



KICT TALE 2025

NEWS LETTER

KULLIYYAH OF ICT

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TAWHIDIC
PARADIGM IN
TEACHING &
LEARNING:

**REINTEGRATING FAITH
AND KNOWLEDGE**



WELCOME TO TALE 2025

NEWSLETTER

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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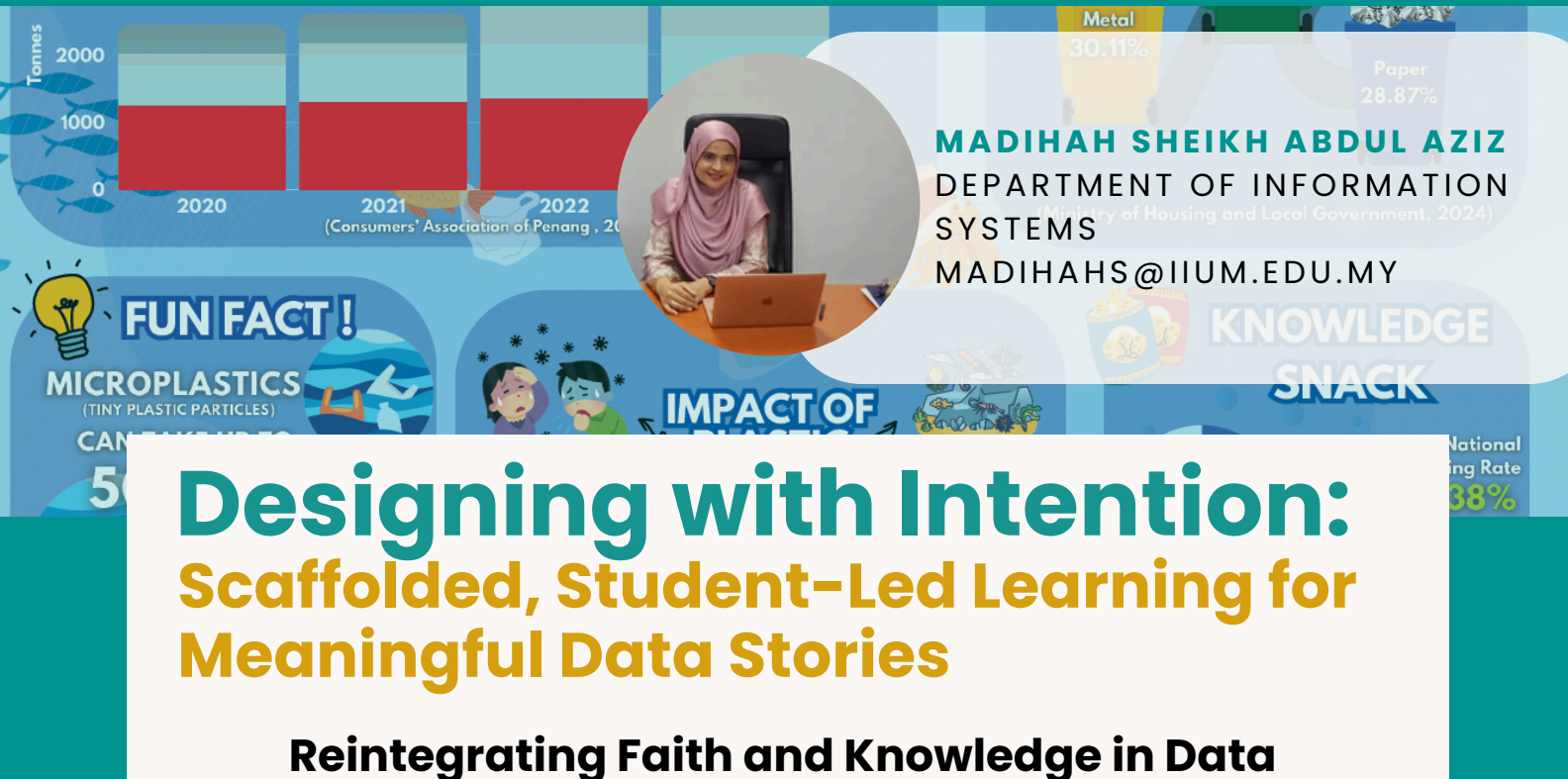
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TAWHIDIC PARADIGM IN TEACHING & LEARNING: REINTEGRATING FAITH AND KNOWLEDGE



Designing with Intention: Scaffolded, Student-Led Learning for Meaningful Data Stories

Reintegrating Faith and Knowledge in Data Visualization

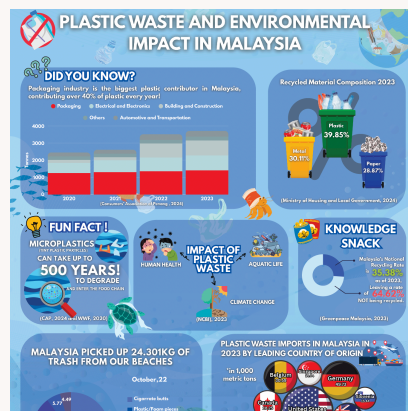
Why This Approach?

Rooted in the Tawhidic Paradigm of teaching and learning, this initiative bridges faith and knowledge through intentional design. Students are guided by niyyah (intention) and amanah (trust), values that shape how they visualize, analyze, and communicate data ethically.

Course Context: INFO4312 Information Visualization

The course moves students beyond "just charts." Through scaffolded, project-based learning, students transform one real-world dataset into:

1. A static infographic (design and storytelling)
2. An interactive Tableau dashboard (analysis and interactivity)



Topics include EV adoption, blood donation trends, weather and climate data, business performance, and more.

