



THE FOURTH ANNUAL GULF COMPARATIVE
EDUCATION SOCIETY SYMPOSIUM

BRIDGING THE POLICY/RESEARCH DIVIDE IN EDUCATION IN THE GCC

March 16-18, 2013
Sultan Qaboos University, Oman

Sponsored by



SHEIKH SAUD BIN SAQR AL QASIMI
FOUNDATION FOR POLICY RESEARCH

Hosted by





Dear Delegates,

It is with great pleasure that we welcome all participants and presenters to Sultan Qaboos University and to the 4th Annual Gulf Comparative Education Society (GCES) Symposium.

Sultan Qaboos University is the realization of a promise declared by His Majesty Sultan Qaboos Bin Said during the 10th anniversary of Oman's National Day in 1980. Construction began in 1982 and the first Sultan Qaboos University students were enrolled in 1986. In accordance with the Royal Directives of His Majesty, The University began with five colleges; Medicine, Engineering, Agriculture, Education and Science. Later, the College of Arts was established in 1987, followed by the College of Commerce and Economics which was opened in 1993. The College of Law joined the University in 2006 and lastly, the College of Nursing was established in 2008.

It has now been 4 years since the first annual Gulf Comparative Education Society (GCES) Symposium was held jointly by the Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research and Dubai School of Government at American University of Ras Al Khaimah. Since then, the GCES has collaborated with one of the universities in the GCC country to organize further symposia each year. The fourth symposium is hosted by the Sultan Qaboos University together under the sponsorship of Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research. For this event, the symposium theme is -"Bridging the Policy/Research Divide in Education in the GCC."

The GCES Symposium 2013 will present over 70 presentations and workshops covering many research interests. We are honoured to have Professor Fernando Reimers from the Harvard Graduate School of Education, Professor David Imig from the University of Maryland, Dr. Florian Waldow from the University of Minster, Germany, Mrs. Dagmar Voith from Bridge School in Basel, Switzerland and Mr. Russell Kerr, Founder and CEO of Hands on Learning in Australia as our invited speakers for the conference.

We hope that you find this Symposium intellectually stimulating and rewarding. We also hope that you take the time to enjoy the social program and explore the unique culture and heritage of Muscat and Oman.

Thuwayba Al Barwani

Dean, College of Education

Sultan Qaboos University



The Gulf Comparative Education Society

Welcome to the Gulf Comparative Education Society

On behalf of the Gulf Comparative Education Society, I would like to welcome you to our Fourth Annual GCES Symposium. Since 2008, the GCES has garnered nearly 270 members from across the Gulf and abroad. Running on its fourth year today, the GCES has helped promote a research culture in the region focusing on relevant education including teacher quality and assessment, the use of technology in academia, public-private partnerships, education reform, higher education and labour market demands, and school and university leadership from a comparative standpoint. It has also helped create a cohesive network of academic researchers, policymakers, and educational professionals to share experiences, identify common issues, and formulate potential ways forward.

This year's GCES Symposium theme "Bridging the Policy/Research Divide in Education in the GCC" is particularly valuable and relevant to the Gulf. The theme will broadly examine the potential for policy makers in the region to devise evidence-based policies through utilizing local research in the education sector. In focusing on the promise and possibilities of comparative education research to policy-making in the region, the symposium also seeks to explore the various ways in which the two can be sustainably linked. Some questions that arise are: How can we ensure consistency and linkage between research and educational policy? Are transnational models applicable to the Gulf and if so, how? How can we use research findings to evaluate and transform the regions' educational systems? What are some challenges facing the youth and how has research helped to identify and address these challenges? Is student development and leadership affected by evidence-based policies? While these are all integral questions, this year's symposium is only the initial step in answering them. We hope that you use this as an opportunity to continue to explore ways in which research can be used to devise solutions to the challenges facing educational systems in the region.

Such an opportunity could not have been made possible without the support and dedication of Sultan Qaboos University and the Sheikh Saud Bin Saqr Al Qasimi Foundation for Policy Research. I would like to thank them for their tremendous efforts in planning and organizing this conference. And without further ado, let's look forward to a great symposium.

Hamood Al-Harhi

President, GCES

Undersecretary for the Ministry of Education, Oman



KEYNOTE SPEAKER

Fernando Reimers

***Fernando Reimers** is the Ford Foundation Professor of International Education and Director of the International Education Policy Program at the Graduate School of Education. He is also an Affiliate Faculty at the Harvard Law School and teaches at the Harvard Extension School. His research focuses on educational innovation, global education and on the impact of policy, leadership, curriculum and professional development on the*

quality and relevancy of education to develop twenty first century skills and expand opportunity for socially disadvantaged children and youth. He has designed and led a number of innovative graduate and executive education programs and curricula and recently led the design of The World Course, a Global Studies Curriculum for the Avenues School. He is a Founding Director of the Phalen Leadership Academies in Indiana, a network of innovative charter schools providing 21st education to disadvantaged students.

Learning from the facts. Can educational research inform policy and practice?

Over the last several decades a well-developed body of research and writing has examined the relationship between empirical evidence and education policy making and education practice. The earlier writings proposed that research could generate the knowledge that would inform more effective policies and better practices. Subsequent analysis confirmed that the relationship between research and policy and practice was more complex than initially anticipated, that it was difficult to point to examples of 'direct' and 'linear' impact of research on practice or policy. Over a decade ago, with my colleague Noel McGinn, I formulated an approach to conceptualize three alternative views of this relationship, which we termed policy dialogue as persuasion, policy dialogue and negotiation and policy dialogue as learning.

In this lecture I will review that earlier formulation in light of a number of engagements as an advisor to policy makers and as a researcher. I will also expand the analysis of practice with views of the challenges facing schools of education to influence the practice of education and the profession, and suggest options that can reframe the research enterprise with a more direct and deliberate intent to inform the nexus between policy and practice. I will examine the options offered by emerging technologies to formalize and disseminate knowledge from practitioners, to support the improvement of educational practice and of research.



INVITED SPEAKERS

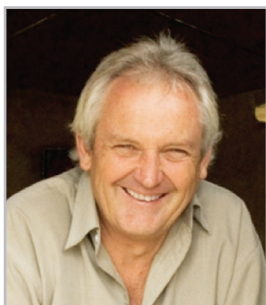
Florian Waldow

Florian Waldow heads a research group at the University of Münster, Germany. Among his major research interests is the study of educational borrowing and lending. Florian Waldow took his doctorate at the Comparative Education Centre of Humboldt University, Berlin, in 2005. Before coming to Münster, he worked at Humboldt University and at Uppsala University, Sweden. Together with Prof. Gita Steiner-Khamsi (New York), he has edited the 2012 edition

of the *World Yearbook of Education* on the topic of "Policy Borrowing and Lending in Education".

The Construction of 'Reference Societies' for Policy Borrowing

Looking abroad for models to follow and to 'borrow' from has been an important part of educational policy-making for a long time. In recent times, international large-scale assessments have increasingly become important for identifying such models. Scoring highly in studies like PISA or TIMSS has become the hallmark of educational success. However, while scoring highly in international large-scale assessments may have become a necessary condition for becoming a 'reference society' for policy borrowing, it is far from being a sufficient condition. The presentation discusses some of the mechanisms involved in the construction and use of 'reference societies' in educational policy-making and explores some of the factors determining whether a country becomes a model for other countries to follow or not.



Russell Kerr

Russell Kerr is the founder and CEO of Hands On Learning Australia, a Harm Prevention Charity working to reengage students with their school and local community. Hands On Learning is a program that significantly increases confidence, attendance and retention of disengaged students 11 to 16 years of age.

Russell taught in secondary schools for 30 years before developing the Hands On Learning method in 1999. Russell specialised in teaching and supporting young people struggling with mainstream education and won the 2003 Westfield Premier's Education Scholarship. This gave him the opportunity to explore international approaches to educating disengaged young people. Since then, Hands On Learning has become a respected model for reengaging and maintaining disaffected students at school in indigenous, rural, and urban settings.

The Power of the 'Hands On Learning' Experience

Educational disengagement and the consequences of dropping out of high school early is a significant challenge facing educators and policy makers across the world. Young men appear particularly at risk and in the UAE less than 30 per cent of students attending public higher education institutions are male. In Australia, 21 per cent of students do not complete secondary school. New research by

preminent economists Deloitte Access Economics shows that preventing early school leaving using the Hands On Learning method between 1999-2012 delivered a \$1.6 billion return to the Australian economy. More than 70 per cent of students participating in Hands On Learning are male. This innovative solution is now the subject of an Australian Research Council project lead by the University of Melbourne to build a national evidence base of what works to combat early school leaving. In this paper CEO and Founder Russell Kerr charts the evolution of this established methodology from how and why it began, to identifying the key practice elements that keep adolescents connected to school, increasing attendance and building self-esteem and confidence. The optimum environment for success is also examined, along with challenges that may be encountered, and the critical role of philanthropic and local community partnerships in supporting schools and marginalised and disadvantaged youth. Maybe the value of investing in the promotion of personal wellbeing to help young people learn and achieve at school and develop the skills needed to become successful members of society has an increasing capacity to shape policy development?



Dagmar Voith

Dagmar Voith was born in 1961 in Switzerland. She studied Scandinavian and German Studies at the University of Basel from 1981-1988. She then earned the equivalent of a Master's Degree in 1988 and started working for a chemical company in Basel. There, she was in charge of recruiting, personnel development and gender issues in the personnel department. In 1991, she moved to the United States where she received an M.A/M.Phil and earned her ABD in German Studies at Rutgers, the State University of New Jersey. After moving back to Switzerland

in 2002, she started to work for the public School System and became Principal of the Bridge School in Basel in 2008. Bridge School is a system that allows young people who haven't succeeded in finding an apprenticeship or who don't have the grades for higher secondary school levels to improve their skills for entering VET programs. Her responsibilities include strategic, financial and personnel development of this school of around 700 students and 120 employees.

A Post-Secondary Degree for All – A Realistic Goal?

A high unemployment rate, especially among young people, is one of the major challenges that affect most countries in the world these days, including European and Arab countries. In my paper I want to focus on what the education system can do in order to prepare young people adequately for the labor market and potentially lower youth unemployment rates. I want to focus especially on two factors that increase the possibilities of failure to enter the labor market: drop-outs and students with very low academic standing, with a special emphasis on boys/young men.

Switzerland is one of those countries with a very low unemployment rate (even during these times of economic crises), including a low youth unemployment rate, and can thus serve as an example of what can be considered helpful measures to integrate young people into the work force, including drop-outs and low achievers.

I would like to give a brief overview over the Swiss educational system, especially the traditional VET system that provides opportunities for young people on all academic levels to get a post-secondary education and a solid start in a career. Secondly I would like to describe a special program that was

implemented in most parts of Switzerland in order to support youth who find it difficult to succeed in school. These so called bridge schools provide students with individual support in finding ways to continue their education on the post-secondary level thus serving as a model that has so far succeeded in providing most young people with the means to become productive members of society.



David Imig

David Imig leads an effort he helped to establish to transform the education doctoral degree for American graduate schools of education. Imig is leading a group of faculty drawn from 56 colleges and universities across the United States to "reclaim the education doctorate" and make it the degree of choice for aspiring school and teacher leaders. With funding and support from the Carnegie Foundation for the Advancement of Teaching and the Fund for the Improvement of Postsecondary Education, Imig is guiding the initiative intended to lead

to fundamental changes in all aspects of the preparation of professional practitioners – and the way they are mentored and supported in the initial years of their tenure as school and/or learning organization leaders.

The Corporatization of American Higher Education at a Time of Unprecedented Policy Borrowing: A Challenge for Education in the Middle East

American higher education is embarking on a radical restructuring of every aspect of the enterprise. Unacceptable student attrition rates and rising costs, student dissatisfaction and a perceived disconnect between the academy and the world of work, a search for greater accountability and the availability of performance assessments are driving this effort. The Obama Administration is promoting these changes with significant investments in innovative approaches to higher education and other initiatives to alter the governance and accreditation of higher education. Gone would be credit accumulation based on time and new would be modules wherein students demonstrate mastery of competencies and attainment of learning outcomes. Massive open-access on-line courses (MOOCs) are viewed as ways to address both the affordability of higher education and the availability of student access – with Stanford's Coursera and Harvard's edX and MIT's open access courses providing models for innovation. Whether MOOCs offer ways to personalize or individualize student learning is debated but this innovation is seen as the break through that policy makers have wanted for the past several decades. The science of performance improvement is being heralded as a further way to change higher education and design based research is driving consideration of new forms of scholarship. Everywhere there is the expectation that colleges and universities will judge themselves based on the performance of their graduates beyond the academic setting. Faculty roles and responsibilities change as a premium is placed on collaboration in the development of new content and its delivery to students in new ways. The concept of faculty tenure is challenged and an increasing number of non-tenure faculty are appointed – on many campuses outnumbering the tenured faculty. Whether this represents the further corporatization of American higher education will be explored. Some contend that these changes will strengthen higher education and enable it to serve greater numbers of learners. What these changes portend for colleges and universities in the Gulf needs consideration.



BRIDGING THE POLICY/RESEARCH DIVIDE IN EDUCATION IN THE GCC

Pre-conference Workshop: Saturday, 16 March

9:00	Registration Open	Lab 18 Ground Floor College of Science/ Computer Science Department
10:00	Session 1: Research Ethics and Writing Good Research Proposals <i>Christina Gitsaki, Associate Academic Dean of English, Higher Colleges of Technology (HCT)</i>	Lab 18 Ground Floor College of Science/ Computer Science Department
11:00	Coffee Break	Room 2201 2nd Floor College of Science
11:20	Session 2: Research Designs for Educational Program Evaluation <i>Matthew Robby, Chair of Applied Academic Program Research, Higher Colleges of Technology</i>	Room 2201 2nd Floor College of Science
12:50	Light Lunch	Room 2201 2nd Floor College of Science
13:50	Session 3: Data Analysis Techniques in Educational Research <i>Matthew Robby, Chair of Applied Academic Program Research, Higher Colleges of Technology</i>	Lab 18 Ground Floor College of Science/ Computer Science Department
14:20	End	

Day One: Sunday, 17 March

8:00	Registration Open	Exhibition Hall
9:00	Welcome to Oman (<i>Dr. Thuwayba Al Barwani, Dean of the College of Education, Sultan Qaboos University</i>)	Conference Hall
9:10	Introduction to GCES (<i>H. E. Dr. Hamood Al-Harhi, GCES President and Undersecretary, Ministry of Education, Oman</i>)	
9:20	Plenary <i>Chair – H.E. Dr. Hamood Al-Harhi</i> <i>Fernando Reimers (Harvard Graduate School of Education)</i> - Learning from the facts. Can educational research inform policy and practice?	
10:00	Coffee Break	Pre-function Hall

10:20	<p>Featured Panel 1: Linking Research to Educational Policy <i>Chair – Thuwayba Al Barwani</i></p> <p>Salha Issan (<i>Sultan Qaboos University</i>) – Educational Research Policy and its Institutions in Oman</p> <p>Neil McBeath (<i>Sultan Qaboos University</i>) – Worm's-eye View; The Impact of Policy and Research on the Classroom Practitioner</p> <p>Luke Naismith & Kaltham Kenaid (<i>Knowledge and Human Development Authority, Dubai</i>) – Evidence Based Policy Development in KHDA</p> <p>Moustafa Abdelbaki (<i>Ministry of Higher Education, Oman</i>) – Cultural Gaps Between Researchers, Practitioners and Policymakers.</p>	Conference Hall
11:35	<p>Featured Panel 2: Implications of Technology in the Classroom <i>Chair – Charlotte Lamptey</i></p> <p>Christina Gitsaki & Matthew Robby (<i>Higher Colleges of Technology</i>) – Implementing Mobile Learning in Higher Education: A Case Study</p> <p>Tsoghik Grigoryan & Lana Al Bardawil (<i>Higher Colleges of Technology</i>) – Transfer and Annotate in a Paperless Classroom</p> <p>Sonia Ben Jaafar (<i>EduEval</i>) – The Impact of Technology on Teaching & Learning in Science Classes</p> <p>Amjad Abuloum (<i>University of Bahrain</i>) – Using Quick Response (QR) Codes in the Classroom</p>	Conference Hall
12:35	Lunch	Dining Hall
13:45	<p>Breakout Session 1: Editors Panel <i>Chair – Christina Gitsaki</i></p> <p>Melanie Gobert (<i>Higher Colleges of Technology</i>) – Educators as Authors</p> <p>David Palfreyman (<i>Zayed University</i>) – Building a Cross-disciplinary Community of Learning</p>	Lecture Theater 5
13:45	<p>Breakout Session 1: Lifelong Learning (ARABIC PANEL) <i>Chair – Sami Abbas Buhumaid</i></p> <p>Qassem Al- Harbi, Yasser Fathy Al-Hendawy, & Mohamed M. Ghoneim (<i>Jazan University, Sultan Qaboos University, & Jazan University</i>) – Bridging the Gap Between the Outputs of Higher Education and the Labor Market as an Approach to Human Development in the Arab States: A Proposed Strategic Vision</p> <p>قاسم الحربي، ياسر فتحي الهنداوي و محمد غنيم (جامعة جازان، جامعة عين شمس و جامعة قناة السويس) - تجسير الفجوة بين مخرجات التعليم العالي وسوق العمل كمدخل للتنمية البشرية في الدول العربية: رؤية مقترحة</p> <p>Moza Abdullah Al-Rawahi (<i>Univeristy of Nizwa</i>) – Theatre and its Role in Promoting the Cognitive Capacities of Children in the Early Stages of Schooling</p> <p>موزة عبد الله الرواحي (جامعة نزوى) - الأداء المسرحي «الدراما» ودوره في تعزيز قدرات الطفل المعرفية في مراحل دراسته المبكرة</p> <p>Shabib Bin Mohamed Al Marhon (<i>Injaz Al-Arab, Oman</i>) & Khalfan Al-Jabri (<i>Sultan Qaboos University</i>) – The Effectiveness of the Injaz Program for Entrepreneurship in Fostering a Culture of Entrepreneurship Among Students in Higher Education in the Sultanate of Oman</p> <p>شبيب بن محمد المروهون المعمرى (برنامج إنجاز عمان) و خلفان بن ناصر الجابري (جامعة السلطان قابوس) – فاعلية تطبيق برنامج إنجاز عمان لتعليم ريادة الأعمال وتعزيز ثقافة العمل الحر لدى طلاب مؤسسات التعليم العالي بسلطنة عمان</p>	Lecture Theater 1

13:45	<p>Said Nasser Al Matani (<i>Ministry of Education, Oman</i>) - The Role of Music Education Curricula in the Educational Development of Children in the Sultanate of Oman</p> <p>سعيد ناصر راشد المطاعني (وزارة التربية والتعليم، عمان) - دور مناهج التربية الموسيقية بالسلطنة في تطور نمو الطفل وتنشئته تربوياً</p>	Lecture Theater 1
13:45	<p>Breakout Session 1: Applying Transnational Models of Education Chair – Ali Ibrahim</p> <p>Beena Salim (<i>Skyline University College</i>) – Impact of Transnational Educational Resources on the Students in Higher Education in the UAE</p> <p>Jennifer Murray (<i>Deira International School</i>) & Lauren Stephenson (<i>Zayed University</i>) – Linking Learning to Locality: A Framework for Embedding Local Culture, Action, Respect and Environment (CARE) Within an International Primary Curriculum</p> <p>Badria Bin Hammad & Colleen Rudy (<i>Ministry of Education, UAE</i>) - Curriculum Policy in the GCC: Aligning with the World's Best Education Systems</p>	Conference Hall
14:55	<p>Breakout Session 2: New Scholars Panel Chair – Leigh Graham</p> <p>Khalsa Salem Hamad Al-Harthi (<i>Ministry of Education, Oman</i>) - The Reality of Administrative Practices at Integration Schools in the Sultanate of Oman (In Arabic)</p> <p>Mohammed Bin Ali Al-Blushi (<i>Ministry of Education, Oman</i>) - The Effectiveness of Career Guidance in Decision Making and the Selection of Subjects: Program for Tenth Grade Students in the Sultanate of Oman (In Arabic)</p> <p>Eman El Kaleh (<i>British University in Dubai</i>) – Bilingual Education Policy: A Comparative Study of Three Bilingual Policies</p> <p>Alwiya Abubaker Salim Alkaaf (<i>Ministry of Education, Oman</i>) - An Evaluation of Career Guidance High Diploma Program of the College of Education at Sultan Qaboos University from a Students' Perspective</p>	Lecture Theater 5
14:55	<p>Breakout Session 2: New Scholars Panel Chair – Melanie Gobert</p> <p>Veena Raigangar (<i>University of Sharjah</i>) - Policy Analysis: Inclusive Education in the United Arab Emirates</p> <p>Mariam Al Hashemi (<i>Emirates National Schools</i>) – A Comparative Study of Islamic and Western Learner Profile Traditions Relevant to an Evaluation of the International Baccalaureate Program</p> <p>Hanna Buchler Eden (<i>British University in Dubai</i>) - The Implementation of the New Policy in the Emirate of Abu Dhabi</p> <p>Aleya James (<i>Higher Colleges of Technology</i>) - What is Education For? A Biestan Perspective</p>	Lecture Theater 1
14:55	<p>Breakout Session 2: Linking Research to Education Policy (ARABIC PANEL) Chair – Salha Issan</p> <p>Gomaa Sayed Tohamy (<i>Beni-Suf University</i>) - The Quality of Educational Research and its Relationship to Educational Policy</p> <p>جمعة سيد تهامي (جامعة بني سويف) – معايير جودة البحث التربوي وعلاقتها بالسياسة التعليمية</p>	Conference Hall

