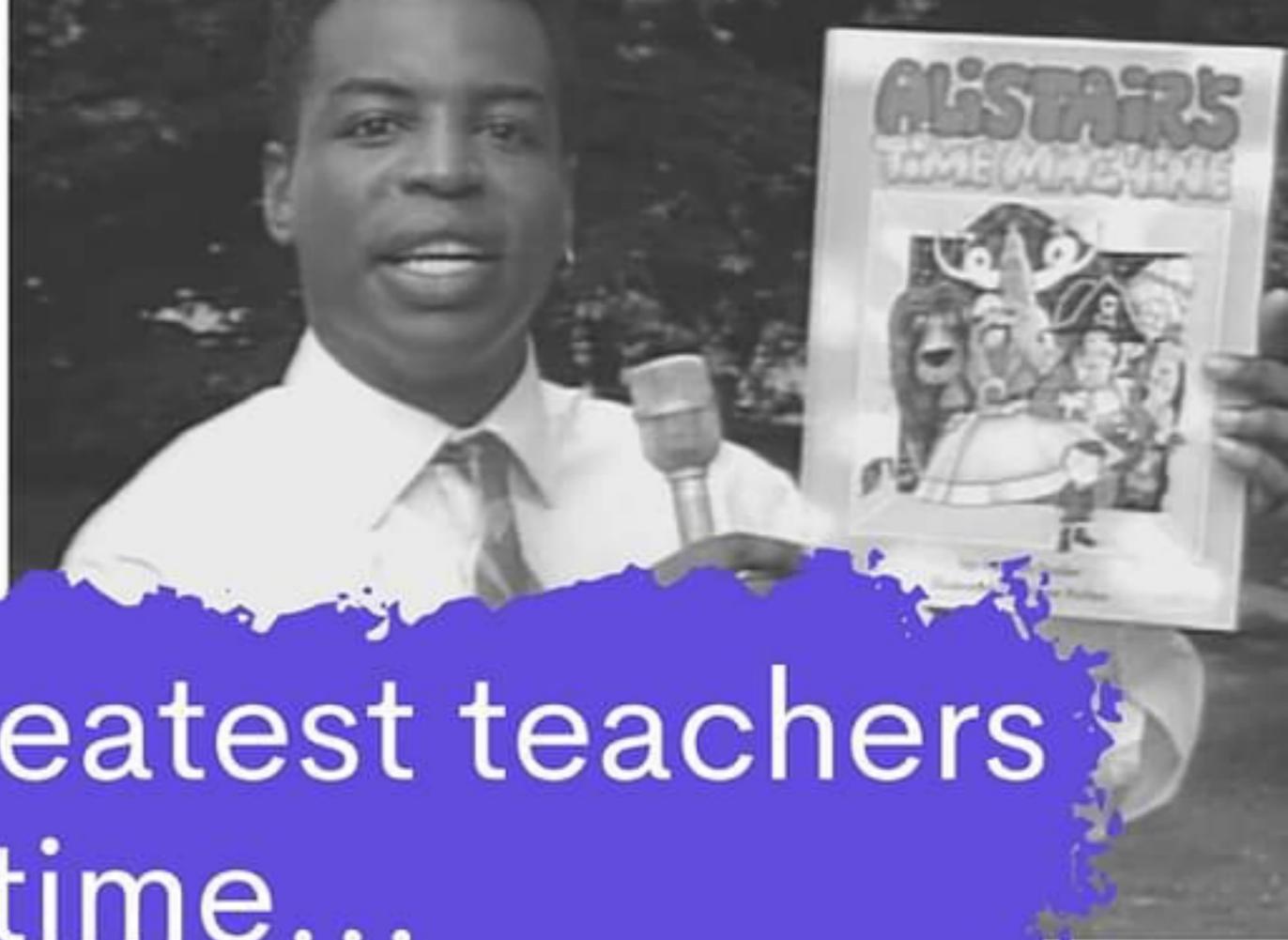


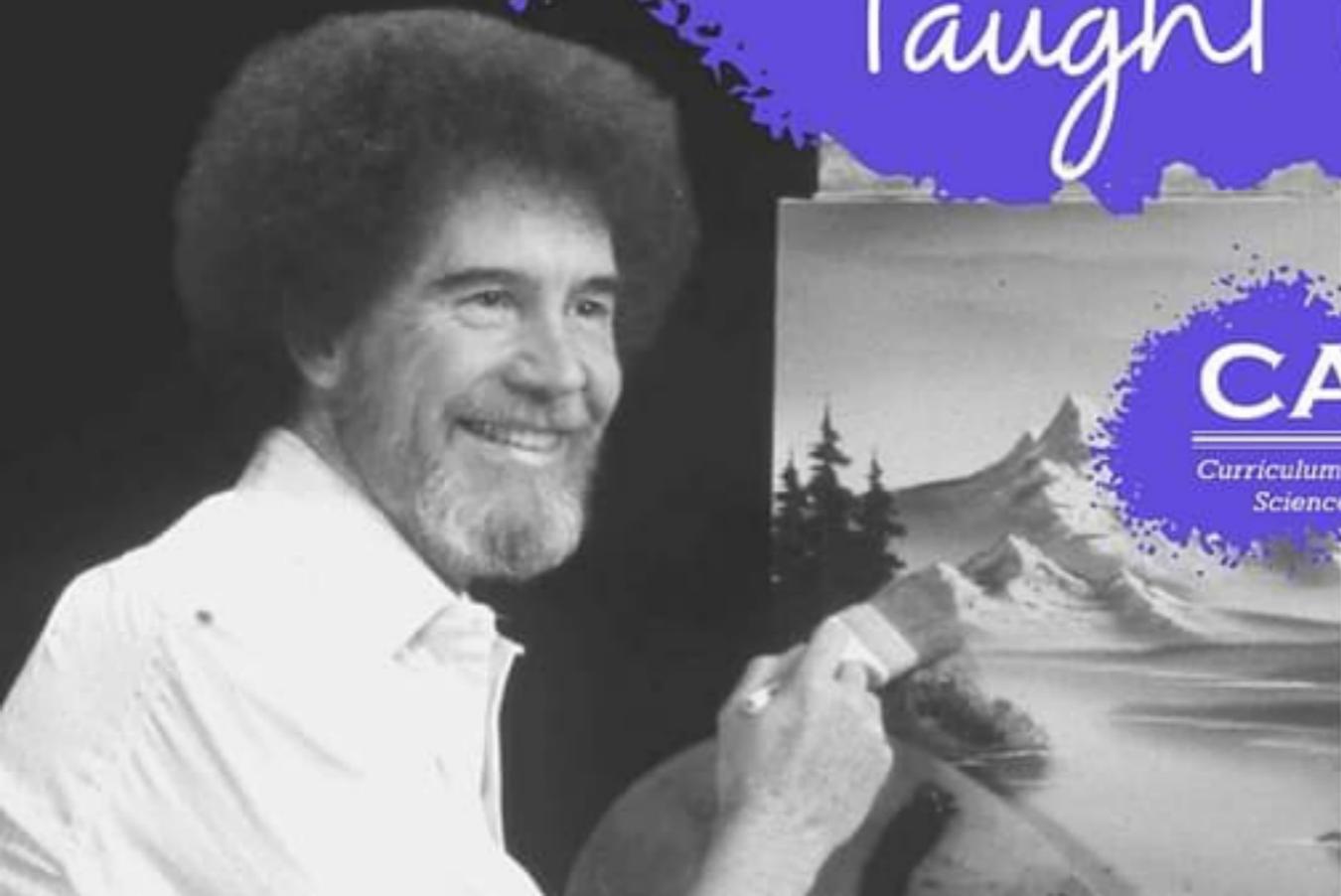
# How to **engage** your students online according to the teaching methodology of Muhammad ﷺ