Tawhidic Integration in Practice

- Weekly tazkirah reinforces moral and spiritual grounding.
- Reflection journals prompt students to examine why and how their visualizations serve others.
- TE (Tawhidic Epistemology) principles anchor every design in ethics and impact.



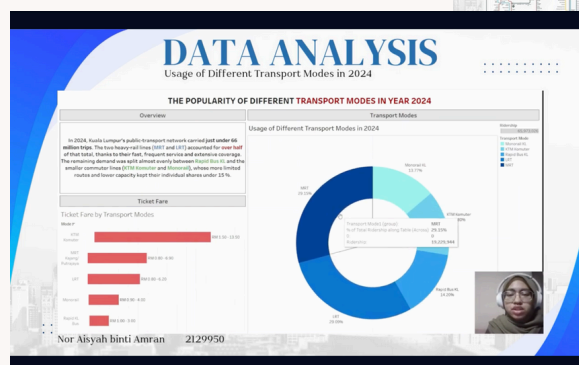
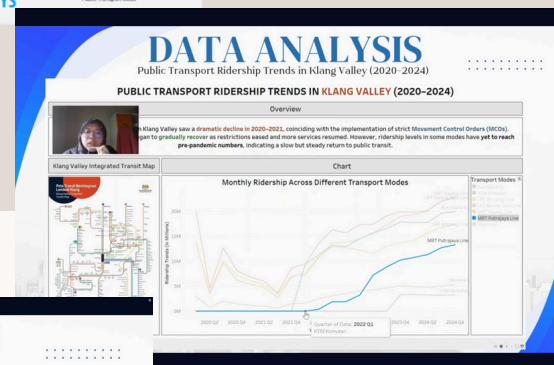
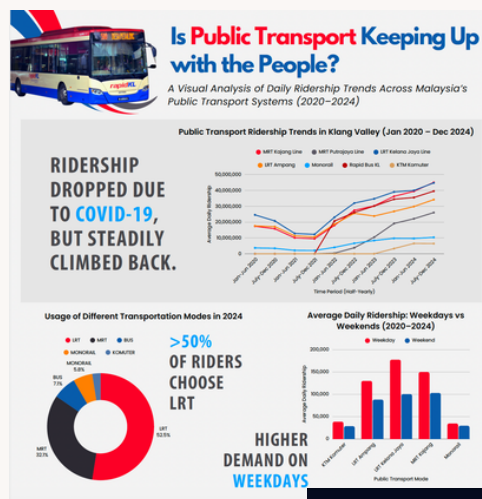
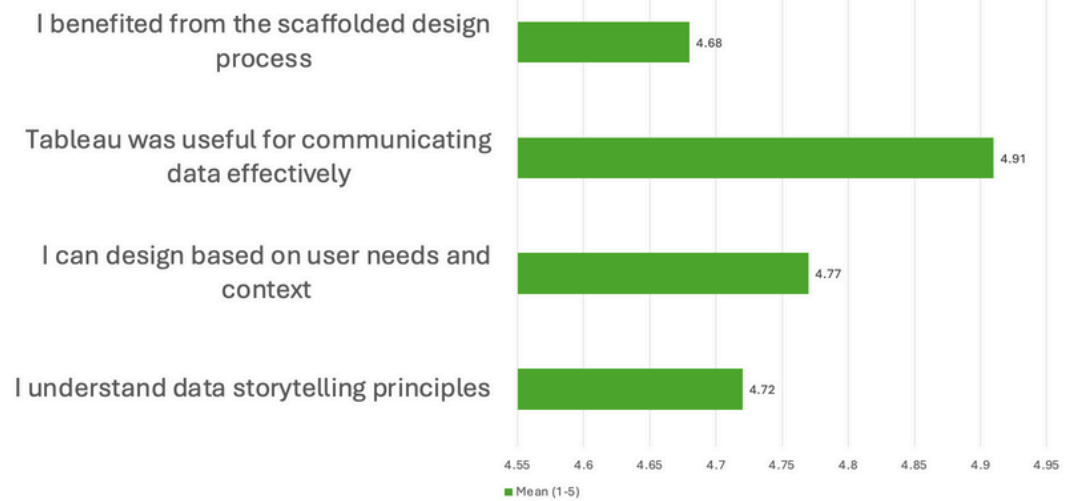
Pre-test: 100% of students had no prior Tableau experience

Students' work evolved from static infographics to interactive dashboards that demonstrated:

- Clear narrative flow
- Attention to user experience and cognitive principles
- Strong ethical framing aligned with niyyah and amanah
- choosing the right charts for the right insights

"The tazkirah reminded me of purpose in design"

***"This course reminded me
that
good design is also an act of
amangah."***



Learning Gains and Student Voices

"Critique sessions helped me think like a designer, not just a student submitting work."

STUDENTS' VOICES

- 100% of students had no prior Tableau experience at the start.
- By semester's end, there was a notable rise in A-grade performance
- Students demonstrated mastery in visual hierarchy, storytelling, and ethical framing.

"I thought charts were enough, but now I know how to guide users through a story."

"Using the same dataset twice forced me to go deeper and communicate better."

This teaching innovation shows that faith-integrated, student-driven design enhances not only technical skills but also purposeful creativity and ethical awareness. It redefines visualization education, from producing charts to crafting meaningful data stories that serve humanity.

LEARNING GAINS

Method Used

The course employed a scaffolded, student-led approach, combining:

- Learning by doing (hands-on Tableau activities)
- Iterative feedback cycles (peer critique & lecturer review)
- Reflection (journals, self-assessment, and tazkirah summaries)

Students worked independently on datasets they cared about, encouraging ownership and deeper exploration.

"Now I see dashboards differently. I can spot good and bad design choices easily."

