Human Computer Interaction

Scenario 1: Complex TV Remote (Interaction Models and Ergonomics)

Context: You are designing a new smart TV remote control. The remote is intended to help users switch between different modes, such as streaming services, cable TV, and gaming consoles. However, there is feedback from users that they find the remote hard to use due to the complexity of its design.

Task:

1. Discuss how **Norman's interaction model** applies to this remote. Identify potential **Gulfs of Execution** and **Gulfs of Evaluation** in this scenario, and suggest ways to minimize them.
2. Consider the **ergonomics** of the remote. What design improvements would you suggest to ensure users of different physical capabilities can operate it comfortably?
3. Present your findings, explaining the specific interaction problems identified and the ergonomic solutions proposed.

Key Concepts for Discussion:

- Norman's seven stages of interaction (goal, intention, action specification, execution, etc.).
- Gulf of Execution and Gulf of Evaluation.
- Ergonomics (layout of buttons, user comfort, ease of access).

Expected Discussion: Students will need to critically apply Norman's interaction model, identifying where the interaction between the user and the system (the TV remote) breaks down. This helps them understand how interaction frameworks map to real-world designs. Ergonomics will force them to think about user diversity (age, physical capability) and design practical solutions for improving user experience.

Scenario 2: Online Shopping Cart Interface (Interaction Styles and Feedback)

Context: Imagine you are redesigning the interface of an e-commerce website. Users frequently complain that they accidentally lose items from their shopping cart or struggle to complete the purchase because the website gives unclear feedback about their actions (e.g., adding items, calculating shipping costs, or confirming orders).

Task:

1. Using **interaction styles** (command line, menus, form-fills, etc.), redesign the user interface of the shopping cart process. Discuss which interaction style would be most effective in this scenario and why.
2. Apply **Abowd & Beale's interaction framework** to analyze the user-to-system interaction during the checkout process. Where might breakdowns occur, and how can you address these issues?
3. Consider the **Gulf of Evaluation** in this scenario. How will you ensure the system provides clear and immediate feedback to the user about their actions, such as adding items to the cart or proceeding to payment?

Key Concepts for Discussion:

- Interaction styles (menus, natural language, form-fills).
- Abowd & Beale's interaction framework (user input, system output).
- Clear feedback to reduce the Gulf of Evaluation.

Expected Discussion: Students will compare different interaction styles to decide which fits best for an e-commerce platform. You will use the interaction framework to analyze possible breakdowns in communication between the user and system. Finally, you'll focus on how to provide clear feedback, ensuring that users always know what state the system is in (e.g., whether an item has been successfully added to the cart).

A Simple Scenario: Basic Concept of Business Requirements Modelling

Imagine a small online bakery called **Sweet Treats** that wants to create a mobile app to manage customer orders. Right now, they are using phone calls and emails, which is slow and sometimes leads to mistakes. They decide to hire a development team to build an app. To make sure the app is exactly what they need, they go through **Business Requirement Modelling**.

Step 1: Identify the Business Problem

The bakery faces the following problems:

- Orders sometimes get mixed up because they are handled manually.
- Customers want an easier way to place and track their orders.
- The bakery wants to track popular items to adjust their menu accordingly.

Step 2: Ask Questions (Business Requirements)

The bakery owner sits down with the development team and answers questions like:

- What should the app do? (Allow customers to browse the menu, place orders, pay online, and track delivery.)
- What information does the bakery need from customers? (Name, address, order details, payment information.)
- Should the app offer notifications? (Yes, send updates when the order is received, being prepared, and delivered.)
- How should the bakery track their sales? (The app should generate reports showing popular items and customer trends.)

Step 3: Create a Model (Visual Representation)

The development team takes this information and creates models, like diagrams and flowcharts, to show how the app will work:

- **Order Flow**: Customers browse the menu → Add items to the cart → Enter delivery details → Confirm and pay → Receive notifications.

- **Customer Data**: The app collects name, address, and order details in a database.
- **Sales Tracking**: A report is automatically generated every month showing what cakes or treats are the most popular.

