



KICT TALE 2025

# NEWS LETTER

KULLIYYAH OF ICT

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TEACHING &  
LEARNING:

**REINTEGRATING FAITH  
AND KNOWLEDGE**

NOVEMBER 2025



# WELCOME TO TALE 2025

## NEWSLETTER

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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# KICT TALE NEWSLETTER

## A MESSAGE BY THE CHAIRPERSON

### ***Alhamdulillah Rabbil 'Alamin.***

All praise is due to Allah (SWT). Blessings and salutations be upon our beloved Prophet Muhammad (SAW), his family, companions, and all who follow in his path.

It is with great pleasure that I present this newsletter in conjunction with the KICT Teaching and Learning Exhibition (TALE) 2025, held on 25 September 2025 at the Kuliyyah of Information and Communication Technology (KICT), International Islamic University Malaysia. This year's theme, **"Tawhidic Paradigm in Teaching and Learning: Reintegrating Faith and Knowledge,"** strongly supports IIUM's mission to produce Balanced and Harmonious graduates.

The Tawhidic approach emphasises that the pursuit of knowledge is a form of 'ibadah and must be firmly rooted in faith, ethics, and adab. As educators in the field of ICT, our responsibility extends beyond academic delivery, we are entrusted to nurture intellect ('aql), spiritual consciousness (ruh), and noble character (akhlaq) in our students. In today's rapidly evolving digital landscape, it is crucial that technology-enhanced learning remains guided by Islamic values, ensuring that innovation does not come at the expense of ethics, humanity, or spirituality.

TALE 2025 served as a meaningful platform for academics, researchers, and students to share best practices and innovations that embody the Tawhidic paradigm. The exhibition provided valuable insights on how teaching and learning can be enhanced to uphold IIUM's educational mission, preparing our graduates to become professionals and leaders who serve the Ummah with knowledge, adab, and amanah.

My heartfelt appreciation goes to the organising committee, presenters, contributors, and participants for their commitment, creativity, and dedication. May this newsletter strengthen our collective efforts toward continuous improvement in teaching and learning, and inspire us to uphold the spirit of Rahmatan lil 'Alamin in our educational endeavours.

For event highlights, gallery, and resources, please visit:

<https://kict-tale2024.my.canva.site/kict-tale-2025-website>

**Dr. Azlin Nordin**

Chairperson

KICT TALE 2025



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OPENING SPEECH BY PROF. EMERITUS DATO' TS. DR. TENGKU MUHAMMAD TENGKU SEMBOK, DEAN OF KICT



