HEP-M Success Story: Fatima-Zahra Guerss

Fatima-Zahra Guerss, a higher education faculty member in Morocco at the Ecole Superieure de l'Education et de la Formation at the University Ibn Tofail in Kenitra, was searching for a way to improve her English language skills, forge new connections with other educators, support her school and learn about how other cultures navigate education.

She didn't have to look far. Through the [Higher Education Partnership-Morocco](), a USAID-funded partnership between Arizona State University's Mary Lou Fulton Teachers College and Morocco's Ministry of Education to support Moroccan faculty members in enhancing primary teacher preparation, Guerss found her opportunity.

Over the last year, the partnership created and presented a Universal Design for Learning webinar series, centered around assessment and e-learning, for Moroccan faculty members.
Guerss was an active attendee and through the series. "I made many significant connections, improved my English and learned about numerous learning platforms and types of assessments," she says.

Over 1,800 individuals participated in the webinar series. The webinars occurred once a month, over the course of eight months, focusing on the following topics:
- An Overview of Universal Design for Learning
- Assessment Design and Implementation: Academic Integrity
- Assessment through Application
- Aligning Assessment to Student Learning Outcomes
- Formative Assessments for Reflective Practice
- Summative Assessments
- Reducing Barriers in Online Assessment
- Stories from the Field

Guerss is also a member of the Higher Education Partnership–Morocco Information and Communication Technology research and development group. As a member of the ICT team, she works collaboratively across institutions on reviewing and refining primary teachers preparation courses around educational technology.

In the near future, Guerss says she expects the ICT domain to have a normalized methodology of teaching so assessments are standardized in Morocco and all teachers use the same means of teaching and have access to the same materials.