Step 4: Review and Approve

Before building the app, the bakery owner reviews the models to make sure everything looks right. Once everything is approved, the developers start building the app based on the clear instructions.

Final Product

The result is a mobile app that:

- Allows customers to order and pay easily.
- Sends notifications to keep them updated.
- Helps the bakery track popular items, making the business run smoother.

Key Concept Understanding:

- **Business Requirement Modelling** is the process Sweet Treats used to clearly define what the app should do and how it should work.
- It helped ensure that the development team understood what the bakery needed before building the app, preventing mistakes and making sure the final product met the bakery's expectations.

Business Intelligence Data Analysis and Reporting

Intro.

In this assignment, you will explore real-world business data, perform data analysis using BI tools, and create insightful reports. The goal is to gain hands-on experience in data analysis and reporting, a fundamental aspect of Business Intelligence.

Objectives:

- Utilize BI tools to extract, transform, and load (ETL) data.
- Apply data visualization techniques to create meaningful reports.
- Interpret data insights and present them effectively.

Instructions:

a. Data Selection and ETL:

- Choose a dataset relevant to a business scenario or industry (e.g., sales data, customer data, and inventory data).
- Use a BI tool of your choice (e.g., Tableau, Power BI, Excel) to extract, transform, and load the data.

b. Data Analysis:

- Explore the data to identify patterns, trends, and outliers.
- Use appropriate data analysis techniques to answer specific questions related to the dataset (e.g., sales performance analysis, customer segmentation).

c. Data Visualization:

- Create at least three different data visualizations (e.g., bar charts, line graphs, pie charts) based on the analysis.
- Ensure that visualizations are clear, well-labeled, and visually appealing.

d. Report Creation:

- Write a brief report (approximately 500-700 words) summarizing your analysis and findings.
- Include your visualizations in the report to support your insights.

e. Presentation:

Prepare a short presentation (3-5 minutes) to communicate your findings to the class. Use your report and visualizations as a guide.

Marks Distribution:

1. **Data Preparation (4 marks)**
    - Data cleaning and formatting (2 marks)
    - Data organization (2 marks)
2. **Importing Data into BI Tool (3 marks)**
    - Successfully imported data (2 marks)
    - Appropriate use of the chosen BI tool (1 mark)
3. **Data Analysis and Visualization (12 marks)**
    - Exploring and understanding the dataset (3 marks)
    - Appropriate choice of visualizations (4 marks)
    - Building a dashboard (3 marks)
    - Effective use of filters and calculations (2 marks)
4. **Data Insights and Reports (6 marks)**

- Thorough data analysis (3 marks)
- Well-structured and informative reports (2 marks)
- User-friendly dashboard (1 mark)

5. **Overall Quality (5 marks)**

- Clarity of presentation and communication (2 marks)
- Completeness and depth of analysis (2 marks)
- Proper use of the chosen BI tool's features (1 mark)

Assignment: Advanced Database Design and Implementation with MySQL

Overview: In this assignment, you will be designing and implementing a database using MySQL. You will be required to create a database schema, populate it with data, and write SQL queries to extract information from the database.

Task 1: Database Design a database schema for a small business that sells products online. The business sells products in multiple categories, such as electronics, clothing, and home appliances. Each product has a name, a description, a price, and a category. Customers can create an account on the website, add products to their shopping cart, and place an order. Each order contains information about the customer, the products purchased, and the total cost of the order.

Your schema should include tables for the following entities:

- Products
- Categories
- Customers
- Orders
- Order Items

Make sure to define appropriate primary keys, foreign keys, and any necessary indexes.

Task 2: Data Population Populate the database with sample data for each of the tables you created in Task 1. The data should be sufficient to test your SQL queries.

Task 3: SQL Queries Write SQL queries to perform the following tasks:

1. Retrieve the names of all products in the "electronics" category.
2. Retrieve the names and prices of all products that cost less than $50.
3. Retrieve the total revenue for the business for the current month.
4. Retrieve the names and total order value for the top 10 customers by order value.
5. Retrieve the names of all customers who have purchased more than 3 products in a single order.

