Conference Program

The 10th Biannual Gulf Comparative Education Society (GCES) Symposium

Towards Sustainable Education: Global Goals and Local Contexts

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SHEIKH SAUD BIN SAQR AL QASIMI
FOUNDATION FOR POLICY RESEARCH

مؤسسة الشيخ سعود بن صقر القاسمي
لبـحـوث السـيـاسـة الـعـامـة

OFFICE OF INCLUSION AND EQUITY
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جامعة الإمارات العربية المتحدة
United Arab Emirates University

الندوة العاشرة للجمعية الخليجية للتربية المقارنة
نحو تعليم مستدام: أهداف عالمية وسياقات محلية

THE 10TH BIANNUAL GCES SYMPOSIUM
TOWARDS SUSTAINABLE EDUCATION:
GLOBAL GOALS AND LOCAL CONTEXTS

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ترحب بكم الجمعية الخليجية للتربية المقارنة!

أعضاء وضيوف الجمعية الخليجية للتربية المقارنة

أنه لمن دواعي سروري وبهجتي أن أرحب بكم في رحاب الجمعية الخليجية، وأنقل لكم التحية من فريق إدارة وسكرتارية الجمعية.

أود التأكيد بأن مؤتمر الجمعية الخليجية للتربية المقارنة الذي ينعقد كل سنتين هو محفل علمي، تسعى من خلاله الجمعية لإبراز أحد قضايا التعليم في العالم عموما ومنطقة الخليج العربي خصوصا. وقد سعينا في هذا الانعقاد لمؤتمر الجمعية العاشر أن يحمل عنوانا نساهم كمختصين من خلاله في الحراك العالمي للدور الذي يجب أن يلعبه التعليم في التنمية المستدامة، وقد جاء معنونا ب " نحو التعليم المستدام: الأهداف العالمية والسياقات المحلية"، في إشارة واضحة بأن التعليم هو الأساس الذي تبنى عليه التنمية المستدامة. ويعكس موضوع المؤتمر أيضا التزامنا بتحقيق أهداف التنمية المستدامة العالمية والتأكيد على أهمية التعليم كأداة أساسية للتنمية المستدامة، وتأكيدا بأن التعليم يوفر الفرص للأشخاص لتطوير قدراتهم وفهمهم للعالم من حولهم، ويمكّنهم من المساهمة بفعالية في بناء مجتمعاتهم وتحقيق التنمية المستدامة.

أننا نعيش في عصر التحولات السريعة والتحديات الكبيرة، مما يضع عبئا كبيرًا على أنظمة التعليم لتحقيق التنمية المستدامة، ويأتي دورنا كباحثين وممارسين تربويين وصناع قرار وسياسات في جعل التعليم يلعب دوره المأمول في معالجة قضايا المجتمع بما يساهم في الاستدامة وخلق مواطنين عالميين لينعم العالم بالسلام. وأشير هنا أيضا بأن التعليم يعتبر عاملا حاسمًا في مكافحة التغير المناخي، فهو يمنح الأفراد والمجتمعات الفهم والمهارات اللازمة لتحقيق تغيير إيجابي. فمن خلال التعليم، يمكننا زيادة الوعي حول الأثر البيئي لاختياراتنا اليومية وتشجيع السلوكيات المستدامة التي تساهم في التخفيف من آثار التغير المناخي والتكيف معها. بالإضافة إلى ذلك، يمكن لمؤسسات التعليم أن تلعب دورًا محوريًا في تحفيز الابتكار والبحث العلمي حول تكنولوجيا الطاقة المستدامة وإدارة الموارد الطبيعية بفعالية. ويعد تعزيز التعليم المتعلق بالتنمية المستدامة ومواجهة التغير المناخي خطوة مهمة نحو بناء مستقبل أكثر استدامة وتحقيق أهداف التنمية المستدامة العالمية.

من خلال هذا المؤتمر، نسعى لاستكشاف ومناقشة الأفكار والاستراتيجيات التي يمكن أن تساعد في تحقيق هذه الأهداف وتمكين مجتمعاتنا التعليمية من تحقيق تأثير إيجابي دائم. ففي اليوم الأول من المؤتمر، سنتناول "التقاطعات العالمية: تمهيد الطريق للإصلاح المستدام"، حيث سنناقش الفرص والتحديات وكيف يمكن للتعليم أن يكون عاملًا رئيسيًا في تحقيق التنمية المستدامة على الصعيد العالمي. وفي اليوم الثاني، سنركز على "التأثيرات المؤسسية: تشكيل أنظمة التعليم المستدامة"، حيث سنناقش كيف يمكن للمؤسسات التعليمية أن تلعب دورًا محوريًا في تحقيق الاستدامة وتحفيز التغيير نحو مستقبل أفضل. وفي اليوم الثالث والأخير، سنناقش "الحلفاء المحليون: تمكين المتعلمين والمعلمين مدى الحياة"، وكيف يمكننا تمكين المعلمين والمتعلمين والمجتمع بأسره لتحقيق التنمية المستدامة.

إنني متفائل بأن المناقشات والتفاعلات خلال هذه الجلسات ستسهم في تحفيز التفكير المبتكر وتبادل الأفكار البناءة، وأتطلع بشوق لمشاركتكم ومدى تأثير هذا المؤتمر على السياسات والممارسات التعليمية في المنطقة وما وراءها.

أتمنى أن تقضوا جميعًا ثلاثة أيام مثمرة ومفيدة، وأتطلع للعمل معكم جميعًا لتحقيق تنمية تعليمية مستدامة تجعل العالم مكانًا أفضل للجميع.

د. خلف بن مرهون العبري

رئيس الجمعية الخليجية للتربية المقارنة (2023-2025)

أستاذ أنظمة وسياسات التعليم المشارك، كلية التربية، جامعة السلطان قابوس

Welcome to the Gulf Comparative Education Society!

Dear Esteemed Members and Guests of the Gulf Comparative Education Society,

I am delighted to extend a warm welcome to the Gulf Comparative Education Society and to convey the warm regards of our dedicated management and secretariat team.

I want to underscore that the Gulf Comparative Education Society's biannual conference serves as a prestigious academic platform. Here, we aim to spotlight pivotal global and Arab issues pertaining to education in the Gulf. In this context, the theme for our tenth conference, titled "Towards Sustainable Education: Global Goals and Local Contexts," reflects our commitment to the crucial role of education in achieving sustainable development. Education is the foundation upon which sustainable development stands, and we are steadfast in our mission to promote the sustainable development goals (SDGs), emphasizing the pivotal role of education as a tool for sustainable progress. Education not only equips individuals with knowledge but also empowers them to contribute effectively to societal advancement and sustainable development.

In our rapidly evolving world, beset by significant challenges, education systems bear the responsibility of driving sustainable change. As researchers, educators, decision-makers, and policymakers, it is our shared duty to ensure that education fulfills its potential in addressing societal concerns and contributes to the development of responsible global citizens, fostering a world of peace. It is vital to acknowledge that education is a linchpin in the fight against climate change, granting individuals and communities the understanding and skills needed to instigate positive change. Through education, we can promote awareness of the environmental consequences of our daily choices and encourage sustainable behaviors that combat and adapt to climate change. Moreover, educational institutions play a pivotal role in driving innovation and research in sustainable energy technology and responsible natural resource management. Elevating education's role in sustainable development and addressing climate change is a critical step toward crafting a more sustainable future and realizing global sustainable development objectives.

This conference serves as a platform for the exploration and discussion of ideas and strategies that can advance these goals, enabling our educational communities to create a lasting positive impact. Over the course of three days, we will delve into three thematic areas. On the first day, our discussions will center on " Global Intersections: Setting the Scene for Sustainable Reform," where we will address the opportunities, challenges, and the transformative power of education in achieving global sustainable development. The second day will be devoted to "Institutional Influences: Shaping Sustainable Education Systems," exploring how educational institutions can be a catalyst for change, steering us toward a brighter future. On the third and final day, we will explore "Local Allies: Empowering Lifelong Learners and Educators" focusing on ways to empower educators, learners, and the entire community in the pursuit of sustainable development.

I am optimistic that the engaging conversations taking place during these sessions will stimulate innovative thinking and foster the exchange of valuable ideas. I eagerly anticipate your active participation and the lasting impact this conference will have on educational policies and practices in our region and beyond.

May the next three days be both productive and enlightening, and I hope to collaborate with each of you in our collective endeavor to achieve sustainable educational change, thereby creating a better world for all.

Dr. Khalaf Al-Abri

GCES President (2023-2025)

Associate Professor of Education Systems and Policies, College of Education, Sultan Qaboos University

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Keynote and Featured Speakers

Keynote Speaker

Professor Mario Novelli

Mario Novelli is Professor in the Political Economy of Education at the Centre for International Education (CIE), University of Sussex, and Dean's Distinguished Research Fellow, Faculty of Education, Monash University, Melbourne, Australia (2021-2024). He is also the Co-Editor in Chief of the Journal Globalisation, Societies & Education, and ex-President of the British Association of International & Comparative Education (2021-2022). He previously worked at the University of Amsterdam, and the University of Bristol, working across the disciplines of Education, International Development, Geography and Politics. Drawing on the tools of critical political economy, his recent work has focused on the relationship between Education, Conflict and International Development. He has written on issues relating to the global governance of education; peacebuilding and education; the securitization of education; peace education; and the role of social movements in conflict contexts. Further information and publications can be found at https://profiles.sussex.ac.uk/p196279-mario-novelli

"Geopolitical Shifts and the Sustainability of Education in the Gulf: A Region in Flux"

This keynote speech takes a critical and historical look at the rise of the Sustainable Development Goals (SDGs), with a particular focus on education. At the core of the argument is that the SDGs (2015-2030), their predecessor the Millennium Development Goals (2000-2015), and the Education for All movement (1990 onwards), were the product of a post-Cold War, neoliberal, development agenda whose framing and logic were constructed in a moment of unipolar, US-led, Western hegemony, which today is collapsing around us. Drawing on examples from the Gulf region, the broader Middle East and the Global South, I will evidence the way that the 'global education model' that has been adopted around the world (and in some cases and moments imposed), is rooted in a militarized neoliberal economic model that for more than three decades has contributed to increased inequalities both within and between countries, sown divisions, and over-emphasized the economy/education relationship to the detriment of the potential of education to promote social justice and a fairer and more peaceful world. Recent shifts towards recognizing both environmental sustainability and peace/citizenship often appear to be merely additives to the neoliberal model, and fail to address and work on the root causes of both climate and social injustice. I will make the case that geopolitics and global power are changing in important ways and we need to recognize this, and think through strategies to ensure that we can support this in the interests of the marginalized global majority, in education and beyond. 'Pax-Americana' needs to be replaced with a 'Pax-Pluralis' that can underpin new global models of security, development, growth and education that can better address the massive global challenges that we face. A new 'New Deal' in education and beyond that can address the root causes of our increasingly unsustainable world.

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Keynote Speaker

Dr. Rui da Silva

Rui da Silva is a researcher and coordinator of the Education, Development and Global Citizenship research group from the Center for African Studies of the University of Porto. He worked as a researcher, consultant and education specialist in projects in Angola, Cape Verde, Guinea-Bissau, Timor-Leste and South Sudan. Co-host and executive producer of the podcast Eduquê, which showcases new Portuguese-language research on education, broadly defined. His research interests include the relations between the public and the private in education in the Global South, the evaluation of the effects and impacts of humanitarian aid and development assistance projects, and global education policy and the right to education.

