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Smart Learning Conference

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Emerging Trends in Smart Learning Environments

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Abstract

Forward thinking educators have always worked to make the best possible use of available technologies as they strive to respond to the needs of the learners they serve. New technologies present new instructional possibilities, as such; there is a constant need for educators to explore both the theoretical and practical potentials and challenges of those technologies as they are applied to instruction. This exploitation of emerging technologies together with new approaches to learning and teaching have come to be called *smart learning*. Smart learning can be thought of as a step in the evolution of computer-enhanced learning and is currently one of the main drivers for technology-mediated education. This is due to factors such as the growth of technology to enable learning anytime, anywhere, and in any context, as well as pedagogical shifts from teacher-mediated interventions to significantly learner-driven approaches. These changes are taking place in part due to the recognition of the value of rich, multi-dimensional and integrated experiences for the learners, and changes in the needs of learners when creativity, collaboration, and critical thinking are emphasized over the need to store and retrieve information. By implication, therefore, smart learning goes beyond being simply a more adept application of technology to long-standing instructional problems. Rather, it is a set of qualitative changes in the design of learning, teaching, and instructional situations, including, in some instances, the physical resources, spaces, and social arrangements in which learning takes place. These changes are enabled by advances in smart technologies (i.e. technologies that sense, respond to, and adapt to environmental factors, in largely automatic ways). When smart technologies are integrated extensively in the design and articulation of a learning situation, the result can be referred to as a *smart learning environment* (SLE). SLEs are, therefore, situations in which learning occurs in ways that take advantage of the capabilities of smart devices, but also in ways that reframe the learning in fundamental ways in response to the capabilities those devices provide to address features and contexts of the individual learners. This paper shares findings on the practical and theoretical attributes of smart learning environments in diverse instructional and contextual settings as reported by a group of researchers worldwide. An analysis of 18 case studies will shed light on emerging practices to the following research questions:

1. What some key features of smart learning environments were as reported in the eighteen case studies?
2. What elements of smart learning emerged in the eighteen case studies?

Key words

Smart Learning Environments, Active Learning, Ubiquitous, Customization of Learning, Virtual Spaces

Towards a Group Dynamic Approach to Fostering a Research Culture in a Smart University

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Abstract

On the campus of Hamdan Bin Mohammed Smart University (HBMSU), the academic community presents a wide cultural, linguistic, and socio-economic diversity. This diversity reflects the structural complexity of the United Arab Emirates population, fully integrated with globalization, the region is the receptacle of intense migration flows. Such an environment creates a heterogeneity of needs and learning habits. To better meet the research needs of the university community, a series of Weekly Research Seminars were held during the academic year 2017-2018. This study focuses on (1) to understand the need for a dynamic approach to applied research as perceived by university faculty and (2) to establish the need for continuing collaboration of faculty and staff researchers in this multicultural context. This current study aims at reviewing and analyzing the results of presentations made at the Weekly Research Seminars delivered by faculty members and administrative staff at Hamdan Bin Mohammed Smart University (HBMSU).

The study describes in detail the series of lectures, data, information, as well as inputs received through the topics presented at the seminars. It also includes the most prominent positive points, as well as the shortcomings, which were clear during the presentations of this series of lectures throughout the academic year 2017 - 2018. In light of data, information, and extrapolations, the study makes a number of important recommendations. The study also provides a future vision necessary in order to continue to conduct this series of research activities; how to expand the scope of topics; and, ideas that would enrich and foster a culture of academic research throughout the community of this university. Results of analysis of data relating to the participants who delivered these lectures show that the percentage of participation in delivering presentations is almost 80%. 47 members out of a total of 61 delivered their presentations on their contemporary research area as well as explore ideas for future research projects that covered the various disciplines anchored in the HBMSU research priority areas. This result shows that the majority of the researchers that took part delivered their lectures individually. Results of analysis of data also show that members of the teaching faculty focused their attention principally on topics associated with smart learning, and quality management. In the light of the results reached, recommendations made, and inputs by members of the weekly research seminars group, this study includes a number of key suggestions for future practice.

Keywords

Research dynamic, Seminar, Smart university

Three plus One: Towards an Innovative Market Strategy for Online Learning Programs

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Abstract

Universities offering online programs are facing challenges of competitions especially with the growing increase of universities in the MENA region. Student recruitment has become a nightmare for all these universities to offer and sustain online programs. They have also to improve retention rates for students who are embarking on the online learning experience. Online learning programs effectiveness and efficiency require always a robust program planning that include market needs readiness analysis and stakeholder engagement. In this paper, we are suggesting a new marketing strategy model lays emphasis on three main premises with value: Together we grow which refers to the level of internal and external collaboration to establish effective partnerships with stakeholders in industry. Game changer referring to capitalizing on ICT and smart technology to foster student recruitment activities with impact on quality. Passion referring to focus on personalized and individualized needs of each stakeholder in both the education institutions and industry. Shared values referring to the cultivation of creativity and innovation through all marketing activities and problem solving strategies. The three-plus-one strategy consists of four zones. The action zone, practice zone, the advising zone and the pivotal zone. Once they are integrated and implemented, they lead to achieve a goal of paramount importance. That is to energize, enlarge and capitalize on programs. To operationalize such a strategy, each zone of the above should be put into logic format that monists of structure, process and outcome. For example to operationalize the Zone of Action, there is a need for three farms of structure: One-to-One, One-to-Many, and Many-to-Many. This zone may have the following process: 1) Face 2 face interview with target stakeholders; 2) Plan, time line, names, supported materials and resources... Physical evidence; 3) One-to-many interview with industrial sectors... and training organizations/institutions; and 4) Many-to Many: a one day voluntary workshop. The expected outcome of this zone are: 1) List of interested employees who are will to join us; 2) Discount plan and/or special offer (4+1 seat); 3) Percent of nominees for professional training; 4) Percent of nominees for academic program (4+1); and 5) Awareness level and future interest.

Keywords

Marketing, online learning programs, strategy

Hired, Retired school leaders: Back to Journey after retirement on the Northern East coast of the United Arab Emirates

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Abstract

Education in the UAE passed through different phases starting from simple learning to the latest and newest types of learning competing the education in the advanced countries such as Finland and UK. The government agenda 2021, aims to have a high level of education for all people in UAE. As UAE is planning to update new curriculums that will be in line with future foresight in the country. Education has existed new study subjects such as Chinese language, Creative, design and Innovation to enhance students critical thinking and promote their skills. Also, for young learners they create a diploma for young learners for Cycle one and it aims to create new leadership skills inside young learners. The dissertation focuses on recruiting retired school leaders and utilize their experience again in the educational scene. It aims to hire them as mentors in the Ministry of Education specially to train newly recruited school leaders, Explore the professional development and innovative programs. The research project is based on a focus group, 11 questions for retired school leaders in the MOE, participants showed their willingness to take part although they have their personal commitments and work. The sessions were delivered at a different pace of time and places for ten participants in the research project. The findings of the project brought the necessity of having initiatives and innovative programs that will assist retired school leaders to make them back to the educational field as well to use their great skill in leadership to be expert, mentors and field specialist. The conclusion to be drawn for this research is to create new recruitment policy for the retired school leaders in order to have them again back to education with new rules that suit their titles and profession. there are a lot of practices that could be adapted to serve the purpose of this research topic as many countries take the benefits of their retired leaders such as KSA.

Keywords

MOE, Pension, recruitment, initiatives, mentors, innovation, National Agenda

The Dubai Judicial Institute: A case study of a paradigm shifts to smart learning

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Abstract

Traditional classroom teaching is the norm at Dubai Judicial Institute, which is a public “governmental” entity under Dubai Government serving the judiciary and other related legal stakeholders. There are various advantages of traditional face-to-face learning but overall the learners at the Institute are virtually unanimous in their preference for smart learning, due to their acknowledgement of moving in step with changing times. Moreover, it brings about the benefits of more efficient time management, along with providing the learners more flexibility and choices regarding their learning mechanism. The most popular aspect of smart learning for the learners is the flexibility in time management, as it would cut down also on the travel time to the Institute, in addition to giving them more choices for scheduling their personal learning. Being adults, the learners showed intrinsic motivation to transition towards a system that gave them more control over their learning. It is believed by the management, that the capacity and the resources exist at Dubai Judicial Institute to make a smooth transition progressively. A major disadvantage cited for the transition would be a loss of human and personal touch, between the learners and the faculty that is available in the case of traditional classroom teaching. Work needs to be carried out to reduce the loss of direct human interaction, face-to-face. Overall, on the balance of opinion, the support for transitioning to smart learning outweighs the disadvantages identified. Dubai Judicial Institute can be considered to be a learning organization due to the practice of teamwork and their readiness to learn, and the attitude of senior management towards promoting continuing learning and development amongst the staff. In terms of the resources required for the change, a bigger budgetary allocation, and the strengthening and expanding of the IT department is a major element. Additionally, significant time and effort is needed regarding the preparation and training of the staff to conduct the courses through smart learning methodologies and how to use it effectively. The management also considered the learning alternative to be an attractive proposition, due to being in step with modern times and also on account of flexibility. The courtroom experience and settings being replicated in the classrooms would have to be worked upon as a supplementary provision, as they give the learners invaluable experience. The top management also considers smart learning to be the need of the hour due to the vision of the Dubai government and its international growth and expansion. The human resource capacity is considered to be adequate to cope with the transition smoothly, but there has to be significant increase in the budget due to the IT costs involved in the process and other resources. Overall, Dubai Judicial Institute is braced for change in learning style, as the need is acknowledged and the feasibility therefore is appreciated. Overall, the environment in Dubai Judicial Institute is ready for change in learning style and approach, as both the management and the learners appreciate the need and practicality for the transition to smart learning.

Keywords

Smart Learning, Learning Organization, Andragogy, Readiness for Change, Smart Government

Collaborative Design of Online learning Activities

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Abstract

Working synchronously and asynchronously with other collaborators is the main factor for success collaborative design experience. In effective design and delivery for online course, we design and alter activities to suit learners. Therefore, we can be considered as a change agent. We learn from each other by sharing knowledge, interacting, exchanging perspectives and tap into each other's expertise for creation of curricular activities and materials to improve online student learning. These new experiences offer ample opportunities for learning. The principles of designing collaborative learning in online learning context are very consistent with expansive learning and formative interventions. It grouped variety of educators together to build ideas on. Thus, lead to develop professional development scenarios and studying. The most important strategies or technique we have to consider when we design collaborative online learning are support diversity and learners different learning styles. Learning within the online environment, often termed as eLearning. Developing effective collaborative online activities begins with understanding the research and how learners process information when online. Educators of online learning courses must focus on instructional and pedagogical best practices in order to deliver effective online instruction. For effective collaboration design, we have redesigned the principles of assessment course. We have used peer evaluation on each other work for formative feedback. Effective collaboration enhances building collective minds, empowers building shared vision and mission among learners, support active learners, support creativity and creative thinking and enhances meaningful learning. This was the added values and impact into our final production of effective design and delivery for online courses that lead to collective conceptual growth and learning practices. It enables us to be ready to design and deliver online courses and avoid some traps that lead the project to fail. Support different online learner style is a key factor of successful online experience.