Submission Instructions: Submit an SQL script file containing your schema, data population queries, and SQL queries for Tasks 3 .. Also, include a document describing your database schema and any additional features implemented.

Grading Criteria:

- Database schema design: 05
- Data population: 10
- SQL query accuracy: 15

Assignment

1. Introduction:

Practical experience is crucial in the area of digital forensics as it enables a comprehensive grasp of the many obstacles and nuances involved in investigations. This project presents six distinct situations, each emphasizing a certain aspect of digital forensics, in order to give a practical learning experience. Students will conduct inquiries pertaining to mobile devices, network logs, messaging applications, storage devices, data gathering, and email communications.

2. Assignment Outcomes:

A. **Practical Application**: By using their understanding of forensic methods, tools, and approaches on real-life cases, students will get hands-on experience in digital forensics.

B. **Data Handling**: Students will learn how to handle and interact with various forms of digital evidence by searching for and exploiting appropriate datasets, mirroring the breadth of data sources seen in forensic investigations.

C. **Tool Selection**: Students will be challenged to select the appropriate forensic tools for each scenario, considering the unique requirements and challenges of each case.

D. **Analysis and Reporting**: Students will investigate each case thoroughly, evaluate digital evidence, and write a forensic report detailing their findings.

E. **Problem-Solving**: Students will use their analytical and problem-solving skills as they tailor their strategies to tackle the unique obstacles presented by each scenario in the assignment.

3. Scenarios:

a. Mobile Forensics

A person is under suspicion for engaging in cyberbullying using their mobile device. The victim has filed a complaint over menacing communications received via text and social media applications. The suspect refutes any participation. You have been assigned the responsibility of gathering evidence from the mobile device belonging to the suspect.

b. Network Forensics

A breach in the security of a company's private customer data has occurred, leading to the unlawful extraction of a substantial quantity of data. The IT department has skepticism over the presence of an internal danger. Your goal is to examine the network data and accurately identify the exact origin of the security incident.

c. WhatsApp Forensics

Crucial evidence is considered to be present in the WhatsApp communications of a defendant in a criminal case. The perpetrator has erased some texts, and law enforcement need their retrieval and analysis in order to construct a legal argument. Consequently, this responsibility has been assigned to you.

d. Storage Devices Forensics

An USB drive has been discovered at a crime scene, and it is believed to hold information relevant to an ongoing investigation. The USB drive has incurred physical damage. You are responsible for retrieving the data and doing an analysis to assist in the inquiry.

e. Data Acquisition

A company has suspicions about an employee's involvement in intellectual property theft and the unauthorized disclosure of data. The objective is to discreetly gather all data from the employee's work PC. Your task is to collect the data and provide a comprehensive report on the results.

f. Email Forensics

During a corporate espionage investigation, there are concerns that an employee is divulging confidential business data over email. Your responsibility is to gather email evidence, examine email headers, and track out the origin of the leak.

Additional Requirement:

- Students must organize themselves in groups, each contains 3 students.
- Students must seek a relevant tool that aligns with each of the aforementioned scenarios and use the agreed-upon dataset for each scenario, as previously discussed in class.

Rubrics: each scenario will be assessed as follows:

- Investigation (2 marks for each case): Total 12 Marks
- Dataset Selection (1.5 mark for each case): Total 9 Marks
- Tool Selection (1 mark for each case): Total 6 Marks
- Presentation (3 marks)
- Deduction of one mark per day will be applied for the late submissions.
- ASU similarity policy will be applied.

