



The Gulf Comparative Education Society



SEVENTH ANNUAL GCES SYMPOSIUM

**INNOVATION AND TRANSFORMATION:
VALUES, CHALLENGES, AND PROSPECTS
FOR EDUCATION IN THE GCC**

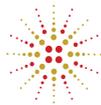
April 5-7, 2016

Arab Open University—Kuwait
Kuwait City, Kuwait

Hosted and sponsored by



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SHEIKH SAUD BIN SAQR AL QASIMI
FOUNDATION FOR POLICY RESEARCH



Dear GCES Delegates,

With great pleasure, we would like to welcome all participants and presenters to the Arab Open University–Kuwait (AOU–KW) and to the seventh annual symposium of the Gulf Comparative Education Society (GCES).

Founded in 2002, the AOU is a non-profit university and stands as one of the initiatives of the Arab Gulf Program for Development (AGFUND). In addition to being the first private university in Kuwait, the AOU is also the largest of its kind, hosting 8,000 students and celebrates the cultural variation of its student population representing 75 nationalities. We take pride in the mission of our university, which is to be open to all individuals of any socioeconomic or educational background, to be open to all innovative ideas and practices in education, and to be open in all places and environments. AOU has strong local as well as international accreditation of all its academic programs. In Kuwait, AOU is the leading institution in blended learning and the use of technology in the classroom. Our learning environment is focused on offering quality education and boundless opportunity for individual development. Education at AOU means that our students can learn to invest in their own experiences before, during, and after graduation. Therefore, we are rewarded to know that the labor market in Kuwait and beyond swiftly embraces our graduates.

I find this year's GCES symposium theme on innovation and transformation to be very significant for AOU teaching and research interests, as well as for the work of educators and policymakers. As such, I am sure that you will find the symposium intellectually challenging and rewarding.

I hope that you enjoy the atmosphere here at the AOU campus, and, to our guests who are visiting, I hope that you have the time to explore and enjoy Kuwait. Thank you all for coming to our university.

Dr. Naif Al Mutairi

Director, Arab Open University–Kuwait



Welcome to the Gulf Comparative Education Society

On behalf of the Gulf Comparative Education Society (GCES), I would like to welcome all delegates to the seventh annual GCES Symposium. Founded in 2008, the GCES is a non-governmental professional society that was formed to enable academic, professional, and educational discourse from a comparative stance, with a focus on the Arab Gulf region. The society aims to promote and develop collaborative and individual research activities that explore educational issues by hosting a series of academic events to address context-specific issues in the Gulf region, connecting academics, researchers, policymakers, educators, and others. It strives to provide members with access to resources and research publications. In 2010, the GCES formally became a member of the World Council of Comparative Education Services.

Presently, there are hundreds of active GCES members who are engaged in policy, research, and teaching projects related to education. Our professional and academic society coordinates events with universities and government intuitions to support critical discourse about education reform in the GCC. The GCES strives to encourage the involvement of educators, academics, and state officials in making education a tool for sustainable development and social progress. We hope that this symposium will contribute to that impact.

The GCES has held six successful annual symposia in different Gulf Countries (UAE, Bahrain, and Oman). This year, and for the first time, the annual symposium is hosted and supported by The Arab Open University—Kuwait. The theme of the seventh annual symposium is *Innovation and Transformation: Values, Challenges, and Prospects for Education in the GCC*. This year's theme was inspired by a 2015 UNESCO "Call for Action" to governments, institutions, faculty members, and students around the world to address the need for recognizing and reinforcing the practices of open, flexible, online learning (OFO) as fundamental to the U.N. goals of education for sustainable development and education for all. OFO education is considered an example of innovative approach to accelerate the transformation of ideas and platforms of the existing educational paradigm. The Arab Open University, where this year's symposium is being held, is the first of its kind in GCC countries and the broader Middle East. As such, it is changing the higher education landscape in the region and is the ideal setting for a symposium on education innovation and transformation. The symposium will explore how education innovation can be conceptualized by scholars and policymakers as an alternative to traditional educational methods and what its implications are. Presenters will look at both the promises and pitfalls of embracing innovation or of rapid transformations.

This year's symposium was made possible with the support and sponsorship of The Arab Open University—Kuwait, which has been instrumental in the organization of this event. The GCES also acknowledges the constant dedication and support of the Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research, which continues to play an important role in shaping educational policy in the UAE and the greater Arab Gulf region.

Thank you all for coming to our event. I am sure you will find the sessions we have planned for you informative, stimulating, and inspiring.

Dr. Abdullah Alajmi

President, GCES

Assistant Director of Academic Affairs, Arab Open University—Kuwait

Keynote Speaker

Suaad Alshebou

Suaad Alshebou is an Associate Professor in the department of Educational Foundations and Administration at the College of Basic Education in Kuwait. She holds a Ph.D. in adult comparative education from the University of Nottingham in the United Kingdom. Dr. Alshebou has extensive experience in higher education systems. She worked at Kuwait University from 1993–2003 and also worked as a visiting professor at the Center for International Education at George Mason University in the United States during the 2012 academic year. At a national level, Dr. Alshebou worked as a consultant in a number of national educational projects managed by the Ministry of Education from 2010–2014. She also participated in five projects initiated by the educational committee based at the Amiri Diwan from 2009–2012. Her research interests include comparative and international education, adult and continuing education, life-long learning, professional development, and family learning. In 2014, Dr. Alshebou was awarded the State Prize of Education for her research on family learning in the state of Kuwait. She has also participated in both national and international conferences and published papers.



A Field in Construction: The Challenges and Prospects of Comparative Education in the GCC Countries

Despite its mixed fortunes and uneven development, academic departments and professional societies of comparative education reveal different signs of life and activity in different places of the world, and today there is an international move towards the revival of comparative education (CE) and internationalization of education. However, in the GCC countries, comparative education has a different story.

This address argues that comparative education has not yet received considerable attention in these countries, although it has existed in the region since the mid-eighties. Therefore, calls for the reconstruction and revitalization the field are untimely. What is primarily needed in the Gulf region is a fundamental movement towards the introduction and the establishment of the field.

As is the case in most countries, educational systems in the GCC countries are required to address the needs of an increasingly interdependent and global world. It is argued that it is the contemporary challenge to the national focus of educational systems brought by globalization that requires a fundamental appraisal of the nature and role of comparative and international education. At the moment, greater engagement with comparative and international education in every part of the world is needed. In the Gulf area, there is a recognizable need to think about the ways in which comparative education can be constructed institutionally and intellectually, which this speech seeks to address.

With these tensions and expectations for CE, this speech explores the current status of CE and its context in the Gulf region. It will engage critically with relevant literature on how CE can be constructed as a field. This will involve identifying challenges that might hinder this process, as well as exploring the opportunities that would assist in its establishment, development, and perpetuation. The speech will also draw upon empirical data resulting from a recent research around the position of CE in teacher education programs in Kuwait as a case study.

Keynote Speaker

Gita Steiner-Khamsi

Gita Steiner-Khamsi is Professor of Comparative and International Education at Columbia University in New York. Iranian by birth, Swiss by upbringing, and U.S. citizen by naturalization, she has widely published about globalization (policy borrowing and lending), comparative policy studies, and educational reform in different countries. She has published eight books and numerous journal articles and book chapters. The most recent book is entitled *The Global Education Industry* (co-edited with Antoni Verger and Christopher Lubienski) and is published by Routledge as the 2016 volume of the *World Yearbook of Education*. She was President of the (U.S.) Comparative and International Education Society (CIES) in 2009 and is currently an Advisory Member of the Board of the Gulf Comparative Education Society (GCES).



From Seeing Like a State to Counting Like a Business: Understanding the Global Rise of the Education Industry

The presentation explores why the education sector has become a lucrative business for the private sector. It identifies features of public education that are attractive to businesses and also examines features of the global education industry that resonate with national governments. Professor Steiner-Khamsi argues that the global advance of private providers and consulting companies (Pearson, McKinsey, Booz, GEMS, Bridge Schools, International Baccalaureate, Teach for All, etc.) is different in terms of size, scope, causes, and effects than earlier forms of public-private partnerships.

The current global education industry is large, transnational, and benefits from standards- or competency-based education. It clearly has revamped the role of the state in education. In the earlier days of quasi-market reform, the state opened up the provision of educational services (mostly reduced to teaching) and the production of educational goods (confined to textbook production) to non-state actors and retained the role of standard setter, accreditor, and regulator. However, the current transnational move in student assessment, as reflected in PISA, has replaced national standards and curricula with global twenty-first century skills. The corrosion of the state's role in public education has driven the rapid expansion of the global education industry. Furthermore, in December 2014, OECD (intergovernmental organization) contracted Pearson (global industry) to develop the international student assessment PISA 2015. The merger suggests that the previous division of labor between the state (regulator) and the private sector (provider) is currently being replaced with a *laissez-faire* approach, one that reduces the role of the state to a funding agency for businesses and other non-state actors.

Even though we are today witnessing a fundamentally different type of public-private partnership than in the earlier days of quasi-market reform, the business logic still applies. Businesses enter a market when there is an economy of scale. In education, it is the rising middle class in developing countries and the beliefs in lifelong learning, knowledge-based economy, standards-based school reform, and global citizenship that are good (for) business. It is, therefore, essential that comparative policy researchers expand their radius, investigate how businesses function differently than/similarly to governments, and critically examine what the advance of the global education industry entails for equity and quality of education.

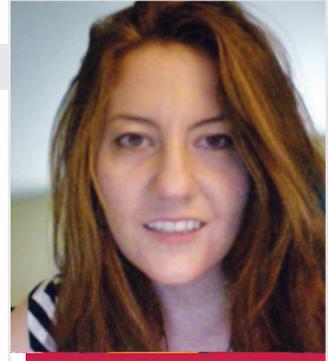
Featured Speakers

Elizabeth Buckner

Elizabeth Buckner is an Assistant Visiting Professor of International Comparative Education and Middle East Studies at Teachers College, Columbia University. In this role, she focuses on the education issues of the contemporary Middle East and North Africa region. She has conducted research on a broad range of educational issues, including the privatization of higher education, mobile technology, educational inequality and the risk of conflict, and is currently engaged in new projects on teacher professionalism and urban refugee education.

Her research has been published widely, including in *Comparative Education Review*, *Comparative Education*, *International Studies Quarterly*, and the *British Journal of Middle East Studies*. She has received fellowships from the Spencer Foundation, National Science Foundation, Council of American Overseas Research Centers (CAORC), the American Institute for Maghrebi Studies (AIMS), and the NSEP Boren.

Previously, she was a Senior Research Associate at FHI 360 in Washington D.C. Dr. Buckner completed a Ph.D. in International and Comparative Education at Stanford University's Graduate School of Education, and also holds an M.A. in sociology from Stanford, and a B.A. from Swarthmore College. She speaks French and Arabic, and has lived in Morocco, Tunisia, Jordan, Syria, and Oman.



Teacher Satisfaction in the UAE: Do Experiences Vary by School Sector and Gender?

To date, we have little understanding of how teacher professionalism differs by school and teacher characteristics in the Arab world. Drawing on a new representative sample of roughly 2,000 teachers in Abu Dhabi, using data from the OECD's 2013 Teaching and Learning International Survey (TALIS), this study examines teacher qualifications, professional development opportunities, and job satisfaction among teachers in Abu Dhabi. The analysis disaggregates teacher qualifications, professional development, and satisfaction by gender and school sector in order to understand whether there are fundamental differences between male and female teachers, or those in the public and private sectors, as would be predicted by the literature on female advantage. The quantitative findings are supplemented with interview research with male and female teachers at public and private schools in Ras Al Khaimah to elucidate the factors that affect teachers' satisfaction.