Keywords

Collaborative Design, Online Courses, E-Activities, Instructional materials

Promoting Proactive Learning Using Feedback and Feed-forward Mechanisms

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Abstract

Proactive learning is about reacting to problems when they occur rather than avoiding them (Shoreline.instructure.com, 2018). To support students to be proactive, teachers and mentors have to provide an active feedback and feed-forward. Feedback provides information to learners about where they relate to their learning goals so that they can assess their progress, identify gaps or misconceptions in their understanding and take corrective action. Feedback generated by teachers, peers, mentors, supervisors, computers, or as a result of self-assessment is a vital element of effective learning (Jisc, 2018). The response depends on the description of errors that students make on the task to avoid them. These responses allow experts to evaluate student's outcomes (García San Pedro, 2012). Feedback can be formal and informal. It can be conducted face to face, written, and video/audio formats. Even casual conversations can be considered as feedback and it is likely that tutors provide more feedback to students without realization. Feedback focus on student's current performance and the degree to which they are awarded; however feed-forward focus on the ongoing assignment and offers a constructive guidance on how to do better. The combination of both feedback and feed-forward helps ensure that assessment has a developmental impact on learning (Jisc, 2018). Feed-forward uses knowledge to act according to the assessment. It supports students by providing the opportunity to develop their own evaluative skills to use feedback effectively. Researchers have identified some challenges that affect feedback; such as low student response to feed forward support and discussion with teachers, teachers and tutors focus on positive and encouraging comments rather than clear practical advice on how to improve the quality of subsequent work. In addition, insensitive judgmental feedback can negatively influence student's motivation and self-efficacy. Sometimes, instructors view feedback as a purely a cognitive process ignores its interaction with motivation and beliefs. Feedback messages may be complex and difficult to understand unless students are given opportunities to actively construct an understanding of them. Feedback and feed-forward are key areas in student learning and one of multi challenges that teachers or students face in their learning. Teachers have to provide an effective feedback and feed-forward. They should be educative, timely, direct to student's needs, and support student's achievement. When feedback provided directly, the student's response will be positive and they will remember the experience about what they learned. If the instructor did not provide an immediate feedback, students will not be able to connect the feedback with the action. Instructors could use online discussions. For example, discussion board, emails, chat box, etc. In online classes, teacher could ask questions and let students answer these questions and provide responses to their colleagues with the instructor's interaction to their comments. Peer evaluation can support student centered learning when assessments are implemented in peer-to-peer communication. Learners who participate in an active collaborative assessment and peer-to-peer feedback activities are better prepared to real life situations.

Keywords

Feedback, Feed-forward, Interactivity, Online Courses, Online assessment

Evaluation of a UAE Mobile Training App “Wamda” for Teacher Professional Development

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Abstract

Teachers’ professional development programs need to be reconsidered to meet their expectations in the new digital era. Thus, there is need to consider the importance of offering mobile, informal and social learning in the workplace through smart incorporation of the mobile learning technologies with Artificial Intelligence techniques and Learning Analytics, which can enhance the system’s features and learning experience provided for teachers. These technologies can offer extremely powerful opportunities in the education realm, since learning nowadays has become more mobile, flexible, on-going, informal, communicative and collaborative. The study aims at designing and developing an innovative smart mobile learning environment that can effectively support professional learning of teachers in UAE and Arab region. This environment tends to improve teachers’ performance by promoting knowledge and skill through better integration of ICT in the teaching and learning process and better adoption of learner-centric learning. This paper presents the evaluation phase of the prototype of the developed smart mobile learning application for teacher professional development called ‘Wamda’. ‘Wamda’ application aims at improving teachers’ performance for better teaching practices. It was developed to provide micro-courses that are experiential and immersive and which are relevant to the curriculum. It also promotes social collaboration between participants in a smart and quick way. It tries to provide a more personalized and convenient professional development approach for individuals which can enable them to work, learn, and reach their full potential within the workplace. ‘Wamda’ application was designed to utilize the power of mobile learning technologies, artificial intelligence techniques and social networking approach. In this study, the prototype of the ‘Wamda’ application was discussed with a group of teachers. Overall, teachers expressed their appreciation of the smart mobile learning system specified for their interest and needs in their professional work. Teachers’ feedback showed their high expectation for this system that provide more personalized learning to answers their needs. This study will be evaluated further in the pilot phase to evaluate both the content and the system in ensuring it meets the teachers’ needs.

Keywords

Smart Mobile Learning, Teacher Professional Development, Mobile Application, Training System

MakeMeTalk Interactive Screen

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Abstract

Nowadays, children tend to spend their time on digital tools occupied by the "doing" and forgetting about the "talking". **Objectives:** In this paper, we will present a project that trains primary students to engage in a discussion with a technological tool. Our project will be an intelligent and customized training interactive screen. This project aims to engage primary students in a virtual training. The basics of this training are "engaging students in a specific topic in an open space". **Materials:** The project will be using an interactive screen with a built-in system and app that is moderated by the school itself for the convenience of the curriculum requirements. The app will include customized training in different languages according to the school needs and some more literacy games. A headphone/speaker will be provided to the user for convenience in crowded places. **Methods:** Children will be called by the interactive screen during their break time for a short session; The session will be started with the interactive screen (greetings between the screen and the student); Series of questions chosen by the trainer will be conducted between the student and the screen. Users can find some fluency problems. The screen will launch a gallery showing pictures to help with new ideas and speak with more details about a given topic. The student, wearing a headphone, will automatically speak out loud and his speech will be recorded to the trainer tool for customization of the next training; The student's performance can be transmitted online and viewed by the parents; Literacy training for spelling or dictation purposes can be provided through a smart game or an application based on "4 pictures 1 word" application. In addition, the screen can provide two literacy sessions for two students in which dictation/spelling training will be conducted as a competition. **Results:** Speech assessments are usually prepared at home and conducted in the school for lack of time to train all the students in one session class. The interactive screen will save time for the teacher and the parent; The interactive screen trainer will improve self-confidence of the user with a customized training that the teacher cannot provide in a regular classroom. Speaking in an open space will give to the student the confidence he needs even if he is not directly conducting a face to face speech to his pals. Students will enjoy the new experience and speech sessions will be much appreciated, thus the results will be higher; Parents will track their children performance and provide support and guidance from home; Teachers will no longer conduct speech tests and recorded sessions will provide an overview of the student performance; The Interactive screen will help the student with visual support that can be printed in memory for a longer time which will be reflected on the fluency instantly; **Conclusions:** It is crucial to combine technology in educational training. It allows the student to get personal experiences and enables the teacher to have quality time in classrooms.

Keywords

Interactive Screen, Speech Skills, Technological Tool, Primary Schools

Assistive Math Assessment Tool

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Abstract

Children with Down syndrome (DS) are now recognized as less disabled than before. The reason is not in the fact that they have less mental disabilities but in the truth that says, “The brain is a muscle and can be trained”. Those children are participating in inclusion programs that help them improve their capabilities, thus learning outcomes. DS children in inclusion are gaining more skills in all subjects taught just by the interaction with their peers. However, few studies were conducted to understand why they have low potentials in mathematics than in other subjects and how to improve their level. In this project, we will be working on an assessment system that helps DS children gain more autonomy, self-confidence and practice on the same program as their peers in mathematics. **Objectives:** This project aims to engage primary students with Down Syndrome to solve mathematics problem of an American curriculum by themselves. **Material:** A PowerPoint document will be prepared based on standard slides where the questions are clearly stated each per slide; An application conceived to process the slides and to add reading options, highlighting and rewarding for good answers; A laptop with a very specific keyboard for solving basic mathematics with big and colored keys, clear writing and handy built-in mouse to be used as an assessment tool; A headphone to avoid any outside distraction. **Method:** The teacher will prepare the assessment questions on PowerPoint slides in a specific method: clear and short questions and characters using colors when needed (like to separate tens from ones). Then, the slides will be inserted in an application where a reading processing will be provided and highlighting during reading the keywords or elements to help to solve the problem. A rewarding system will help the student build self-confidence and encourage him to continue working like to show stars and asking him to collect his preferred sticker from a range of stickers. **Results:** There is no need for a shadow teacher or a helper; The child will learn how to count on himself as the same system can be used in classwork; Increase their learning by repetition and thus memorization will occur faster; Headphones help DS children focus while working moving them from the exam classroom will no longer be needed. Parents can purchase the same tool where they can find a personalized assessment of the child. The school will no longer lower the level of courses and the system can assist in a personalized way with the same lessons given to children of the same age. Books providers can use this tool as an optional material for students with DS and make it an extra material to be used with the book. **Conclusion:** It is crucial to combine technology in educational training. It allows DS students to get personalized lessons and assessments and enables them to improve independently. Technology can replace the shadow teacher or the assistant and decrease the school cost of DS children.

Keywords

Assistive technology, Math assessment tool, Personalized Learning, Down Syndrome

Communication with Technology

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Abstract

This paper explores our product of the collaborative work on creating an e-portfolio. The main concept selected for our topic of our e-portfolio is ‘Communication with Technology’. Since our target audiences are teachers and students of Education, our goal has become to collect, select and design various topics related to communication with technology and that may interest and benefits those who may be concerned. Additionally, technology has impacted communication in different aspects of our lives, and it is becoming a necessity. Therefore, our aim was to present different important topics related to the use of technology in communication. The e-portfolio contains various collected and designed artifacts related to the concept such as the history of communication, attributes of communication, pedagogical bases, types of communication with technology and applications for teachers. We tried to cover all necessary topics that would support to create a coherent, holistic conceptual understanding of the five important questions which are what is communication with technology, who are the parties of this type of communication, how we can utilize communication with technology successfully and efficiently in teaching and learning practices, why we implement communication with technology, and when we can implement it. The value of this e-portfolio is to share our collective learning experiences. It is expected that we develop this e-portfolio in the future to contain updates regarding the topic as needed. It is hoped that our e-portfolio will inform teachers and student teachers about the importance of technology usage in communication and its impacts on individuals, groups, and organizations. The e-portfolio is designed by using Wix.com as this is considered a friendly website where individuals can create web pages easily without having to have a deep technical background in creating e-portfolios. Moreover, we as a group of three students went through a collaborative process to create the e-portfolio so that we employed a triangular way of thinking to come up with our final coherent product.

Keywords

Technology, Communication, E-Portfolio, Collaborative Learning

Effective Online Assessment: Challenges and Opportunities

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Abstract

This paper provides an overview of the online assessment state in the few current years. It displays three major aspects of online assessment, the opportunities, the challenges and the future of online assessment. There have been noticeable transitions and transformations in the systems of assessment. Computer-based assessment has been adopted in order to upgrade assessments to more credible and efficient levels. The efforts have brought in several improvements in assessment tools, cost, effectiveness, accurateness and processes, but several issues and problems have raised in association with the implementation of online assessment. In addition, this paper negotiates the role of technology in utilizing the integration of instruction in assessment, as well as the possibilities that online assessment has presented into learning paradigms and enabling facilitating other various opportunities. For example, online assessment has been efficient in terms of assessment distribution and tracking systems. The paper, also, conveys several challenges that hinder the adoption of online assessment. These challenges could range from the lack of moderator control over testing circumstances and conditions, the unequal accession to technology and resources, as well as the occurrence of technical issues such as internet bandwidth, hardware inconsistency and data security. On the other hand, this paper provides some acceptable solutions on overcoming each of these challenges based on current and relevant case studies. Lastly, the paper displays future potentials of online assessment in supporting instruction. Moreover, it discusses the role of 21st century skills in developing the quality of online assessment techniques. Findings shows that there is a need to move to a more learner-competency based online assessment and introducing innovative assessment strategies. In addition, it discusses the role of online assessment in MOOCs, as technology-rich environments, and describes the types of skills assessed in these environments.