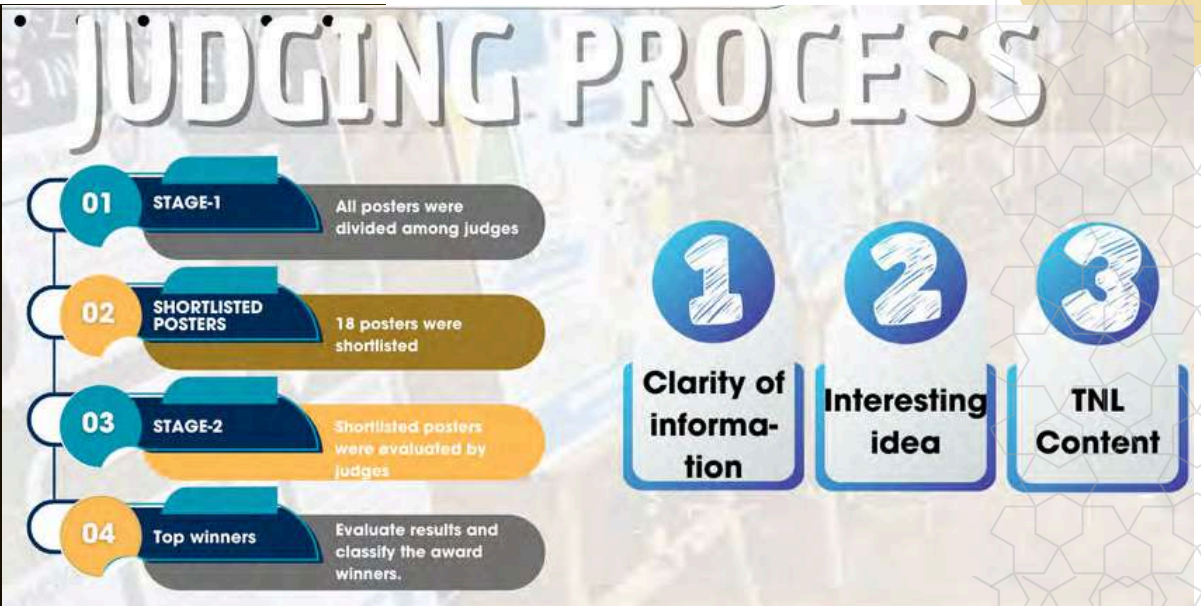




# KICT TALE NEWSLETTER

## JUDGING PROCESS

KICT TALE 2025



**2025**  
**40+4 SUBMISSIONS**

**10 SUBMISSIONS**

**3 GOLD 7 SILVER**





# KICT TALE NEWSLETTER

## AWARD WINNERS



Poster Title	Author	Award
Computation and Complexity: Bridging Computation with Tawhidic Philosophy	Prof. Emeritus Dato' Ts. Dr. Tengku Mohd Tengku Sembok	Gold
AI-Powered Experiential Learning in Design Thinking Through The Tawhidic Paradigm	Asst. Prof. Ts. Dr. Hazwani Mohadis	Gold
Tawhidic Paradigm and Innovative Strategies in Teaching Data Science	Asst. Prof. Dr. Raini Hassan	Gold



# KICT TALE NEWSLETTER

## AWARD WINNERS



Poster Title	Author	Award
Unlocking Bibliographic Excellence: KOHA as a Teaching Tool	Dr. Sharifah Nur Amirah Sarif Abdullah	Silver
Islamic Civilization and the Roots of ICT: Lessons from Muslim Scholars	Prof. Dr. Akram M Z M Khedher	Silver
Designing with Intention: Scaffolded, Student-Led Learning for Meaningful Data Stories	Assoc. Prof. Dr. Madihah Sheikh Abdul Aziz	Silver
CSCI 4347: Brain Computational Analytics - Ethics Committee Approval: A Key Step in Data Collection	Ts. Dr. Dini Handayani Dwi Oktarina & Assoc. Prof. Ts. Dr. Hamwira Yaacob	Silver
Ihsan-Centred Design: Designing Ethical User Digital Experiences through Tawhidic Principles	Prof. Dr. Murni Mahmud	Silver
Integrating Machine Learning Pedagogy with the Tawhidic Paradigm through Biologically Inspired Models	Prof. Ts. Dr. Amelia Ritahani Ismail	Silver
Tarfiḥ Ta'leem: Gamifying Learning Experience to Nurture Responsible Project	Dr. Suhaila Samsuri	Silver



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# KICT TALE NEWSLETTER

AWARD GIVING CEREMONY



KICT TALE 2025



CONGRATULATIONS!





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# KICT TALE NEWSLETTER

## PHOTOS GALLERY



**A KEYNOTE  
SPEECH  
BY PROF MIRA  
(KICT/CPD)**

**A TALK  
BY DR AIZAT  
(KOED)**





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# KICT TALE NEWSLETTER

## PHOTOS GALLERY



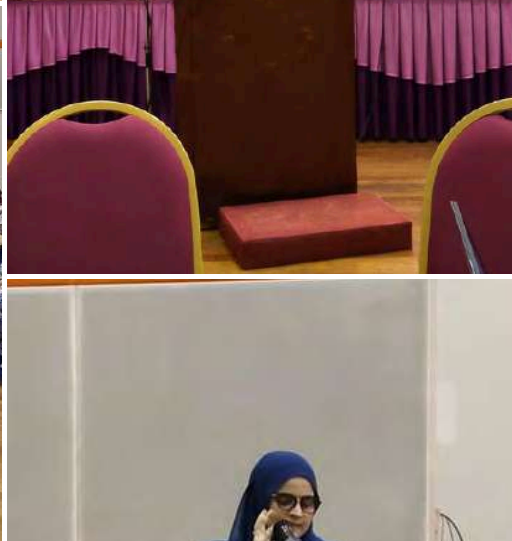


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## TAWHIDIC PARADIGM IN TEACHING & LEARNING: REINTEGRATING FAITH AND KNOWLEDGE

# TALE NEWSLETTER

**HAZWANI MOHD MOHADIS**

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## 'YOU ARE AN INTERIOR DESIGNER'

