



Intersections of the
Public and Private in Education
in the GCC



Gulf Comparative Education Society Symposium 2011

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The Gulf Comparative Education Society

On behalf of the Gulf Comparative Education Society and the Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research I would like to warmly welcome you to Ras Al Khaimah and to our second annual Symposium. This year our theme reflects the growth in the private provision of public education across many of the Gulf States in addition to the ever increasing number of privately owned and operated educational institutions in the region. In the UAE the majority of students attend private schools and for the first time in Dubai the number of nationals attending private schools exceeds the number of nationals in public schools.

But what does this all mean in terms of quality, of equity and of access? When private education is the only option that parents have what role, if any, should the state play in regulating the sector? What about partnerships with the private sector, such as those occurring in Qatar and Abu Dhabi or universities in free trade or independent zones in Saudi Arabia and the United Arab Emirates? How has the state tried to overcome internal failings in the education system through bypassing the traditional institutions and creating parallel bodies that function independently and often with a far more corporate mindset? And finally what role has education, both private and public, played in the current regional turmoil that has seen the youth of the Middle East rise up in protest about lack of jobs and opportunities and freedom? The issue of the quality of education in the region has once again come firmly into the spotlight and it is clear that there are still glaring deficiencies. But is private provision, private advice or private operation the answer? How can the Gulf States meet the challenges of future generations of young people in terms of providing them with an education that is stimulating, rewarding and life-changing.

While this small gathering cannot hope to answer all of these questions, we feel it is important to ask them. We believe that academia has something important to offer the policy makers of this region. We stress the importance of building local research capacity as we know that unless more educational research is carried out in the region then education plans and policies will continue to be made in a vacuum. It is my hope that the GCES annual symposium will be a venue where a vital exchange of ideas can occur, where we can bring together academics, consultants, practitioners and policy makers for a meaningful analysis and discussion of education in the Gulf.

I hope that you will enjoy this exciting event, thank you to all our speakers and we look forward to seeing you all again next year at a new location!

Dr. Natasha Ridge

President

Gulf Comparative Education Society



Keynote Speaker Susan Robertson

Susan Robertson is a Professor of Sociology of Education in the Graduate School of Education, University of Bristol. Her academic career has spanned four countries - Australia, Canada, New Zealand and England. Her current work is focused on understanding globalisation and regionalisation as it works on and through education systems. Susan Robertson is Coordinator of the European Union's GENIE Project (Globalisation and Europeanisation Network in Education), as well as Co-Director of a major project on new technologies and learning ("InterActive Education: Teaching and Learning in the Information Age"), with a particular interest in the wider policy issues shaping the implementation of these strategies in schools and colleges in the UK. Along with her colleague Roger Dale, she also is founding editor for the journal *Globalisation, Societies and Education* published by Carfax. Along with Kris Olds (UW-Madison, Geography) she is the co-convenor of a new Worldwide Universities Network (WUN) initiative on globalisation and education (Constructing Knowledge Spaces: Transnational/ Transdisciplinary Perspectives).

Cross Roads, Intersections and Departure Points: Locating Public and Private Projects in New Education Governance Partnerships

Around the world important changes are under way in the governance of education systems, as institutions, governments and international agencies promote more hybrid arrangements involving combinations of the state, the private sector, civil society and household in education activity. These developments, however, have created a new set of crossroads and dilemmas for policymakers, practitioners and families. How might they best understand the new governance complexities when research in the field is polarized, highly contested and piecemeal? What might be the conditions for private sector involvement in education, and how might we ensure that when these intersections occur, the public good nature of education is protected? In this lecture I will argue that three points of departure are necessary in order to move the field along. First, we need to develop a meta-language order to frame, map, and assess, the form, scope, means, logic and outcomes of these new hybrid forms of governance in the education sectors, particularly those forms of partnership involving the private for-profit sector as they most directly challenge the public good nature of education. Second, we need to outline a normative basis for judgments on the effectiveness, legitimacy and accountability of governance of education arrangements informed by a robust theory of social justice. Third, we need to determine the affects of these new forms of hybrid governance arrangements on marginalised groups, and in particular, how they impact upon educational achievement and educational equity. This is a pressing agenda that demands wide debate within and outside of the academy.

Symposium Program

Wednesday March 16th

8:00	Registration open
9:00	Welcome to RAK (Abdullah Hasan Hammad Al Shehi , <i>Director, RAK Educational Zone</i>)
9:10	Introduction to GCES (Dr. Natasha Ridge, <i>GCES President</i>)
9:15	Plenary (Prof. Susan Robertson, <i>University of Bristol</i>) - Cross Roads, Intersections and Departure Points: Locating Public and Private Projects in New Education Governance Partnerships
10:00	Coffee break
	<p>Panel 1: Blurred Boundaries: Private & Public Schooling in the GCC (4 speakers, 15 mins each +Q&A) <i>Chair</i> – Dr. Natasha Ridge</p> <p>Dr. Mark Ginsburg (<i>Academy for Educational Research</i>) - Public-private partnerships, neo-liberal globalization, and democracy</p>
10:15	<p>Dr. Charles A. Goldman (<i>RAND</i>) - Publicly-Financed, Privately Operated Schools in Qatar</p> <p>Fatma Al Janahi (<i>Knowledge & Human Development Authority</i>) - Dubai's 15 year old Students: Results from PISA 2009</p> <p>Calvert Jones (<i>Yale University</i>) - Understanding Economic and Civic Culture in the UAE: A Comparison of Student Attitudes at Public and Private Secondary Schools in Ras Al Khaimah</p> <p>Panel 2: The Role of the Market in Higher Education in the GCC (4 speakers, 15 mins each +Q&A) <i>Chair</i> – Dr. Ali Ibrahim</p> <p>Dr. Sally Findlow (<i>Keele University</i>) Academic Capitalism in the Small Gulf states – a threat to regional governance?</p>
11:45	<p>Dr. John C. Weidman (<i>University of Pittsburgh</i>) - Shaping Higher Education on the Basis of Labor Market Demands: A Slippery Slope?</p> <p>Dr. Jason E. Lane (<i>SUNY at Albany</i>) – Are they Public or Private? Understanding the Role of Foreign Education Providers in the GCC</p> <p>Prof. David Chapman (<i>University of Minnesota</i>) - Academic Staff in the UAE: Unsettled Journey</p>
13:15	Lunch Break