Keywords

Online Assessment, Competency-based, Opportunities and Challenges, MOOCs

Massive Open Online Course (MOOCs): Design and Delivery Reflection

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Abstract

In the last years, MOOCs have gained great interest and become very popular for learners around the world. Many learners seek MOOCs because it provides a free online learning opportunity with the use of technology. However, we need to ask about the standards in which MOOCs are designed. Does MOOCs design is based on a national design standard or not. It is important to assess MOOCs design and its ability to provide the educational experience that the learners ask for. There are 5 main domains of online course design and delivery: course design, interaction and collaboration, technology, assessment and learner support. This paper will reflect on MOOCs design according to 2 of those domains: assessment and interaction & collaboration. Assessment: In design an assessment tools for an online course, we need to consider many factors and use many assessment approaches. The assessment should be aligned with the course objective and it needs to have a clearly stated rubric. Instruction about the assessment should be available for the learners. Assessment activities should occur frequently during the course. The course should also provide the learners with the opportunity to assess themselves. Provide positive and constructive feedback is essential as well. The online assessment tools for the course need to be measurable and have clear instruction of what needs to be achieved and how it is going to be assessed. 'In MOOCs, it is not possible for human tutors to follow up with every student and review and grade assignments individually, whereas the design must facilitate large-scale feedback and interaction. In order to meet the challenges of large numbers of learners, assignments are computer-graded in xMOOCs. But computer-based grading is many times limited, disappointing and insufficient, with no partial marks and detailed explanations of answers' (Daradoumis, Bassi, Xhafa and Caballé, 2013, p.209). In any learning situation, learners need to understand where they stand in their learning. However, in MOOCs, it is very challenging for the instructor to give individual feedback for every learner for their massive number. Interaction and Collaboration: The interaction and collaboration in online course is very important because it allows learners to work together to generate new knowledge. An effective online course needs to provide an opportunity for learners to interact with learners, instructor and content. Collaborative activities that enhance the interaction should be various and enhance by feedback from both instructor and peers. In MOOCs, the interaction between the learners and the instructors is very limited unlike learner to content interaction which MOOCs relay on to support the learning and the learners In MOOCs 'feedback is infrequent and unclear to frequent and constructive. Cooperative learning is unsupported to integral and accommodation of individual differences is unsupported to multifaceted' (Admiral, Huisman and Van de Ven, 2014). Conclusion: It is clear that MOOCs can't design according to the normal online course design and delivery standard, it is highly important to create and design a clear and specific standard for MOOCs to produce a high and effective learning experience.

Keywords

MOOCs, Course Design and Delivery, Assessment, Interaction and Collaboration, Online Course Design Standards

Speech Corrector

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Abstract

Abstract In the education domain, the instructors and learners using the English language every day at the various subjects. They need to be a professional in English speaking to facilitate learning, conversation or debate with other learner and educators. Most of the people who use the English language is not speaking fluently. In addition to stuttering, slow to speak and wrong pronunciation in letters that make words incomprehensible and meaningless. In this paper, we will present a project idea of a software application called “Speech Corrector” that teaches student, any interested user to talking English fluently, starting from construct and correct the pronunciation the letters of the language correctly and manipulate the sound of the word. **Objectives:** This project aims to solve speaking problem and stuttering, so we get a sound language that is comprehensible to the listener and free of mistakes. **Methods:** This application allows teaching the pronunciation of the characters of the English language starting from A to Z with an assist of voice recognition software. When the user speaking, the character applied to the recorded then the application appears the percentage of correction, which allows the user to recurrence certain number of trials. This learning method depends on the imitation of the sound and every time the user's voice is matched to the correct character sound and the percentage, number helps the user to know how it is closer to the goal. The learner will try to correct the speech sound until reach the ratio of 100%. Learning through this application will be accumulative and progressively. It is divided into different stages and levels. After the learner mastered the pronunciation of letters moves to the next stage of words and then sentences and compound paragraphs, where the learning stage to focus on the characters and the speed of pronunciation and reading this application is a concern on the time allocated to each word or sentence. The time of letter is important because when a letter has more time that effect on the letter voice and vice versa. **Conclusion:** It is crucial to combine technology in educational training. It allows the student to get personal experiences and enables the teacher to have quality time in classrooms.

Keywords

Speech Corrector, English fluently, Pronunciation, Smart Technology

What Makes Quality of Pedagogical Presence in Online Course: A Closer Look at Pedagogical Design Issue

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Abstract

The online facilitator needs to enable new approaches to motivate, engage, and create a sense of presence for the virtual learner. Indicating the right formula for designing and delivering an effective online course that is active, interactive, and attractive for the learners combined with pedagogical presence to enhance the online learning community and reduce the feeling of isolation. The paper focuses on two characteristics of the pedagogical presence, the openness and communications to determine potential key effective factors to facilitate and support learners in a virtual learning environment to empower learner-centered instructional pedagogical techniques. The online learning provided opportunities for easily accessible learning, sharing knowledge, and communicating in a flexible virtual environment that accommodates learner's diversity, but as a facilitator, how can you overcome the challenges of virtual connections and create the sense of presence in the online learning courses to support and influence immersive online learners? Overview of research method & Main Findings: Throughout Effective Design & Delivery for Online Courses, as a group of seven learners, we have explored exchanging the roles as facilitators, virtual learners, evaluators, and collaborators to gather knowledge and challenges concerns designing and delivering online courses. One of the challenging aspects is the pedagogical presence which affects the levels of interaction. Pedagogical Presence: The pedagogical presence is demanding to manipulate the interaction of face-to-face classroom by engaging learner's thoughts, emotions, and behaviors in a social VLE. Before the first session, the facilitator can create a sense of presence through a welcoming announcement by various methods such as utilizing the virtual agent that represents the course facilitator and pop out a personalized message that allows the learner to chat and ask general questions about the course and the facilitator bio. The more personalized the welcoming message is, the more effective the emotional presence. At the beginning of the course, the online facilitator can emphasize the learner's confidence by providing an orientation of the general course guidelines, policies, and introduce the facilitator bio. To engage learners and create a sense of learning community, apply the icebreakers activities where learners introduce themselves or present their classmate. During the sessions, the facilitator designs the learning activities that match the course objectives and encourage collaboration and participation such as activating inquiry learning, engaging multiple perspectives in problem-solving activity and follow the learner's participation by feedback and feedforward from the facilitator in modeling good interacting methods. After the sessions, the facilitator continues considering the learning community presence through collaborative tasks, authentic questions in the discussion board, and problem-based activities for individuals or small groups. Conclusion: In conclusion, online learning is growing to take an essential part of the educational environment, although the absence of physical communication and interaction is a major challenge for online facilitators and learners. Therefore, the role of designing and delivering an effective online course at the VLE require different methods to empower the pedagogical presence while coaching and supporting online learners.

Keywords

Pedagogical Presence, Virtual learner, Support, Online Courses Delivery

Using iPad Smart Technology to Optimize Students' Learning Performance and Outcomes

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Abstract

This research paper is a review of the use of iPads in education in order to optimize students' performance and outcomes. It discusses the history of technology in education, current issues around this topic and future directions in the use of iPads in education in elementary grades in the UAE and effects of the use of iPads on the outcomes and performance of the students. This paper proposes that there is a strong relationship between using iPads in elementary grades and performance of the students. Although there is a positive relationship, there are some barriers that affect using iPads in classrooms. For example, some teachers are not qualified well to use and teach students by using iPads so they need to get enough training in this field. Also, the cost of this technology is high. There are some recommendations that the stakeholders should take in consideration for best performance and improvement. For example, teachers need more training on how to use iPads in classrooms effectively. Also, the stakeholders should solve all problems that will face using iPads in education. This paper discusses the role of iPads in optimizing learning outcomes. It focuses on how the iPad is being used in elementary grades in the UAE, etc. Earlier in this century, schools started to use computers in schools. After that, they shifted to tablets but they found some disadvantages for using tablets so they have moved to Apple's iPads. There is no doubt that iPads are useful in education especially with young learners. They have a lot of benefits such as motivating students, saving their time, challenging them, giving them more skills and collaborating and sharing ideas with others. Research on smart technology these days is a challenging topic because it is updated every moment (Geist, 2011). It has new things, devices, software, applications and tools approximately every moment.

Therefore, the main question that has arisen from this topic is "Is there a relationship between using iPads in education and students' outcomes?" In other words, do using iPads in schools optimize students' learning performance? The paper begins with the definition of smart technology. It then discusses devices and challenges of mobile learning. Next, it focuses on the main section of the paper is iPads in education. There are several subsections that discuss: advantages of implementing iPads in education, barriers of implementing them, iPads in education in the UAE, relationship between using iPads in education and performance and outcomes of the students. This paper also compares the use of iPad in the world and then focuses on use of iPads in MENA and the UAE especially Dubai. This research paper consists of four main areas of discussion: (1) smart technologies in education (i.e., history of technology, definition of smart technology, advantages of using smart technology in our daily life and in education), (2) devices (i.e., computers, tablets, smart phones, iPads) and challenges, (i.e., cost, lack of affordability, no control), (3) using iPads around the world, (4) using iPads in the UAE, MENA.

Keywords

eLearning, Leadership, Tablets, iPad, Education. Applications

The Role of Public Libraries in Creating Innovative Instructional Spaces to Support 21st Century Skills Through Smart Technologies

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Abstract

Libraries play a fundamental role in our lives. It's more than just a place stacked with books that are read by researchers who have a mission to accomplish. Public libraries nowadays are hubs for the life-long-learning, social interacting and professional development. The shift in vision took place after the evolvement of the smart technology that made learning through electronic devices much easier and accessible. Digital books are now available to read anytime anywhere without having to worry about the number of heavy books ones should carry on the way to work or leisure. Public Libraries had to adopt this innovative electronic wave by providing electronic databases and social activities that merge fun with learning. However, the role could be extended further to work closely with schools in a systemic way that enables both entities to reach another milestone. Schools, with its formal education, can establish another supportive educational after-school system to empower teachers and students. There have been spontaneous attempts in this regards by teachers themselves however it was not through a solid and controlled system that all stakeholders, teachers and parents could share, and to provide the opportunity for students to be effective knowledge-contributors. There is dissatisfaction toward the school education outcomes that they do not meet the international standards & UAE leadership expectations. On the other hand, there is a low attendance in Sharjah Public Libraries, where 10,000 members are registered but only 3,000 are active. There is a gap in both domains that could be further addressed by research. This project is proposing a new approach "Sa'i" to create innovative instructional spaces in libraries that supports the formal education in schools. The project is in line with UAE vision to focus on the 21st century skills and is flexible enough to be altered and modified for every vision and strategy since it combines both virtual and physical spaces and is utilizing libraries as supportive entities to schools, which means no threats on changing the formal curriculum or school hours or plans. The whole system is implemented as an informal after school program.

The purpose of this research is to answer the following questions:

1. What is the model/framework and standards can be tested and proposed for UAE MOE to be used in collaboration with public libraries?
2. What are the current levels of 21st century skills among high school students in the UAE?
3. Was there a significant difference between high, mid & low ability students who used "Sa'i" for the enhancement of 21st century skills when compared across the different learning environments?
4. What were UAE high school students' perceptions on the use of "Sa'i" in enhancing their 21st century skills?