The findings suggest that the nature of professional development differs significantly between sectors. Public school teachers are more likely to benefit from professional development peer network programs, including mentoring, induction programs, peer feedback, and extended periods of professional development and personalized professional development plans. However, they are much less likely to receive financial and non-monetary supports for professional development, including salary supplements and financial support to pay for professional learning.

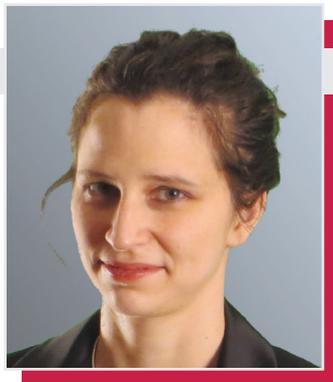
Additionally, descriptive analysis finds that female teachers in public schools are consistently less satisfied with the teaching profession than males in public schools or teachers in private schools. Because teacher satisfaction is linked to retention and turnover, this finding poses a concern for educational officials. Importantly, however, the regression analysis finds that increased opportunities

for professional development—particularly programs supporting individualized teacher professional development, as well as teacher networks and collaboration—are positively and statistically significantly linked to teacher satisfaction among all teachers.

The study offers important insight into teacher labor markets in the region: it argues that rather than view all teachers in Abu Dhabi as a single labor market, the labor market is highly segmented—male and female and national and foreign teachers operate in different labor markets—their satisfaction is not determined exclusively by their experiences in schools, but rather, reflects a more nuanced perception of how teaching compares to their option set of alternative professional paths. The study also highlights concrete strategies of professional development that are linked to teacher satisfaction.

Calvert Jones

Calvert W. Jones is an Assistant Professor at the University of Maryland, College Park in the Department of Government & Politics, having previously served as an Assistant Professor at the City College of New York (CUNY). She earned her Ph.D. from Yale University in 2013, focusing on comparative politics, the Middle East, and mixed methods. Her current research examines new approaches to citizen-building in the Middle East, with an emphasis on goals, mechanisms, and outcomes in state-led social engineering efforts.



The Challenge of Being Good: Youth and Ethical Decision-Making in the UAE

What drives ethical decision-making? Who is more likely to be “good,” and why? What strategies can be used to foster more ethical decision-making among youth? The challenge of cultivating ethical citizens is one that every community faces, yet it has received only limited research attention, with almost no work on this subject having been done in the Arab world. This paper summarizes much of what we know about how youth engage in ethical decision-making, with an emphasis on educational settings in which students are confronted with the question of whether to cheat or not. Its broader aim is to begin a more systematic and evidence-based discussion of the factors that influence ethical decision-making in the Middle East, which may have important implications not only for education but also for political and economic development.

The paper first provides an overview of research on dishonesty, particularly cheating in schools. Second, it provides a conceptual outline of strategies that may be used to combat cheating and other forms of unethical behavior. Third, the paper summarizes findings from an original study of the attitudes and ethical choices of a sample of Arab students in the United Arab Emirates (UAE). The survey included a behavioral measure of cheating, which provides a rare opportunity to investigate what factors are associated with more or less ethical behavior in a controlled setting. Key findings include significantly greater cheating by males in the sample compared to females, and those with higher incomes compared to lower-income youth. The paper concludes with a discussion of implications for policy and future work.

GCES 2016 Symposium Program

Innovation and Transformation:
Values, Challenges, and Prospects for Education in the GCC

Day One: Tuesday, April 5, 2016

12:00-12:30	Registration Open	Registration Area
12:30-14:30	Workshop 1: How to Use EndNote X7 Ahoud Al Asfour, Public Authority for Applied Education and Training (PAAET) Kuwait	Computer Lab (FW112)
14:30-14:45	Break	Coffee Break Area
14:45-16:45	Workshop 2: An Approach to Implement Interactive Teaching in Blended Learning Environments Mohammad Sayed, Arab Open University–Kuwait	Breakout Room 1 (FE114)
14:45-16:45	Workshop 3: مقارنة بين التعليم التقليدي والمفتوح في: (مسارات الإبداع المجتمعي الأكاديمي/الخليج العربي) Comparison Between Traditional and Open Education in the Academic Society of the Gulf Cooperation Council Countries (Routes of Creativity) (In Arabic) Sabeeka Borsly, Arab Open University–Kuwait	Breakout Room 2 (FW114)

Day Two: Wednesday, April 6, 2016

8:00-8:30	Registration Open	Registration Area
8:30-8:45	Welcome to Kuwait Naif Al Mutairi, Director, Arab Open University–Kuwait	Main Hall (FW701)
8:45-9:00	Introduction to GCES Abdullah Alajmi, GCES President; Assistant Director of Academic Affairs, Arab Open University–Kuwait	
9:00-10:00	Keynote 1: A Field in Construction: The Challenges and Prospects of Comparative Education in the GCC Countries Chair: Abdullah Alajmi Suaad Alshebou, PAAET Kuwait	
10:00-11:00	Featured Panel 1: UNESCO: Learning Outcomes and Assessments in the GCC States: Realistic Expectations for Education 2030 Chair: Abdullah Alajmi Helen Abadzi, University of Texas at Arlington <i>Lessons Learned from International Experience to Improve Learning Outcomes in GCC Countries</i> Faryal Khan, UNESCO <i>Regional Trends Analysis of Learning Outcomes in the Gulf Cooperation Council States</i>	Main Hall (FW701)

10:00-11:00	<p>Faryal Khan, UNESCO Iman Chahine, UNESCO <i>Qatar Case Study: Improving the Quality of Learning Outcomes and Enhancing the Performance of Education Systems in the State of Qatar</i></p> <p>Faryal Khan, UNESCO Maricel Fernandez, UNESCO <i>Momentum for Education Beyond 2015: Improving the Quality of Learning Outcomes and Enhancing the Performance of Education Systems in the Gulf Cooperation Council Countries: Kuwait Case Study</i></p>	Main Hall (FW701)
11:00-11:15	Break	Coffee Break Area
11:15-12:30	<p>Breakout Session 1.1: Facilitating Meaningful Inclusion for All Children Chair: Brian Chung</p> <p>Batoul Khalifa, Qatar University Ramzi Nasser, Dhofar University مدى ادراك الطلبة من ذوي الاعاقة ومن غير ذوي الاعاقة للخدمات في جامعة قطر <i>University Students with Disabilities and Without Disabilities: Perception of Services in Qatar University (In Arabic)</i></p> <p>Osayimwense Osa, American University of Ras Al Khaimah <i>Promoting Multicultural Awareness and World Peace through Arab Children's Literature and World Children's Literatures—The Role of the Kuwait Board on Books for Young People (KUBBY), UAEBBY, and IBBY</i></p> <p>Priti Verma, American University of Ras Al Khaimah Cambria Russell, American University of Ras Al Khaimah Kirsty Hearn, Independent <i>Dramatic Play in Early Childhood Education Centers in Ras Al Khaimah, United Arab Emirates</i></p> <p>Marine Milad, Arab Open University—Kuwait <i>Developing Productive Skills through an Interactive Approach: Present to Learn</i></p>	Breakout Room 1 (FE114)
11:15-12:30	<p>Breakout Session 1.2: Culture, Leadership, and Reform Chair: Nada Labib</p> <p>Mohammed Al Alawi, Ministry of Education <i>Assisting Education Reform in Oman through Developing School Leaders</i></p> <p>Ali Almatari, Al Mutanabi Secondary School المكانة الاجتماعية للمعلم في السياسات التعليمية (دراسة مقارنة) <i>Social Status of Teachers in Education Policies (Comparative Study) (In Arabic)</i></p>	Breakout Room 2 (FW114)

11:15-12:30	<p>Justina Osa, American University of Ras Al Khaimah Atif Al Kadiri, American University of Ras Al Khaimah Khadija Al Kamali, American University of Ras Al Khaimah Shaikha Al Shehhi, American University of Ras Al Khaimah <i>School Leadership Innovation in an Emirate: The Moderating Role of Cluster Managers</i></p>	Breakout Room 2 (FW114)
12:30-13:30	Lunch	Coffee Break Area
13:30-14:30	<p>Keynote 2: From Seeing Like a State to Counting Like a Business: Understanding the Global Rise of the Education Industry Chair: Natasha Ridge Gita Steiner-Khamsi, Columbia University</p>	Main Hall (FW701)
14:30-14:45	Break	Coffee Break Area
14:45-16:00	<p>Breakout Session 2.1: The Internationalization of Higher Education—Toward a Global Knowledge Economy Chair: Sahar ElAsad</p> <p>Dara Fisher, Harvard University <i>Navigating Across Cultures in Cross-Border Higher Education: The Faculty Experience</i></p> <p>Lubna Kayyali, Columbia University <i>Branch Campuses and National Development: The Case of Georgetown University in Qatar</i></p> <p>Annamarie Lawrence, Bahrain Polytechnic <i>Internationalization as a Strategy for Quality and Capacity Building—Evidence of Success from the Kingdom of Bahrain</i></p> <p>Hanan Mahmoud, University of Dammam الجامعات الأجنبية في دول مجلس التعاون الخليجي بين الواقع والمأمول: رؤية نقدية ومنظور مستقبلي <i>Foreign Universities in the Gulf Cooperation Council (GCC) Between Hope and Reality: A Critical Vision and a Future Perspective (In Arabic)</i></p> <p>Sajida Shroff, Altamont Group <i>Transnational Knowledge Development Drivers: The Impact of Economics, Government Regulation, and Accrediting Bodies on Knowledge Development</i></p>	Breakout Room 1 (FE114)
14:45-16:00	<p>Breakout Session 2.2: Women and Girls Across the Education Pipeline Chair: Noora Al Blooshi</p> <p>Gallie Kawanzaruwa, Ras Al Khaimah American Academy for Girls <i>Lived Experiences of Emirati Senior Women Managers in Higher Education: A Narrative Analysis</i></p> <p>Nada Labib, University of Sydney <i>Parental Influences on Education and Career Choices of Women of Arab Descent: A Comparative Study of Australia and the UAE</i></p> <p>Izzeldin Osman, Sudan University of Science and Technology <i>Empowering Women in Academia: A Novel Internet Mediated Ph.D. Program in Computer Science and Information Technology</i></p>	Breakout Room 2 (FW114)

Day Three: Thursday, April 7, 2016

Day Three: Thursday, April 7, 2016		
9:30-9:45	Welcome & Announcements	Main Hall (FW701)
9:45-10:45	<p>Featured Panel 2: Supporting and Developing Effective Teachers in the GCC Chair: Cambria Russell</p> <p>Asma Abdulla, U.A.E. Ministry of Education <i>International Teacher Exchange Programs: Transformational Learning Through Experience</i></p> <p>Ilene Winokur, Gulf University for Science and Technology <i>Transformational Leadership and Transfer of Teacher Professional Development to the Classroom in the Kuwait Public High School Context</i></p> <p>Elizabeth Buckner, Teachers College, Columbia University <i>Teacher Satisfaction in the UAE: Do Experiences Vary by School Sector and Gender?</i></p>	Main Hall (FW701)
10:45-11:00	Break	Coffee Break Area
11:00-12:00	<p>Featured Panel 3: Education Systems, Public Policy, and Economic Development Chair: Elizabeth Buckner</p> <p>Soohyun Jeon, Al Qasimi Foundation Brian Chung, Al Qasimi Foundation <i>Coping with (School) Culture: Assessing the School Culture in Ras Al Khaimah's Public High Schools</i></p> <p>Calvert Jones, University of Maryland <i>The Challenge of Being Good: Youth and Ethical Decision-Making in the UAE</i></p> <p>Clare Walsh, University of Bristol <i>Civil Society as a Moment in the Politics of Education: Quality Assurance Networks as a Process of Education Change in the Arab Gulf</i></p>	Main Hall (FW701)
12:00-13:00	Lunch	Coffee Break Area
13:00-14:15	<p>Breakout Session 3.1: Innovation and Transformation in Higher Education—Challenges and Opportunities Chair: Dara Fisher</p> <p>Noora Al Blooshi, U.A.E. Ministry of Education <i>The Impact of Transformative Learning Theory on Master's Degree of Educational Leadership Program Students</i></p> <p>Abdulrahman Al Lily, King Faisal University <i>The Institutionalization of Graffiti in Higher Education Institutions: Saudi Innovation</i></p> <p>Fahdia Khalid, Bahrain Polytechnic <i>Transforming Strategic Outlook on Sustainability: A Case of Higher Education Institutions in GCC</i></p>	Breakout Room 1 (FE114)