14:55	<p>Yasser Fathy Al-Hendawy (<i>Sultan Qaboos Univeristy</i>), Rashid Suliman Al-Fahdi (<i>Sultan Qaboos University</i>), & Mohammed Abdulhamid Lashin (<i>Beni-Suef University</i>) - Activating the Role of Educational Research in Educational Policy Making in Sultanate of Oman</p> <p>ياسر فتحى الهنداوي (جامعة السلطان قابوس)، راشد سليمان الفهدي (جامعة السلطان قابوس) و محمد عبد الحميد لاشين (جامعة بني سويف) - تفعيل دور البحث التربوي في صنع السياسة التعليمية بسلطنة عمان</p> <p>Mohamed Abdulhamid Lashin & Nessren Salah El-Din Mohamed (<i>Beni-Suef University & Ain Shams University</i>) - Application of Research Methodologies in Comparative Education</p> <p>محمد عبد الحميد لاشين (جامعة بني سويف) - و نسرين صلاح الدين (جامعة بني سويف وجامعة عين شمس) - تطبيقات المناهج البحثية في مجال التربية المقارنة.</p> <p>Mohamed Abdulhamid Lashin, Osama Mahmoud Korany, & Azam Abd-Elnaby(<i>Sultan Qaboos University</i>) - The Role of Educational Research in Developing the Educational System in Arab Countries: A Proposed Strategy</p> <p>محمد عبد الحميد لاشين و أسامة محمود قرني وعزام عبد النبي النبي (جامعة السلطان قابوس) - دور البحث التربوي في تطوير المنظومة التعليمية بالدول العربية» استراتيجية مقترحة»</p>	Conference Hall
16:05	<p>Breakout Session 3: Evaluating and Transforming Educational Systems (ARABIC) Chair – Mohamed Abdulhamid Lashin</p> <p>Sultan Al Daihani (<i>Kuwait University</i>) - TQM Applications in Kuwaiti Public Schools: Six Sigma in School Administration</p> <p>سلطان غالب عوض الديحاني (جامعة الكويت) - تطبيقات الجودة الشاملة في التعليم العام - نظام ستة سيجما في الإدارة المدرسية</p> <p>Ali Bin Saeed Bin Saleem Al Matari (<i>Ministry of Education, Oman</i>) - Analyzing the Content of Geometry Books for Grades (12-9) According to the National Council of Teachers of Mathematics (NCTM)</p> <p>علي بن سعيد بن سليم المطري (وزارة التربية والتعليم، عمان) - تحليل محتوى الهندسة بكتب الرياضيات للصفوف (٩-١٢) في ضوء معايير المجلس القومي لمعلمي الرياضيات (NCTM) (دراسة تحليلية تقويمية)</p> <p>Kaathia Albimani (<i>Ministry of Education, Oman</i>) - The Role of Supervisors in Developing School Performance Systems in the Sultanate of Oman</p> <p>كاذية البيماني (وزارة التربية والتعليم، عمان) - دور المشرفين الإداريين في تفعيل نظام تطوير الأداء المدرسي في سلطنة عمان</p> <p>Galia Bint Amer Bin Ali Al-Mqrashi (<i>Ministry of Education, Oman</i>) - Intellectual Property Management at Sultan Qaboos University in Light of International Experiences: A Comparative Study</p> <p>غالية بنت عامر بن علي المقرشية (وزارة التربية والتعليم ، عمان) - إدارة الملكية الفكرية بجامعة السلطان قابوس في ضوء بعض الخبرات العالمية (دراسة مقارنة)</p> <p>Abdelwahab Gouda Elhayes (<i>Sultan Qaboos University</i>) - The Gap Between Scientific Research and Policy Makers: Towards a Conceptual Model for Bridging the Gap</p> <p>عبدالوهاب جودة الحاييس (جامعة السلطان قابوس) - نحو نموذج نظري لتجسير الفجوة بين البحث العلمي وعملية صنع السياسات: التعليم نموذجاً</p>	Lecture Theater 1

16:05	Breakout Session 3: Evaluating and Transforming Educational Systems <i>Chair – David Palfreyman</i> Melanie Gobert (<i>Higher Colleges of Technology</i>) - The Reading Curriculum Eugenie A. Samier (<i>British University in Dubai</i>) - A Curricular Rationale and Model for Graduate Comparative Educational Administration and Leadership in the United Arab Emirates: Bridging the Multifaceted Divides of Culture, Politics, and Intellectual Traditions Faten S. M. Abdel-Hameed & Salah A. A. Emara (<i>University of Bahrain</i>) - A Review of the Cycle2- Primary Science Textbooks in Bahrain: Preliminary Findings Gameel Mohamed (<i>Emirates Collage for Advanced Education</i>) - Globalisation, Education and Identity	Conference Hall
17:15	End	

Day Two: Monday, 18 March

9:00	Reflections & Voting for Incoming GCES Vice President <i>Soha Shami & Samar Farah</i>	Conference Hall
9:30	Plenary <i>Chair – Natasha Ridge</i> David Imig (<i>University of Maryland</i>) - The Corporatization of American Higher Education at a Time of Unprecedented Policy Borrowing: A Challenge for Education in the Middle East Florian Waldow (<i>University of Münster, Germany</i>) -The Construction of 'Reference Societies' for Policy Borrowing	Conference Hall
10:45	Coffee Break	Pre-function Hall
11:05	Featured Panel: Regional and International Youth Challenges <i>Chair – Florian Waldow</i> Russell Kerr (<i>Hands On Learning, Australia</i>) – The Power of the 'Hands On Learning' Experience Dagmar Voith (<i>Schule für Brückenangebote, Switzerland</i>) - A Secondary Degree for All – A Realistic Goal? Samar Farah & Soha Shami (<i>Sheikh Saud Bin Saqr Al Qasimi Foundation for Policy Research</i>) – Patterns and Perceptions in Male Secondary School Dropouts in the United Arab Emirates	Conference Hall
12:15	Lunch	Dining Hall
13:15	Breakout Session 1: Improving Educational Quality <i>Chair – Andrew Sullivan</i> Wajeha Thabet Al-Ani (<i>Sultan Qaboos University</i>) - Towards School Management without a Principal: A Contemporary Vision for Educational Reform Rosalind Irving (<i>Higher Colleges of Technology</i>) - What is Education for? A Discussion Arising from Lyotard's Performativity Ali Ibrahim (<i>United Arab Emirates University</i>) - Approaches to Supervision of Student Teachers in one UAE Teacher Education Program Samia Kazi (<i>Arabian Child</i>) - Building a Research-based System for Quality Assurance in Early Childhood Education and Care: Highlighting the Role of Classroom Interactions and Relationships in Achieving Quality	College Hall (45) Ground Floor College of Education

13:15	<p>Breakout Session 1: Research in Higher Education in Oman <i>Chair – Matthew Robby</i></p> <p>Otherine Neisler, Thuwayba Al Barwani, Hussein Al Kharusi, Hamad Al Yahmadi, Muna Al Kalbani, Humaira Al Sulaimani, David Clayton, & Mohammad Athar Khan (<i>Sultan Qaboos Univeristy</i>) - How ready are Omani students for higher education? A Case Study of Sultan Qaboos University Intake 2012 – 2011</p> <p>Aisha Al-Harthi (<i>Sultan Qaboos University</i>) - Field Practice in the Educational Administration program at Sultan Qaboos University: An Example to Build Research Skills in Educational Preparation Program</p> <p>Saleh Al-Busaidi (<i>Sultan Qaboos University</i>) - Foundation Programs: Bridging the Gap Between Schools and Higher Education</p> <p>Iqtidar Ali Shah (<i>College of Applied Sciences, Salalah</i>) & Neeta Baporikar (<i>College of Applied Sciences, Salalah & Ministry of Higher Education, Oman</i>) - Linking Macro Challenges with Micro Needs of Higher Education in GCC Countries: Oman Perspective</p>	Conference Hall
13:15	<p>Breakout Session 1: Student Leadership and Development <i>Chair – Dagmar Voith</i></p> <p>Dayna Dagmar Knot & Meshari Alwazae (<i>Institute of International Education in Stockholm University</i>) - The Role of Education in Bestowing Graduates with Essential Work-Related Soft Skills: Improving Gulf Employment Nationalization Programs by Employing Hidden Curricula in Higher Education Institutions</p> <p>Leigh Llewellyn Graham (<i>Columbia University</i>) - The Case of the Jeddah Floods: Student leadership, social media & civic engagement in the digital age</p> <p>Katherine L. Hall (<i>Khalifa University of Science, Technology and Research</i>) - Arab Women in Engineering: A Case Study of Women Studying Engineering in UAE</p>	Lecture Theater 1
14:25	<p>Breakout Session 2: Promoting an Education Research Culture <i>Chair – Salha Issan</i></p> <p>Manail Anis Ahmed (<i>Effat University</i>) - The Challenges in Building a Research Culture in a Private Women's University in Saudi Arabia</p> <p>Andrew I. O'Sullivan (<i>Higher Colleges of Technology</i>) - Evidence- Based Everything</p> <p>Neeta Baporikar (<i>College of Applied Sciences, Salalah & Ministry of Higher Education, Oman</i>) & Iqtidar Ali Shah (<i>College of Applied Sciences, Salalah</i>) - Strategies for Promoting Research Culture in the GCC: Oman Perspective</p> <p>Ahmed Al-Rabaani & Mohsin Al-Salimi (<i>Sultan Qaboos University</i>) - Employment of Educational Research in Social Studies and Islamic Education in the Field of Educational Development in Sultanate of Oman from Point of View of Specialists</p>	College Hall (45) Ground Floor College of Education
14:25	<p>Breakout Session 2: Perspectives on Teaching and Learning <i>Chair – Russell Kerr</i></p> <p>Ian R. Haslam (<i>University of Bahrain</i>) - Teacher Education in Bahrain: Lessons from High Performing Teachers Colleges</p> <p>Fawzeyah Al-Awadhi & Vanessa Allen Brown (<i>University of Cincinnati</i>) - Are We Caring, or Careful? An Oral History of Kuwaiti Female Educators</p> <p>Ziad Shaker El Jishi (<i>University of Bahrain</i>) - Using Concept Maps to Identify Common Misconceptions in Preservice Elementary Teachers' Understanding of the Concept of Density</p>	Conference Hall

	<p>Ali Kemal Tekin (<i>Sultan Qaboos University</i>) - Omani Pre-Service Teachers' Attitudes Toward Bilingual Education in Early Childhood</p>	
14:25	<p>Breakout Session 2: Trends & Innovations in Education (ARABIC PANEL) <i>Chair - Ali Kemal Tekin</i></p> <p>Amal Al Mazraui & Badria Abdullah Al-Raweahi (<i>Sultan Qaboos University & Ministry of Education, Oman</i>) - Research Role of Teachers in the Development of Schools أمل مرهون المزروعوي و بدرية عبد الله الرواحي ومحمد المزروعوي (جامعة السلطان قابوس و وزارة التربية والتعليم، عمان) - دور بحوث المعلمين في تطوير الأداء المدرسي</p> <p>Sami Abbas Buhumaid (<i>Ministry of Education, Bahrain</i>) - Contemporary Global Trends in Developing Basic Education and How We Can Benefit From Them سامي عباس (وزارة التربية والتعليم، البحرين) - التوجهات العالمية المعاصرة في تطوير التعليم الأساسي وأوجه الاستفادة منها</p> <p>Abdullah Ambusaid & Ali Al Bulushi (<i>Sultan Qaboos University</i>) - Bottom-Up Reform in Arab Schools: Tamam in Oman عبدالله بن خميس أمبوسعيد و علي بن حسين البلوشي (جامعة السلطان قابوس) - التغيير من القاعدة الى القمة في المدرسة العربية، خبرة مشروع «تمام» في سلطنة عمان</p> <p>Abdullah Bin Ali Bin Mohamed Al Farsi (<i>Ministry of Education, Oman</i>) - Development of Educational Policy-Making Mechanisms in Oman in Light of the Experiences of Some Countries عبد الله بن علي بن محمد الفارسي (وزارة التربية والتعليم، عمان) - تطوير آليات صنع السياسة التعليمية في سلطنة عمان في ضوء خبرات بعض الدول</p>	Lecture Theater 1
14:25	<p>Breakout Session 2: New Scholars Panel <i>Chair - Cambria Russell</i></p> <p>Rebecca Hodges (<i>Washington University in St. Louis</i>) - The Role of Teacher Training in 21st Century Education Reforms: Best Practices in the Arab World</p> <p>Briliya Devadas (<i>British University in Dubai</i>) - Implications of the Nursing Shortage in the GCC: A Comparative Study of Leadership Challenges in Nursing Education</p> <p>Olivia Uranga (<i>Claremont McKenna College</i>) & Vanithamani Saravanan (<i>University of Bahrain</i>) - Intrinsic and Extrinsic Motivation: Cross-Cultural Attitudes and Experiences That Impact Motivation of Teacher Candidates</p> <p>Carmen Toth-Pickl (<i>European Peace University</i>) - Who Teaches English in Government Schools in Ras Al Khaimah, UAE? Implications for Policy and Practice</p>	Lecture Theater 3
15:35	<p>Concluding Remarks (Christina Gitsaki, <i>GCES Vice President and Associate Academic Dean, Dubai Men's College</i>)</p>	Conference Hall
15:50	<p>End</p>	

PRE-CONFERENCE WORKSHOP-COMPARATIVE RESEARCH METHODS

This is a practical workshop for early career researchers. It will comprise three parts. The first part will discuss ethics in research from the perspectives of research design, data collection, data analysis, and reporting of research. Examples will be used to illustrate what is ethical and what is not ethical in educational research as well as how to put together an ethics clearance application form. It will also highlight best practices in writing a research proposal. The second part of the workshop will introduce research design with a particular emphasis on educational program evaluation. The third part will present specific and practical strategies for data analysis in educational research. The last two parts of the workshop are discussed in great detail below. A Q&A session will conclude the workshop.

Research Designs for Educational Program Evaluation

This pre-conference workshop will review a number of different research designs applicable to education and the social sciences. The pros and cons of each design will be considered. Special focus is on formative evaluation procedures for enhancing (a) educational program implementation, curriculum models, instructional strategies, and learning support and innovations; (b) the quality and effectiveness of educational activities, initiatives, and strategic priorities; and (c) planning and supporting evidence-based decisions. Participants will have the chance to review, reflect, and share ideas about effective program evaluation practices, research methodologies, survey and assessment instruments, and to receive feedback on their proposed research projects.

Data Analysis Techniques in Educational Research

This session will provide an overview of the important factors in the process of performing research and preparing and analyzing your research data. It will provide examples and demonstration of the use of the SPSS software for generating statistical output. The session will share the advantages and effective use of basic techniques in performing educational research; for example, involving use of frequencies, chi-square and phi, t-tests, ANOVA, ANCOVA, and effect sizes. Factors for consideration will be discussed for controlling threats to the validity of research findings. The session will cover basic terms and concepts in a user friendly way. Participants will have the opportunity to strategize and discuss application of techniques in their projects and to receive feedback on plans and helpful suggestions.

WORKSHOP PRESENTERS

Session 1: Research Ethics and Writing Good Research Proposals



Christina Gitsaki

Christina Gitsaki is the Associate Academic Dean of English at the Higher Colleges of Technology. Prior to that, she served as the UNESCO Chair in Applied Research in Education at the Sharjah Higher Colleges of Technology (SHCT). Before coming to the UAE, she worked at the School of Education, The University of Queensland (UQ), Australia, where she educated pre-service ESL teachers and supervised Masters and Ph.D. students in language education research. Dr. Gitsaki has presented her research at International Conferences, has been an invited speaker at various professional events and she has published

numerous papers in refereed journals and book chapters on language acquisition and pedagogy. She is the author, editor and co-editor of six books on language education research.

Session 2: Research Designs for Educational Program Evaluation

Session 3: Data Analysis Techniques in Educational Research



Matthew Robby

Matthew A. Robby is the Chair of Applied Academic Program Research for the Higher Colleges of Technology. He has 16 years of applied research experience in education. His areas of expertise include the evaluation of academic programs, learning innovations, curriculum and instruction; managing change and promoting program and institutional effectiveness. He has received a number of national and regional awards during his career. Dr. Robby is a member of the American Evaluation Association.

FEATURED PANEL1: LINKING RESEARCH TO EDUCATIONAL POLICY

Educational Research Policy and its Institutions in Oman

Salha A. Issan

The modern trends related to research emphasize that products of scholarly research activities should bring benefits to the institution, to the individuals affiliated with it, and to the public. Good research is that which brings benefit to society. In Oman, the policy makers are aware of the importance of research in taking appropriate decisions related to educational development. This paper explores and summarizes the status of educational research policies, challenges and reforms in The Sultanate of Oman. Therefore it will tackle the following questions:

- What is the status of Oman's general and educational research policy?
- What efforts have been done by institutions concerned (SQU & Oman Research Council)?
- What are the challenges to be tackled to make educational research policy more effective?
- What are the suggestions to improve the existing policy?

Salha A. Issan is an Associate Professor in the College of Education at Sultan Qaboos University, Oman.

Worm's Eye View – The Impact of Policy and Research on the Classroom Practitioner.

Neil McBeath

Keywords: theory, practice, research, policy, implementation

This paper is based on 40 years' experience of teaching EFL – 32 of those years having been spent in the Arab Gulf. It is based on Kennedy's (2001) model, and argues that policy decisions are frequently implemented without high level stakeholders being fully aware of their ramifications. When those policies subsequently prove difficult to implement, personnel at the lower levels are made to shoulder the responsibility. The paper will also argue that much of what currently passes for research in the Arab Gulf is really only action research – small scale investigations conducted in a single setting, whose findings cannot logically be extended to wider populations.

The paper will suggest that Arab Gulf teachers currently work in a climate that encourages «quick and dirty» research as opposed to longer studies. It will argue that the «publish or perish» syndrome has little benefit, and that it is time for the dedicated classroom practitioner to return to centre stage. High level policy makers must remain informed about the realities of the classroom, and no amount of technological support can compensate for the lack of a committed, reflective practitioner.

Neil McBeath is an Assistant Language Lecturer at the Language Center in Sultan Qaboos University, Oman.

Evidence Based Policy Development in KHDA

Luke Naismith & Kaltham Kenaid

In just five years since it was established, the Government of Dubai's Knowledge and Human Development Authority has implemented a range of regulatory, quality assurance and awareness-raising initiatives aimed at improving the quality of education in Dubai. Initially, in Dubai, the absence

of a detailed understanding of the education landscape in Dubai when KHDA was established inhibited the development and implementation of such evidence-based policy. Five years later, a wealth of data has been collected on the nature of private education in Dubai. Inspection reports of each school are available on the KHDA website and three annual reports have been published highlighting the quality of the school system and including recommendations for improvement. International assessments of school students have been conducted with the most recent TIMSS 2011 data demonstrating advancements in the attainment of Dubai's school students from the first TIMSS 2007 assessment. Landscape reports highlighting trends in enrolment and other information on schools and universities have been produced.

While these data and their analyses have been instrumental in developing the evidence base for determining current and future policy towards private schools, further work is required to be done. While data gathering exercises will continue, a greater focus on educational research is planned to be conducted by KHDA staff and in collaboration with other organisations. This presentation will outline the current and future research agenda of KHDA, areas for potential collaboration with others, and opportunities to continue to build the evidence base and interpret that evidence base for future policy development.

Luke Naismith is the Director of Research at the Knowledge and Human Development Authority, Dubai.

Kaltham Kenaid is the Head of Research at the Knowledge and Human Development Authority, Dubai.

Cultural Gaps Between Researchers, Practitioners and Policymakers. Does Educational System really need knowledge- Brokering?

Mustafa Abdelbaki

There is a growing trend toward using knowledge – brokering in linking research to policy. In fact there is a lack of clear guidance and evidence for this emerging profession. This paper highlights areas of bridging the gap between researchers, practitioners and policymakers and discusses some pertinent issues such as: what is knowledge- brokering? What are the skills and the strategies needed for successful knowledge brokering? Types of organizations that have been identified to be acting primarily as knowledge brokers, finally, Does Educational System really need knowledge – brokering to bridge the gap between policy and research?

The structure of the paper is as follows, Section I: explores the link between research and policy, identifying the main gaps that must be bridged, Section II: discusses the catalytic role of the knowledge broker as a key player in cultivating the linkages between researchers and decision-makers. Section III: Clarify the complex relationships of Educational System and the regulatory process that operates at the micro, meso, and macro levels for educational procedures. Section IV: suggest a constructive approach focuses on collaborative problem – solving relationships between researchers and decision –makers.

Mustafa Abdelbaki works at the Ministry of Higher Education, Oman.

FEATURED PANEL 2: IMPLICATIONS OF TECHNOLOGY IN THE CLASSROOM

Implementing Mobile Learning in Higher Education: A Case Study

Christina Gitsaki and Matthew A. Robby

Applied Research is critical for monitoring the implementation and impact of initiatives and innovations in the field of education. This past year, the UAE has been the context of a cutting edge educational initiative that saw the widespread use of iPads in the teaching and learning of English in higher education institutions. This presentation will describe the applied research designed to support and shape the development and improvement of the iPad project in the Foundations program in one of

the Federal Higher Education Institutions. The session will describe the key components of the applied research, the quantitative and qualitative methods and data collection, and it will report on results during the initial phase of the iPad project. Findings will help to clarify the self-reported use of the iPad for EFL teaching, the key teacher concerns, the perceived impact on student language learning, and the areas for additional support and professional development. Student results will enhance understanding for the use of apps and the iPad for learning, the level of student motivation and engagement for in-class and out of class learning activities, and the perceived impact on study skills and English language development. Implications and recommendations for future such initiatives will be discussed.

Christina Gitsaki is the Associate Academic Dean of English at the Higher Colleges of Technology.

Matthew A. Robby is the Chair of Applied Academic Program Research for the Higher Colleges of Technology.

Transfer and Annotate in a Paperless Classroom

Tsoghik Grigoryan & Lana Al Bardawil

iPad has a great pedagogical potential, yet there exists little information on how this potential is utilized as many pilot projects are still in their early phases of deployment. The iPad with its "micro- mobility" features can bridge the gap between the college curriculum and technology as long as it is used where appropriate. This session looks at how iPad apps Dropbox and Neu. Annotate are used to facilitate the file sharing, course organizing and annotating in a paperless classroom.