"Education Philanthropy Trends in the Gulf: A Case of Multilateralism, Policy Transfer, and South-South Flows"

In this keynote presentation, I would like to engage in a critical discussion of education multistakeholderism in the context of the broader global education governance landscape. I will shed light on some of the power imbalances between the global North and South of multistakeholderism in the education sector. Additionally, it explores the rise of 'stakeholder capitalism', characterized by the growing influence and dominance of the corporate sector and mega-philanthropic organisations within Multi-Stakeholder Initiatives (MSIs). The presentation will analyze and interrogate three education multistakeholder initiatives (MSI): SDG4/Education 2030 High-Level Steering Committee, Education Cannot Wait and the Global Partnership for Education. My focus will be on the intersections between the constituencies of these initiatives and the epistemic communities they represent. Furthermore, we will explore the establishment and growth of networks within these three MSIs, drawing on Social Network Analysis (SNA). MSIs are an interesting case for using SNA because they are hubs that bring together various organisations, individuals, and networks. Drawing from examples in the Gulf region and the wider Global South, I will explore 'stakeholder capitalism', which allows individuals, in their personal capacity, to participate in MSIs and influence global education policymaking and funding priorities, often bypassing democratic representation principles. This presentation underscores the need for a conceptual discussion on multistakeholderism and multilateral governance while emphasizing the importance of addressing South-South policy mobilities

Featured Speaker

Dr. Khalaf Al'Abri

Khalaf Al'Abri is the Incoming President of the Gulf Comparative Education Society (2023-2025) and an Assistant Professor in the Leadership of Education Systems and Policies in the Department of Educational Foundations and Administration, College of Education, Sultan Qaboos University. He obtained a BA in Education majoring in English Language from Sultan Qaboos University in 2006, an MA in Educational Leadership from the University of Queensland in Australia, and a PhD in Education Systems and Policies from the University of Queensland in 2016. Khalaf is currently the Director of the Main Library at Sultan Qaboos University, and prior to that (2016-2020) was the Head of the Quality Assurance and Academic Accreditation Unit at the College of Education. He is an external reviewer in the register of the Omani Academic Accreditation Authority. Khalaf is interested in studying the impact of globalization on education systems and policies. His current research focuses on education for global citizenship, education goals for sustainable development, and internationalization of education.

Featured Speaker, Panel 1

H. E. Meghan Gregonis

Meghan Gregonis is the United States Consul General in Dubai starting August, 2021. A career member of the U.S. Senior Foreign Service, Meghan was the U.S. Consul General in Munich, Germany from 2018-2021. She managed support for the two largest in-person U.S. delegations and the first virtual delegation to the Munich Security Conference during her time there. She also focused on innovation themes in Germany and launched the first Germany-wide Transatlantic Innovation Week to further develop innovation and trade and investment relationships. Meghan's previous overseas assignments include Islamabad, Riyadh, Rome, Baghdad, and Jerusalem. Her Washington assignments include directing public engagement efforts in Europe; managing relations with Turkey from the State Department's Bureau of European and Eurasian Affairs; and coordinating U.S. engagement with Jordan from the Bureau of Near Eastern Affairs.

Featured Speaker, Panel 1

Dr. David A. Schmidt

David A. Schmidt is the current President of the American University of Ras Al Khaimah. He is a seasoned administrator with over 33 years of broad-based experience as an executive academic leader and faculty member, spanning a wide range of public, private, and international institutions. Before joining AURAK, he served as President of the American University in Dubai (AUD), and Vice Provost for International Affairs and Professor of Global Studies and Human Geography at Middle Tennessee State University. He has held various leadership positions and played a vital role in transforming a range of public, private, and state institutions, representing the landscape of higher education, including the University of the Pacific, the University of Wisconsin System, and Yale University. David holds a Ph.D. from Saint Louis University, an MA from The Ohio State University, and a BA from the University of Wisconsin. He has written extensively on post-WWII women's rights and education issues in Japan and South Korea. He is a recipient of the AIEA (Association of International Administrators) Presidential Fellowship, the Korea Foundation Research Fellowship, and the Japan Mombushō Fellowship.

Featured Speaker, Panel 9

Fatiah Touray

Fatiah Touray is the Executive Director for Inclusion and Equity at NYU Abu Dhabi. She leads the development and implementation of programs and initiatives that promote a more inclusive and diverse campus environment. Fatiah collaborates closely with the Office of the Provost, Spiritual Life, Intercultural Education, and Conflict Transformation (SLICECT), and students, faculty, and staff. She brings extensive leadership experience in higher education, complemented by her non-profit work, and training as a lawyer and classroom teacher. Fatiah comes to NYU Abu Dhabi from Sarah Lawrence College where she was the inaugural Vice President for Diversity, Equity, and Inclusion and Special Assistant to the President. Previously, she was the Assistant Dean of Diversity and International Advising and the Director of the Academic Achievement Program at the College of Arts and Science at NYU. Fatiah's academic achievements include a BA with Honors in Journalism and Africana Studies from NYU, a Master of Science in Education from The City University of New York - Brooklyn College, and a JD from Howard University School of Law. Throughout her career, she has demonstrated exceptional leadership skills, consistently advocating for marginalized communities and fostering a culture of inclusion.

Featured Speaker, Panel 1

Prof. Bruce W. Ferguson

Bruce W. Ferguson is the current President of the American University of Iraq, Sulaimani (AUIS), a liberal arts university in Iraq's Kurdistan Region with 1,400 students. Before joining AUIS in 2016 he served as Professor of Practice in the Department of Engineering Systems and Management, and as the founding Head of the Institute Center for Innovation and Entrepreneurship, at the Masdar Institute of Science and Technology in Abu Dhabi, UAE. He is a former Vice Chair of the Carnegie Institution for Science, former Vice Chair of the Kansas State University Research Foundation, and former Fellow at the George Washington University Center for International Science and Technology Policy. He has lived and studied abroad a total of sixteen years in East Asia, South Asia, Africa, and the Middle East. Professor Ferguson received his Juris Doctor degree from Harvard Law School, an M.B.A. from Harvard Business School, an Ed.M. degree from the Harvard Graduate School of Education, and an A.B. degree magna cum laude in Government from Harvard College, where he was an honorary Harvard National Scholar.

Featured Speaker, Panel 9

Hasan Johnson

Hasan Johnson has 20+ years of professional experience in education, IDBEA, mental health, K-12 education, college teaching, clinical supervision, and teacher and counselor education, supervision, training and professional development. He has also worked as an instructor at Rutgers University and Montclair State University, USA. He has been in the UAE for five years and has worked at Zayed University where he served as a faculty member, Assistant Dean Of Students Affairs for the College of Education and as Chair for the Department of Education in the College Of Humanities and Social Sciences.

Featured Speaker, Panel 1

Dr. Jason Ketter

Jason Ketter is the Executive Vice President and Provost at the American University of Iraq, Baghdad. He has over three decades of higher education experience holding executive roles at Pennsylvania State University (USA), Delaware Valley University (USA), Widener University (USA), University of Queensland (AU), Australian National University (AU) and presently serving as the Vice President for Institutional Advancement and Global Engagement at The American University of Iraq – Baghdad. Dr. Ketter also served as Strategy Director at Deloitte (AU) in the higher education team and lectured at Sultan Qaboos University in the Sultanate of Oman. He holds a Bachelor of Arts in economics from the University of Iowa, a Master of Public Administration from the University Wisconsin Oshkosh, a Master of Business Administration from Kutztown University, and PhD in public administration from the Pennsylvania State University. He is a member of the Council for Advancement and Support of Education and serves on the Planning Committee for the CASE Middle East Advancement Conference 2024.

Featured Speaker, Panel 9

Sarah AlZaabi

Sarah AlZaabi is the Assistant Director for the Office of Inclusion and Equity and has been with NYUAD since October 2020. In her role Sarah oversees the operations of the Office, the implementation of programming, and manages internal and external collaborations and engagement. She also supports the Executive Director in the development of execution of the Office's strategy and in the establishment and maintenance of relationships with relevant stakeholders. Sarah completed her Masters of Art in Human Rights Studies from Columbia University focusing on labor, gender, and migration and more specifically domestic workers as rights holders in the UAE.

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Pre-Conference Workshops

Workshop 1: Navigating the Publication Landscape: Getting Research Published in Journals

Abstract

This workshop focuses on demystifying the journal publication process and equipping participants with practical strategies for successful research publication. Participants will gain a deep understanding of their academic field's landscape, allowing them to identify critical debates and evolve their research accordingly. The workshop emphasizes crafting compelling abstracts and preparing comprehensive writing plans. Collaboration challenges, such as dealing with differing methodologies and authorship disputes, are addressed to enhance working partnerships. Additionally, participants learn to navigate the publication timeline, handle negative feedback from reviewers, and manage potential delays in the publishing process. This comprehensive approach empowers scholars to contribute to their field through journal publication effectively.

Technical Summary

Publishing research in academic journals is a crucial step in the research process, allowing scholars to contribute to their field and share their findings with a broader audience. However, the process of getting research published can be complex and challenging. This workshop aims to demystify the journal publication process and provide participants with practical strategies to enhance their chances of success.

First and foremost, participants will develop a keen understanding of the scholarship landscape of their respective academic fields through this workshop. With the help of guiding questions and targeted searches of high-quality peer-reviewed journals, participants will be able to articulate the key debates happening in their scholarship landscape and develop strategies to evolve their research praxis to meet the upcoming demands of their field. Without a deep understanding of how and why one's research could be meaningful and impact extant scholarship, desiring to publish in journals will be largely unfulfilled.

Secondly, this workshop will inform participants on how to write compelling abstracts. Selected abstracts by competitive journals look for a nuanced blend of original scholarship, adept utilization of keywords, sound methodological practices, and effective theoretical engagements.

Thirdly, participants will also learn how to prepare a comprehensive writing plan to submit their articles post-abstract acceptance. From outlining the common challenges academics face in the

journal writing process to common formatting errors, this workshop will take participants through the entire manuscript preparation process and share valuable strategies to optimize writing time.

Next, participants will likely be working with collaborators in their publishing journey, and negotiating these working relationships will come with their own set of challenges. For instance, navigating field-specific conflicts in terms of applying differing theoretical frameworks or research methodologies, deciding on the order of authorship, and contrasting writing styles could all pose roadblocks in the process of completing the manuscript. To that end, this workshop will present helpful tools to participants to enhance their working partnerships with collaborators to improve their chances of publishing while minimizing conflicts.

Lastly, the individual contributor's timeline for publishing a journal article may vary depending on the quality and fit of the manuscript with the journal editors. As such, learning how to receive negative feedback from reviewers, navigating potential requests for changes in article focus to better fit the overarching journal theme, and managing delays in the publishing process are all part and parcel of successfully publishing an article. Participants will be pre-empted of such possibilities and will have the space to discuss best practices to deal with these challenges adeptly.

Workshop Format:

This interactive workshop combines presentations, discussions, case studies, and practical exercises to give participants hands-on experience and actionable insights. Participants are encouraged to bring drafts of their research papers for individualized feedback.

Target Audience:

- Early-career researchers looking to publish their first journal articles.
- Established academics seeking to improve their publication success rate.
- Graduate students interested in understanding the publication process.
- Researchers from diverse academic disciplines.

Duration:

This half-day session allows for in-depth exploration of each topic and ample opportunities for participant engagement.

Key Takeaways:

By the end of the workshop, participants will have gained the knowledge and skills needed to navigate the journal publication process successfully. Upon completing this workshop, participants will comprehensively understand the journal publication process and be well-prepared to contribute valuable research to their respective fields. Participants will have the tools and knowledge needed to successfully navigate the intricate world of academic publishing and maximize the impact of their research within the global scholarly community. They will be better equipped to prepare and submit research manuscripts that meet the standards of academic journals and enhance their research impact.