Keywords

Education, Public Libraries, Instructional Spaces, 21st Century Skills, Smart Technologies, Collaborative Leadership

The Effects of Augmented Reality Technology based on Keller's Strategy on Innovative Thinking and Student Satisfaction of the 10th Grade Computing Curriculum in Kuwait

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Abstract

The purpose of the study was to examine the effects of using Augmented Reality Technology based on Keller's Strategy on students' innovative thinking and their Satisfaction at 10th Grade Computing Curriculum in state of Kuwait. The study was conducted using the computer networks syllabus offered by the Ministry of Education. Two classes of the syllabus (40 students) were divided into (2) equivalent and equal groups. First groups are the experimental and the second is the control (Keller's Strategy with or without Augmented Reality Technology). A Torrance Tests of Creative Thinking-Verbal Form (A) and a satisfaction questionnaire were administered at the end of the experiment. The latter measured three satisfaction dimensions: The teaching method, content design, and the learning experience. The following research hypotheses were tested: 1) There are statistically significant differences between the average scores of the experimental group of students in the study of innovative thinking in the pre-measurement and post-measurement to the post-measurement. 2) There are statistically significant differences between the average scores of the experimental group of students in the satisfaction card in the pre-measurement and post-measurement to the post-measurement. Data analyses indicated that the mean achievement score of the experimental group was significantly higher than that of the control group. This finding was also true of the mean satisfaction score related to content design. Other satisfaction mean differences were not significant. The degree of improvement the study forecasted for the experimental groups indicated was significant and hence the differences have scientific indicators of great significance in addition to statistical significance. The researcher concluded based on experiment's outcome that differences are attributed to experimental treatment with no interference of any observed interruptive variables, and hence these variables may be generalized among the study community. Yet generalizing results under other conditions, such as different teachers, textbooks, educational environment, requires additional studies.

Keywords

Interactive, Enhance, Individualized Education, Instructional Technology, Computer, Augmented Reality, Creative Thinking, Innovative Thinking

Creative Writing

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Abstract

Observing the overwhelming benefits of continued creative writing practices as vital component within English sessions across UK and Japan schools demonstrate clearly why and how creative writing strategies need to be prioritized and included as regularly teaching sessions within public primary schools in the United Arab Emirates (UAE). Purposeful creative writing tasks, seek to demonstrate effective writing techniques that communicate and share the feelings and expressions of the writer to the reader. Within UAE public primary schools, the creative writing case is still far from the advanced educational systems and practices of the UK and Japan. The demand to encourage and enhance creative writing strategies and practices from UAE educators is high and changes are needed help UAE English teachers teach creative writing skills effectively to public primary students. There is a need to continuously and consistently support and train public primary English teachers which the ministry of education (MOE) aim to address through useful professional development courses, taking guidance from creative writing advocates and providing sufficient time to public primary teachers to teach the skills needed for creative writing autonomy. This study evaluates the case of creative writing in grade five at UAE female public primary schools based in Dubai. The study aims to ascertain to what extent is writing in primary public schools in Dubai creative. What are the key challenges faced by English teachers in teaching creative writing? The necessary data for conducting the study were two main tools: Twenty-five creative writing samples collected from current grade five students from five public primary schools across Dubai, conducted with a selection of ten bilingual English teachers, selected from the same schools whom have supplied the creative writing samples for this study, were also used to support the findings of this study. Three reviewers were also included through the study and were used to assess the creative writing samples received. The findings and results of the study highlight current creative writing attainments, a lack of priority given to creative writing by the MOE and the difficulties faced by public primary teachers when teaching creative writing skills. The study also highlights the continuing need for supportive learning environments, as well as a need to implement relevant training programs and sessions to support the teaching of creative writing skills. Further to the above, the study gives insights to possible future studies which could potentially demonstrate current creative writing attainment across a larger scale of schools within Dubai and the UAE.

Keywords

Creative Writing, Evaluation, English Language, Public Primary Schools, Female Students, UAE.

Challenges and Learning Opportunities: The Pre-Service Teachers' Perceptions of Integrating a Digital Story Project into a Literacy Course

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Abstract

Technology is not only seen as a key component in supporting education but also plays a major role in developing the 21st century skills such as problem solving and team work (Sweeney-Burt, 2014; Dede, 2009; ISTE, 2015). Consequently, teachers need to ensure that their students are exposed to technology in order to prepare them for the 21st century society that is increasingly heavily based on technology and knowledge (Ahmed, 2012; UNESCO, 2014). This demand has put pressure on teacher training programs to support and train pre-service as well as in-service teachers to be digitally effective practitioners and transform their classrooms into a more digital-oriented environment. Efe (2011) observed that teacher training programs play a fundamental role in the development of future teachers' knowledge and skills to effectively integrate technology into educational contexts. In addition, teachers need to develop awareness of technology, its value and the educational purposes it serves. In other words, teachers are expected to be emotionally, cognitively and educationally well-prepared to adopt the use of the digital tools into their teaching (Kaufman, 2018; Singh & Chan, 2014; Copriady, 2014). Beside the development of digital competencies, technology integration in teaching can potentially enhance students' learning experience. It is worth-mentioning within this context that despite the positive outcomes, the integration of technology in teaching can be challenging (Hew & Brush 2007). In line with this emphasis on the integration of digital technology in educational contexts, a digital story project was introduced into a Language Literacy course taught at a teacher training institution in the United Arab Emirates (UAE). This paper presents the preliminary results of the study that sought to investigate pre-service teachers' perceptions of the challenges and learning opportunities related to the integration of the digital story design project into the English Literacy course. The preliminary results are based on a survey delivered to undergraduate students enrolled in the Bachelor of Education program offered at a Higher Education institution. The overall results show positive outcomes in relation to the learning opportunities experienced at the integration stage of the digital story project. Students did not seem to have faced major challenges when developing their digital stories. One of the limitations of this research study, however, is the method of data collection. Quantitative analysis of data may highlight the most prominent findings, but for better understanding of the learning opportunities and challenges encountered by the pre-service teachers during the designing stage of the digital story, future work will involve qualitative methods for an in-depth analysis of the focus group and individual interviews.

Keywords

Technology, Teacher Training, Digital Story, Skills, Pre-Service Teachers

Facilitating Cognitive Presence through Collaborative Learning in Online Courses

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Abstract

Designing and delivering online courses demands a careful attention on providing online learners with meaningful learning environments that foster learning in online settings. The limited face-to-face interaction and physical presence has shifted the attention to other types of social and cognitive presence in online learning which are more related to learners' involvement and engagement in learning process. These learning environments link all learners and instructors through personal and emotional aspects that robust learning and teaching process as different meaningful pedagogical approaches are taking place. The different aspects which are important in online learning and teaching process are three types of presence; cognitive, social and teaching presence all work together consistently for effective learning to occur. However, understanding cognitive presence has taken significant attention in online learning. Cognitive presence is related to learners' ability to construct meaning through a sustained communication as it requires learners to use higher order thinking skills as well as reflective thinking. Learners are cognitively engaged in linking what they learn to their personal world and experiences in addition to constructing collaborative shared meanings with the external world. Cognitive presence adds value on producing the current project. Learners at different stages construct the work together and contributed to shape other's understanding. They build on each other's work to reach the final goal of the product. Asynchronous discussions plays an important role in enabling learners to direct questions, ask for help and clarifications, seek advice when needed and provide useful feedback and recommendations as all members of the group aim for successful application of the project. This requires planning structured discourse that would lead to a clear goal of discussion and minimize unrelated conversations. The sense of ownership is obvious through the critical discourse since everyone is contributing in providing suggestions to improve the product and evaluate others' work as well. In order to facilitate learners' self-regulation and metacognition as well as stimulate higher levels of thinking, collaboration is important to integrate levels of thinking such as evaluation and synthesis in group discussions where learners are enabled to present critical discourse with their peers. These higher levels of thinking require learners to discussion, reflect, synthesize, analyze, compare and critique so that a constructive feedback is made for the sake of better results of the final work that represents everyone's contributions. The value of synergy, collaboration, cooperation, critical feedback all lead to construct meaning and sustain purposeful communication among learners. Involving collaboration and synergy in learners' interactions and communications can have a considerable positive effect on promoting learners' higher order thinking.

Keywords

Cognitive Presence, Community of Inquiry, Collaborative Learning

Designs for Change: Future Social Media Learning for Tomorrow's Arab Higher Education Context

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Abstract

Social media platforms are configured through a range of material and conceptual semiotic resources including: videos, images, sounds, speech, text, captions and hashtags which continue to intensify through the next generation of holographic, virtual and augmented technologies. Technological and semiotic resources provide a mixture of social meanings and interpretations, occurring in combinations and changing over time, in ways that reflect and constitute the boundaries of sociality. Through the methodological lenses of multimodal critical discourse analysis (MCDA) (Machin, 2016), this study explores these semiotic configurations through uses of the image based social media platforms Instagram and Snapchat, to contest normative accounts of their participatory affordances. It is important to critically consider current and future uses of social media platforms, not only because of their impact as learning tools in higher education, but also due to their shaping of contemporary ontologies and epistemologies or ways of being and knowing. Conversely this study explores the participatory scope of social media learning through a design-based intervention involving female Arab learners at a university in Dubai. The participants create social media learning prototypes through critical assemblage of semiotic resources to design learning artefacts that test and expand participatory affordances. This is relevant to scholars and educators concerned with exploring the role of social media learning through nuanced theorizing of participatory affordances. However, for this to occur clearer understandings are required of how social media's participatory affordances operate through assemblage and orchestration of semiotic resources (Machin, 2016; Kress, 2010). Although social media is a field benefiting from polycentric, interdisciplinary and transmedia strategies, researchers need to go beyond some of the unwittingly ethnocentric conceptions of participatory affordances including Jenkins, Ito & Boyd's (2016) conceptions of participation in decidedly 'Western' terms. The highly contested and variable term 'participation' needs redefinition, firstly because it is used across disciplines in a variety of ways that often lacks meaning and secondly, as it occurs through a series of online and offline processes in ways that are socially and culturally specific. Simultaneously, to redefine understandings of the participatory processes of social media learning involves a critique of current scholarship, describing the architectures and affordances of social media platforms, through more robust metaphorical and theoretical groundings. This study is important for conceiving how social media's semiotic resources shape its architectures and participatory affordances in ways that are not fixed by static technological properties but rather are conceptual and social entities occurring in relation to learners' uses of artefacts as pedagogies and mediating tools within social contexts. Therefore, once these concepts of affordances and architectures have been redefined, as semiotic resources, theorizations of social media's participatory processes can occur for clearer understandings of social media learning.

Keywords

Social Media Learning; Participatory; Affordances; Multimodal; Prototypes

Initiatives for Mental Health Promotion

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Abstract

Public health is usually defined by the wellbeing of the whole population. One of the major attributes to it is Mental Health. In the recent years, a growing attention has been granted for the mental health research. This is mainly driven by the fact that a community with a well-maintained mental health has better chance to develop a safer, more developed, enhanced lifestyle for the citizens. In this paper, a brief introduction about the definition, statistics about its current status in the UAE and legislations and laws enforced by the UAE government will be mentioned. Then, creative innovative initiatives will be suggested and the feedback on these will be discussed. At the end, some recommendation will be stated. To achieve the research objectives and after going through the literature review to have a better understanding of the current situation of the mental health status in the UAE, a survey was designed to figure out to what extent are people aware of it, how do they deal with it and to which extent is it acceptable. The surveys were posted online, and replies were collected anonymously as most people were not open to discussing such information publicly. In addition, and after analyzing the results from the first survey, initiatives were created and agreed upon. The second stage of the research was aimed to getting feedback about the initiatives which were mainly focusing on enhancing the Occupational Mental Health and Raising Awareness in the schools among the students, teachers and parents. Relax room, happy hour and awareness sessions are the three initiatives that were designed and suggested by the authors. A prototype was developed to visualize the initiatives in a more realistic way and very positive feedback was received. Moreover, three major entities asked to implement the suggested initiatives in their organizations. Having said that further researches should be conducted to evaluate the mental health of young youth especially and to raise awareness and acceptance of opening up and admitting struggles that a person might have with his emotions and feelings.