Tsoghik Grigoryan & Lana Al Bardawil are English faculty at the Al Ain Women's College, High Colleges of Technology, UAE.

The Impact of Technology on Teaching & Learning in Science Classes

Sonia Ben Jaafar

This paper will present the first year results of a two-year impact evaluation of a student-held wireless device in science classroom in Qatar, Oman, Bahrain and KSA. Private and public schools participated in the study where half the classes were offered the devices and half the classes were part of the control group. The data collection was conducted before and after the introduction of the devices in the class for all groups. The pre/post data on teacher efficacy, assessment for learning practices, student engagement and achievement for both the control and intervention classes was used for comparative analyses. The results of these comparisons will be presented to inform decisions addressing the potential versus the reality of using technology in classes. This paper presents the empirical evidence that teachers, school leaders, and government officials require to make their critical decisions.

Sonia Ben Jaafar is Director at EduEval Educational Consultancy and Associate Faculty at Hamdan Bin Mohammed e-University.

Higher Education in Dubai: Pathway to the Future

Amjad Abuloum

Dubai has become renowned internationally for its architectural icons and as a hub for trade and tourism. With excellent transport, retail and residential infrastructure, it offers its two million residents a city with modern amenities that is conducive to conducting business and raising families. Dubai is also developing its education infrastructure with improved access to a range of quality schools and universities.

This presentation will focus on the state of higher education in Dubai. It will outline the growth in higher education institutions and tertiary student enrolments in Dubai and how the mix has changed with the introduction of institutions housed in Dubai's Free Zones. This growth is expected to continue with last year's announcement of Resolution Number 21 which enables students graduating from any Free Zone institution to have their degrees recognised by all employers in Dubai and which will particularly benefit

those institutions whose degrees are quality assured by the University Quality Assurance International Board (UQAIB). The presentation will also have a particular focus on trends in the enrolment of Emiratis in Dubai's higher education institutions and the extent to which completion of tertiary studies impacts on their labour force participation, employment and unemployment.

Amjad Abuloum is the Head of Learning and Information Department at the University of Bahrain, Bahrain Teachers' College.

BREAKOUT SESSION 1– EDITORS PANEL

Educators as Authors

Melanie Gobert

In the United Arab Emirates primary and secondary education is delivered through Arabic while English is taught as a foreign language (EFL). In the Federal Tertiary Institutions the medium of instruction is English across all disciplines. Currently a considerable gap exists in high school English language education as most of Emirati students graduate from high school with low English proficiency unable to enter undergraduate courses as federal institutions require an IELTS of Band 5 or above. Last year the Ministry of Education (MoE) put emphasis on improving the quality of English language teaching in schools and encouraging English teachers to introduce high school students to IELTS in an effort to close the gap between high school graduates' English proficiency and Tertiary Education entry requirements. One of the pilot projects funded by the Sharjah Education Zone (MoE) and carried out by the Sharjah Higher Colleges of Technology was to provide training on IELTS pedagogies to a group of 49 English teachers. This presentation will first provide a short description of the training program and then report on the results of qualitative and quantitative data collected after the end of the program to gauge the impact of the training on English teachers' classroom practices.

Melanie Gobert is a faculty member at Abu Dhabi Men's College, Higher Colleges of Technology, UAE and editor of *Perspectives*, the TESOL Arabia peer-reviewed journals.

Building a Cross-disciplinary Community of Learning

David Palfreyman

In 2004 I was working to organize professional development among teachers at Zayed University, and trying to encourage them to conduct small research projects to investigate topics such as how their students learn, and how different activities can be used to promote active learning. One of the faculty members pointed out that they preferred to devote their time and enthusiasm toward gaining publications, in order to progress their careers: they would have more incentive to carry out pedagogical research if they felt that there was a publication outlet for it. As a result I initiated a cross-disciplinary journal *Learning and Teaching in Higher Education: Gulf Perspectives* (LTHE), which began as a yearly publication but quickly became twice yearly as it became clear that there was a considerable number of faculty in the Gulf region interested in publishing quality work in this field. In this session I will explain how we have tried to develop the journal to promote research and reflection across disciplines in the region; and I will advise on how teaching faculty can develop their teaching interests into publication opportunities in the *Scholarship of Teaching and Learning*.

David Palfreyman is an Associate Professor in the Department of Languages at Zayed University, UAE, and Chief Editor of the ZU Press journal *Learning and Teaching in Higher Education: Gulf Perspectives* (LTHE) journal.

Bridging the Gap Between the Outputs of Higher Education and the Labor Market as an Approach to Human Development in the Arab States: A Proposed Strategic Vision

Qassem Al- Harbi, Yasser Fathy Al-Hendawy, & Mohamed M. Ghoneim

Keywords: Outputs, Higher Education, Labor Market

Higher education is the foundation for the development and advancement of human societies, as it is mainly responsible for the scientific and technically qualified persons required for economic and social development. It contributes effectively to providing graduates with the skills, qualifications and experience that will enable them to improve their performance in the workplace and production sites. Higher education institutions play a key role in building skilled human resources which are the most important factor of production. Investment in this type of education represents making the best use of human capital, which is considered as one of the main pillars of sustainable human development. The outputs of higher education are the common denominator of the concept of human resource development, which includes two basic sectors: Education and Economy.

In recent years, the labor market has witnessed extensive transformations, and it is agreed by scholars that there is a close relationship between economy and education. Education is no longer seen as just a «service», but a real investment aimed at improving the quality of individuals' life and developing the community as a whole. Therefore, this study aims at presenting a proposed strategic vision as an attempt to bridge the gap between the outputs of Saudi higher education and the needs of the labor market of skilled manpower within the framework of the human development plan, which tries to make use of the available human resources.

Qassem Al- Harbi is Dean of Community Service and Continuing Education at Jazan University, KSA.

Yasser Fathy Al-Hendawy is an Associate Professor at Sultan Qaboos University, Oman.

Mohamed M. Ghoneim is a faculty member at Jazan University, KSA.

تجسير الفجوة بين مخرجات التعليم العالي وسوق العمل كمدخل للتنمية البشرية في الدول العربية: رؤية مقترحة

قاسم الحربي، ياسر فتحى الهنداوي و محمد محمد غنيم

يمثل التعليم العالي أهم دعائم تطوير المجتمعات البشرية والنهوض بها، وذلك لما يحتله من مكانة في تهيئة وإعداد الكوادر الفنية والعلمية المؤهلة لتحقيق التنمية الاقتصادية والاجتماعية، ولا تقتصر أهمية التعليم العالي من منظور التنمية البشرية على كونه يؤدي إلى تحسين نوعية عنصر العمل وزيادة إنتاجيته، فالتعليم العالي يسهم بشكل فاعل في تزويد المتخرجين بالمهارات والمؤهلات والخبرات التي تمكنهم من الأداء في مواقع العمل والانتاج بجدارة، وهذا يعني التوافق بين عمليات ومخرجات التعليم والتدريب كما وكيفا، وبين حاجات التنمية وسوق العمل من المهارات المطلوبة (لقمان، ٢٠٠٧). ويقع على مؤسسات التعليم العالي بمختلف أنماطها الدور الرئيس في إعداد الكوادر البشرية المؤهلة والمدرّبة، تلك القوى التي تعد من أهم عوامل الإنتاج والتي يؤدي توافرها إلى تمكن القطاع العام من تقديم خدماته بفاعلية وكفاءة والإنطلاق نحو التنمية المستدامة ومواجهة المستقبل في إطاره الجديد (قناديل، جواهر بنت أحمد، ٢٠٠٧).

ويلعب التعليم العالي أدواراً مهمة وخطيرة في حياة الأمم والشعوب، فهو الذي يصنع حاضرها ويرسم معالم مستقبلها، ومن ثم فإن الاستثمار في هذا النوع من التعليم يمثل أحد مظاهر تكوين وتراكم رأس المال البشري الذي يعتبر من ركائز الاستدامة في التنمية البشرية (وزارة الاقتصاد الوطني، سلطنة عمان، ٢٠٠٣م). وتمثل مخرجات التعليم العالي القاسم المشترك لمفهوم تنمية الموارد البشرية المكون من قطبين أساسيين، هما: التربية والاقتصاد، حيث تتركز مهمة القطاع الأول في الإعداد والتأهيل، بينما تتركز مهمة القطاع الثاني في توفير فرص العمل والتوظيف للعنصر البشري، وبقدر ما

يتم تضافر الجهود والتنسيق والدعم المتبادل بين هذين القطبين بقدر ما يتحدد مستوى المواءمة بين مخرجات التعليم ومداخلات سوق العمل (صائغ، عبد الرحمن بن أحمد محمد، ٢٠٠٣).

وتشير بعض الاحصاءات العالمية في الموارد البشرية إلى أن السنوات القادمة ستطلب مستويات تعليمية أعلى، إذ أن المهن التي تتطلب أقل من التعليم الثانوي لا تزيد عن ٦٪ من فرص العمل الجديدة، في حين أن أكثر من ٧٠٪ من الوظائف الجديدة سوف تتطلب كحد أدنى تعليم أعلى من الثانوية (HRSDC، ٢٠٠٢). ولقد شهد سوق العمل في السنوات الأخيرة تطورات كبيرة وتحولات واسعة، وبات من الأمور التي يتفق عليها الباحثون تلك العلاقة الوثيقة بين الاقتصاد والتعليم إذ لم يعد ينظر إلى العملية التعليمية على أنها مجرد «خدمة» بل أصبحت استثمارا يستهدف تحسين مستوى الحياة للفرد وتحقيق التنمية الاقتصادية والاجتماعية للمجتمع ككل.

قاسم الحري: أستاذ الإدارة التربوية المشارك في جامعة جازان

ياسر فتحي الهنداوي: أستاذ الإدارة التعليمية المشارك في جامعة عين شمس

محمد محمد غنيم: مدرس أصول التربية في جامعة قناة السويس

Theatre and its Role in Promoting the Cognitive Capacities of Children in the Early Stages of Schooling

Moza Abdullah Al-Rawahi

Aversion of studying and the low performance of students in the early stages of schooling are the most critical challenges faced by contemporary education in the Gulf region partly as a result of the technological globalization and the lack of interactivity/student-centeredness in school curricula. Because of that, we find the need to change the patterns and study plans used by teachers, especially primary schools in order to attract the target students for the scheduled subject and to ensure the continuity of quality education with new challenges. The research will focus on the effectiveness of the inclusion of a theatrical performance program in school curricula in order to enhance the mental and functional capacity for children in different stages of schooling, achieve the greatest degree of understanding, and also to create an interactive environment in line with the age and mental of child.

Moza Abdullah Al-Rawahi is a communications and journalism lecturer at the College of Applied Sciences, University of Nizwa, Oman

الأداء المسرحي «الدراما» ودوره في تعزيز قدرات الطفل المعرفية في مراحل دراسته المبكرة

موزه عبدالله سعيد حمود الرواحي

العزوف عن الدراسة، وتدني حصيلة الطلاب الثقافية في مراحل دراستهم المبكرة يعدان من أهم التحديات التي يواجهها التعليم المعاصر في منطقة الخليج العربي؛ نتيجة للعولمة التكنولوجية، وركود الجانب التفاعلي فالمناهج الدراسية. ومن هذا المنهاج دعت الحاجة إلى ضرورة تغيير أنماط وخطط الدراسة المستخدمة من قبل المدرسين ولأسيما في صفوف الدراسة المبكرة؛ وذلك لاستقطاب الشريحة المستهدفة من الطلبة للمادة الدراسية المطروحة ولضمان استمرارية جودة التعليم وسط صراع التحديات المستجدة. ومن هذا المنطلق، فإن موضوع البحث سوف يسلط الضوء حول فعالية تضمين الأداء المسرحي أو الدراما كوسيلة أو خطة متبعة لتفعيل الجانب العملي مع النظري في المناهج الدراسية في المدارس وذلك لتعزيز القدرات الذهنية والوظيفية لدى الأطفال في مراحل دراستهم المختلفة، ولتحقيق أكبر درجة من الاستيعاب ، وأيضاً لخلق جو وبيئة تفاعلية تتماشى مع عمر وعقلية الطفل.

يتضمن البحث دراسة عينة من الأطفال حوالي ٣٠٠ طفل تتراوح أعمارهم ما بين ٧-١١ سنة ومن مراحل دراسية مختلفة بسلطنة عمان ولمدة ثلاثة أشهر متتالية. حيث ستم عملية مقارنة في الأداء والمستوى التعليمي للعينة المختارة قبل وبعد تجربة تضمين الفن المسرحي كوسيلة تفاعلية أثناء عملية الشرح. خلال الفترة المحددة، سيقوم استاذ المادة بتقسيم الطلبة إلى مجموعات. وفي كل مرة يخصص مجموعة معينة للقيام بعمل عرض تمثيلي مبسط يطرح موضوع وقضية متعلقة بموضوع الدرس بشرط أن يتم اعداد السيناريو مسبقا ومناقشته مع استاذ المادة. بعد انقضاء الفترة المحددة،

تم عملية المقارنة في مستوى وأداء الطالب التعليمي وأيضاً السلوكي. إذ تبين من خلال التجربة بأن مستوى الطلبة تغير وبشكل إيجابي نظراً لتضمن هذا الجانب التفاعلي كوسيلة مكملة أثناء عملية الشرح، كما أن نتائج الطلبة تحسنت وبشكل ملحوظ خلال الثلاث أشهر مقارنة بالأشهر الماضية ولاسيما في مواد التاريخ والجغرافيا والعلوم والتي تتطلب درجة عالية من الاستيعاب والحفظ.

وخلاصة البحث النهائية، تتمثل في أن الدراما تسهم وبفعالية ملحوظة في زيادة مدة تركيز الطفل وبالتالي استحواذ اهتمامه بالمحتوى المطروح؛ وذلك نظراً لإثارة خليط من المشاعر والاحساسيس والتشويق والاثارة والمتعة، وهذا بحد ذاته كفيل بأن يسهم في رقي جودة التعليم والوصول للأهداف المنشودة في حالة تعميم الدراما كوسيلة تعليمية في مدارس دول مجلس التعاون الخليجي ولاسيما في المراحل التعليمية الأولى للطفل.

موزه عبدالله سعيد حمود الرواحي: استاذ مساعد بتخصص دراسات الاتصال بكلية العلوم التطبيقية بنزوى- سلطنة عمان

The Effectiveness of the Injaz Program for Entrepreneurship in Fostering a Culture of Entrepreneurship Among Students in Higher Education in the Sultanate of Oman

Shabib Bin Mohamed Al Marhon & Khalfan Al Jabri

The purpose of this study is to highlight the effectiveness of the Injaz Oman program for building and fostering a culture of entrepreneurship among students in higher education institutions in the Sultanate of Oman. The study used a descriptive and quasi-experimental approach with on a sample of students in the Higher College of Technology in Muscat and introduced them to the program -Injaz Oman- in the academic year 2012-2013 in order to teach them how to develop their entrepreneurial skills, promote a culture of self-employment, and train them on how to create small to medium enterprises. The result of the study revealed the effectiveness of the program in providing the students with the basic skills to create small to medium enterprises and promoting self-employment., The study recommends the need to circulate the program to the rest of the higher education institutions.

Shabib Bin Mohamed Al Marhon is the Executive Director at Injaz Al-Arab, Oman.

Khalfan Al-Jabri is the Assistant Professor in the College of Education, Sultan Qaboos University, Oman.

فاعلية تطبيق برنامج إنجاز عمان لتعليم ريادة الأعمال وتعزيز ثقافة العمل الحر لدى طلاب مؤسسات التعليم العالي بسلطنة عمان

شبيب بن محمد المرهون المعمرى و خلفان بن ناصر الجابري

نظراً للتطورات التي شهدتها الاقتصاد وسوق العمل في السلطنة في السنوات الماضية فقد أولت السلطنة اهتماماً كبيراً بنشر ثقافة العمل الحر وتشجيع إنشاء المؤسسات الصغيرة والمتوسطة ودعمها مادياً ومعنوياً في مختلف المجالات، وبذلت العديد من الجهود لتشجيع تعليم ريادة الأعمال وتضمينها في المقررات الدراسية للطلاب، حيث كان من ضمن الجهود التي بذلت في هذا الصدد التعاون بين القطاع الحكومي والقطاع الخاص لتنفيذ برنامج إنجاز عمان في المدارس الحكومية التابعة لوزارة التربية والتعليم، خاصة وأن البرنامج أثبت نجاحه في غرس ثقافة العمل الحر لدى الطلاب وتعليمهم أساسيات ريادة الأعمال ومهارات إنشاء مؤسسات صغيرة ومتوسطة.

ولما كان تعليم ريادة الأعمال غير مقصور على المراحل التعليمية الأولى فقد هدفت هذه الدراسة إلى التعرف إلى فاعلية تطبيق برنامج الشركة التابع لإنجاز عمان لتعليم ريادة الأعمال وتعزيز ثقافة العمل الحر لدى طلاب مؤسسات التعليم العالي بسلطنة عمان، حيث أنه على الرغم من الاهتمام الكبير الذي توليه مؤسسات التعليم العالي لتعليم طلابها وإكسابهم المهارات العامة والفنية التخصصية إلا أن تعليم ريادة الأعمال وتعزيز ثقافة العمل الحر لم يحظ بالكثير من الاهتمام في المقررات الدراسية التي تقدمها هذه المؤسسات للطلاب عدا المقررات الدراسية المرتبطة بالتخصصات الاقتصادية أو التجارية أو الإدارية.

وقد تكونت عينة الدراسة من (٨٥) طالباً وطالبة من طلاب الكلية التقنية العليا بمحافظة مسقط، حيث استخدمت الدراسة المنهج شبه التجريبي ذي المجموعة الواحدة التي تلقى الطلاب فيها برنامج الشركة التابع لبرنامج إنجاز عمان في العام الأكاديمي ٢٠١٢-٢٠١٣م من أجل تعليمهم ريادة الأعمال وتعزيز ثقافة العمل الحر لديهم وتدريبهم على مهارات إنشاء المؤسسات الصغيرة والمتوسطة. كما استخدمت الدراسة أيضاً المنهج الوصفي لقياس فاعلية برنامج الشركة ودوره في تعزيز ثقافة العمل الحر من وجهة نظر الطلاب الذين تم تطبيق البرنامج عليهم حيث استخدمت الدراسة الاستبيان لمعرفة آرائهم حول طبيعة البرنامج وفاعليته في إكسابهم مهارات إنشاء المؤسسات الصغيرة والمتوسطة ومدى أهميته في مؤسسات التعليم العالي.

وقد أظهرت نتائج الدراسة أن البرنامج كان فاعلاً في إكساب الطلاب المهارات الأساسية لإنشاء المؤسسات الصغيرة والمتوسطة وتعزيز ثقافة العمل الحر لديهم. ولذلك فقد أوصت الدراسة بضرورة تعميم تطبيق برنامج الشركة على بقية مؤسسات التعليم العالي حيث إن طبيعة البرنامج المستقلة عن المقررات الدراسية تتيح تطبيقه بسهولة لجميع الطلاب من دون اعتبار للتخصص الدراسي الذي يدرسه الطالب. كما أكدت الدراسة على أهمية استفادة الجهات المعنية بوضع سياسات التعليم من هذه التجربة في تعليم ريادة الأعمال وتعزيز ثقافة العمل الحر في مؤسسات التعليم العالي لاسيما المؤسسات ذات التخصصات غير الاقتصادية من أجل تشجيع مخرجات هذه التخصصات للتوجه نحو إنشاء المؤسسات الصغيرة والمتوسطة في حال تعذر الحصول على وظائف أو مهن في مؤسسات القطاعين الحكومي والخاص خاصة أن الإحصاءات والدراسات تشير إلى وجود أعداد ليست بالقليلة من الباحثين عن عمل من مخرجات التخصصات غير الاقتصادية.

شبيب بن محمد المرهون المعمري: المدير التنفيذي لبرنامج إنجاز عمان
خلفان بن ناصر الجابري: أستاذ مساعد بكلية التربية- جامعة السلطان قابوس

The Role of Music Education Curricula in the Educational Development of Children in the Sultanate of Oman

Said Nasser Al Matani

This study aims to explore music's role in the educational development of children. The study highlights the importance of music education and its role in the educational progression of children and their engagement in music activities. It is noted in the work field and in literature about music education that there is some music education at schools, but there is still a need to develop interest in music education and to increase attention dedicated to music education in the Arab region. This study seeks to activate the role of music education in the Sultanate, which will work toward influencing children musically and academically. It will show how teaching and learning music improves child growth as a complementary tool in the child's upbringing.

Said Nasser Al Matani works at the Ministry of Education, Oman.

دور مناهج التربية الموسيقية بالسلطنة في تطور نمو الطفل وتنشئته تربوياً

سعيد ناصر راشد المطاعني

هدفت الدراسة التعرف إلى الموسيقى ودورها الريادي في تطور نمو الطفل وتنشئته تربوياً وتأتي أهمية هذه الدراسة من أهمية الموسيقى في الحقل التربوي الموسيقي ودورها في سير العملية التربوية والنشاطات المدرسية الموسيقية؛ فمن الملاحظ في ميدان العمل والدراسة الموسيقية إن هناك تركيزاً على تدريس التربية الموسيقية 'لكننا بحاجة إلى تطوير الاهتمام بالظاهرة موضوع الدراسة بشكل موضوعي في منطقتنا العربية والتي لم تستقصي دوافعها وحوافزها ومتطلباتها ، وتأتي هذا الدراسة لتفعيل دور التربية الموسيقية في السلطنة ، والذي بدوره يعمل على التأثير في تنشئة الطفل موسيقياً تربوياً، إذ يعمل تعلم وتعليم الموسيقى على تكامل النمو لدى الأطفال كوسائل مكملة لعملية تربية الطفل وتنشئته.