RE: Request for Assistance in Organizing Educational Visit to Forensic Laboratory, Royal Oman Police

Yahya Al Wahaibi <yahya.alwahaibi@asu.edu.om>

Wed 12/13/2023 3:23 PM

To:Khalid Dahleez <khalid.dahleez@asu.edu.om>
Cc:Yasir Mohamed <yasir.abdulgadir@asu.edu.om>;Juhaina Saleh Said Al Harthi <juhaina.alharthi@asu.edu.om>;Mohamed Bashir <mohamed.bashir@asu.edu.om>;Hamed Al Barwani <hamed.albarwani@asu.edu.om>;Mahmood al Ruqadi <mahmood.alruqadi@asu.edu.om>

Approved

From: Khalid Dahleez <khalid.dahleez@asu.edu.om>
Sent: Wednesday, December 13, 2023 1:08 PM
To: Yahya Al Wahaibi <yahya.alwahaibi@asu.edu.om>
Cc: Yasir Mohamed <yasir.abdulgadir@asu.edu.om>; Juhaina Saleh Said Al Harthi <juhaina.alharthi@asu.edu.om>; Mohamed Bashir <mohamed.bashir@asu.edu.om>; Hamed Al Barwani <hamed.albarwani@asu.edu.om>; Mahmood al Ruqadi <mahmood.alruqadi@asu.edu.om>
Subject: RE: Request for Assistance in Organizing Educational Visit to Forensic Laboratory, Royal Oman Police

Dear Prof. Yahya

I am seeking your approval for the proposed student visit to the Forensic Laboratory, Royal Oman Police. It is a good opportunity for our students and staff to align their academic knowledge with relevant existing services offered by ROP.

Many thanks,

Khalid Abed Dahleez – Associate Professor
Dean, College of Business Administration
A'Sharqiyah University (ASU) - Oman
Phone: 00968 - 25401220
Mobile: 00968 - 95293160
Email: Khalid.dahleez@asu.edu.om

جامعة الشرقية
A' SHARQIYAH UNIVERSITY

د. خالد عبد دهليز – أستاذ مشارك
عميد كلية إدارة الأعمال
جامعة الشرقية – سلطنة عمان
الهاتف: 0096825401220
موبايل: 0096895293160
البريد الإلكتروني: Khalid.dahleez@asu.edu.om

From: Mohamed Bashir <mohamed.bashir@asu.edu.om>
Sent: 13 ديسمبر, 2023 11:15 ص
To: Khalid Dahleez <khalid.dahleez@asu.edu.om>
Cc: Yasir Mohamed <yasir.abdulgadir@asu.edu.om>; Juhaina Saleh Said Al Harthi <juhaina.alharthi@asu.edu.om>
Subject: FW: Request for Assistance in Organizing Educational Visit to Forensic Laboratory, Royal Oman Police

Dear Dr. Khalid
Referring to the original email below
Would you please contact the concerned department to provide the necessities like bus
Regards

From: Yasir Mohamed <yasir.abdulgadir@asu.edu.om>
Sent: Wednesday, December 13, 2023 9:03 AM

To: Mohamed Bashir <mohamed.bashir@asu.edu.om>
Subject: Re: Request for Assistance in Organizing Educational Visit to Forensic Laboratory, Royal Oman Police

Dear Dr.
Nice day to you
I wanted to bring to your attention some new developments regarding our planned educational field visits. Through the assistance of Mr. Salih Al-Azri, we have come to understand that the Royal Police's laboratories are not equipped with the specific tools, software, and equipment that are relevant to our subject matter.
Fortunately, Mr. Salih has used his contacts to ascertain that the necessary facilities are available at the Directorate of Telecommunications and Information Technology.

As a result of Mr. Salih's engagement and advocacy on our behalf, the Directorate has graciously agreed to host our students. They have suggested the 20th of December for the visit, which aligns well with our academic schedule. We are especially thankful for Mr. Salih's efforts, as we have been invited without the prerequisite of an official letter – a testament to his good relationships within the Directorate.

Moving forward, we will need to focus on organizing the internal arrangements required for the visit. This includes transportation, scheduling, and preparing the students to ensure they make the most of this opportunity to interact with professionals in the field and gain practical insights.

