



UAEU College of
Education

جامعة الإمارات العربية المتحدة
United Arab Emirates University



المؤتمر الدولي في التربية

International Conference on Education (ICE2017)



Creativity Innovation and Research for Excellence in Education
الإبداع والابتكار والبحث... من أجل التميز في التعليم

February 21 – 23, 2017

كلية التربية

جامعة الإمارات العربية المتحدة

Hosted by

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برعاية :

جائزة حمدان بن راشد آل مكتوم للأداء التعليمي المتميز

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Preface



Welcome to the International Conference on Education: *Creativity, Innovation, and Research for Excellence in Education*. The goal of this conference is to create a platform for knowledge sharing of creative and innovative educational practices and to discuss current trends of aspects of education in order to improve teaching and learning of our students, and hence to maintain and to enhance excellence in education that is mostly needed at this time of great challenges. The conference will be held at a time where challenges and demands for immediate educational reforms are growing as a result of the fast and continuously changing societies. Therefore a conference such as this is timely needed.

The second goal of the conference is to provide educators with opportunity to share their knowledge and expertise to further their professional development and develop networks of future collaboration and research projects.

Over thirty abstracts from different parts of the world are included in this book of abstracts covering the main themes of the conference that include school culture and reform movements, teacher licensing and the evolving status of the teaching profession, diverse learners' creativity and/or innovation, higher education and quality assurance systems, modern creative and/or innovative technologies in education, assessment of learning and teaching, and leading school changes.

It is our hope that you will find the sessions of this conference interesting, relevant, and practical in their approaches and recommendations. We also hope that you will take advantage of this rich collection of presentations to establish connections and networking groups, and learn from each other for a better future of our educational processes and profession.

Finally the Organizing Committee would like to thank Hamdan Bin Rashid Al Maktoum Award for Distinguished Academic Performance for financially supporting this conference. The sponsorship has provided tremendous assistance to make this conference a reality.

Prof. Bernard Oliver,

Dean, College of Education

Chair, the Conference Organizing Committee



Keynote Address 1

How does “Innovative School” support the design and adoption of educational innovations

Jari Lavonen
Professor and Director of the Department of Education
Faculty Education, University of Helsinki, Finland

Email: jari.lavonen@helsinki.fi

The Innovative School (IS) project have been built on the work of Michael Fullan and Everett Rogers. The Innovative School is designed to create conditions in Finnish schools that will enable teachers, pupils, the school principal, parents and other collaborators from the neighbourhood to work together to generate and implement educational innovations and to support students to learn 21st century competences. The Innovative School emphasises local curriculum and learning environments; teacher professionalism; leadership and networks and partnerships of the school. Among the innovations developed during the IS project are a project in which teachers and pupils created an approach to personalized science learning using smartphones. The pupils used phones mostly within a water-themed science project for making notes, revision and information gathering. This innovative approach was then adopted by the other teachers in the school. The second example of an innovation created in the Innovative School was a new model for School-Community Collaboration (SCC) emphasizing the use of ICT. This collaborative model was developed and researched in an iterative way as teachers and students worked with researchers and other collaborators from outside the school in real science learning and collaboration situations. The SCC helped students learning creative problem-solving and inquiry strategies and to develop skills in collaboration.

Keynote Address 2

د. خالد المنيف

يعتبر الابتكار والإبداع إحدى الجدارات الضرورية في المؤسسات والمجتمعات المتحضرة ، ونظرا للإيقاع المتزايد في نمط حياتنا وحاجات البشر تبعا لهذا في تعاضم دائم ؛ لذا لم يعد كافيا ولا حتى مقبولا أن تدار حياتنا بكل تفاصيلها بالوسائل الروتينية التقليدية لذا لابد من تشجيع الإبداع والابتكار في البيئة التربوية تحديدا؛ فالإبداع قيمة حضارية بما تسود الأمم وتتفوق المجتمعات ولن تتشكل العقلية الإبداعية دون تربوي مبدع والبعض يتصور أن الإبداع أمرا سحريا أو خارقا، ويظن الكثير أنه لا يتاح إلا لأشخاص معينين والحقيقية أن الأبداع عملية قابلة للتعلم عبر وسائل واستراتيجيات سيتم التطرق لها خلال اللقاء ، كما سنعرض في هذا اللقاء جملة من السمات الشخصية والنفسية للمبدع وكيف نستطيع تهيئة ابداعية في بيئتنا التربوية وكيف للإنسان ودون الحاجة لمعدلات ذكاء مرتفعة عبر مهارات قابلة للاكتساب أن يكون إنسانا مبدعا في أي عمر وبأي مؤهل ! وحيث أن الإبداع أحد مخرجات الإيجابية فسوف نقدم جملة من الاستراتيجيات التي تساعد التربوي على إيقاظ الإبداع في عقول الجيل وسنشير من خلال هذا اللقاء عن معوقات الإبداع وقائلات الابتكار .

كما سنطرق في هذا اللقاء إلى طرق عملية تعين التربويين على إكساب طلابهم أدوات الإيجابية .

وقديما ذكر وليم جيمس : أن أعظم اكتشاف في القرن العشرين هو أن حياة البشر تتغير إذا تغيرت أفكارهم ، وخير هدية يقدمها الإنسان لنفسه هي أن يملكها أفكار إيجابية خلاقية تمكنه من أن يصبح رقما صعبا وعضوا فاعلا في مجتمعه في هذا اللقاء سنتحدث عن التفكير الإيجابي مفهومها وأدوات ومعوقات ، كما سنعرض جملة من قوانين التفكير الإيجابي التي بإذن الله تكفل لصاحبها إذا ما اعتنقها حياة ذات جودة عالية على مستوى العطاء وعلى مستوى الصحة النفسية. ومن تلك القوانين الهامة: قانون التفاؤل ودوره الكبير في تقوية المبدع و شحذ همته، وكذلك قانون المبادرة وكيف أن الشعوب والأسر والمنشأة والأفراد إذا ما تحلوا بروح المبادرة كأحد أهم عادات الإيجابية سيكونون قادرين على صناعة حاضر جميل ورسم مستقبل مشرق.



Keynote Address 3

Preparing Teachers for a Changing World: Designing Effective Preparation and Licensure

Prof Linda Darling-Hammond,

Professor of Education at the Stanford Graduate School of Education

President and CEO of the Learning Policy Institute, US.

The demands of 21st century teaching are far greater than those of the past, as teachers are expected to teach increasingly challenging content to diverse students in ways that enable effective learning, rather than merely covering the curriculum. Furthermore, the skills students must master require higher order thinking, problem solving, and performance that demand more sophisticated pedagogies in the classroom. This talk will describe what research indicates about the design of teacher education programs that successfully prepare teachers for these challenges, as well as new innovations in licensure for teachers that support their preparation for this work.



Keynote Address 4

The Power of Teaching and Learning Teaching

Prof. Etta R. Hollins
Ewing Marion Kauffman/Missouri
Endowed Chair for Urban Teacher Education
School of Education University of Missouri, USA

This discussion is focused on the impact of teaching and learning teaching on individuals, communities and the society at large in terms of the relationship between educational attainment and income, health, and social well-being. This discussion elaborates the relationship between educational attainment within the society and perspectives on teaching and learning teaching employed in pre-service teacher preparation programs.



Teaching Creative Problem Solving

Rita Barger
University of Missouri-Kansas City

Email: bargerr@umkc.edu

Creative problem solving is a skill necessary in all areas of the curriculum – not just mathematics. Indeed, one of the things that differentiates U.S. students from students in other countries, is the ability of U.S. students to solve problems in their areas in a creative fashion. Based on the work of Roger von Oech, this paper will provide strategies for increasing your own creativity, but also increasing the creativity of your students. You will receive activities that focus on divergent thinking, finding multiple answers, or multiple approaches, to a single problem, encouraging student thinking in critical new ways. The activities practiced in this session will demonstrate how to use brain storming and stepping stones to find new answers to current problems in society, in the classroom, in discipline, and in life. We will also share examples from all over the world of creative solutions to everyday problems. We will look at certain thinking habits that discourage creativity, and show you how to unlock their power in your personal life and in your classroom.



Preparing School Leaders: The Foundation for Educational Innovation and Student Achievement

Bernard Oliver, Dean & Professor,
College of Education, United Arab Emirates University

Email: beoliver@uaeu.ac.ae

Over the past several years, considerable attention has focused on the relationship of school leadership and student achievement (Leithwood, Louis, et al, 2004; Portin, Knapp et. al, 2009; Louis, Leithwood, et al, 2010). The thrust of this research has led to new conceptualization and development of principal preparation programs.

The Wallace Foundation (2016) in a highly regarded report suggested that the majority of university-based leadership preparation programs are falling short in this arena; especially during this rapidly changing educational environment which is focusing on innovative educational practices; entrepreneurship; competency based education; personalized learning, deeper learning etc. The Wallace analysis of this work has identified 5 major themes tied to university preparation of school leaders:

- Dissatisfaction of district leaders with the quality of principal preparation programs
- The importance of strong university-district partnerships
- University preparation not being linked to the real world of school leadership
- University policy and practices which often serve as barriers to preparation
- The ultimate authority is with state governments to actively engage in this process

Accordingly the focus of this presentation is on the following notions: what does research tell us about innovative practices aligned with school leadership preparation programs; and secondly do the emerging new directions in leadership standards reflect the principles of innovation, creativity, and entrepreneurship currently dominating the field of educator preparation. Participants in this session will be able to identify what research says about the preparation of school leaders; and secondly, participants will be able to analyze new emerging leadership standards and innovative practices tied to school leadership.