سعيد ناصر راشد المطاعني: معلم مهارات موسيقية في وزارة التربية والتعليم، عمان

BREAKOUT SESSION 2: NEW SCHOLARS PANEL

The Reality of Administrative Practices at Integration Schools in the Sultanate of Oman

Khalsa Salem Hamad Al-Harthi

The importance of the current study emerges from the nature of the topic and its relationship with social trends in the education of special needs children. Moreover, the study presents some information that can hopefully support the plans of developing integration policies adopted by the Ministry of Education in Oman. It will be one of the few studies addressing the current of administrative practices in integrated schools and challenges faced.

The study uses the descriptive approach and analyzes the regulations and rules related to the integrated schools in Oman. It also use of questionnaires composed of two main variables: the reality of administrative practices at integrated schools and the challenges faced by the management of those schools. The second variable consists of three areas including the social, technical and administrative challenges. The data were processed statistically through examining the arithmetic averages (means) and the standard deviations.

The study population include 180 integrated schools administrators, in addition to their assistants in (90) schools in Oman. A random cluster method was used to select (50) schools to represent study sample of (100). The preliminary results of the study found that the most significant common administrative practices at integrated schools included the inclusion of special needs children in the social activities like school trips, visits and camping events and provision of supportive services for the integrated classrooms. The study also revealed that most significant challenges faced by the administration of integrated schools, which are mainly related to technical aspects like the unavailability of a speech-language pathologist and the weaknesses in identifying the cases that could be integrated into the schools. Based on these results, recommendations and suggestions have been proposed.

Khalsa Salem Hamad Al-Harthi works at the Ministry of Education, Oman and is a master's student in the College of Education, Sultan Qaboos University, Oman.

واقع الممارسات الإدارية بمدارس الدمج بسلطنة عمان خالصة سالم حمد الحارثي

يشهد تعليم ذوي الاحتياجات الخاصة تطورات كبيرة تتعلق بأساليب تعليمهم، وإمكانية دمجهم في مدارس التعليم العام بعد أن كان يتعامل معهم معزول عن أقرانهم من الطلاب الأصحاء، وقد أولت سلطنة عمان كغيرها من دول العالم اهتماماً خاصاً بهذه الفئة من الطلاب حيث بدأت بتطبيق سياسة دمج ذوي الاحتياجات (الإعاقة السمعية والعقلية) في المدارس العادية منذ عام ٢٠٠٦/٢٠٠٥م حتى بلغ عدد مدارس الدمج حوالي (٩٠) مدرسة خلال العام الدراسي ٢٠١٣/٢٠١٢م، ويهدف الدمج كما ورد في التقارير الصادرة عن وزارة التربية والتعليم بالسلطنة إلى توفير خدمات التربية الخاصة لأكثر عدد ممكن من ذوي الاحتياجات الخاصة في جميع مناطق السلطنة، وتوفير الفرص التعليمية المناسبة للنمو الاجتماعي، والتربوي مع أقرانهم من الطلاب العاديين، وتحسين الاتجاهات نحوهم لدى الطلاب العاديين والمعلمين وأفراد المجتمع. وتنبثق أهمية الدراسة الحالية في طبيعة الموضوع الذي تتناوله، وارتباطه بتوجهات إنسانية واجتماعية حديثة في تعليم ذوي الاحتياجات الخاصة، كما أن الدراسة تقدم معلومات من المؤمل أن تدعم خطط تطوير سياسة الدمج بوزارة التربية والتعليم في السلطنة، ونظراً لندرة الدراسات التي تتناول واقع الممارسات الإدارية بمدارس الدمج، والتحديات التي تواجهها بسلطنة عمان - على حد علم الباحثة - فإن الدراسة الحالية ستعد إضافة نوعية في مجال تحسين إدارة مدارس الدمج بالسلطنة. من هنا جاءت هذه الدراسة لتكشف عن واقع الممارسات الإدارية بمدارس الدمج بسلطنة عمان، وذلك من خلال الإجابة على الأسئلة الآتية:

- ما واقع الممارسات الإدارية في مدارس الدمج بسلطنة عمان؟
- ما التحديات التي تواجه إدارات مدارس الدمج بسلطنة عمان من وجهة نظر أعضاء الإدارة المدرسية والمعلمين؟

- ما المقترحات التي يمكن أن تحسن من الممارسات الإدارية في مدارس الدمج بسلطنة عمان؟

تعتمد الدراسة على المنهج الوصفي القائم على تحليل اللوائح والضوابط المرتبطة بمدارس الدمج بالسلطنة، بالإضافة إلى استخدام استبانة مكونة من محورين أساسيين هما: واقع الممارسات الإدارية في مدارس الدمج، والتحديات التي تواجه إدارات مدارس الدمج، وينقسم المحور الثاني إلى ثلاث مجالات هي: التحديات الاجتماعية، والتحديات الفنية، والتحديات الإدارية، وتم معالجة البيانات إحصائياً باستخراج المتوسطات الحسابية، والانحرافات المعيارية. يتضمن مجتمع الدراسة مديري مدارس الدمج ومساعدتهم بالسلطنة، وعددهم (١٨٠) بواقع (٩٠) مدرسة، وباستخدام الطريقة العشوائية العنقودية تم اختيار (٥٠) مدرسة ليتمثل مديري المدارس ومساعدتهم بها عينة الدراسة، وعددهم (١٠٠). توصلت النتائج الأولية للدراسة إلى أن أبرز الممارسات الإدارية الشائعة في مدارس الدمج تتمثل في إشراك ذوي الاحتياجات الخاصة في الأنشطة الاجتماعية من رحلات وزيارات ومعسكرات، بالإضافة إلى توفير الخدمات المساندة لفصول الدمج، أما بالنسبة للتحديات فإن الدراسة كشفت عن أن أكثر التحديات التي تواجه إدارة مدارس الدمج مرتبطة بالجوانب الفنية لعدم توفر أخصائي نطق بالمدرسة، وضعف تشخيص الحالات القابلة للدمج، وبناءً على نتائج الدراسة تم وضع العديد من التوصيات والمقترحات.

خالصة سالم حمد الحارثي: طالبة ماجستير، كلية التربية، جامعة السلطان قابوس

The Effectiveness of Career Guidance in Decision Making and the Selection of Subjects: Program for Tenth Grade Students in the Sultanate of Oman

Mohammed Bin Ali Al-Bolushi

This study is aimed at constructing a career counseling program and measuring its impact on gender and academic achievement on the treatment group. The sample of the study consisted of (133) students. They undertook two tests, a pre-test and post-test. The validity of study tools was established by (25) judges, the calculated Cronbach alpha reliability coefficients of two questionnaires were (0.86), (0.91) respectively. In addition to the logical selection of subjects, the sample of the study was divided randomly into two groups: experimental which consisted of (66) students and control group consisted of (67) students. The program consisted of (20) sessions. The data were statistically treated using means, standard deviations rankings, Independent samples T- test, one way ANOV, and Scheffe post hoc test, as well as eta-square (η^2) and (d) value were used to investigate the impact of career guidance program in improving the maturity, career decision making and the subject logical of options.

The results showed that there were statistically significance differences at ($\geq \alpha 0.05$) between the two groups in terms of the career maturity level, decision making and the logical selection of subjects in favor of experimental group. There were no statically significant differences at ($\geq \alpha 0.05$) due to variable of gender in improving the level of each career maturity and career decision making and the logical selection of subjects, between the experimental group students, but there were statically significant differences at ($\geq \alpha 0.05$) in improving the level of each career maturity and career decision making and the logical selection of subjects between the experimental group students due to differences in academic achievement. In light of previous findings, the researcher suggested a follow-up guidance program and developing and re-applying team work for that.

Mohammed Bin Ali Al-Blushi is Head of Career Guidance at the Ministry of Education, Oman.

فاعلية التوجيه المهني في اتخاذ القرار واختيار المواد الدراسية «برنامج لطلبة الصف العاشر بسلطنة عمان»

محمد بن علي البلوشي

هدفت هذه الدراسة إلى بناء برنامج في التوجيه المهني وقياس أثره في تحسين مستوى النضج واتخاذ القرار المهنيين ومنطقية خيارات المواد الدراسية لدى طلبة الصف العاشر في سلطنة عمان، واختبار أثر كل من الجنس والمستوى التحصيلي للطلبة في

النضج واتخاذ القرار المهنيين، ومنطقية الخيارات لطلبة المجموعة التجريبية. وجرى اختبار أفراد الدراسة بطريقة عشوائية من طلبة الصف العاشر من المدارس الحكومية التابعة للمديرية العامة للتربية والتعليم بمحافظة شمال الباطنة في سلطنة عمان، في الفصل الدراسي الأول للعام الدراسي ٢٠١٠/٢٠٠٩م. وخضعت عينة الدراسة المكونة من (١٣٣) طالباً وطالبة لقياسين أحدهما قبل تطبيق البرنامج، والآخر بعد التطبيق. وأجري القياس باستخدام استبانتيْن أحدهما لقياس مستوى النضج المهني والأخرى لقياس مستوى اتخاذ القرار المهني، وقد تم التحقق من صدق الاستبانتيْن بعرضهما على (٢٥) محكماً، وتم حساب معامل الثبات كذلك باستخدام معامل كرونباخ ألفا، حيث بلغ على التوالي (٨٦). و(٩١)، بالإضافة إلى استمارة رغبات الطلاب للمواد الدراسية لقياس منطقية خيارات المواد الدراسية. وأجرى توزيع أفراد عينة الدراسة عشوائياً إلى مجموعتين، إحداهما تجريبية تضمنت (٦٦) طالباً وطالبة، والأخرى ضابطة تضمنت (٦٧) طالباً وطالبة. حيث خضعت المجموعة التجريبية لبرنامج التوجيه المهني والمكون من (٢٠) جلسة، حيث استخدم الباحث في تحليل نتائج دراسته المتوسطات الحسابية، والانحرافات المعيارية، واختبار (ت) لمجموعتين مستقلتين، واختبار التباين الأحادي، واختبار شافيه للمقارنات البعدية، كما تم إيجاد مربع إيتا (٢)، وقيمة (d) لحساب حجم أثر برنامج التوجيه المهني في تحسين مستوى النضج واتخاذ القرار المهنيين، ومستوى منطقية الخيارات للطلبة. وأظهرت النتائج وجود فروق ذات دلالة إحصائية عند مستوى الدلالة ($0.05 \geq$) بين أداء طلبة المجموعة التجريبية وطلبة المجموعة الضابطة على مقياسي النضج المهني، واتخاذ القرار المهني، واستمارة رغبات المواد الدراسية، ولصالح طلبة المجموعة التجريبية. كما أظهرت النتائج عدم وجود فروق ذات دلالة إحصائية عند مستوى ($0.05 \geq$) في مستوى النضج المهني، واتخاذ القرار المهني، ومنطقية خيارات المواد الدراسية لدى طلبة المجموعة التجريبية تعزى للمستوى التحصيلي. وفي ضوء النتائج السابقة اقترح الباحث مواصلة البرنامج التوجيهي من خلال تطويره وإعادة تطبيقه، وتشكيل فريق عمل لذلك.

محمد بن علي البلوشي: رئيس قسم التوجيه المهني، المديرية العامة للتربية والتعليم بمحافظة شمال الباطنة، وزارة التربية والتعليم- سلطنة عمان

Bilingual Education Policy: A Comparative Study of Three Bilingual Policies

Eman El Kaleh

While there is a consensus on the importance of bilingual education in preparing future generations to compete effectively in the 21st century highly competitive workplace, the real challenge that faces each country is which bilingual program to undertake and how its bilingual education policy should look like. This paper investigates how research has influenced policy decisions in developing and implementing a bilingual education system in three different countries (UAE, Singapore, Papua New Guinea) that adopted different bilingual approaches. The paper provides a critical analysis of the three policies against research findings on second language (L2) acquisition and discusses the advantages and disadvantages of the different models of bilingual education systems based on research results. Finally, the paper offers some useful recommendations that may help educational policy makers in the Arab countries make informed and research-based decisions when planning and implementing a bilingual education system.

This critical analysis of the bilingual policies adopted by UAE (Abu Dhabi), Singapore, and Papua New Guinea against research results on L2 optimal acquisition suggests that enrich two-way bilingual education programs result in additive bilingualism where students become proficient in both languages while immersion bilingual programs usually lead to subtractive bilingualism where the development of L2 skills comes at the expense of students' L1 skills. Thus, the paper - taking the new Abu Dhabi bilingual education system as an example - suggests some recommendations and discusses the issues to be put into consideration when adopting and applying enrich two-way bilingual program.

Eman El Kaleh is an Education doctoral candidate at the British University in Dubai, UAE.

An Evaluation of Career Guidance High Diploma Program of the College of Education at Sultan Qaboos University from a Students' Perspective

Alwiya Abubaker Salim Alkaaf

This study is aimed at evaluating the career guidance high education diploma program in Sultan Qaboos University from a students' perspective. In order to achieve the study objectives, the researcher designed a questionnaire which consisted of (38) items, distributed over four domains: purpose, content, teaching methods and assessment devices. The sample of the study consists (56) male and female students. The validity and the reliability of the instrument were measured by using Cronbach Alpha. The data were statistically treated using means, standard deviations rank, T- test and one way Anova. The results showed that the students evaluation of the program in general was moderate. There were no statistically significant differences in the students assessment of the objectives, content, teaching methods and assessment due to the variables of gender. There were no statistically significant differences in the students assessment of the objectives, content, teaching methods and assessment due to the variables of experience. Based on these results, several recommendations and suggestions were made.

Alwiya Abubaker Salim Alkaaf is a Supervisor of Career Guidance in the Ministry of Education in Oman.

تقويم برنامج الدبلوم العالي في التوجيه المهني بكلية التربية جامعة السلطان قابوس من وجهة نظر الدارسين علوية بنت أبوبكر الكاف

هدفت هذه الرسالة الى تقويم برنامج دبلوم التوجيه المهني الذي تقدمه كلية التربية بجامعة السلطان قابوس والتعرف على جوانب القوة والضعف فيه من وجهة نظر الدارسين؛ ولتحقيق أهداف الدراسة قامت الباحثة بتصميم استبانة اشتملت على (٣٨) فقرة موزعة على أربعة محاور هي: الأهداف، المحتوى، طرائق التدريس، أساليب التقويم. وتم التحقق من صدق الاستبانة وثباتها باستخدام ألفا كرونباخ، وتم توزيع الاستبانة على (٥٦) دارساً من الذكور والإناث هم عدد أفراد العينة .

وباستخدام المتوسطات الحسابية، والانحرافات المعيارية، واختبار «ت»، وتحليل التباين الأحادي One -way Anova توصلت الدراسة إلى عدد من النتائج منها:

إن تقويم الدارسين لبرنامج دبلوم التوجيه المهني بشكل عام كان بدرجة متوسطة.

عدم وجود فروق ذات دلالة احصائية في تقويم الدارسين لبرنامج دبلوم التوجيه المهني تعزى لمتغير النوع.

عدم وجود فروق ذات دلالة احصائية في تقويم الدارسين لبرنامج دبلوم التوجيه المهني تعزى لمتغير الخبرة.

وفي ضوء نتائج الدراسة قدمت الباحثة مجموعة من التوصيات والمقترحات.

علوية بنت أبوبكر الكاف: مشرفة توجيه مهني بالمديرية العامة للتربية والتعليم بمحافظة ظفار في سلطنة عمان

BREAKOUT SESSION 2: NEW SCHOLARS PANEL

Policy Analysis: Inclusive Education in the United Arab Emirates

Veena Raigangar

Key words: Special Education Needs, Inclusive Education, Policy, UAE

Inclusion of children with special education needs (SEN) into mainstream education has been a popular issue during the last two or three decades all around the world. It has gained importance in the Gulf countries and specifically in the United Arab Emirates (UAE) quite recently with more schools moving to adopt this practice. My presentation will explore the context of inclusive education and its emergence in the United Arab Emirates. It will further go on to provide details regarding the extent of current implementation of this policy and some of its consequences in the education sector. To end with the paper will provide recommendations for improvement of the current scenario and suggest strategies to ensure the continuation of this for a better future of children with special education needs.

Veena Raigangar is a lecturer at the University of Sharjah, UAE.

A Comparative Study of Islamic and Western Learner Profile Traditions Relevant to an Evaluation of the International Baccalaureate Program

Mariam Al Hashemi

Keywords: International Baccalaureate, Learner Profile, International-Mindedness

This paper analyses the appropriateness of the International Baccalaureate Organisations' (IBO) mission for the GCC context by comparing the Western approach to character education with that of Islam taking the IBO's Learner Profile as an example. The tendencies to borrow educational programs from developed countries have raised concerns about the effects of these foreign programs on the construction of students' national identity (Minnis 1999; Webb 2007). Therefore, it is imperative to examine the suitability of the Learner Profile model particularly with the continuous increase in the number of IB World Schools in the GCC region (Bunnel 2008).

The Learner Profile provides a set of attributes that underlie the definition of International Mindedness as perceived by the IBO. It is evident in examining these attributes that they emerge from a strong Western humanist foundation (IBO 2010). At the same time, the IBO encourages internal debates around these attributes and suggests limited regional variations as stated in the IB position paper "East is East and West is West". International education programs should be piloted, studied, and adapted prior to implementation. This paper analyses the Learner Profile from an Islamic perspective (Alghazali 2004; Asad 2003; Deeb 2010; Muslim 1998), addresses the claims of cultural relativists (Mele 2009; Boss 2003), and presents recommendations of possible modifications to the Learner Profile.

Mariam Al Hashemi is a Head of National Curriculum Emirates National Schools.

The Implementation of the New Policy in the Emirate of Abu Dhabi

Hanna Buchler Eden

In order to reduce the dependency on oil and to diversify its economy, the emirate of Abu Dhabi has identified education as one of the key enablers to achieve a transformation to a 'knowledge based' economy. At the centre of this transformation is the design and implementation of a comprehensive new policy in public schools. Hall et al (2008) argues that there is a difference between development and implementation and that management and policymakers often lose interest when the policy development is done and implementation begins. Huberman (1994 as cited in Hargreaves, 2010) continues that one intervention to bridge the gap between theory and practice is mutual interaction, instead of knowledge directed solely from policymakers to the practitioners. Therefore this paper will explore the implementation, from a teacher perspective, of the New School Model (NSM) in a public

school in the emirate of Abu Dhabi. The research aims to identify potential gaps between theory and practice as well as to explore challenges and formulate recommendations in implementing the NSM in the daily routines and in the classrooms. The scope of this research includes the elements of the NSM namely; beliefs, environment, pedagogical approach, partnerships, resources, assessment and curriculum. This paper might provide a foundation for further research and contribute to additional knowledge about the policy and its implementation. In order to provide a profound perspective on the subject, this case study will mainly be based on qualitative methodology, namely observations and interviews. Furthermore document analysis as well as a short questionnaire survey will be included.

Hanna Buchler Eden is a faculty member and doctoral student at the British University in Dubai, UAE.

BREAKOUT SESSION 4 – TRENDS & INNOVATION IN HIGHER EDUCATION

What is education for? A Biestan Perspective

Aleya James

The Biestan theoretical framework posits there are three dimensions to education; qualification, socialization and subjectification. However, Biesta maintains that subjectification is central to education, giving particular emphasis to what it means to "be human" in a post-humanist age. His theories on subjectification derive from a range of Pragmatic and Continental philosophers and also include the writings of Hannah Arendt. I will present his educational thesis which rests on "a pedagogy of interruption" that incorporates a subject's "uniqueness" and "coming into presence" in an inter-subjective space. Biesta contends that education contains a "beautiful risk" in the realm of the unknown future, in that "the responsibility of the educator is a responsibility for what is to come, without a knowledge of what is to come."

Using policy documents and government media announcements from the UAE I demonstrate instances of the three dimensions; qualification, socialization and subjectification. Using examples from the UAE Vision 2030 and the 2012 Charter of Emiratization (possibly) I demonstrate a dynamic where qualification and socialization appear as the dominant forces in the educational philosophy of the UAE. I contend that the omission of educational/social aims that allow for subjectification and a policy of narrow educational purpose in the Gulf region create an educational dynamic that explicitly excludes subjectification. As a result, in the educational realm there is limited opportunity for teachers to practice "a pedagogy of interruption" which could create inter-subjective space and events for young people to "come into presence" or to take up their "uniqueness". I assert that by constructing a constricted educational focus on what it means to be human, Gulf countries are foreclosing the possibilities of what it means to live in a multi-polar, pluralistic world.

Aleya James is a faculty member at Dubai Women's College, Higher Colleges of Technology, UAE.

BREAKOUT SESSION 2: LINKING RESEARCH TO EDUCATION POLICY (ARABIC PANEL)

The Quality of Educational Research and its Relationship to Educational Policy

Gomaa Sayed Tohamy

The development of the educational policies should not be in the absence of educational research. Scientific research is the means for assessing and analyzing educational processes and requirements which are in line with community objectives. Scientists and researchers have combined their efforts and cooperated to develop interdisciplinary research, and with that, several international, national and

local research institutions have been established. These institutions have organized many conferences related to research. Educational research has witnessed a big movement in the recent years which has not been experienced before, but its impact on the advancement of the education sector and practices is still limited.

We find that the research conducted in the colleges of education has a weak relationship with decision-making and this is primarily because of the difficulty in selecting research topics for masters and doctoral dissertations and the absence of a research plan. These problems need to be studied and discussed. The absence of university councils in assisting to plan research which reflects research priorities in the region further complicates matters. Thus, researches struggle to develop research which targets future needs based on reality and in the light of specific criteria for quality of research.

Gomaa Sayed Tohamy is a faculty member at the College of Education, Beni-Suef University, Egypt.