13:00-14:15	<p>Christopher Picone, Australian College of Kuwait <i>The ACK Award Program: A Model to Link Academic and Personal Development Within Education</i></p> <p>Woohyang Sim, Waseda University <i>Examining the University-to-Labor Market Pipeline Blockage in Saudi Arabia</i></p>	Breakout Room 1 (FE114)
13:00-14:15	<p>Breakout Session 3.2: Educational Lessons from Beyond the GCC</p> <p>Chair: Soohyun Jeon</p> <p>Alia Ammar, The American University in Cairo <i>The Influence of the DSM on School Discipline Policy and Classroom Management in Private International Schools in Egypt</i></p> <p>Katia El Khadra, MASE2000 <i>The Impact of Diversity on the Student's Analytic and Critical Thinking Performance in English Reading Classes</i></p> <p>Abdelrazak Mohamed Ahmed Elsagheer, University of Florida <i>The Academic Challenges of GCC Students at the University of Florida</i></p> <p>Waheed Hammad, Sultan Qaboos University <i>Embracing Innovation to Transform Education in the Gulf States: Implications for Educational Leadership</i></p> <p>Justin Williams, Institute of Applied Technology <i>What Can Career and Technical Education (CTE) and STEM (Science, Technology, Engineering, and Math) Practitioners/ Thinkers in the Gulf Region Learn From Practitioners in One CTE High School in the Northeastern United States?</i></p>	Breakout Room 2 (FW114)
13:00-14:15	<p>Breakout Session 3.3: Classroom Practice—Strategies and Approaches to Promote Student Success</p> <p>Chair: Calvert Jones</p> <p>Noora Al Mazrooei, American University of Ras Al Khaimah <i>The Impact of Formative Feedback in Writing</i></p> <p>Brian Denman, University of New England <i>In Search of the "Innovative" Mind: Alternative Assessments to Expansive Learning Theory</i></p> <p>Jane Paille Ndungu, Ras Al Khaimah Academy <i>How Does the Use of Thinking Routines Impact Students' Metacognition?</i></p> <p>Seamus O'Brien, Abu Dhabi Education Council (ADEC) <i>The Importance of Classroom Risk-Taking in the Promotion of Effective Learning</i></p>	Breakout Room 3 (FW202)
14:15-14:30	Concluding Remarks & Group Photo	Main Hall (FW701)

DAY 1: PRE-CONFERENCE WORKSHOPS

Workshop 1 How to Use EndNote X7

Innovations in information technology have created numerous tools that help academics, researchers, and students organize and manage their research references and data. As a software program that users can use to manage references as they write, EndNote is one of those tools. Specifically, EndNote helps users:

- Collect and organize references and resources, such as journal articles, books, and images
- Add citations to documents
- Create bibliographies that use standard citation styles

In this hands-on session, attendees will learn various techniques for building a reference library and about how to use Endnote with Word.



Presenter: Dr. Ahoud Al Asfour holds a Ph.D. in higher education privatization policies in Kuwait from the University of Melbourne—Australia, a master's in education policy international from the University of Melbourne, and a B.Ed. in mathematics and science from the College of Basic Education in Kuwait. She is an Assistant Professor at PAAET—CBE in Kuwait.

Workshop 2

An Approach to Implement Interactive Teaching in Blended Learning Environments

Students are mainly active learners. Encouraging active learning has long been considered one of the main principles for good practice in higher education. Active learning refers to the approach of engaging students in supervised, cognitive, in-class activities in order to progress their knowledge by integrating and refining new ideas into their existing knowledge structure. A technology that could be used to implement active learning is the Student Response Systems (SRS). The use of SRS in classrooms can be effective, especially when coupled with a method to prepare thoughtful and effective questions. Thus, SRS are an interactive technology that enables students to anonymously respond to different types of questions, such as multiple-choice questions, posted by a lecturer. Students' responses are instantly transmitted to a receiver connected to the classroom computer, and the results are immediately displayed to the entire class.



Presenter: Dr. Mohammad Sayed holds a Ph.D. in computational algebra from Birmingham University (UK), a master's degree in engineering mathematics from Alexandria University (Egypt), and a B.S. in computer engineering from Alexandria University. Dr. Sayed has been directing the Information Technology and Computing Program at Arab Open University—Kuwait since 2009.

Workshop 3 (In Arabic)

Comparison Between Traditional and Open Education in the Academic Society of the Gulf Cooperation Council Countries (Routes of Creativity)

مقارنة بين التعليم التقليدي و المفتوح في المجتمع الأكاديمي/الخليج العربي (مسارات الإبداع)

شهد العصر الحالي تقدماً تقنياً في مجالات متعددة، وكان من أبرزها الثورة المعلوماتية التي أحدثت انقلاباً كبيراً في طبيعة تلقي المعلومة سواء على مستوى الدرس والمحاضرة أو على مستوى الثقافة العامة والمعرفة المتداولة، وكان لشبكة المعلومات الدولية أثر كبير في هذا التطور السريع. فقد شهد العالم خلال العقد الماضي ثورة علمية ضخمة في مجال تطبيقات الحاسب الآلي في مجال التعليم الذي يعتمد على التقنية لتقديم المحتوى التعليمي للمتعلم بطريقة جديدة وفعالة تحفظ الوقت وتوفر أيضاً كما من المعلومات، إلا أنه وبالرغم من هذه المزايا فلا يزال هذا النوع من التعليم يعيش بداياته ويواجه عقبات وتحديات. وكان من النتائج الأولى لهذه الشبكة المعلوماتية هي عملية الإفادة منها في قاعة الدرس وبين أروقة المؤسسة التعليمية، ولكن سرعان ما تطور الأمر ليعمل على تأسيس شبكة تعليمية تقوم على تقديم برنامج متكامل معتمد على هذه التقنيات وهو ما سمي "بالتعليم الإلكتروني" الذي تزايد الاهتمام به في أوساط الجامعات العالمية مع نهاية القرن الماضي وبداية هذا القرن.

أهداف ورشة العمل :

- 1- توضيح الفروق الأساسية بين التعليم التقليدي و التعليم المفتوح.
- 2- شرح أهمية التعليم الإلكتروني بالتعليم المفتوح.
- 3- التعرف على ماهية النظام التدريبي الإلكتروني.
- 4- مدى الاستفادة من النظام التعليمي الإلكتروني.
- 5- كيفية استخدام (أنظمة smL و sis و المحتوى الإلكتروني) في التعليم المفتوح.
- 6- التعليم المفتوح ومصادر التعلم.

مقدم الورشة: د. سبيكة حسين بورسلي. تحمل شهادة دكتوراه الفلسفة في التخطيط التربوي من جامعة الزقازيق. لد. د. سبيكة ٣٥ سنة من الخبرة في التدريس الثانوي والجامعي والتوجيه في مجالات القياس والتقويم، التدريب الوظيفي وورش العمل للمتخصصين بالتربية والتعليم.



Speaker Abstracts & Workshops (April 6)

FEATURED PANEL 1

UNESCO: LEARNING OUTCOMES AND ASSESSMENTS IN THE GCC STATES: REALISTIC EXPECTATIONS FOR EDUCATION 2030

Lessons Learned from International Experience to Improve Learning Outcomes in GCC Countries

Helen Abadzi

This paper explores lessons learned from international experience to improve learning outcomes through the use of assessment tools such as the Programme for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS), and Progress in International Reading Literacy Study (PIRLS), among others. More specifically, it explores findings based on cognitive science to improve learning outcomes, particularly focusing on the importance of language. The paper provides a description of the basics of memory and visual perception of students and explains how the print quality of the examinations could affect the results of the students. This paper highlights the complexity of Arabic language and the need to prepare students in terms of speed, fluency, and understanding the desired text. Given these challenges, the paper proposes the governments must capitalize on early development of numeracy and the use innovative pedagogies to teach the needed skills explicitly. Consequently, governments are likewise advised to invest in methods appropriate for students who already know a lot. Governments should first ensure the automatization of basic skills and should encourage apprenticeships and other modes of practicing procedures. Learning outcomes can improve, but research is needed to optimize the training of low-income populations. To close the skills gap, donor agencies must first close their own knowledge gaps about memory functions and develop policy informed by cognitive science.

Helen Abadzi is a member of the research faculty at the University of Texas at Arlington.

Regional Trends Analysis of Learning Outcomes in the Gulf Cooperation Council States

Faryal Khan

Within the context of the GCC states, despite the progress made over the past decades in developing educational systems, results in quality of learning outcomes are low when compared to other countries at similar income levels. This paper provides insights on educational quality in the GCC states and provide a critical analysis of the performance of education systems in the GCC, enabling educators and decision-makers to utilize evidence to make policy recommendations for improving the quality of learning outcomes within the subregion. The research findings could be published in a peer reviewed journal as part of the conference proceedings. Important questions the panel will discuss are:

1. What are the challenges and opportunities for improving educational quality and enhancing the performance of education systems in the GCC?

2. What lessons can we learn from learning outcomes assessments of the GCC countries in relevant international studies to provide insights to improve improve educational systems and learning outcomes in the region?
3. How can we explore and analyze results of GCC countries in key international studies (EFA, GMR, PISA, TIMSS, etc.), and provide analysis to tackle the identified weaknesses in the GCC?
4. What are the region's priorities for education by 2030?

Today, we are at an important cross-road as we set a new education agenda for 2030. We recognize that there is a strong need for a new and forward-looking education agenda that completes the unfinished business while going beyond the current goals in terms of depth and scope, as well as to provide people with the understanding, competencies, and values they require to address the many challenges that our societies and economies are facing.

Faryal Khan is a Program Specialist in Education at UNESCO Doha.

Qatar Case Study: Improving the Quality of Learning Outcomes and Enhancing the Performance of Education Systems in the State of Qatar

Faryal Khan & Iman Chahine

The purpose of a Qatar case study is to provide an empirical assessment of the quality of education in Qatar by examining existing learning outcomes in terms of content (i.e., what to learn) and cognitive skills (i.e., how to learn) by focusing on grade four and grade eight. More generally, the study examines the nature of prescribed/intended and implemented/taught outcomes and the relation between them through systematic data collection conducted from different stakeholders. In this paper, we examine the empirical evidence related to the quality of education outcomes gathered by a random sample of 28 schools in Qatar. We anticipate that this case study could provide insights on the challenges and constraints that are impeding improvement in the quality of education and system-performance in Qatar as well as inform potential prospects for education post 2015.

