**AIS:**

Fix:

A collaborative discussion regarding Creutzfeldt's Jacobs Disease (CJD) resulted in us cooperating to develop a revolutionary project which tackles the very real implication of CJD on the lives of countless people. The project commenced shortly in October 2021 when we began allocating the responsibilities of all group members into three main branches titled research team, the design team, and the programming team. Most notably, the research team was further assorted into a general research division and specific research division. To ensure that the project follows a realistic and productive time frame, we set up multiple deadlines which were allocated to all the divisions to ensure maximum productivity without overbearing the members by referring to our other commitments such as school examinations.

Moreover, Our proposed idea was approved and encouraged by a Stanford professor we referred to as the project is not only tangible and achievable, however, she was most enthusiastic about the surreal implication of the project on the lives of many people who suffer from a very rare disease that has had very insufficient research and improvements in the past. We further consoled our project with the director of Al-Khaldi Hospital who acknowledged the project as an exceptional project which tackles a rare case that is common in the MENA region, in specific Jordan, as he receives 1-2 cases of its most common variant, mad-cow disease on an annual basis. He further clarifies that this project may allow them to treat cases locally rather than required to send them abroad to countries more capable of treating the disease such as the United States which is costly and time-consuming.

**Add another reflection on current status:**

On this day, the proposed research paper is completed but still requires some professional feedback before publishing. The addition of the product, pictures and how it operates were added into the research paper. In addition to adding a conclusion that evaluates our methodology and way of operating. The challenge for this part was the school work that we had to complete while working on this project, as it was during a time were college applications was a priority in addition to our school’s pre-mocks. Nevertheless, we were able to make sure to manage our time and complete what was left on the paper. The final steps that will not be in our control and will take a matter of time is to wait for feedback and to finally publish the project after carefully considering and re-reading everything we wrote.

This project taught me so many lessons as it was the largest project I have worked on and lead and I am proud to say that although many challenges came in our way, we were all determined and had one goal in mind which is to complete this paper and be ready for publishing. It is safe to say that this goal has been met and the project is now officially completed.

**CS50P:**

**Reflection on course:**

CS50P was an enriching course where I gained new concepts and ideas that I utilize till this day. With each week I learned a new technique and idea about programming which enlightened me and kept me intrigued with the concepts being taught. Each week I was assigned with a challenging task for me to solve, and the satisfaction of me completing the task kept me motivated to continue. As I went up the weeks that challenging the problem got. As the day came, I reached the final project of the course. Where I could be as creative as I liked and created a hang-man type game specific for Python syntax which granted me the a certificate of completion.

CS50P taught me so many lessons, where I became inspired by the way of teaching, problems that are waiting to be solved and the final project in which I could show my true potential and seek the unknown and create, create, create.

**MenaITech**

**Get pic of certificate**

**Rendering and texturing DIDI:**

Working with digital realism is something I have been doing for the past 3 years where I have learned various techniques to make any digital model or scene as realistic as possible. This experience had put my skills to the test where not only am I required to make a 3D modelled house look realistic but also work with a software I am not familiar with (Fusion 360) and be judged on how the rendering looks.

One of the major challenges that I had to overcome was exporting and transferring models from Fusion 360 to Blender (the software I use) where due to the use of different algorithms that make up the modeling part of each of the software, there were major changes that occurred when importing. The presence of an extreme number of vertices and triangles in the model could not be handled by my laptop so remeshing the model was a requirement. This also met that I had to unfold the product using a technique called UV mapping in order to add a realistic texture to each part of the house. After these problems were fixed and the product was ready the rendering was about to begin.

I always enjoy the rendering part as it shows how a product comes to life, and the satisfaction of watching the final picture unfold keeps me motivated to continue working. For this experience I worked with multiple different environments to represent different times of the day and used different lighting colors to make that possible. Additionally, I made sure that different angles were used to show specific aspects that the team asked me to showcase. When all renders were completed I sent the team that pictures in order for them to use the ones that they think fit the most with the pitch. When seeing their video I was proud of myself after seeing my photos appearing in the video and was an indication that my part was complete. Thankfully, the team that used my pictures won second place in the competition.

**Meet hopkins + toronto:**

**Evidence**

**Psychology 2 experiment:**

**So you can remember:**

In this experience I registered to be a part of a psychology experiment conducted by Alisse Dababneh in which we looked at a video of a teacher answering questions asked by a student, in which he answers in a way that shows he does not care about the student and what happens to them, revealing that he does not care if the student fails and thinks that a student should only focus in school and only do homework and that it is only the students responsibility and never the teacher. After listening to the video we were given a paper to write how we feel about this teacher and if we want him to teach us and 90% of the participants did not like the teacher or supported the answers he said.