About the Moderator

Dr. tavis d. jules

tavis d. jules (written in lower case) is a Full Professor of Cultural and Educational Policy Studies and Higher Education at Loyola University Chicago; his focus and expertise lie in comparative and international education, specifically on issues of race, terrorism, regionalism, and dictatorial transition. He is the immediate past-President of the Caribbean Studies Association, Book and Media Reviews Editor for the Comparative Education Review, an International Institute of Islamic Thought Fellow, and a Senior Fellow at NORRAG. He is the author of over 50 refereed articles, and his most recent books include: The Bloomsbury Handbook of Theory in Comparative and International Education (with Robin Shields and Matthew A. M. Thomas, Bloomsbury 2021), The Educational Intelligent Economy: Big Data, Artificial Intelligence, Machine Learning and the Internet of Things in Education (with Florin D. Salajan, Emerald 2019); Educational Transitions in Post-Revolutionary Spaces: Islam, Security and Social Movements in Tunisia (with Teresa Barton, Bloomsbury 2018); Re-Reading Education Policy and Practice in Small States: Issues of Size and Scale in the Emerging Intelligent Society and Economy (with Patrick Ressler, Peter Lang 2017); and The New Global Educational Policy Environment in the Fourth Industrial Revolution: Gated, Regulated and Governed (Emerald 2016).

Workshop 2: Designing Mixed Methods Research

Abstract

Ever wondered how you could make use of both quantitative and qualitative methods to answer your questions? Are you interested in designing a mixed-methods research project using both qualitative and quantitative methods? The workshop will introduce participants to the use of mixed methods in social science research. It will focus on the key features of the major types of mixed methods design, selecting the appropriate design that fits the research questions, and enhancing the quality and reporting of mixed methods research. The workshop will also provide an opportunity for participants to work on their own research design using mixed methods and receive peer feedback. Prior knowledge of or experience with mixed methods research is not a prerequisite.

Technical Summary

Social scientists are often interested in untangling complex social issues, which require expansive data and methods to address. Thus, it is unsurprising that the use of mixed methods in social science research has increased over the past few decades. Mixed methods research typically refers to research that combines qualitative and quantitative data collection and analysis techniques. However, there still remains considerable debate about how to best define and use mixed methods. The goal of this workshop is to introduce participants to conceptual and practical frameworks and considerations for designing, implementing, executing, analyzing, presenting, and writing up mixed methods research. First, the workshop will discuss the varieties of mixed methods research and ask, "why (not) mixed methods?" Following, the participants will walk through the steps of designing a mixed methods research project. Upon gaining a foundational understanding of mixed methods research design, participants will examine and evaluate applications of mixed methods research and consider the pitfalls and limitations of mixed methods research. Further, participants are encouraged to bring ideas, drafts, and questions about their own mixed methods project including dissertations, prospectuses, funding and grant proposals, or other plans for implementing this type of research. Time will be dedicated to allow participants to give and receive feedback.

Workshop Format

This interactive workshop combines presentations, discussions, and practical exercises to give participants hands-on experience and actionable insights. Participants are encouraged to bring their research proposals and ideas to the workshop for feedback.

Target Audience

- Researchers in diverse academic disciplines and in various industry settings
- Graduate students interested in using mixed methods in their work

Duration

This 3-hour session allows for the exploration of mixed methods and ample opportunities for participant engagement.

Key Takeaways

By the end of the workshop, participants will understand the different types of mixed methods research design and the benefits and limitations of such design. Upon completing the workshop, participants will have the tools and knowledge needed to effectively design a mixed-methods study.

About the Moderator

Dr. Seungah S. Lee

Dr. Seungah S. Lee received her PhD in Organization Studies and International Comparative Education from Stanford University. Her research broadly explores how global models, scripts, and norms for development become transmitted and adapted to influence organizational forms, practices, and change.

Her primary project explores how Arab Gulf states foster a culture and environment for entrepreneurship and innovation as a part of their national development visions and the role various organizations (e.g., government, semi-government, private, universities) play in facilitating this process. Most recently, she has been involved in a community research partnership that examines how a quasi-governmental organization brokers and facilitates collaborative relationships between startup ventures and schools through edtech testbeds to encourage education innovation and development in Qatar.

Her work has been funded by the Fulbright-Hayes Fellowship, Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research, and the Stanford Abbasi Program on Islamic Studies and published in journals such as Research in the Sociology of Organizations, World Development, Prospects, in numerous book chapters, as well as policy research reports.

Day 1: Presentation Abstracts

Panel 2: Teacher-Parent Relationships for Sustainable Inclusive Education

Elodie Cottin, Reem Jaber, and Krystel Azzam, American University of Dubai

This panel will present findings from three recent qualitative studies involving teacher-parent relationships that are perceived to be drivers of sustainable inclusive education in Dubai private schools. The three studies examined inclusive education in private schools in Dubai from the perspectives of teachers and parents. Although different in some aspects, they all seem to converge on similar findings about the importance of teacher-parent relationships for successful inclusion. The panelists will further discuss the different ways such relationships can be nurtured and sustained.

The first study aimed to understand the perception and emotional experiences of parents of children with Special Educational Needs and Disabilities (SEND) toward inclusion in primary schools in Dubai. The results showed that parents' knowledge about the disability, the relationship between parents and school, and the school culture tend to have a major influence on parents' perceptions and experiences.

The second study investigated teachers' perspectives on the barriers to the successful implementation of inclusive education in private schools in Dubai. The findings revealed three significant barriers: teachers' background and experience, limited resources and support services, and insufficient parental support and engagement. The study highlighted the significance of specialized training and resources for teachers to promote inclusive practices. It also emphasized the need for collaboration between schools and families to address challenges and effectively support students with disabilities.

The third study explored the consequences of labeling children with Attention Deficit Hyperactivity Disorder (ADHD) in schools. It considered academic, social, and, emotional consequences experienced by children with ADHD, from the perspectives of nine educators' perspective. The research study showed a shift in schools towards embracing neurodiversity and supporting students with special needs. However, it also highlighted the need for parents to trust schools and educators in providing their child with the best support, and to consider that a label can be empowering instead of stigmatizing.

Panel 3: Greening' Tertiary Education: Sustainable Leadership, Collaboration Mechanisms, and Educational Hubs in the Gulf

Green Emissaries: The Dual Sustainability Embeddedness and Climate Change Leadership of Branch University Campuses in the Arab Gulf States

Seungah S. Lee, NYU Abu Dhabi

Among the multitude of higher education institutions in the Arab Gulf, international branch campuses are in a unique position to contribute to global and national sustainability goals. On the one hand, branch campuses are physically and culturally embedded in their host countries, and responsive to their environment and context (Shams & Huisman, 2016). On the other hand, they maintain their parent unit's identity across borders, aligning its ethos, model, and curriculum to the home campus. Thus, branch campuses respond to dual embeddedness, having to pay simultaneous attention to what is happening across oceans in the home country and the requirements and demands of their host countries. Hence, when it comes to sustainability, it is likely that Gulf branch campuses pay attention to the sustainability initiatives and efforts of their parent campus, drawing from resources and learnings from their home country. Simultaneously, they likely respond to the host Gulf country's emergent vision, strategies, goals, and initiatives surrounding environmental sustainability and climate change action. How are branch university campuses in the Arab Gulf addressing sustainability and climate change action in response to their dual embeddedness? In this paper, we qualitatively examine the online presence of branch campuses vis-a-vis sustainability, which we interpret in light of additional interviews with sustainability representatives from both branch and parent campuses. We also contextualize the sustainability orientation of branch campuses in the Arab Gulf states through official documents and related memoranda of understanding at the local, national, or regional level.

Green Sufaraa, the University as a Community Hub for Environmental Education

Dana Downey and Esraa Bani, NYU Abu Dhabi

The Green Sufaraa ("ambassador") program at NYU Abu Dhabi is a capacity building program for students to provide environmental education to the Abu Dhabi and broader UAE communities in collaboration with sustainability focused community organizations (e.g. Greencycle). Student leaders are selected for their interest in environmental education, sense of initiative, and commitment to social impact. They receive coaching from the organizations and the university in motivational interviewing, data-informed decision making, and culturally contextualized communication before endeavoring on public-facing environmental education. This year's program focused on providing community feedback on recycling habits in the UAE's urban areas. This presentation will develop the case study of Green Sufaraa as a way of exploring the university as a hub for environmental education, both on-campus and in the wider community. Implications for policy, community behavior, and on-campus student environmental activism will be discussed.

الندوة العاشرة للجمعية الخليجية للتربية المقارنة
نحو تعليم مستدام:أهداف عالمية وسياقات محلية

A Study Identifying the Potential Regional Education Hub in the GCC for a Sustainable Tomorrow

Ankasha Arif, University of West London (RAK Campus, UAE)

The concept of "glonacal" (global, national, and local) has emerged in education. The rapidly changing requirements of the professional realm require resilient educational infrastructure, sound teacher-student agency, and agile curriculum meeting global, national, and local needs. The Gulf Corporation Council (GCC) countries are striving hard to gain educational excellence in the tertiary sector. This effort can direct the GCC countries to become the new global educational hub by focusing on sustainable knowledge-based educational cooperation. However, the current capacity and capability to achieve educational excellence varies across the region. These aspects are not being studied in detail hence the aim of this study is to identify the current capacity, capability, challenges, and potential regional educational hub in the GCC region. This regional education hub can act as an educational powerhouse supporting other GCC countries to reduce the impediments in their global, national, and local effort for a sustainable education system. The secondary data involving political, social, economic, and educational indicators will be used to create a Sustainable Education Index (SEI) to identify the potential regional education hub in the GCC region. The findings and recommendations of this paper will help the GCC region to harmonize and integrate the education policies aligned with the Sustainable Development Goals to become the global center of education.

The Dynamics of Collaboration and Competition in the Regionalization of Higher Education in the Arab States of the Gulf

Hayfa Jafar, American University of Iraq, Sulaimani

While many universities, countries, and regions have established differentiated higher education systems to face global competition, they also consider collaboration among them as an effective response to the internationalized environment of higher education (HE). The HE development in the Cooperation Council for the Arab States of the Gulf (GCC) reflects this global trend. The GCC region demonstrates a unique opportunity to build an integrated HE space that contributes to the interests of each member state in developing the envisioned knowledge-based economy. Furthermore, the region possesses many preconditions for developing an integrated hub in HE, including the abundance of financial resources, shared history, culture, values, language, emerging regional identity, and relative stability. While an agenda of cooperation and integration has been observed through the GCC's committees, resolutions, and agreements, tensions also emerge because of regional competition and political outlook that derived from national imperatives and priorities. This study investigates the dynamics of collaboration and competition among the HE systems in the GCC region to build an integrated regional HE space. Drawing on the literature and secondary data, this study utilizes the Functional, Organizational, and Political Approaches framework to analyze the region's unique contexts and HE trajectory. The initial findings indicate that there has been some collaboration between national and international universities and ministries of HE in the region. Yet, the regionalization effort is challenged by competition, national priorities, and the tendency for each state to build a partnership with more prestigious Western universities and institutions.