14:15	<p>Panel 3: Building Teacher Quality (4 speakers, 15 mins each +Q&A) <i>Chair – Dr. Alexander W. Wiseman</i></p> <p>Dr. Susanne Ruegg (<i>Institute of Teacher Development, Switzerland</i>) – Teacher Professional Development as an Effective Tool for School-Based Quality Assurance</p> <p>Noor Al Huda Mohammed Al Rasheed (<i>Evaluation Institute, Qatar</i>) – Improving Teacher and School Leader Quality through Registration and Licensing in the State of Qatar</p> <p>Dr. Eman Wefky (<i>Bahrain Teacher’s College</i>) – Using Reflective Teaching Approaches in Developing Teaching Skills of Primary Science Teachers at the Bahrain Teacher’s College</p> <p>Dr. Clifton Chadwick (<i>British University in Dubai</i>) - A Case Study and a Conceptual Model for Teaching Critical Thinking</p>
15:45	<p>Breakout Session 1: Addressing STEM (3 speakers, 15 mins each + Q&A) <i>Chair – Dr. Daniel Kirk</i></p> <p>Dr. Ken Volk (<i>Masdar Institute of Science and Technology</i>) – Technology is more than just Computers</p> <p>Dr. Alexander W. Wiseman and Brandon LaRue (<i>Lehigh University</i>) – Math Education, Expectations, and Labor Market Transitions of Nationals and Non-Nationals in the GCC Countries</p> <p>Dr. John Wilkinson (<i>Bahrain Teacher’s College</i>) – Two-Tier Science Testing: Is it right for the Gulf States?</p>
15:45	<p>Breakout Session 2: Leading Policy Change (3 speakers, 15 mins each + Q&A) <i>Chair – Dr. Jason E. Lane</i></p> <p>Mary Sinclair (<i>Cognition</i>) – Quality Teaching and School Leadership – Establishment and Alignment of Policy and Practice in International Contexts</p> <p>Ahmed Baghdady (<i>RAND</i>) – Leadership Challenges in Middle East’s Branch Campuses</p> <p>Dawn Lyken-Segosebe (<i>Vanderbilt University</i>) - Selecting the branch campus option in transnational education: Considerations for the incoming foreign university.</p>
17:00	END
19:00	Movie Night* – Screening of “The Class” by Laurent Cantet; <i>light refreshments will be served</i>

Thursday March 17th

9:00	<p>Reflections & Voting for Incoming GCES Board Members (Dr. Natasha Ridge)</p> <p>Panel 4: Building a Knowledge Economy (4 speakers, 15 mins each +Q&A) Chair – Prof. Susan Robertson</p> <p>Dr. Ali Ibrahim (<i>UAE University</i>) - Dubai's Knowledge Village and Creating a Knowledge Economy in the United Arab Emirates</p>
9:30	<p>Dr. Daniel Kirk (<i>Macon State College</i>) - The "Knowledge Society" in the Middle East: Education and the Development of Knowledge Economies</p> <p>Dr. Sonia Ben Jaafar (<i>EduEval</i>) – Privatizing the Education Sector: Challenging the International Discourse</p> <p>Dr. Mazen Najjar (<i>Booz & Company</i>)- Building a Knowledge Economy: A Calling for GCC Nations</p>
11:00	Coffee break
11:30	<p>Breakout Session 3: Privatization of the Education System (4 speakers, 15 mins each + Q&A) Chair – Dr. Mark Ginsburg</p> <p>Dr. Jan Wilson (<i>Taaleem-Edison Learning</i>) – What Makes a Successful Public Private Partnership?</p> <p>Andy Worrall & Jenni Dittmer (<i>Cognition</i>) – Making a Difference; School Reform in the Gulf States</p> <p>Sami Abbas Mansoor (<i>Al Badee Primary School for Boys, Bahrain</i>) – The Contribution of Private Education in Developing the Education Sector in the Kingdom of Bahrain</p> <p>Colleen Rudy (<i>Ministry of Education</i>) - Common Ground: The Competitive Market in Private/Public Education</p>
11:30	<p>Breakout Session 4: Global Influences, Local Choices (4 speakers, 15 mins each + Q&A) Chair – Prof. Ian Haslam</p> <p>Dr. Christopher Morrow (<i>UAE University</i>) - How Important is English Language Instruction in Elementary School?</p> <p>Dr. Dean Sheetz, Jackie Salem, Emma Durham (<i>Higher Colleges of Technology</i>) - Student Educational Choice for UAE Nationals: A Preliminary Model Based on Dubai Males</p> <p>Geoffrey Millar (<i>Specialist Schools & Academies Trust</i>) – State School Student Post-School Destinations, Current Student Thinking & Implications</p> <p>Dr. Janet Y. Thomas - Emiratization in Education: The transitions to work and professional experiences of Emirati women in education professions</p>

13:00	Lunch
	<p>Panel 5: Innovation in Education (5 speakers, 15 mins each +Q&A)</p> <p>Chair – Dr. Ken Volk</p> <p>Dr. Alexander W. Wiseman and Emily Anderson (<i>Lehigh University</i>) – Teachers’ Professional Development using ICT and Student Achievement in Secondary Science in the UAE</p> <p>Anna Batchelder (<i>Bon Education</i>), Muhammad Ahmad Ata Khader (<i>Biology Teacher, RAK</i>), Isam Abdul Rahman (<i>Institute of Applied Technology</i>) -</p>
14:00	<p>Professional Development 2.0: Educating the Facebook Generation in Ras al Khaimah</p> <p>Dr. Patrick Dougherty, Josephine Butler, Sarah Hyde (<i>Higher Colleges of Technology</i>) – A Hybrid Instructional Model in the UAE: A Case Study</p> <p>Dr. Patricia Wallace (<i>Center for Talented Youth, Johns Hopkins University</i>) – Online Learning: Leveraging Technology To Expand Academic Options Worldwide</p> <p>Dr. Julian Jones (<i>Center for Talented Youth, Johns Hopkins University</i>) - Pre-University Talent Development: The New Measure of Success in the Knowledge Economy</p>
15:30	<p>Closing Remarks & Announcement of New GCES Board Members (Dr. Ali Ibrahim, GCES Vice President)</p>

* Movie night – About “The Class”

The Class is a 2008 French drama film directed by Laurent Cantet. Its original French title is *Entre les murs*, which translates literally to “Between the walls”. It is based on the 2006 novel of the same name by François Bégaudeau. The novel is a semi-autobiographical account of Bégaudeau’s experiences as a French language and literature teacher in a middle school in the banlieue of Paris, particularly illuminating his struggles with “problem children” Esmerelda (Esmeralda Ouertani), Koumba (Rachel Regulier), and Souleymane (Franck Keïta). The film stars Bégaudeau himself in the role of the teacher.

The film received the Palme d’Or at the 2008 Cannes Film Festival & was nominated for the Best Foreign Language Film in the 2009 Academy Awards.

Speaker Abstracts

PANEL 1 - BLURRED BOUNDARIES: PRIVATE & PUBLIC SCHOOLING IN THE GCC

Public private partnerships, neo-liberal globalization, and democracy

Mark Ginsburg

Although the concept and practice of public-private partnerships (PPP's) are not new, the popularity of PPPs has grown rapidly since the early-1990s. In this presentation I draw on literature grounded in a range of contexts internationally to explore the various conceptualizations of PPP's and the types of "partners" that are involved in forming and operating PPP's. I then discuss reasons that bring various public and private partners to form PPP's and the different roles that such partners can play in the operation of PPP's. Next I analyze the context of PPP's, focusing on how various types of PPP's are informed by and contribute (positively or negatively) to the ideologies and structures of neo-liberal globalization and democratization.