**Reflection:**

This experiment clearly shows how most people think alike regarding certain characteristics that a person might hold. At first, I did not know what the video or the main goal of the experiment was as I was told to watch the video without any context. But this experiment enlightened my way of looking at human behavior where people are most certainly going to agree on specific ideas that cannot be changed. Also, I imagine that the amount of students that hated the teacher was present due to the fact that we had psychosocial relations due to us being students as well, relating back to the idea of being in someone’s shoes and how if we imagined ourselves as the student in the video we would have an equal amount of hatred towards the teacher.

**Psychology Experiment 1:**

**Remember:**

Me and other students from grades 11 and 12 participated in a psychology experiment for Mamoun Khasawneh where a group of students were chosen to participate in the experiment based on a google forms that anyone who registered did discussing certain incidents that happened to them or a family member. On the day of the experiment (24/11/2021) we went down to the MPR in the school and we were split into two groups, the first one goes inside the MPR and the others stay outside. I was chosen to go inside the MPR were we had received chunks of text regarding natural disasters that are currently happening in earth and we were asked to skim through them for a couple of minutes, after we did that the other group entered the MPR. When all the students were in the same place we were all given a form that lets the person assume that out of 10 how likely is this "event" going to happen, most of the events in the form were about death, being sick, etc. After the forms were completed Mamoun explained the purpose of this experiment in which he discusses how the people who read the text before doing the form are most likely to rate a high number when the event relates to something negative relating to death due to the fact of them experiencing a kind of emotion that relates to this idea.

**Reflection:**

This experiment was interesting to me as it showed me how emotions can get in the way of how we think and act. As even thought people might presume that emotions and feelings don’t impact and effect their behavior this experiment proves this idea as false. As it further shows how reading for a small amount of time can greatly impact the way we provide answers as proven by the experiment. This psychology and idea itself is interesting and greatly reconstructed my way of viewing certain matters.

**My rights my responsibilities:**

**Remember:**

In this experience, I got together with grade 6-12 in the school: International Academy Amman (IAA) on September 5 2021. In this experience we explored the rights and responsibilities of students especially in the IAA. In this experience we skimmed through the UN Convention on the Rights of the Child (UNCRC). The UNCRC consists of 54 articles that were created to state children's rights and how governments are required to work together in order to make all these rights come true. Me and two 12th graders discussed that under the UNCRC terms it is essential that governments meet children's' basic needs and that every child has fundamental rights. We then discussed "why is the UNCRC document so important to have? What purpose does it serve? What value does it have to us as individuals as a community? And why is it needed?". In this discussion we taught the younger students about the rights that the they receive being students at the IAA, in addition we debated through an activity on which are the three most important and least important responsibilities that they should follow as students at IAA.

**Reflection:**

This experience was crucial as being students we should all learn what our rights and responsibilities are. Additionally, we got to hear different opinions on the importance of some responsibilities over others through a debate and look through different perspectives and point of views to understand and communicate as a whole. There are various lessons that I have taken from this experience one of which on how the Grade 12’s tackled any challenges or misunderstanding that occurred in this experience, where they showed signs of leadership and taking control over certain matters. I hope to take these lessons with me as I go to Grade 12 and implement them once I become responsible of events such as these.

**Mission and Vision:**

**Remember:**

In this experience, I collaborated with grades 6-12 in the school: International Academy Amman (IAA) on August 30 2021. With the help of teachers at IAA, we created a productive and a effective discussion about the mission and vision of the school. In this experience me, and two of the 12th graders led the conversation in the group guiding them into thoroughly understanding the mission and vision for IAA. This was done by explaining what does mission and vision mean and why does the school have it. Additionally, we had a long and detailed discussion with the students regarding what learning means to us, traditions and values and how IAA has aided us into reaching our full potential. After that, we taught the students on what Cognitive, Emotional and Behavioral empathy means further discussing on examples of how and if we made an impact on a global and local community. Also, we provided our feedback through a video on this question: "As a school what does IAA need to do better to meet our mission and vision for our students?". Afterwards we discussed on what makes a good global citizen and the importance of being a global citizen through an activity where we got together to state ways in which IAA promotes global citizenship.

**Reflection:**

This experience has helped us students learn more about the importance of having a mission and vision while learning more about the community we are in and understanding its future goals. This project helped us students unite and learn about each other's opinions and look through different point of views when discussing key topics. This session truly informed me on the importance of having such conversations especially in a school like ours. As topics and ideas as important as mission and vision statements are not usually discussed that often in these environments, introducing students especially younger ones can give them insight on why statement or ideas like these are important. Again, like the last session I have greatly learned from the Grade 12’s on how to manage and deliver a productive session for the younger students and making them engage and enjoy these sessions.