, Samantha decided to get her first college degree. Her options were limited, but the State University of New York offered Samantha the opportunity to pursue an Associate Degree in Liberal Arts. Samantha graduated her degree Summa Cum Laude and made the President's List.

Engagement with High Schools

Choosing and enrolling at a university can be a challenging experience. GSI is changing how it collaborates with high schools by engaging proactively and building long-term relationships with both counsellors and students. "We aim to be real partners collaborating with counsellors to help students and support them to make informed decisions about their college and careers. GSI is looking for creative ways to engage schools and students," Dr. Lashuel explained.



GSI launched its Brain Camp Competition this year which was open to public and private schools to compete in cybersecurity, digital design, and general knowledge competition rounds. Commencing in September 2022, GSI is planning to invite high school students to participate in hands-on activities and guidance sessions related to career exploration.

The American universities partnered with GSI offer quality educational programs that support the Qatari market. GSI's new collaborative approach to raising awareness about the GSI educational opportunities and the core value of increasing students' success will ensure a more attractive educational system for the citizens and residents of Qatar who are looking for a quality American education curriculum.



New Campus

The Global Studies Institute will soon move to its new campus on Rasheeda Street in Aspire Zone 2. The state-of-the-art three-story building is part of an educational complex with incredible amenities such as sporting facilities, E-gaming rooms and lounges to offer students the environment to study and thrive. Students are looking forward to utilizing the facilities available for them on the new campus.

American Universities

GSI has partnered with three world-renowned United States universities which include the State University of New York-Adirondack, Arkansas State University, and the University of South Carolina. GSI provides six programs which include two associate degrees in Liberal Arts and Cybersecurity, two bachelor's degrees in Digital Technology Design and Engineering Management Systems and two Masters in Educational Leadership and International Business degrees. Students graduate at the end of their qualification with an American Degree issued by the United States University. All the qualifications are fully licensed by the Ministry of Education and Higher Education in Qatar.

Live Classroom Technology

Despite being stationed in the United States, the highly qualified professors teach the students in Qatar and guarantee a real-life classroom experience. The classrooms are designed with the help of Shorelight, a company that powers the live learning technology platform for this learning modality. The technology allows for maximum engagement of students. Cameras in different parts of the classroom capture students from different angles and zoom in on students who are asking questions or speaking in the class. Digital microphones are strategically placed to capture student voices in their natural speaking tones. The three digital screens in the front of the class feature an image of the lecturing professors, a screen for the PowerPoint and a white interactive board screen that allows both students and the professor to write interactively.

Student Success

Student success is the main core value priority at GSI. "We cannot just be passive facilitators; we have to actively support our students, providing the interventions necessary to help them succeed,"

Dr. Lashuel emphasised. The student success model includes Student Success Coaches which are present in every classroom to assist students in learning and offer tutoring sessions when required. The GSI Student Success Manager actively monitors students' attendance and engagement and coordinate with university staff to help students receive the mentorship and support they need from the university. "We rely on our university partners to deliver the academic content, but we make it our business to provide students with the environment, support, and advocacy they need to succeed," Dr. Lashuel affirmed.

Samantha Whay-Jenkins is a testament to this student success model.





Global Studies Institute
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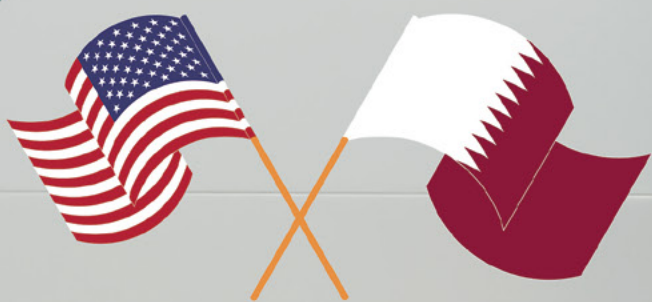


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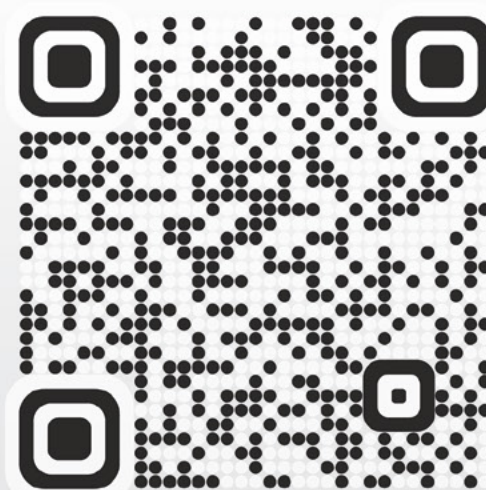
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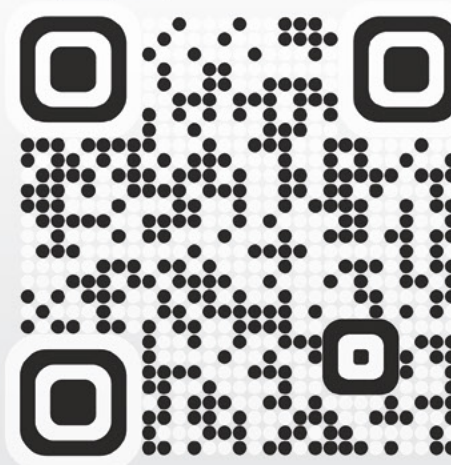
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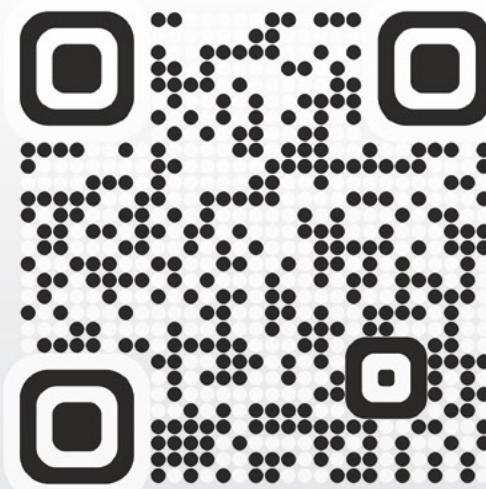
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