Keywords

Mental Health - Innovative Initiatives- Sustainable Communities- Public Health - Awareness

Innovative Strategies for Learning

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Abstract

Innovative strategies for learning Arabic In view of the world developments, it is necessary to find new ways of teaching to keep up with the changes and developments that attracts students. It is an advanced strategies initiative for learning Arabic, and other language and subject which keeps away the traditional ways of learning and follows the creation and creativity ways. It's a circle of knowledge which improves the awareness of learners with implementation and Amusement. This circle may expand to more than four different connected subjects according to the student specialty, his education tendencies, and technical information included. It is a group of methods gathers different strategies such self-learning. That's what makes this style distinguished. The strategy of comprehensive follow-up in learning, where the project is proposed to students where they follow up, research and planning in order to reach the results under the supervision of the professor. The importance of this method lies in the student's self-reliance to acquire self-knowledge based on his ideas and ability to research and create this strategy gives students the opportunity to be independent in critical thinking and self-confidence and accept the other opinion and exchange views when working within the same team. The initiative also depends on the care of talented people. I believe that every student has energy and talents that must be encouraged and brought to life. The importance of this strategy is that it is a way of creation because it distances the student from the traditional methods of learning because it is an indirect requirement that disturbs the student from the environment of the requirements of duties and direct examinations, because they raise the student's concern and it is routine and boring. Practically, this strategy increases its scientific and cultural knowledge and develops communication skills (reading, writing and conversation) as a result his continuous self-search in order to reach the results. It also makes the student relies on his own ideas without resorting to the ideas of others. All of the above makes the student ready to engage in the community and communicate with him which is one of the responsibilities of the universities now because they are not institutions for certification only, but the previous goal. Examples of this are the color psychology project that we agreed to establish it after the students were convinced of the importance of this subject for their specialties. The class has been divided into four groups. The group presented the effect of colors on food, drink, rose and precious stone. It resulted the following outcomes in brief: Teamwork training, Training in technical workshops, Combine different materials, Training in the skill of social communication, Show talent in presentation, Reach new research and scientific conclusion. Difficulties in applying this approach: Most teachers who have learned traditional methods find it difficult or unwilling to have modern teaching skills. The unwillingness of academic departments to support such projects, which Ken Robinson described as killing creativity and innovation of skills.

Keywords

Innovative Strategies, Creativity, Skills, Changes

The Recruitment Process of Principals in Public Schools in the United Arab Emirates: Practices and Policies

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Abstract

This study aimed to explore the current selection practices of school principals in the Ministry of Education. The study covers three main objectives: an investigation into the current practices and policies regarding the recruitment of school principals in public schools in the UAE, explore how the Ministry of Education equips school principals for leadership positions, and to survey school principals' views on recruitment and training and their on-going professional development needs. Currently, there are three main stages in the recruitment process: the first stage is to submit an online application, the second stage is the interview stage, and the third stage is undergoing a probation period as a school principal. A significant finding was that school principals at present are not satisfied with the current recruitment process and see it in need of change. Thus some recommendations made in this study are presented based on the research findings and school principals' reflections and experiences. School principals felt they would benefit from more specialized training in leadership and management skills, as well as visitations to successful schools both in the United Arab Emirates and overseas. One important recommendation was to develop a new academic Diploma focusing on management and leadership skills for school principals, a "Principalship Diploma," which covers the fundamental core content, training and requirements for educational leadership and effective performance. School principals play an imperative role in supporting the school, staff, and student performance, and therefore it is extremely important to develop a specific recruitment guide to help select the most competent, effective and best-performing school principals. Study Objectives: 1) Investigate current practices regarding the recruitment of school principals in public schools in the UAE; 2) Explore the Ministry of Education equips school principals for leadership positions; 3) Explore school principals' views on the current recruitment process and their professional development needs. Methodology: In this study, a mixed approach using qualitative (interview) and quantitative (questionnaire) methods was used to collect data from participants. Research Findings: Three steps in the selection of school principals: online registration, interview, and a six-month trial period. A degree in educational leadership is not required, although it was thought preferable, with 35% of school principals as well as all cluster managers supporting its implementation. Additionally, 55% of school principals were not satisfied with the current process and viewed it as ineffective for selecting qualified and competent school principals, and 65% of school principals and one cluster manager believed the current process needed to change. Furthermore, the majority of school principals asked for more on-going professional training and visitations to other schools inside and outside the country. Principals wanted the MOE to provide more practical training in the field, and follow up on that training which should relate to the particular needs of school principals and their schools. The participants asked for training in specific areas, such as how to implement an action plan, the use of technology, English language training, planning and evaluation, leadership and management, and change management.

Keywords

Educational Leadership, Practice Policy, School Principal; Recruitment; Professional Development, United Arab Emirates

The impact of using well prepared pedagogical intervention design for science subjects

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Abstract

Pedagogical design is all activities to insure that the learners achieve all learning outcomes with high expectations, and the pedagogical intervention is the theoretical frame works that targeted topic knowledge and skills will be effectively delivered to aimed learners. (Werkhoven & Cotton, 2016). Teaching is important to balance students' learning through reliable and effective design that states ways to implements all faces of the learning theory, to empower current and differentiated abilities of learners. The aim of this study is to develop intervention design for effective online activities. The targeted population: The participated learners are high school students who have used LMS environment for learning. They are from one school in the same year or level. Methods: Pretest in a specific topic in biology will be achieved to identify learners' knowledge. Regrouping learners will be through having similar in performance two groups of learners. These two groups will be taught using two different forms interventions, the first group of learners will be taught using a pedagogical design structured through implementing behaviorist and cognitivist theories using the following strategies: Computer based instruction activities for example naming and defining terms, linkage concepts and concept trees, virtual reality. The second group will be taught using an intervention of mixed multiform of the four learning theories behaviorist, cognitivist, constructivist and connectivist theories using the following strategies: With the previous activities in the first group other activities will be added, for example; synchronous and asynchronous communication activities, knowledge building tools, simulation and using cloud and mobile applications. Post-test will be carried on using the same learning objectives for both groups, and analysis of result will be made through experimental design. Expectations: A model for teaching science using effective pedagogical intervention through blended learning will be achieved. A study with experimental research design can be applied for two group of learners with a third control group, to study the impact of transformative pedagogical intervention of using four learning theory forms. Different learning strategies that support different strategies will be used to deliver biological principles to secondary school learners. The result will build better conclusion for how to teach science in our school using advanced technologies.

Keywords

Pedagogical intervention design, science, teaching, high school

An Evaluation of the Use of Coaching Techniques for UAE Teachers to Integrate Microsoft Tools to Facilitate Smart Teaching and Learning

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Abstract

In the United Arab Emirates (UAE) schools, technology supported teaching and learning is used by both the teachers and students to enhance the learning process. It prepares students adequately to reach the UAE Ministry of Education (MOE) vision of 2021 especially that which is related to smart learning. To meet this vision, teachers' existing knowledge, skills and competencies can be enhanced and one of the ways to do this is to use the coaching method. This study is about the coaching of UAE teachers to integrate Microsoft Tools (MS tools) to enable them to better facilitate smart teaching and learning. Two questions drove this research to meet its research objectives. A review of literature showed that in UAE, there is still a lack of research with regards the use of coaching to enhance teacher's abilities to integrate MS Tools in the teaching and learning process. This study thus examined teachers' views on the use of coaching as a professional development strategy, the views of teachers and students when MS tools were used in the teaching and learning process, and the challenges encountered when using MS tools in learning. Four teachers and ninety students participated in this research. Data was gathered via semi-structured interviews, focus group discussion (FGD), observation notes and surveys in two public schools in Dubai. The study revealed six (6) major insights on the use of coaching as a method to train teachers to use MS Tools to facilitate smart teaching and learning. These insights are related to the need to have more personalized methods to train teachers such as coaching; use of MS Tools can be tricky if teachers are not well trained; MS Tools can assist students to focus better as they act as motivational tools; student views on learning were more positive; better classroom management surfaced as a result of the use of MS Tools and coaching resulted in more competent use of MS Tool. The study showed that there were some challenges that were faced by teachers, which hampered their abilities to fully integrate MS tools smartly in their classrooms. Based on the findings of this study, some recommendations and further research were proposed.

Keywords

Coaching, Microsoft tools, Professional Development, Smart Learning Evaluation, UAE Teachers

Agile Learning Designs for an Agile World: Using Agile Values and Principles to Handle Complex Learning Topics

Frank Edelkraut

Abstract

Agile methods and Agile working are the actual hype in business. The vast majority of companies and other organizations understood, that Agile competencies are a relevant success factor for future success. But how can Agile be educated? How do Agile learning designs look like? Since learning always should simulate the future wanted to be achieved by the education, it is essential to design new learning environments using Agile values, principles and methods. This is often a breach to established standards but Agile can't be learned in formal trainings. The future of Agile learning is based on self-responsible learners, interacting in self-organized teams, using modern tools to define their own content and method set to achieve individual learning goals, which may change in the course of a program, due to new insights and a changing context. Three examples show, how Agile learning can be designed in the context of an MBA Study "Honorable Leadership", Executive Education (executives as beginners in Agile) and scaling Agile in an Agile Transformation within companies. In all three examples the key elements are: self-responsible definition of an individual learning plan, forming peer learning groups, using modern tools for content delivery and communication and continuous reflection and re-adjustment of the process. To coordinate the individual learning tasks and progresses tools from Scrum and Kanban (Board, Time boxing etc.) are used. This gives a good chance to let participants experience Agile to a highest possible degree and use the learning process itself to gain Agile experience. Experience shows that learning is faster and more sustainable when done this way. Participants speak of high motivation and easier transfer of newly acquired knowledge and experience into day-to-day operations. In summary this means the benefits of working Agile can not only be seen in software development or other typical fields for Agile but also in learning and education.

Keywords

Agility, Learning Design, Executive Education

The Impact of a Macroeconomics Simulation Game on Student Engagement and Performance

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Abstract

Most Economics teaching still takes place exclusively in a traditional lecture format, even though technology enabled alternatives in general and simulation games in particular are increasingly available and used in other business disciplines. Economics instructors recognize that the lecture is not necessarily the most effective teaching method but believe that technology enabled alternatives are not available, not effective or too expensive. This study investigates the impact of a Macroeconomics simulation game ("Macroeconomics simulation: Econland", published by Harvard Business Publishing) on the levels of student engagement and performance in the context of an undergraduate Macroeconomics course in the UAE. Econland is a simulation game in which students practice their understanding of Macroeconomic concepts by making monetary and fiscal policy decisions for a fictional country for seven years. Students obtain results on GDP growth, inflation, unemployment and the government budget deficit, all critical objectives of economic policy in real life. The game contains a range of resources to support student learning, including online feedback on the decisions taken and results obtained by students, an online quiz, an online newspaper and other learning resources. The simulation is designed to consolidate student understanding of all the major topics covered in a typical Macroeconomics course at undergraduate level. The research was carried out over three semesters in Dubai and Abu Dhabi. Students reported their engagement levels through a survey instrument after a lecture and after a class using the simulation. Student performance was tested by comparing the improvement in quiz scores as a result of using the simulation compared to a control group taking a traditional lecture class. Results show that both student engagement levels and quiz performance are significantly improved by the use of the simulation game compared to a traditional lecture based class. A focus group discussion confirmed the results obtained in the quantitative research. An analysis of student characteristics shows that the results are consistent across different learner profiles. The study demonstrates that innovative technology enabled learning tools can improve student learning, also in fields where the lecture still dominate.