Specifically, this paper addresses the following research questions:

1. What are the learning outcomes, content, and cognitive processes, specifically in grades four and eight in terms of math, science, reading, and literacy?
2. What are the instructional strategies that teachers employ to help students achieve these outcomes?
3. What characterizes the differences between improved learning outcomes in male and female schools as reflected in self-efficacy measures across districts, content areas, and grade levels?
4. What are the major achievements in Qatar towards realizing Education for All goals? What are best practices in education that contribute to post 2015 agenda?
5. What are the key challenges and constraints that serve as obstacles to enhancing the performance of education system in Qatar, with a focus on quality?
6. What are the key priorities for setting a future agenda for education, with a focus on quality, beyond 2015 in Qatar?

Faryal Khan is a Program Specialist in Education at UNESCO Doha.

Iman Chahine is a Research Specialist at UNESCO.

Momentum for Education Beyond 2015: Improving the Quality of Learning Outcomes and Enhancing the Performance of Education Systems in the Gulf Cooperation Council Countries: Kuwait Case Study

Faryal Khan & Maricel Fernandez

Within the context of Education for All (EFA) initiative, national and local governments have made improvements in education a key priority. However, despite advances achieved towards realizing the six EFA goals across countries and in the GCC countries in particular, it is projected that not a single goal will be achieved globally by 2015 (GMR 2013-2014). Effectiveness, equity, and quality of education remain the primary challenges towards realizing EFA goals for 2015 in the GCC countries. Given that most GCC countries in general and Kuwait in particular may miss the education targets of EFA goals, it is imperative to capitalize on learning outcomes as key to ensuring good-quality education. Consequently, an in-depth empirical assessment of the learning outcomes is essential, as a shift in emphasis is now discernible towards quality and learning. This study provides empirical evidence on the quality of education in Kuwait and knowledge about the quality of education outcomes specifically by examining existing learning outcomes in terms of content (i.e., what to learn) and cognitive expectations (i.e., how to learn) at KG level, grades 4 and 8, as examined in a random sample of 22 schools across six districts of Kuwait. The study gathered data through quantitative and qualitative methods to analyze existing learning outcomes and the extent to which the instructional strategies align with curriculum expectations in math, science, and reading. Documentary analysis of reports was conducted to survey major achievements in education in Kuwait and to examine country-specific priorities and recommendations. Differences in several efficacy levels emerged as we examined the self-efficacy beliefs of teachers across subjects, gender, and geographic locations in Kuwait. We argue that a closer look at these differences sheds light on some of the challenges facing education system in Kuwait in realizing the goals of EFA agenda.

Faryal Khan is a Program Specialist in Education at UNESCO Doha.

Maricel Fernandez is an Education Assistant at UNESCO.

BREAKOUT SESSION 1.1 FACILITATING MEANINGFUL INCLUSION FOR ALL CHILDREN

University Students with Disabilities and Without Disabilities: Perception of Services in Qatar University

Batoul Khalifa & Ramzi Nasser

The article presents data and analyses from a systematic survey of students with disabilities (n = 86) and without disabilities (n = 752) in higher education regarding their engagement with services and amenities in higher education in Qatar's main public higher education provider. The study used the College Student Experiences Questionnaire to assess the engagement along tangible and intangible services (learning actions, deed, and processes). The findings showed that students with disabilities were more likely to be less satisfied with those intangible services in learning systems. Both samples felt that campus facilities were less than average, students without disabilities feeling less satisfied. Both students with disabilities and without disabilities felt the learning systems were above average with higher ratings among the non-disabled. In general, self-rated grade point average was the strong predictive component to enter in the regression between both groups, suggesting that successful educational outcomes maybe a stronger predictor relative to students' educational success. With the aim of gathering evidence to inform inclusive policy and practice for higher education providers, the benefits of this study are for all students. The findings indicate that, while students with disabilities confront barriers of access in their learning and assessment, there are similar difficulties they share with students without disabilities.

Batoul Khalifa is an Associate Professor of Mental Health.

Ramzi Nasser is a Professor in the College of Arts and Applied Sciences at Dhofar University, Salalah.

Promoting Multicultural Awareness and World Peace through Arab Children's Literature and World Children's Literatures—The Role of the Kuwait Board on Books for Young People (KUBBY), UAEBBY, and IBBY

Osayimwense Osa

Inclusion of students with exceptionalities in public school classrooms is mandated by U.A.E. Federal Law 29, 2006. Inclusion as a practice is slowly increasing as students move from "center schools" to public schools. Although both federal law and the Ministry of Education promote the philosophy of inclusive education in both public and private schools and although there are reported benefits in the literature, there remain social and cultural barriers to the inclusion of students with more than very

mild disabilities in Abu Dhabi schools. Indeed, only a small number of students have gained entry into general education schools since the Federal Law was passed.

The research study examined the transition phenomena towards inclusion from the perspectives of the directors of the special needs centers, inclusion facilitators, education advisors, parents and teachers in the public schools. The presentation will discuss the findings of how the government centers for students with special needs have taken a leadership role in facilitating inclusion along with the challenges and lessons learned in the transitioning process and the implications for the future which suggest that there is "much room to grow" for inclusion in the Emirates.

***Osayimwense Osa** is a Professor of English and the Chair of the Department of Languages and Literature at the American University of Ras Al Khaimah.*

Dramatic Play in Early Childhood Education Centers in Ras Al Khaimah, United Arab Emirates

Priti Verma, Cambria Russell, & Kirsty Hearn

Comparative education as field of study is frequently situated within institutions that have graduate programs, where its value as a field is implicitly connected to the future roles of students enrolled in these programs, which might include positions in academia, governmental bodies, non-governmental organizations, and bi-lateral aid agencies. Yet, the study of comparative education for future teachers at undergraduate institutions serves a decidedly different purpose than it does for those in graduate programs. This paper aims to explore the utility and sustainability of comparative education coursework for future teachers by examining how undergraduate education majors perceive its value in a course taught by the researcher. This mixed-methods research draws on data from a variety of sources, which include pre-test and post-test results of students' knowledge and perceptions, qualitative data from self-study fieldnotes and students' artifacts, and semi-structured interviews with students. This corpus of data provides a nuanced understanding of the ways in which this comparative education course influenced the thinking of these future teachers.

The findings suggest that comparative education can be tailored specifically to serve the interests of future teachers. However, it's most effective primarily when the instructor highlights explicit connections to educational issues in the domestic context. With this approach, even students with minimal global knowledge at the beginning of the course suggest that their understanding of education around the world increased and they were better prepared to carefully plan and implement their instruction in domestic schools. Therefore, the data suggest that a teacher-focused comparative education course is not only possible, but beneficial for students enrolled in these courses. This presentation is relevant to GCES because comparative education as an academic field of study continues to grow, and the findings suggest insights for helping teachers advance social progress by examining comparative approaches to teaching, learning, and schooling.

***Priti Verma** is an Assistant Professor at the American University of Ras Al Khaimah.*

***Cambria Russell** is an Assistant Professor of Education at the American University of Ras Al Khaimah.*

***Kirsty Hearn** is an independent research assistant.*

Developing Productive Skills through an Interactive Approach: Present to Learn

Marine Milad

This paper aims at presenting an interactive approach that was implemented on AOU students to enrich their productive skills, namely, speaking, oral presentation, and writing skills. The researcher aimed at establishing a community of practice through a blended learning environment, which considers non-traditional multicultural learners. This community of practice presents a combination of face-to-face facilitated learning, e-learning, and self-study. The researcher applied the "Presenting to Learn" approach on AOU students employing Johari Windows Model to develop the identified productive skills and break the students' stage fright through collaboration in groups. An observation checklist was developed to check the students' oral presentation and writing prompts. In addition, a questionnaire was developed to measure the students' satisfaction with the applied interactive approach and their assessment of the whole experiment. It was observed that cooperative work, especially with critical partners, has improved the students' performance achievement through learning from each other in one group and competing with other groups. The collected feedback from the questionnaire was in favor of applying this approach to more groups, a step that was implemented across three consecutive academic semesters. Moreover, the students' end results were statistically analyzed, and a correlation between high performance achievement and active participation inside and outside the class was drawn. The results have shown that students who participated by giving presentations reflecting their group work obtained higher grades than those who failed to work with others or did not give any presentations.

Objectives:

By the end of the session, the attendees will be able to:

1. Establish a community of practice through a blended learning environment that considers non-traditional multicultural learners.
2. Apply an interactive approach known as "Presenting to Learn."
3. Implement a collaborative model known as "Johari Windows."
4. Discuss the correlation between active participation in activities and academic achievement.

Marine Milad is an Assistant Professor of English Language and Literature at Arab Open University–Kuwait.

BREAKOUT SESSION 1.2

CULTURE, LEADERSHIP, AND REFORM

Assisting Education Reform in Oman through Developing School Leaders

Mohammed Al Alawi

This study is based on researching a national project as a case study: the Principals Leadership Training (PLT), which was initially introduced in 2007 by an international consultancy, and then scaled up nationally by the Ministry. Throughout the PLT project, over 1,200 school leaders were trained through a cascade model of training delivery from 2008 to 2013. The training program included two phases: the first on transformational leadership and the second on instructional leadership, with an aim to build the capacity of school leaders to lead change at their schools.

The focus of this study is to research the preparation of school leaders from an international, comparative and cross-cultural perspective through the use of the PLT as a vertical case study. Consequently, the study aims to answer four key questions. The first is: "What motivated the decision to initiate the PLT project, and why did participants want to join?" The second question is: "How and to what extent has the PLT project impacted the leadership development of school principals?" The third question asks: "What cross-cultural insights into school leadership training can be gained from the PLT?" The fourth question asked is: "What are the implications for leadership development theory, policy, and practice of a cross-cultural perspective?"

A vertical case study methodology was used in this study with the purpose of comparing vertically, transversally, and horizontally the international, national, and local levels. Data were collected from the program's participants through five focus groups in each of the three regions selected through purposive sampling, followed by individual interviews with 15 experienced and 15 less experienced school principals from the focus group participants through maximum variation sampling. In addition, interviews were conducted with the providers of training at the local level (local trainers), national level (master trainers and policymakers), and international level (PLT designers).

The findings have shown changes in how the policy and plan of the PLT were implemented at regional level due to the cascade model of delivery. Also, the findings have shown a misalignment of policy and practice among the levels of national authority, local authority, and school authority. Additionally, the data have shown that the theoretical models used in the PLT were not appropriate for the context from a cross-cultural and comparative perspective as they were based on ontological considerations that are irrelevant to the current context of Oman.

As a result, the study drew implications for theory, policy, and practice. The implications for theory were by claiming the need to adapt the current theoretical frameworks of transformational and instructional leadership to the context of Oman, by considering the level of decentralization and the reality of the practice. In addition, the study has proposed a model to improve the practice of the progression of school leaders in a way that is linked to a national scheme of professional development.

Mohammed Al Alawi is an education expert at the Ministry of Education.

Social Status of Teachers in Education Policies (Comparative Study) (in Arabic)

المكانة الاجتماعية للمعلم في السياسات التعليمية (دراسة مقارنة)

Ali Almatari

يتطرق العرض التقديمي

للمكانة الاجتماعية للمعلم العماني في السياسات التعليمية مقارنة ببعض الدول (اليابان وفلندا وانجلترا) حيث تحاول الدراسة أن تجيب عن:

١. ما التحليل النظري لمفهوم المكانة الاجتماعية للمعلم؟

سيتطرق العرض لمفهوم المكانة الاجتماعية، والعوامل المؤثرة على المكانة الاجتماعية، أسباب تدني المكانة الاجتماعية للمعلم من وجهة نظر المعلمين، وطرق تعزيزها في سلطنة عمان. ومقارنتها ببعض الدول مثل اليابان وفلندا وانجلترا.