Please advise
Thanks and Regards

From: Yasir Mohamed
Sent: Monday, November 27, 2023 9:46 AM
To: Mohamed Bashir <mohamed.bashir@asu.edu.om>
Subject: Request for Assistance in Organizing Educational Visit to Forensic Laboratory, Royal Oman Police

Dear Dr.

Have a nice day

I am writing to seek your assistance in organizing an educational visit for our cybersecurity students (35 Students) to the Forensic Laboratory at the Royal Oman Police. This visit is intended to complement our current module on "Forensics Investigations", providing students with invaluable real-world insights and practical knowledge. The intended visit to this facility is expected to allow our students to:

- Witness first-hand the latest forensic methods and technologies in action.
- Understand the real-world challenges and scenarios faced by forensic experts.
- Gain insights into the integration of forensic science with cybersecurity.

Thanks and Regards

Summer 2024

Course Code/Name: MIFS315 Data communication and Computer Networks

Assignment Title: Understanding Networking Fundamentals

Assignment Weightage: 30%

Objective: The objective of this assignment is to deepen your understanding of advanced networking fundamentals through both theoretical knowledge and hands-on practice using Cisco Packet Tracer. You will explore key concepts, design a network that includes common network devices, and troubleshoot common networking issues while incorporating advanced networking topics.

Part 1: Theoretical Understanding 15 Marks

1. **Introduction to Networking 3 Marks**
    - Provide an overview of the importance of networking in the modern world.
    - Define key networking terms, such as protocols, IP addresses, routers, switches, and the Internet.
    - Explain the role of networking in connecting devices, enabling communication, and supporting critical applications such as real-time video conferencing and cloud services.

2. **Types of Networks 3 Marks**

    - Discuss different types of networks, including LANs (Local Area Networks), WANs (Wide Area Networks), MANs (Metropolitan Area Networks), and the Internet.
    - Explain the distinctions between these types of networks and provide examples of each.
    - Explore emerging network types like SD-WAN (Software-Defined Wide Area Network) and their impact on modern network architectures.

3. **Networking Protocols 3 Marks**

    - Explore advanced networking protocols such as BGP (Border Gateway Protocol) and OSPF (Open Shortest Path First) used in large-scale routing on the Internet.
    - Discuss security protocols like IPsec (Internet Protocol Security) and SSL/TLS (Secure Sockets Layer/Transport Layer Security) for secure data transmission.
    - Explain the role of IPv6 in addressing the limitations of IPv4 and supporting the future growth of the Internet.

4. **IP Addressing and Subnetting 3 Marks**

    - Deepen your understanding of IP addressing and subnetting:
        - Discuss CIDR (Classless Inter-Domain Routing) notation and its importance in efficient IP address allocation.
        - Explain the concept of VLSM (Variable Length Subnet Masking) and its role in optimizing IP address usage.
        - Provide real-world examples of IP address planning for complex networks, considering factors like scalability, redundancy, and security.

5. **Networking Devices and Architectures 3 Marks**

    - Explore advanced networking devices and architectures:
        - Discuss the role of load balancers in distributing network traffic for high availability and performance.
        - Explain the concept of SDN (Software-Defined Networking) and its potential to revolutionize network management and automation.
        - Describe the principles of network virtualization and the use of technologies like VLANs (Virtual LANs) and VRFs (Virtual Routing and Forwarding) for network segmentation and isolation.

Part 2: Practical Application with Cisco Packet Tracer 12 Marks

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6. **Network Design in Cisco Packet Tracer with IoT Integration 10 Marks**

    - Use Cisco Packet Tracer to design and configure a small to medium-sized office network. Components include:
        - 2 router (Router1)
        - 2 switch (Switch1)
        - 1 Pc with each switch
    - Assign appropriate IP addresses and subnet masks to each component based on the IP addressing knowledge gained in Part 1.
    - Create a network diagram using Cisco Packet Tracer to visualize the connections and components.