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The Efficacy of Native and Non-Native English Teachers in English Language Teaching and Learning: Students' and Advisors' Perception

Sobhi Abu Hatab
UAE University

Email: sobhi.abuhatab@uaeu.ac.ae

English language proficiency is a key to students' success at higher education institutions and the work force not only in the United Arab Emirates (UAE), but also all over the world. However, students in the UAE are still experiencing some difficulties in English language proficiency. The unsatisfactory level of the students has been attributed to the teachers' performance, whether native or non-native. For example, O'Sullivan (2004) stated, "the EFL problem is often seen as rooted in negative prior learning experiences from school in the UAE." Mustafa (2002) found that "the school graduates' English language abilities are extremely poor" (p117). A mixed method study aimed to investigate the students' and advisors' perception about the efficacy of native and non-native English teachers in teaching competencies and their effect on learning. A causal comparative design was used to compare data collected from 2 groups of participants (Students N = 400) and (Teacher Advisors N = 59) randomly selected in 10 schools in Al Ain, UAE to respond to 2 different valid and reliable questionnaires; 40 students and 10 advisors participated in semi structured interviews. The results showed no significant differences between Native English teachers NETs and Non-native English teachers NNETs. The students' responses were nearly similar for both NETs (40%) and NNETs (42.5%) in terms of preferences. For advisors, 50% of them think that both are competent, 20% for NETs and 30% for NNETs. The results also showed that NETs performed higher in competencies and efficiency in skills that they have acquired naturally, such as spontaneity, accuracy and fluency in the language, as well as the exposure to culture and literature. NNETs performed higher in anticipating language learning difficulties and classroom management, understanding the cultural context of the students. Thus, both NETs and NNETs are advantaged in particular aspects and they complement each other on their strengths and weaknesses. Based on the results, the ideal environment should include Native English Speaking teachers (NETs) and Non-native English Speaking teachers (NNETs) who complement each other in their strengths and weaknesses.

Key words: native English teachers, non-native English teachers, teaching, learning, competencies.



Analysis of readability level of Cycle 2 science textbooks: The match and the mismatch

Aisha Abdulla Salem Al Qaydi
Abu Dhabi Education Council

Email: AQ10180@adec.ac.ae

Hassan Tairab
UAE University

Email: tairab@uaeu.ac.ae

For over half a century, textbooks have played a decisive role in teaching and learning process, and in the development of scientific literacy among students. In today's classrooms, textbooks serve as primary teaching resources and greatly influence how knowledge is delivered and communicated. Much has also been said about their usefulness and appropriateness to the learners' cognitive level. The latter area has been associated with their readability as an important construct for both educators and textbook authors. The purpose of this study was therefore to examine the match/mismatch between the readability level of science textbooks used in Cycle 2 of Abu Dhabi Education Council (ADEC) schools and the users' (learners') actual reading ability level. Two types of samples and sampling procedures were involved in the present study. The first sample was that the science textbooks used in Cycle 2 of ADEC schools, whereas the second sample was 215 students drawn conveniently from Cycle 2 ADEC schools. The readability levels of the science textbooks were determined by using two instruments namely the Flesch-Kincaid Grade Level Readability Formula and the Fry Graph, while the actual reading ability level of students was determined by Cloze Test. The findings showed that there was a mismatch between science textbooks intended reading levels and the student actual reading levels, indicating that all the analyzed textbooks are somewhat complex and far above the reading ability levels of the intended readers.. Grades 6, 7, and 8 textbooks showed the highest mismatch as high as two grade level above the actual intended reading level of students. The findings were discussed in the context of science education research with particular emphasis on how science teachers in ADEC schools may use textbooks to maximize their impact as regard to readability levels.

Keywords: Scientific literacy, Readability, Student reading level, Cloze Readability Test



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Aisha Abdulla Salem Al Qaydi
Abu Dhabi Education Council

Email: AQ10180@adec.ac.ae

Hassan Tairab
UAE University

Email: tairab@uaeu.ac.ae

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Keywords: Scientific literacy, Readability, Student reading level, Cloze Readability Test



Saudi Continuous Professional Development and Leadership Skills Awareness.

Arwa Alsughayyer

Edgewood College, Madison, Wisconsin, USA

Email: Arwa.sughayyer@gmail.com

Higher education in Saudi Arabia has undergone major reforms over the past decade. Investment in leadership development has received particular focus by policymakers. Little is known about leaders and their participations in professional development (PD) programs and effective leadership skills. Therefore, this study examined, using a quantitative approach, possible associations between the frequency of attending PD programs (domestically or internationally) and the awareness of needed leadership skills for effective performance in higher education. The participants of this study were higher education leaders from Princess Norah University, a large all female institution in Riyadh, Saudi Arabia. The study found PD activities to be associated with awareness of needed leadership skills. All outcome measures were found to be significantly higher among those classified as high attenders compared to individuals classified as low attenders. Those significant differences remained even after adjusting for the confounding effects of years of working experience. These findings were also consistent after performing the analyses incorporating multiple imputations to address missing values. Implications of these findings include: the need to identify effective ways to motivate leaders, especially females, to participate in more PD and to conduct further research to study the barriers behind low attendance in PD among educational leaders. Replicating this study with a larger sample from both genders is needed to obtain generalizable findings and to better understand the role PD plays in leadership development in Saudi Arabia. An additional recommendation is that the Ministry of Higher Education (MOHE) retains their efforts to provide more PD focusing on the skills leaders need. Further investment in PD among higher education leaders in Saudi Arabia may increase leadership skills and in turn improve educational outcomes.



Locating Academic English Literacy in Post-secondary Occupational Health Preparation: Why? When? And For Whom?

Marilyn R. Davis

University of New Mexico, PO Box 26044

Email: davism@unm.edu

Integrated Basic Education and Skills Training (I-BEST) is an innovative strategy that prepares students for a career in healthcare by teaching participants the necessary skills to do the job while strengthening their reading, writing and math abilities, and obtaining a high school equivalency diploma. Supported by a grant from the U.S. Department of Labor, Skill-Up Network Pathway Acceleration in Technology and Health (SUN PATH) implemented in 11 New Mexico Community and Technical Colleges.

In the I-BEST model basic skills instructors and professional technical faculty jointly modify, design and teach college-level occupational classes. I-BEST seeks to increase the rate at which adult basic education (ABE) and English-as-a-second-language (ESL) participants advance to complete credentials in fields offering good wages and career advancement.

Understanding how institutions and governments look upon stackable certificates begins with understanding the interplay between academic English literacy and knowledge/skill acquisition. We address the following: 1) How can I-BEST be defined in relation to preparation of post high school adults? 2) In trying to build a system that supports employability of entry-level career adults, what are the implications for co-teaching and an integrated curriculum? 3) How can SUN PATH participants harmonize the myriad of academic systems in New Mexico to optimize the outcomes of the I-BEST initiative?

Survey and interview data were collected. Findings showed overall, Instructors and students agreed that I-BEST is an effective and beneficial model for increasing the rate at which adult basic skills students enter and succeed in postsecondary education. The model is viewed as expensive to operate, determining how to fund the program beyond the DOL grant is a major concern. There was no consensus among the colleges about the sustainability of I-BEST.

Educators will discuss the ways I-BEST supports student learning linked to beliefs about what constitutes an innovative post-secondary experience for ESL adults.



Exploring Ideas on the Assessment of Teaching and Learning

Randa Abdou Soliman

Ajman University, UAE

Email: randasoliman@gmail.com, ajac.randa.s@ajman.ac.ae

Assessment of Teaching and Learning is a means of providing pathways to help learners achieve higher levels of success. Therefore, aligning assessment with the learning outcomes makes assessment purposeful. Assessment should also synchronize with teaching strategies. Teachers should call on students' key skills such as inference, prediction, anticipation, sequencing, comparing and contrasting, and creative thinking before including higher level thinking questions in the assessment tasks. Varying assessment techniques and assessment tools gives opportunities for differentiation. The criteria of effective assessment tools such as reliability, validity and practicality should be highlighted. Students should be encouraged to state their own learning objectives and carry out self-assessment in order to monitor their progress and then modify their learning objectives. The outcome of assessment should be helping both teachers and learners make a paradigm shift from focusing on grades to focusing on effort. Thus, assessment can help learners realize that effort leads to success. A culture of learning should prevail the classroom where failure is looked upon as a chance for identifying the gaps in learning. Performance assessment and student portfolio can help both teachers and learners reflect upon the teaching and learning process. This paper focuses on how to assess authentic learning and integrate assessment in the instructional process. Samples of students' portfolios and their reflection on the teaching and the learning process are represented. In addition, samples of students' journals and self-assessment are shown and discussed. The concepts of errors, grades and testing are clarified to help seeing assessment as part of teaching as well as reducing the emphasis on standardized tests.



Title: Inclusive or not? : A Study on Students' Perspectives of Teacher and Leader Abilities to Lead Racially Diverse Schools

Elisabeth A. Luevanos, & J. Anthony Luevanos

Texas A&M University

Email: myluevanos2014@tamu.edu

aluevanos@tamu.edu

Changing demographics in schools require leaders and teachers to adapt to the growing needs of their student populations. As student populations shift, so must the practices of leaders and teachers within these schools. According to a 2016 report by the National Center for Education Statistics (NCES), data indicates that U.S. school districts are becoming increasingly more diverse as families from racially and culturally different backgrounds move into historically and racially homogenous neighborhoods. Increasing heterogeneous school communities typically undergo structural paradigm shifts as demographics change. As with any change, struggles, clashes, and adjustments are common experiences in the student school environments. School administrators are compelled to respond to these struggles resulting from cultural and racial disparities to seek school climate cohesion. The purpose of this study is to gauge student perceptions of teachers and leaders' abilities to create and sustain an inclusive environment based on the three meta-constructs of an exploratory inclusion model: leadership, organizational outcomes, and organizational justice.