Mark Ginsburg is a senior advisor for research, evaluation, and teacher education in the Global Education Center at the Academy for Educational Development (AED, USA); visiting professor in the International Education Program, College of Education, University of Maryland; and coeditor of the Comparative Education Review. He holds a PhD from the University of California Los Angeles.

Publicly-Financed, Privately Operated Schools in Qatar

Charles A. Goldman

In 2001, Qatar's leadership asked the RAND Corporation to examine the K-12 school system in Qatar to identify problems with the system and recommend alternative reform options to improve it. RAND's analysis pointed to two main pursuits for reform: improve the education system's basic elements through standards-based reform and devise a plan to deal with the system's overall inadequacies. After considering various reform options, the Qatari leaders decided on a charter school model, known as the Independent School Model. In this model, schools are publicly funded but privately operated.

Qatar's previous education system was characterized by lack of vision or goals for education, unchallenging and outdated curriculum, lack of performance indicators and lack of investment. The new education system for Qatar features standards-based curricula, assessments and professional development; new governance structure that promotes the principles of autonomy, accountability, variety and choice; and strong central support with provisions for monitoring, feedback and reward/sanctions.

Most of the recommendations of the RAND study have been adopted by Qatar's leaders and the Supreme Education Council (SEC) has been established to implement and oversee the reform effort. A few years after the implementation of the reform, policies have shifted towards centralized control.

Charles A. Goldman is a Senior Economist at RAND and Professor of Economics at the Pardee RAND Graduate School, specializing in the analysis of elementary, secondary, and postsecondary education. He earned a PhD in Economic Analysis and Policy from Stanford University

Comparing Schools in Dubai: Results from PISA 2009

Fatma Janahi

In December 2010, the OECD announced the results of their Programme for International Student Assessment (PISA) 2009 studies, which for the first time included results from Dubai and the UAE. Each PISA round assesses 15 year old students across the three literacy domains of reading, mathematics and science. Using an innovative definition of literacy, PISA measures how well students can extrapolate on what they have learned and their ability to apply their knowledge to everyday contexts outside the school environment. Dubai's performance places it on top of the other MENA (Middle East and North Africa) countries that took part. Of the 65 countries that were assessed, Dubai came 42nd in reading proficiency with a score of 459, 41st in mathematics with a score of 453, and 41st in science with a score of 466. These scores are against an international scaled average of 500 determined by the OECD.

This presentation will provide a more detailed breakdown of the performance of Dubai students. In particular, it will examine gender differentials, and outline which types of schools are performing better than others. Some indications will also be presented of correlating factors behind the improved performance of particular groups of students and schools.

Fatma Janahi is the Head of International Assessments at the Knowledge and Human Development Authority (KHDA) in Dubai and has received a Master's in Educational Leadership in partnership with University of Washington in Seattle and the University of Connecticut.

Understanding Economic and Civic Culture in the UAE: A Comparison of Student Attitudes at Public and Private Secondary Schools in Ras al Khaimah

Calvert W. Jones

Schooling is widely acknowledged as one of the key arenas in which the economic and civic culture of a population takes root. In the UAE, much tends to be assumed about young people's attitudes toward risk, competition, achievement motivation, voluntarism, and other components of economic and civic culture. But relatively little research has been conducted to confirm or deny popular assertions in these areas, or to explore the variation that may exist across individual emirates or across school types within each emirate. This paper will report preliminary findings from a study of the economic and civic culture

of youth in Ras al Khaimah, using data collected across a range of secondary schools including two government schools, one elite private school, and two Indian schools. A key aim of the research is to help policymakers identify how different types of schooling, especially new types emerging from current education reforms, affect UAE students' attitudes in important areas. Findings should help construct a more nuanced empirical picture of the UAE's growing youth population by investigating the different ways in which its members are being socialized. The research may also offer insights about the evolution and transmission of economic and civic culture in the Middle East more generally.

***Calvert W. Jones** is a Ph.D. candidate in political science at Yale University where her research addresses state-building, education, and the dynamics of change in state-society relations in the Middle East. She holds an MPhil in International Relations from the University of Cambridge, where she was a Gates Scholar*

PANEL 2 – THE ROLE OF THE MARKET IN HIGHER EDUCATION IN THE GCC

Academic Capitalism in the Small Gulf States – a threat to regional governance?

Sally Findlow

The emergence of 'educational regions' has been presented as a cornerstone of educational globalisation. They are supposed to represent a move away from nation-state control, but not in a 'disembedded networks' way. Rather, policy and practice sharing – governance – is supposed to be happening across national boundaries in structured and value-imbued ways. In the EU, successive policy sharing and standardising mechanisms have produced collective frameworks for governance, despite continued reservations about the operational potential of these frameworks faced with Europe's strong pluralist traditions. In the small Arab Gulf states, we might expect the strong historical regionalism to have evolved into a form of shared governance that has more weight than the EU's.

But what we find instead is that rampant academic capitalism and de-regulation has driven the reverse process – a fragmentation of regional and even state policy and governance in which any sense of 'purpose' is apparently absent. As state authorities re-articulate their roles as providers, of resources, services and data. As massification means that higher education is increasingly seen as the final stage of 'education' per se, such fragmentation among states better equipped than most to embrace educational regionalisation surely casts doubt on the robustness of the concept.

***Sally Findlow** is a Lecturer at Keele University focusing on adult and higher education in the GCC and Egypt. She completed her PhD at University of Cambridge, where she studied "Higher Education and National Identity in the UAE."*

Shaping Higher Education on the Basis of Labor Market Demands: A Slippery Slope?

John C. Weidman

This presentation raises questions about the advisability of linking the development and expansion of higher education to labor market conditions in a globalized environment in which demands for people with advanced academic preparation extend well beyond local, regional, and national boundaries. Issues to be addressed include problems with projecting labor market demands accurately in the GCC due to government controls over both public and private employment; severe underutilization of the skills of highly educated women; and wide variability in ability of countries to attract professional expats.

John C. Weidman is a Professor of Education and Sociology at the University of Pittsburgh and has worked on comparative higher education management, finance, reform, strategic planning and policy analysis projects in Indonesia, Kenya, Kyrgyzstan, Laos, Mongolia, Vietnam, Saudi Arabia, South Africa, and Uzbekistan.

Are they Public or Private? Understanding the Role of Foreign Education Providers in the GCC

Jason E. Lane

Many governments in the GCC have incorporated foreign education providers into their economic and educational development strategies. While these endeavors are viewed as “private” from the vantage of exporting country, foreign education providers sometimes play public roles in the importing nation. Expanding upon the framework developed in his award-winning article *Reconsidering Privatization in Cross-Border Engagements: The Sometimes Public Nature of Private Activity*, Lane will compare the private-public role of international branch campuses in Qatar, Dubai, and Abu Dhabi.