7. **Troubleshooting in Cisco Packet Tracer 2 Marks**

- Simulate common networking issues within your Cisco Packet Tracer-designed network. These issues may include Routing problems affecting IoT device data.

- Identify the issues and apply your troubleshooting skills in Cisco Packet Tracer to resolve them.
- Explain the troubleshooting steps you took, including any commands used in Cisco Packet Tracer, to diagnose and resolve the issues.

Part 3: Assignment Writing Guidelines

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8. **Assignment Writing Guidelines 3 Marks**

    - Format: Your assignment should be well-structured, with clear headings and subheadings for each section.
    - Clarity: Use clear and concise language
    - Citations and References: Properly cite and reference any external sources used in your assignment. Follow a recognized citation style (IEEEE or Harvard).
    - Plagiarism: Plagiarism is strictly prohibited. Ensure that all content is your own or properly attributed to the source.
    - Submission: 21.7.2024

Conclusion

9. **Conclusion**

    - Summarize the key takeaways from the practical application (Part 2) regarding networking fundamentals, including the integration of IoT devices and advanced networking topics.

- Reflect on the significance of hands-on experience in designing and troubleshooting networks with IoT components and advanced networking concepts.
- Discuss how advanced topics covered in Part 1 contribute to a deeper understanding of networking and its applications in complex and evolving network environments.

Scenario II: TransLogistics

A more complex scenario involving a **logistics company** called **TransLogistics**, which manages shipping for multiple clients across different regions. They face challenges in optimizing delivery routes, tracking packages, managing customer orders, and maintaining transparency with clients. They plan to build an integrated **Logistics Management System (LMS)** to improve operations, and Business Requirement Modelling plays a vital role in defining the project.

Step 1: Identify the Business Problem

TransLogistics faces the following issues:

- Inefficient route planning leads to delayed deliveries and increased fuel costs.
- Real-time package tracking is difficult, and customers regularly ask for updates.
- The company struggles to maintain accurate order and shipment records.
- There is a lack of integration between the internal system and the customer's interface, causing miscommunication.

Step 2: Define Stakeholders and Requirements

The business requirement modelling process begins by identifying stakeholders and gathering their requirements.

Stakeholders:

1. **Management**: Needs to oversee operations, ensure cost efficiency, and generate performance reports.
2. **Operations Team**: Requires real-time data on packages, route optimization, and delivery schedules.
3. **Customers**: Expect an online portal for order placement, real-time tracking, and notifications.
4. **Delivery Drivers**: Need an app to guide them through optimized routes and provide real-time updates.

Key Business Requirements:

1. **Route Optimization**: The system should optimize delivery routes based on real-time traffic, weather, and distance, reducing fuel consumption and improving delivery time.

2. **Real-Time Tracking**: The LMS should allow customers to track packages in real-time and notify them of delays or expected delivery times.
3. **Order Management**: The system should maintain a detailed order history, manage multiple client accounts, and integrate with existing CRM tools.
4. **Client Dashboard**: Clients should have access to a personalized dashboard to place orders, view delivery statuses, and generate reports.

Step 3: Business Requirement Modelling Techniques

The development team uses several **modelling techniques** to represent the system requirements:

- **Use Case Diagrams**: To show how stakeholders interact with the system.
    - Example: **Customer** logs into the system → Places an order → Tracks package → Receives delivery confirmation.
    - Example: **Driver** logs into the app → Receives optimized route → Updates package status in real-time.
- **Process Flowcharts**: To map out the end-to-end delivery process.
    - **Order Flow**: Customer places an order → Operations team assigns to a driver → Driver follows optimized route → Customer receives the package.
- **Data Flow Diagrams (DFD)**: To represent how data moves through the system, showing interactions between users, databases, and system modules.
    - **Data Input**: Customer data, package information, and route data are collected.
    - **Data Processing**: Route optimization and real-time tracking are processed and stored.
    - **Data Output**: Customers receive notifications, and management generates reports.
- **Entity-Relationship Diagrams (ERD)**: To define relationships between data entities like **Customers**, **Orders**, **Drivers**, and **Routes**.
    - **Customer** places an **Order** that is assigned to a **Driver** who follows a **Route**.