This study will use a survey created by the researcher in Qualtrics using the three meta-constructs from the inclusion model as the foundation for the questions. Using randomized purposeful sampling, students at two urban school districts with similar diverse student populations will complete the paper format surveys. Responses will be measured on a 6-point Likert scale with a statistical analysis to follow along with Rasch analysis to determine reliability and validity. Inclusion measures will determine whether teachers and leaders within these schools create an inclusive environment for diverse student populations.

The study will contribute to changing practice for leaders and teachers in schools with changing demographics. Findings from this study will provide significant information about the value of student perception data and inclusion.



School Improvement Policies and Initiatives in Ethiopia: Analysis of Implementation in The Context of Decentralization

Hussien Kedir Kelil

Adis Ababa University, Ethiopia

Email: Kelil0607@yahoo.com

Ethiopia, SIP was introduced in 2007 under the banner of decentralization with the intention of proving the quality of education. The program has been under implementation for transforming schools. This research was conducted to analyze the implementation of the program by probing the conditions needed for implementation, the extent of implementation, the improvements gained and the challenges faced during the entire process. A descriptive survey method was employed using a concurrent mixed model. Multiple instruments were used in gathering data. The participants of the research were drawn from the various echelons of the education system. The findings revealed that, despite the efforts made at the initial stage and the willingness of political authorities, much of the ground works were found inadequate. Among other things, lack of shared vision; absence of clearly defined accountabilities; well-tilt monitoring and evaluation system were found among daunting challenges. Unintended results such as teaching to the test, the “basket students approach”, and prevalence of “blame culture” were reflected as main concerns. High turnover of educational officials and school principals, the existence of inadequate facilities, absence of strong database, networking and technology were also depicted as great apprehensions. Both the system and school levels capacities were questioned. Worse than this, the improvements made in terms of student achievement were found below the expected level. In conclusion, the ground works primed for the SIP were not passable to enhance the implementation of the program. Undoubtedly, these challenges have been eroding the potential success of transforming schools. Hence, unless these issues are addressed, the success of change and the improvements expected would linger inefficient. Hence, re-visiting preparations; filling the gaps created in terms of shared vision, clarity of strategies; system of accountability; avoiding flawed practices, acting against unintended results and conducting further researches are strongly suggested.

Keywords: School improvement, preparations and readiness, SIP domains, student achievement, organizational capacity, conditions and facilities



Leading schools in a changing environment: A critical review of policies, practices and challenges through cross cultural analysis

Hussien Kedir Kelil

Adis Ababa University, Ethiopia

Email: Kelil0607@yahoo.com

Nearly worldwide, educational leadership on the whole and school leadership in particular are getting high priority agenda of public policy debates for sustainable development. Educational changes have become a dominating feature of endeavors amidst the swiftly changing environment. Evidently, the how of readying schools to the 21st century are signaling the need for professional leaders both as systemic and the school level. Though policies are glowingly postulated for developing educational and school leaders for transformation in a turbulent environment, the actual practices have been remained aloof dream in the education system of quite a number of countries in general and in countries Africa in particular. Hitherto, the new concerns of educational and school leadership in a changing environment are swelling from time to time. The critical review of documents, research findings and the reflections of key actors are all exhibiting the changing behavior of customers (students, parents, teachers, and educational officials), the pervasiveness of swift changes, scarcity of resources, high turnover of school and system level actors including the school principals, the capacity of teachers and the low motivation of students for learning) have remained among the key challenges for school transformation. Above all, the dearth of capable and transformational leadership as well as the modern stabs to improve schools through transformation, teacher leadership, distributive leadership and servant leadership are all wanting. Therefore, rethinking context based policies, practices and the initiatives primed for transformation, leadership and leadership development, and putting teachers and other key actors at the hub of leading schools in a changing environment are found among the major interventions suggested for concrete changes.

Key Terms: policy, leadership, leadership development and changing environment



Visual Multiple Choice Questions (vMCQ) – an innovative way to add creativity and context in assessments

M Jawad Hashim, MD
College of Medicine and Health Sciences, UAE University, Al Ain

Email: jhashim@uaeu.ac.ae

The single-best answer multiple choice question (MCQ) format has become prevalent for assessing clinical knowledge and application in education. MCQs have the advantages of being objective and reliable. However, high quality MCQs are difficult to construct and have been criticized for providing prompts in terms of answer options. Questions often test recall rather than the application of knowledge when constructed by inexperienced teachers. Developing MCQs for assessment of higher order skills requires substantial time and effort. A structured method is needed during the construction of test items that will ensure application of analytical skills. For these reasons, we developed a method to improve the quality of MCQs while keeping within the familiar format. We designed a visual format for MCQs incorporating images within the cases/question stem. Furthermore, we developed a novel taxonomy of Visual MCQs that ranks the complexity and level of cognitive skill tests based on the use of multimedia. Higher-level questions effectively use images to assess candidates' application of content knowledge in problem solving. Videos (such as a surgical procedure) and audio (such as heart murmurs) ensure that candidates are tested more authentically. Questions included images to provide contextualization for a problem. We implemented a pilot assessment using the Visual MCQ format. The Visual MCQs may be useful for constructing assessments that target higher order cognitive skills such as application of knowledge than traditional MCQs. A taxonomy for classifying Visual MCQs is proposed.



Exploring the M-learning as a feedback tool in higher education

Madiha Faiz Rana, &. Karima Hussein

Dar Al Hekma University Jeddah, Saudi Arabia.

Email: mrana@dah.edu.sa

Mobile devices are playing an important role these days in education. Using mobile devices as an effective tool to promote learning could bring a prominent change. Mobile Learning is usually considered as the new tool in the education field for assisting teachers and students as it has expanded the options for the distance learning. Several studies have made attempts to assess the possible methods and the challenges related to the M-learning. This study investigates the effectiveness of M-learning for the undergraduate students in education, explores M-learning as a feedback tool and communication, and evaluates the current use of E-Learning system. For the purpose of data collection, recent researches related to using mobile technologies in learning were reviewed. Also, a survey was conducted using the five-point Likert scale, and the sample involved students and teachers, both belonging to Dar Al-Hekma University, KSA, so that the views of students and teachers can be determined. This study focuses on using mobiles as the feedback tool for students belonging to the creative field especially after the last day of classes, while they are in printing houses and photo shooting. The survey discusses the acceptance of M-Learning as a useful tool that facilitates the learning activities among the students more quickly. Moreover, using mobile learning may increase the learning capabilities of the students and meet the expectations of teachers. The study has shown that using the mobile phone as a feedback tool can allow enhancing the learning among students when they are off campus. It is recommended that Dar Al-Hekma University should take the services of experts to develop the mobile phone application and then provide access to the teachers and the students for ensuring the provision of the quality of education. However, this would need some time and financial resources for the implementation.



Increasing Pleasure Reading in English and Arabic Among First Year ESP Students: Challenges and Possibilities

Nader Ayish
The Petroleum Institute
Abu Dhabi, UAE

Email: nayish@pi.ac.ae

Shelley Wong
College of Education and Human Development
George Mason University, USA

Email: swong1@gmu.edu

Reading for pleasure is considered by many to be an essential component of learning, growth, and development. Indeed, the educational, psychosocial, and personal benefits of pleasure reading, both tangible and intangible, are numerous and well-documented. This is particularly true for second-language learners. For example, children and adults who read for pleasure tend to have enhanced language skills deemed essential for literacy and effective communication as well as increased cognitive development in a range of areas. Ironically, while the importance of pleasure reading is often recognized by young and old alike, fewer and fewer children or adults are putting into practice what is arguably one of the keys to academic and personal success. This is the case among some students at this UAE engineering university. This study sought to understand the reasons why some freshman ESP students rarely read for pleasure in English or in Arabic and the role increased engagement and motivation can play in helping to develop a community of readers. A total of 9 first-semester male engineering students with a mean age of 19 were involved in the study. Participants were enrolled in a communication course in the summer of 2016. Quantitative and qualitative data were collected through student surveys, semi-structured interviews, analysis of student-written text, and observations. Findings suggest that the reasons why most of these students do not read for pleasure—despite its recognized benefits—are varied and complex and dispel the popular notion that young adults are simply disinterested or lazy. Implications for EAP and ESP, along with the role instructors can play in motivating and supporting students as they develop a community of readers, are discussed.

Keywords: pleasure reading, student engagement, motivation, engineering, EAP/ESP



Understanding the pathway of African American engineers and computer scientists: A mixed methods focus on innovative interventions.