Jason E. Lane is Assistant Professor of Education Policy at State University of New York at Albany; Senior Fellow of the Rockefeller Institute of Government; and Senior Research at the Institute for Global Education Policy Studies. He received his PhD from Pennsylvania State University.

Academic Staff in the UAE: Unsettled Journey*

David Chapman

The growth and transformation of higher education across much of the Middle East is a remarkable success story, particularly in the United Arab Emirates (UAE) While this rapid expansion represents a remarkable accomplishment, it also poses challenges.

This study investigated the composition of the teaching force in UAE higher education institutions, the nature of faculty work and institutional engagement, and key issues in career development among instructional staff in the UAE. The study was framed within Gappa, Austin and Trice's (2005) model of the essential elements of faculty work which identifies five main elements that characterize the work of academics – equity (of reward structure), autonomy, flexibility, professional development, and collegiality.

Data were collected through interviews with 39 instructional staff and administrators from across six higher education institutions. Key findings center on the implications of (1) a high proportion of expatriate instructors and the impact of their terms of employment on institutional cohesion and instructor morale, (2) the reasons instructors seek employment in the UAE, (3) the centralized and generally top-down pattern of decision making within UAE universities, and (4) the reasons for and consequences of limited professional development opportunities available in many UAE universities. These findings are interpreted within the Grappa et al framework.

David Chapman is a Birkmaier Professor of Educational Leadership at the Department of Education Policy and Administration at the University of Minnesota (USA) where he teaches in the graduate program in Comparative and International Development Education.

*This study has been conducted in collaboration with Ann Austin, Michigan State University; Samar Farah, Dubai School of Government; Elisabeth Wilson, University of Minnesota; and Natasha Ridge, Dubai School of Government.

PANEL 3 – BUILDING TEACHER QUALITY

Teacher Professional Development as an Effective Tool for School-Based Quality Assurance

Susanne Ruegg

In Europe, the professional development of teachers has been discovered as an effective tool for accelerating quality assurance at the school level. As a result, the concept of school as a Professional Learning Community, in which teachers engage to learn and mentor each other for the sake of improving their own teaching competencies as well as the learning outcomes of students, emerged as a response to the quality assurance imperative.

The presentation introduces the professional development triangle, commonly used to describe the impetus as well as the levels of intervention for teacher in-service training: school/system, teacher, classroom/instructor. In Switzerland, the shift from individual to school-based professional development was triggered at least by three factors: (1) the emergence of a large body of evaluation research that emphasized the effectiveness of in-service training which simultaneously targets the individual teacher, the classroom, and the organization/school, (2) the relevance of professional networks, peer learning, leadership support and to some extent social (peer) control for achieving sustainable change of instructional practices, and finally (3) the pressure to develop quality assurance criteria and mechanism at school level.

The presentation draws on several conceptual frameworks and evaluation studies on in-service teacher education in the German part of Switzerland.

***Susanne Ruegg** is a director of the Institute of Teacher Professional Development in Basel-Stadt, where she manages teacher training, quality assurance, curriculum development, and evaluation, among other educational projects. She has a Ph.D. in Educational Psychology and Educational Sciences from the University of Berne.*

Improving Teacher and School Leader Quality through Registration and Licensing in the State of Qatar

Noor Al Huda Mohammad Al Rasheed

In 2008 the State of Qatar committed to the introduction registration and licensing as a key policy initiative to improve the quality of teachers and school leaders employed in both state and international schools. As of 20 January 2011, the Professional Licensing Office within the Supreme Education Council had registered in excess of 7,000 of Qatar teachers and school leaders. For these teachers and school leaders to advance to full licensing, they must complete, within three years, electronic portfolios of practice which meet the Qatar National Professional Standards at the required level. Portfolios will be assessed by school and independent committees working under the guidance and supervision of the Supreme Education Council Professional Licensing Office.

This session will provide an overview of the State of Qatar policy, including the emphasis on building a local capacity and capability for ongoing professional learning and development which will meet the unique needs of schools and students.

***Noor Al Huda Mohammad Al Rasheed** is a Director of the Supreme Education Council Evaluation Institute, Professional Licensing Office, and had previously worked as a principal and advisor to Qatar's schools.*

Using Reflective Teaching Approaches in Developing Teaching Skills for Primary Science Teachers at the Bahrain Teacher's College

Eman Wefky

The study studies the effect of a training strategy used to develop the teaching skills of science teachers at Bahrain Teacher's College through. It also aims to investigate the effect of this strategy on students' mastery of science, lesson planning, presentation and practice of new materials, as well as classroom management. The sample of the study was 34 primary school science teachers, who were also second year students at the Bahrain Teacher's College. The researcher designed an evaluation checklist as a tool for the study. The results showed the effectiveness of the training strategy based on a reflective teaching approach in developing the teachers' overall proficiency, classroom management, and presentation and practice of new material.

Eman Wefky is an Assistant Professor of Curriculum and Science Teaching at the Bahrain Teacher's College. She earned her Ph.D. in Education from the Assuit University, Egypt and Flensburg University, Germany.

A Case Study and a Conceptual Model for Teaching Critical Thinking

Clifton Chadwick

There is evidence, both from research and considerable anecdotal evidence that teachers in public schools in the MENA region and India do not effectively teach children how to think critically, how to ask questions, how to search for answers on their own rather than to simply memorize what they are told or what is in their textbook.

Critical thinking, viewed as rational and analytic thinking is crucial for participation in a knowledge economy and society. This article first provides results from a case study of teaching critical thinking. In a highly regarded public school teachers were asked their opinions about teaching critical thinking. All were in favor and claimed they taught thinking. Systematic classroom observation with a checklist showed that almost no efforts to teach thinking existed.

The second part of the article suggests a conceptual model for teaching thinking based on structured content, cognitive and affective learning strategies and dispositions, metacognition and problem-solving skills. The article further examines research on the historical role of teachers in the development of critical thinking, and, outlines the roles of students, parents and teachers in the improvement of thinking, including what should be done by each and which are the main impediments to successful development.

Clifton Chadwick is a Senior Lecturer in the Master's and Doctoral Education Programs at The British University in Dubai with over 30 years of experience in sector analysis, project development and project implementation in developing countries. He completed his Ph.D. in Educational Research at Florida State University.

BREAKOUT SESSION 1- SCIENCE & TECHNOLOGY

Technology is more than just Computers

Ken Volk

There is a recognized need for students to be technologically literate. Government position papers and education reform documents regularly mention the need for an educated citizenry that are creative problem-solvers and motivated with the requisite skills and knowledge that enable them to actively participate in a world that is becoming more globalized, fast-paced and technological. However, when people think of "technology", they immediately think of computers, cell phones, digital media players and other high tech gadgets.

In the UAE, where traditional attitudes regarding female and male roles may clash with more-modern influences, the positive or negative attitudes students have toward technology has implications for their future participation in a technological world. In this manner, the experiences students receive in school can influence their attitudes.