٢. ما التحليل النظري لمفهوم السياسات التعليمية؟

سيتطرق العرض لمفهوم السياسات التعليمية وخصائصها وأنواعها وعناصرها وآليات صنعها، في سلطنة عمان ومقارنتها ببعض الدول مثل اليابان وفلندا وانجلترا.

٣. ما واقع المكانة الاجتماعية للمعلم في السياسات التعليمية في سلطنة عمان؟

سيتطرق الباحث لنتائج الاستبيان الذي اعده لمعرفة واقع المكانة الاجتماعية للمعلم في المجتمع العماني، وكذلك تحليل السياسات التعليمية المتمثلة في القوانين والتشريعات والمراسيم المنظمة لعمل المعلم العماني مثل خطابات جلالة السلطان والنظام الاساسي للدولة ومجلس الوزراء ومجلس التعليم والقرارات الوزارية المتعلقة بوزارة التربية والتعليم وغيرها من الجهات المساهمة في صناعة السياسات التعليمية في السلطنة.

٤. ما التصور المقترح لتنمية المكانة الاجتماعية للمعلم في سلطنة عمان بناء على نماذج لبعض الدول؟

سيتطرق العرض لنموذج الذي اقترحه الباحث لتنمية المكانة الاجتماعية للمعلم بناء على اطلاعة على نماذج لبعض الدول كاليابان وفلندا وانجلترا

Ali Almatari is a math teacher at Almutanabi Secondary School.

School Leadership Innovation in an Emirate: The Moderating Role of Cluster Managers

Justina Osa, Atif Al Kadiri, Khadija Al Kamali, & Shaikha Al Shehhi

The growing issues faced by principals to meet twenty-first century education standards of accountability for student achievement have continued to spiral with demands for greater productivity. Though school improvement is a universal concern, there is no single universally accepted initiative to attain school improvement. In an effort to find that magic bullet that guarantees school improvement, several initiatives have been proposed and implemented by school systems over the globe. An emirate in the United Arab Emirates (UAE) recently adopted the cluster manager intervention concept in its efforts to improve schools. This emirate assigned a cadre of trained cluster leaders who serve as coach leaders to principals with the primary goal of coaching and supporting principals to attain desired school goals, especially student academic achievement goals. It is believed that as the cluster manager and principals work together, they will build the principals' self-efficacy and consequently their ability

to improve student success. This bold innovative initiative is supported by literature that suggests that school leaders need context-specific support to implement research-based leadership dimensions and practices to excel in school performance and impact student outcomes.

The purpose of this proposed session is to share the promises and pitfalls of embracing the innovative cluster manager structure. Session presenters will share the findings of interviews, presentations, and a literature review on how the intervention of support and coaching by cluster managers for school principals builds school leadership capacity and consequently improves teaching and learning. During the proposed session, presenters will share findings of how cluster managers in an emirate in the UAE motivate, inspire and empower principals to improve schools for the purpose of enhancing student achievement. Session attendees will have the opportunity to comment on the contents of the presentation and to share relevant information on the concept of cluster manager and its effectiveness.

Justina Osa is a Professor at the American University of Ras Al Khaimah.

Atif Al Kadiri is a graduate student in education at the American University of Ras Al Khaimah.

Khadija Al Kamali is a graduate student in education at the American University of Ras Al Khaimah.

Shaikha Al Shehhi is a graduate student in education at the American University of Ras Al Khaimah.

BREAKOUT SESSION 2.1

THE INTERNATIONALIZATION OF HIGHER EDUCATION— TOWARD A GLOBAL KNOWLEDGE ECONOMY

Navigating Across Cultures in Cross-Border Higher Education: The Faculty Experience

Dara Fisher

In the last fifteen years, the prevalence of partnerships in cross-border higher education (CBHE) has increased at an exponential rate; today, colleges and universities around the world are sending their students and faculty abroad, developing and participating in joint research programs with foreign partners, and setting up international branch campuses and new, independent institutions overseas. Despite the astounding growth in CBHE activities, however, little scholarship is devoted to the experiences of faculty, staff, and student actors as they participate in CBHE projects and partnerships, illustrating a gap in research on the CBHE phenomenon.

The purpose of this research is to investigate how faculty and staff engaging in CBHE navigate moments of cultural difference inherent to cross-border work, illuminating the internal and external processes that individual actors experience when engaging in CBHE. To accomplish this goal, this research draws upon the findings of a qualitative, interview-based study of eighteen faculty and staff of an American research university, each of whom has significant experience developing new academic institutions in Portugal, Russia, Singapore, or the United Arab Emirates. Interviews were collected from October to December of 2014 and analyzed using the methodological technique of thematic analysis.

This study finds that faculty and staff utilize past experience, personal codes of ethics, and schemes of personal responsibility to navigate cultural differences that arise in the context of CBHE work;

furthermore, this study identifies the different themes of cultural difference that faculty members and administrators perceive in CBHE programs spanning different regions of the world, including in the Gulf Cooperation Council countries. These findings are then used to develop a series of recommendations for academic administrators and faculty leaders seeking to successfully plan and engage their institutions in future large-scale CBHE projects.

Dara Fisher is an Ed.D. candidate at the Harvard Graduate School of Education.

Branch Campuses and National Development: The Case of Georgetown University in Qatar

Lubna Kayyali

We are witnessing the proliferation of a distinct model of higher education in the Gulf Cooperation Council (GCC) states. This model "imports" academic institutions from abroad and integrates them into the national educational system. The case of Qatar illustrates this phenomenon. The Education City project brings to Doha a host of world-class universities that offer academic programs in a variety of fields. The Qatari leadership explicitly states that its aim is to build human capital and create a research culture through the work of those branch campuses. In addition, Qatar's interest in signaling to the world its modernity is conspicuous in various sectors, and Education City seems to reinforce this signal. In spite of the distinctiveness of the Qatari higher educational model, the expectation from the Qatari side is that these branch campuses would contribute to national development.

This research uses Georgetown University's School of Foreign Service in Qatar (SFS-Q) as a case study to learn about the role that branch campuses have in contributing to national development. I examine the changing nature of the partnership between Georgetown University and the host country, Qatar. I ground this examination in an analysis of the self-reported activities of SFS-Q and investigate whether they align with the Qatari development path as articulated in the National Vision 2030.

This study is ongoing. Preliminary findings suggest that SFS-Q contributes to Qatar's national development in myriad ways. Through educating the young Qataris, creating local research culture and networks, engaging with the wider community, bolstering Qatar's international image, and enhancing the bureaucratic culture in the country, SFS-Q directly supports the Qataris in developing their human and economic capital and international political prestige and legitimacy. These efforts, however, are challenged by a number of barriers. Recommendations of ways to overcome these barriers are being prepared as part of this study and will be shared at the final stage of this research.

Lubna Kayyali is an M.A. candidate in international educational development at Teachers College, Columbia University.

Internationalization as a Strategy for Quality and Capacity Building— Evidence of Success from the Kingdom of Bahrain

Annamarie Lawrence

Of all the waves of education reform in the GCC, internationalization is possibly one of the most significant. With the eruption of international branch campuses (IBC) throughout the GCC, there has been limited research on their impact. This research looks into the impact of an Irish Medical University IBC in the Kingdom of Bahrain.

The method for this research is a case study. This involved the study of a specific institution and its stakeholders over a period of time. Secondary research was used to contextualise the study and review government documentation. A small number of informal interviews formed the primary research to validate secondary findings.

The impact of the IBC in Bahrain was apparent across various levels of Bahraini society including the healthcare sector, national research outputs, the community, and students.

Within the healthcare sector the impact was felt at a national level, as the work of the University had been successful in attracting a number of Bahraini nationals to the nursing profession. This has directly impacted the nationalization rates favourably and ensures Bahraini professionals, rather than expatriate labor will meet the future demands of the healthcare sector. The number of medical professionals meeting the U.K. or U.S.A. examination board criteria for physicians has jumped significantly since the branch campus was established. The community engagement programs of the institution worked with the Ministry of Health to raise awareness of Type 2 diabetes prevention and care. Possibly the most significant tangible impact has been on the quantity and quality of research outputs from the international institution, many of which have been written by Bahrainis or in partnership between Bahrainis and international academics. The findings conclude with a hypothesis of why this example of a branch campus has been successful when others haven't. This hypothesis forms the basis for further research.

In the absence of meaningful research on the impact of IBC in GCC, this research allows an example of impact that could provide the basis for a longitudinal study or replicated study. With significant investment by both GCC governments and international universities, this study and subsequent studies can inform policy decisions involving international branch campuses to ensure mutual success.

Annamarie Lawrence works at the business school of Bahrain Polytechnic.

Foreign Universities in the Gulf Cooperation Council (GCC) Between Hope and Reality: A Critical Vision and a Future Perspective (In Arabic)

الجامعات الأجنبية في دول مجلس التعاون الخليجي بين الواقع والمأمول: رؤية نقدية ومنظور مستقبلي

Hanan Mahmoud

بيانات الباحث

الاسم: حنان محمود محمد عبد الرحيم

تاريخ الميلاد: 13/6/2016

الوظيفة: مدرس بقسم التربية المقارنة

كلية التربية- جامعة الإسكندرية

الجامعات الأجنبية في دول مجلس التعاون الخليجي بين الواقع والمأمول: رؤية نقدية ومنظور مستقبلي

تمهيد

تمنح كافة الدول متقدما وناميها اهتماما متعاظما للتعليم وتضعه على قائمة أولوياتها ولما كان التعليم العالي هو قمة النظام التعليمي فان ذلك يستوجب بالضرورة مزيد من تكثيف الجهود نحو. يجابه التعليم العالي في دول مجلس التعاون الخليجي في الوقت الراهن، بعيد من التحديات، الأمر الذي جعله يحتل موقع الصدارة في قائمة خططها التنموية.

تأسست الجامعات الأجنبية كنوع من التحولات التربوية في مجتمعات الخليج، ولتلي عدداً من المطالب وللإسهام في مواجهة التحديات الراهنة للتعليم العالي كالعولمة والتحول وزيادة الطلب علي التعليم العالي ... وغيرها . علاوة على أنها تعد من بين سياسات تحويل التعليم العالي في إطار الاستجابة لمتطلبات المجتمع الخليجي .

وتعد الجامعات الأجنبية طرماً متقدماً لدول مجلس التعاون الخليجي، وذلك انطلاقاً من كونها تطبيقاً لنماذج التعليم العابر للحدود في الدول العربية، حيث تعتمد تلك النماذج على إقامة مدن تعليمية ذات بنية متقدمة وفقاً للتقنيات المتاحة عالمياً ولذا فهي تستند إلى جلب فروع لجامعات عالمية المستوى تأتي جاهزة بأعضاء هيئة التدريس وبالإدارات الأجنبية من أمثلتها مؤسسة "راند" الأمريكية في قطر noitaroproC dnaR، وشهدت دول الخليج الشقيقة نماذج مشابهة.

مشكلة الدراسة

تتلخص مشكلة الدراسة في التساؤلات التالية:

1. ما الواقع الراهن لسياسة استقدام الجامعات الأجنبية في دول مجلس التعاون الخليجي؟
2. ما الأدوار الفعلية التي تقوم بها الجامعات الأجنبية؟
3. ما الأدوار التي كان يتوقع لهذه الجامعات القيام بها ؟
4. ما أبرز المشكلات الناجمة عن تأسيس الجامعات الأجنبية؟
5. ما أبرز المقومات التي يمكن أن تساعد تلك الجامعات في القيام بأدوارها في ضوء دراسة الواقع الراهن، وما كان ينبغي أن تقوم به، وإطاللة مقارنة على بعض الخبرات الأجنبية في هذا الصدد؟

المنهجية :

تعد الدراسة تحليلاً نقدياً مقارناحيث سيتم معالجة الدراسة من قبل seigolodohteM dexiM خاصة التركيز على مقارنة النظام metsYS gnirapmoC، والمقارنة عبر المكانية gnirapmoC secalP كوحدة للتحليل المقارن .