معايير جودة البحث التربوي وعلاقتها بالسياسة التعليمية

جمعة سيد تهامي

إن تطوير العملية التعليمية لا يتم في غياب البحوث التربوية، فالبحث العلمي هو الوسيلة التي يمكن الاعتماد عليها في التعرف على واقع العملية التربوية ومتطلبات تطويرها بما يتفق وأهداف المجتمع، ولقد تضافرت جهود العلماء والباحثين، وظهرت بفضل تعاونهم البحوث متداخلة التخصصات، كما ظهرت الروابط والمؤسسات العالمية والقومية والمحلية التي تعني بالبحوث التربوية وتتخذ منها نشاطاً خاصاً لها، وعقدت المؤتمرات التي تنظمها هذه الروابط والمؤسسات وشهد البحث التربوي حركة في السنوات الأخيرة لم يشهد لها مثيلاً، إلا أن مردوده على تطوير التعليم والممارسات التعليمية ما زال محدوداً. حيث نجد أن البحوث والدراسات التي تجري في كليات التربية ذات علاقة ضعيفة باتخاذ القرار ومن أسباب ذلك صعوبة اختيار موضوعات البحوث الخاصة برسائل الماجستير والدكتوراه نظراً لعدم وجود خريطة بحثية توضح المشكلات التربوية والقضايا التي تحتاج إلى دراسة وبحث، وغياب دور المجالس الجامعية في رسم خرائط بحثية تعكس أولويات البحث العلمي في ضوء الاحتياجات المستقبلية للمجتمع حتى يستطيع الباحثون اختيار بحثهم من واقع هذه الخرائط البحثية، وفي ضوء معايير محددة لجودة البحث التربوي. و يتطلب ذلك البحث في العلاقة بين الدراسات والبحوث التي تتم في كليات التربية وصانعي القرار في مستويات الإدارة العليا، هذا إلى جانب الحاجة إلى إعادة النظر في السياسات البحثية المتبعة في كليات التربية بحيث تكون قائمة على وضع خرائط مرتبطة بالقضايا التربوية الملحة في المجتمع. ونظراً لما للبحث التربوي من دور بارز في تطوير المجتمع فقد أولته هيئات ومجالس ضمان الجودة في العالم اهتماماً كبيراً فجعلت له معياراً مستقلاً به، كما أن مؤسسات التصنيف العالمي للجامعات جعلته محورياً أساسياً في تصنيف الجامعات. وتنفرد هذه الورقة بمناقشة معايير ومؤشرات جودة البحث التربوي محلياً وإقليمياً وعالمياً الصادرة عن بعض مؤسسات الاعتماد وضمان جودة التعليم في مصر وبعض الدول العربية ومجلس الاعتماد الأوروبي والهيئة الأمريكية لاعتماد المعلمين NCATE، ومن ثم الخروج برؤية عن معايير جودة البحث التربوي في المنطقة العربية وعلاقته بالسياسة التعليمية وصنع القرارات.

جمعة سيد تهامي: عضو الهيئة التدريسية في جامعة بني سويف

Activating the Role of Educational Research in Educational Policy Making in Sultanate of Oman

Yasser Fathy Al-Hendawy, Rashid Suliman Al-Fahdi, & Mohammed Abdulhamid Lashin

Key Words: Educational Research, Educational policy Making, The Sultanate of Oman

The educational research in developed countries is the driving force behind educational policies. Its importance is reflected in educational decision-making, and educational policy-making through the introduction of information and suggestion of alternatives and solutions to the problems investigated. Despite efforts from the Ministry of Education in Oman to improve educational policy-making, there are many signs that confirm a gap between educational policy and educational research findings. So this

study aims to introduce proposed procedures to activate the role of educational research in educational policy-making in Oman. The problem can be summarized in the following primary research question:

How can the role of educational research be activated in educational policy-making in Oman?

This question can be divided into the following sub-questions:

1. What are the theoretical foundations of the role of educational research in educational policy-making?
2. What is the reality of the role of educational research in educational policy-making in Oman?
3. What are the procedures that can be proposed to activate the role of the educational research in educational policy-making in Oman?

The study uses a descriptive analytical approach to address the problem of this study. IT can be divided into the following four sections:

1. The general framework of the research study.
2. Theoretical framework about the relationship between educational research and educational policy-making.
3. Analytical framework on the reality of the relationship between educational research and educational policy-making in Oman.
4. Proposed procedures to activate the role of educational research and educational policy-making in Oman.

Yasser Fathy Al-Hendawy is an Associate Professor at Sultan Qaboos University, Oman.

Rashid Suliman Al-Fahdi is an Associate Professor at Sultan Qaboos University, Oman.

Mohammed Abdulhamid Lashin is an Associate Professor at Sultan Qaboos University, Oman.

تفعيل دور البحث التربوي في صنع السياسة التعليمية بسلطنة عمان ياسر فتحي الهنداوي، راشد سليمان الفهدي و محمد عبد الحميد لاشين

الكلمات المفتاحية: البحث التربوي ، صنع السياسة التعليمية، سلطنة عمان.

يعتبر البحث التربوي في الدول المتقدمة القوة المحركة وراء القرار التربوي، وبالتالي تظهر أهميته في اتخاذ القرار التربوي، ورسم السياسة التعليمية من خلال ما يقدم من معلومات وبدائل وحلول للمشكلات المدروسة.

وفي سلطنة عمان هناك جهود ملحوظة في العناية بالبحث العلمي من خلال الحرص على تضافر ومشاركة جهود أطراف عديدة في هذه العملية المهمة بشكل أو بآخر لجميع أفراد المجتمع ومؤسساته.

ورغم الجهود المبذولة من وزارة التربية والتعليم في صنع السياسة التعليمية إلا أن هناك دلائل عديدة تؤكد ضعف الارتباط بين السياسة التعليمية ونتائج البحوث التربوية، ومن ثم تسعى الدراسة الحالية إلى تقديم إجراءات مقترحة لتفعيل دور البحث التربوي في صنع السياسة التعليمية بسلطنة عمان، ويمكن صياغة مشكلة الدراسة في السؤال الرئيس التالي:

كيف يمكن تفعيل دور البحث التربوي في صنع السياسة التعليمية بسلطنة عمان؟

ويتفرع من هذا السؤال الأسئلة الفرعية التالية:

1. ما الأسس النظرية لدور البحث التربوي في صنع السياسة التعليمية؟
2. ما واقع دور البحث التربوي في صنع السياسة التعليمية بسلطنة عمان ؟
3. ما الإجراءات المقترحة لتفعيل دور البحث التربوي في صنع السياسة التعليمية بسلطنة عمان؟

ويعتمد البحث المنهج الوصفي التحليلي لمعالجة مشكلة البحث الحالي، وفي ضوء ذلك ينقسم البحث إلى أربعة أقسام كما يلي:

١. الإطار العام للبحث.
٢. إطار فكري عن العلاقة بين البحث التربوي وصنع السياسة التعليمية.
٣. دراسة تحليلية لواقع العلاقة بين البحث التربوي وصنع السياسة التعليمية في سلطنة عمان.
٤. الإجراءات المقترحة لتفعيل دور البحث التربوي وصنع السياسة التعليمية في سلطنة عمان.

ياسر فتحي الهنداوي: أستاذ مساعد في جامعة السلطان قابوس

راشد سليمان الفهدي: أستاذ مساعد في جامعة السلطان قابوس

محمد عبد الحميد لاشين: أستاذ مساعد في جامعة السلطان قابوس

Application of Research Methodologies in Comparative Education

Mohamed Abdulhamid Lashin & Nessren Saleh El-Din Mohamed

Comparative education has received a lot of attention due to its impact on enriching educational knowledge on the international level both academically and practically. It also helps push toward a better educational future by guiding future educational policies and solutions in a way suited to the international and local environment and future requirements. Comparative education, like other social sciences, has evolved in its methodology. It has shifted from borrowing and transferring knowledge and relying on descriptive methodology to observing cultural factors and forces which rely on historical methodology by the end of the 1950s. Given that, these approaches could add the scientific feature to comparative education in a way that makes it a scientific field which has three functions: description, interpretation and prediction. These helped develop a new. This new phase is based on scientific research methodologies which involve: the Brian Holmes approach, Brady approach, Arthur Mohlman approach and others.

The current study aims to shed some light on a number of recent scientific methodologies in comparative education. This will be done through the answer of a number of questions:

1. What are the theoretical foundations of the selected research methodologies and their steps?
2. What are the challenges in using these methodologies?
3. What are the applied models of the research methodologies?
4. What are the recommendations for using recent research methodologies in comparative education?

Mohamed Abdulhamid Lashin is an Associate Professor at Sultan Qaboos University, Oman.

Nessren Salah El-Din Mohamed is an Assistant Professor at Ain Shams University, Egypt.

تطبيقات المناهج البحثية في مجال التربية المقارنة

محمد عبد الحميد لاشين و نسرین صالح محمد صلاح الدين

الكلمات المفتاحية: التربية المقارنة، المنهجية العلمية، مدخل حل المشكلة.

لقد تزايد الاهتمام بعلم التربية المقارنة نظراً لأثره في زيادة المعرفة التربوية على الصعيد الدولي، سواء على المستوى الأكاديمي أو التطبيقي، وفي استشراف مستقبل تربوي أفضل من خلال طرح سياسات تربوية مستقبلية، وحلول مستقبلية للمشكلات والقضايا التربوية بما يتلاءم والتغيرات العالمية والمتطلبات المستقبلية على كل من المستوى العالمي والمحلي.

فالتربية المقارنة -شأنها شأن العلوم الاجتماعية الأخرى- مرت بمراحل تطور متعددة ارتبطت بتطور المنهجية التي كانت تستخدمها، فقد انتقلت من مرحلة (النقل أو الاستعارة) التي اعتمدت على المنهج الوصفي إلى مرحلة القوى والعوامل الثقافية؛ التي استندت على المنهج التاريخي ومدخل الطابع القومي، حتى نهاية الخمسينات من القرن الماضي، ولما كانت تلك المناهج والمداخل لم تكن قادرة على إعطاء التربية المقارنة الصيغة العلمية التي تجعلها علما، يحقق ثلاث وظائف أساسية هي: الوصف، والتفسير والتنبؤ، جاءت مرحلة المنهجية العلمية التي سادت فيها المداخل العلمية مثل: مدخل المشكلة لبراين هولمز ومدخل بريداي، ومدخل أرثر موهلان، وغيرهم.

وتسعى هذه الدراسة إلى إلقاء الضوء على عدة مناهج بحثية حديثة في البحوث العلمية المقارنة، وذلك من خلال الإجابة على الأسئلة التالية:

١. ما الأسس النظرية للمناهج البحثية المختارة وخطواتها؟
٢. ما النماذج التطبيقية للمناهج البحثية المختارة؟
٣. ما التوصيات المقترحة لاستخدام المناهج البحثية الحديثة بالبحوث التربوية المقارنة؟

محمد عبد الحميد لاشين: أستاذ الإدارة التعليمية والتربية المقارنة، جامعة السلطان قابوس
نسرین صالح محمد صلاح الدين: مدرس التربية المقارنة والإدارة التعليمية، جامعة عين شمس

The Role of Educational Research in Developing the Educational System in Arab Countries: A Proposed Strategy

Mohamed Abdulhamid Lashin, Osama Mahmoud Korany, & Azam Abd-Elnaby

The world has witnessed a wave of precipitating changes both regionally and internationally. Such changes have made educational research essential for developing educational systems and policies to help find solutions for educational problems. This will help fill the gap between the current and prospective policies. In addition, this will uncover new educational developments and adopt evidence-based approaches which will enable the educational systems to face future challenges and ensure change. The educational research helps in developing educational thinking and humans at all levels in a way which guarantees welfare. It also helps to study and develop the main dimensions of the educational process in order to monitor the educational problems and find solutions for them. Similarly, educational research can assist in the assessment and analysis of the educational system to identify its pros and cons and envisage its relationship to other societal systems. Educational research in the Arab region faces several problems; the most important of which focus on theoretical rather than empirical research, the detachment of educational research from the reality of educational practices, the weak association between research bodies and stakeholders, and the poor dissemination of the educational research findings. This has lead to a gap between educational research and its applications in solving educational problems and developing educational systems and policies.

Mohamed Abdulhamid Lashin is a Professor of Comparative Education in the College of Education, Beni-Suef University, Egypt.

Osama Mahmoud Korany is an Assistant Professor and Head of the Education Foundations Department in the College of Education, Beni-Suef University, Egypt.

Azam Abd-Elnaby is a lecturer of Comparative Education and Director of Quality Assurance at Beni-Suef University, Egypt.

دور البحث التربوي في تطوير المنظومة التعليمية بالدول العربية «استراتيجية مقترحة»

محمد عبدالحميد لاشين، أسامة محمود قرني و عزام عبد النبي أحمد

الكلمات المفتاحية: (الأداء المتوازن - سياسات التعليم - البحث التربوي)

استخدام بطاقات الأداء المتوازن في ردم الهوة بين أبحاث التعليم وسياساته بالدول العربية

يواجه البحث التربوي في العالم العربي العديد من المشكلات، التي تجعل من الضروري استخدام أساليب حديثة ومتنوعة في التخطيط للبحث التربوي بما يمكن الدول العربية من عبور الفجوة بين الواقع والمأمول، وهذا يتطلب التوازن بين أبعاد العمل بالبحث التربوي، ويساعد على ذلك مدخل بطاقات الأداء المتوازن الذي يهتم بترجمة الاستراتيجية البحثية إلى أهداف محددة ومقاييس ومعايير مستهدفة ومبادرات للتحسين المستمر، ويركز هذا المدخل على وصف المكونات الأساسية للنجاح في مجال البحث التربوي، ويتضمن التزويد بمهية المعرفة ونوعية المهارات والأنظمة التي يحتاجها الأفراد وكيفية تنميتها (التعلم والنمو)، لبناء القدرات والكفايات الاستراتيجية السليمة لتحسين الأداء (العمليات الداخلية)، والتي تضيف قيمة إلى السوق (المستفيدين)، والتي بدورها تؤدي إلى قيمة أكبر (الأموال المالية)، وتسعى الورقة الحالية للاستفادة من هذا المدخل من خلال ما يلي:

١. عرض نظري لمفهوم البحث التربوي، وأهميته، وأهدافه، ومواصفات البحث التربوي الجيد.

٢. مشكلات ومعوقات البحث التربوي بالدول العربية، وتحليل للفجوة بين الواقع والمأمول

٣. بطاقات الأداء المتوازن وتطبيقاتها في تطوير البحث التربوي بالدول العربية.

٤. تقديم تصور مقترح لاستخدام بطاقات الأداء المتوازن في ردم الهوة بين أبحاث التعليم وسياساته بالدول العربية بما يحقق قدرتها على المنافسة العالمية. وستستخدم هذه الورقة المنهج الوصفي للتوصل إلى تصور مقترح لردم الهوة بين أبحاث التعليم وسياساته بالدول العربية، من خلال تحقيق التوازن بين الأبعاد التالية في تطوير البحث التربوي (التعلم والنمو، العمليات الداخلية، والمستفيد، البعد المالي)، مع وضع تصميم لبطاقات الأداء المتوازن في هذا المجال بالوطن العربي.

محمد عبدالحميد لاشين: أستاذ الإدارة التعليمية والتربية المقارنة، عميد كلية التربية - جامعة بني سويف سابقا وأستاذ بجامعة السلطان قابوس

أسامة محمود قرني: أستاذ الإدارة التعليمية المساعد، وكيل كلية التربية - جامعة بني سويف ورئيس قسم أصول التربية
عزام عبد النبي أحمد: مدرس التربية المقارنة كلية التربية - جامعة بني سويف ومدير وحدة الجودة

BREAKOUT SESSION 3: APPLYING TRANSNATIONAL MODELS OF EDUCATION

Impact of Transnational Educational Resources on the Students in Higher Education in the UAE

Beena Salim

Education has become transnational in developing and emerging countries more and more with advent of technology and resource mobilization of education from developed to developing countries. In higher education in the GCC for business management courses like MBA and BBA most of the text books and other study materials being used are from other developed countries. There is also an impact of education providers on the learning of the students in GCC. The present paper is an attempt to look into the challenges and impact transnational educational resources like textbooks, online content, and professors while providing education to the region. Focus groups will be used to understand the effect

of transnational educational resources on the learning of business administration students. The sample of the study will be taken from three different universities in UAE.

Beena Salim is an Associate Professor at Skyline University College, UAE.

Linking Learning to Locality: A Framework for Embedding Local Culture, Action, Respect and Environment (CARE) Within an International Primary Curriculum

Jennifer Murray & Lauren Stephenson

Keywords: curriculum, culture, locality

This paper reports on and evaluates the initial stages of an ongoing teacher-initiated and led curriculum renewal project which aims to link student learning to local culture in the UAE. The project aims to provide a local cultural learning context; give voice to the extended school community; formalise commitment to linking learning to locality; and ensure the reflection of the UAE's cultural, environmental and economic development within a shared, transparent curriculum. The paper also identifies successes and challenges within the CARE curriculum project. This case study draws on data collected from school stakeholders using surveys, focus group discussions, document analysis and journals. The data were analysed using an inductive process of identifying themes and frequency counts.

Findings reflect widespread expectations that local culture should be an integral part of the curriculum; however they also identify variant understandings and perceptions of local culture among stakeholders. The paper examines how valued cultural links can be made within an existing, content heavy curriculum by giving teachers opportunities to embed cultural agents rather than solely creating new learning objectives. Initial findings demonstrate that students' cultural understanding and engagement were positively impacted by the creation of a transparent framework. This paper constitutes one of the first studies into a process of linking student learning to local cultural values and identity within adapted or adopted curricula in the UAE and adds to literature in international education by providing educators and policy makers with a framework and reflection on the role of locality in international primary schooling.

Jennifer Murray is a teacher at Deira International School.

Lauren Stephenson is an Associate Professor at Zayed University.

Curriculum Policy in the GCC: Aligning with the World's Best Education Systems

Badria Bin Hammad & Colleen Rudy

This qualitative study used a combination of local research and grounded theory to review and analyze international and GCC education systems to devise evidence based language curriculum policies for the UAE. Comparative international research was found to be an effective approach to reconciling the curriculum policy problems that are often found when adapting international language standards to a national education system. In this study the best performing education systems were found to share key common characteristics including: curriculum frameworks based on a human capital competencies model, proficiency levels and standards derived through functional analysis, international qualification framework architecture and definitions, quality control and assurance, and the presence of robust learning management information systems. As a result of this study the authors have constructed an innovative recursive curriculum theory that has been used as the basis for the English Curriculum Framework currently being implemented in the UAE.

Badria Bin Hammad is an English Supervisor at the Ministry of Education, UAE.

Colleen Rudy is the Academic Program Coordinator Curriculum and Resources at the Ministry of Education, UAE.

BREAKOUT SESSION 3: EVALUATING AND TRANSFORMING EDUCATIONAL SYSTEMS (ARABIC)

TQM Applications in Kuwaiti Public Schools: Six Sigma in School Administration

Sultan Al Daihani

This paper seeks to identify the potential of applying the Six Sigma system in the school administration. The researcher used the descriptive approach by applying an application questionnaire on a sample of (257) school principals, and the questionnaire consisted of three main themes: the extent to which school administrators apply the principles of TQM , the possibility of applying Six Sigma system in schools, and the expected obstacles. The results confirm the predications that there is possibility of applying the Six Sigma system in school administration after solving technical and administrative obstacles, such as the traditional understanding of the meaning of schooling, the limited power granted to school principals, and school principals' large workload on school. The researcher recommends conducting extensive studies on the possibility of applying the Six Sigma system in the educational system with the other samples and in other educational environments.

Sultan Al Daihani is an Associate Professor at Kuwait University.

تطبيقات الجودة الشاملة في التعليم العام ستة سيجما في الإدارة المدرسية

سلطان غالب عوض الديحاني

هدفت الدراسة الحالية للتعرف على اتجاهات وإمكانات و صلاحيات مدير المدرسة في تطبيق نموذج ستة سيجما كأحد أنظمة الجودة، وأهم المعوقات التي قد لا تيسر لمدير المدرسة بتطبيق نظام ستة سيجما كأحد أنظمة الجودة، وعلاقة عوامل الخبرة والنوع و المرحلة التعليمية بإمكانات تطبيق نموذج سيجما ٦ من قبل مديري المدارس بدولة الكويت.

و تكونت عينة الدراسة من ٢٥٧ مديرا و مديرة ممثلين لجميع المراحل التعليمية بجميع مدارس الكويت ، واستخدمت الدراسة المنهج الوصفي ، وطبقت على عينة الدراسة استبانة من ٣ محاور لقياس مدى تطبيق مديري المدارس لمبادئ إدارة الجودة، و صلاحياتهم في تطبيق منهجية ستة سيجما، و معوقات ذلك التطبيق ، و سبق تطبيق الاستبانة التحقق من صدقها وثباتها وأشارت النتائج الى تمتع الاستبانة بدرجة جيدة من الصدق و الثبات. وتم تحليل بيانات الدراسة باستخدام مجموعة من الأساليب الاحصائية منها : المتوسط ومربع كاي، وتحليل التباين .

و أشارت نتائج الدراسة الى أن لدى مديري المدارس معرفة وتطبيق جيد لبعض نظم الجودة بإدارتهم المدرسية ، وأن لديهم الإمكانيات و الصلاحيات اللازمة لتطبيق نموذج لآلية ستة سيجما بمدارسهم وفق نموذج ديميك، ووجود العديد من المعوقات التي لا تيسر استخدام ستة سيجما مثل الفهم التقليدي للتعليم ، ومحدودية صلاحيات المدير وكثرة أعبائه، ولا يختلف رأى المديرين في امكانية تطبيق سيجما و لمعوقات ذلك التطبيق باختلاف النوع و المنطقة التعليمية و المؤهل التعليمي و الخبرة و المرحلة التعليمية. و توفر نتائج الدراسة القاعدة النظرية التي يمكن أن تمهد لتطبيق منهجيات ستة سيجما في الإدارة المدرسية.

سلطان غالب عوض الديحاني: استاذ مشارك قسم الادارة و التخطيط التربوي كلية التربية - جامعة الكويت

Analyzing the Content of Geometry Books for Grades (9-12) According to the National Council of Teachers of Mathematics (NCTM)

Ali Bin Saeed Bin Saleem Al Matari

This study aims to analyze the content of the geometry books for grades (9-12) according to the National Council of Teachers of Mathematics (NCTM) in the Sultanate of Oman. In achieving this objective, the study tries to answer the following questions:

1. What are the geometry standards developed by the National Council of Teachers of Mathematics (NCTM) that should be available in the content of the math books for grade (9-12) in the Sultanate of Oman?
2. To what extent are math standards related to geometry in particular issued and implemented by the National Council of Teachers of Mathematics (NCTM) in the content of the math books for grade (9-12) in the Sultanate of Oman?