Sustainability as it Features in Educational Research in the Arab region: A Systematic Review

Waheed Hammad, Sultan Qaboos University

The purpose of this review is to identify patterns in knowledge production related to the notion of sustainability and explore how it is represented and discussed in educational research in the Arab region, which can help identify gaps and opportunities for further inquiry, and inform efforts to create more effective and sustainable education systems in Arab societies. This is particularly important in the current context of unprecedented educational developments taking place in the region, especially in the GCC states. Many countries in the Arab world are seeking to reform their education systems to meet the changing needs of their societies and economies. We believe that by integrating sustainability principles into education, Arab educational systems can foster a culture of sustainability that values social and environmental justice, economic development, and responsible citizenship. This can ultimately contribute to the achievement of the United Nations Sustainable Development Goals, which are highly relevant to the Arab region's development priorities. The review will adopt systematic methods to analyze both Arabic and English language research articles addressing sustainability in education. The Arabic educational database EduSearch will be searched for Arabic language sources, while English sources will be identified via the Google Scholar and Scopus databases. The analysis will be quantitative in nature, focusing on identifying important aspects of the research being reviewed, such as the size and growth of publications over time, geographical distribution of articles, types of studies, topics explored, and research methods used. The hope is that the review will provide initial insights into the current state of sustainability research in education and offer suggestions for future directions.

Panel 4: Normalizing Disability: The Inclusion of Students with Disabilities in Classrooms

Inclusion of Students with Disabilities as an Important Factor of Sustainability in Higher Education

Petra Stemmer, Kuratorium Deutsche Altershilfe/University of Cologne

Inclusion is an important factor of Sustainability in Higher Education. If there is a lack of inclusion in Universities it leads to a possible loss of excellent students and future workforce. Inclusion means that the structures and opportunities are in place at Higher Education Institutions for the students to be able to study without being impacted by their impairments. And students with disabilities are definitely high achievers if they can compensate for the effects of their impairments and showcase all of their abilities/skills. Therefore, universities have to conduct effective support measures which meet the real needs of this group of stakeholders. Qualitative semi-structured interviews with students with impairments themselves (16), with support services (9) and also with examination offices (5) at German universities (Stemmer 2016, Stemmer 2017, Stemmer 2023) were conducted to get in-depth-data about their experiences and perceptions concerning this subject. Besides direct indications concerning the different impairments, findings from the qualitative research data show that Universal Design solutions are essential for successful inclusion in Higher Education. Such solutions also provide positive effects for non-disabled students. In addition, there has to be a shift from a deficit-oriented to a resource-oriented view of disability, this requires accompanying cultural measures. Further research is recommended for Universities in the Gulf Countries incorporating their Culture

Developing Key National Indicators of Inclusive Education for Students with Disabilities in Oman

Mahmoud Mohamed Emam Amer, Sultan Qaboos University

Oman 2040's first pillar "a society of creative individuals" prioritizes "inclusive education and lifelong learning" for all individuals. However, the concept and practice of IE in Omani schools are still unclear to school principals, teachers, and even parents of students with disabilities (SWD) due to the lack of any national indicators that can guide schools and build teacher's capacity to implement a model of best IE practices. The aim of the current study is threefold: (1) to develop a set of key national indicators of IE for SWD in Cycle1 schools in Oman, (2) to evaluate current school practices against these indicators, (3) and train school leaders and teachers on how the indicators can be fulfilled in schools to guide them towards the implementation of a model of IE best practices. A mixed method research design is used to achieve the aforementioned aims. The research design incorporates survey design, multiple case study of schools, and document analysis of official Omani documents on IE. Both quantitative and qualitative data are collected from different participants and sources of information. Instruments include questionnaires, rating scales, focus group interview, participant observation, and document analysis. Research participants a include stakeholders, school leaders, teachers, parents of SWD. Results and study implications are discussed in view of the related literature.

The Effect of Delayed Responding on Learning in Autism Disorder

Nusaibah Al Ameri, Kyongje Sung, and Claudine Habak, Emirates College for Advanced Education

Learners on the autism spectrum often take longer in their responses: they show delayed responding across various domains, including physical and social behavior, and some aspects of cognitive performance (Magnuson et al., 2020; Karalunas et al., 2014). This delay can arise from complications in the integration of processed information from different senses, which can impact learning (Rommelse et al., 2011). Autism and its related disorders are known to present a combination of characteristics that vary in severity from one individual to another; creating variability in the population that impacts the studying and understanding the population. The current study provides a systematic review on variability in reaction time in individuals with Autism and its related disorders (Asperger's, pervasive development disorder) with a focus on both neural and behavioral variability. This review is guided by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework (Page et al., 2021). This review will include peer-reviewed papers published in English, searched through five electronic databases: Ebscohost, PubMed, Web of Science, ProQuest, and Scopus. Considering the UAE's Autism National Policy (The National Policy for Autism, n.d.), which aims to enhance the efficiency of the services provided to PoD and the skills of personnel in the field, understanding reaction time variability in autism can address delayed response to surrounding information in the environment (stimuli) on learning and provide practical implications for educational and clinical settings.

Evaluating Teachers' Attitudes towards the Inclusion of Students with Intellectual and Developmental Disabilities in the United Arab Emirates

Michelle Kelly, Emirates College for Advanced Education, Khawla Barley, Special Olympics-UAE

"Educator attitudes towards inclusive education impact its success" (Russell et al., 2022, p. 1). The United Nations Education, Scientific and Cultural Organisation (UNESCO, 2017) states that in order to guide educational policies and practices, inclusion and equity should be acknowledged as underlying principles. Inclusion ultimately benefits all students as it focuses on responding to diverse needs and promotes a fairer society (UNESCO, 2009). In spite of this, the practicality of 'inclusive education' continues to be problematic for some educators (Russell et al., 2022). Teachers play a crucial role in the practice of inclusive education (Ainscow, 2007) and their attitude towards inclusion is a key component for the full participation of students of determination (Jury et al., 2021). The UAE's Ministry of Education aims to "Ensure inclusive and equitable quality education…for all" (MoE; 2022). Special Olympics-UAE recruited an applied behavior analysis provider to develop a Unified Education training program. It is the intention of the current study to evaluate this training program by testing the effects pre- and post- training with teachers on their implicit and explicit attitudes towards the inclusion of students with intellectual and developmental disabilities. Additionally, following the training, the social validity of the goals, training and outcomes were assessed.

Promoting Inclusive Classroom Learning Experiences: Utilizing Generative Artificial Intelligence ChatGPT to Enhance Differentiated Lessons for Students with Specific Learning Disabilities

Farah El Zein, Emirates College for Advanced Education

Teaching in an inclusive classroom is a complex process that requires skillful navigation of diverse learning needs and individual differences, making it a challenging endeavor for educators. Among the various disabilities present in inclusive classrooms, specific learning disabilities (SLD) hold the highest incidence, highlighting the need for tailored educational strategies and interventions to support students facing challenges in areas such as reading, writing, and math. Through differentiated learning experiences, students with SLD can actively engage in the learning process and achieve their educational goals. This study investigates the use of ChatGPT as a tool to enhance differentiated lesson plans that promote the learning of students with SLD in inclusive classrooms. Employing a desktop research approach, the study evaluated the effectiveness of ChatGPT in adapting classroom activities to meet the unique needs of students with SLD in the areas of reading, writing, and mathematics. This research contributes to the expanding body of knowledge on the benefits of AI in education and emphasizes the value of AI tools in enhancing teaching and learning for students with SLD. Experimenting with ChatGPT, the researchers found that the AI-generative tool holds promising potential to assist teachers in the design of innovative pedagogical solutions. By leveraging ChatGPT, teachers can adapt lesson plans to cater to the individualized needs of students with various types of SLD.

Panel 5: Thinking Critically about Education: Regional and International Contexts

Towards Sustainable Education: Decolonizing Curricula in the UAE through Inclusive and Emancipatory Practices

Hasan Johnson, NYU Abu Dhabi

In the context of global education, sustainability goes beyond environmental considerations to encompass cultural, social, and epistemological dimensions. This presentation references insights from a reflective paper that explores a part of the educational landscape of the United Arab Emirates (UAE). The presentation acknowledges that the UAE's academic environment is heavily influenced by Western cultural influences, educational structures, and epistemologies, primarily disseminated by expatriate teachers and faculty. This "Western-centric" approach poses unique pedagogical challenges and calls for an urgent need to examine how these influences affect teaching and learning and the need to adopt culturally appropriate teaching methods. The presentation aims to illustrate how the paper's author, a former professor of practice at a federal UAE university, utilized Gibbs' Reflective Cycle to critically evaluate efforts to teach UAE nationals higher education effectively and "decolonize the curriculum." This methodological framework offers a sustainable pathway to interrogate and adapt educational policies, practices, and theories to be more in line with local culture and social norms, thereby cultivating an inclusive, equitable, and culturally responsive learning milieu. By sharing these reflections and subsequent strategic recommendations, the presentation seeks to contribute to a more sustainable global education system, where inclusion and equity become fundamental pillars. Highlighting the intrinsic link between decolonization and sustainability, the discussion aims to encourage a paradigm shift be made in educational practices. It will conclude with actionable insights that not only apply to the UAE but can also be adapted for broader, international contexts. This approach serves as a sustainable model that respects diverse cultural and epistemological traditions, paving the way for a more globally inclusive and equitable educational future.

Critical Thinking Acquisition in the Gulf: Lessons Learned from the Iraqi-Kurdish Context

Munirah Eskander & Hayfa Jafar, American University of Iraqi

Critical thinking (CT) has been identified as one of the most important skills students should cultivate in university. American-style universities in the Middle East in particular have proved pivotal in introducing and strengthening students' CT skills while further instilling citizenship values in youth (Ghabra and Arnold, 2007; Noori and Anderson, 2013). In Iraqi Kurdistan, the American University of Iraq – Sulaimani (AUIS) adopts a liberal arts philosophy to cultivate students' CT skills and improve their academic performance. However, most newly enrolled students at AUIS come from local schools, and many of them struggle to adjust academically. This research proposal aims to investigate the development of CT and reasoning skills among students studying at AUIS to ensure the achievement of AUIS's mission of assessing, developing, and advancing students' CT capabilities. In this study, semi-structured interviews were conducted with 17 students to examine their CT and reasoning skills after joining AUIS and 20 faculty members to enable them to reflect on their teaching practices and how they promote and assess students' CT skills in their classes. The findings suggest that there is no consistent, holistic approach to the

teaching or acquisition of CT skills at the university, whereby CT is emphasized only in some cases, thereby leading to varying levels of student acquisition and understanding. The lessons learned from the Iraqi-Kurdish context are reflected on to inform the understanding, teaching, and acquisition of CT in American-style universities in the UAE and wider Gulf region.

Gulf Region International Student Perspectives on American Gun Violence and Campus Shootings

Justin Adam Gelzhiser, Harvard University/Prince Mohammad Bin Fahd University (Saudi Arabia)

Even as countries in the Gulf region, such as Saudi Arabia, UAE, and Qatar continue to build and invest heavily in their institutions of higher education (IHE) with their respective 2030 Visions, international partnerships, study abroad opportunities, and citizens acquiring overseas degrees remain a vital part of their national educational interests. The USA, which is abundant in having a high number of quality IHE as well as hosting some of the world's most prestigious colleges and universities which offer specialized training programs that are often unavailable back at home, unsurprisingly continues to be a top location for Gulf area citizens to study overseas. Despite these great educational opportunities for international students in the United States, previous studies have shown how disproportionally high rates of gun-related incidences of violence and crime occurring both within and surrounding campus communities in the United States have left many foreign students apprehensive and in fear over their personal safety. However, no study to date has been conducted which looks in-depth at the lived experiences of Gulf area international students who have lived abroad in the United States and examined their perceptions, thoughts, and experiences regarding America's gun violence problem. This study will use a mixed methods approach to data collection and analysis. This includes a qualitative interpretative phenomenological analysis (IPA) design for 30 student participant interviews as well as a campus-wide survey sent to several Gulf area IHE. As Gulf countries remain some of the safest countries in the world including having few incidences of gun-related crimes, this study is of great importance for the mental health and well-being of Gulf area students as well as for international educational partnerships which remain strong between the United States and the Gulf region.