By: Imam Azfar Uddin





Some of the greatest teachers  
of all time...  
*taught virtually.*



**CASE**

*Curriculum for Agricultural  
Science Education*



# Agenda

- ✦ Essential question for today: “How can you engage your students online?”
- ✦ Why?
- ✦ To increase student motivation
- ✦ To increase teacher motivation

# Your survey results

A decorative diamond-shaped separator is centered on a horizontal line that divides the slide into two sections. The diamond is formed by two overlapping lines, one slightly offset from the other, creating a subtle 3D effect.

How do you know students are engaged  
when you're teaching in-person?



# Teacher centered learning

- ✦ Paying attention
- ✦ Taking notes
- ✦ Listening
- ✦ Asking questions
- ✦ Responding to questions
- ✦ Reacting

# Student centered

- ✿ Performing
- ✿ Interacting with other students

How do you know students are  
engaged **online**?



# 1st day of school

- ✦ Camera is on at all times
- ✦ Consequence approved by admin



# How have you found success in engaging your students online?

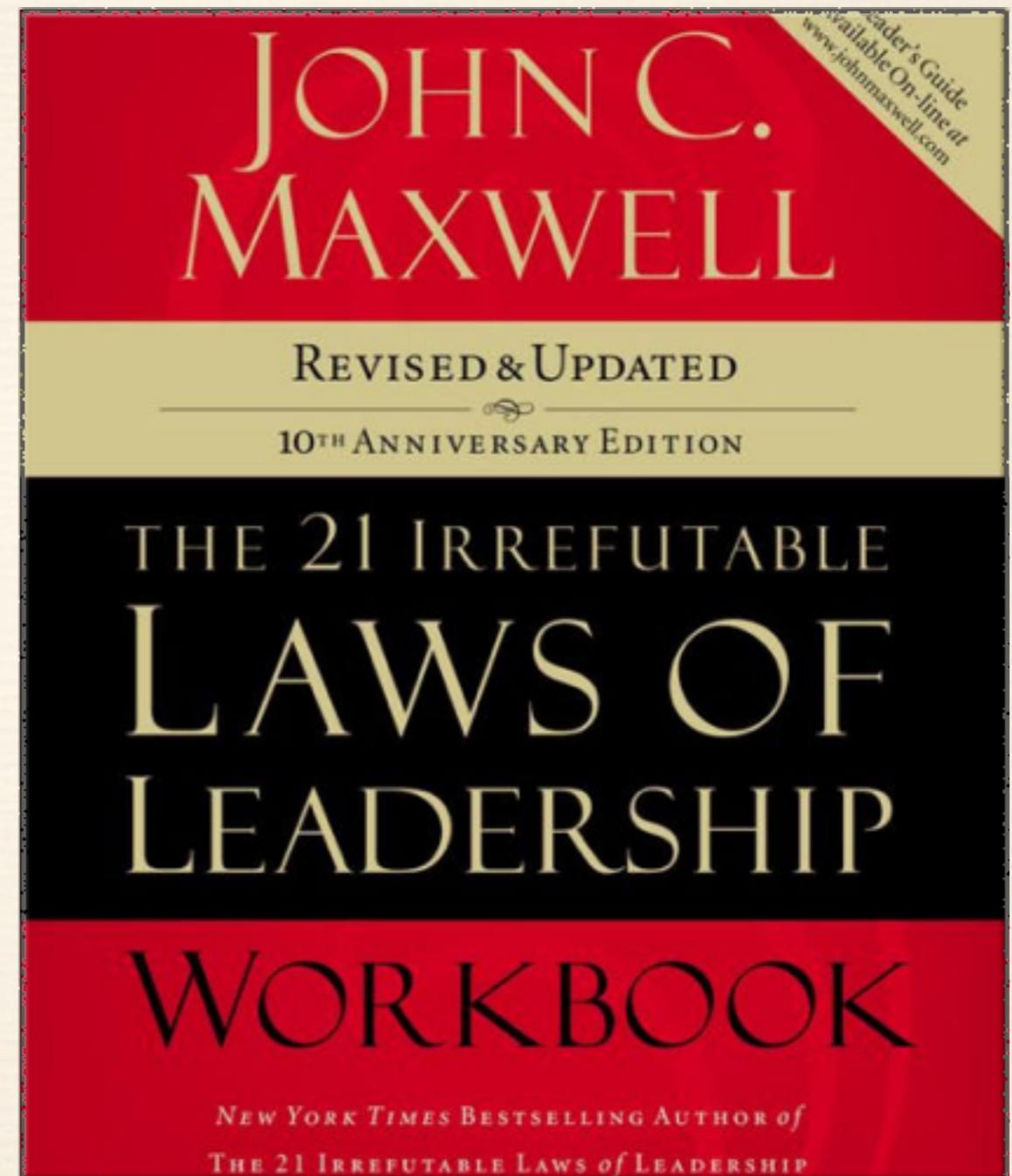
- ✦ [www.slido.com](http://www.slido.com)
- ✦ #97643