النتائج الأولية :

ستحدد الدراسة أبرز نقاط القصور في الجامعات الأجنبية في دول الخليج، وستضع تصور لتحسين واقع الجامعات الأجنبية في تلك الدول.

Hanan Mahmoud is a lecturer at the Department of Comparative Education.

Transnational Knowledge Development Drivers: The Impact of Economics, Government Regulation, and Accrediting Bodies on Knowledge Development

Sajida Shroff

Transnational education continues to grow as the traditional segment of international students go abroad for a variety of reasons including career growth, educational quality, visa challenges, or the experience of living abroad. "Glocals" differ from this traditional segment as they look for career advancement and quality of education, without having to go very far from home.

Both the glocal population as well as the transnational population support the development of geographically accessible education hubs. Dubai has, in fact, seen consistent growth in the transnational population, resulting in its evolution into a semblance of an education hub with higher education institutions in various free zones, but Dubai faces some stiff competition from other more established free zones (e.g., Malaysia) and emerging hubs (e.g., Qatar).

In order for the GCC to maintain its position as a leading transnational education destination, a revitalization is required—one that will not only upgrade the options for H.E.I. set up but that will also upgrade the caliber of institutions that are choosing to enter the marketplace.

The second part of the discussion will focus on the economic drivers as well as the regulations that govern faculty tenure & knowledge development in the region. While the economic drivers have regional overlap, they are country-based and industry-driven. The discussion will also outline how government policies that impact short and long term knowledge development.

The last part of the discussion will focus on the impact of accreditation on knowledge sharing. Gaining and maintaining accreditation can literally make or break an institution. In the GCC, there are overlapping accreditation and licensing bodies that are often confusing. Understanding the differences are critical for student and stakeholder success. Moreover, ensuring that quality assurance systems that enable institutional effectiveness and efficiency are in place is essential for a university to maintain its academic reputation.

Sajida Shroff is the CEO of Altamont Group.

BREAKOUT SESSION 2.2

WOMEN AND GIRLS ACROSS THE EDUCATION PIPELINE

Lived Experiences of Emirati Senior Women Managers in Higher Education: A Narrative Analysis

Gallie Kawanzaruwa

Over the last four decades, the United Arab Emirates (UAE) has sought to ensure the full, comprehensive inclusion of women in both education and the workplace. Motivated by my own rise from a relatively humble upbringing to later professional success achieved largely against the odds, this thesis aims, through the use of narrative analysis, to establish the reasons behind the accomplishments of five Emirati women managers in Higher Education (HE). The thesis contextualizes their testimony by providing a historical overview of the UAE and a comprehensive examination of the literature and by setting out the critical feminist perspective at the heart of this study, which influenced the research paradigm: linking this with the narrative analysis method adopted. Using unstructured interviews, which were recorded, the life stories of the five women managers in higher educational institution were analyzed in detail, in order to identify key themes and commonalities. These key themes are support received from different individuals at different times; opportunities provided by political, cultural, and structural change in the UAE; personal resilience and resolve to succeed; and the importance of the Islamic faith. Taken together, the women's testimony justifies the use of narrative analysis; it provides lessons for policymakers to learn (as well as recommendations set out at the end of the thesis, which seek to nourish an environment based on genuine equality of opportunity for all) and inspiration for future generations of Emirati women and girls seeking to follow in their footsteps. The thesis can also be an eye opener for policymakers in the GCC countries on various cultural, patriarchal, and religious barriers experienced by women en route to their success.

Gallie Kawanzaruwa is the Director of the Ras Al Khaimah American Academy for Girls.

Parental Influences on Education and Career Choices of Women of Arab Descent: A Comparative Study of Australia and the UAE

Nada Labib

Family of origin has been widely acknowledged in the literature as the most powerful influence on individuals' career decision-making. Various family influence variables, such as parental support, attachment, and expectations, were identified as having an impact on youth's career choices. Socio-cultural factors, such as traditional gender perceptions and cultural values and expectations, were also found to intervene with familial influences, and largely influenced females' education and career choices in particular. Given that this research was very largely carried out in Western cultures, however, particularly on Caucasian samples, it has limited generalizability across cultures. In addition, Arab communities, whether in the Arab world or worldwide, display a paucity of research on Arab women's tertiary education and career choices.

Hence, the purpose of this study is to explore parental influences, the intersecting cultural factors, and how the combination affects tertiary education and preliminary career choices of young women

of Arabic descent. The research is comparative, and will be conducted on young women of Arab nationalities/backgrounds in the UAE and Australia. The aim of this comparison is to investigate how similarly/differently Arab women raised in different contexts are influenced by their parents when making career choices, and the results of this influence.

This study will employ a qualitative approach by conducting one-on-one interviews using semi-structured, open-ended questions. It will incorporate a social constructionist framework, which facilitates the understanding of how careers are embedded in their surrounding social contexts.

Findings from this study are expected to provide new insights into the familial and cultural factors that stimulate or impede Arab women's career choices. Knowledge and understanding of these influences is imperative, as they can provide useful recommendations for educators and career guidance counsellors to implement strategies that help women of Arab background make more informed educational choices and pursue their career aspirations.

Nada Labib is a Ph.D. candidate at the University of Sydney, Faculty of Education and Social Work.

Empowering Women in Academia: A Novel Internet Mediated Ph.D. Program in Computer Science and Information Technology

Izzeldin Osman

Female lecturers in Sudanese universities and colleges holding master's degrees in information technology or computer science have to pursue Ph.D. degrees locally (in Sudan) due to economic, social, and familial obligations. The Ph.D. is a requirement for promotion in academia. The severe brain drain experienced by the country has led to a scarcity of qualified Ph.D. supervisors in the preferred modern narrow specializations. In Sudan, women constitute a majority in the lower academic ranks in computer science and IT departments, but there is a sharp drop in their number in the ranks requiring a Ph.D.

This paper describes the Ph.D. program of the Sudan University of Science and Technology, which employs ICT to empower women in higher education through the utilization of the international human and technical resources and providing Ph.D. supervisors from renowned universities all over the world. Ph.D. students from all over Sudan and neighboring countries participate in lectures, attend seminar, and receive research supervision through an interactive software (WebEX) that provides audio, video, and interactive chat facilities.

Students (female lecturers) pursue their studies from their homes or offices in their home towns and have to come to the university once or twice a year for face-to-face exams, discussions with supervisors, or for the presentation of progress seminars.

The program has entered its sixth year with about one hundred women participating. Nine women have already graduated with their doctorates. This experiment can be improved, modified, and applied by GCC universities for the benefit of GCC women.

A short video will be presented. Women graduates will tell their success stories.

Izzeldin Osman is a Professor at the Sudan University of Science and Technology.

Speaker Abstracts & Workshops (April 7)

FEATURED PANEL 2

SUPPORTING AND DEVELOPING EFFECTIVE TEACHERS IN THE GCC

International Teacher Exchange Programs: Transformational Learning Through Experience

Asma Abdulla

International engagement for in-service teachers has become an important component in the professional development (PD) field worldwide. Teacher exchange programs work as cultural learning experiences and methods for enriching and increasing educators' pedagogical expertise. The demand for conducting more efficient and effective PD programs for teachers in order to enhance and extract traditional teaching and learning practices from the field has driven organizations to reach out for more innovative methods used for PD programs.

For organizations to foster transformational learning, it is necessary to define and measure what is being learned, how learning takes place, and ways to support what is being learned. This presentation describes a mixed-methods research study that was conducted during a teacher exchange program trip to Malaysia, in which a group of 11 teachers and two vice principals from the United Arab Emirates were given a unique opportunity to visit teaching and learning institutions in Malaysia to further understand their education system and teaching approaches. The research aimed to detect any transformational learning experiences the participants might have during their short visit to Malaysia and to understand what events or experiences have triggered the participants' thinking and resulted in an alteration in the way they deal with or act in different situations. Moreover, it aimed to generate beneficial and justifiable learning experiences for teachers in Ras Al Khaimah to foster their practices and take education to the next level. The following questions were designed to guide the research process:

1. How did international learning experiences transform the views of teachers who participated in a teacher exchange program?
2. What experiences or events triggered participants' thinking and resulted in an alteration in the way they deal with or act in different situations?

The research findings suggested that some teachers experienced changes in both their views and actions after engaging and interacting with educators from a different setting, which resulted in adapting more/new, improved instructional skills and practices.

Asma Abdulla is a teacher with the U.A.E. Ministry of Education.

Transformational Leadership and Transfer of Teacher Professional Development to the Classroom in the Kuwait Public High School Context

Ilene Winokur

The purpose of this study was to examine how teachers' perceptions of transformational leadership behavior of heads of departments (HOD) as instructional leader related to their motivation to transfer learning through professional development in public high schools in Kuwait. The central question that this study aimed to explore is "Do teachers who perceive that their HOD's have a higher degree of transformational leadership behavior have a more positive perception of the transfer system factors of motivation, work environment, and ability?"

A mixed-methods design was used to explore the relationship between perceived transformational instructional teacher leadership behavior and motivation to transfer training. Spearman's ρ was used to measure the correlation between each transformational leadership factor and each of the 16 LTSI factors. An important finding from this study was the strongest correlations were between the factors inspirational motivation, idealized influence-behavior, idealized influence-attributed, and intellectual stimulation of the transformational leadership behaviors measured by the MLQ and four of the LTSI factors: motivation to transfer, transfer effort-performance expectations, performance outcome expectations, and performance coaching. Although in several studies (Bass, 2008; Oreg & Berson, 2011) individual motivation is the single-most important transformational leadership characteristic in relation to motivating followers in a change situation in which training is vital, this study found that IIA appeared to have a stronger correlation to training transfer system factors. Individualized influence-attributed (IIA) garnered the strongest correlations among the LTSI factors. Some traits of IIA are that the leader is perceived as a role model and someone who is trusted, respected, and admired by followers. The researcher posits possible reasons for a difference between previous Western studies and this study in an Arab/Kuwaiti educational context.

Ilene Winokur is the Director of the Foundation Program Unit at the Gulf University for Science and Technology.

FEATURED PANEL 3 EDUCATION SYSTEMS, PUBLIC POLICY, AND ECONOMIC DEVELOPMENT

Coping With (School) Culture: Assessing the School Culture in Ras Al Khaimah's Public High Schools

Soohyun Jeon & Brian Jaewon Chung

School culture is commonly defined as an amalgamation of shared values, norms, and practices that shape the identity of an educational institution. School culture has often been cited as one of the most significant factors contributing to the success of school reforms. Despite the growing emphasis put on school culture in current global scholarship, the GCC countries have not yet embraced the need to systematically assess school culture to build the foundation for evidence-based school reform research.

Using a survey sample of approximately 800-900 students from 12 different high schools (cycle 3) around the northern emirate of Ras Al Khaimah in the United Arab Emirates, this study examines the main factors contributing to school culture. With this data, the study identifies the strengths and weaknesses emerging in the public school system in Ras Al Khaimah today. Based on our findings, we hope to pilot an initiative based on our findings in the public schools in Ras Al Khaimah as a part of an ongoing school reform project.

The findings are then used to assess the implications of Ras Al Khaimah's school culture on whole school reform. This study ultimately concludes by discussing possible policy directions for the future.