Education in Emergencies in Arab countries: From Humanitarian Perspective to Sustainable Solutions

Naima Al-Husban, Arab Open University, Abdeljalil Akkari, Geneva University

In the first part of the paper, we analyze education in emergencies in the Arab World. In fact, the Arab region is one of the most affected regions by wars, crises and emergencies all over the world. Palestine, Syria, Iraq, Yemen, Libya and Sudan are facing conflicts, waves of refugees and internally displaced people and are struggling to insure basic educational needs. As emergency situations are lasting years in these countries, we consider that thinking education in emergencies must be linked to more ambitious reforms in the whole education system. Solutions must be sustainable and able to improve learning outcomes and the pertinence of schooling.

In the second part of our paper, we focus on the case of Jordan. The country is considered one of the most countries that has received several fluxes of refugees from countries caught wars or instabilities like Palestine, Iraq, Syria, and Yemen. This situation of living in upheavals affects all aspects of the refugees' personalities specifically children, who after all of these years of being

homeless need education that based on catering for their needs, aspirations, bringing better future for them. To this end, they need educated and inspiring teachers and appropriate curricula that have been adapted in light of their needs, and to mitigate the learning loss due to the several breaks in their education. It is noticed that national educational authorities and other educational national and international institutions that try to provide education for refugees focused on the external factors that lead to education, but without doubt they overlooked the most important component that ensures learning happens, builds hope inside refugee's children, generate hopes there is a bright future waiting them. Teachers and curricula matter. This chapter tries to probe the current preparation of teachers of refugees, their perceptions of the appropriateness of curricula, and what professional development programs they need to play a crucial role for educating refugees for the future. In the third part, we conclude by presenting the potentialities of ICT (information communication Technology) to help building better schooling and pedagogies in emergencies situations in the Arab region, and how countries in the gulf region could lead education in emergencies from a mere temporary humanitarian response to a more sustainable perspective that ensure achieving some of the SDGs.

Organizational Conditions Contributing to Teacher Turnover in Private Schools of United Arab Emirates

Ambreen Mohammad, Middlesex University Dubai

This paper explores factors contributing to teacher turnover and job satisfaction in the United Arab Emirates (UAE). The study deployed a quantitative, cross-sectional survey design to examine organizational conditions influencing teacher turnover decisions and job satisfaction in UAE's private schools. Findings indicated that teachers perceived low support from leaders in student-related matters, professional recognition, professional goal advancement, involvement in decision-making, and collaborative culture. Teachers also perceived a high workload and a low work-life balance. These findings have implications for professional development programs for school leaders focusing on talent management strategies that enable supportive structures and professional collaboration opportunities while balancing teacher workload. Focusing on these factors can improve teachers' working conditions, satisfaction, and retention.

جلسة 6: ما بعد التعليم: التعليم المهني، وبرامج التدريب، والتحسين المستدام للجامعات

الريادة الاستراتيجية في الجامعات وتأثيرها في تحقيق جودة التعليم العالي بسلطنة عمان: دراسة تحليلية

يسرى بنت محمد بن سليم المغيري، جامعة السلطان قابوس

يعد قطاع التعليم العالي من القطاعات الحيوية الفاعلة التي تساهم في نمو الاقتصاد الوطني وتنمية الموارد البشرية، حيث يعتبر أهم المرتكزات الرئيسة لريادة التنمية الشاملة، بما يمثله من مكانة في إعداد الأطر الفكرية والعلمية والمهنية لمؤسسات المجتمع المختلفة، وتحسين القدرة التنافسية في الاقتصاد العالمي القائم على المعرفة بالاستثمار في رأس المال البشري وإنتاج المعرفة، وتقديم البحوث والابتكارات، ولذا من الضرورة الارتقاء بجودة مؤسسات التعليم العالي من خلال تبني مداخل فكرية، ومفاهيم إدارية حديثة ومنها مدخل الريادة الاستراتيجية، والذي يعرف بأنه 'رؤية موجهة بالاعتماد على مستوى المؤسسة في اتباعها للسلوك الريادي الذي يحقق لها المنافسة الناجحة في الاقتصاد العالمي من خلال التعرف بشكل هادف ومستمر على فرصة ريادة الأعمال واستغلالها، والالتزام باستدامة الابتكار كاستراتيجية بما يحقق جودة التعليم، ويتيح الاستجابة السريعة لمتطلبات التنمية المستدامة، تبعا لما أكدته التقارير العالمية الصادرة من المنتدى الاقتصادي العالمي (2018)، وبناء عليه سعت الدراسة الحالية إلى توضيح مفهوم الريادة الاستراتيجية، وأبعادها كما رصدها الباحثون في دراساتهم وأبحاثهم، استقراء جودة التعليم العالي، وشروط ضمان جودته، والكشف عن تأثير الريادة الاستراتيجية في تحقيق جودة التعليم العالي، والتوصل إلى مجموعة من التوصيات والمقترحات التي تساهم في تفعيل تأثير الريادة الاستراتيجية بأبعادها في جودة التعليم العالي بما يحقق التنمية المستدامة، وتم استخدام المنهج الوصفي التحليلي من خلال استقراء محتوى الأدبيات والدراسات السابقة.

تمكين التربويين لتعزيز التعليم المستدام في دول الخليج العربي

يحيى الرمامنة، كلية الإمارات للتطوير التربوي

مقترح بحثي مكرس لتعزيز تدريب المعلمين في منطقة الخليج لتعزيز نمو التعليم المستدام. على الرغم من التقدم الجدير بالثناء الذي أحرزته دول الخليج نحو تحقيق أهداف التنمية المستدامة من خلال إصلاح التعليم، لا يزال من الضروري التركيز على إعداد المعلمين؛ لتأثيرهم الواسع في تشكيل النظام المدرسي وبناء الأفراد لمستقبل مستدام.

تهدف هذه الورقة إلى إجراء مراجعة منهجية للأدبيات الموجودة حول التعليم المستدام وتدريب المعلمين في الخليج، حيث ستحدد المراجعة على وجه التحديد التحديات والثغرات في برامج تدريب المعلمين الحالية والتحقيق في العوامل التي تؤثر على مشاركتهم في مبادرات التطوير المهني المتعلقة بالاستدامة.

علاوة على ذلك، سيتعمق البحث في دراسة متعمقة للأطر والسياسات السائدة التي تحكم التعليم المستدام وتدريب المعلمين في منطقة الخليج لتحقيق أهدافها. ومن خلال التحليل الدقيق وتوليف الأدبيات ذات الصلة، حيث ستقدم الدراسة توصيات قيمة لتعزيز برامج تدريب المعلمين في الخليج، مع التركيز على دعم مساعي التعليم المستدام. بالإضافة إلى ذلك، سيحدد البحث المجالات المحتملة للاستكشاف والتحقيق في المستقبل في هذا المجال.

التحديات التي تواجه إدارة الابتكارات في مؤسسات التعليم العالي العمانية من وجهة نظر طلبة الشركات الطلابية والمشاريع البحثية

مرهونة بنت حمد بن سالم المقبالية، جامعة السلطان قابوس

تهدف الدراسة إلى التعرف على واقع إدارة الابتكارات في مؤسسات التعليم العالي العمانية، وأبرز التحديات التي تواجه طلبة الشركات الطلابية والمشاريع البحثية. ولتحقيق أهداف الدراسة تم استخدام المنهج الوصفي بأسلوب البحوث النوعية الظواهرية، من خلال إجراء مقابلات مع 22 من قادة الشركات الطلابية والمشاريع البحثية و8 من أعضائها؛ الذين ينتسبون إلى جامعتين حكوميتين، وثلاث من الجامعات الخاصة. أسفرت النتائج عن وجود جهود من قبل مؤسسات التعليم العالي العمانية لإدارة الابتكارات، مع ذلك كشفت النتائج عن ضعف آليات المتابعة لعمليات الابتكار وإدارته ، مع قلة التنسيق بين مؤسسات التعليم العالي والجهات ذات الصلة، وقلة الدعم المالي المقدم للشركات الطلابية والمشاريع البحثية المشاركة في المسابقات باستثناء المبالغ التشجيعية من بعض الجامعات ، كما تطرق المشاركون لقلة الاهتمام بمتابعة الشركات الطلابية بعد الانتهاء من المسابقات. استعرض المشاركون جملة من التحديات التي تواجههم وتؤثر على سير الشركات والمشاريع ومنها : التحديات الشخصية، المتصلة بالمنتج، الأفكار البحثية، الموارد البشرية، السياسات والقوانين، الموارد المالية والتمويل، الإجراءات وآليات التنسيق، التحديات المجتمعية، صناع القرار. اقترح المشاركون مقترحات عدة منها ما هو عام ومنها ما هو خاص بالحاضنات والمسابقات، وبالجامعات، ومنها: إيجاد مظلة للشركات الطلابية والمشاريع البحثية في الجامعات، مع وضع سياسات وقوانين استثنائية خاصة بالطلاب المبتكرين، وأصحاب المشاريع البحثية، وتوفير الدعم بمختلف أنواعه، وأن تعمل الجامعات على أن تكون حلقة وصل بين أصحاب المشاريع الطلابية وبين الجهات الأخرى والمستثمرين، ووضع آلية لاقتراح الأفكار الابتكارية والبحثية من قبل الجهات الأخرى ذات الصلة، مع تبني الأفكار وتوفير المختصين والاستشاريين بصورة رسمية.

إدارة تنوع الموارد البشرية: منظور للتحسين المستدام بمؤسسات التعليم العالي

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تعتبر إدارة تنوع الموارد البشرية أمرًا حيويًا لمؤسسات التعليم العالي، ومدخلا مهما لتحسين الأداء المستدام بمؤسسات التعليم العالي، إذ تمثل عملية إدارة الأفراد وبخاصة الأكاديميين وبشكلٍ شامل، إلى تحقيق التنوع والشمول في هذه المؤسسات مما يحقق ضمان التعليم الجيد. وتشير هذه الإدارة إلى ضرورة الحفاظ على التوازن بين التنوع والتميز فيما يتعلق بمعايير العمل، مما يضمن تحسين المستويات المهنية والأكاديمية في مؤسسات التعليم العالي. وعليه هدفت هذه الدراسة إلى إدارة تنوع الموارد البشرية بمؤسسات التعليم العالي من منظور للتحسين المستدام بها، من خلال إدارته بشكل فاعل وموّجه، كون رأس المال البشري يعد من أهم موارد هذه المؤسسات. ولتحقيق هدف الدراسة أعتمدت منهجية التحليل الفلسفي، بوصفها منهجية ملائمة للمعالجة الفلسفية لقضية البحث من خلال توضيح المفاهيم ودراسة الأفكار الأساسية، والمعايير الموضوعية المناسبة لكل منها. وجاءت أبرز نتائج هذه الدراسة التحليلية أن توظيف تنوع الموارد البشرية بشكل فاعل وموّجه يحتاج إلى إدارة واعية تحيّد جميع سلبياته لتستفيد من إيجابياته؛ بحيث تحقق أعلى استفادة من هذا التنوع في تجويد التعليم، وجعل بيئة العمل جاذبة وتحافظ على أفضل الموارد البشرية من خلال العدالة وعدم التمييز وانتخاب العنصر الأفضل في بيئة العمل. ومن أبرز التوصيات انه على مؤسسات التعليم العالي إعادة الهيكلة التنظيمية لبنيتها؛ إذ يتطلب ذلك إدخال تعديلات على مستوى اللوائح والتشريعات التي تحكم مؤسسات التعليم العالي، حيث يتطلب إدخال قطاع لإدارة تنوع الموارد البشرية في الهيكل التنظيمي لمؤسسات التعليم العالي يحدد الجوانب الإدارية المختلفة التي تنظم عمل هذا القطاع والقوى البشرية وتوصيفاتها ومجالات العمل فيها بحيث تكون ضلعًا مهما وركنًا أساسيًا في بنيان الهيكل التنظيمي بمؤسسات التعليم العالي، ويتم تفعيل دورها في إطار فلسفة ومبادئ إدارة التنوع. والعمل على تفعيل استراتيجيات إدارة التنوع، كاستراتيجية خلق الوعي بأهمية التنوع، واستراتيجية خلق بيئة عمل تناسب كافة العاملين، استراتيجية منع أي تحيز أو تمييز داخل المؤسسة