Keywords

Simulation Game, Engagement, Economics, Technology, Learning

Knowledge Management Tool using Smart Learning in Modern Organizations

Abdul Basit Qureshi

Abstract

The creation of a modern information and knowledge management tool in modern organizations will be implemented and discussed. The benefits of shared consciousness in organizations cannot be underestimated. We live in a complex environment and many of the risks and opportunities are of emergent phenomenon and in this respect an effective knowledge management solution is critical that not only that not only utilizes the data from various business units but is also able to update in real time and communicate in real time any new information that is shared across various geographical and national boundaries of a multinational or multi state organization. This tool will not only study the effects of Politics on the Implementation of such a solution and such will be studied via Interview, archival and observational data collection from various business units and this will be used to develop a theory about how politics effect the Knowledge management solution in a negative way meanwhile also discrediting the management, disengagement, reduction in quality, higher costs, and delayed project deliverables. In this respect a shared consciousness solution will be created by which all the participants will have the ready access to the knowledge in the organization and where all decisions could be made with the latest information available to all. Methods: Organizations will be selected on these criteria Health care industry Strategic Business Units Data Sources: The research will be done on these sources Initial observation Semi-structured interviews Records data Initial Observation will also be done using a form of questionnaires and will be asked the stakeholders or their gatekeepers. Even though we may include quantitative and qualitative data, we are only interested in the qualitative data and that will be used for the study. We will sue a modified version of Sutton (1984) Semi-structured Interviews. Subjects will be interviewed based on Glasser and Strauss's (1967) concept of theoretical saturation – i.e. to stop interviewing additional information when the same information starts to appear. The diversity in the interviewer mix would be ensured as well by interviewing diverse pool of people to gather information from wide range of people at various organizational structures. We will use mostly open ended questions to gather data and will be an inductive study. The challenges faced by the projects teams as related to politics and it's after effects will be gathered from such interviews. Records data: Records data will be gathered for the various Strategic Business Units Implementation projects and its various teams and artifacts and work in progress documents as well on the documentation projects. This will include various documents that are stored. Qualitative Analysis: We will be following the descriptions used here how to generate grounded theory as written by Glaser and Strauss(1967) Mintzberg (1979) and Huberman (1984). We will use the methods entailed constantly comparing data and theory until we developed adequate conceptual categories, hence we will move back and forth between theory and data. Proposed Model of how Politics affects Knowledge Management Solution.

Keywords

Knowledge Management, Shared Vision, Competitive Intelligence, Information Management, Smart Tools

E-portfolio of Communication with Technology

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Abstract

This paper explores our product of the collaborative work on creating an e-portfolio. The main concept selected for our topic of our e-portfolio is ‘Communication with Technology’. Since our target audiences are teachers and students of Education, our goal has become to collect, select and design various topics related to communication with technology and that may interest and benefits those who may be concerned. Additionally, technology has impacted communication in different aspects of our lives, and it is becoming a necessity. Therefore, our aim was to present different important topics related to the use of technology in communication. The e-portfolio contains various collected and designed artifacts related to the concept such as the history of communication, attributes of communication, pedagogical bases, types of communication with technology and applications for teachers. We tried to cover all necessary topics that would support to create a coherent, holistic conceptual understanding of the five important questions which are what is communication with technology, who are the parties of this type of communication, how we can utilize communication with technology successfully and efficiently in teaching and learning practices, why we implement communication with technology, and when we can implement it. The value of this e-portfolio is to share our collective learning experiences. It is expected that we develop this e-portfolio in the future to contain updates regarding the topic as needed. It is hoped that our e-portfolio will inform teachers and student teachers about the importance of technology usage in communication and its impacts on individuals, groups, and organizations. The e-portfolio is designed by using Wix.com as this is considered a friendly website where individuals can create web pages easily without having to have a deep technical background in creating e-portfolios. Moreover, we as a group of three students went through a collaborative process to create the e-portfolio so that we employed a triangular way of thinking to come up with our final coherent product.

Keywords

Communication with Technology, Models, Attributes, Pedagogical Bases

Arabic Alphabet Log

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Abstract

The UAE set a goal to rank highly in Education at International Exams by 2020. Ras Al-Khaimah conference experts and teachers concluded that more time in class should be spent on Reading and comprehension skills. Grammatical pattern should be systematically learned to understand the texts (Badam, 2018). Arabic Alphabet Log (AAL) is emphasizes computation thinking, visualization, and symbolism concepts based on the ideas of cognitive then constructivism learning theories. AAL kit can be used at all grade levels. In our pilot, one teacher who used the kit for two low achievement student in grade 3 and reflect “this is a magic”. AAL leads to the independent learning and match the new generations thinking. The objectives: Learn Arabic decoding in a practical way. Engage students’ background knowledge in the learning. Leads beginner learners for independent Learning. Support struggling students in reading and writing. Materials and Methods: The product is Manipulative kit for cycle one. The logic system in the Arabic language served effectively by this tool. It grounded on constructivism. The learners will master sound awareness by easygoing instructions. The kit contains alphabet log with specific symbolic pictures, sounds pictures (Short sounds as Fat’ha, Dhamma and Kasra) or (long sounds as Mad ELAlef, Mad ELwaw, Mad Elyaa), materials and worksheets. The log and sounds pictures stuck in the student desk or note book for the accessibility. Also, the log and the mat should be demonstrated in obvious places in the classroom while the worksheets controlled by the teacher based on the student needs. In Arabic Language, the letter shapes is changing by its place in the word. Each letter has specific features. In the kit, the both sided attached letter named friendly (catch his friends by left and right hands). The unfixed letter named the changeable letter. The Implementation of the kit has many stages; first, the preparation; where the teacher concentrate about the first sound and link it with a picture to recognize it. Then identifying the other symbolic elements in the log. After that, the teacher introduce the mat and the sound letter pictures. During the previous, the teacher use the worksheets and free Writing and Reading to build the learning. Results: At the end of the academic year, grade one students who used the kit was reading stories compared with other classes who was struggling with memorizing letters. Grade one students comprehend the Reading not only decoding. At Grade three, the self-image and the independent learning raised by this kit as an assistive tool. Conclusion: It delaying the curriculum for two weeks but spare time for Reading. It is designed for grade one student at the beginning of the year. On the future, the kit will develop to be technological tool and will support non-speaker.

Keywords

Education, primary, Arabic, Language, Kit, Assistive Tool, Learning Alphabet, Visualization.

Using Ethnomathematics and Mobile Learning to Influence 6th Grade Emirati Students to Consider STEM Innovation

Jason D. Johnson

Darryl Corey

Abstract

We in the College of Education at Zayed University are committed to excellence. With that in mind, we developed a very ambitious project to create a math app to encourage Emirati students to engage with mathematics, while using Ethnomathematics problems based on the Emirati culture. The Ministry of Education has initiated many advances to improve the teaching and learning of mathematics in the United Arab Emirates. However, The International Mathematics and Science Study (TIMSS 2011), report a different story. TIMSS is a well-respected research report that examines the teaching and learning of mathematics and science around the world (the first report dates back to 1994 and commences every four years). With that said, our project aimed to provide Emirati students (boys and girls) opportunities to make sense of mathematics using Ethnomathematics and mobile learning. We sought to make sure our project was aligned with the UAE educational initiatives. Our project is in line with two indicators in the UAE Vision 2021 National Agenda: Cohesive Society and Preserved Identity and First-Rate Education System. Our project aimed to honor the Emirati culture and provide students with a sense of pride for their country; by allowing students to see themselves through a mathematics lens (i.e., new math app). Additionally, our project had ambitious aims to provide 6th grade Emirati students with a new math app to promote mathematics using examples from the Emirati culture and allow students opportunities to explore learning using smart systems and/or devices. Not only does our project support UAE Vision 2021 National Agenda but also one focus area in the National Science, Technology, and Innovation Policy, which is the Educational Innovation and Technology. Our project allowed Emirati students opportunities to make sense of mathematics. A research project was designed to investigate Emirati students using Mobile Learning to explore Ethnomathematics problems based on the Emirati culture. In other words, such mathematics problems center on the notion on the Emirati culture. A mathematics learning app was developed using these Ethnomathematics problems. The learning app allowed students to navigate through four modules to examine various mathematical concepts and provide students with a video, for each module, identifying the historical reference to the UAE. Data for the project were: student completed math problems, survey (student and teacher), and informal interviews (student and teacher). The research team was curious to know how Emirati students solve problems, interact with the app, and accuracy of solutions.

Keywords

United Arab Emirates, Ethnomathematics, Mobile Learning, 6th Grade

Smart Labour

Abu Muadh

Founder, Smart Labour

Abstract

Smart Labour is the first app to empower labourers. We provide them with education, rewards and engagement. We offer residents & employers options to buy telecom vouchers and other gifts for labourers online. We want to make labourers in the ME happier, smarter and more productive. We want to make a huge contribution to the ME Gov's by giving them a platform to spread positivity and happiness amongst labourers whilst uplifting their skills, connecting them to the digital world and to their families for free via the telecom rewards. We are backed by the Expo 2020 team and also have a strong partnership with the Ministry of Human Resources & Emiratization to help us realize our vision of making life better for labourers in the ME via the innovative use of technology. We have 2.2 Million blue-collar workers in the UAE alone & over 10 Million workers in the Middle East. The potential impact of Smart Labour on digital enablement, happiness is phenomenal. We currently have a contract with Dubai Taxi, where we are helping the drivers to learn from the Smart Labour app instead of spending 3/4 hours for a face-to-face lesson. Drivers are happier as they can keep driving and earning and learn in their spare time on the go. We also have options for workers to report health safety incidents and innovative ideas via the app using voice notes, which are language agnostic. We also build schools in rural areas from where workers come to work in the Middle East. We have built two schools in rural India so far. We are also helping the Ras Al Khaimah Waste Management Agency to make their workers happier. We are committed to adding value to the labourer's lives via the innovative use of technology. We have 40,000 registered users and residents in the UAE have started buying telecom vouchers. We deal in two currencies being a social enterprise; One is what I call the goodness currency, which drives the social impact and the financial currency that drives the business. Smart Labour's primary currency is the goodness currency. Various Government & private organizations including IBM & MIT appreciated smart Labour. Identified as a global innovator by the Expo 2020 team, competing with 500 + projects from 71 countries. Presented Smart Labour to the International Labour Organization in Geneva and received great appreciation from the ILO. We have a partnership with the Ministry of Human Resources & Emiratization to capture innovative ideas from blue-collar workers via the Smart Labour app. This has never been done before. We want Smart Labour to be an example as a grounds-up innovation from the UAE that impacts the lives of all blue-collar workers in the UAE and expand the same spirit to the GCC. Something like this has never been done before. Please click on the following link for detailed information about this project

https://www.dropbox.com/s/akbdi0k3tuvfsj0/Smart_Labour_Detailed_Project_Document_2019.docx?dl=0

Keywords

Smart Labour, Blue Collar Workers, Smart Government

Developing an Innovative Online Assessment Competency-Based Masters in Healthcare Administration: Insights, Challenges, and Lessons Learned