The research uses the descriptive analytical method. The researcher prepared a list of criteria which should be included in geometry content in math classes building on content standards of the National Council of Teachers of Mathematics (NCTM). This list was used as a content analysis card. The results of the study showed that the availability of content standards for geometry math books for grades (9-12), ranges from very little to almost inexistent. According to these results, the researcher presented a set of recommendations for reviewing the content of geometry courses, emphasizing the importance of increasing academic qualification, improving authoring of mathematics curriculum, informing the administrators and teachers of math through courses and workshops on standards for mathematics education. These recommendations will help reach the required standards in the development of mathematics textbooks for the second cycle of basic education and post-basic education.

Ali Al Matari is a math teacher at the Ministry of Education, Oman.

تحليل محتوى الهندسة بكتب الرياضيات للصفوف (٩-١٢) في ضوء معايير المجلس القومي لمعلمي الرياضيات (NCTM) (دراسة تحليلية تقويمية)

علي بن سعيد بن سليم المطري

هدفت هذه الدراسة إلى تحليل محتوى الهندسة بكتب الرياضيات للصفوف (٩-١٢) في ضوء معايير المجلس القومي لمعلمي الرياضيات (NCTM)، بسلطنة عمان، ولتحقيق هذا الهدف سعت الدراسة للإجابة عن الأسئلة الآتية:

١. ما معايير الرياضيات المدرسية المطورة الصادرة عن المجلس القومي لمعلمي الرياضيات (NCTM) المرتبطة بالهندسة والتي ينبغي توافرها في كتب الرياضيات للصفوف (٩-١٢) بسلطنة عمان ؟

٢. ما مدى توافر معايير الرياضيات المدرسية الصادرة عن المجلس القومي لمعلمي الرياضيات (NCTM) المرتبطة بالهندسة والتي ينبغي توافرها في محتوى الهندسة بكتب الرياضيات للصفوف (٩-١٢) بسلطنة عمان ؟

وقد استخدم الباحث المنهج الوصفي التحليلي ، وقام الباحث بإعداد قائمة المعايير التي ينبغي توافرها في محتوى الهندسة تأسيساً على معايير المجلس القومي لمعلمي الرياضيات (NCTM)، استخدمت هذه القائمة كبطاقة تحليل محتوى، تم التأكد من صدقها عن طريق المحكمين، وثباتها باستخدام معادلة هولستي والذي بلغ ٩٧،٠٠. وأظهرت نتائج الدراسة أن درجة توافر المعايير في محتوى الهندسة بكتب الرياضيات للصفوف (٩-١٢) تراوحت بين القليلة والمتوسطة وغير متوافرة أحياناً.

وفي ضوء هذه النتائج قدم الباحث مجموعة من التوصيات منها إعادة النظر في محتوى الهندسة، التأكيد على أهمية زيادة التأهيل الأكاديمي والتربوي والفني لمؤلفي مناهج الرياضيات، اطلاع مشرفي ومعلمي الرياضيات من خلال دورات وورش عمل على المعايير العالمية لتعليم الرياضيات، الاستفادة من قائمة المعايير التي توصلت إليها الدراسة الحالية في تطوير كتب الرياضيات للحلقة الثانية من التعليم الأساسي، وكتب الرياضيات لمرحلة التعليم ما بعد الأساسي فيما يخص الهندسة.

علي بن سعيد بن سليم المطري: معلم مادة الرياضيات بمدرسة المتنبئ للبنين للصفوف (١١-١٢)، وزارة التربية والتعليم، عمان.

The Role of Supervisors in Developing School Performance Systems in the Sultanate of Oman

Kaathia Albimani

This study aimed to identify the role of administrative supervisors in activating school performance system in basic education schools in the Sultanate of Oman from the viewpoint of principals and their assistants. To achieve this goal, the researcher developed a questionnaire consisting of (51) phrases which focused on six areas: planning, problem solving, promoting an organizational culture, vocational training and development, supervision and follow-up, and evaluation. The questionnaire was distributed to a sample of (879) principals and assistants of basic education schools in the Sultanate of Oman, and after processing the data statistically, the researcher can make the following recommendations:

1. Include administrative supervisor functions in the development of school performance system as a key duties set in the administrative supervision guide.
2. Add the planning and implementation processes for systems development and school performance to the functions of the administrative supervisor and follow-up not only on the system development, but also school performance.
3. Train the administrative supervisors on using the system to be able to transfer the knowledge to principals, assistants and the school development team.
4. Reduce the scope of the supervision of administrative supervisors on schools.

Kaathia Albimani is the Assistant Director of Schools at the Ministry of Education, Oman.

دور المشرفين الإداريين في تفعيل نظام تطوير الأداء المدرسي في سلطنة عمان كاذية البيماني

تهدف هذه الدراسة إلى التعرف على دور المشرفين الإداريين في تفعيل نظام تطوير الأداء المدرسي في مدارس التعليم الأساسي في سلطنة عمان من وجهة نظر مديري المدارس ومساعدتهم وذلك من خلال الإجابة على الأسئلة الآتية :

١. ما دور المشرفين الإداريين في تفعيل نظام تطوير الأداء المدرسي في سلطنة عمان من وجهة نظر مديري المدارس ومساعدتهم ؟
٢. هل تختلف تقديرات مدراء المدارس ومساعدتهم في تفعيل نظام تطوير الأداء المدرسي في سلطنة عمان باختلاف النوع والوظيفة والخبرة ؟

لتحقيق هذا الهدف، قامت الباحثة ببناء استبيان يتكون من (٥١) العبارات التي وزعت على ستة مجالات هي: التخطيط، وحل المشاكل، ونشر الثقافة التنظيمية للنظام، والأمناء المهني والتدريب والإشراف والمتابعة، والتقويم . وقد تم توزيع الاستبيان على عينة من (٨٧٩) من مديري المدارس والمساعدين مدارس التعليم الأساسي في سلطنة عمان، وبعد معالجة البيانات إحصائياً وقد توصلت الباحثة إلى التوصيات التالية:

١. ضرورة إدراج وظائف المشرف الإداري في تطوير نظام الأداء المدرسي ضمن مهامه الرئيسية التي وضعت في دليل الإشراف الإداري.
٢. وتضمن عمليات التخطيط والتنفيذ لنظام تطوير الأداء المدرسي في مهام المشرف الإداري
٣. تدريب المشرف الإداري على النظام ليكون قادراً على نقل أثر التدريب إلى مديري المدارس والمساعدين وفريق التطوير المدرسي.

٤. الحد من نطاق إشراف المشرف الإداري على المدارس.

كاذية البيماني: مساعد مدير مدارس، وزارة التربية والتعليم

Intellectual Property Management at Sultan Qaboos University in Light of International Experiences: A Comparative Study

Galia Bint Amer Bin Ali Al-Mqrashi

The study uses the descriptive approach. Previous literature on intellectual property management was analyzed and the study tools were prepared as content analysis cards which consisted of (40) items. Five universities were chosen to compare how the intellectual property is managed in these universities, including Oxford University in the United Kingdom, Stanford in the United States, University of Adelaide in Australia, Kyoto University in Japan, King Saud University in the Kingdom of Saudi Arabia and Sultan Qaboos University in the Sultanate of Oman. This sample is intentionally chosen. The study concluded with a proposal to develop the intellectual property management systems in the Sultan Qaboos University which can be used by the other universities.

Galia Al-Mqrashi is a Training Specialist at the Ministry of Education, Oman.

إدارة الملكية الفكرية بجامعة السلطان قابوس في ضوء بعض الخبرات العالمية (دراسة مقارنة)

غالية بنت عامر بن علي المقرشية

تقوم الدراسة على المنهج الوصفي؛ حيث تم تحليل الأدبيات المتعلقة بإدارة الملكية الفكرية، وإعداد أداة الدراسة في صورة بطاقة تحليل محتوى تكونت من (٤٠) بنداً، وتم اختيار خمس جامعات ذات خبرة لمقارنة كيفية إدارة الملكية الفكرية فيها وهي: جامعة أكسفورد بالمملكة المتحدة وجامعة ستانفورد بالولايات المتحدة وجامعة أديلايد بأستراليا وجامعة كيوتو باليابان وجامعة الملك سعود بالمملكة العربية السعودية وجامعة السلطان قابوس بالسلطنة، واختيرت العينة بطريقة قصدية، وتوصلت الدراسة لتصور إداري مقترح لتطوير إدارة الملكية الفكرية في جامعة السلطان قابوس يمكن أن تستفيد منه أيضاً بقية الجامعات.

غالية بنت عامر بن علي المقرشية: أخصائية تدريب بوزارة التربية والتعليم، سلطنة عمان

The Gap Between Scientific Research and Policy Makers: Towards a Conceptual Model for Bridging the Gap

Abdelwahab Gouda Elhayes

This study aims to provide a conceptual model for converting the results of scientific research into effective development policies, and to reduce the gap between scientific research and policymaking. To achieve this goal, the paper discusses the reasons for the rift between centers of scientific research and those of social policy-making; diagnoses the challenges in transferring knowledge and the effective utilization of this knowledge in policymaking; and reviews the most important theoretical approaches in the global scientific arena. Finally, the paper proposes a theoretical model that fits the needs of Arab States, with a focus on narrowing the gap between knowledge production and policy-making, especially in the field of education.

Abdelwahab Gouda Elhayes is an Associate Professor of Sociology at Sultan Qaboos University, Oman.

نحو نموذج نظري لتجسير الفجوة بين البحث العلمي وعملية صنع السياسات: التعليم نموذجاً

عبد الوهاب جودة الحاييس

تهدف الدراسة الراهنة إلى محاولة طرح نموذج تصوري لعملية تحويل نتائج البحث العلمي إلى سياسات فاعلة في عملية التنمية، وتضييق الفجوة بين البحث العلمي والسياسة. ولتحقيق هذا الهدف، تستعرض الورقة: مؤشرات الفجوة بين مراكز إنتاج المعرفة العلمية ومراكز صنع السياسات الاجتماعية، وتشخيص التحديات التي تواجه عملية نقل المعرفة والاستفادة منها في صنع سياسات فاعلة، بالإضافة إلى استعراض المقاربات النظرية على الساحة العلمية عالمياً، ثم اقتراح نموذج نظري يلائم الدول العربية، يمكن تطبيقه لتضييق تلك الفجوة، لاسيما في مجال التعليم.

عبد الوهاب جودة الحاييس: أستاذ علم الاجتماع المساعد قسم علم الاجتماع كلية الآداب والعلوم الاجتماعية- جامعة السلطان قابوس

BREAKOUT SESSION 3: EVALUATING AND TRANSFORMING EDUCATIONAL SYSTEMS

The Reading Curriculum

Melanie Gobert

Keywords: Reading, Literature, Curriculum, National Identity

According to the United Nations Development Programme Literacy Report for 2007–2008 “the average Arab citizen in the Middle East reads approximately 4 pages of literature a year. In comparison, an average American reads 11 books a year and a Briton 8 books” (Absal, 2010). It has been well-documented that GCC students do not come from a reading culture (Jazzar, 1991; Shannon, 2003). Reading has been shown to improve vocabulary acquisition, grammar acquisition, and writing acquisition as well as reading comprehension for all students of English, both native and ESL learners (Hafiz & Tudor, 1989; Krashen, 2004). Discourse analysis of discussion board postings was used as a tool for collecting and analyzing information on students’ thought processes and development as both writers and thinkers after reading Emirati literature for English language learners. This presentation will also critically evaluate the reading curriculum now in place in private and government institutions in the region that is dominated by education and ELT publishers to the neglect of Arab and Muslim representation in English textbooks and course curriculum, learning local history and culture through the medium of English, local literature, phonics and spelling instruction as an essential part of achieving English literacy, and the belief that authentic materials written specifically for native English speakers will achieve the goal of bilingual success in the GCC countries. This research was funded by the Emirates Foundation.

Melanie Gobert is a faculty member at Abu Dhabi Men’s College, Higher Colleges of Technology, UAE and editor of *Perspectives*, the TESOL Arabia peer-reviewed journals.

A Curricular Rationale and Model for Graduate Comparative Educational Administration and Leadership in the UAE: Bridging the Multifaceted Divides of Culture, Politics, and Intellectual Traditions

Eugenie A. Samier

Keywords: Comparative Administration, Postgraduate Curriculum Development

This paper proposes a curricular rationale and model for educational administration and leadership at the postgraduate level that includes comparative and inclusive use of Western and Arabic/Islamic intellectual traditions to serve state-building and institution-building requirements in the UAE. The model includes important factors of culture, values (including ethics), personality, character, and economic and political challenges and inter-governmental relations in the region that administrators at senior policy levels must address, drawing on curricular theory of French and Grey (1996) and Peters (1994). The paper also considers scholarship that addresses a number of related issues for a critical framework, including colonisation, globalisation pressures, multiculturalism, and citizenship and national identity as well as curricular scholarship in the administration, management and leadership fields that stresses critical and emancipatory thinking, analytical skills, and a broad range of interpretive and critical research traditions. The model is a synthesized praxis of Western and Arabic/Islamic scholarship that can build a modern Arabic Islamic state with a multicultural society that is able to provide continuity and perpetuation of Emirati culture and political traditions. The main focus of this paper is on how comparative can inform a number of administrative functions and structures to better modify Western models and help integrate indigenous practices: civil service criteria, organisational design and planned change, and governance, organisational culture and policy studies, particularly in informing the adaptation process in policy transfer among jurisdictions.

A Review of the Cycle-2 Primary Science Textbooks in Bahrain: Preliminary Findings

Faten S. M. Abdel-Hameed & Salah A. A. Emara

Keywords: Science Education, Critical Evaluation of Textbooks, Science Textbook Analysis

Science educators agree that textbooks play an important role in the teaching and learning processes (Koppal & Caldwell, 2004; Clement, 2008). Numerous research studies have been conducted on science textbooks analysis in the past several decades. Since the textbooks are being used as a source of information in teaching a particular subject, the quality and accuracy of the content is crucial for their educational effectiveness. The international organization such as UNESCO formulated comprehensive strategy and guidelines on textbook research and AAAS's Project 2061 developed analysis protocols to evaluate the instructional effectiveness of the science textbooks.

In analyzing the science textbooks researchers look into the balance between theoretical and practical knowledge, portrayal of minorities, women and gender fairness, treatment of socio-scientific issues, depiction of graphical information (Slough, 2010), vocabulary load, comprehensibility and readability at intended level (Young, 2010), accuracy and coherence, representation of indigenous knowledge (Ninnes, 2000), the role of textbook questions (Davila, 2010), dealing with misconceptions, and cultural and religious sensibility.

A number of analytical tools, both qualitative and quantitative, have been constructed in recent years in the form of survey questionnaire, rubrics, grids, criteria, rating scheme and procedures using ethnographic content and reflexive document analyses, coding of the indicators, and image analysis protocols. This study is being conducted to critically evaluate the newly developed primary level (cycle-2) science textbooks used in Grades 4, 5 and 6 in Bahrain schools. This paper reports preliminary findings and discusses the implications in teaching of primary science and educational reform efforts in Bahrain.

Faten S. M. Abdel-Hameed is Head of the Continuous Professional Development Programmes at Bahrain Teachers College, University of Bahrain.

Salah A. A. Emara is the Director of the Studies and Research Unit at the University College of Bahrain.

Globalisation, Education and Identity

Gameel Mohamed

In the past 30 years globalisation has rapidly transformed societies as never seen before. Once merely viewed through the lens of economic and market forces this phenomenon of globalisation has effectively and forcefully molded social, cultural, political and educational change within developing countries. Riding this wave of globalisation is a particular set of ideas which has influenced the rapid restructuring of educational policies and the adoption of pedagogies that reflect those ideas. In line with these ideas, changes in teaching and learning styles were proposed and were equated with quality and effective education; this has been the premise for pedagogical change within educational system. This presentation will question the assumption that all pedagogy is value free and universal, a one size fits all. It will examine the basic philosophical assumptions underpinning particular pedagogies and compare this to the basic philosophical beliefs and values held by society. Furthermore it will question the notion that cognitive and academic improvement can only emerge using pedagogy coloured in a particular philosophical discourse which is incongruent to the underpinning philosophical beliefs of particular societies? Pertinent and central to the discourse of education and globalisation is the belief by some that cognitive and academic improvement can only take hold with a change in the underpinning philosophical beliefs of society.

Gameel Mohamed is the Science Education Team Leader at Emirates Collage for Advanced Education.

FEATURED PANEL: REGIONAL AND INTERNATIONAL YOUTH CHALLENGES

Patterns and Perceptions in Male Secondary School Dropouts in the United Arab Emirates

Samar Farah & Soha Shami

Keywords: dropouts, education, teacher quality, parental involvement, socioeconomic status

The impact of socioeconomic status, family, and school experiences on the school continuation decision has been well-documented in Western literature. To date, however, no empirical studies have been conducted on the Gulf region. Using a sample of 149 dropouts and 347 non-dropouts, this study is the first to apply a mixed-methods comparative design to explore the patterns and trends in male dropout rates across government schools in the United Arab Emirates (UAE). Importantly, the study finds that the effect of teachers on a student's decision to stay in school can be as strong as family influences. Consistent with previous literature on other parts of the world, dropping out in the UAE is associated with low socio-economic background, poorly educated and/or uninvolved parents, and de-motivating school experiences marked by unsupportive teachers and disruptive peers.

Samar Farah & Soha Shami are Research Associates at the Sheikh Saud Bin Saqr Al Qasimi Foundation for Policy Research, Ras Al Khaimah, UAE.

BREAKOUT SESSION 1: IMPROVING EDUCATIONAL QUALITY

Towards School Management without a Principal: A Contemporary Vision for Educational Reform

Wajeha Thabet Al-Ani

Key words: school management, decentralization, team-work

The changes and developments in the field of school administration worldwide have led to the initiation of the school self-management system in Oman, through the Ministerial Decree No. 2/2006 issued by the Ministry of Education. This law grants the school power and authority to self-management and decentralization. There are also global demands to restore confidence in the authority of the teachers by making teaching an integrated profession which allows teachers to exercise their role in decision making. Consequently, this study aims to develop and propose a model of school administration by applying the teamwork approach, through answering the following research questions:

- What are the organizational characteristics of school administration without a principal?
- What is the proposed model in the management of schools without a principal in the light of some international models?

In order to answer the study questions, the descriptive approach was used to collect and analyze the quantitative data. A sample of officials, educators and school principals were interviewed. The study results showed that there is a possibility to administer schools without principals by forming specialized team-works who share the responsibility of managing school in the sense of mutual belongingness, loyalty, cooperative, cohesion and selflessness ways. The study also presents a new organizational structure as a new model for the school administration named «Governor Body of the School (GBS)» which is composed of team-works that will manage the school continuously and dynamically through five dimensions: status, power, role, leadership, and love. Many recommendations and suggestions were proposed.

Wajeha Thabet Al-Ani is an Associate Professor at Sultan Qaboos University, Oman.

What is Education for? A Discussion Arising from Lyotard's Performativity

Rosalind Irving

This talk aims to introduce and consider Jean Francois Lyotard's notion of performativity in relation to thinking on education. I will argue that in the current policy climate there is a danger of reducing the aims of education to narrow performance based indicators and of using 'evidence' to legitimate this approach. Firstly, I will introduce the notions of meta-narrative and performativity as set out by Jean Francois Lyotard in 'The Post-Modern Condition'. Secondly, I will argue that globalized policy borrowing and neoliberal agendas in education, combined with an emphasis on knowledge as an economic good are leading to a performative educational narrative in the sense laid out by Lyotard. Finally, I would like to discuss the role of educational research in the light of the above themes.

Rosalind Irving is a faculty member at the Higher Colleges of Technology, UAE.

Approaches to Supervision of Student Teachers in one UAE Teacher Education Program

Ali Ibrahim

Keywords: supervisory approaches; student teachers; cooperating teachers; university supervisors; United Arab Emirates

This study investigated approaches to supervision of student teachers in one UAE teacher education program. Student teachers completed a researcher-developed supervisory inventory and responded to a questionnaire of closed- and open-ended questions. Cooperating teachers completed a questionnaire and university supervisors were interviewed. The study found that student teachers preferred the collaborative approach to supervision. The collaborative approach was used by cooperating teachers, but the directive approach was used by university supervisors. Moreover, unlike cooperating teachers, university supervisors had negative views about student teachers' levels of commitment and abstraction.

Ali Ibrahim is an Assistant Professor at the Faculty of Education, United Arab Emirates University.

Building a Research-based System for Quality Assurance in Early Childhood Education and Care: Highlighting the Role of Classroom Interactions and Relationships in Achieving Quality

Samia Kazi

Key words: Early Childhood Care and Education, High Quality Standards, Center Evaluation, Classroom interactions, Child-teacher relationships

Historically, we identified the quality of an early childhood program by investigating the physical environment, the space available for play and child safety (La Paro et al. 2004). Similar components are investigated by many regulators when inspecting or measuring quality in early childhood education and care. However, researchers argue that there are other equally important factors that need to be considered when measuring program quality, including interactions, mode of teaching, family and community and relationships. This research study focuses specifically on examining teacher-child interactions and relationships that exist inside the classroom including the emotional and instructional climate.

Researchers have found that the quality of interactions and relationships between the child and teacher is positively correlated with the children's academic achievements and social emotional skills (La Paro, Pianta, & Stuhlman, 2004). This study investigates interactions and pro-social relationships between the teacher and the children in early childhood classrooms. Two childcare centers were observed using the Caregiver Interaction Scale, or CIS (Arnett 1989). Both centers were licensed childcare center from the local regulators and did not hold any violations from the Ministry of Social Affairs. However, there were major differences between the findings from inside the classrooms. The findings suggest that

UAE national standards need to be developed to include indicators for classroom interactions and relationship due to the effect they have on children's attachment, cognitive, emotional, and social development.

