

Paper 164 – Pecha Kucha

The Utilization of the Cascade Model for the Ambassador Program: Effat University Case

Rania Ibrahim
Akila Sarirete

Effat University, ribrahimi@effatuniversity.edu.sa
Effat University, asarirete@effatuniversity.edu.sa

Abstract

The cascade model in education is a novice approach adopted at Effat University for students' development. This is following a “train the trainer” model where the teachers cascade their knowledge to their students who transcend this knowledge to younger peers. The objective of this model is to enhance the students' leadership skills through learning by doing. The cascade model is followed in the context of the “Ambassadors Program” which is a specially designed leadership program for Effat students.

The Ambassadors Program focuses on developing students academically, personally, professionally and socially (Ibrahim and Sarirete, 2010). The cascade model is used to develop students in these four areas especially in the academic and professional realms. Academically, the Independent Learning Center at the university runs peer tutoring programs that are run by students for students. Peer tutors teach specific subject areas, like Math, Physics, English, etc... On the other hand, professionally, the students are offered various job opportunities in the different departments of the university. In such opportunities, students learn how to accept responsibility and accountability, and practice ethics at the work place. Students always give positive feedback about these opportunities that are held as an integral component of the Ambassadors Program. They are awarded grades and certificates that contribute to the course work. Finally, it would be said that the transcending knowledge and skills are most effective and economical through the use of the cascade model.

The authors will discuss the cascade model and its implementation on the Ambassadors Program at Effat University. They will showcase how this approach has been most successful in achieving the intended learning outcomes in receiving positive evaluation. Finally, they will share reflections on how to enhance the practice in future and overcome encountered problems by suggesting new solutions.

References

Ibrahim, R., and Sarirete, A. (2010) ‘Student Development in Higher Education: A Constructivist Approach’, *TECH-EDUCA 2010* Conference, Athens, May 24-26, 2010