Christopher B. Newman, Ph.D.
University of San Diego, USA

Email: cnewman@sandiego.edu

In the United States of America, the pathways for African Americans toward careers in engineering and technology are rife with obstacles. Very often, African American students are blamed for their lack of preparation, disengagement, and underachievement with little accountability for the American public K-12 system or higher education institutions. However, colleges and universities can play a key role in developing, recruiting, and retaining talented African American students. This paper and presentation will highlight a longitudinal study focused on African Americans (n=677) who entered 4-year bachelor's granting colleges and universities in the USA with the intention of majoring in engineering or computer science and the factors leading to degree persistence. Utilizing a multinomial logistical regression model, a key finding in this longitudinal study suggests that African Americans who attend an institution designated as a "Top 50" producer of African Americans with baccalaureate degrees in engineering (in the USA) are more likely to complete a bachelor's degree in engineering or computer science than a student who did not attend one of these institutions. In addition, this paper pairs this and other results from the quantitative analysis with a discussion of a multiple case study of two predominantly White Public Research Universities characterized as a "Top 50" producer in the USA. The case studies include interviews (n=70) of faculty, administrators, current students and recent graduates. The qualitative portion of this paper highlights the innovative interventions utilized by each institution that foster success for the undergraduate study participants. This paper concludes with recommendations for policy and practice to begin institutional transformation to enable the success of African Americans in STEM fields.



Analysis of Internal Efficiency in Utilization of Human Resources in Omdurman Islamic University-Sudan

Abdelrahim Ahmed Salim
Omdurman Islamic University, Sudan

Email: abdelrahim12366@yahoo.com

To be accredited and to raise its global competitiveness, Omdurman Islamic University (OIU) implemented an innovative action plan and programs: (1) A ten-year-strategic plan 2005-2015 (2) Computerized administrative financial and academic processes; (3) established an evaluation and accreditation unit; (4) executed comprehensive human and physical resources development programs. This study examines the relationship between human resource utilization and internal efficiency of Omdurman Islamic University (OIU) colleges. It, moreover, seeks to provide the necessary information to evaluate the above-mentioned innovations and to explore their impact on the excellence of the learning and teaching processes. The study adopts the descriptive survey design using convenience sampling techniques to represent the (26) colleges. Simple percentages and the Pearson's Product Moment Correlation were used to analyze data. Results showed that a significant positive relationships existed between student-instructor ratio (SIT) and wastage ratio ($r = .7959$; $p < 0.05$); however, there was no significant relationship between instructor quality (in terms of qualifications); instructors' work load and wastages ratio ($r = -0.121$; $p > 0.05$ and $r = -0.127$; $p > 0.05$, respectively). Using the Input Output Analysis, it was established that there was a highly significant relationship between human resource utilization and internal efficiency of the colleges ($r = 0.8367$; $p < 0.05$). The graduation exams-based performance of the students revealed that there were a lot of wastages (students' failure in the system making the system inefficient). Therefore, the university is obliged to bridge the gap between the required and available instructors to avoid the over-utilization of available ones. Furthermore, the professional competence of the staff needs to be enhanced through seminars, workshops and in-service training to minimize wastage and to improve the internal efficiency of the colleges.

Key words: human resource utilization, internal efficiency, student-instructor ratio



Leadership and Adult Learning

Win O'Toole

American University of Ras Al Khaimah, UAE

Email: Winnifred.otoole@aurak.ac.ae, Win.otoole@gmail.com

A central belief in leadership theory today is that to lead effectively it is important to address and solve problems. This belief is embraced in the field of education leadership as well. Advances in the field are limited to new ways of framing problems. Courses and texts offer an array of terms, theories, and strategies, and focus on how to identify, diagnose, and solve problems. Much of the literature defines leadership in the context of change in terms of managing learning processes within the problem-solving framework approach. The continued search for definitions and new ways of framing problems that represents theory development today has distracted attention from the approach itself and a lack of consensus in the field about the meaning and purpose of leadership in education.

The dominance of the problem-solving approach has resulted in an overly narrow and flawed view of leadership as it relates to learning and change. The proposed paper challenges leading theorists proposed alternatives to traditional leadership within the problem-solving approach. The potential for a more effective paradigm of leadership lies within reach and its exploration should include and actively involve educators and administrators.

The proposed paper builds on Heifetz's theory of "adaptive leadership" and Kegan's constructive-developmental approach to adult learning. It considers leadership in education within the wider context of leadership studies and examines the conventions of leadership and a developmental approach to adult learning and leadership in education.



A Reform journey towards excellence and improved learning outcomes for socio-economically disadvantaged students of color

Yesenia Fernández, Ph.D.

California State University Dominguez Hills

Email: yfernandez@csudh.edu

Remediation and ability tracking based on student test scores are strategies used to improve learning outcomes for students of color, English Learners, and socio-economically disadvantaged students for whom, in many cases, the achievement gap has continued to grow. The idea that students must be caught up before they are allowed to access college preparatory and Advanced Placement coursework ultimately dooms students to be permanently relegated to lower echelon coursework and consequently has not improved learning outcomes.

This practice not only limits students' ability to access coursework necessary for college but it ultimately denies them of strong social networks without which their academic trajectories are negatively affected. Stanton-Salazar and Dornbusch (1995) point out that track placement develops barriers for students as they restrict their social networks and thus the institutional support they receive, support which is critical to their academic success beyond high school.

The Los Angeles county district discussed in this session is comprised of over 90% socio-economically disadvantaged students and 90% students of color (Chicano/ Latino and African-American) and led school reform efforts by removing ability tracking mechanisms while simultaneously providing students wrap around services and academic support. Students are not placed in remedial coursework based on test scores but rather, all students take college preparatory coursework including Advanced Placement. This district's reform efforts have resulted in increased graduation rates and college going rates as well as state and national recognitions such as the CollegeBoard's 7th Annual AP® District Honor Roll. The session will include a discussion of:

- the strategies used to remove ability tracking mechanisms
- data on the impact of the reform efforts upon learning outcomes for Chicano/ Latino and African-American students, socio-economically disadvantaged students, and English Learners
- results of a study on the impact removing ability tracking mechanisms had upon students' social network and academic trajectories



Utilizing Creativity and Personal Narrative to Understand Diversity

Karla Brundage, Mills College, Oakland, CA, USA

Lizette Ortega Dolan, Park Day School, Oakland, CA, USA

Emails: kbrundage@mills.edu,

This dialogue-based workshop is rooted in the premise that healthy ethnic identities enhance learning ability, leadership skills, and personal success. We will identify effective teaching methods that promote social cohesion, embrace diversity and manage differences and conflict. In addition we will present curriculum strategies useful for educators in primary, secondary, vocational and adult educational levels including teachers in IB schools as our units will connect to IB Profile and learning outcomes for CAS as well as Theory of Knowledge courses. In our discussions, we will share current research, critical theory, and best practices in diversity in both ethnically diverse and monoracial classrooms. Critical theorists seek to “liberate” human beings and understand one’s life as it is reflected in their personal narrative. Ann Berthoff (1987) speaks to Paulo Freire’s emphasis on voice in the foreword to *Literacy: Reading the Word and the World*: “...at the heart of knowing is the idea that naming the world becomes a model for changing the world” (p. xii). We will also provide a rationale as to how embracing diversity in the areas of ethnicity/race, ability, cultural values and beliefs, nationality, and language enhances teaching and learning. Through the interactive exploration of our personal and professional stories we will discuss how internalized oppression impacts our academic worlds. We will share strategies we can use to support and empower one another, as well as our students, as future leaders and change agents. Voice is intricately connected to our understanding of pedagogy. Through current research, we will bring to light the complex, rich, and diverse narratives of educators and students in order to better understand the structural forces that negatively impact young people during years of identity formation.



The nature of ESL learners' Anxiety when reading different texts in English

Sadiq Abdulwahed Ahmed Ismail

College of Education, United Arab Emirates University

Email: isadiq@uaeu.ac.ae

Developing an appropriate competence in reading in English as a second language is a key factor for subsequent academic success. The existence of anxiety in language learning classes directs teachers and educators to facilitate it in order to help learners develop positive feeling toward the task of learning how to read in English. This study investigated second language reading anxiety of secondary school students. A questionnaire was distributed to 72 female students and focus-group interviews were conducted with 19 volunteered students. Generally, the results of the study reported that students' major sources of anxiety are related to both strategies and language problems, such as the lack of vocabulary and grammar background knowledge. The majority of findings revealed statistically significant differences between students in the science and art tracks in favor of science students. Both quantitative and qualitative results showed that students in the science track possess lower reading anxiety level than their counterparts in the art track. Science students also appeared to have more positive feeling about their reading skills and language proficiency. The results of this study might have valuable implications for teacher training, language improvement, enhancing reading strategies and individualized learning.



Enhancing teaching and learning with flipped classroom technologies

Abdurrahman G. Almekhlafi
College of Education, United Arab Emirates University

Email: almekhlafi@uaeu.ac.ae

Recent research in the field of Education suggests that ‘flipped classrooms’ can improve students’ learning experiences. Many teachers are aware of the ‘flipped classroom’ concept but lack the IT knowledge needed to adopt such an approach to teaching. This workshop introduces teachers to a variety of software, apps, and online services, which can be used to create materials for ‘flipped classrooms’. Teachers will engage in hands-on activities with some of these apps and software with a focus on Microsoft software and add-ons. Participants are expected to gain the skills needed to create interactive materials for their flipped classrooms. Participants are expected to bring their own devices/laptops to fully benefit from the workshop.



Effectiveness of Reflective thinking Strategy of Teaching in Secondary Education

K.G.Taramol

School of Business, Manipal University

Email: tarapratheesh@gmail.com

Teaching is a systematic presentation of facts, ideas, skills and techniques in the process of instructional transactions. Reflection can lead to greater self-awareness, which in turn is the first step to positive change-it is necessary stage in identifying areas of improvement and growth in both personal and professional context. Reflective approach to teaching is the design of an internal or bottom up frames for curriculum transaction which involves setting up appropriate environment, tools, operating, interactions, observation, collection, processing and evaluation of data. The aim of the study is to find out the effectiveness of reflective thinking strategy of teaching over conventional method of direct instruction, in secondary school students. Considering the nature of the study, random sampling technique was adopted. A group of 40 secondary school students were treated as the sample of the study. The tools used for the study comprised of lesson transcripts based on reflective thinking strategy of teaching. The study proved that the reflective thinking strategy of teaching provides opportunities for individual as well as cooperative activities and this would help students develop their affective variables. The study also proved that the reflective thinking strategy of teaching was of equal help to students having different levels of creativity.