Soohyun Jeon is the Director of Research at the Al Qasimi Foundation.

Brian Jaewon Chung is the Special Projects Coordinator at the Al Qasimi Foundation.

Civil Society as a Moment in the Politics of Education: Quality Assurance Networks as a Process of Education Change in the Arab Gulf

Clare Walsh

In the context of the Arab world, the analysis of education has to move away from cultural forms such as Western modernity and the tendency to reduce the cultural to policy discourse and to move towards a framework that is underpinned ontologically and epistemologically, allowing for an understanding of the causal powers of the cultural aspects of the ensemble and the particular conditions under which they are activated in relation to the political and economic aspects of education.

Globally, there has been an increasing interest in the relationship and role of civil society as a process of educational change, particularly in relation to the involvement of non-governmental actors in national and sub-national educational spaces (Mundy & Murphy, 2001). By examining a moment in the politics of education (Roberston & Dale, 2015) this paper considers if and how Arab civil society quality assurance networks are involved in the regionalization of higher education across the Arab Gulf. By analyzing the education ensemble through the cultural and civilizational elements of civil society, the aim is to identify if Arab quality assurance networks have a role in the regionalization of higher education—with what power and with what impact.

Using civilization analysis addresses the problem of the extent to which the relationship between power and culture developed in the dynamics of a civilization prior to the impact of the West and also addresses analytical blindness in relation to symbolic and institutional frameworks of civilizations such as Islamic Umma and its dynamics. Finally, civilization analysis recognizes that concepts such as civil society develop in different ways, depending on symbols and the importance of their religious, ideological, primordial, and historical aspects, for example. How these components integrate in modernizing societies should not be understood and explained through a Western lens; the issue requires, instead, to be considered in local terms whereby embedded meanings, practices, and symbols can be used as a basis for explanation.

Clare Walsh is undertaking an Ed.D. at the University of Bristol and teaches at Bahrain Polytechnic.

BREAKOUT SESSION 3.1

INNOVATION AND TRANSFORMATION IN HIGHER EDUCATION—CHALLENGES AND OPPORTUNITIES

The Impact of Transformative Learning Theory on Master's Degree of Educational Leadership Program Students

Noora Al Blooshi

This research is a mixed-methods study that was conducted to investigate the transformative learning theory, a learning theory that was developed by Mezirow in 1978, and its impacts on adult learners. Transformative learning theory facilitates reshaping learning experiences of the learner to produce significant impacts and changes in three main dimensions: psychological, conventional, and behavioral changes (Clark, 1993). The research focused on the role of transformative learning theory on educators pursuing their post-graduate degrees in the MEEL program—Master of Education in Educational Leadership) at the American University of Ras Al Khaimah in the United Arab Emirates—and its effects on their teaching competencies. The number of participants of the study was 11 teachers and one administrator. They work in both private and government schools in Ras Al Khaimah. The research aimed to study possible changes established by participants, the possible obstacles they had encountered that limited their potential, the factors that facilitated change in them, and possible ways participants could effectively apply the obtained knowledge into their position as well as evaluate the impact of such a program on the participants' personality and career.

Different data collection methods were used to learn about the transformation participants experienced such as a self-statement of each participant, field notes, a survey and a semi-structured interview to triangulate the data collection methods. The research showed that participants experienced different levels of transformation based on their ability to critically reflect on different situations using the ranking scheme of key elements of the transformative theory. The research questions developed for the research were:

1. Based on Mezirow's transformational stages, how transformed were MEEL program students' views and actions are after they joined the higher education program?
2. What factors facilitated and contributed to the changes witnessed among them?

Noora Al Blooshi is a teacher with the U.A.E. Ministry of Education.

The Institutionalization of Graffiti in Higher Education Institutions: Saudi Innovation

Abdulrahman Al Lily

This article is informed by the Fun Theory, a theory that calls for the institutionalization of fun in social settings. It highlights how the academic and non-academic literature shows some individuals to find the practice of graffiti to be fun. It then attempts to build an empirical framework for the idea of institutionalising this fun practice in the social settings of the higher education sector. It addresses the

research question: To what extent does the institutionalization of graffiti in the societal culture of higher education institutions enhance public expression among members through their reflection on daily social and academic life? This question was addressed by a semester-long experiment, wherein graffiti was incorporated into the day-to-day social activity of a Saudi public university, by officially allocating certain walls that members could legally write upon and, further, draw whatever they wanted. The experiment appeared to be fruitful in the sense that the allocated walls were full of writings and drawings, enabling and promoting among members a sense of public articulation based on consideration of their own daily academic and social experience. Thus, it could be suggested that the Fun Theory in general and the institutionalization of graffiti in particular could hold value for organisations in general and for higher education institutions in particular.

Abdulrahman Al Lily is an Assistant Professor at King Faisal University.

Transforming Strategic Outlook on Sustainability: A Case of Higher Education Institutions in GCC

Fahdia Khalid

The volatile socio-economic conditions of Gulf in today's time "calls for action" from all societal stakeholders with no exception to Higher Education Institutions (HEIs). Societal transformation towards sustainability is intertwined with HEIs' orientation towards the topic, which can be gauged by analyzing strategic outlook of these HEIs both as organizations and as societal change agents. The paper is aimed at exploring the very strategic outlook of HEIs in GCC in comparison to contextualized societal standards, global perspective, and competitive positioning. The comparative mapping of publically available information of the sampled HEIs has identified immense potential for improvement and innovation in this subject area. The triangulation has led to development of Macro sustainability management framework for HEIs of GCC recommending strategies for better positioned HEIs in a sustainable society of now and future.

Fahdia Khalid is a Program Manager and Human Resource Tutor at Bahrain Polytechnic.

The ACK Award Program: A Model to Link Academic and Personal Development Within Education

Christopher Picone

Education involves more than academic learning. However, official recognition of extra-curricular achievements remains problematic. To address this challenge, the Australian College of Kuwait (ACK) established the ACK Award Program, which leads to a formal certificate upon completion of a structured program of lifewide learning including personal development and community service. Involvement in the ACK Award is voluntary, and students are each linked to a faculty member who initially works with the student to set goals for the coming semester and then meets with the participant on a monthly basis to discuss and review progress. The ACK Award has incremental levels (Bronze, Silver, Gold, and Platinum) to encourage and recognize ongoing participation. As a tangible incentive for students to participate in the ACK Award program, membership of the ACK Student Council is now restricted to students who have completed at least the Silver Level of the ACK Award. The conference presentation will summarize the growth of the ACK Award program since its inception in 2014.

Christopher Picone has been an educator in Kuwait since 2004.

Examining the University-to-Labor Market Pipeline Blockage in Saudi Arabia

Woohyang Sim

In the past several decades, Saudi Arabia has witnessed an enormous growth in its higher education sector, with the help of massive investment from its government. This dynamic expansion in higher education is mainly attributed to the need to transition from oil-based economies to knowledge-based economies through developing a well-educated young generation. However, the same rise has not been observed in the Saudi labor market, even though the Saudization policy has created enough capacity in both public and private sectors to absorb Saudi university graduates.

This study assesses the career path awareness of Saudi Arabian youth, a crucial factor for better understanding the current phenomenon in the university-to-labor market pipeline in Saudi Arabia, through a questionnaire survey that uses data collected from 316 respondents.

The findings of this study indicate that Saudi Arabian youth has a meritocratic way of thinking that motivates them to pursue higher education and that they exhibit various patterns in building career prospects as well as the reasoning behind their career pursuits.

In conclusion, the findings from this study should provide a departing point for further examining the misalignment of supply and demand in Saudi Arabia's labor market.

Woohyang Sim is a Ph.D. candidate at Waseda University.

BREAKOUT SESSION 3.2

EDUCATIONAL LESSONS FROM BEYOND THE GCC

The Influence of the DSM on School Discipline Policy and Classroom Management in Private International Schools in Egypt

Alia Ammar

Worldwide, schools have classroom environments in which students with special needs are included. Yet, there is a lack of awareness regarding what it entails to include special needs students as well as who qualifies as a special needs student. It is expected that students with special needs are referred to a mental health professional (MPH) for a proper diagnosis to be made. A diagnosis is generally conducted by a psychiatrist or psychologist, with reference to the American Psychiatric Association's (APA's) Diagnostic & Statistical Manual of Mental Disorders (DSM). Upon the establishment of a diagnosis, it is expected that the MPH would provide the student with an individualized education plan (IEP). The IEP's purpose is to enrich students' learning experience and ensure they experience an equal educational opportunity. It also aims to ensure that the student is not unnecessarily disciplined, or excluded, due to non-harmful behaviors that directly result from their special needs. This research focuses on the usage and influence of the DSM on school discipline policy and classroom management in private international schools in Egypt. Conceptually, the issues of understanding, awareness, and experience in dealing with special needs were explored and discussed. Fieldwork was conducted through the use of questionnaires directed towards middle school teachers and administrators, interviews with mental

health professionals, and extensive research. The lack of awareness and understanding of special needs in Egypt is evident, as it results in special needs students encountering many unnecessary disciplinary reprimands. Consequently, the laws in Egypt need to be updated in order to provide schools with the necessary information, tools, and resources in order to ensure that special needs students attain equality in their educational opportunities and promote a positive school environment. This is relevant to the GCC because special needs education is still a new field. As a result, many of the same issues and concerns apply.

Alia Ammar is an Instructor at the American University in Cairo.

The Impact of Diversity on the Student's Analytic and Critical Thinking Performance in English Reading Classes

Katia El Khadra

Critical thinking is considered an important skill that should be taught and gained in the learning process. Since students are increasingly diverse in classrooms today, diversity could impact student's critical thinking performance. How can educational background diversity impact student's analytical and critical thinking?

The main purpose of this study was to measure how educational background diversity could impact student's analytical and critical thinking performance in English reading classes.

The study was conducted on fifty students at MASE2000 School in Cairo, Egypt; 25 students came from the National System, and those were selected on purpose; the other 25 students were had been in the American system since childhood, and those were selected randomly.

The same sample would be taken of another fifty students in Kuwaiti Schools, and a comparison of performances for the Kuwaiti students and the Egyptian students would be done to figure out how diversity could impact analytical and critical thinking in both Egypt and the Gulf area (represented in Kuwait).

A quantitative method was used to measure the impact of diversity on critical thinking using observations, interviews, quizzes, checklists, and video-recordings as parts of the data collection process.

Data were analyzed in numerical calculations by converting collected data into numerical tables and reports to be able to have credible results reflecting a student's real status in analytical and critical thinking performance and were checked regarding how this performance was affected by educational background diversity.

The study showed that diversity has a positive impact on students' analytical and critical thinking performance and on students' social interaction, self-esteem, and efficacy.

Katia El Khadra is an English instructor specializing in international American curriculum.

The Academic Challenges of GCC Students at the University of Florida

Abdelrazak Mohamed Ahmed Elsagheer

The 2015 Open Doors Report on International Educational Exchange, released on November 16, 2015, reports that in the 2014/2015 academic year, 68,979 students from GCC countries were studying in the United States, the fourth largest regional number after Chinese, Indian, and South Korean students.

As non-native speakers of English who also come from traditional learning environments, GCC students are expected to experience some challenges in university in the States, which may be caused by their unfamiliarity with the participatory practices of the U.S. universities.

The purpose of this research study is to track the academic challenges among the GCC students enrolled at the University of Florida (UF) during the semester of Spring C 2015 in order to prescribe suitable remedial strategies that students may have to develop to reach their academic goals successfully.

This study is guided by these two questions:

1. What do GCC students report about their academic challenges at the University of Florida?
2. What differences exist between what GCC students report and what other students report?