Samia Kazi is the Chief Operating Officer, Early Childhood Research, Products and Services at Arabian Child, UAE.

BREAKOUT SESSION 1: RESEARCH IN HIGHER EDUCATION IN OMAN

How ready are Omani students for higher education? A Case Study of Sultan Qaboos University Intake 2011 – 2012

Otherine Neisler, Thuwayba Al Barwani, Hussein Al Kharusi, Hamad Al Yahmadi, Muna Al Kalbani, Humaira Al Sulaimani, David Clayton, & Mohammad Athar Khan

Keywords: curriculum, culture, locality

This paper reports on and evaluates the initial stages of an ongoing teacher-initiated and led curriculum renewal project which aims to link student learning to local culture in the UAE. The project aims to provide a local cultural learning context; give voice to the extended school community; formalise commitment to linking learning to locality; and ensure the reflection of the UAE's cultural, environmental and economic development within a shared, transparent curriculum. The paper also identifies successes and challenges within the CARE curriculum project. This case study draws on data collected from school stakeholders using surveys, focus group discussions, document analysis and journals. The data were analysed using an inductive process of identifying themes and frequency counts.

Findings reflect widespread expectations that local culture should be an integral part of the curriculum; however they also identify variant understandings and perceptions of local culture among stakeholders. The paper examines how valued cultural links can be made within an existing, content heavy curriculum by giving teachers opportunities to embed cultural agents rather than solely creating new learning objectives. Initial findings demonstrate that students' cultural understanding and engagement were positively impacted by the creation of a transparent framework. This paper constitutes one of the first studies into a process of linking student learning to local cultural values and identity within adapted or adopted curricula in the UAE and adds to literature in international education by providing educators and policy makers with a framework and reflection on the role of locality in international primary schooling.

Otherine Neisler is an Associate Professor of Curriculum and Instruction and Research Consultant at College of Education at the Sultan Qaboos University, Oman.

Thuwayba Al Barwani is a member of the State Council (Parliament), Associate Professor of Curriculum and Instruction and Dean of the College of Education at the Sultan Qaboos University, Oman.

Hussein Al Kharusi is an Assistant Dean for Undergraduate Studies in the College of Education and an Assistant Professor in the Department of Psychology in the College of Education at Sultan Qaboos University, Oman.

Field Practice in the Educational Administration program at Sultan Qaboos University: An Example to Build Research Skills in Educational Preparation Program

Aisha Al-Harathi

Within the acceleration of knowledge, competency in research is considered one of the requirements for educators. The College of Education at Sultan Qaboos University adopted research as one the key components in its conceptual framework. Research is impeded in many of the College programs, including the Bachelor of Educational Administration program (BEA). This paper responds to some of

the challenges in linking research to practice through preparation programs for educators. It presents two examples used in the BEA program. In the first example, students are immersed in the field to conduct their research. In the second example, students apply structured forms that are designed to achieve specific research skills. Students go to the field for a period not more than three weeks to apply the forms. The paper will also explain how students mature in developed research skills, the challenges they faced and some suggestions for improvement. The examples presented in this paper can be used as a benchmark in strengthening research skills of undergraduate preparation courses.

Aisha Al-Harathi is an Assistant Professor at Sultan Qaboos University, Oman.

Foundation Programs: Bridging the Gap Between Schools and Higher Education

Saleh Al-Busaidi

Foundation or preparatory year programs are spreading very widely across colleges and universities in the Gulf region. They vary slightly in their content but they have the same goal, which is to prepare students for their university studies. Looking at the enrollment figures in foundation/preparatory programs, it is alarming to see that the majority of students admitted into higher education institutions are required to go through these programs. It means that the majority of the students are not equipped with the appropriate knowledge and skills to start college study. This indicates a serious gap between the competencies in the school curriculum and the university/college requirements. In many cases, foundation programs have become an integral part of college study. Students spend one to two years studying foundation courses before they can start their degree.

Some universities have used these foundation/preparatory programs to introduce other subjects, such as the Arabic language, chemistry, biology, physics, etc. so that students can start the core subjects in their majors immediately after gaining the basic knowledge and skills required by their major. Many college faculty members argue that these basic skills should be taught in the school curriculum and that students should be ready to start their degree courses upon their admission. However, the reality is entirely different. There are many factors involved in this issue.

This presentation will first give a brief description of foundation programs. The presenter will show data about foundation programs in a number of universities around the world. This will be followed by a discussion of the main issues surrounding the development and management of foundation programs. Implications and conclusions will be drawn from the presentation.

Saleh Al-Busaidi is Director of the Language Center at Sultan Qaboos University.

Linking Macro Challenges with Micro Needs of Higher Education in GCC Countries: Oman Perspective

Iqtidar Ali Shah & Neeta Baporikar

Keywords: Challenges, GCC, Higher Education, Linkage, Needs, Research

Despite the continuous efforts of the GCC countries to enhance the quality of higher education and research by investing a huge amount to expand education opportunities for male and female to ensure equality and equity, provide considerable infrastructure, facilities, spread regional HEIs of all types with diversified programmes, and establish accreditation councils, the quality of education and research remain a major concern. The two major challenges of higher education in the GCC countries identified in the literature are the quality of higher education and lack of research. Much has been written about both, but, what are the needs at micro level to overcome these macro challenges is the concern. The objective of this paper is to establish the linkage by determining the needs of the institutions, faculty, students and society in meeting challenges. Extensive literature review, deep observation and insights developed through academic experience in the existing higher education system are used as

methodology in this paper. The paper concludes that quality of education and research cannot be improved unless it focuses on institutions, students, faculty and society. Various needs identified include firm and uniform education policy, unbiased faculty policy, development of competent citizens, student motivation and commitment, attitude and behavioural aspects, language skills, critical and analytical skills, logic and numerical abilities. The paper will be useful for the policy maker of the higher education.

Iqtidar Ali Shah is an Assistant Professor at the College of Applied Sciences, Salalah, Oman.

Neeta Baporikar is a Professor at the College of Applied Sciences, Salalah, Oman and the Head of Scientific Research at the Ministry of Higher Education, Oman.

BREAKOUT SESSION 1: STUDENT LEADERSHIP AND DEVELOPMENT

The Role of Education in Bestowing Graduates with Essential Work-Related Soft Skills: Improving Gulf Employment Nationalization Programs by Employing Hidden Curricula in Higher Education Institutions

Dayna Dagmar Knot & Meshari Alwazae

Keywords: curriculum, culture, locality

Keywords – Tacit knowledge, Soft skills, Knowledge transfer, Hidden curricula, Higher education

Purpose – Our purpose is to establish an inter-sectoral knowledge transfer (KT) model that bridges industry-educational cleavages to address the need for effective soft skills education. Soft skills education must be conducted in a manner that ensures KT. For this reason the merit of hidden curricula needs to be examined. By developing a soft skills KT model that bridges higher education and industry, gaps in quality and relevance between the former's outputs and the latter's needs can hopefully be bridged. This will improve the success of nationalization programs by developing qualified and desirable output relevant to industry needs.

Problem – Nationalization programs in Qatar, KSA, and UAE require soft skills for success. Soft skills education must become a part of educational hidden curricula and the transfer of this knowledge should take place via a collaborative effort between higher education and industry.

Research Question – How can we ensure soft skills education is effectively accomplished in a manner suited to developing relevant and quality output for industry needs?

Design/Methodological Approach – This is an interpretative study using case studies to describe the phenomena of lacking soft skills in national employees. Data was collected using United Nations databases and most recently published governmental reports on the education and economic sectors within each country.

Originality/Value – This study reworks existing KT models into an inter-sectoral communicative approach. This model focuses on hidden curricula as the optimal mode of transferring soft skills.

Dayna Dagmar Knot & Meshari Alwazae are graduate students at the Institute of International Education in Stockholm University, Switzerland.

The Case of the Jeddah Floods: Student leadership, social media & civic engagement in the digital age

Leigh Llewellyn Graham

In 2009, catastrophic floods transformed the Saudi city of Jeddah, awakening its tech-savvy youth to a new civic consciousness and highlighting the critical role of science education in ameliorating social problems and averting environmental disasters. "The Jeddah Floods," as they are known locally,

have come to embody a moment of historical social connectivity, when mobile devices and community members transcended ideological and physical boundaries, including race, class, and gender, to respond to a natural disaster that washed away roads, destroyed buildings in the historic heart of Jeddah also known as Al-Balad, and took many human lives.

University students were among the first responders to the disaster. The social engagement that is particularly developed in members of the so-called digital generation, played out in their immediate support with campus-based drives to collect and distribute material assistance, such as clothes and food, but also by their efforts to mobilize civil society by posting graphic pictures and videos of the flood online via YouTube and Facebook. Students helped convey the extent of the situation to the local community and broader Saudi society also took notice. Largely by youth efforts, government officials and policy makers became aware of the severity of what has happened in Jeddah. Students, both male and female, who emerged as community leaders publicly called for timely government assistance and appropriate policy change.

This paper suggests the L&T Symposium offers a useful model for student-led civil society movements to engage key policy makers in discussion about the role of local knowledge in policy change.

Leigh Llewellyn Graham is a Ph.D candidate at Columbia University, USA.

Arab Women in Engineering: A Case Study of Women Studying Engineering in UAE

Katherine L. Hall

Middle East and particularly the Arab Gulf region, societies have traditionally been described as patriarchal. Opportunities for women in traditionally male dominated professions were at best scarce. In the United Arab Emirates (UAE), His Highness, President Sheikh Khalifa bin Zayed Al Nahyan has recognized the need for UAE to expand its internal intellectual resources and with these advances, the same opportunities have been extended to the women of the country. Not only are women from UAE being encouraged to seek education and careers in fields such as engineering but also women from other Arab nations are encouraged to seek educational opportunities in UAE technical universities. This extreme paradigm shift lends way to many questions about the young women who are pursuing engineering degrees and their perceptions about their futures in the Arab region.

This study will examine in depth the voices, opinions and attitudes of the young women who have chosen to major in engineering in UAE universities, focusing primarily on the engineering university, Khalifa University in Abu Dhabi. Through a literature review of the history of the role of women in both the region and in engineering fields, survey research, focus groups and individual interviews, this study will attempt to represent accurately the evolving role of Arab women in engineering fields.

Katherine L. Hall is an Assistant Professor of English at Khalifa University of Science, Technology and Research, UAE.

BREAKOUT SESSION 2: PROMOTING AN EDUCATION RESEARCH CULTURE

The Challenges in Building a Research Culture in a Private Women's University in Saudi Arabia

Manail Anis Ahmed

In this paper I will speak about my experience with trying to help build a research culture in a small private university in Saudi Arabia. I will begin by providing, briefly, some details about the institution and

its background. I will then describe the task I and my colleagues were assigned – that of implementing the consultants' vision and strategic plans regarding the setting up of a research and consultancy institute at this university. In this process I will provide some details about the proposal itself, as I believe it accurately reflects the research aspirations and ideals held dear in this region. I will then proceed to list some of the challenges faced by myself, my colleagues and the institution in general in trying to establish a research culture on campus. Finally, I will provide what I hope are useful suggestions with regard to overcoming obstacles in the path of research output and activity flourishing in similar university settings.

Manail Anis Ahmed is the Senior Grants Specialist of the Research & Consultancy Institute at Effat University, KSA.

Evidence- Based Everything

Andrew I. O'Sullivan

Keywords: evidence-based policy, decision-making, research, educational reform

The title is from a 2002 article by Ann Oakley concerning the move in academic and policy circles towards strengthening the research evidence base in the social sciences. Educational research has often been deemed deficient in employing evidence and thus seen by many actors as an area ripe for the adoption of a more "evidence-based culture". The complexities surrounding the nature and understanding of what evidence is; about what constitutes evidence, and how evidence is rendered contrasts to the attractive directness of the almost common sense assumption that "good" evidence helps in the formulation of better policy and leads to improved practice. The notion of disinterested, objective evidence guiding the policy maker must be examined. Where does the evidence-based approach originate from? Where does the evidence based 'movement' reside in terms of its epistemology and its world view? When is evidence deemed compelling or convincing enough to advocate a change or reform policy? What implications for educational practice does a more evidence based policy imply in terms of its constructs of education and research (their conduct, role and purposes)? Where does the evidence-informed policy approach impact educational policy formulation and decision making here in the Gulf region, and in the UAE? There appears to be a growing space in the policy field for research primarily concerned with providing policy actors with supportive data to formulate policy matching their 'ideological and political constraints' (Lauder, Brown and Halsey 2009: 5) and with convincing actors of the need for certain types of reform.

Andrew I. O'Sullivan is the Academic Coordinator at Dubai Women's College, Higher Colleges of Technology, UAE.

Strategies for Promoting Research Culture in GCC: Oman Perspective

Neeta Baporikar & Iqtidar Ali Shah

Keywords: GCC, Oman, Promotion, Research Culture, Strategies

The UN Arab Human Development Reports (2002 and 2003) used numerous indicators as evidence of weak progress towards development of knowledge in Arab States. The Gulf Cooperation Council (GCC) countries have developed world levels of GDP per capita and yet investment in R&D remains at developing world levels. The recent international indicators related to research capacity have shown little or no improvement and development of research capacity and production is highly dependent on higher education in these countries as the private sector funds little R&D (UNDP 2002). Funding of higher education is generally within or exceeds the range of 4-6% identified as optimal in developed economies (Steier 2003), and yet dissatisfaction with the quality of education is high and research productivity is low.

Thus, an integrated approach to developing research capacity is needed. Based on in-depth literature review, deep observation as a part the higher education process/system and secondary data this paper attempts to answer two pertinent questions:

1. What is the Role of Higher Educational Institutions?
2. How to Create Research Culture?

In today's global interactive framework, the creation of new scientific knowledge is a part of experimental social process in which the producers and consumers of knowledge interact to identify R&D priorities so as to translate knowledge into real actions. Moreover, Research Culture is a matter of imbuing research characteristics during the process of higher education and adhering to them through practice. This is evolutionary and time consuming by nature.

Neeta Baporikar is a Professor at the College of Applied Sciences, Salalah, Oman and the Head of Scientific Research at the Ministry of Higher Education, Oman.

Iqtidar Ali Shah is an Assistant Professor at the College of Applied Sciences, Salalah, Oman.

Employment of Educational Research in Social Studies and Islamic Education in the Field of Educational Development in Sultanate of Oman from Point of View of Specialists

Ahmed Al-Rabaani & Mohsin Al-Salimi

The study aimed at investigating the employment of educational research in social studies and Islamic education in the field of educational development in Sultanate of Oman from point of view of specialists. To achieve the aim of study a questionnaire will be developed consist of four main domains: knowledge about published educational research, extent of employment of research in the field of educational development, difficulties of employing research result in the field of educational development and Suggestions to benefit from research in the field of educational development. The population of the study will consist of specialists from Sultan Qaboos University, Ministry of Higher Education and Ministry of Education.

Ahmed Al-Rabaani & Mohsin Al-Salimi are faculty members at Sultan Qaboos University, Oman.

BREAKOUT SESSION 2: PERSPECTIVES ON TEACHING AND LEARNING

Teacher Education in Bahrain: Lessons from High Performing Teachers Colleges

Ian R. Haslam

Keywords: Education reforms, high performing teachers colleges, human and social capital policy matrix, Kingdom of Bahrain

In the early part of the first decade of the 21st C education system diagnostics in the Kingdom of Bahrain suggested the need to reform teacher education in Bahrain. The decision was made to partner with a graduate institute of distinction serving a high performing school system. Singapore has one of the highest performing school systems in the world and it is served exclusively by the National Institute of Education, Nanyang Technological University. A tripartite model of teacher education was established involving close ties between the National Teachers College, the Ministry of Education and the National University. The purpose and mission at the national teachers college had to be aligned with the MOE and its schools, the university and what was considered best practice in high performing teachers colleges around the world. The purpose of this paper is to consider the policy role of the national teachers college toward the development of human and social capital in an educational system undergoing dramatic reforms.

Ian R. Haslam is Professor & Dean of Bahrain Teachers College, University of Bahrain.

Are We Caring, or Careful? An Oral History of Kuwaiti Female Educators

Fawzeyah Al-Awadhi & Vanessa Allen Brown

This paper is an oral history of women educators from the state of Kuwait. It examines their experiences as teachers and the effects of their teacher preparation program on their philosophy of education, pedagogy and their development of an ethic of caring. It also examines the current policy of education and its influence on teacher preparation. The main objective of this paper is to examine the connection between teacher experiences and policymaking in Kuwait. Findings suggest that (1) the current teacher preparation program lacks the tools and time to produce quality outcomes, especially in connection to fieldwork; and (2) there is a disconnection among the academy, policymakers, and the actual data on teachers experiences in the field. This paper will offer suggestions on how to improve this rift.

Fawzeyah Al-Awadhi is a doctoral candidate from the University of Cincinnati.

Vanessa Allen Brown is an Associate Professor at the College of Education, University of Cincinnati.

Using Concept Maps to Identify Common Misconceptions in Preservice Elementary Teachers' Understanding of the Concept of Density

Ziad Shaker El Jishi

In this conference presentation the researcher will report on results of a study using concept maps to examine common misconceptions identified with pre-service elementary teachers with regards to the concept of density. Preservice teachers' concept maps ($n=61$) were scored using the Total Proposition Accuracy (TPA) method. Common misconceptions were then categorized using Vygotsky's theory of concept development as either spontaneous or scientific. A paired sample t-test was performed on the concept maps prior to and post instructional intervention. Though small in gain, statistically significant results ($t=-2.948$, $p=0.005$) were noted on post concept map scores compared to the pre concept maps prior to receiving instruction. However, the total number of propositions gained as scientifically correct after receiving instruction was only 1. This shows that pre-service teachers' overall conceptual understanding of density was still weak. Moreover, the types of misconceptions appearing on the concept maps and held on by pre-service teachers were classified as either weak or robust. Weak misconceptions were either eliminated or reduced significantly after receiving instruction while robust misconceptions still persisted. The major robust misconceptions identified in preservice teachers' responses were confusing density with buoyancy to explain the phenomena of sinking and floating (32% pre; 20% post) and in confusing density with heaviness, mass, and weight (28%pre; 18%post). Instead, students used emerging concepts to define density such as using the density formula (11% pre; 32% post). In contrast, less than 1% of preservice teachers used the instructed scientific concept of property of matter to define density. Overall, the results show that preservice teachers possess a spontaneous concept of density and still have a long way to go to develop what Vygotsky termed scientific conceptual understanding. Much instruction is needed to move preservice teachers from the spontaneous stage to the scientific stage. One recommendation emerging from this research effort is to focus more on the instruction of the Archimedes principle with regards to the concept of density in both science content classes as well as science methods courses for preservice elementary teachers.

Ziad Shaker El Jishi is a Lecturer at Bahrain Teachers College, University of Bahrain.

Omani Pre-Service Teachers' Attitudes Toward Bilingual Education in Early Childhood

Ali Kemal Tekin

Bilingual education in early childhood has become very popular during the last decade in Oman. Compared to earlier times, many parents have become more enthusiastic in bilingual education for their

young children. Due to this demand, many early childhood education settings which offer education for young children in both English and Arabic have been opened up in the country. Since the Omani educational policies do not allow public education for young children, this mission is left to private education sector and currently, the only teacher education program to offer professional teaching staff for these early childhood settings is available at Sultan Qaboos University in which the medium of instruction is English. To fully understand the teacher's response to this trend in the country, it is critical to understand their attitudes toward bilingualism in early education. However, there is lack of research evidence in this regard and therefore; this research aims to investigate the attitudes of early childhood pre-service teachers toward bilingual education during early years in Oman. The data were gathered through survey method with a focus group and were analyzed by using qualitative study techniques. Then, essential themes and sub-themes were extracted from the data and an exhaustive analysis of pre-service teachers' attitudes toward bilingual education in early years was provided. Implications were discussed and recommendations were made for policy makers, practitioners, researchers, administrators, and other stakeholders in terms of bilingual education and language planning in early years of education.

Ali Kemal Tekin is an Assistant Professor at the College of Education, Sultan Qaboos University, Oman.

BREAKOUT SESSION 2: TRENDS & INNOVATIONS IN EDUCATION (ARABIC PANEL)

Research Role of Teachers in the Development of Schools

Amal Al Mazroui, & Badria Abdullah Al-Raweahi

Teacher is the major part that applies theories on field because he experiences several situations over the working day which makes him think deeply, analyzing and trying to figure out the best solutions in order to make the right discussion. Recently the term of researcher teacher appeared in this field. The principle of this term is that the teacher must be a researcher because the active teacher inside the class is the main person to identify the educational problems and find the best solution for them. Therefore we can say that the teacher is the producer and the applier of the educational theory in the same time. But according to what had been mentioned before, many questions are to be raised.

How do these researches affect enhancing and developing the general performance of teacher and school? And do these researches find their way out to be applicable from both teacher and school?

Also do these researches affect developing school performance in all aspects such as (curriculum, class performance, students, teaching methods and teaching aids).

Paper Objectives

- Identify how do teachers researches enhance and develop the performance of teacher and school.
- Identifies how these researches affect developing the school performance in curriculum, teaching methods, teaching aids, students and performance of teacher inside the classroom.

The study will be applied in Governors of AL-Dakhiliya and AL-Sharqiyah North and the study community will cover all teachers of the basic education who participated in writing educational researches in both Governors.

Amal Al Mazraui & Badria Abdullah Al-Raweahi are students at Sultan Qaboos University, Oman.

دور بحوث المعلمين في تطوير الأداء المدرسي أمل مرهون المزروعى و بدرية عبد الله الرواحي ومحمد المزروعى

تعتبر التربية وما يرتبط بها من أبعاد ومجالات وعمليات الموضوع الرئيسي للبحث التربوي فهي بمثابة عملية ترجمة للقراءات المتعلقة بأهداف التعليم والتي توجهها مبادئ السياسة التعليمية وتقوم بها النظم التربوية وما يرتبط بها من مؤسسات تعليمية تسهر على تنفيذ هذه السياسات والإجراءات والبرامج.