To gauge students' attitudes toward technology in government and private schools, a nation-wide study of Pupil's Attitudes Toward Technology (PATT-UAE) was conducted with eighth grade students. Data were used to compare their attitudes toward technology and (a) career options, (b) schooling required, (c) consequences of technology, (d) interest toward technology, (e) technology as an activity for both boys and girls, and (f) the perceived difficulty of technology.

This paper will present the results of the PATT-UAE study, as well as recommendations for curriculum reform to help promote technologically-literate citizens.

***Ken Volk** is the Head of Outreach at the Masdar Institute of Science and Technology in Abu Dhabi, where he works with schools on activities that cultivate students' knowledge, interest and academic skills in science, engineering and technology. He received his doctorate at the University of Maryland in the USA.*

Math Education, Expectations, and Labour Market Transitions of Nationals and Non-Nationals in the GCC Countries

Alexander W. Wiseman

Brandon LaRue

This paper (1) reviews the existing research literature on labor market transitions in GCC and Arab countries and (2) examines data on math education relative to labor market potential for national and non-nationals in the Gulf Cooperation Council (GCC) countries' education systems. Specifically, the 2007 Trends in International Mathematics and Science Study (TIMSS) provides math education teaching, learning, and achievement data from the GCC countries, including Bahrain, Kuwait, Oman, Qatar, the Kingdom of Saudi Arabia as well as Dubai. The key context for this analysis is the nationalist-oriented expectations in education and other socio-economic arenas in the Gulf Cooperation Council countries.

Evidence suggests that the math skills taught and learned in GCC schools contribute to the human capital of both national and non-national students as future labor market participants. Evidence also suggests that expectations related to the importance of math education for university and labor market transitions contribute to future private sector labor market participation. Following a discussion of this evidence, specific difficulties related to labor market transitions in GCC countries will be identified and discussed, and the situation will be compared to labor market transitions in other contexts. Following from this, methods to build and strengthen the connection between formal education and the labor market will be recommended.

***Alexander W. Wiseman** is an Associate Professor and Coordinator of the Comparative and International Education Program at Lehigh University. He holds a dual-degree PhD in Comparative & International Education and Educational Theory & Policy from Pennsylvania State University.*

Brandon LaRue is a graduate student in Comparative and International Education at Lehigh University focusing on analyzing educational reform policies in GCC countries.

Two-Tier Science Testing: Is it right for the Gulf States?

John Wilkinson

The use of multiple choice testing is ubiquitous in public education, both in the Gulf States and around the world. While there are many advantages to multiple choice tests, there is a possibility for a valid mismatch between the perspectives of the question writer and the test taker. As more teaching strategies are employed to encourage creative thinking across academic subjects, this issue will likely become more common. One proposed solution is to provide a two-tier test, consisting of a traditional multiple choice tier, and a second open ended tier which provides the student an opportunity to explain the reasoning behind their answer. While the two-tier test has been implemented in knowledge economy school systems such as Singapore, its utility for Gulf States education systems remains unknown. This exploratory study looks at the applicability of two-tier testing for science misconceptions in the public primary schools of Bahrain.

John Wilkinson is an Assistant Professor of Science Education at Bahrain Teacher's College and has been involved in life and environmental science education for thirteen years. He pursued a PhD in Humanities at the University of San Francisco.

BREAKOUT SESSION 2 – LEADING POLICY CHANGE

Quality Teaching and School Leadership – Establishment and Alignment of Policy and Practice in International Contexts

Mary Sinclair

This paper is grounded in a fundamental belief that unless national education policy is meaningful to each of the key policy, research and practice stakeholders, maximum gains in student learning outcomes will not be achieved.

Using findings from research focused on the key influences on enhancing student learning outcomes, professional learning communities and networking for learning, the opportunities associated with collaboration and alignment between politicians, researchers, education policy makers, and communities, including students and parents, teachers and school leaders are examined.

The characteristics of two case studies – one from New Zealand and one from Qatar – are summarised to highlight how a systematic and deliberate linking of policy, research and practice professional

learning communities can be used to maximise the knowledge, understanding, capacity and capability of all stakeholders at all levels of two country systems.

The roles of external and independent service providers, as mentors and facilitators of collaboration and sustainable professional learning communities comprising policymakers, researchers and practitioners in the context of teacher and school leader registration and licencing are discussed. The paper concludes with recommendations for strengthening and deepening collaboration between professional learning communities as a key focus for education policy development and implementation.

***Mary Sinclair** is an Executive member of Cognition Education who works alongside the Evaluation Institute in Qatar. She has worked as a teacher, middle and senior manager in New Zealand secondary schools as well as in an educational policy role at the Ministry of Education.*

Leadership Challenges in Middle East's Branch Campuses

Ahmed Baghdady

As the number of Western branch campuses in the Middle East increases, the need for addressing academic and leadership challenges related to this model of higher education grows. The Middle East's cultural, religious, political, and economic characteristics represent a new experience for Western universities and may make operating a branch campus in the Middle East challenging.

Based on a recent review of the literature, this presentation will address relevant leadership challenges such as the perceived negative influence of Western education on local culture, language and religion including the gender issue; achieving national aims of providing world class education to citizens locally and building local capacity in education and research; availability of qualified faculty; appropriateness of home country curriculum to host country students; meeting local quality assurance, accreditation, recognition and licensing standards/requirements; and finally political complications locally, regionally and internationally.

Although this presentation does not address ways to overcome these challenges, it serves as a wake-up call to parties involved in branch campus agreements. Home country institutions and host countries need to realize that these challenges exist and that they need to work together to address them in such a way that will make the branch campus venture a success. Admitting the importance of these issues is perhaps the first step in addressing them.

***Ahmed Baghdady** is an Associate Policy Analyst at the RAND-Qatar Policy Institute in Doha. He holds an MSc degree in Educational Leadership from the University of Leicester and is currently enrolled in that university's Doctor of Education (EdD) Program in Educational Leadership.*

Selecting the Branch Campus Option in Transnational Education: Considerations for the Incoming Foreign University

Dawn Lyken-Segosebe

The branch campus is one of the visible forms of a growing offshore global phenomenon in higher education, known as Transnational Education (TNE). On the supply side, the restraints on university budgets necessitated by the recent global economic crisis makes venturing into overseas education markets an opportunity to contemplate, if not to actively pursue. The demand for TNE is strong in the Middle East, particularly in the United Arab Emirates (UAE) which is the leading host country of foreign university branches. However, the complexity of establishing a branch campus in a foreign locale must not be underestimated.

Fortunately for the incoming university, there is now a wealth of information sources, and experiences by other 'branch campus investors', to draw on. The last decade witnessed a surge in the branch campus start-ups; the last five years presents us with information on initial successes and failures. This paper draws on available literature on the international branch campus to identify four considerations that can lead to better outcomes for the incoming university in its pursuit of engaging or investing in transnational education. It draws on the experiences of home institutions and international branch campuses over the last five years to underscore the importance of heeding to the lessons learned.