### AI-POWERED EXPERIENTIAL LEARNING IN DESIGN THINKING THROUGH THE TAWHIDIC PARADIGM

## Introduction

Design Thinking	Empathize	Define	Ideate	Prototype	Test
	 Understand user needs & pain points	 Turn insights into problem statement.	 Generate multiple creative design solutions.	 Build models or visual mockups.	 Collect feedback and refine the design.
Tawhidic Paradigm	<b>Rahmah, رحمة</b> means 'mercy' "And We did not send you, except as a mercy to the worlds." (Al-Anbiya 21:107)	<b>Hikmah, حكمة</b> means 'wisdom' "He grants wisdom to whoever He wills. And whoever is granted wisdom is certainly blessed with a great privilege." (Al-Baqarah 2: 269)	<b>Ihsan, إحسان</b> means 'doing best' in the perfect awareness of God's presence "...do good, for Allah loves those who do good." (Al-Baqarah 2:195)	<b>Khilafah, خلافة</b> means 'stewardship' "The world is green and beautiful, and Allah has appointed you as His stewards." (Hadith, Sahih Muslim)	<b>Adl, عدل</b> means 'justice' and 'fairness' "Indeed, Allah commands you to return trusts to their rightful owners; and when you judge between people, judge with fairness." (An-Nisa, 4:58)
Application in Learning	Understand users' needs with care and empathy.	Frame problems wisely, ensuring meaningful and ethical design challenges.	Generate ethical, high-quality, and meaningful ideas.	Build solutions responsibly, considering societal and environmental impact.	Evaluate designs ethically and inclusively.

This project combines AI-enhanced **experiential learning** with **Design Thinking (DT)**, guided by the **Tawhidic paradigm**. Students take on the challenge of **designing an ideal student room** by applying the five phases of DT - Empathize, Define, Ideate, Prototype, and Test while integrating Tawhidic values: **Rahmah (compassion)**, **Hikmah (wisdom)**, **Ihsan (excellence)**, **Khilafah (stewardship)**, and **Adl (justice)**. AI role-play as an interior designer, generating layout options, furniture arrangements, and design solutions, while learners review, validate, and refine the AI-generated outputs. Through interviews, ideation, prototyping, and testing with actual users, students cultivate **ethical, creative, and future-ready problem-solving skills**, demonstrating how **faith and knowledge can be harmoniously integrated** in practical, innovative learning experiences.



# Method

# AI Tools

# Human + AI Synergy

Students participate in a five-phase Design Thinking process:

## EMPATHIZE

**Goal:** Understand users' needs, context, challenges

**Method:** Students gather and analyze needs through surveys, interviews, and observations. AI assists by processing data, generating personas, and identifying patterns, while students validate the findings to ensure contextual relevance.

## DEFINE

**Goal :** Synthesize user insights & clearly articulate the core problem

**Method:** AI clusters insights and proposes problem statements. Students review these statements, refining them to align with ethical and Tawhidic principles.

## IDEATE

**Goal:** Generate a wide range of creative solution

**Method:** AI generates multiple design alternatives, including furniture arrangements, color schemes, and functional layouts. Students evaluate and select feasible, innovative ideas, ensuring that proposals reflect Tawhidic values.



ChatGPT



Gemini



Claude



Mistral



LLaMA



NVIVO



Miro



Mokkup



Balsamiq

### Step 1: Plan User Research

- **AI Task:** Generate interview questions for understanding user experiences.
- **Sample prompt:**

You are an interior designer. Suggest a list of interview questions to ask students about their daily experiences, challenges, and needs living in a Mahallah student room, focusing on comfort, inclusivity, and community.

- **Human Task:** Review and select best questions for real interviews.

### Step 2: Conduct Interviews

- **Human Task:** Conduct actual interviews with students, collect raw data.

### Step 3: Create Empathy Map

- **AI Task:** Use interview transcripts to generate an Empathy Map (Says, Thinks, Does, Feels).
- **Human Task:** Validate and adjust empathy map for accuracy.

### Step 4: Develop User Persona

- **AI Task:** Generate 1-2 personas based on empathy map and interview data.
- **Human Task:** Refine persona for cultural and contextual accuracy.