A total of 318 graduates (159 GCC students and 159 other students) participated in this research. Data was collected using an inventory designed in light of literature review on the academic challenges and hardships and was statistically analyzed using MANOVA with an alpha level of .05. within the Statistics Package of Social Sciences (SPSS).

The primary findings revealed that almost all GCC students could share some sort of academic challenges during their graduate study at the UFL and that these challenges increased in GCC students more than in other students.

To conclude, this study has provided an evidence that due to the gap caused by the unfamiliar participatory academic practices, the GCC students, compared to other students, could face some academic challenges during their graduate study abroad.

Abdelrazak Mohamed Ahmed Elsagheer is a Research Scholar and staff member at the University of Florida.

Embracing Innovation to Transform Education in the Gulf States: Implications for Educational Leadership

Waheed Hammad

Since the advent of oil in the mid-twentieth century, the GCC states have been witnessing dramatic transformations in terms of their politics, economies, social structures as well as their position in international affairs. Indeed, such radical changes have impacted educational systems in these countries, too. As capacity building among the indigenous populations of the Gulf States was considered crucial by policymakers, national strategies were created at the core of which was the development of human resources through educational programs and institutions. The huge supplies of petrodollars available in these countries has made it easy for national governments to invest in the education sector in order to realize that ambition. Many educational innovations have been embraced as part of this transformation process.

Nevertheless, it remains unclear to what extent the existing educational leadership practices can accommodate such transformations. A considerable body of literature on GCC states, including empirical studies, indicates that educational leadership at all levels suffers from a number of pitfalls that might run counter to the desired change. This paper explores this issue by highlighting the main educational transformations occurring in the region and discussing the implications these might have for educational leadership.

Waheed Hammad is an Assistant Professor at Sultan Qaboos University.

What Can Career and Technical Education (CTE) and STEM (Science, Technology, Engineering, and Math) Practitioners/Thinkers in the Gulf Region Learn From Practitioners In One CTE High School in the Northeastern United States?

Justin Williams

Education research in the United States shows that, although career and technical education (CTE) (which has under its umbrella study focused on science, technology, engineering, and math—or STEM) has been studied through various lenses, the views of CTE practitioners regarding their work have not been deemed worthy of study. This 2015 qualitative research pilot case study examines the perceptions CTE practitioners in one high school in the northeastern United States have of their work. It seems plausible that education leaders and policymakers in the Gulf Coast region, an area with broadening potential for innovative, technical secondary schools, would be interested in such a study. Participants include three male and two female building practitioners as well as two female administrators with considerable CTE experience, all who have at one time or another either worked in the Future Technical High School (FTHS) or have supported for years the work of building practitioners in this setting.

Transcriptions of two focus group sessions and two individual interviews were analyzed along with relevant documents that offered triangulation. Analysis suggests that these practitioners and administrators thought very highly of FTHS, especially the educational experience it offers students as well as the quality of the facility. Also, teachers felt strongly that the CTE model within which they teach affords them benefits that teachers in traditional settings do not have. However, data collected during interviews also revealed that these CTE teachers face job insecurity due to shifts in enrollment trends.

These and other key data points were patterned into three themes that revealed the perceptions CTE practitioners have of their work: FTHS as a worthy portal to the future, program criticisms, and student retention as well as completion rates that contradict the strong endorsements of practitioners. The findings suggest that CTE practitioners involved with FTHS love what they do, are strong advocates of what they do, but must contend with statistics.

By understanding the professional perspectives of a small sample of CTE teachers and leaders representing one technical high school in the northeastern United States, like-minded professionals, as well as policymakers in the Gulf region, will see benefits in a closer examination of the experiences and ideas of CTE/STEM practitioners who have committed themselves to engage with such work in places like the United Arab Emirates and other nations represented in the Gulf Comparative Education Society (GCES). Specific implications for the region will be discussed.

Justin Williams is an English teacher at the Institute of Applied Technology, Female Campus, Abu Dhabi.

BREAKOUT SESSION 3.3

CLASSROOM PRACTICE—STRATEGIES AND APPROACHES TO PROMOTE STUDENT SUCCESS

The Impact of Formative Feedback in Writing

Noora Al Mazrooei

This is an action research study that was conducted to investigate the impact of formative feedback in writing. It was carried out in the UAE at a primary school for boys, with three participants in third grade. To do my research, error correction codes and written feedback were used over eight weeks. To gather more data about the research, some data collection tools were used: interviews, questionnaires, artifacts, and checklists. I interviewed each student individually in Arabic to enable him to speak freely about his thoughts about using feedback. The checklist helped me to identify the problems or difficulties that students were having. From the questionnaires, I collected the students' and parents' perspectives on learning from the feedback. The qualitative data showed that using error correction codes seemed to improve students' writing. Furthermore, using written feedback like the comments appeared to develop students' writing relative to their ideas, grammar, punctuation, spelling, capitalization, and organization. These results support Harmer (2004), who states that using comments can be extremely useful, helping students to expand their ideas and avoid mistakes in their final versions. Moreover, Wen (2013) says that symbols engage students' minds, helping them to discover their errors and become responsible for correcting their mistakes. Further research on the same area could be helpful to measure the long-term impact of formative feedback in writing for older students.

Noora Al Mazrooei is an English teacher at the American University of Ras Al Khaimah.

In Search of the "Innovative" Mind: Alternative Assessments to Expansive Learning Theory

Brian Denman

Historically, there have been a number of concepts proposed that address the "innovative" mind. John Stuart Mill put forward the thought that, through mental chemistry, simple ideas generated more complex ones (Randall 1965: 62). William James argued for the existence of a stream of consciousness, recalling Heraclitus' famous image that one never steps twice in the same place (Singer 1975: 728). Dewey introduced the reflex arc concept, arguing that stimulus and response are functionally related to each other through purposeful activity and should therefore should be considered functioning facts within a single concrete whole (Cahan 1992: 208). Wundt introduced the idea of creative synthesis in which one's urges emerge into highly sophisticated acts of "will" (Asthana 2015: 247). Vygotsky described a zone of proximal development, which is understood as the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers (Cole et al., 1978: 86). All of these approaches reflect a time and place continuum that suggests a need to consolidate and synthesize knowledge and experience through themes and patterns of development, whether convergent or divergent in terms of human dynamics.

This discussion begins by exploring emerging themes and patterns associated with sociocultural perspectives of innovation. It is believed that personal attributes such as creativity, communication, problem solving, analytical thinking, and reflective thinking help to construct paradigmatic dimensions of human potential that identify and define the "innovative" mind from a sociocultural lens. The discussion then includes a case study analysis of schools in rural Australia and Inner Mongolia in an attempt to capture a comparative sample of social and cultural engagement in the classroom and community-at-large.

These case studies contribute to a stream of evidence demonstrating how certain attributes provide a coherent and consistent theme or pattern that reflects how innovation is interpreted within localised contexts. The case studies are used to frame the tensions and dilemmas arising in defining and compartmentalising expansive learning theory that incorporates development of innovation and creativity.

Brian Denman is Senior Lecturer at the School of Education at the University of New England in Australia.

How Does the Use of Thinking Routines Impact Students' Metacognition?

Jane Paille Ndungu

Many scholars are increasingly ranking thinking skills and creativity on the top of the list of goals for education in the twenty-first century. If students are to function successfully in an ever advancing and changing society, then they must be equipped with thinking skills that will enable them to acquire and process information in the future. In contrast to this, several studies show that some children do not understand what they should do when they are presented with a problem and are often unable to explain their strategies in decision-making.

This study is a fourth grade teacher's (from an international school in Ras Al Khaimah, UAE) attempt to respond to this problem by embedding thinking routines within instructional strategies to promote metacognition and higher-order thinking among her students. The key focus of the study is to enable students to become aware of their thinking and thought processes which can be evident when they make their thinking visible. The research question that guided this study is: How will using thinking routines impact fourth grade students' metacognition?

The research design employed in this study is the descriptive research design, using the non-random purposive sampling. The 24 fourth-grade students in the researcher's class constituted the study sample. Data collected from the study includes students' written work; anecdotes from student conversations and group discussions; field notes from observations; transcribed videos; and teacher journal entries.

Analysis of data collected in this research is underway, and the final findings will be prepared by mid-February along with recommendations for teachers. The results are expected to show evidence (or the lack) of students' visible thinking, which will be indicative of clarity and transparency in their metacognition.

Jane Paille Ndungu is a teacher at Ras Al Khaimah Academy.

The Importance of Classroom Risk-Taking in the Promotion of Effective Learning

Seamus O'Brien

The study occurs at a public school in Abu Dhabi, where historic problems with attendance, literacy, and behavior exist. The study examines the impact risk-taking, by teachers, has in promoting effective learning and effective leadership in schools. The research questions include "Why do teachers use classroom risk-taking?"; "What CRT strategies have teachers implemented in the past three years?"; "In what areas of education do teachers use CRT strategies?"; and "What barriers prevent CRT strategies from being used, and what might be the implications of this for school leadership?" The study uses quantitative and qualitative data.

The study is based on a mixed-methods methodology. The research found teachers practice risk-taking because of behavioral problems, lack of support from administration, abstract goals and student ability level. The research found that fixed organizational policies, the fear over the loss of employment and cultural context as barriers to risk-taking.

The study asserts the impact of managerialism in educational governance increases accountability and decreases the responsibility teachers hold regarding student achievement. Education leaders view practices that differ from policy as deviant. This research recommends that CRT be a component of School Social Capital (SSC).

A high SSC increases effective learning, improves teacher retention rates, promotes efficient educational change, and promotes organizational effectiveness. An implication of an unsupportive administration is that teachers create CRT strategies that are self-interested. The value of employees' taking risks in an organization associates to meaning making. Coherence of policy—by reflection and subjective realization—promotes school effectiveness. Risk-taking by teachers leads to a faster embedding of policy. Utilitarianism is used by teachers as justification not to follow policy. The use of CRT is the result of positioning accountability over responsibility. Its existence is evidence of the human's moral compass in conflict with the pressures of managerialism. Reason justifies CRT's existence and has implications for responsibility relative to the student, the self, and society.

Seamus O'Brien is an expert in educational leadership.

About the Gulf Comparative Education Society



Founded in 2008, the Gulf Comparative Education Society (GCES) was formed to enable academic, professional, and educational discourse, from a comparative stance, with a focus on the Arabian Gulf region.

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 from a comparative stance; and,
- promote action research and cross collaborations across the Gulf.

The GCES is a non-profit society and a member of the World Congress of Comparative Education Societies.

<http://gulfcoped.ning.com>.

About Arab Open University–Kuwait



The Arab Open University (AOU) takes pride in being a pioneer of blended higher education and stands ready to nurture the new concept in university education delivery at the highest standards. Since its inception in 2002, AOU has striven to offer blended higher learning programs in strategic partnership with the Open University in the United Kingdom. The Board of Trustees has created AOU's mandate on the premise of offering distinguished educational quality and assurance of equal learning opportunities for all eligible students.

About the Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research



SHEIKH SAUD BIN SAQR AL QASIMI
FOUNDATION FOR POLICY RESEARCH

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, a northern emirate in the United Arab Emirates. Established through Emiri decree, the Foundation is considered a non-profit, quasi-governmental organization and is the visionary initiative of His Highness Sheikh Saud bin Saqr Al Qasimi, United Arab Emirates Supreme Council Member and Ruler of Ras Al Khaimah. 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 Ras Al Khaimah and the broader United Arab Emirates, develop local capacity in the public sector, and engage the community in its work.

Log on to www.alqasimifoundation.com to learn more about our research, grants, and programmatic activities.

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