Keywords: Reflective Thinking, Secondary Education, Critical Thinking, Affective Variables



Identifying and Serving Gifted/Talented Art and Music Students in Abu Dhabi Government Schools: Beliefs Survey of Current Art and Music Teachers

Sarah Bond, Maen Haddadin, & Linda Wannous

Institution: Abu Dhabi Education Council, Abu Dhabi, UAE

Email: sarah.bond@adec.ac.ae

While gifted art and music students are often included in the definitions of gifted students, they are less often actively sought out and identified than their academically gifted peers. Gifted art and music students are most often served by art and music teachers at their home schools; however, these professionals may not have specific training in how to meet the needs of gifted students. Given the burgeoning focus on arts and culture as a key to the future prosperity of the country, it is essential to ensure that students who have the potential to develop great talent in art and music should be identified and supported, in order to actualize their gifts. Abu Dhabi government schools have not yet implemented programs specific to gifted/talented art and music students, although a pilot program is underway to identify and support intellectually gifted/academically talented students. Much current literature focuses on intellectually gifted/academically talented students; gifted education literature focused on the arts is comparatively rare. In the Gulf region, there is a paucity of research in this area. The purpose of the current study is to provide ADEC decision-makers with a review of best practices in identifying and serving gifted art/music students and to learn more about the beliefs of current art and music teachers in ADEC government schools. In this way, as programs are developed, they will benefit from international best practices, but also from the perspective of current professionals in the field.



The Effect of Phonological Awareness Direct Instruction Program on UAE Struggling Beginner Readers

Hala Elhoweris, Negmeldin Alsheikh, Abdulrahman Almekhlafi, Najwa Alhosani, & Mohamed Alzoudi

Email: HalaE@uaeu.ac.ae

Reading is a critical skill for academic success. Teaching reading in Arabic is an important component of the curriculum for elementary schools in the UAE. However, there is anecdotal evidence to suggest that a significant number of UAE children in lower elementary grades experience difficulty reading the assigned school texts. Research in reading have clearly documented that the lack of phonological awareness skills is a major contributor to reading difficulties among beginner readers. There is overwhelming evidence to support that reading intervention programs, which incorporates direct instruction of phonological awareness, significantly increase the reading abilities of poor readers at all grade levels. The present study

intends to: (a) to identify phonological awareness deficits among UAE struggling beginner readers, (b) to provide intervention in the area of phonological awareness deficits through direct training and, (c) determine if phonological awareness direct training significantly increase phonological awareness skills. The results of this study indicated that the direct training intervention program positively impacted UAEU struggling beginner readers' phonological abilities.



Recapitulating the Inquiry-Based Instruction of Eight Emirati Preservice Science Teachers: A longitudinal Study

Ali K. Al-Naqbi

alikh@uaeu.ac.ae

College of Education, UAE University

This longitudinal study aimed at recapitulating the Inquiry-Based Instruction experiences, actual practices, and the obstacles faced by eight elementary preservice science teachers when they use Inquiry Based Instruction approach. Multiple sources of data including questionnaires, classroom observations, and semi-structured interviews were employed. Tracking their background knowledge during their secondary school years as students, the results showed that the teacher-centered approach was the predominant approach for most of the participants and some essential features of Inquiry –Based Instruction were available for a minimal number. Before joining the teaching methods course five of the eight participants were not aware of the Inquiry-Based Instruction. After their participation in the science teaching methods course, the participants gained high awareness about Inquiry-Based Instruction. During their teaching practicum, the participants used less than 25% of the instructional time to employ Inquiry-Based Instruction. Additionally, the findings revealed several obstacles hindering the participants from implementing Inquiry-Based Instruction such as the science curriculum that should be covered; students' maturity and skills; domination of the tradition approaches of teaching; teaching/learning resources; the weak ties between schools and families; and cooperating teachers' traditional ways of approaching science teaching. Implications of these findings were discussed for enhancing elementary preservice science teachers' preparations.



Making Feedback Work Involves More Than Giving Feedback

Dr. Omar Al Noursi

Institute of Applied
Technology, Al Ain, UAE
omarnoursi@hotmail.com

Dr. Hytham Bany-Issa

City University College of
Ajman, UAE
hbaniissa@yahoo.com

Dr. Amer Hani Al Kassem

City University College of
Ajman, UAE

Teacher's feedback is essential if not indispensable to a student revising and rewriting his/her assignment. This is especially true now with the predominance of constructivism where learners require feedback from a second party to construct their knowledge confidently. The role of effective feedback on formative assessment has been reported to be very positive in improving the quality and the quantity of learners' written work.

The purpose of this presentation is to share some of the free tools that teachers can use to provide students with computer mediated feedback on their electronically submitted assignments. The presenters intend to demonstrate what these computer-enhanced technologies can enable the instructors to do to make feedback more effective for students' learning. They will also brief the audience with the advantages of electronic feedback and some of the findings of different related studies. Another purpose of the presentation is to encourage fellow instructors to provide their students with strategies to adopt more effective formative feedback that students use to enhance their learning. They will illustrate how that elaborated feedback (e.g., providing an explanation) produced larger effect than feedback regarding the correctness of the answer or providing the correct answer.



UAE University Students' Perceptions of Research Integration with Faculty Members

Ghadah Al Murshidi , Assma Abdeljalil , Mughair Abdel Aziz , Mohamed cheikhi, Ahmed Abdullah

UAE University

Email: G_almurshidi@uaeu.ac.ae

The study examines the advantages and challenges of UAE University male and female students who were integrated in different research projects under the supervision of some faculty members. Based on mixed method approach, survey conducted with nearly 400 students, and interviews with 15 male and 15 female students. Their responses were analyzed which are related to their experience in conducting research with faculty members. The survey results indicated that students' planning strategies and critical thinking skills improved. However, some students faced difficulties in finding academic articles about their research topics, reading and understanding some articles. They faced challenges in paraphrasing sentences and translating some vocabularies. The interview results revealed that the majority of students indicated that working on research improved their knowledge and increased their information in the topic they searched on. Students' writing skills improved especially vocabulary. Students' communication skills with their team members improved. Students' self-confidence increased. The majority of students stated that their opportunities in the job market increased and they learnt how to cope with deadlines under pressure. However, the interviews results indicated that language challenges prevented students from participating in research. Students faced difficulties in finding resources and citing them due to the limited research courses in their study plan. Students faced challenges in writing analysis sections. Students stated that working on research is time consuming. The research study recommendations are scheduling time among the students and faculty members to manage research time. Conducting different workshops and creating more research courses for students to learn more about writing for research.

فاعلية الألغاز العددية الإلكترونية (KinKin Puzzles) في تنمية مهارات العمليات الحسابية لدى تلاميذ الصف الرابع الأساسي بسلطنة عمان.

منصور بن ياسر الرواحي - وزارة التربية والتعليم - سلطنة عمان - mans_211@hotmail.com

محمد بن ناصر الريامي - وزارة التربية والتعليم - سلطنة عمان - mns.alriyami@moe.om

هدفت الدراسة إلى تعرّف فعالية الألغاز العددية الإلكترونية في تنمية مهارات العمليات الحسابية؛ لدى تلاميذ الصف الرابع الأساسي بسلطنة عمان. تكونت عينة الدراسة من (60) طالبًا وطالبة من طلاب مدرسة ينابيع العلم للتعليم الأساسي، تم توزيعهم على مجموعتين: إحداهما تجريبية والأخرى ضابطة طبق عليهم اختبار مهارات العمليات الحسابية الأربع (الجمع، والطرح، والضرب، والقسمة) تطبيقًا قبليًا وبعديًا، وقد أظهرت نتائج الدراسة وجود فروق ذات دلالة إحصائية عند مستوى (0.05) لصالح المجموعة التجريبية التي تعرضت لاستخدام الألغاز العددية الإلكترونية مقارنة بأداء طلبة المجموعة الضابطة، وأوصت الدراسة بأهمية توظيف الألغاز العددية الإلكترونية في تنمية مهارات العمليات الحسابية؛ وذلك لما لها من فاعلية إيجابية في رفع المستوى التحصيلي للطلبة، وزيادة متعة التعلم، ومراعاة الفروق الفردية، وإسهامها في التغلب على بعض صعوبات تعلم المهارات العمليات الأساسية في الرياضيات.

فاعلية برنامج تعليمي محوسب لتنمية الوعي الصوتي واللغة الاستقبالية لتنمية مهارات القراءة والكتابة لدى عينة من الطلبة الموهوبين من ذوي الاحتياجات الخاصة.