### Step 5: Synthesize insights

- **AI Task:** Cluster interview insights into key themes using affinity mapping.
- **Sample prompt:**

Based on these interview summaries, group the insights into 3-5 themes. Label each theme with a short descriptive phrase.

- **Human Task:** Validate themes and remove irrelevant patterns/themes.

### Step 6: Define the Problem Statement

- **AI Task:** Draft 3 alternative POV (Point of View) statements.
- **Sample prompt:**

Create 3 alternative POV statements using this format: "[User] needs a way to [need] because [insight]." Use the following interview themes.[Paste themes after prompt]

- **Human Task:** Select and refine the best POV statement.

### Step 7: Propose innovative solutions

- **AI Task:** Produce 10-15 creative dorm layout concepts.
- **Sample prompt:**

Suggest 10 innovative dormitory design ideas that optimize space, privacy, and comfort while encouraging community interaction. Include at least 2 ideas that use eco-friendly and cost-effective solutions.

- **Human Task:** Shortlist best ideas and brainstorm additional ones.

#### Sample AI-generated output



# Method

# AI Tools

# Human + AI Synergy

## PROTOTYPE

**Goal:** Build tangible, low-fidelity representations solutions

**Method:** AI produces 3D or virtual models, suggesting materials, décor, and lighting. Students assess the models for usability, feasibility, and ethical alignment, making iterative adjustments.

## TEST

**Goal:** Engage users to evaluate solutions in real context

**Method:** Prototypes are evaluated with actual users (students). Humans facilitate testing and collect qualitative feedback, while AI analyzes the data to identify patterns and suggest optimized room layouts. Students review AI recommendations to ensure the final design balances functionality, aesthetics, and ethical considerations.



Figma



Canva



Leonardo AI



Adobe Firefly



DALL-E



Midjourney

### Step 8: Build responsible design prototype

- **AI Task:** Create 2-3 layout visualizations or 3D renderings of selected ideas.
- **Sample prompt:**

Generate a detailed description for a 3D perspective view of a student room highlighting distinct zones: sleeping, studying, storage, and prayer area. Include materials, lighting effects, and a sense of scale.

- **Human Task:** Modify 3D model for real-world constraints (cost, space).

#### Sample AI-generated output



### Step 9: Evaluate prototype with users and refine the prototype

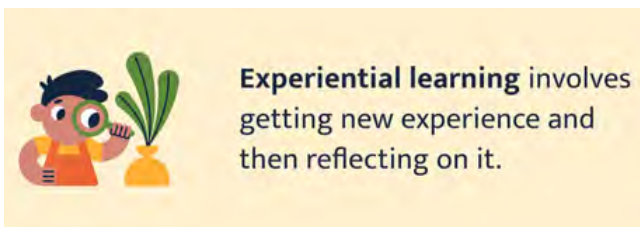
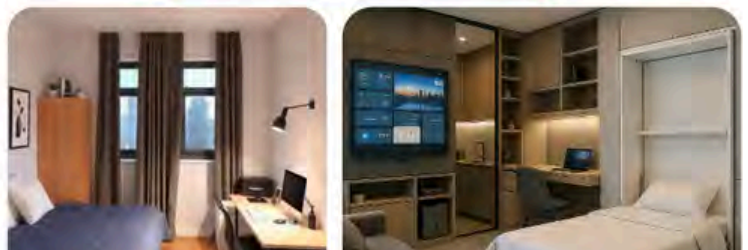
- **Human Task:** Gather feedback from student on the proposed design of an ideal room
- **Sample user feedback**

"I like that there is plenty of storage"  
"The room feels spacious"  
"too bright! can be very hot in the afternoon"

- **AI Task:** Analyze user feedback and suggest an optimized room interior design.
- **Sample prompt:**

Based on the following student feedback [insert feedback] propose optimized room layouts.

#### Sample AI-generated output



**Experiential learning** involves getting new experience and then reflecting on it.

## Contributions

This project demonstrates a practical model for **integrating AI with experiential learning** while maintaining ethical oversight through the **Tawhidic paradigm**. Students **actively participate** in interviews, AI-assisted ideation sessions, prototype evaluation and reflective discussions. User testing and iterative refinement provide hands-on, reflective learning experiences that **bridge theory and practice, harmonizing faith, knowledge, and technological innovation**. The approach can be adapted across disciplines, promoting holistic education that cultivates responsible, creative, and reflective learners.