*“The ultimate engagement is to put the learner in charge of learning.”*

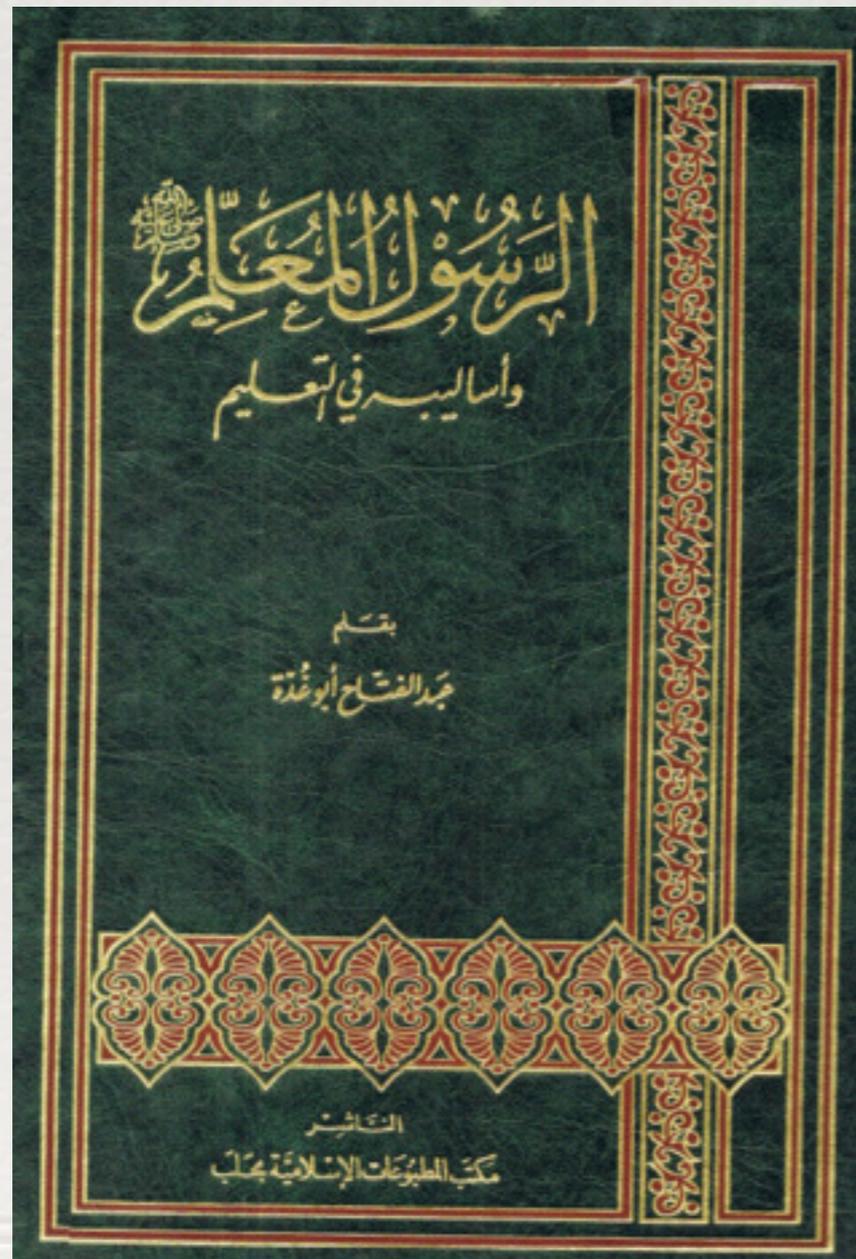
*–Azfar Uddin*

# HSYC class

- ❖ Learning objectives.
- ❖ Activities. (Anticipatory set, Hit 4 of Gardner's Multiple intelligence, closure)
- ❖ Why is this law important to know?
- ❖ What will happen if leaders don't apply this law
- ❖ Tools to check for understanding



# How was Muhammad ﷺ engaging?



• كَأَنَّ مَنْطِقَهُ خَرَزَاتُ نَظْمٍ يَتَّحَدَّرْنَ

1) WRITE DOWN THE AGENDA  
(FOR EVERY CLASS)

# MY LESSON PLAN

- What they will learn
- Why

2) **START WITH WHY**

“If I can’t answer why we’re learning about this, then I  
have failed as a teacher.”

*-Azfar Uddin*

How was Muhammad ﷺ engaging?

• لا نزر ولا هذر

*“Sad reality is the majority of teachers that I have observed teaching, lecture for over 90% of the class.”*

*–Azfar Uddin*

“How you **think** you teach vs how you **actually** teach are two very different realities. Video record your classes and see for yourself.”

*-Azfar Uddin*

3) HIT 4 OF GARDNER'S MULTIPLE  
INTELLIGENCES IN EVERY LESSON PLAN

合氣道

師範 小林保雄

足東道場特別初級大盤



**Love:** singing, whistling, humming, tapping feet and hands, listening

**Need:** sing-along time, trips to concerts, music playing at home and school, musical instruments

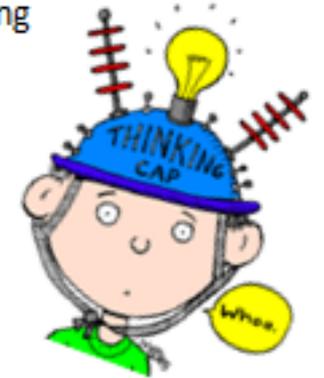


**MUSICAL**

**Logical-Mathematical**

**Love:** experimenting, questioning, figuring out puzzles, calculating

**Need:** things to explore and think about, science materials, manipulative, trips to the planetarium and science museum