Step 4: Review the Models

The development team presents these models to **TransLogistics** for feedback. After review, the company proposes some adjustments:

- **Management** requests additional reporting features to analyze delivery efficiency over time.
- **Operations Team** asks for integration with GPS systems and traffic updates to enhance route optimization.
- **Clients** want the ability to export data from their dashboard for internal analysis.

These inputs are incorporated, and the final business requirement models are approved.

Step 5: Building the System

Based on the business requirement models, the development team builds the system with clear guidance:

- The **Customer Portal** includes real-time tracking, order placement, and a personalized dashboard.
- The **Operations Module** features route optimization and package tracking capabilities, integrated with traffic and weather data.
- **Management Tools** offer comprehensive reporting on delivery times, costs, and route efficiency.
- The **Driver App** provides optimized routes, allowing for real-time updates on package status.

Step 6: Post-Implementation

After the system is built, **TransLogistics** experiences:

- A **20% reduction in fuel costs** due to optimized delivery routes.
- **Improved customer satisfaction** through real-time tracking and updates.
- **Efficient order management**, reducing human errors and delays.
- **Better operational transparency**, with management generating regular reports to assess performance and plan further improvements.

Key Takeaways for Students:

- **Business Requirement Modelling** involves identifying stakeholder needs, using diagrams and models to represent system requirements, and ensuring a clear understanding between business and developers.
- In this scenario, the modelling helped ensure the **Logistics Management System** met the needs of all stakeholders, avoided miscommunication, and improved business operations.

Conclusion:

This scenario illustrates how **Business Requirement Modelling** acts as a bridge between what the business needs and how the technical team designs and builds the solution. It enables clear communication, reduces the risk of project failure, and ensures that the final system aligns perfectly with business objectives.

PEER OBSERVATION OF TEACHING FORM

Lecturer/Teacher:	Semester		Week: Day
Yasir Mohamed	Spring 2024		4 Tuesday 30/4/24
Course Code:	Lesson length:	No. of Students	Date
CYSE 120	50 mins	26	30/4/2024
Lesson Learning Outcomes:			Feedback Date:
Demonstrate an appropriate Description of key concepts of cybersecurity			1/5/2024

Things that went well:

All

Things I'm unclear about

none

Things to re-think and try out a different approach

Observation Criteria	Excellent 90 -100%	Very Good 80-89%	Good (Standard) 70-79%	Requires rethink 0-69%
• Ability to plan and deliver engaging lessons in relation to lesson Learning Outcomes	✓			
• Ability to describe lesson objectives and how they fit into real life applications	✓			
• Materials presentation (adherence to Academic Integrity policy at ASU) /ability to teach the lesson with engaging and motivating activities	✓			
• Setting tasks appropriate to stage and lesson aims and ability to achieve lesson objectives	✓			
• Selecting appropriate teaching techniques in relation to lesson content	✓			
• Grading, volume and speed of speech – keeping explanations clear with good use of questioning to clarify understanding	✓			
• Pace, timing and clear staging of lesson with focus on feedback to students	✓			
• Attention to level of students, challenge and variety of task types	✓			
• Ensuring the lesson uses the correct language of instruction	✓			
• Making use of resources (IT) & teaching aids in order to enhance learning and increasing students' motivation	✓			
• Classroom management skills – e.g. giving and checking instructions managing behavioural issues etc.	✓			
• Attention to students individual needs/interests and strengths /weaknesses	✓			
• Rapport and Nomination – friendly and warm atmosphere - smiling	✓			
• Ability to maximise student involvement and clarifying concepts through student led discussion and analysis	✓			
• Evidence of careful monitoring and response to mistakes/wrong answers is encouraging, appropriate and friendly	✓			
• Ability to carry out administration duties; class attendance, lesson timing etc.	✓			
• Ability to stay on topic and stay focused on lesson aims	✓			
• Teaching is informed by research.	✓			
• **Total Score**	All			
• **Overall Percentage Score = Total Score/1800 =**				

Feedback to the Observee

3. I felt the following areas demonstrate strength or good practice.

- Teaching
- Student's engagement
- Communication Skill.