Panel 7: Electrifying Education: Utilizing Artificial Intelligence to Promote Sustainable Learning

Artificial Intelligence as a Tool for Accelerating Progress towards the Achievement of SDG 4 Quality Education

Alsaeed Saad Alshamy, Sultan Qaboos University

Artificial intelligence (AI) is a powerful and transformative technology that can enhance the quality and accessibility of education, accelerate progress towards the achievement of Sustainable Development Goal 4 (SDG4) and reduce learning poverty. AI has the potential to revolutionize the landscape of education through enabling personalized and adaptive learning, improving learning outcomes and efficiency, facilitating access to education for marginalized and disadvantaged groups, and fostering innovation and creativity. However, as with any new technology, AI presents both promises and challenges that must be addressed for its full potential to be realized. AI poses notable challenges and risks for education, such as ethical, legal, social and pedagogical issues, along with potential threats to human dignity, rights and values. AI may create new forms of inequality, discrimination and exclusion, undermine the role of teachers and human interaction, violate privacy and data protection, and affect the quality and relevance of education. This paper explores the opportunities and challenges of AI for education in relation to SDG4 and learning poverty, and provides some recommendations for policy makers, educators and researchers to harness the potential of AI while mitigating its negative impacts. The paper also suggests some areas for further research on AI and education, such as developing ethical standards and guidelines for AI in education, enhancing teacher capacity and agency in using AI tools, ensuring data quality and security, promoting digital literacy and critical thinking skills among learners, and evaluating the impact and effectiveness of AI interventions on learning outcomes and equity.

How Can Artificial Intelligence and Personalized Education Help Develop Sustainable Competencies?

Sosil Somokian, Box Hill College Kuwait

Sustainable development is a complex and multifaceted concept that requires a deep understanding of environmental, social, and economic issues. According to research, developing sustainable competencies among learners can best be achieved through multidisciplinary curricula, project-based learning approach and personalized education. The emergence of Artificial intelligence helped schools and colleges develop personalized curricula and implement those effectively, because such tools and platforms help provide tailored learning experiences to learners, promoting their critical thinking, creativity, encouraging innovative and problem-solving attitudes and helping students gain hands-on experience. Through personalized learning, students also develop empathy, respect, and appreciation for other people and the environment. The session will examine examples of successful programs (16-week tech labs, Alt schools etc.) that use AI tools to analyze student data such as performance, interests, learning styles and experiences and develop curricula that align with students' individual needs and preferences, leading to the selection of resources that help students learn while staying engaged and motivated. Such tools also facilitate adaptive and differentiated learning, by adjusting the difficulty and pace of the learning experience to the

student's progress, ensuring that learners are challenged but not overwhelmed. They also support student learning through automated assessments and feedback that align with each student's learning goals and abilities. Smart content, learning analytics, adaptive learning platforms, chatbots, and recommendation engines are some of the AI tools used in creating personalized curricula. This session will present examples of each and provide insights on how these could be integrated into existing curricula to develop sustainable competencies.

The Impact of ChatGPT on Higher Education

Juan Dempere, Higher Colleges of Technology

The fundamental purpose of the proposed presentation is to provide a qualitative analysis of the impact of AI-based chatbots like ChatGPT on higher education institutions (HEIs) by conducting an exploratory review of the existing literature. The analysis will examine whether AI-based chatbots can be used to improve learning experiences, as well as their potential harmful effect on the educational process. Furthermore, the study will explore possible solutions to prospective issues related to AI-based chatbots adopted by HEIs. Ultimately, the presentation will examine the existing literature on the current state of AI-based chatbot technology and the potential implications of its academic use in the future. The presentation will explain the development of AI-based tools such as ChatGPT, which increases the likelihood of replacing to some extent human-based teaching experiences with low-cost chatbot-based interactions. This possibility may result in potentially biased teaching and learning experiences with reduced human connection and support. We also provide secondary source evidence that the adoption of AI-based technologies like ChatGPT can provide many benefits to HEIs, including increased effectiveness on student services, admissions, retention, etcetera, in addition to significant enhancements on teaching and research activities. The presentation will also cover the risks involved in adopting this technology in the education sector are also significant, including sensitive issues such as privacy & accessibility concerns, unethical use and data collection, misinformation, technology overreliance, cognitive bias, replacement of human interaction, etcetera.

Evaluating Teachers' Strategies for Classroom Technology Implementation in Sharjah, UAE

Heba Nuseibah, Sharjah Education Academy, Lawrence Meda, Sharjah Education Academy

The research project will examine how teachers in Sharjah, United Arab Emirates, are using technology to improve the learning experiences of their students in both classroom and non-classroom settings. In today's fast-paced world, the role of educators is evolving, and embracing emerging technologies will become essential in preparing students for success in the 21st century. The purpose of this study will be to evaluate the strategies that teachers are employing to effectively integrate technology into their teaching practices. Specifically, the study will aim to understand how teachers will use technology in innovative ways to transform the learning experiences of their students. The researchers will utilize the SAMR model as a guiding framework, which categorizes technology integration into four levels: substitution, augmentation, modification, and redefinition. This model will help assess the depth and impact of technology use in teaching. To gather insights, the study will adopt a qualitative case study approach within an interpretive paradigm. Thirty teachers will be purposively selected to share their experiences and showcase instances where they creatively incorporate different technologies into their teaching. Data

collected from these teachers will then be analyzed using content analysis techniques. The preliminary findings are expected to indicate a significant shift in teaching practices towards innovative technology use, and this study will be vital in recognizing the evolving role of educators and their impact on student preparedness for the 21st century. This research is necessary because it will shed light on the evolving role of educators in a technology-driven world. It will highlight the importance of equipping teachers with the skills and knowledge needed to leverage emerging technologies effectively. Furthermore, the study will underscore the transformative potential of technology in education, emphasizing that it goes beyond simply using digital tools—it involves rethinking how we teach and how students learn. In a rapidly changing global landscape, this research will contribute to the ongoing dialogue about best practices in education, ensuring that students are well-prepared to thrive in the digital age.

Integration of Sustainability into GCC Higher Education Policy, Practice, and Programs

Sajida Shroff, Altamont Group

Our discussion on approaches for integrating sustainability into GCC Higher Education[1] policies, practices and programs will include: Understanding Education for Sustainable Development; Current status of GCC sustainability in education; Highlighting importance of Integrating Sustainability in HEIs; How HEIs can integrate SDGs into their curriculum, campus operation, innovation, idea incubation and creation of startups that cater SDG goals; Stakeholder roles in influencing sustainable practices in education, e.g., policy makers, institutions, teachers etc.; Highlight global best practices integrating sustainability in HEIs and lessons learned; How this approach creates a win-win situation across the GCC and for SDGs; and Strategies to integrate sustainability through policies, programs and practices. Our analysis revealed that HE in the GCC countries has developed rapidly over the last ten years. However, sustainability education has not been formally included in the education ecosystem, particularly within policy and curriculum. Research also identified the need to integrate sustainability across all subjects and to provide professional development so that ESD is emphasized across the GCC. It was concluded that in many institutions, sustainability training is restricted to courses, is segregated from the study, and is not connected with sustainable campus operations. Thus, sustainability is often addressed in isolation. Therefore, it is important to identify approaches that integrate sustainability studies into curricula, and HE policy to help bridge the gap between theory and practice; and most importantly enhance students' understanding of the importance of implementing sustainable practices across the GCC.

<u>جلسة 8: التعلم الإلكتروني والاقتصاد الرقمي: الاستفادة من التكنولوجيا لتحقيق التعليم المستدام</u>

الذكاء الاصطناعي ودوره في إصلاح التعليم الجامعي تحقيقاً لأهداف التنمية المستدامة

مشاعل عوض محمد الصيعري، جامعة التقنية والعلوم التطبيقية

يعيش العالم اليوم مرحلة انتقالية بالغة الأهمية مع التطورات الهائلة في الذكاء الاصطناعي والتحولات الرقمية المتسارعة، والتي تتميز بمتغيرات نوعية غير مسبوقة تجسدت في التطور الهائل للعديد من التقنيات؛ التي أثرت بشكل فعال في تطوير التعليم الجامعي وإحداث التغييرات فيه، وقد أكدت العديد من الدراسات والتقارير العالمية على أهمية دور تطبيقات الذكاء الاصطناعي في تطوير وتحسين التعليم الجامعي ليستجيب لمتطلبات التنمية الشاملة المستدامة والاستعداد للمستقبل. ومن هذا المنطلق جاءت هذه الدراسة لتجيب عن الأسئلة التالية: ما دور الذكاء الاصطناعي في اصلاح التعليم الجامعي الخليجي تحقيقاً لأهداف التنمية المستدامة؟ وما أهم الفرص التي تمتلكها الجامعات في توظيف الذكاء الاصطناعي لتحسين التعليم الجامعي؟وما أهم التحديات التي تواجهها الجامعات لتطوير توظيف الذكاء الاصطناعي في تحسين التعليم الجامعي؟ وما المقترحات لتعزيز توظيف الذكاء الاصطناعي في التعليم الجامعي تحقيقاً للتنمية المستدامة؟ وللإجابة عن أسئلة الدراسة، استخدمت الدراسة المنهج الوصفي من خلال مراجعة الأدبيات والدراسات ذات العلاقة. وأظهرت نتائج الدراسة الدور الفعال للذكاء الاصطناعي في تحسين جودة التعليم الجامعي ورفع جاهزيته للمستقبل. وكذلك كشفت النتائج عن أهم الفرص لتطوير توظيف الذكاء الاصطناعي كالموقع الاستراتيجي، الانفتاح الرقمي، الاستقرار السياسي، التوجه العالمي للذكاء الاصطناعي التحديات في هذا الجانب وتتمثل في ضعف البنية التحتية، قلة الوعي بتوظيف هذه التقنيات، والتحديات المادية، قلة الخبراء المختصين، وقلة توظيف تقنيات الذكاء الاصطناعي في المناهج التعليمية. وعرضت نتائج الدراسة عدد من المقترحات تطوير السياسات التعليمية الداعمة لاستخدام هذه التقنيات، وتوظيف الذكاء الاصطناعي في البرامج التعليمية والبحثية، توفير الدعم المادي لجلب وتوظيف التقنيات، وإعداد ميثاق أخلاقي لتنظيم توظيف الذكاء الاصطناعي.