**Intrapersonal**

**Love:** setting goals, meditating, dreaming, being quiet

**Need:** secret places, time alone, self paced projects, choices

# MULTIPLE INTELLIGENCES

developed by:  
**DR. HOWARD GARDNER**

**BODILY-KINESTHETIC**

**Need:** role play, drama, movement, things to build, sports and physical games, tactile experiences, hands-on learning



**Love:** dancing, running, jumping, building, touching, gesturing

**Spatial**

**Love:** designing, drawing, visualizing, doodling



**Need:** art, LEGOs, video, movies, slides, imagination games, mazes, puzzles, illustrated books, trips to art museums

**Interpersonal**

**Love:** reading, organizing, relating, manipulating, mediating

**Need:** friends, group games, social gatherings, community events, clubs, mentors/apprenticeships



**Linguistic**

**Love:** reading, writing, telling stories, playing word games

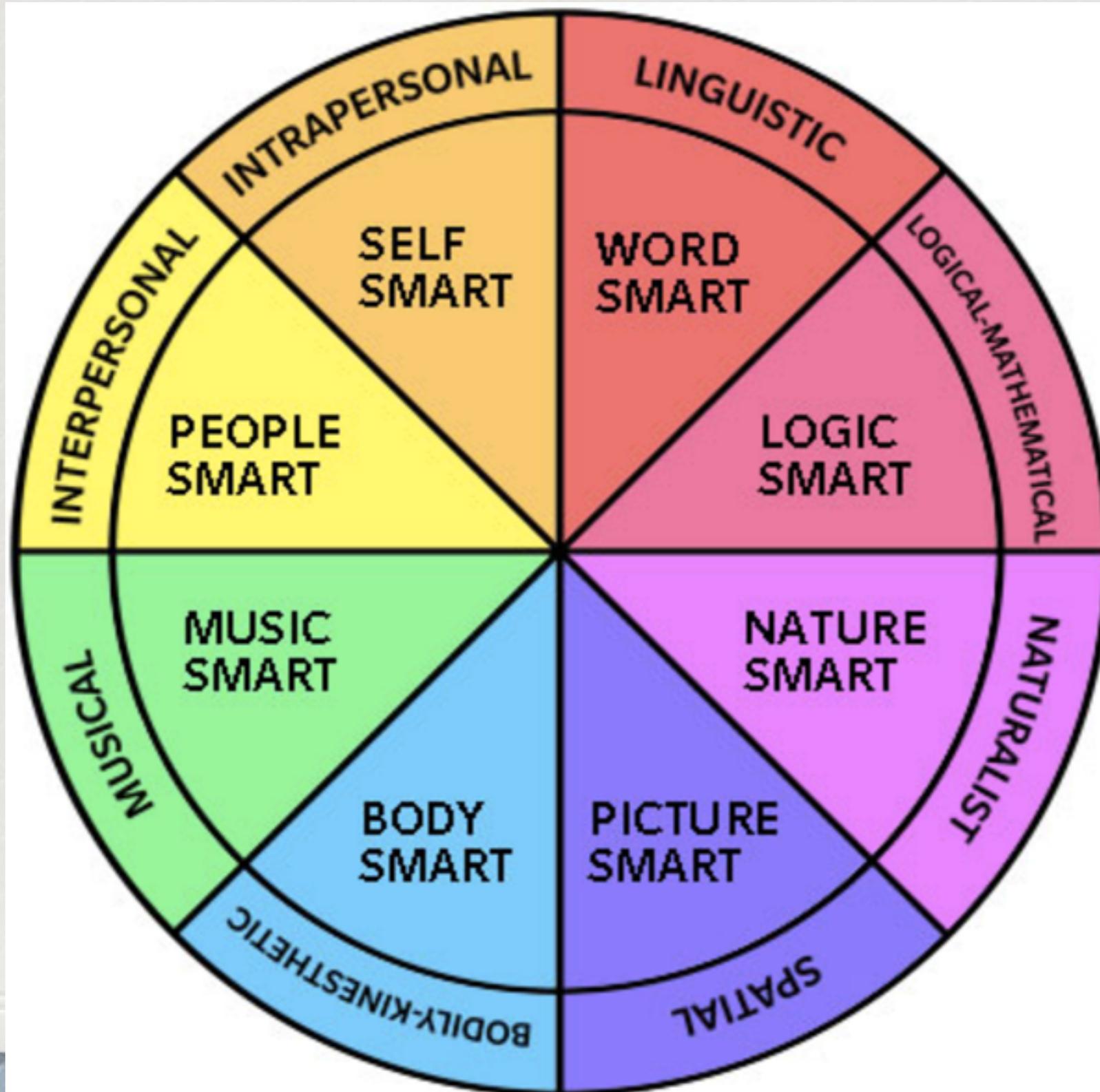
**Need:** books, tapes, writing tools, paper diaries, dialogues, discussion, debate stories



*“As an educator, it is useful to think about the different ways that information can be presented.”*

*–Azfar Uddin*

*What's your favorite way to learn?*



*“On the 1st day of school, ask your students, “What's your preferred method of learning?”.”*

*–Azfar Uddin*

4) Genuinely care about your  
students

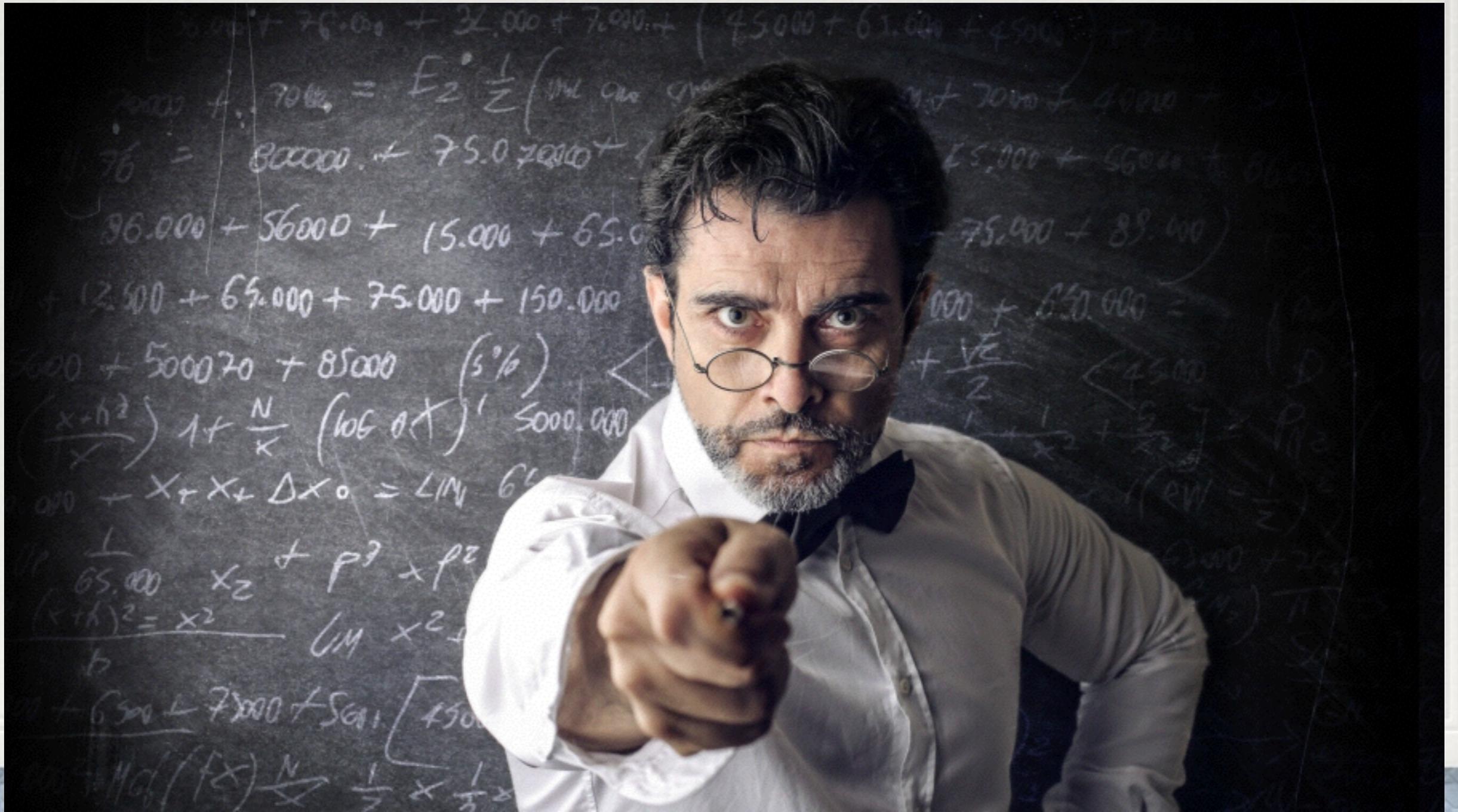


How can you be **engaging** while showing that you care about your students?