Dawn Lyken-Segosebe is doctoral student at Vanderbilt University studying Higher Education Leadership and Policy Studies. Her research interests are comparative international higher education policy, student college choice and student departure.

PANEL 4 – BUILDING A KNOWLEDGE ECONOMY

Dubai's Knowledge Village and Creating a Knowledge Economy in the United Arab Emirates

Ali Ibrahim

This paper traced the development of Dubai over the last four decades and the efforts undertaken by their highnesses Sheikh Rashid and Sheikh Mohamad bin Rashid Al-Maktoom to transfer Dubai into transportation, business, tourism, finance, and information hub. Two key strategies were used by Dubai rulers: a) building free zones, and b) building clusters of interconnected institutions in particular fields. The paper then addressed why it was necessary to establish the Knowledge Village (KV) and how establishing the KV was considered an important step in creating a pool of human capital necessary for the region's development. The Knowledge Village and the various services it provides were discussed. Then, Dubai International Academic City (DIAC), established to hosts campus branches from different countries, was highlighted. The paper concluded with three critical issues: the

lack of rigorous assessment of the work of KV and DIAC, the lack of research institutions that create skilled researchers and scientists from national Emirati or Arab citizens, and the focus in the KV and DIAC on knowledge consumption rather than knowledge production.

Ali Ibrahim is an Assistant Professor at the Faculty of Education at United Arab Emirates University (UAEU) and Vice-President of the Gulf Comparative Education Society. He holds a Ph.D. in Social and Comparative Analysis in Education from the University of Pittsburgh.

The “Knowledge Society” in the Middle East: Education and the Development of Knowledge Economies

Daniel Kirk

National and global political discourse is increasingly emphasizing the importance of developing “knowledge economies”, placing the production of ‘knowledge societies’ at the forefront of national development policy. Governments are embracing such development aims across the Arab world, and the Middle East as a region is seeking new ways to develop capacity through education. In this presentation, drawing on the 4th Global Education Research Report, which the presenter compiled and co-edited, we will explore the role of global education in building educational capacity and a community of ‘knowledges’ in the region.

Daniel Kirk is an Assistant Professor of Education at a state university in Georgia, USA and the Founding President of the Gulf Comparative Education Society. He earned his PhD in Education from the University of Georgia.

Privatizing the Education Sector: Challenging the International Discourse

Sonia Ben Jaafar

The literature on the privatization of education is populated with a debate that questions the use of market forces to achieve public education goals that focus on equity and quality. This paper attempts to start a broader discussion in the literature about the context where private education is a normative state practice. Dubai is discussed as a case study to serve two purposes. Primarily, because it broadens the discourse on privatization by offering an alternative perspective on the issues, and secondarily, because it provides a unique example of how state regulatory issues are being addressed when education is predominately private.

This paper will present four sections. The first section offers a brief introduction to the prominent issues in the literature regarding private education and how it is currently defined. The second section offers a description of Dubai’s unique context given the current privatization debate. The third section offers

a discussion of Dubai's struggle with educational reforms as juxtaposed to the issues that are being addressed in the literature where public education is the norm. Finally, the last section concludes by considering a number of research questions about Dubai as a unique case to help inform the private-public discussion on a broader international scale.

Sonia Ben Jaafar is the Founder and Director of EduEval and focuses on education development and evaluation. She holds a Ph.D. in Education Administration and an M.A. in Curriculum, Teaching and Learning from the University of Toronto

Building a Knowledge Economy: A Calling for GCC Nations

Mazen Ramsay Najjar

Building a knowledge economy is no longer a luxury for regional nations, it is a pressing need. As economies pursue their path towards knowledge and sustainable development, it is essential for them to address three key imperatives. First, nations should outline clear growth agendas and seek to deliver on them. Second, they should harness demographic and social dynamics and align them to the agendas' development outcomes. Finally, countries need to put in place comprehensive reforms for socioeconomic enablers that are key to successful transformations. GCC nations have gone some way in transforming their economies, yet the road ahead is long and winding. The required shift may seem difficult to realize today, but it might well be impossible to achieve tomorrow.

Mazen Ramsay Najjar is a Principal at Booz & Company based in the Middle East with over 7 years of management consulting experience with leading public sector and financial services institutions. He holds a Ph.D. in Finance and Financial Economics from the University of Manchester.

BREAKOUT SESSION 3 – PRIVATIZATION OF THE EDUCATION SYSTEM

What Makes a Successful Public Private Partnership?

Jan Wilson

How can non-traditional partners come together, work in partnership and build consensus to deliver educational transformation? And if they do, how can we ensure it is value for money? Research shows that a vast amount of public money has been spent on the services of private organisations and

whilst much of it has produced the desired improvements, it is also true to say that large sums of money have been wasted.

The Taaleem-Edison Learning Framework for School Improvement has recognized the key challenges and concerns of Abu Dhabi: knowing the PPP will deliver results, sustainability and value for money. This research-based model is linked to a set of comprehensive milestones across 6 strands of engagement. These milestones characterize what world class outstanding practice will look like across all stake holders at the end of a 3 year partnership and demonstrate the added value of the partnership above and beyond Key Performance Indicators.

This session will draw upon the experience of establishing and delivering a Public Private Partnership in practice, in which cultures and experiences from across the globe are brought together to achieve outstanding outcomes.

***Jan Wilson** is Director of Schools for Taaleem-Edison Learning in the UAE, where she leads the rise of standards of student achievement in local government schools through a holistic, integrated and capacity building approach.*

Making a Difference; School Reform in the Gulf States

Andy Worrall

Jenni Dittmer

This presentation outlines the involvement of Cognition Education, a New Zealand educational consulting company, currently working with the Abu Dhabi Educational Council (ADEC) in a major schooling improvement project in the Abu Dhabi emirate. The evidence-based approach adopted by Cognition Education to meet client contractual requirements is described and evidence is provided to show that significant progress has been made in schools by teams of Cognition consultants, working in partnership with local principals and teachers. A case study is provided of one school's experiences, and the methodology of reporting to the client.

School improvement progress against measures are discussed and the importance of a long term and sustainable commitment to schooling improvement is emphasized. The presentation highlights the need to take account of local cultural contexts and stresses the importance of strong and committed leadership at all levels of a reform project.

***Andy Worrall** is a Project Director for Cognition Education where he works on a range of schooling improvement projects. His roles in New Zealand, Qatar, Saudi Arabia have been focused on improving teacher and leadership practice that drives improved outcomes for students.*

***Jenni Dittmer** is Academic Development Leader for Cognition Education where she focuses on curriculum, assessment & evaluation. She has broad experience of schooling improvement and school effectiveness and has worked across the KG – G12 settings in New Zealand.*

The Contribution of Private Education in Developing the Education Sector in the Kingdom of Bahrain*

Sami Abbas Mansoor

Education is one of the main pillars of the Kingdom of Bahrain's economic vision. According to official statements, the Ministry's strategic objectives for the years 2009 - 2014 is to provide educational opportunities for all, encourage investment in the private sector, improve the quality of education, as well as address the school dropout rate and delay in student graduation. The aim of this study is to examine the social and economic dimensions of private education from the nineties up to the year 2008, and estimate the contribution of private schools in education. Next it evaluates the role they have played in achieving comprehensive development in the Kingdom of Bahrain in light of contemporary global trends (equal opportunities, quality assurance, decentralization, and the promotion of citizenship). Finally it proposes mechanisms that promote the role of private schools in education through a number of methodologies:

- A critical assessment of contemporary global culture, where the private sector plays an active role in education.
- A comparative analysis of global contemporary experiences in advanced and developing countries
- Describing and analyzing current educational efforts through cases and laws

* This presentation will be conducted in Arabic.