د. مخلد الحوامدة - [.mkld73@yahoo.com](mailto:mkld73@yahoo.com)

هدفت هذه الدراسة الى الكشف عن فاعلية برنامج تعليمي محوسب في التدريب على الوعي الصوتي واللغة الاستقبالية لتنمية القدرة على القراءة والكتابة لدى عينة من الطلبة الموهوبين من ذوي الاحتياجات الخاصة في ضوء متغير (ذكر، أنثى) والعمر من (6-7)، (7-8)، (8-9) ولتحقيق هدف الدراسة تم اختيار عينة مكونة من (30) طالباً وطالبة بالطريقة القصدية من مدارس الزرقاء من العام (2015-2016)، وتراوحت أعمارهم بين (6-9) وتم توزيعهم في مجموعتين: الاولى تجريبية والثانية ضابطة بواقع (15) طالباً وطالبة لكل مجموعة. استخدمت الباحثة مقياس اللغة الاستقبالية (عليقات، 2014). والبرنامج الحاسوبي التعليمي للتدريب على الوعي الصوتي لتنمية اللغة الاستقبالية والوعي الصوتي وبالتالي القراءة والكتابة من اعداد الباحثة بعد التحقق من صدق المحتوى بالطرق الملائمة .

وبينت النتائج أن هناك فروقاً ذات دلالة احصائية في اداء الطلبة على الدرجة الكلية للمقياس البعدي لمستوى الوعي الصوتي واللغة الاستقبالية وبالتالي القراءة والكتابة، لصالح المجموعة التجريبية التي خضعت للبرنامج ما دل على فاعلية البرنامج التعليمي المحوسب في تنمية مستوى الوعي الصوتي واللغة الاستقبالية لدى الطلبة الموهوبين ذوي الاحتياجات الخاصة، كما أظهرت النتائج عدم وجود فروق في الاختبار البعدي تعزى لمتغير الجنس، بينما اشارت الى وجود فروق في الاختبار البعدي تعزى لمتغير العمر في مستوى الوعي الصوتي واللغة الاستقبالية وكانت لصالح الفئة العربية من (8-9) تم ثلثها (7-8) وثلثها (6-7)، وأوصت الدراسة بضرورة تبني المسؤولين التربويين البرامج الحاسوبية التعليمية لتنمية القراءة والكتابة لدى الطلبة الموهوبين ذوي الحاجات الخاصة ، وعقد دورات تدريبية للمعلمين للتدريب على البرامج الحاسوبية للتدريب على الوعي الصوتي في تنمية اللغة الاستقبالية، وضرورة اعداد برامج حاسوبية أخرى تستهدف جميع انواع الاضطرابات والمشكلات اللغوية، واجراء دراسات تتناول برامج حاسوبية تعليمية لتنمية اللغة التعبيرية وتلقي الضوء على فئات عمرية أرى من الطلبة ذوي الاحتياجات الخاصة.

فاعلية برنامج إثرائي مبني على التفكير المتشعب في تنمية مهارات القراءة الإبداعية للنصوص لدى طلبة الصف السابع الفائقين لغويًا في دولة الإمارات العربية المتحدة"

د. عيسى صالح الحمادي - المركز التربوي للغة العربية لدول الخليج alhammadi@abegs.org

تهدف هذه الدراسة إلى تنمية مهارات القراءة الإبداعية (الطلاقة، والمرونة، والأصالة، ودقة التفاصيل) لدى طلبة الصف السابع الفائقين لغويًا على ضوء إستراتيجيات التفكير المتشعب وباستخدام المنهج شبه التجريبي وبالتصميم التجريبي ذو المجموعة الواحدة، وهي دراسة تطبيقية تجريبية تم تطبيقها على مجتمع الدراسة وهي مدارس المرحلة المتوسطة (حلقة 2) بدولة الإمارات، حيث تكونت عينة من (36) من طلبة الصف السابع - بالمرحلة المتوسطة (الحلقة 2) طبقاً لتسمية المرحلة الدراسية بالإمارات، ولتحقيق هذا الهدف تم إعداد أدوات الدراسة، وهي: قائمة بمهارات القراءة الإبداعية واختبار لقياس أداء الطلاب في مهارات القراءة الإبداعية، كما تم إعداد المواد التعليمية لتطبيق الدراسة وهي: كتاب الطالب ودليل المعلم، وقد أثبتت الدراسة بأن نسبة توافر مهارات القراءة الإبداعية لدى العينة التي تم تطبيق الاختبار القبلي عليها طبقاً لقيم المتوسطات الحسابية تراوحت بين (2.44) و (82.93)، وبعد تطبيق أدوات الدراسة توصلت نتائج الدراسة إلى أن هناك فرقاً ذا دلالة إحصائية عند مستوى دلالة (0.01) بين متوسطي درجات المتعلمين في التطبيقين: القبلي والبعدي لصالح التطبيق البعدي، وهذا يؤكد أن استخدام البرنامج المقترح قد أدى إلى ظهور فروق ذات دلالة إحصائية في تحسين وتنمية مهارات القراءة الإبداعية لدى طلاب الصف السابع الفائقين لغويًا.

ومن هنا تأتي أهمية الدراسة في توظيف قائمة مهارات القراءة الإبداعية في المناهج الدراسية لطلبة الصف السابع الفائقين لغويًا لتنمية تلك المهارات لديهم ورفع مستوى الفهم القرائي لديهم إلى مستوى الفهم القرائي الإبداعي وهو أعلى مستويات القراءة طبقاً للتوجهات العالمية الحديثة.

برنامج أنشطة متعددة في إكساب الأطفال المحرومين أسريا من عمر 6 بعض المهارات الاجتماعية في دار الأيتام بمدينة تعز في الجمهورية اليمنية.

د. مسك إسماعيل طه العبسي - كلية التربية - جامعة تعز

هدف هذا البحث إلى التعرف على فاعلية برنامج أنشطة متعددة في إكساب الأطفال المحرومين من كنف الأسرة بعض المهارات الاجتماعية؛ كنوع من التربية التعويضية لهم. ولتحقيق أهداف البحث اعتمدت الباحثة على المنهج التجريبي الذي يعتمد على القياسين القبلي والبعدي للمجموعة التجريبية (عينة البحث)، لقياس فاعلية برنامج أنشطة متعددة (تربوي تعليمي) لإكسابهم المهارات الصداقة وتقدير الذات والتعلم التشاركي، وتم تطبيق التجربة على عينة قصديه واحدة قوامها " 30 طفلا وطفلة " من أطفال الدار الملتحقين بالحلقة الأولى من التعليم الأساسي من 9 سنوات، وأتبعته الباحثة إستمارة رتيجية من طفل إلى طفل في تقديم محتوى البرنامج - عمر 6 للأطفال عينة البحث؛ أي قامت الباحثة بتدريب بعض الأطفال من الفصلين السابع والثامن من 11 سنة (على محتوى البرنامج، وذلك ليتسنى لهم تقديمه إلى - التعليم الأساسي من عمر 13 6 سنوات) في سلسلة من أنشطة - الأطفال في السنوات الأولى من التعليم الأساسي من عمر 9 التعلم الممتعة التي تعزز مهاراتهم التعلم بالاستمتاع والتفاعلية من خلال ما يلي:

1. سرد القصص.

2. ترديد الأغاني (الأناشيد المرتبطة ببعض المهارات الاجتماعية محل الدراسة).

3. الرسم والتلوين.

4. اللعب الموجه الفردي والجماعي.

5. الحوار والمناقشة والعصف الذهني.

6. المشاهدة؛ ومن ثم التحدث عن الأشياء التي يشاهدونها والتفكير والشعور.

مع حث الأطفال من تنفيذ البرنامج على تكاثرها، من خلال جلسات شبه يومية في إحدى صالات المدرسة المتواجدة داخل الدار، انطلاقا من مقولة " أساعد الصغار كي أتعلم. "

وقد أظهرت النتائج وجود فروق ذات دلالة إحصائية عند مستوى دلالة أقل من (0.001) بين متوسطات درجات الأطفال في القياسين القبلي والبعدي، وذلك على جميع أبعاد اختبار المهارات الاجتماعية

والدرجة الكلية له لصالح القياس البعدي، وأن متوسط الأداء السلوكي للأطفال على مستوى النتيجة الكلية لأبعاد بطاقات الملاحظة كان عالياً؛ أي أعلى من الوسط الفرضي الذي حددته الباحثة بـ 70 %، وهذا يؤكد أن برنامج الأنشطة المقترح كان ذو فاعلية في اكساب الأطفال عينة البحث مهاراتهم الاجتماعية المتضمنة ضمن حلقاته. وخلصت الباحثة إلى مجموعة من التوصيات أهمها:

- تشجيع الأطفال المتفوقين دراسياً من الأيتام ومجهولي النسب داخل الدار، وإشراك الموهبين منهم في بعض الأنشطة والألعاب على المستويين المحلي والدولي، وتقديم بعض الهدايا المادية لهم نظير ذلك، وكذلك إرسالهم في رحلات علمية وتعليمية وترفيهية خارج الدار.
- تفعيل دور الأخصائي الاجتماعي الذي يعمل مع الأطفال لتفادي تعرض الأطفال للعديد من المشكلات النفسية والاجتماعية داخل الدار.
- إخضاع الأم البديلة في الدار لبرامج تجعلها تكتسب كيفية التعامل مع نفسية الطفل اليتيم، والطفل مجهول النسب ومشاعره.

أنشطة تنمية مهارات القرن الحادي والعشرين في منهج التربية الإسلامية المطور للصف الخامس بدولة الإمارات العربية المتحدة

أ. د. محمد جابر قاسم - كلية التربية بجامعة الإمارات العربية المتحدة - mkasem@uaeu.ac.ae

استهدف البحث تحليل محتوى منهج التربية الإسلامية المطور في عام 2016م للصف الخامس؛ لتحديد مدى توفر أنشطة تنمية مهارات القرن الحادي والعشرين في محتوى هذا المنهج .