# How can you be engaging while showing that you care about your students?

- ✦ Open the Zoom session early and allow students to talk with each other
- ✦ Highlight/lowlight/What's on your mind/Question
- ✦ Check in with EVERY student EVERYDAY
- ✦ Try Zoom's "Waiting room" feature to welcome kids to class one by one
- ✦ Do something not class related with them

هَوْنٌ عَلَيْكَ ، فَإِنِّي لَسْتُ بِمَلِكٍ ، إِنَّمَا أَنَا ابْنُ امْرَأَةٍ مِنْ  
قَرِيْشٍ كَانَتْ تَأْكُلُ الْقَدِيْدَ



*“The students don’t need to fear you nor do you have to be the "cool" teacher. They do however need to know that you genuinely care about them”*

*–Azfar Uddin*

Frequent, low stakes quizzes are easy to do and highly effective

The Kahoot! logo is centered on a background divided into four quadrants: red (top-left), blue (top-right), yellow (bottom-left), and green (bottom-right). The word "Kahoot!" is written in a large, white, bold, sans-serif font across the center of these quadrants.

**Kahoot!**

“I don’t get paid to know my students. I’m  
paid to teach.”

– Comment by various teachers

*“Students don’t like learning from teachers they don’t like.”*

*–Azfar Uddin*

# المؤمن مرآة المؤمن

- ✦ Solicit lots of feedback
- ✦ What do you like about the class so far?
- ✦ What do you not like about the class so far?
- ✦ Are you having any technical problems?
- ✦ Are you able to quickly find and submit your work?
- ✦ Is the virtual classroom easy to navigate?
- ✦ Every month

*“I’m not comfortable receiving negative feedback  
from my students.”*

*–Comment made by various teachers*

*“It’s better that the student tells you directly what they don’t like about the class instead of the student telling their parent, who tells another parent, who tells another parent, who then post on social media which the Principal of the school then reads who finally tells you what the student doesn’t like about your class.”*

*–Azfar Uddin*

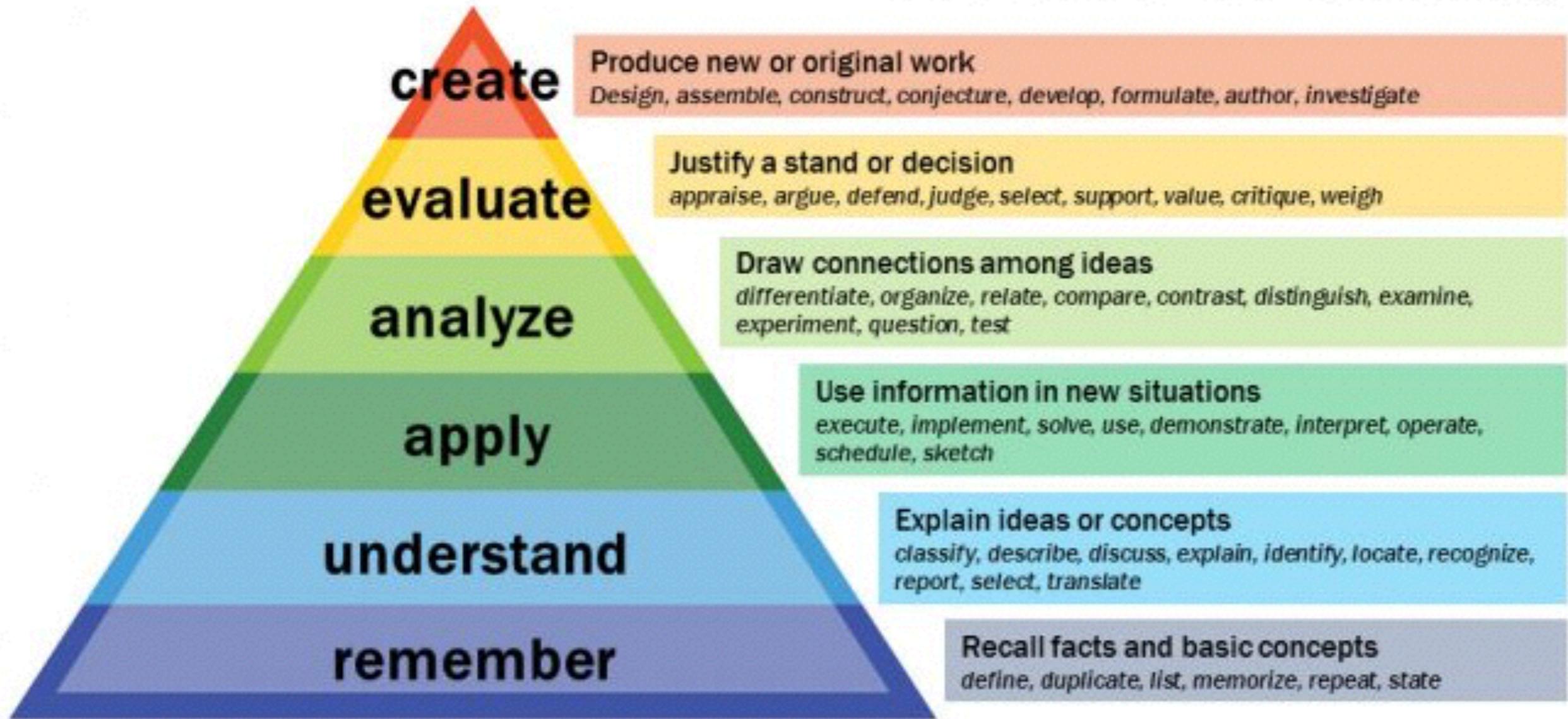
# لا تسبوا الدهر

- ✦ Come to class 5 minutes early
- ✦ If you can teach what you need to teach in 40 minutes instead of an hour, do that.
- ✦ End on time