4. I felt the following are areas for potential improvement.

Graphics etc.,

General Comments to the Observee

Dr. Yasir found very professional, knowledgeable, and innovative in his teaching methods. Dr. Yasir approach help to clear the concept to the students.

By affixing their signature to this form, both the reviewer and the reviewee confirm that the teaching observation process has actually taken place and that the post observation meeting has been conducted to discuss the outcome of the teaching observation. Signing this form does not imply that the observe agrees with the comments or scores of the observer.

Obervee's Name: Yasir Mohamed Observer's Name: Akbar Hussain

Signature of Observee: _____ Signature of Observer: _____

Date _____ Date _____

PEER OBSERVATION OF TEACHING FORM

Lecturer/Teacher: Yasir Mohemd	Semester: Fall 2023		Week: 4 Day: Sunday
Course Code: MIFS 315	Lesson length: 60 Mnts	No. of Students: 21	Date: 8/10/2023
Lesson Learning Outcomes: Demonstrate appropriate understanding of Networking.			Feedback Date: 10/10/2023

Things that went well:

All

Things I'm unclear about

None

Things to re-think and try out a different approach

Observation Criteria	Excellent 90 -100%	Very Good 80-89%	Good (Standard) 70-79%	Requires rethink 0-69%
• Ability to plan and deliver engaging lessons in relation to lesson Learning Outcomes	✓			
• Ability to describe lesson objectives and how they fit into real life applications	✓			
• Materials presentation (adherence to Academic Integrity policy at ASU) /ability to teach the lesson with engaging and motivating activities	✓			
• Setting tasks appropriate to stage and lesson aims and ability to achieve lesson objectives	✓			
• Selecting appropriate teaching techniques in relation to lesson content	✓			
• Grading, volume and speed of speech – keeping explanations clear with good use of questioning to clarify understanding	✓			
• Pace, timing and clear staging of lesson with focus on feedback to students	✓			
• Attention to level of students, challenge and variety of task types	✓			
• Ensuring the lesson uses the correct language of instruction	✓			
• Making use of resources (IT) & teaching aids in order to enhance learning and increasing students' motivation	✓			
• Classroom management skills – e.g. giving and checking instructions managing behavioural issues etc.	✓			
• Attention to students individual needs/interests and strengths /weaknesses	✓			
• Rapport and Nomination – friendly and warm atmosphere - smiling	✓			
• Ability to maximise student involvement and clarifying concepts through student led discussion and analysis	✓			
• Evidence of careful monitoring and response to mistakes/wrong answers is encouraging, appropriate and friendly		✓		
• Ability to carry out administration duties; class attendance, lesson timing etc.		✓		
• Ability to stay on topic and stay focused on lesson aims	✓			
• Teaching is informed by research.		✓		
• **Total Score**				
• **Overall Percentage Score = Total Score/1800 =**				

Feedback to the Observee

3. I felt the following areas demonstrate strength or good practice.

- Subject knowledge
- Engeagement Tachniqee.
- Communication with Student and delivering class.

4. I felt the following are areas for potential improvement.

- Use of visual aids

General Comments to the Observee

it was a great pleasure to observe Dr. Yasir class. as I found him very highly professional and skilled in his teaching. Dr. Yasir has a unique teaching philosphy and used a vomety of method to engage Students effectively.

By affixing their signature to this form, both the reviewer and the reviewee confirm that the teaching observation process has actually taken place and that the post observation meeting has been conducted to discuss the outcome of the teaching observation. Signing this form does not imply that the observe agrees with the comments or scores of the observer.

Obervee's Name: Yasir Mohamed Observer's Name: Akbar Khan

Signature of Observee: _____ Signature of Observer: _____

Date _____ Date _____