ويستخدم البحث استمارة تحليل محتوى المنهج على ضوء مهارات القرن الحادي والعشرين الواردة في وثيقة معايير المنهج الوطني المطور من رياض الأطفال وحتى الثاني عشر الصادرة عن وزارة التربية والتعليم في عام 2014م ، وتمثل هذه المهارات في :

- مهارات التعلم ومهارات الابتكار: وتتضمن: التفكير الناقد وحل المشكلات ، والتعلم والابتكار، والاتصال والتعاون.
 - المهارات في مجال المعلومات والوسائط والتكنولوجيا: وتتضمن: المعرفة المعلوماتية، والمعرفة في مجال الوسائط، والمعرفة في مجال تكنولوجيا المعلومات والاتصالات.
 - المهارات الحياتية والمهنية: وتتضمن، المرونة والتكيف، والمهارات الاجتماعية والثقافية، والإنتاجية والمساءلة، والقيادة والمسؤولية .
- ولتحقيق هدفه يتبع البحث الإجراءات التالية :

- مسح الأنشطة المتضمنة في محتوى منهج التربية الإسلامية المطور للصف الخامس، وإحصاء هذه الأنشطة.
- تصنيف الأنشطة وفقاً لمهارات القرن الحادي والعشرين المحددة في وثيقة المنهج التي سبق ذكرها.
- حساب عدد تكرار كل مهارة، ودرجة توافر المهارة في الأنشطة المتضمنة في محتوى المنهج.
- عرض النتائج وتقديم التوصيات والمقترحات في ضوءها.
- مهارات الإبداع اللغوي في برامج تعليم اللغة العربية للناطقين بلغات أخرى: مدخل للتميز
- استخدام طرق تحليل المحتوى لتقييم مدى مراعاة مناهج التعليم الأساسي بالسودان للمفاهيم النظرية للتربية البيئية.

تطوير تدريس الرياضيات عن طريق معمل الرياضيات التقني

فوزية ظويهر صالح المغامسي - محافظة جدة مكتب جنوب شرق الثانوية السابعة والثلاثون

تركز هذه التجربة على الاهتمام بالبيئة الصفية لتقدم للطالبات فرص متكافئة للتعلم كما تشجع على التواصل داخل وخارج الصف. ستقدم هذه الورقة تجربة متميزة في كيفية تفعيل دور التقنية في التعلم والتواصل لتصبح البيئة الصفية جاذبة ومشوقة تلبي حاجات المتعلمات.

يشمل العرض تقديم خطة تفصيلية للمعمل كبيئة صفية آمنة ومريحة مع تقديم مكوناته من بيئة فيزيائية مثل المقاعد والطاولات وبيئة نفسية تتعلق بالمتعلمات، وتنظيم أماكن الجلوس. كما تقدم التجربة عرضاً تفصيلياً لتطبيقات التقنية في تعلم الرياضيات باستخدام برامج الرياضيات وتطبيقات الآيباد والآلات الحاسبة البيانية وبعض تقنيات التعلم من السبورة التفاعلية واجهزة العرض المتنوعة وشبكة الواي فاي والوسائل التعليمية المتنوعة

أدت هذه التجربة إلى تأصيل مفاهيم الرياضيات من خلال البرامج الحاسوبية وتوضيح وتقريب الصورة المجردة لمفاهيم الرياضية، كما ساهمت هذه التجربة بزيادة دافعية التعلم لدى المتعلمات، ومساعدة المتعلمات على تنمية التفكير الإبداعي والتعاون والمشاركة في الأنشطة والتمارين واستكشاف المفاهيم واستيعابها .

إدارة التغيير في المؤسسة التربوية العربية

هاشم محمود الزبيد - وزارة التربية والتعليم الإماراتية ashem.alzyouid@moe.gov.ae

يعد التغيير سمة العصر، ومتطلباً أساسياً للمؤسسات والمجتمعات التي ترغب بالبقاء والاستمرار والنمو؛ لمواجهة التحديات، وتجاوز العقبات التي جاءت نتيجة التغيرات السريعة التي يشهدها العالم في شتى مجالات الحياة، ومن هذه المؤسسات التي تأثرت بحركات التغيير المؤسسات التربوية العربية، التي دعت إلى إدخال إصلاحات على العمليات المدرسية المختلفة جميعها، وقد ساهم ربط كثير من المؤسسات الدولية كاليونسكو (UNESCO)، والإلكسو (Alecso)، والإيسيسكو (ISESCO)، ومكتب التربية العربي لدول الخليج، وبرنامج الأمم المتحدة الإنمائي، والبنك الدولي، لتقديم المساعدات بعمل إصلاحات وتغييرات جذرية في نظام التعليم السائد في كثير من الدول العربية، في دفع عجلة التغيير بشكل أسرع.

فجاءت هذه الدراسة؛ لتسليط الضوء على قيادة التغيير في المؤسسات التربوية العربية كخيار مهم يمكن الاعتماد عليه، وكأسلوب عمل جديد؛ لسد الفجوة بين الدول النامية والدول المتقدمة، وذلك من خلال بيان مفهوم إدارة التغيير في المؤسسة التربوية العربية؛ وتوضيح مفهوم التغيير، بإبانة الأسباب الموجبة للتغيير، وتوضيح مفهوم مقاومة التغيير، وأسباب هذه المقاومة، ومستوياتها، ومصادرها، ووسائلها، ودور الإدارة التربوية في إنجاح عمليات التغيير التربوي، وطبيعة قيادة التغيير في المؤسسة التربوية العربية، وأبرز ملامحها.

لذا سيتم في هذه الدراسة اعتماد أسلوب التحليل النظري الفلسفي Theoretical Analysis Approach؛ للتعرف على مفهوم إدارة التغيير في المؤسسات التربوية العربية. وهو ما أتفق على تسميته بالأسلوب التحليلي التركيبي Synthetic-Analytic Approach، الذي يقوم على مسح أدبيات الموضوع المتوافرة وتحليلها؛ من أجل تحقيق هدف الدراسة، والإجابة على أسئلتها.

ويمكن تطبيق نتائج هذه الدراسة على أساليب العمل؛ لتغيير السائد التقليدي، بإحلال القيادة والإدارة التحويلية المتضمنة إدارة التغيير كأسلوب عمل جديد في المؤسسات التربوية العربية؛ للارتقاء بأداء العاملين فيها، واستعراض دور الإدارة التربوية لتفعيل إدارة التغيير كأسلوب قيادي يهدف إلى رفع الفاعلية التنظيمية في المؤسسات التربوية، بما يمكن القادة التربويين من إحداث التغيير بسلاسة، دون دفع أثمانٍ يمكن الحد منها، بما يوفر فرصاً إضافية للارتقاء بالفاعلية التنظيمية للإدارات التربوية. كلمات مفتاحية: قيادة التغيير، المؤسسات التربوية

واقع استخدام التقنيات المساعدة مع الطلبة ذوي الاحتياجات الخاصة المدموجين في مدارس الحلقة الأولى من التعليم الأساسي في بعض مدارس الدمج الحكومية بدولة الامارات العربية المتحدة

د.ياسين عبده سعيد المقطري - كلية التربية - جامعة الغرير - دبي - الامارات العربية المتحدة

هدفت الدراسة الحالية إلى التعرف على مدى استخدام معلمات مدارس الدمج للتقنيات المساعدة مع الطلبة ذوي الاحتياجات الخاصة، والمعوقات التي تعيقهن عن استخدامها، والمقترحات والحلول من وجهة نظرهن والتي قد تسهم في التقليل من معوقات استخدامهن لها.

ولتحقيق أهداف الدراسة قام الباحث بإعداد استبانة خاصة بلغ عدد فقراتها (58) (فقرة تم توزيعها على 3 محاور رئيسية هي: استخدام المعلمة (للتقنيات المساعدة)، والمعوقات التي تعيقها عن استخدام () التقنيات المساعدة)، والمقترحات والحلول من وجهة نظر المعلمات التي قد تسهم في استخدام التقنيات المساعدة مع الطلبة ذوي الاحتياجات الخاصة، وتمثل مجتمع الدراسة الحالية في الحلقة الأولى من التعليم الأساسي من مدارس الدمج الحكومية التابعة لمناطق الفجيرة وعجمان التعليمية، وتم اختيار العينة بطريقة قصدية من هذا المجتمع، وقد وقع الاختيار على عدد (38) معلمة من مدرسة ابن النفيس الحكومية، والتابعة لمنطقة الفجيرة التعليمية، ومدرسة مشيرف النموذجية الحكومية، التابعة لمنطقة عجمان التعليمية.

.وتوصلت الدراسة في نتائجها إلى أن عينة الدراسة في مدارس التطبيق تستخدم التقنيات المساعدة المتوفرة بدرجة عالية ماعدا المرتبطة بالأجهزة الحديثة، وبالنسبة لمعوقات الاستخدام من وجهة نظر المعلمات في مدارس التطبيق أظهرت النتائج أن المعوقات كبيرة وعالية في غالبية فقرات محور المعوقات التي تعيق المعلمات عن استخدام التقنيات المساعدة، وخاصة الحديثة منها، لذلك الغالبية العظمى من المعلمات عينة الدراسة أظهرين ضمن الحلول المقترحة عن حاجتهن للتدريب على هذه الأجهزة كي يتمكنين من استخدامها في تعليم الطلبة ذوي الاحتياجات الخاصة.