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Abstract

In response to the increasing complexity in healthcare delivery environment, there is evidence that indicates healthcare employers are seeking graduates in healthcare administration programs who have strong core competencies and proven problem solving skills. The purpose of this success story presentation is to describe the opportunities and challenges related to developing and implementing an online competency-based Master's in Healthcare Administration program (MHA). Competency-based learning models in higher education provide students with an opportunity to shorten time-to-degree by assessing prior professional experience or competency, creating multiple pathways to graduation, and removing required seat time. At Walden University, we developed an innovative, dynamic, flexible, and rigorous program that allows students to gain core competencies and to demonstrate mastery. The author who served as the program director for the MHA program worked with key stakeholders such as employers, faculty, university leaders, curriculum development partners, subject matter experts, etc. These stakeholders collaborated during multiple program design workshops to identify key professional competencies employers expect of graduates with an MHA and to develop the competencies. Workshops took place with the goal of adapting the current course-based MHA program to a competency-based program that meets the needs of healthcare employers while allowing students the opportunity to progress and demonstrate mastery at their own pace. Following the workshop, feedback from employers was applied to the competencies, which resulted in revision and refinement of the competencies. Next, the proposed competencies were compared against the learning standards of the American College of Healthcare Executives and the National Center on Health Leadership Competency Model. After the competencies were developed and approved by the college governance committee, appropriate direct-assessments were developed to assess each competency. To develop the assessments and learning activities to support student success, over 20 subject matter experts were contracted to collaborate in the development of the assessments, resources, and activities. All subject matter experts (SMEs) possessed a doctoral degree and relevant work experience within the area of expertise. The University assessment team worked closely with SMEs to create assessments and supporting activities. In 2015, the MHA program accepted 10 students as the first cohort and in 2018 the number of students enrolled grew over 270 students with a graduation rate of 92%. Students who achieve competency continue to progress through the program, whereas students who are in need of improvement have the opportunity to further engage with the learning resources and activities and refine their work until they achieve competency learning activities. Developing the MHA competency-based program faced some challenges. The major challenge was the lack of clear guidelines from accreditation agencies about how to develop and design direct-assessment, competency-based programs. Another challenge was that some subject matter experts who worked on developing the assessments, resources, and learning activities did not fully understand the direct-assessment, competency-based education model. The author recommends that higher education institutions planning to develop assessment competency-based programs carefully assess the background and readiness for potential subject matter experts who are selected to work on developing competencies and other related work.

Keywords

Healthcare Education, Competency-Based Masters, Core Professional Competencies, Assessment

Learning Design Thinking with the UAE Innovation and Entrepreneurship Program

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Abstract

In 2015 the UAE Prime Minister's Office and Ministry of Education launched the "UAE Innovation and Entrepreneurship Program," a three-year initiative in partnership with Stanford University. The program is designed to train faculty to equip the next generation of UAE leaders with an innovation and entrepreneurship mindset to ensure the country's ongoing economic achievement. It also offers participating educators access to workshops, professional development activities, and an educational visit to Stanford University for training in design thinking. Through Lagunita, Stanford University's Open edX platform, program participants can also access "IE301, Fundamentals of Innovation and Entrepreneurship Educator's Guide," a customized course designed by Stanford's Management Science and Engineering faculty for this initiative. I was one of 30 UAE educators chosen by the Ministry of Education from more than 400 applicants to join "Cohort 3" of the program. The goal of the third year of this initiative is to ensure the sustainability of the innovation and entrepreneurship curriculum, with an additional focus on developing a core group of Program Ambassadors to deepen the impact of innovation and entrepreneurship education in the UAE. Program components are organized into three categories: Create and develop an innovation and entrepreneurship curriculum. Support the Teaching of the innovation and entrepreneurship curriculum. Facilitate the Growth of the innovation and entrepreneurship ecosystem. Having been trained in the innovation and entrepreneurship curriculum last summer in person by the Stanford faculty who created it, I continue to collaborate with program participants from my Cohort (and the two that were trained before us). Both virtually using Slack and in-person at periodic workshops, we share knowledge about innovation while discussing best teaching practices of the subject matter. At American University in the Emirates (AUE) where I am an instructor in the College of Education, I am participating in the design and development of the Innovation Lab. Among my priorities is to ensure the Lab includes a maker space for student, faculty, and staff training and development. I am also now teaching INV 300, Innovation and Entrepreneurship, AUE's implementation of the innovation and entrepreneurship curriculum that I created in 2016 with a colleague. I plan to revise the course so that it aligns more closely with the foundational Stanford curriculum to leverage the most effective learning for interested undergraduate students. Ultimately, my efforts reflect the successful promotion of innovation through education and continuous professional development. At the same time, it empowers educators to bridge the gap between industry and the education sector, thereby promoting a positive entrepreneurial ecosystem in the UAE. Although quantifiable and qualitative metrics would allow a more accurate understanding of the impact this program has had, it is evident from the collaborative community of practice among educators that it has made a distinguishable difference.

Keywords

Innovation, Entrepreneurship, Design Thinking, Leadership, Education

استراتيجية مبتكرة لتطوير برامج الإرشاد الأكاديمي والمهني بالمدارس الثانوية بدولة الإمارات العربية المتحدة

خديجة الزعبي

جامعة حمدان بن محمد الذكية

هاني أبو عاصي

وزارة التربية

بروفيسور حمدي عبد العزيز

جامعة حمدان بن محمد الذكية

المستخلص

تمشيا مع رؤية 2021 في أن تكون دولة الإمارات العربية المتحدة من أفضل دول العالم وأكثرهم ابتكارا بحلول عام 2021 ، والتي اعتبرت إيجاد نظام تعليمي من الطراز الأول هو واحد من محاور الرؤية الساعية إلى توفير نمط حياة ذو جودة عالية في بيئة معطاءة مستدامة. وإدراكا من القيادات التربوية بوزارة التربية والتعليم، ووصولاً لتحقيق رؤية الإمارات 2021 وتوفير نظام تعليمي رفيع المستوى، فقد وضعت وزارة التربية والتعليم بالإمارات مجموعة من الآليات والأدوات لدفع مسيرة التميز في الإعداد والتطوير الأكاديمي لطلبة المدارس بالمراحل التعليمية قبل الجامعية. ولأهمية الإرشاد الطلابي كواحد من أبرز الممارسات الدولية في مجال رعاية الطلاب وتوفير البيئة المدرسية الملائمة لتعلمهم والمحفزة لقدراتهم، فقد تم إدراج عملية إرشاد الطلبة كآلية وكمحور أساسي من المحاور الاستراتيجية لوزارة التربية والتعليم، وذلك للطلبة بكافة مراحل التعليم الأساسي والثانوي. إلا أن القراءة التحليلية والناقدة لنظم إرشاد وتوجيه الطلبة بالمدارس، أظهرت تفاوتاً وفجوات تستدعي إعادة النظر في أنظمة الإرشاد الأكاديمي والمهني للطلبة بالمدارس. كما أظهرت القراءة التحليلية لاستراتيجية الإرشاد الأكاديمي وجود فجوة بين احتياجات سوق العمل والمخرجات التعليمية، وظهور مشكلات تتعلق بالتوافق المهني والأكاديمي، وعدم قدرة الطلبة على اختيار المسار الأكاديمي والمهني الذي يتناسب مع ميولهم وقدراتهم، ووجود فجوة بين عالم المدرسة وعالم العمل، بالإضافة لعدم وجود مرشد أكاديمي مؤهل في كافة المدارس، وكل هذا التحديات تجعلنا نفكر بعمق لتذليل كافة العقبات التي تعرقل العمل الإرشادي. لذا تهدف الدراسة الحالية إلى إيجاد سبل ابتكارية لتطوير منظومة الإرشاد الأكاديمي والمهني من خلال استراتيجية مبتكرة، تحقق التوافق بين الاحتياجات الحالية والمستقبلية في مجال الإرشاد الطلابي لربط المدارس والبرامج التعليمية باحتياجات نمو الطلبة واحتياجات سوق العمل المتغيرة. انتهجت الدراسة الحالية منهجا وصفيًا تطوريًا، حيث تم وصف الواقع الحالي وتحليله لتحديد معوقات تطبيق آليات العمل الإرشادي بالمدارس؛ ووضع الملامح الأساسية لاستراتيجية الإرشاد الأكاديمي المطبقة على مستوى وزارة التربية والتعليم؛ وتم تحديد مجموعة من المؤشرات الجوهرية والآليات اللازمة لتكوين استراتيجية مبتكرة لتطوير منظومة الإرشاد الأكاديمي. النتائج، تحليل مهارات وفنيات العمل الإرشادي المستخدمة من قبل المرشدين الأكاديميين والمهنيين في المدارس وتؤدي إلى توافق الطلبة شخصياً واجتماعياً وأكاديمياً وتحفزهم نحو التعليم المستمر. تحليل وتحديد المعوقات التي تواجه تطبيق آليات العمل الإرشادي في المدارس. وضع الملامح والآليات والأساليب اللازمة لإرشاد أكاديمي ومهني مبتكر على مستوى المدرسة الإماراتية مع التركيز على المدرسة الثانوية. تحديد الأدوار الرئيسية للمرشد الأكاديمي، والاحتياجات اللازمة لتبني وتطبيق الاستراتيجية المبتكرة في هذه الدراسة .

الكلمات المفتاحية

استراتيجية الابتكار، برامج الإرشاد الأكاديمي، الإمارات العربية المتحدة

منصة إثراء للتعلم المستمر

حسان محمد أحمد البلوشي

الهيئة الاتحادية للهوية والجنسية، الإمارات العربية المتحدة

المستخلص

في ظل العالم الرقمي المتسارع النمو الذي نعيشه الآن، وفي ظل تنامي استخدام الإنترنت أصبح بمقدور أي موظف التعلم ذاتيا من منزله وفي وقت فراغه. أصبح الحصول على المعرفة والتعلم الآن من أسهل ما يكون في عالم التكنولوجيا! يوجد العديد من المنصات الإلكترونية في عالمنا العربي اليوم ولكن تختلف منصة إثراء للتعلم المستمر بعدة جوانب وهو برنامج كامل متكامل لعملية التدريب في المنظمات أو الجهات الحكومية ومنها تم ارتباطها. 1 : نظام الجي ار بي. 2. نظام تقييم الأداء منصة إثراء للتعلم المستمر تشمل جميع إجراءات وعمليات أقسام إدارة التدريب وتطوير الأداء ومنها قسم استراتيجية وتخطيط التدريب، عمليات التدريب الداخلي والخارجي، قسم شؤون الدارسين، قسم الخدمات المساندة بإدارة التدريب وقسم إعداد القادة بالإضافة إلى المكتبة الإلكترونية المتوفرة ضمن منصة إثراء للإجراءات الإلكترونية في منصة إثراء للتعلم المستمر حسب أقسام إدارة التدريب وتطوير الأداء :قسم استراتيجية تخطيط التدريب • تحديد وتحليل الاحتياجات التدريبية للموظفين . يمكن للموظف طلب احتياج تدريبي أو تطوري من خلال اختيار الكفاءة التي يريد أن ينميها التي حددت من قبل مسؤوله المباشر . إدراج البرامج سواء كانت إلكترونية أو صافية. إضافة الموظفين للبرامج الإلكترونية في البرامج التدريبية • تحديد قياس أثر التدريب • تقارير شاملة قسم اعداد القادة • إدراج البرامج سواء كانت إلكترونية أو صافية • إضافة الموظفين للبرامج الإلكترونية في البرامج التدريبية • تقارير شاملة قسم عمليات التدريب • الحضور والانصراف • سجل الموردين للجهات الحكومية والخاصة • متابعة قياس أثر التدريب (نظرية جاك فيليبس • صرف مخصصات مالية للمحاضرين الداخليين • إصدار شهادات • تقرير نقل المعرفة • إعداد تقارير فورية قسم شؤون الدارسين • سهلت المنصة طريقة التقديم لاستكمال الدراسة الجامعية • تقارير شاملة بأعداد المستفيدين مكتبة رواق الإلكترونية :لتعزيز عملية التعلم تم اضافة مكتبة الكترونية ،تحتوي على أكثر من ١٥ الف كتاب مع إتاحة خاصة احتساب عدد ساعات القراءة. تهتم المنصة برفع كفاءات وقدرات ومعارف الموظفين بحيث تم تعيين مدرب داخلي او خارجي (على كل مساق للرد على اسئلة المنتسبين للبرنامج التدريبي ومساعدتهم في استكمال متطلبات المقرر.