قيادة المدير وعلاقتها بالتزام المعلمين بالتغيير نحو التعليم الإلكتروني في المدارس الحكومية بسلطنة عمان

منى خميس راشد العلوية، جامعة السلطان قابوس

يشـــهد العصر الحالي تطورات معرفية وتكنولوجية متعددة وتغيرات متسارعة ، لذا ينبغي على المؤسسات مواكبة تلك التغيرات والتطورات السريعة من أجل البقاء والاستدامة؛ ولذلك أولت المنظمات الفاعلة الحديثة اهتمامًا شـديدًا بالمـوارد البشرية، مما يؤكد حاجة المؤسسات التعليمية إلى إدارة مدرسية فاعلة وداعمة وقادرة على التكيف مع تلك التغيرات وقيادة المجتمع المدرسي للنهوض بالعمل التربوي وتطويره بما يحقق أهداف التنمية المستدامة، لذا هدفت الدراسة إلى تحديد درجة ممارسة مديري المدارس لنمط القيادة التمكينية بالمدارس الحكومية بسلطنة عُمان، وكذلك درجة التزام المعلمين بالتغيير نحو التعليم الالكتروني في هذه المدارس، ومن ثم البحث في تأثير قيادة المدير في التزام المعلمين بالتغيير نحو التعليم الإلكتروني. ولتحقيق أهداف الدراسة تم استخدام المنهج الوصفي بمنحى البحوث الكمية، باستخدام أسلوب النمذجة بالمعادلة البنائية لتحليل البيانات المُجمعة من عينة من المعلمين والمعلمات(ن=540) في المدارس الحكومية بسلطنة عُمان، وقد توصلت الدراسة إلى أن مديري المدارس بسلطنة عُمان يُمارسون القيادة التمكينية بدرجة مرتفعة، كما كشفت النتائج عن التزام المعلمين بالتغيير نحو التعليم الإلكتروني بدرجة مرتفعة، من جانب آخر كشفت الدراسة عن وجود تأثير إيجابي لقيادة المدير في التزام المعلمين بالتغيير نحو التعليم الإلكتروني في المدارس الحكومية بسلطنة عُمان. وخرجت الدراسة بمجموعة من التوصيات منها: طرح برامج تدريبية لتعزيز ممارسات مديري المدارس الحكومية للقيادة التمكينية الموجهة لتعزيز التزام المعلمين بالتغيير نحو التعليم الالكتروني. يشـــهد العصر الحالي تطورات معرفية وتكنولوجية متعددة وتغيرات متسارعة ، لذا ينبغي على المؤسسات مواكبة تلك التغيرات والتطورات السريعة من أجل البقاء والاستدامة؛ ولـذلك أولـت المنظمات الفاعلة الحديثة اهتمامًا شـديدًا بالمـوارد البشـرية، مما يؤكد حاجة المؤسسات التعليمية إلى إدارة مدرسية فاعلة وداعمة وقادرة على التكيف مع تلك التغيرات وقيادة المجتمع المدرسي للنهوض بالعمل التربوي وتطويره بما يحقق أهداف التنمية المستدامة، لذا هدفت الدراسة إلى تحديد درجة ممارسة مديري المدارس لنمط القيادة التمكينية بالمدارس الحكومية بسلطنة عُمان، وكذلك درجة التزام المعلمين بالتغيير نحو التعليم الالكتروني في هذه المدارس، ومن ثم البحث في تأثير قيادة المدير في التزام المعلمين بالتغيير نحو التعليم الإلكتروني. ولتحقيق أهداف الدراسة تم استخدام المنهج الوصفي بمنحى البحوث الكمية، باستخدام أسلوب النمذجة بالمعادلة البنائية لتحليل البيانات المُجمعة من عينة من المعلمين والمعلمات(ن=540) في

المدارس الحكومية بسلطنة عُمان، وقد توصلت الدراسة إلى أن مديري المدارس بسلطنة عُمان يُمارسون القيادة التمكينية بدرجة مرتفعة، كما كشفت النتائج عن التزام المعلمين بالتغيير نحو التعليم الإلكتروني بدرجة مرتفعة، من جانب آخر كشفت الدراسة عن وجود تأثير إيجابي لقيادة المدير في التزام المعلمين بالتغيير نحو التعليم الإلكتروني في المدارس الحكومية بسلطنة عُمان. وخرجت الدراسة بمجموعة من التوصيات منها: طرح برامج تدريبية لتعزيز ممارسات مديري المدارس الحكومية للقيادة التمكينية الموجهة لتعزيز التزام المعلمين بالتغيير نحو التعليم الالكتروني

الاقتصاد الرقمي في قطاع التربية والتعليم ودوره في تحقيق التنمية المستدامة

سلمان بن سلوم بن خميس الهنائي، جامعة السلطان قابوس

الملخص: هدفت الدراسة إلى تسليط الضوء على مفهوم الاقتصاد الرقمي في قطاع التعليم، ودوره وأهميته في تحقيق أهداف التنمية المستدامة، والخروج بمجموعة من التوصيات من أجل تفعيله في قطاع التعليم في سلطنة عمان. تم استخدام المنهج النوعي، وتحليل محتوى عدد من الدراسات والوثائق ذات الصلة بالموضوع. توصلت الدراسة إلى مجموعة من النتائج أهمها:التأكيد على دور الاقتصاد الرقمي كأحد العوامل في تحقيق أهداف التنمية المستدامة، يعد التعليم المرتكز والمنطلق الأساسي للاقتصاد الرقمي، تؤدي تكنولوجيا المعلومات والاتصالات دورًا هاما في تسريع وتيرة التقدم في تنفيذ أهداف التنمية المستدامة للأمم المتحدة، يكمن دور الاقتصاد الرقمي في تحقيق الهدف الرابع "التعليم الجيد" من خلال تزويد النشء بالمهارات الرقمية اللازمة التي تؤهلهم لمواكبة متطلبات سوق العمل، وتدفع بهم نحو الابتكار التكنولوجي. يبذل قطاع التعليم جهودا مقدرة لتفعيل الاقتصاد الرقمي وتنمية مهارات المستقبل لدى الطلبة بما يضمن تخريج كوادر بشرية مبدعة ومبتكرة للتكنولوجيا، يمكن تفعيل الاقتصاد الرقمي في التعليم من خلال:الإبداع والإبتكار والريادة والإستثمار التكنولوجي، كما حددت الدراسة أهم متطلبات تفعيل الاقتصاد الرقمي: التحول الرقمي، خطط الاستثمار التكنولوجي، إعادة هندسة العمليات، تطوير منظومة السياسات والتشريعات الممكنة، تحديث الأنظمة الهيكلية، البنية التحتية التكنولوجية، والقرار الاستراتيجي.بالإضافة إلى:تعديل الخطة الدراسية وتضمين مواد دراسية للتكنولوجيا، توفير مختبرات وأنشطة لدعم الابتكار، تحفيز ودعم المبتكرين وتشجيع الاستثمار التكنولوجي. كما أشارت الدراسة إلى مجموعة من التحديات التي تواجه تفعيل الاقتصاد الرقمي أهمها: ضعف تركيز النُظُم التعليمية على التفكير النقدي والإبداع وحل المشكلات، عدم ملاءمة الأطر والهياكل التنظيمية والقانونية. أوصت الدراسة باعتماد إستراتيجيات وطنية رقمية لتحسين البحث والتطوير والابتكار، ولتفعيل الاقتصاد الرقمي في قطاع التعليم للوصول الى تحقيق أهداف التنمية المستدامة

استدامة التعليم الإلكتروني المدرسي في سلطنة عُمان وفق إطار المحصلة الثلاثية TBL

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ملخص البحث تُعد مفاهيم التعليم والاستدامة من المفاهيم المتداخلة والمنتشرة على نطاق واسع في العالم الحديث، إذ إنَّ استدامة النُظُم التعليمية تكفل جودةَ التعليم حالياً ومستقبلاً من جهة، ومن جهةٍ أخرى فإن كفاءة النظُم التعليمية لها تأثير مباشر في تنمية وبناء العنصر البشري وصقل معارفه، والتي تعدُّ من أهم دعائم استدامة جوانب التنمية الأخرى: الاقتصادية، والاجتماعية، والبيئية، ومع أهمية رفع كفاءة النظُم التعليمية وتأثيرها المباشر على التنمية الكلية للمجتمعات بجانب التنمية الاقتصادية والاجتماعية والبيئية، تبرز أهمية الاستثمار الأمثل في التقنية التي تدعم العملية التعليمية، إذ تشكل تقنية المعلومات والاتصالات إحدى أهم مكونات التعليم الحديث، ويمكن أن تُسهم بقدر كبير في تحقيق أهداف التعليم، ومن المهم الإشارة كذلك إلى أن من أهم أوجه الاستدامة التي يدعمها التعليم الإلكتروني هي التعلم مدى الحياة من خلال اعتماد بعض أشكال التعليم الإلكتروني على التعلم الذاتي لدى المتعلم وتهدف هذه الدراسة التي توظف إطار المحصلة ؛ ؛ والمتضمن للأبعاد الاجتماعية والبيئية والاقتصادية إلى تسليط الضوء على (The Triple Bottom Line, TBL)الثلاثية للاستدامة التعليم الإلكتروني المدرسي بسلطنة عمان في ضوء هذا الإطار. ومن القراءة الاولية في الدراسات التي تناولت دور التعليم الإلكتروني في استدامة نُظُم التعليم، يتضح أن دمج موضوعات الاستدامة مع التدريس من خلال الأبعاد الجديدة التي يوفرها التعليم الإلكتروني مقارنة بالتعليم التقليدي يزيد من دافعية الطلبة للدراسة، حيث يُعتقد أن هذا النوع من التعليم يرفع استعداد الطلبة للدراسة من خلال ما يتوفر لهم من مرونة، ومواكبة للمستجدات، وإنشاء طرق جديدة للتعليم، وإتاحة الفرصة لهم لحل المشكلات عبر الوسائط التقنية، عليه من المهم أن يتوفر نموذج تعليمي يتواكب مع التطور التدريجي للفرد والمجتمع ويواكب التحولات العالمية في الحياة الاجتماعية والاقتصادية وهو ما قد يوفره التعليم الإلكتروني المستدام

Day 2: Presentation Abstracts

Panel 10: Policies, Practices and Impact: Education for Sustainable Development in Qatar

Education is not only a powerful tool for preparing individuals for the workplace and building capacity among populations, it is also central as a process for transmitting the skills, knowledge, and values to individuals and shaping society. For this reason, Qatar has been attempting to reform its educational system to create a dynamic, local workforce and prepare their citizens for the competitive global market for higher education and jobs, whilst preserving the country's values, tradition and language. In this context, Sustainable Development Goals Education (SDGED) symbolizes an opportunity through which Qatar can transform from resource-reliant to a knowledge-based society and ensure its long-term economic prosperity. This panel explores the multiple intersections, contestations and dimensions of educational policy changes, privatization initiatives, localization efforts and SDGED in Qatar.

The Development of the Education System in Qatar: Assessing the Intended and Unintended Impacts of Privatisation Policy Shifts

Hira Amin and Logan Cochrane, Hamad bin Khalifa University

It begins with a paper on the overview of the Qatar educational system and policy shifts in recent years. Through quantitative longitudinal analyses based on tabulating detailed government reports from 2010 onwards it aims to investigate the impact of recent policies, particularly the push for privatization. It includes a discussion on how this is transforming society in relation to identity, local/global citizenship, language, gender, cultural values, higher education choices and job opportunities.

Qatar National Vision 2030: Envisioning Sustainable Development for the Nation through Education

Tasneem Amatullah, Emirates College for Advanced Education

The second paper then moves onto specifically exploring SDGED and global citizenship education (GCED) in the Qatar National Vision 2030 and the educational landscape from Kindergarten to higher education. It explores the critical role and potential of SDGED and GCED to Qatar's overall national development.