Constantly ask **insightful** questions  
throughout the class for engagement

# حسن السؤال نصف العلم

## Bloom's Taxonomy

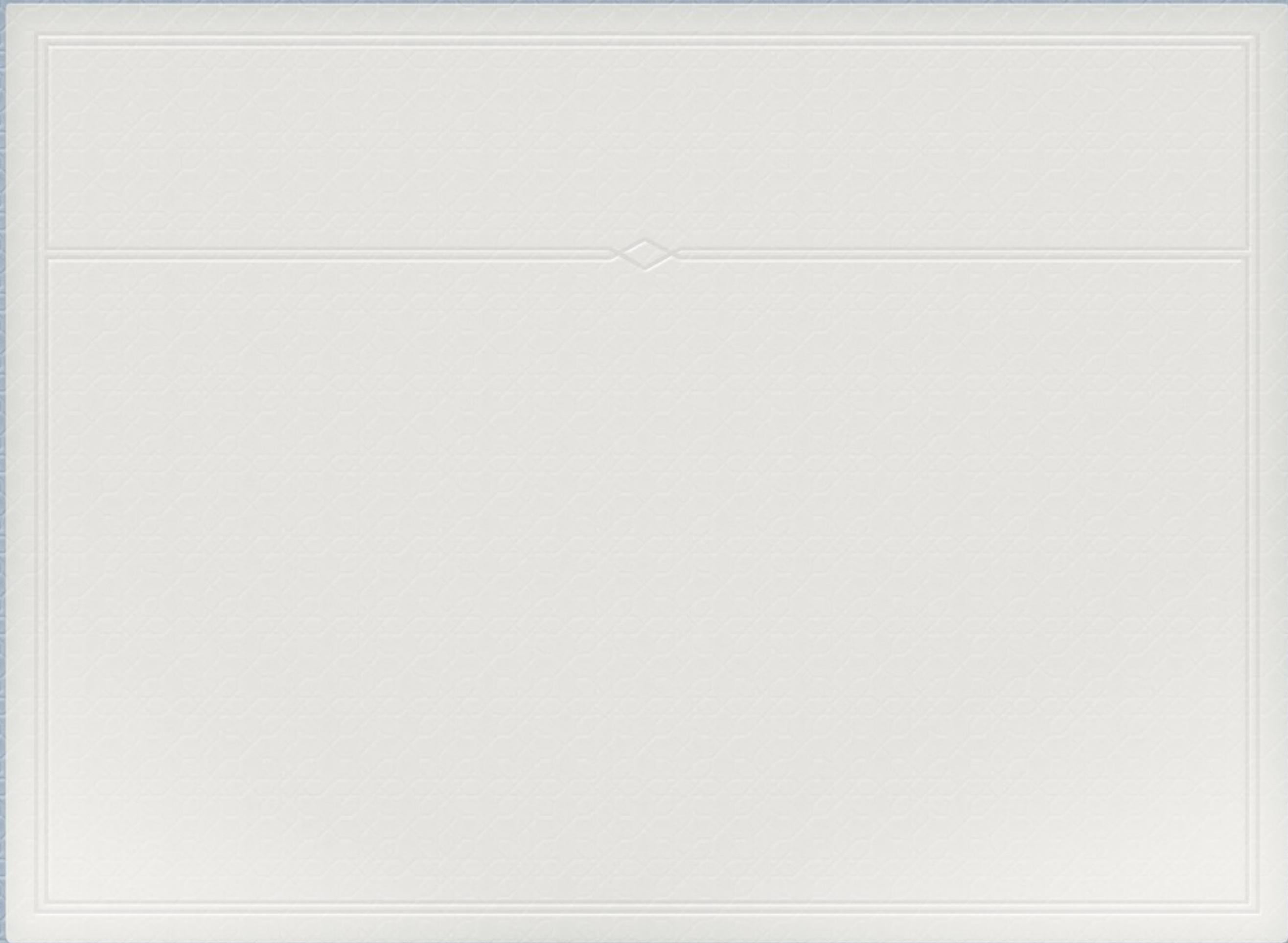


## 200+ Blooms Verbs

Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Define	Explain	Solve	Analyze	Criticize	Design
Identify	Describe	Apply	Compare	Evaluate	Compose
Describe	Interpret	Illustrate	Classify	Order	Create
Label	Paraphrase	Modify	Contrast	Appraise	Plan
List	Summarize	Use	Distinguish	Judge	Formulate
Name	Classify	Calculate	Infer	Support	Invent
State	Compare	Change	Separate	Decide	Hypothesize
Match	Discuss	Demonstrate	Categorize	Discriminate	Write
Select	Distinguish	Experiment	Differentiate	Recommend	Compile
Locate	Predict	Relate	Discriminate	Assess	Construct
Memorize	Associate	Complete	Divide	Convince	Develop
Quote	Convert	Construct	Order	Defend	Integrate
Recall	Demonstrate	Dramatize	Subdivide	Find errors	Modify
Reproduce	Estimate	Interpret	Survey	Measure	Organize
Tabulate	Express	Manipulate	Advertise	Grade	Prepare

## Quiz

- ① Describe the 2 types of rulers ~~available~~ at the dawn of Islam.
- ② During Khuzaima's rulership of Makkah the Mudar tribes enjoyed what 3 privileges?
- ③ Imagine that you were dropped off in pre-Islamic Arabia. How would you navigate this pagan society while staying on your Deen?



*“Students need an engaging teacher, not a perfect teacher. How can you get them excited for coming to class tomorrow?”*

*–Azfar Uddin*

# How to get students engaged recap

1. Camera on at all times
2. Put the learner in charge of learning
3. Write down the agenda for **every** class
4. Start with why
5. Hit 4 of Gardner's Multiple Intelligences in every lesson plan (Find out your students preferred method of learning)
6. Genuinely care about your students
7. Give frequent, low stakes quizzes (Kahoot)
8. Constantly ask **insightful** questions throughout the class for engagement (Use Bloom's taxonomy)
9. Embrace the pause
10. Use the chat tool to connect regularly with students (Use [slido.com](https://www.slido.com))

*“It’s not considered unprofessional to be tired.*

*It is unprofessional for you to ignore all of that and  
continue to put yourself last.*

*Be a professional and take care of yourself since the  
Prophet Muhammad (upon him be peace) said,  
“Your body has a right over you.”*

*–Azfar Uddin*

Bonus slides on the  
importance of reflecting

A decorative flourish consisting of a horizontal line with a central diamond shape and symmetrical, tapering ends.

Why do you teach?