فالمعلم هو الشريحة الكبرى التي تترجم النظريات والسياسات التربوية في الميدان، فهو يتعرض لمواقف متعددة خلال اليوم الدراسي تجعله يقف متأملاً فيها محللاً لها ومحاولاً إيجاد الحلول المناسبة لها وفي النهاية اتخاذ القرار السليم لحلها، فقد ظهر حديثاً ما يسمى بحركة المعلم الباحث التي ترى بأن المعلم يجب أن يكون باحثاً، حيث رأت في المعلم الممارس داخل الصف الشخص الأهم في تعرف المشكلات التعليمية وإيجاد الحلول لها، ومن هنا يمكن القول بأن المعلم يعد منتجا للنظرية التربوية ومطبقاً لها في الوقت نفسه.

ولكن سؤالنا يطرح نفسه ما دور هذه البحوث في تحسين وتطوير أداء المعلم والأداء العام للمدرسة؟ وهل تجد هذه البحوث سبيلها للتطبيق سواء من قبل المعلم أو الوزارة؟ وما دور هذه البحوث في تطوير الأداء المدرسي في جوانبه المختلفة (المناهج، الأداء الصفّي، الإدارة، الطلاب، طرائق التدريس، الوسائل التعليمية)؟

أهداف الورقة:

- التعرف على دور بحوث المعلمين في تحسين وتطوير أداء المعلم وأداء المدرسة.
- الكشف عن مدى واقع تطبيق نتائج البحوث في تحسين العمل المدرسي.
- التعرف على دور هذه البحوث في تطوير الأداء المدرسي في المناهج، طرائق التدريس، الوسائل التعليمية، الطلاب، أداء المعلم داخل الغرفة الصفية.

سقوم الباحثان باستخدام الاستبانة كأداة بحثية بعد التأكد من صدقها وثباتها، وسيتم تطبيق الدراسة في محافظتي الداخلية وشمال الشرقية وستكون مجتمع الدراسة من جميع معلمي ومعلمات مدارس التعليم الأساسي بهاتين المحافظتين ممن شاركوا في إعداد بحوث تربوية.

أمل مرهون المزروعوي و بدرية عبد الله الرواحي: طالبتان في جامعة السلطان قابوس

Contemporary Global Trends in Developing Basic Education and How We Can Benefit From Them

Sami Abbas Buhumaid

Keywords: global trends, contemporary, development, basic education

Generally, education plays a major role in the overall development of human societies. This role has grown due to economic changes witnessed by the contemporary world and the emergence of knowledge-based economy which requires highly skilled «human capital» and a different style of training and rehabilitation. This process is further complicated and overlaps with education and development in a globalized and free-market economy. The tremendous progress in communication technology, media and the dominance of inter-cultural patterns on the one hand and the weak capacity of our societies in these areas on the other hand, puts education at risk against international competition. In addition to that, the political and strategic transformations of Arab societies which have led to the disintegration of the prevailing social patterns and emergence of ethnic groups and the rise of new social structures, have contributed to the progression of new actors under the newly modernized and democratic societies. These changes are evident in educational field and Social Council. Therefore, educational institutions today, more than ever are experiencing new generations of integration and research and development efforts are appearing. These changes, working jointly with traditional practices, are believed to lead to overall better educational outcomes. By employing descriptive analytical method, this study seeks to determine the most important trends and factors that contributed to change in educational systems and lessons learned in the development of basic education. The research includes a discussion of educational literature in this area and presents important recommendations relevant to this literature.

Sami Abbas Buhumaid is a head teacher at the Ministry of Education, Bahrain.

التوجهات العالمية المعاصرة في تطوير التعليم الأساسي وأوجه الاستفادة منها

سامي عباس

يلعب التعليم بشكل عام دوراً رئيسياً في سيروية عملية التنمية الشاملة للمجتمعات الإنسانية، وقد تعاظم هذا الدور بفعل التغيرات الاقتصادية (التغيرات في مجالات العمل والعمليات الإنتاجية والاستهلاكية) التي شهدتها العالم المعاصر وبروز الاقتصاد القائم على المعرفة الذي يتطلب كوادراً بشرية «رأس مال بشري» عالية المهارة وغط مختلف من التدريب والتأهيل، لذا أصبح التعليم ومدى تطوره من حيث النوعية ومن حيث المخرجات أحد أهم المؤشرات لقياس التنمية والتقدم بين الأمم.

وتزداد هذه السيروية تعقيداً وتداخلًا بين التعليم والتنمية بمعناها الشامل في ظل عولمة الاقتصاد وسيطرة اقتصاد السوق الحر، والتقدم الهائل في تقنية الاتصال والإعلام وهيمنة نمط ثقافي واحد من جهة وفي ظل ضعف القدرات مجتمعنا في هذه المجالات من جهة ثانية، الأمر الذي يضع التعليم الوطني والإقليمي والعربي تحدياً أمام تحديات المنافسة الدولية كإطار يوجه السياسات التعليمية في المنطقة، ما يتطلب منا مراجعة نقدية لأسس العلاقة بين التعليم والتنمية وطبيعة هذه العلاقة في واقعها وأفقها المستقبلي وانعكاسات ذلك على مختلف جوانب التنمية الأخرى.

ففي الإطار العربي، إن ما تشهده المجتمعات العربية من تحولات طالت بنائها السياسية والاستراتيجية وما ترتب عليها من تفكك في الأنساق الاجتماعية السائدة وبروز لإثنيات ومذاهبات وصعود بنى اجتماعية ونخب فكرية وسياسية جديدة، وما يعنيه ذلك من تبدل في شروط المشاركة بين الفاعلين الجدد، في ظل ديمقراطية حديثة ألقت بثقلها على التعليم المتأثر بكل هذه التحولات وبالتالي رهانات جديدة في المجال التربوي والاجتماعي؛ حيث يراد منه المساهمة في تحقيقها ولا يكون ذلك إلا من خلال تجديد التعليم وتطويره بالضرورة. لذا فإن المؤسسات التعليمية اليوم أكثر من أي وقت مضى مطالبة بأن تهض بالدور المراد منها للاستفادة من هذه التحولات وتهيئة الأجيال الناشئة للتكامل مع هذه التغيرات تأثيراً وتأثراً.

ونتيجة لجهود البحث والتطوير يظهر في عالم التربية والتعليم توجهات (Trends) تربوية (أي مجموعة ممارسات وسياسات جديدة) يعتقد بأنها تأتي بمردود تربوي أفضل مقارنة بالممارسات التقليدية. وفي هذا السياق يمكن للبحث التربوي أن يلعب دوراً بارزاً في مراجعة سياسات التعليم وعلى بلورة أهدافها وتوسيع نطاق خياراتها باعتبار أن هذه الممارسة محورا من المحاور الأساسية لتحسين جودة المنظومة التعليمية وتعزيز فاعليتها. وفي هذا المجال، تركز هذه الدراسة على التعليم الأساسي وتحاول أن تجيب عن الأسئلة التالية:

- ما أبرز التوجهات العالمية المعاصرة في التعليم بشكل عام؟ وما أهم العوامل والوقى التي أسهمت في تشكيلها؟
- ما أهم الجوانب والتجارب والدروس والمعايير المستخلصة التي يجب أن تؤخذ بالحسبان عند تطوير التعليم بشكل عام؟
- ما أوجه الاستفادة من التجارب الأجنبية والعربية في تطوير التعليم الأساسي بمملكة البحرين؟

سامي عباس: مدرس أول في وزارة التربية والتعليم، مملكة البحرين

Bottom-Up Reform in Arab Schools: Tamam in Oman

Abdullah Ambusaid & Ali Al Bulushi

Keywords: TAMAM, Omani Schools, School Based Reform

TAMAM is a promising educational project in the Arab region. It reinforces the top-down support for creating effective bottom-up change in Arab schools. The acronym originates from the Arabic word TAMAM that stands for school-based development. It aims to analyze the school development process and identify the supporting and impeding factors of this development. It also strives to communicate the results to educational decision and policy makers as well as contribute to the theory on educational reform with a long lasting effectiveness. Another important goal of the project is to create capacity building for schools' teams for this change to take effect. The project is a partnership between Arab Thought Foundation as a funding group and continuous supporter and the American University Beirut as an executor of the project in the Arab schools. Oman has been taking part in the project since the inception of the second stage with three schools.

This paper aims to shed light on the Sultanate's experience in TAMAM project through presenting the project's goals, the different stages it went through, the participating schools with their selected school-based projects and the status quo of each project. It also aims to analyze the learning outcomes achieved by the schools and the members of TAMAM teams' members. The challenges encountered so far in the schools' projects together potential solutions will be discussed. Finally, the paper would delineate some of the lessons learned from implementing TAMAM project in Oman in relation to the schools' teams as well as the project's consultants from SQU.

Abdullah Ambusaid is an Associate Professor of Science Education at Sultan Qaboos University, Oman.

Ali Al Bulushi is an Assistant Professor of Applied Linguistics at Sultan Qaboos University, Oman.

التغيير من القاعدة الى القمة في المدرسة العربية، خبرة مشروع «تأم» في سلطنة عمان

عبدالله بن خميس أمبوسعيد و علي بن حسين البلوشي

يعد مشروع «تأم» (التطوير المستند الى المدرسة) من المشاريع التربوية الواعدة في المنطقة العربية كونه يعمل على تعزيز الدعم من القمة إلى القاعدة لإحداث تغيير من القاعدة إلى القمة في المدرسة العربية، ويهدف إلى تحليل عملية التطوير المدرسي لتحديد العوامل التي تعزز هذا التطوير وتلك التي تقف عائقاً أمامه. كما يسعى إلى إيصال هذه النتائج إلى أصحاب القرار وواضعي السياسات التربوية، وتطوير نظرية للتغير التربوي تستمر فعاليتها على المدى البعيد، مستندة بشكل كامل إلى الممارسات التربوية المدرسية، مما يسمح ببناء القدرات المؤسساتية الضرورية لإحداث التطوير. وهو عبارة عن شراكة بين مؤسسة الفكر العربي كداعم مادي ومعنوي للمشروع، والجامعة المريكية في بيروت كمنفذ له في المدارس العربية.

وجاءت مشاركة سلطنة عمان في المشروع في المرحلة الثانية منه بثلاث مدارس مع مدارس من قطر ومصر والبحرين، لكن السلطنة تعد متقدمة في انجاز متطلبات المشروع في المرحلة الثانية مقارنة بالدول الثلاث الأخرى.

تسعى الورقة الحالية إلى تسليط الضوء على تجربة السلطنة في مشروع «تأم» من خلال استعراض أهداف المشروع العامة والمراحل التي تم فيها ادخال المشروع، والمدارس المشاركة والمشاريع التي تقوم بها والمرحلة التي وصلت إليها كل مدرسة. كما تهدف الورقة تحليل نواتج التعلم التي تم تحقيقها سواء للمدارس وأعضاء فريق «تأم» في كل مدرسة، والتحديات التي تواجه المدارس وكيفية حلها، وأخيراً ستقف الورقة على بعض الدروس المستفادة من تطبيق المشروع في السلطنة على عدة مستويات مثل أعضاء الفرق المدرسية في المشروع والمشرفين من جامعة السلطان قابوس.

عبدالله بن خميس أمبوسعيد: أستاذ مشارك في تعليم العلوم، جامعة السلطان قابوس

علي بن حسين البلوشي: أستاذ مشارك في علوم اللغة التطبيقية، جامعة السلطان قابوس

Development of Educational Policy-Making Mechanisms in Oman in Light of the Experiences of Some Countries

Abdullah Bin Ali Bin Mohamed Al Farsi

The research problem is how to develop the educational policy making mechanisms in Oman. This question is subdivided into the following sub-question:

- What is meant by educational policy making? And what are the influential factors?
- What educational policy-making mechanisms in all of the Arab Republic of Egypt, Malaysia, England?
- What is the reality of educational policy in Oman? What are the institutions responsible for developing these policies?
- How should we develop educational policy making mechanisms in the Sultanate of Oman?

In a time of increasing interest in political leadership, the importance of the study is especially to those responsible for developing and improving the educational system as the main tool for development.

Witnessing the accelerated political, social, and economic tensions in Arab countries could play a leading role in pushing forward new education policies. Learning from the experiences of three countries from different continents and schools, namely England, Malaysia, and Egypt, the researcher used a comparative and descriptive approach to describe and analyze the historical factors, political, economic, social, and technological influences in making educational policy. The study found a number of interesting results with respect to educational policy in the Sultanate. Finally, the researcher suggested a future model and explains the development of mechanisms for using it to make educational policy in the Sultanate of Oman.

Abdullah Al Farsi is Head of Educational Technologies at the Ministry of Education, Oman.

تطوير آليات صنع السياسة التعليمية في سلطنة عمان في ضوء خبرات بعض الدول

عبد الله بن علي بن محمد الفارسي

تمثلت مشكلة الدراسة في : كيف يمكن تطوير آليات صنع السياسة التعليمية في سلطنة عمان في ضوء خبرات إنجلترا، وماليزيا ، وجمهورية مصر العربية، واستخدام الباحث المنهج المقارن، والمنهج الوصفي من أجل وصف وتحليل العوامل السياسية والاقتصادية والاجتماعية والتكنولوجية المؤثرة في صنع السياسة التعليمية، والكشف عن أوجه التشابه والاختلاف في دول المقارنة. وتوصلت الدراسة إلى جملة من النتائج فيما يختص بالسياسة التعليمية بالسلطنة منها: لا توجد سياسات تعليمية مكتوبة ، التبديل المستمر في الهيكل التنظيمي لوزارة التربية والتعليم ، ندرة المشاركة الشعبية أو المجتمعية في صنع السياسة التعليمية .

عبد الله بن علي بن محمد الفارسي: رئيس قسم تقنيات التعليم، وزارة التربية والتعليم

BREAKOUT SESSION 2: NEW SCHOLARS PANEL

The Role of Teacher Training in 21st Century Education Reforms: Best Practices in the Arab World

Rebecca Hodges

Teachers are responsible for instructing the next generation with information and skills that will help children succeed as adults in society, and teachers are increasingly responsible for implementing novel education reforms intended to prepare children for a future knowledge economy. Throughout the Gulf, and indeed across the world, governments institute education reforms to prepare a growing youth population for changing economic conditions in the 21st century. Often, however, policies can be hard to connect to teaching practices. Teacher training and retraining can be haphazard and of questionable utility. This paper will attempt to bridge the policy/research divide by presenting comparative empirical studies of innovative teacher training programs intended to help teachers navigate changing cultural, economic, professional, and political contexts. I argue that teaching must change dramatically in order to effectively implement a wide range of education reforms for a knowledge economy, drawn from comparative and international research on the reforming teaching practices as well as insights from ethnographic fieldwork in the Levant. Although education reforms charge teachers with "skill-building," teacher training is often insufficient or ineffective preparation for teachers to know how to train these skills in the classroom. From ethnographic observation, literature review, and comparative analysis, this article will present some "best practices" of teacher training from the Arab world and beyond as part of education reforms for a knowledge economy. Each case study focuses on ways to measure the qualitative aspects of education and suggests potentials for policy makers in the region to improve the implementation of transformative education reforms.

Rebecca Hodges is a Ph.D. candidate for Cultural Anthropology at Washington University in St. Louis and a Fulbright Fellow in Jordan.

Implications of the Nursing Shortage in the GCC: A Comparative Study of Leadership Challenges in Nursing Education

Briliya Devadas

Keywords: Nursing Education, Nursing Shortage, Nursing Leadership, Policy Formulation, Research

The purpose of the paper is to compare the situation of nursing workforce shortage in the Middle Eastern region, especially the GCC countries of Qatar, Bahrain, UAE, Kuwait, Saudi Arabia and Oman, and to focus on leadership challenges facing nursing education in the region. Nursing has always been subject to the socio-cultural, economic and political conditions of the society it operates in, and the current nursing shortage mandates that nursing schools must recruit and retain qualified applicants. The paper engages Jerome Bruner's (1991) socio-constructivist framework, which is based on the fact that learners construct new ideas or concepts based upon existing knowledge, experience and reflection and analysis of these would lead to their objective reality. Evidence from other empirical studies involving descriptive and interpretive paradigms, and findings from a semi-structured interview, conducted using Gadamer's (1975) hermeneutic phenomenology as the philosophical framework, in the UAE have been used, to ascertain the perception of the nursing profession in the local community. The results indicate that nursing is still perceived as a profession with poor societal image, but changing global demographics and a shift in local culture towards better women's education and empowerment, have started to improve the prospects for nursing in the region. The paper makes a number of recommendations for education and policy formulation, with leadership to model on authentic nursing leadership, which will ultimately lead to excellence in nursing education in the GCC.

Briliya Devadas is a doctoral candidate at the British University in Dubai, UAE.

Intrinsic and Extrinsic Motivation: Cross-Cultural Attitudes and Experiences That Impact Motivation of Teacher Candidates

Olivia Uranga

This study will attempt to identify motivational factors driving teacher candidates in the first year Initial Teacher Education program (ITE), designed to reinforce students' academic reading and writing skills and knowledge construction at the Bahrain Teachers College. Recognizing the degree to which L2 students are intrinsically motivated by the desire to communicate cross-culturally or extrinsically motivated by the desire to fulfill utilitarian goals, such as passing an exam or getting a job, is critical in determining the kinds of academic activities students will most likely be engaged in and in identifying students' short-term and long-term learning objectives (Gardner & Lambert, 1972; Gardner, 1979; Gardner, 1985; Gardner, 2000; Oxford, 1996; and Schmidt & Kassabgy, 1996).

This study will explore students' motivation to learn English in the cross-cultural context of dominant Arabic language in all domains and English as a second language. In this study, the authors will use qualitative research methodology in order to develop an in-depth understanding of Bahraini students' attitudes, beliefs, experiences and reflections related to the use of English language in a culturally diverse setting. Focus group discussions, student surveys, and author self-reflective narratives will provide the basis for analysis of the teacher candidates' cross-cultural experiences.

In order to understand the role that bilingual education plays in promoting and enhancing students' Arabic-English competencies, this study investigates the following Research Questions:

- To what extent are teacher candidates adequately prepared for professionally contributing to Bahrain's education reform?
- Do teacher candidates express desire to develop both intrinsic and extrinsic motivation for their professional development?

The study will report on the elements of learning, language acquisition and knowledge construction that affect students in cross-cultural learning environments.

Olivia Uranga is a student at Claremont McKenna College, USA and a Fulbright Scholar and English Teaching Assistant at Bahrain Teacher's College, University of Bahrain.

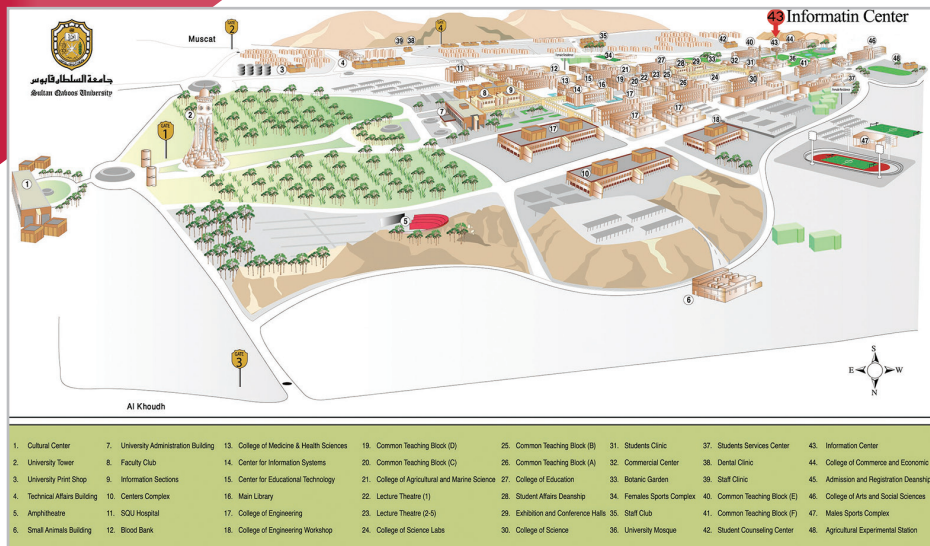
Who Teaches English in Government Schools in Ras Al Khaimah, UAE? Implications for Policy and Practice

Carmen Toth-Pickl

The research presented here was conducted to better understand who is teaching English in RAK, UAE. Because male students tend to have poorer outcomes (see Ridge, 2008; Russell, 2012), the focus is on their teachers. Who teaches English to boys in RAK? What are their qualifications, experiences, and plans? And how do they feel about their work? This research focuses on 97 male English teachers in RAK who are involved in a professional development program run through the Al Qasimi Foundation. Data are drawn from questionnaires and interviews with the teachers. Quantitative and qualitative data analysis is ongoing; the full analysis will be presented. The results will potentially inform policies for recruitment, retention, and training of English teachers.

Carmen Toth-Pickl is a master's candidate at the European Peace University of Stadtschlaining, Austria and a research intern at the Sheikh Saud Bin Saqr Al Qasimi Foundation for Policy Research, UAE.

Venue Map



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The GCES aims to:

- contribute to the development and improvement of teaching standards at all levels in the region;
- increase the dissemination of knowledge about international research and best practices practice from a comparative stance; and,
- promote action research and cross collaborations across the Gulf.

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The Sheikh Saud Bin Saqr Al Qasimi Foundation for Policy Research was established in 2009 to aid in the social, cultural, and economic development of Ras Al Khaimah (RAK), a northern emirate in the United Arab Emirates (UAE). Established through Emiri decree, the Foundation is considered a non-profit, quasi-governmental organization and is the visionary initiative of Sheikh Saud bin Saqr Al Qasimi, UAE Supreme Council Member and Ruler of RAK. His Highness places great value on education and research, and the Al Qasimi Foundation was created to generate a world-class body of research on RAK and the broader UAE, develop local capacity in the public sector, and engage the community in its work.

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