الكلمات المفتاحية: التقنيات المساعدة، مدارس الدمج، الطلبة ذوي الاحتياجات الخاصة

معايير التقويم اللغوي ومدى تطبيقها في الحلقة الثانية في دولة الإمارات العربية المتحدة

محمد حسين محمد محمد - مجلس أبوظبي للتعليم - الإمارات العربية المتحدة - العين

201370292 @uaeu.ac.ae

هدفت هذه الدراسة إلى تحديد معايير التقويم اللغوي ودرجة تطبيقها في دولة الإمارات العربية المتحدة، وتحديد ما إذا كان تطبيق هذه المعايير يختلف باختلاف متغيري الوظيفة والخبرة أم لا؟ وتقديم تصور لعلاج واقع التقويم اللغوي، وذلك من خلال الإجابة عن الأسئلة الآتية: 1- ما معايير التقويم اللغوي التي يجب أن يتم تقويم تعلم الطلاب في اللغة العربية بناءً عليها؟ 2- ما واقع تقويم الطلبة في اللغة العربية وفق معايير التقويم اللغوي من وجهة نظر معلمي ومعلمات اللغة العربية، ورؤساء الأقسام ومسؤولي التطوير والجودة؟ 3- ما الفروق في واقع تطبيق معايير التقويم اللغوي في دولة الإمارات العربية المتحدة وفقاً لمتغيري الوظيفة والخبرة؟ 4- كيف يمكن تطوير نظام تقويم تعلم الطلبة في اللغة العربية في ضوء معايير التقويم اللغوي؟

ولتحقيق هذه الأهداف، اتبعت الباحثة المنهج الوصفي التحليلي مستخدماً أداتين هما قائمة، واستبانة، وقد اشتملت العينة على (108) معلم ومعلمة و(20) رئيس قسم و(3) من مسؤولي تطوير جودة التعليم لمادة اللغة العربية (الموجهين) العاملين بالحلقة الثانية في مدارس مجلس أبوظبي للتعليم من أصل 494 مجتمع الدراسة بنسبة 26.51%، حيث قام الباحث بتوزيع استبانة معايير التقويم اللغوي على هذه العينة لاستطلاع آرائهم بشأن تطبيق معايير التقويم اللغوي ولمعالجة البيانات إحصائياً، استخدمت الباحثة برنامج الرزم الإحصائية للعلوم الاجتماعية (Spss) و قد توصل إلى مجموعة من النتائج أهمها:

تم تحديد قائمة معايير التقويم اللغوي التي اشتملت على 169 مؤشراً، تتوزع على (3) محاور رئيسية و(19) معياراً. وكانت درجة تطبيق المحاور الثلاثة الرئيسية (متوسطة) بمتوسط موزون وقدره (3.12)

-لا توجد فروق دالة إحصائية بين متوسطي عينة الدراسة وفقاً لمتغير الوظيفة والخبرة.

-تم تقديم تصور لتطوير نظام التقويم اللغوي في الإمارات بتصميم حقيقية تدريبية للمعلمين، ورؤساء الأقسام والموجهين ومن أهم توصيات الدراسة:-

تطبيق أساليب التقويم اللغوي الحديثة مثل التقويم القائم على الأداء و عقد دورات تدريبية وورش عمل لتدريب رؤساء الأقسام، والموجهين، وكذا مشرفي التدريب الميداني بالإضافة إلى إعداد دليل للمعلم لاستخدام معايير التقويم اللغوي، أساليب التقويم الحديثة الخاصة باللغة العربية بالحلقة الثانية.

اتجاهات أعضاء هيئة التدريس بجامعة جدة نحو تقويم الطلاب باستخدام ملف الإنجاز الإلكتروني

أ. عبير محمد المحضار - جامعة دار الحكمة، جدة - abeertiba@hotmail.com22246

حظي التقويم بأهمية كبيرة لكونه يرتبط بالتحسين المستمر، الأمر الذي نحن في أمس الحاجة إليه لتطوير التعليم ومن ثم الارتقاء بمخرجاته، وفي الوقت الذي أصبحت فيه الاختبارات عاجزة عن قياس العديد من المهارات وخاصة العليا منها، ظهر مفهوم ملف الإنجاز الإلكتروني كوسيلة للتقويم الشامل عبر الوثائق الرقمية المضمنة فيه سواء أكانت مكتوبة أو مصورة مسموعة، ومن خلالها يمكن متابعة تقدم الطالب ونموه المستمر وصولاً إلى أهداف التعلم المرجوه.

وتكمن مشكلة البحث فيما لاحظته الباحثة -خلال عملها كمطورة برامج تعليمية - من عدم اهتمام أعضاء هيئة التدريس بتفعيل التقويم من خلال ملفات الإنجاز الإلكترونية، مما أدى إلى اقتصار القياس لديهم على الجانب النظري وافتقاره إلى الشمولية والتكامل، وعززت الباحثة هذه الملاحظة بمقابلات أجرتها مع مجموعة من طلاب وطالبات التعليم العالي حيث تبين نفورهم من الوسائل التقليدية للتقويم كما أشاروا إلى حاجتهم إلى وسائل تقويم حديثة تثير دافعيتهم وتتماشى مع التطور التكنولوجي الحديث. ويمكن صياغة مشكلة البحث في محاولة الإجابة على التساؤل التالي: ما اتجاهات أعضاء هيئة التدريس في جامعات جدة نحو تقويم الطلاب باستخدام ملف الإنجاز الإلكتروني في ضوء بعض المتغيرات مثل: الجنس، والتخصص العلمي، والخبرة في مجال العمل، وحضور الندوات التعليمية.

وتهدف الدراسة الحالية إلى الكشف عن اتجاهات أعضاء هيئة التدريس في جامعات جدة نحو تقويم الطلاب باستخدام ملف الإنجاز الإلكتروني في ضوء بعض المتغيرات مثل: الجنس، والتخصص العلمي، والخبرة في مجال العمل، وحضور الندوات التعليمية.

وستتبع هذه الدراسة المنهج الوصفي مع استخدام أداة الاستبيان للكشف عن مدى توجه أعضاء هيئة التدريس بجامعة جدة نحو تقويم الطلاب باستخدام ملف الإنجاز الإلكتروني، أما مجتمع البحث فسيشمل أعضاء هيئة التدريس في الجامعات الحكومية والخاصة في مدينة جدة، وسيتم اختيار عينة عشوائية من مجتمع الدراسة، أما أهمية الدراسة فمن المأمول أن تسهم في:



- تحفيز أعضاء هيئة التدريس على استخدام ملف الإنجاز الإلكتروني لتقويم الطلاب وقياس نواتج التعلم.
- تعزيز التنافسية بين الطلاب لتحسن جودة الإنجازات لتوثيقها في ملف الإنجاز الإلكتروني.
- توجيه اهتمام المختصين في التعلم الإلكتروني، أو التقويم التربوي إلى الاهتمام بملفات الإنجاز الإلكترونية كأسلوب من أساليب التقويم الحديثة.

الضغوط النفسية واحتياجات أمهات الأطفال ذوي اضطراب التوحد والعلاقة بينهما في دولة الإمارات العربية المتحدة.

عبير عرفة - مجلس أبوظبي للتعليم، و محمد الزيودي - كلية التربية بجامعة الإمارات

هدفت الدراسة الحالية إلى معرفة مصادر ومستوى الضغوط النفسية لدى أمهات الأطفال ذوي اضطراب التوحد، ومعرفة احتياجاتهن ودرجتها للتخفيف من حدة الضغوط لديهن، وكذلك التعرف على طبيعة العلاقة بين الضغوط النفسية والاحتياجات. وتكونت عينة الدراسة من (174) أمماً من أمهات الأطفال ذوي اضطراب التوحد الملتحقين بأحد مراكز تأهيل المعاقين التابع لوزارة تنمية المجتمع بدولة الإمارات العربية المتحدة، ولقد تم اختيارهن بالطريقة العشوائية الطبقية. تم تطبيق الأدوات التالية من إعداد الباحثة: مقياس الضغوط النفسية لدى أمهات الأطفال ذوي اضطراب التوحد، واستبانة احتياجات أمهات الأطفال ذوي اضطراب التوحد، خلال الفترة من شهر ديسمبر 2015 إلى مارس 2016 بعد أن تحققت الباحثة من صدق الأدوات وثباتها. استخدمت الدراسة المنهج الوصفي الارتباطي للإجابة على أسئلة الدراسة.

وقد اشارت نتائج الدراسة الى اهم خمس مصادر للضغوط النفسية حيث احتلت ضغوط خصائص سلوك الطفل المرتبة الأولى، وجاءت الضغوط الانفعالية في المرتبة الثانية، فيما كان اقل مستوى للضغوط الضغوط السلوكية والذهنية. كما بينت نتائج الدراسة المتعلقة بالاحتياجات ارتفاع المتوسطات الحسابية لجميع أبعاد الاستبانة، والمتوسط الحسابي الكلي للاستبانة، مما يشير الى مستوى مرتفع من الاحتياجات لدى أمهات الأطفال ذوي اضطراب التوحد، جاءت الاحتياجات المجتمعية في المرتبة الأولى، تلتها في المرتبة الثانية الاحتياجات المعرفية والتدريبية، وجاءت في المرتبة الثالثة الاحتياجات الاجتماعية، بينما جاءت في المرتبة الأخيرة الاحتياجات المادية. وفيما يتعلق بالعلاقة بين الضغوط والاحتياجات، فلقد أوضحت نتائج الدراسة وجود علاقة ايجابية ذات دلالة إحصائية بين الضغوط بأبعادها الخمسة، والاحتياجات بأبعادها الأربعة عند مستوى الدلالة 0.01، ومستوى الدلالة 0.05. وفي ضوء نتائج الدراسة قدمت الباحثة مجموعة من التوصيات والمقترحات.