الكلمات المفتاحية

منصات التدريب الإلكتروني، تحسين الأداء، الاحتياجات التدريبية، التدريب المؤسسي، التعلم المستمر

منصة إثراء للتعلم المستمر

عائشة علي العلي

الهيئة الاتحادية للهوية والجنسية، الإمارات العربية المتحدة

المستخلص

التعليم المستمر هي منهجية تهدف إلى تحسين المعارف والمهارات والكفاءات الشخصية والمدنية والاجتماعية عن طريق دمج مجموعات مختلفة من المعارف والمهارات لابتكار معارف ومهارات جديدة. ويعرف بالتعليم مدى الحياة. عند تصميم البرامج التدريبية تم مراعاة مبادئ وأسس تصميم المحتوى الإلكتروني ومراعاة مبدأ الاستدامة، بحيث تم تحويل البرامج الصفية الأكثر طلباً عليها إلى برامج إلكترونية. وبذلك تم توفير التكلفة المالية. على سبيل المثال بلغت تكلفة برنامج لغة الجسد في عام ٢٠١٨ ١٩١,٠٠٠ ألف درهماً. وتكلفة تحويل البرنامج إلى إلكتروني ٥٠ ألف درهماً. مما يتيح فرصة عقد برامج تخصصية أخرى. والاستدامة أصبحت ضمن الركائز الأولى للتنافسية العالمية، وواحدة من المؤشرات المهمة للتنمية والتقدم والتصنيف الدولي، وقياسات الاستخدام الأمثل للموارد والحفاظ عليها، وهي أيضاً المحور الأساس للعمليات المؤسسية في القطاعين العام والخاص. تغيير أنظمة وأليات العمل كان يعتبر تحدي بالنسبة لموظفي إدارة التدريب. فكرة التعليم الإلكتروني كانت صعبة على الموظفين في القطاعات الأخرى. وعند إعداد المحتوى تم مراعاة شعورهم وتطبيق مبدأ كوتر روس لإدارة التغيير. بحيث في الفترة الأولى تم اعتماد الأسلوب المختلط. مثلاً برنامج إدارة المخاطر مدته يومين، في اليوم الأول يكون الحضور صفياً، في اليوم الثاني إلكتروني. وذلك ساعد على تهيئة الموظفين إلى تقبل الفكرة بنجاح. عدد موظفي الإدارة يزيد عن أربعة آلاف موظف وموظفة وهم موزعون على المناصب القيادية والإشرافية والتنفيذية وخدمات الدعم والمساندة ويتم تصميم البرامج التدريبية لتناسب طبيعة واحتياجات كل فئة. ويختلف تصميم الدورات التدريبية للكبار عن أي مجموعة أخرى؛ حيث يتبع تعليم الكبار الذي بنيت عليه البرامج التدريبية مبادئ مأخوذة من مالكون إس. نولز. ولإعداد محتوى مناسب للمستخدمين تم ربط الكفاءات والمسارات الوظيفية بالبرامج التدريبية على سبيل المثال إذا اختار الموظف كفاءة التواصل ومهارات الاتصال لتطويرها سيتم عرض البرامج التدريبية التالية: ١-مهارات العرض والتقديم ٢-العصف الذهني ٣-الذكاء العاطفي ٤-التراسل الإلكتروني ٥-مهارات إعداد التقارير، إنشاء روابط بين رحلة تعلم الموظفين وومهام عملهم. ويدعم محتوى البرامج التدريبية انماط التعلم الأربعة بما يتناسب مع شخصية كل موظف بما في ذلك خطط الدروس ومقاطع الفيديو وعروض PowerPoint التقديمية والألعاب والمسابقات وأوراق العمل والبرامج التعليمية.

الكلمات المفتاحية

التدريب الإلكتروني، العائد من التدريب، تصميم محتوى التدريب، التنمية المهنية المستدامة

مدى تطبيق مهارات التفكير التأملي في مجال تعلم اللغة العربية في المرحلة الابتدائية " دراسة حالة حول مقرر القراءة (منهج الوزارة)

لينا إسماعيل صالح الأحول

مدرسة لغة عربية، وزارة التربية وهيئة المعرفة والتنمية البشرية، الإمارات العربية المتحدة

البروفيسور حمدي عبد العزيز

جامعة حمدان بن محمد الذكية، الإمارات العربية المتحدة

المستخلص

هدفت هذه الدراسة تعرف مدى تطبيق مهارات التفكير التأملي في مجال القراءة في كتب اللغة العربية لدى طلبة الصفوف الابتدائية في الحلقة الأولى (الأول إلى الخامس) في دولة الإمارات العربية المتحدة وفقاً للمنهج المطور التجريبي للعام 2017-2018. وقد استخدم المنهج الوصفي لتحليل محتوى المقرر وتم اعتماد مقرر كلا من الصفين الثالث والخامس بأجزائهما الثلاث لإجراء المقارنات وتحليل المحتوى والاستعانة أيضاً بالإطار العام لمعايير منهج اللغة العربية لدولة الإمارات العربية لعام 2017. واستكمالاً لتحقيق أهداف الدراسة تم إعداد أداة استطلاعية تضمنت خمسة محاور ترتبط بمكونات المنهج وهي: المحتوى، تنظيم المحتوى، الأنشطة والتدريبات، عمليات التدريس والتقييم. ونظراً لارتباط عملية تعلم اللغة بالتفكير، ووجود معاناة كبيرة من قبل طلابنا في فهم واستيعاب النصوص القرائية كونها تحتاج لعمليات عقلية تتعدى مستوى التذكر والاسترجاع. لذا كانت مشكلة الدراسة الأساسية هي: هل يمكن لمجال القراءة بأنواعه (المعلوماتي والأدبي) أن ينمي التفكير التأملي؟ وتم طرح الأسئلة التالية: ما مدى تطبيق مهارات التفكير التأملي في مهارة القراءة بأنواعها في مجال اللغة العربية؟ كيف يمكن تنمية مهارة القراءة من خلال التفكير التأملي؟ وقد أظهرت النتائج أن دروس القراءة بنوعها (النصوص المعلوماتية والأدبية) موضوع الدراسة احتوت على مجموعة من التدريبات والأنشطة التي تركز على مهارات التفكير والتي تتوافق مع المرحلة العمرية وتندرج في الصعوبة والعمق في كل صف. وهناك تسلسلاً واضحاً في التدرج في تقديم بعض المهارات والتدريبات التي من شأنها تعزيز مهارة التفكير الناقد وتعميق الفهم والاستيعاب. وقد تضمنت الدراسة في الخاتمة بعض التوصيات التي من شأنها مساعدة غيري من الباحثين في هذا المجال، فتدريب العقل على التفكير يعتبر عادة من العادات اليومية التي لا بد أن يمارسها العقل باستمرار، فممارستها بشكل مستمر يعمل على الارتقاء بالعمليات العقلية التي تعتبر متطلباً من كفايات القرن 21 والذي شارف على الانتهاء. ومن بين تلك التوصيات التي خرجت بها الدراسة العمل على إبراز نوع التفكير الذي يتضمنه كل نص في المقرر وعدم الاكتفاء بذكر مستوى ناتج التعلم، والتنوع في أنماط التفكير بحيث يكون من بينها التفكير التأملي الناقد كون النقد بحد ذاته يعتبر حجر الأساس الذي يعتمد عليه المتعلم في إقناع الآخرين وتعتبر أيضاً استراتيجية تعليم تعتمد على تنمية مهارات التفكير العليا.

الكلمات المفتاحية

التفكير التأملي، تعلم القراءة، الفهم القرائي، دراسة حالة

استكشاف تصورات المعلمين ومواقفهم نحو عملية الابتكار في التدريس: دراسة حالة وصفية تحليلية

وفاق محمد سليمان محمد

رئيسة قسم العلوم في مدرسة جزيرة أبوظبي العالمية الخاصة، مدرسة جزيرة أبوظبي العالمية الخاص

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المستخلص

يعد الابتكار في التعليم بشكل عام والابتكار في المدارس في المراحل الصفية المتوسطة كالسابع والثامن والتاسع على وجه الخصوص من أهم الموضوعات الحديثة التي تتم دراستها وتطويرها والتركيز عليها في دولة الإمارات العربية المتحدة؛ حيث أنها تعزز وتحفز عمليات التعلم والتعليم. يهدف هذا البحث إلى استكشاف الفروقات الفردية بين معلمي مدرسة جزيرة أبوظبي العالمية الخاصة في مدينة العين بدولة الإمارات العربية المتحدة، في الاستعداد لتطبيق الابتكار في التدريس، والتوصل إلى التوصيات اللازمة لإعداد برنامج تدريبي مهني يرمم الخلل في مفاهيم الابتكار عند المعلمين، ويوجههم لتوظيف طاقاتهم ومعارفهم لإستخدام الأنشطة المعرفية والمهارية لتنمية الابتكار عند الطلاب المستهدفين. إن المشاركون في دراسة الحالة هذه هم 20 معلم ومعلمة في مدرسة جزيرة أبوظبي العالمية الخاصة. وتم استخدام استبيان منظم لجمع البيانات من خلال المقابلات وجهاً لوجه. استهدف الاستبيان تقييم المشاركين بحسب خبراتهم ومهاراتهم ومؤهلاتهم وفروقاتهم الفردية والأدائية في المدرسة وذلك بما يتوافق مع معايير العديد من البحوث التي درست حالات مشابهة. جمعت هذه البيانات والمعلومات عن المعلمين وضمت إلى نتائج الاختبارات العالمية ال (Measure of Academic Progress) MAP، (Program of International Assessment) PISA والتي أوجدت فراغاً في أداء الطلبة الابتكاري. أظهرت دراسة الحالة هذه نمواً ابتكارياً بسيطاً في السنوات القليلة الماضية وحتى اليوم. وبالرغم من أن معظم المعلمين لديهم مستوى أكاديمي مرتفع وحضروا دورات ابتكارية من قبل إلا أن الغالبية لا يخصصون ميزانية مبركة ولا يضعون جدولاً زمنياً بعينه، ولا تقدم الإدارة تدريبات احترافية للمعلمين لتضمن النمو الابتكاري في المدرسة. كما أن معظم المعلمين المشاركين في هذا البحث أظهروا نقصاً في معرفتهم بخصوص عملية الابتكار. وبناء على جمع النتائج، لوحظ وجود نقص لدى المشاركين في تطبيق أهم الممارسات الابتكارية مما يتطلب قد التدخل الإداري من قادة المدرسة لتصميم برنامج تطوري مهني احترافي يحدد بدقة المهارات المتقدمة عند الفئات التدريسية المختلفة لملاً فراغات المعرفة والمهارة المتطلبة لتطوير الابتكار في التدريس وبالتالي تطوير أداء الطلبة في الجانب الابتكاري. وفي الختام، تم تقديم في الاقتراحات والتوصيات لتدريب المعلمين لرفع الأداء الابتكاري.

الكلمات المفتاحية

الابتكار في التدريس، تدريب المعلمين، تقييم الأداء، دراسة حالة