***Sami Abbas Mansoor** is a teacher at the Al Badee' Primary School for Boys in Bahrain. He is currently pursuing a Master's degree from the Institute of Research and Arab Studies in Egypt.*

Common Ground: The Competitive Market in Private/Public Education

Colleen Rudy

This presentation provides an overview of the structural policy reform that has resulted in the creation of a competitive international market in public/private education. Starting with a brief introduction to the OECD Codes of Liberalization, and export oriented economic growth models, the presentation will explain the elements necessary for the development of a competitive international education industry with the express purpose of ensuring the productive and allocative efficiency of human capital. The difference between OECD and non-OECD countries in terms of opportunities for cross border mobility of students, faculty and facilities will cover the issues of concern at this conference: access, equity, quality and accountability.

***Colleen Rudy** has been actively involved in researching, developing and implementing structural adjustment projects for the past 18 years. She currently works at the Ministry of Education implementing and assisting in the development of the Madares Al Ghad public education reform program.*

BREAKOUT SESSION 4 – GLOBAL INFLUENCES, LOCAL CHOICES

How Important is English Language Instruction in Elementary School?

Christopher Morrow

The popularity of English language instruction in elementary and preschool education is having a major impact on schooling in this region, especially as Arabic and other mother tongues are used less frequently in public and private schools. Many see this new emphasis as a primary means of ensuring that students reach high levels of proficiency by the time they enter college, but few understand the costs and benefits of such policies on students' attainment in Arabic and content subjects like math and science. This presentation will focus on the potential value of different types of foreign language instruction in the first three years of elementary school. In particular, studies that focus on ultimate levels of attainment will be reviewed in order to examine a connection between students' final levels of proficiency and the amount of time they spent studying a foreign language in their early years.

Christopher Morrow is an Assistant Professor in the Faculty of Education at UAE University in Al Ain, where he teaches courses in language teaching methodology to graduate and undergraduate students. He received his PhD in Second Language Education from the University of Buffalo.

Student Educational Choice for UAE Nationals: A Preliminary Model Based on Dubai Males

Dean Sheetz

Emma Durham

Jackie Salem

Educational institutions exist within a social context that has significant influence on people as they make their educational choices. Understanding that social context is important for policy-makers at many levels. To better understand the choices of UAE Nationals, an ongoing grounded theory study at Dubai Men's College (DMC) has focused on motivational and social factors that influence choice before and during students' tenure at DMC. Interview data from students, faculty and management were collected in order to capture different viewpoints. These interviews were then analyzed in order to create graphical representations of motivational drivers and influences for comparison. In this presentation, intermediate results of the study will be shared.

Dean Sheetz is a member of the business faculty of Dubai Men's College and has recently completed his doctorate in Organization and Management.

Emma Durham co-ordinates and teaches English courses to pre-Bachelor students at Dubai Men's College. She has a Master's in Applied Linguistics from Australia.

Jackie Salem teaches Academic English, Journalism and Issues in Communication at Dubai Men's College. She holds a Master's Degree in Corporate Public Relations and a Post Graduate Diploma in Professional Communication.

State School Student Post-School Destinations, Current Student Thinking & Implications

Geoffrey Millar

The Abu Dhabi 2030 Vision sees a future where a far greater proportion of Grade 12 students than at present will leave school for Higher Education, heading then to jobs in the private sector. Significantly fewer students are expected to go to public service jobs. This will significantly impact on boys, where the police and military are currently large employers.

So, what are the current post-school, intentions of the students in our state schools now? What do students see themselves doing in the near term, and why? What differences are there for boys and girls? What implications can be drawn from this and what can opportunities are there for innovation to ensure that the 2030 Vision becomes a reality.

Geoffrey Millar is the Deputy Project Director with the Specialist Schools and Academies Trust and holds an MSc in Educational Governance from the University of Oxford. He previously worked in Australian State and Independent Schools for 35 years during which he held curricular, pastoral and management responsibilities

Emiratization in Education: The transitions to work and professional experiences of Emirati women in education professions

Janet Y. Thomas

The purpose of this research is to examine the workplace experiences and transition to the education profession of Emirati women teachers. This research also aims to provide implications for colleges and universities in the U.A.E. to develop programs and support initiatives to assist Emirati women in being successful in the workplace, and particularly in teaching careers and other education professions. This study used a mixed-methods design of questionnaire and interview, for which 35 Emirati female teachers were contacted. The results illustrated that most teachers in this study are satisfied with their decision to pursue teaching as a career in the U.A.E. However, they are concerned about the place policies and practices that impact their professional experiences and their present challenges to their commitment to remain in the profession. The findings raise

critical issues and set the groundwork for further research on the topic. More importantly, if the goals of emiratization of the teaching profession are to be successful, more attention will have to be focused on the experiences of teachers in the workplace and how to retain Emirati nationals in the teaching profession.

***Janet Y. Thomas** completed her doctoral studies in Educational Policy Studies at the University of Illinois at Urbana-Champaign in the United States. Most recently she was an Assistant Professor and Director of Graduate Program at Zayed University in Dubai.*

PANEL 5 - INNOVATION IN EDUCATION

Teachers' Professional Development using ICT and Student Achievement in Secondary Science in the United Arab Emirates

Alexander W. Wiseman

Emily Anderson

The worldwide shift towards a knowledge society and knowledge-based economy requires educational policymakers to re-evaluate their understanding of the knowledge and skills students need in order to achieve national development as well as individual achievement goals (Kozma, 2005). As a result, the incorporation of information and communication technologies (ICT) in all levels of education has increased dramatically and worldwide over the past 30 years (Ham & Cha, 2009).

In particular, the communities and schools in the UAE provide an important source of information about technology use in schools and techniques for "smart schooling" being used in the UAE, more broadly. Education in the UAE is experiencing rapid growth in enrollment rates, but also in government and private sector investment in educational programs, specifically those dealing with ICT integration. By studying teachers' professional development using ICT and student achievement data in secondary science courses in the UAE using cross-nationally comparable and contextualized ICT information from TIMSS, this proposed paper provides an internationally-validated evidence base for policymaking regarding ICT experience, training and use of ICT-based pedagogy by science teachers, and whether these factors lead to increased student learning in science.