➤ Please write your answer

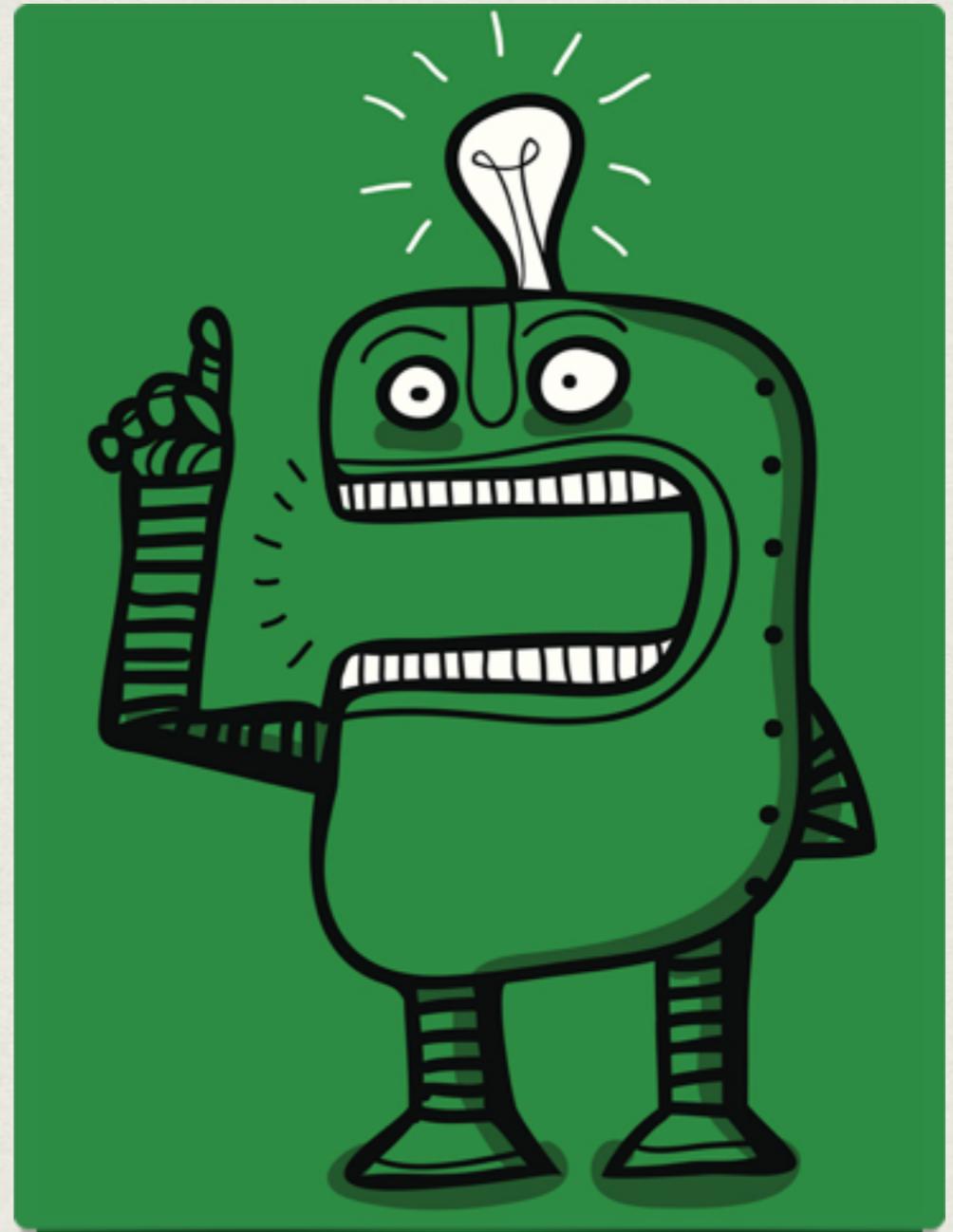
# Reflection time

- Close your eyes and think about the last lesson you taught
- 1. What went well in this lesson?
- 2. What problems did I experience? Why?
- 3. Was it “student centered”? Should it have been?
- 4. What could I have done differently?
- 5. Did I hit 4 of Gardner’s M.I.?

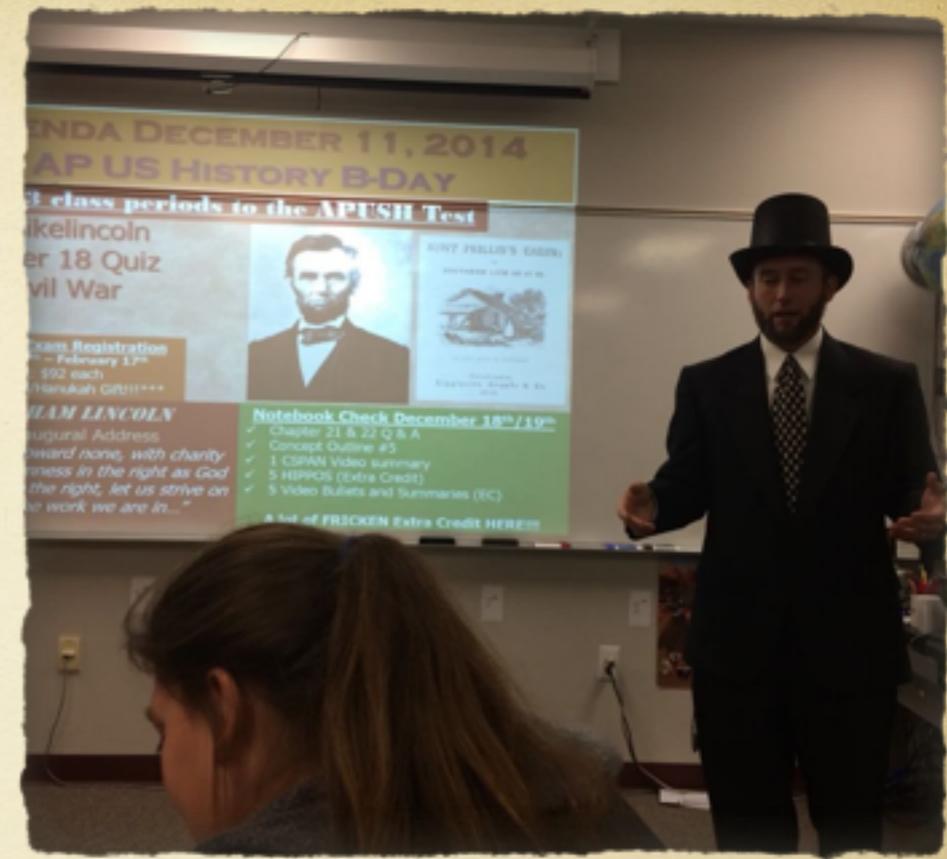
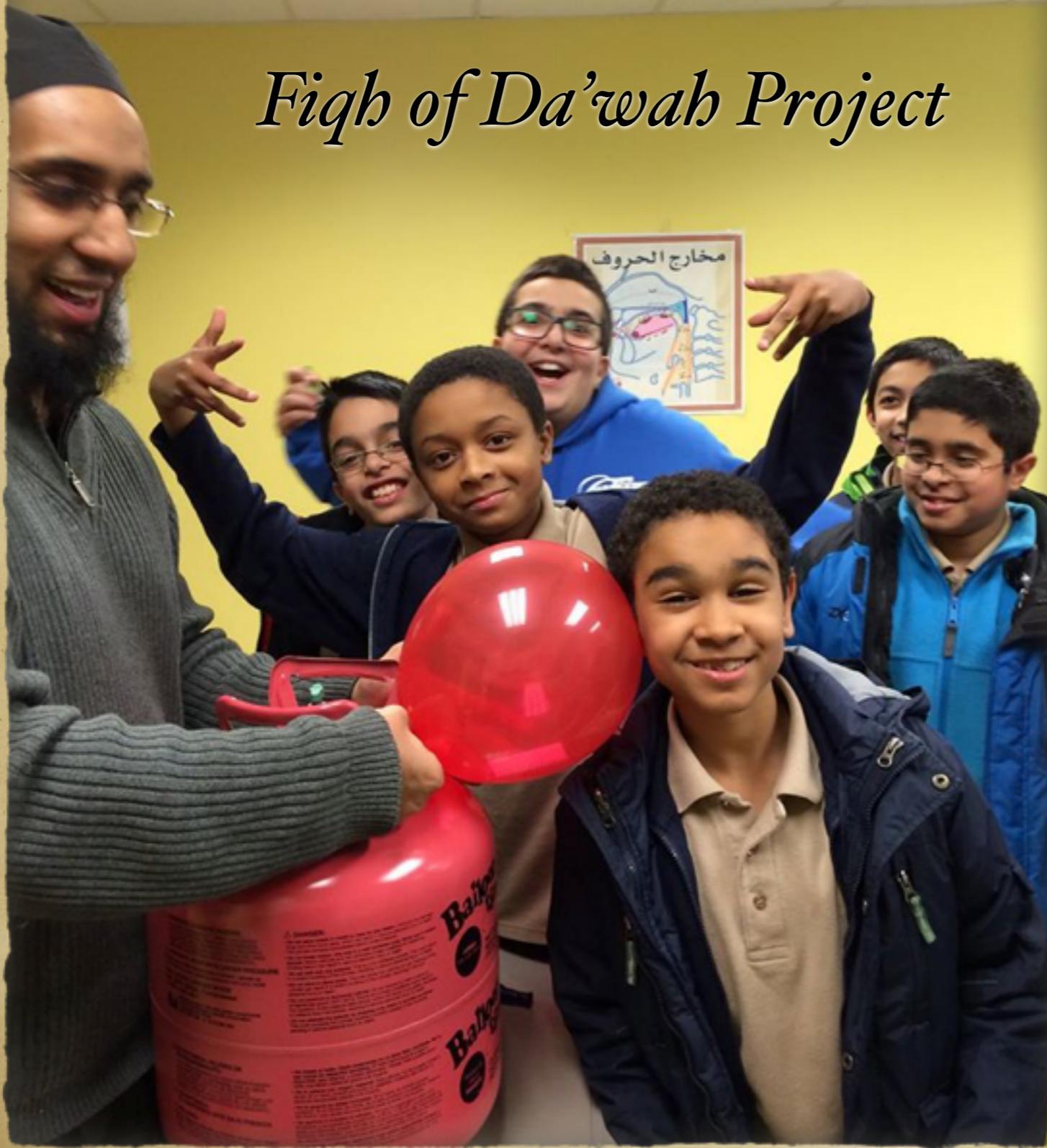
Why should teachers  
reflect?

# WHY REFLECT

- Discovering new teaching strategies require plentiful reflection
- My best teaching ideas came after a lot of reflection



# *Fiqh of Da'wah Project*



### Hajj & Umrah FLYER TEMPLATE

- 1) 1 PSD FILES
- 2) Size 8.5x11" with bleeds 0.25"
- 3) CMYK Color, 300 DPI, Ready to print
- 4) Minimum Use Adobe PS CS3
- 5) Photos not included in download file
- 6) Easy to edit





A teacher brought balloons to school and asked the children to blow them all up and then each write their names on their balloon.

They tossed all the balloons into the hall while the teacher mixed them from one end to the other.

The teacher then gave them 5 minutes to find the balloon with their name on it.

The children ran around, looking frantically but as the time ran out - nobody had found their own balloon

Then the teacher told them to take the balloon closest to them and give it to the person who's name was on it. In less than 2 minutes everyone had their own balloon.

Finally the teacher said, "Balloons are like happiness. No one will find it looking for theirs only. Instead if everyone cares about each others they will find theirs as quickly as possible."

*Aware of Allah + Reflection  
= Amazing teaching ideas*

“واتَّقُوا اللَّهَ وَيَعْلَمَ اللَّهُ”

اللَّهُ

# WHY REFLECT?

- Make the same mistakes.



# HOW SHOULD I REFLECT?

1. What went well in this lesson?
2. What problems did I experience? Why?
3. Was it “student centered”? Should it have been?
4. What could I have done differently?
5. Did I hit 4 of Gardner’s M.I.?

Read examples with a partner  
for 2 minutes.

What do you notice about  
their reflection process?

## Sample Narrative reflections:

### Sample Self-evaluation (written in teacher's log after lesson) #1

*This group of students is great! They remembered a lot from the last lesson. All of them demonstrated eagerness to learn.*

*Overall, the lesson went really well. I called on students by name and used information about them (from the information sheets they filled out during the first class period) in the examples I gave.*

*Unfortunately, I spent so much time on the presentation stage of the lesson that we had to rush through the other activities. I think I had too much vocabulary to cover. Next time, I will start with the specific information on the back of the application.*

*I felt like I talked too much. The more timid students didn't get a chance to practice speaking. I wish I had included more communicative activities involving the students. That way they would get more of the practice they need.*

## Sample Self-Evaluation #2

*During the first part of the lesson I felt insecure. I temporarily lost my focus because of the new circumstances and because many of the students arrived late. As a result, the lesson did not start well. It was choppy and disjointed.*

*Once I got into the lesson, I felt more comfortable. When we began the exercises and the students started participating, things got better. The laughter and interactions at the end humanized what had started out to be a structured, dry lesson. I could actually sense that learning was taking place and that I was directing that learning.*

*From this experience I learned that I need to create a more open teaching style. I must also remember to spend less time on explanations and get right into the practice activities. They were more effective than reading the story and underlining the prepositions. I also realized more than ever the importance of being flexible. Changes may be necessary in the best of lesson plans.*

# HOW SHOULD I REFLECT?

1. What went well in this lesson?
2. What problems did I experience? Why?
3. Was it “student centered”? Should it have been?
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5. Did I hit 4 of Gardner’s M.I.?



# Teacher self reflections after watching themselves teach

- “I didn’t realize that I kept on saying “umm” and “You know” after every sentence.”
- “I didn’t know that my laugh would sound that annoying after I made a corny joke.”
- “I didn't realize that I kept picking on the misbehaved students and was abandoning the well behaved students.”

“Exit slips force me and my students to reflect.”

*-Azfar Uddin*

# MY EXIT SLIP

- What was the most important lesson?
- How will you apply what you learned?
- Write down one question/concern/comment
- What is one thing you didn't like from today's presentation?