***Alexander W. Wiseman** is an Associate Professor and Coordinator of the Comparative and International Education Program at Lehigh University. He holds a dual-degree PhD in Comparative & International Education and Educational Theory & Policy from Pennsylvania State University.*

***Emily Anderson** is an Assistant Professor of Education at Centenary College. She holds a MEd in Educational Leadership from Lehigh University and is currently an MA candidate in Comparative and International Education at Lehigh University.*

Professional Development 2.0: Educating the Facebook Generation in Ras al Khaimah

Anna Batchelder

Muhammad Ahmad Ata Khader

Isam Abdul Rahman

Social networking sites have become increasingly popular in the past decade. The number Facebook users alone exceeded 500 million in 2010¹. Despite this trend, global use of social networking for teaching and learning is in its infancy.

In this presentation we will present preliminary research and lessons learned from a new Al Qasimi Foundation sponsored professional development initiative in the UAE. Using tools such as online social networks, blogs and wikis, RAK educators are learning new ways to engage in teaching and learning and to apply their knowledge of ICT to solving regional schools' toughest challenges.

***Anna Batchelder** is the Founder & Chief Education Officer of Bon Education and is an education technologist and learning and development consultant. She holds an MA in International and Comparative Education from Columbia University Teachers College.*

***Muhammad Ahmad Ata Khader** is a Biology Teacher in Ras Al Khaimah. He is an alumnus of the Al Qasimi Foundation 21st Century Teaching Program, which he now teaches. He holds an MSc. in Biology, focusing on Biotechnology from Hashemite University in Jordan.*

***Isam Abdul Rahman** is a Science Lead Teacher at the Institute of Applied Technology. He is an alumnus of the Al Qasimi Foundation 21st Century Teaching Program and currently teaches the 21st Century Research Program. He is also an MA candidate in Education at the British University in Dubai.*

A Hybrid Instructional Model in the UAE: A case study

Patrick Dougherty

Josephine Butler

Sara Hyde

This case study analyzes the benefits and drawbacks of a multi-site, blended delivery system for post-graduate education in the UAE. Two courses as part of a Masters in Educational Studies program at the Higher Colleges of Technology have been taught simultaneously from two locations, one a college in Dubai, and the other a college in Abu Dhabi. The classes have been linked electronically via a dual screen system that allows class members to see one another and lecture materials in real time. The instructor is physically present at each site on a rotating basis, and is supported by location designated tutors. Class presentations, lectures, discussions videos, and materials are shared in-real time electronically.

This method of delivery is intended to allow students in remote locations to participate in degree programs, increase the offerings available, and utilize the full potential and expertise of the teaching

staff. But it is experimental at this stage and the researchers, two tutors in the program and the instructor are gathering data from a panel discussion, two focus groups, and an internet survey to examine the specific benefits and drawbacks of this unique delivery system. The results will inform future students and policy makers.

Patrick Dougherty holds graduate degrees in History, Education, and Applied Linguistics and Linguistics and has worked in education as a teacher, researcher, administrator, and author for more than twenty years. He now teaches at the Abu Dhabi Men's College.

Josephine Butler teaches at the Higher Colleges of Technology at Abu Dhabi Women's College. She holds a Master's in Education from the University of Stirling in Scotland and has almost two decades of teaching experience in Spain and Taiwan.

Sarah Hyde is a faculty member on the Bachelor of Education Programme at Dubai Women's College. She has extensive teaching, teacher training and educational management experience in Australia, Brunei and the UK.

Online Learning: Leveraging Technology To Expand Academic Options Worldwide

Patricia Wallace

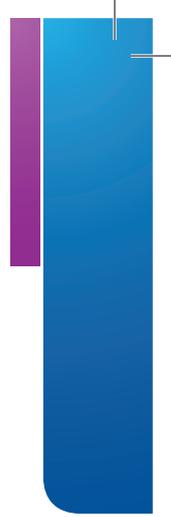
Educators are increasingly turning to technology-based learning to meet the needs of students who are not well served in regular classrooms, especially students with high academic ability who can handle more advanced and challenging coursework. Such students thrive in online courses because the instructor can tailor the pace and content to each student's learning style and ability level. This presentation will examine emerging trends in online learning, focusing on the CTY Online program in which students from over 90 countries join a worldwide virtual learning community of intellectual peers to pursue advanced coursework in science, math, computer science, humanities, and other subjects.

Patricia Wallace heads online programs for gifted students at the Johns Hopkins University Center for Talented Youth, and her work focuses on the relationships between technology and human behavior. She earned her Ph.D. in psychology at the University of Texas at Austin

Pre-University Talent Development: The New Measure of Success in the Knowledge Economy

Julian Jones

In recent years, the Johns Hopkins Center for Talented Youth has become a model of interest to an international audience of educators, foundations, and education ministries. This interest has grown



from academic and popular research on the foundations of the knowledge economy, especially on the sources and value of innovation. This presentation will describe the spread of the CTY model from Ireland (1992) to Hong Kong (2010) and recent interest in the GCC and elsewhere in the Middle East. It will look at CTY's strategies for identifying and nurturing students with exceptional academic abilities, and adapting the model to different cultural settings.

***Julian Jones** heads a unit at the Johns Hopkins University Center for Talented Youth (CTY) that responds to inquiries about establishing national and regional organizations based on its model. He earned his doctorate in International Relations at The Fletcher School of Law and Diplomacy.*



SHEIKH SAUD BIN SAQR AL QASIMI
FOUNDATION FOR POLICY RESEARCH

About the Sheikh Saud Bin Saqr Al Qasimi Foundation for Education Policy and Research

The Sheikh Saud Bin Saqr Al Qasimi Foundation for Policy Research, based in the Emirate of Ras Al Khaimah, encourages scholars from a wide range of disciplines and professional fields to undertake research that will inform policy making. By offering scholarships for doctoral candidates and faculty members to conduct studies on social policy in the Emirate, the Foundation aims to aid the economic and social development of the Emirate and the country by developing and fostering research collaboration between the Ras Al Khaimah

government and the international and local research community. The vision of the Foundation is to generate a world class body of public policy research focused on the Emirate of Ras Al Khaimah and the United Arab Emirates.



كلية دبي للإدارة الحكومية
DUBAI SCHOOL OF GOVERNMENT

About the Dubai School of Government

The Dubai School of Government (DSG) is a research and teaching institution focusing on public policy in the Arab world. Established in 2005 under the patronage of HH Sheikh Mohammed Bin Rashid Al Maktoum, Vice President and Prime Minister of the United Arab Emirates and Ruler of Dubai, in cooperation with the Harvard Kennedy School, DSG aims to promote good governance through enhancing the region's capacity for effective public policy. Toward this goal, the Dubai School of Government also collaborates with regional and global institutions in delivering its research and training programs. In addition, the School organizes policy forums and international conferences to facilitate the exchange of ideas and promote critical debate on public policy in the Arab world.

For more information log onto <http://gulfcomped.ning.com>



SHEIKH SAUD BIN SAQR AL QASIMI
FOUNDATION FOR POLICY RESEARCH