Ecosystems for Sustainability Education

Duygu Server and Evren Tok, Hamad bin Khalifa University

The third paper then moves beyond traditional educational institutes by mapping and assessing the entire SDG ecosystem in Qatar. Based on a quantitative analysis of literature, the paper uncovers the major actors in promoting SDGED, encompassing formal, non-formal and informal spaces, fluid boundaries, biotic and abiotic elements. These findings inform the wider debates on effective integration of SDGs in educational systems and general governing principles as well as implications for policies and practice.

Applying Values-Based Education for Sustainability - Moving from Theory to Lesson Plans

Alina Zaman and Logan Cochrane, Hamad bin Khalifa University

The fourth and final paper examines a case study on the contextualization of values-based sustainability education in Qatar. This paper presents the findings of ongoing research on the integration and localization of values-based education, shedding light on Islamic values as they are applied in an international environmental school certification program. This study seeks to draw on the experience learned from this initiative by sharing insights regarding the processes of localization and integration, as well as shares lessons of implementation.

Panel 11: Sustainable Systems: The Pursuit of Improved Educational Quality, Efficiency, and Change

School Efficiency in Kingdom of Saudi Arabia: An Analysis using PISA 2018 Dataiency

Asma Alnuwaysir, Taibah Unversity

Improving the quality of education is a crucial goal of education reform, and analyzing efficiency is one of the essential factors in achieving this. Quantitative indicators provide a realistic diagnostic picture of the educational system, which helps knowing the strengths to enhance, and the deficiencies to address. This study aims to provide evidence to support policy-making for enhancing the efficiency of Saudi public education by analyzing the international assessment data (PISA2018). Using a non-parametric method "Data Envelopment Analysis" (DEA), this study aims to measure the relative efficiency of schools in Saudi Arabia. The analysis, which is based on an output-oriented model with two-stage double bootstrap, found that the average technical efficiency of schools is 84%. However, the results also reveal that there is still a 16% room for improving performance or educational outputs by optimizing resource utilization. The second stage of the DEA analysis aims to identify the determinants of efficiency. It involved exploring the relationship between efficiency scores and various contextual and environmental factors. The study revealed that four factors - gender, grade retention, student sense of belonging, and teacher participation in professional development - directly influence the efficiency of schools. Overall, the study provides valuable insights into the factors that impact school efficiency and can help guide policymakers in making informed decisions to improve the quality of education,

Developing a Model Integrating Leading Change for Sustainability in Kuwaiti Schools: A Delphi Study

Ayeshah Ahmed Alazmi, Kuwait University

Sustainability education is crucial for preparing students to become responsible and informed global citizens who can contribute to creating a sustainable future. In Kuwait, as in many other countries, educational leaders are facing the challenge of incorporating sustainability into the curriculum and school operations. This paper proposes a framework for leading change for sustainability in Kuwaiti schools based on the Delphi technique. The Delphi technique is a method for eliciting and refining expert opinions through iterative rounds of questionnaires. The study was conducted with 12 educational experts from Kuwaiti schools, who participated in four rounds of questionnaires. The proposed framework includes four key components: (a) setting a vision for sustainability, (b) building a culture of sustainability, (c) integrating sustainability into the curriculum, and (d) implementing sustainable practices in school operations. The paper also discusses practical strategies and recommendations for educational leaders to implement the framework in their schools, such as promoting teacher professional development, creating partnerships with community organizations, and engaging students in sustainability projects. Finally, the paper concludes with a discussion of the potential benefits of leading change for sustainability in Kuwaiti schools, including enhanced student learning outcomes, improved environmental stewardship, and increased community engagement.

The Impact of Total Quality Management on Development Sustainable Higher Education in Iraq

Jaafar Naser Abdulridha, Kerbala University- College of Law

The study was conducted in order to identify the imagine of administrative leadership in higher education from the concept of total quality management, and the effect of the availability of its dimensions, the elements of sustainable development (equity, empowerment, good management and accountability, and solidarity) in determining the efficiency of the graduates, and determine the importance of student satisfaction, and increase their confidence, and improve sort college locally and regionally, and to increase its share in the market, and to achieve full employment. The study used two types of questionnaire forms; the first related to the dimensions of Total Quality Management, the second is dedicated elements of sustainable development. The results showed that there is a significant effect of the overall dimensions of total quality management (continuous improvement, focus attention on customers, administrative leadership, the full participation of employees, decision-making and learning and training) on the overall elements of sustainable development, there is a significant effect of the dimensions of TQM each individually in the elements sustainable development, as seen through administrative leadership in higher education. The study recommends the need for the adoption of administration in higher education philosophy of total quality management and applied to meet the challenges of severe business environment, characterized by development of scientific express way, and strengthening the role of continuous improvement in educational services, in terms of commitment to providing high-quality services, and encourage creativity and innovation, and its commitment to training and education continuous, also development plans and long-term strategies to identify market needs and desires of the students, and the use of rewards and incentives for employees to encourage them to provide better quality, and sustainable development in maintaining on all the resources available to them and use it optimally.

Planning for Sustainability: How the 'Forum for Open Research in MENA' is Supporting the Region's Tertiary Education and Research Communities

Emily Choynowski, Knowledge E

The Forum for Open Research in MENA (F.O.R.M.) is a new non-profit membership initiative supporting the region's research libraries in the development and implementation of open science policies and practices. We believe that open science is vital for the sociocultural and economic development of the Arab world, and we therefore want to place accessibility at the heart of scientific and research ecosystems and support the evolution of strong, sustainable, and inclusive research infrastructures. Our mission is therefore to empower research communities and institutions across the Arab world by nurturing a collaborative regional community, encouraging the exchange of actionable insights and generation of accessible resources, and supporting the development of practical policies relating to the implementation of open science. We also seek to address structural inequities relating to the accessibility and visibility of the region's research outputs, especially Arabic-language research. This presentation will provide an overview of the current situation, including the unique challenges faced by research institutions in this region, and

then outline some of the key solutions and strategies which F.O.R.M. is working on to address these challenges and support the region's libraries in their transition to more accessible, sustainable and inclusive research and education models. These pillars of activity align with UNESCO's broader Open Science Recommendations but reflect the specific needs of the Arab world.

Leveraging Gender Equity through Integrating Sustainable Development Goals Education in the GCC

Tasneem Amatullah, Emirates College for Advanced Education, Martina Dickson, Emirates College for Advanced Education

Gender equity is a critical component of sustainable development, and empowering women is essential for achieving inclusive and equitable societies. The GCC countries have made remarkable progress in various aspects of development. However, where gender disparities persist, they may hinder the full realization of sustainable development in the region. We explore the potential of integrating Sustainable Development Goals Education (SDGED) within schools as a strategy to leverage gender equity in the Gulf Cooperation Council (GCC) countries. In this presentation, we will lay out a broad contextual analysis of gender disparities in education in the GCC countries and then shed light in relation to the UAE context, focusing on key challenges and opportunities. We will discuss the existing gender gaps in education and highlight the potential benefits of addressing these disparities. Drawing from evidence-based practices globally, we will explore existing and possible future strategies and approaches to effectively integrating SDGED within schools for promoting gender equity in the GCC countries. These strategies may include revising curriculum frameworks, training teachers and leaders on gender-responsive pedagogy, enhancing community engagement, and leveraging technology for inclusive education. Finally, we will highlight the importance of multi-stakeholder collaboration in leveraging gender equity through integrating SDGED on a national level. The roles of educational institutions and governments in driving policy reforms and promoting awareness and advocacy for gender equality and sustainable development will be discussed.

Panel 12: Comparison, Competition, and Sustainability: International, Regional, and Local Experiences in Education

Building a Diverse Sustainable Development Goals (SDG) booklist for Children.

Rhoda Myra Garces-Bacsal, Najla Mohamed AlOwais, Noora Anwahi, & Mariam Al Jaberi, United Arab Emirates University

This presentation aims to provide an overview of deliberately-curated outstanding diverse picture-book titles published in the region and around the world that feature the 17 United Nations Sustainable Development Goals (SDGs) as well as three additional themes (imaginative and creative play, the celebration of the UAE, and family bonds). The process of curating the picture books was undertaken through library visits across the Emirates, and by analyzing the content of picture books in relation to the aforementioned themes, as well as specific content, and illustration analysis. This timely project also goes in line with both the UAE's declaration of the year 2023 as the year of sustainability, and the UAE hosting the COP28 summit.

Innovative Pedagogies for Sustainability

Mark Baildon & Emma Pearson, United Arab Emirates University

The 2023 IPCC summary of climate science for policymakers reported with very high confidence that there is a rapidly closing window of opportunity to secure a livable and sustainable future for all. This window of opportunity requires transforming education systems to prioritize climate action, equity, and just transitions toward sustainable futures. While the U.N. SDGs have been a step in the right direction, and U.N. Conference of the Parties meetings have set goals making many promises, much more needs to be done. As Anayatova et al. (2022, p. 11) highlight, "Despite booming policy declarations and deafening science alarms, we have yet to see the radical change in the existing systems and institutions, lifestyles and behaviors, and mindsets and hearts" necessary to address climate change and create more just and sustainable societies. This panel presentation shares a framework for innovative pedagogies to help educators address sustainability challenges. The framework is based on guiding principles to ensure curriculum and instruction are: a) rooted in local context, cultures, and values; b) focused on developing student agency and opportunities for environmental-civic action; and c) grounded in imagination and creativity. The panel will share pedagogical approaches grounded in these principles that are innovative because they challenge the status quo of prescribed curricula and teacher-centered instruction that aims to prepare students for academic achievement measured by exam scores. It reinvigorates schooling and classroom practice with a deeper sense of purpose to help learners develop their full potential, be able to contribute meaningfully to society, and create a shared future focused on wellbeing, sustainability, justice, equity, and inclusion. Through these pedagogical approaches, students learn to question social injustices, critically analyze current social conditions, and imagine and enact more just and sustainable futures. The innovative pedagogies the panel will share include: arts-based prompts that require students to exercise their creative and imaginative capacities; place-based pedagogies that connect students to their communities and local ecologies, and emphasize ecological literacies; intergenerational pedagogies that engage students in traditional wisdoms; and

story-based pedagogy that encompasses all the above by focusing on stories of relationship, responsibility, resistance, and resilience.

The Relevance of Science Education - Second (ROSES), An International Comparative Research Project

Magnus Oskarsson, Mid Sweden University

The Relevance of Science Education - Second (ROSES) is an international comparative research project gathering empirical evidence on factors with importance for learning science and technology from a student point of view. (Jidesjö, Oskarsson, & Westman, 2020; Oskarsson, Westman, & Jidesjö, 2019). The students' interest, commitment and learning are interconnected. They are developed in dialectical interplay in a social and cultural environment where the identities of young people are formed. Gender, social class, and ethnicity become markers in the creation of identity and in the formation of groups. Attitudes, values and behaviors that influence ways that students take an interest in and which choices they make are formed in such groups (M. Oskarsson, 2011; Schreiner, 2005). Identity is a social construction and gives people a sense of "being", a lens through which they see the social world, and a set of guidelines for ways of "acting" (Yep, 2016). However, identity is not only an individual process. Instead collective identities are central to human interaction, and if we are to understand them more fully, we must regularly incorporate them in research (Hosek & Soliz, 2016). Roses use a common questionnaire, and we will present comparisons between 15-year-old students' opinion and willingness to engage in science from a wide range of countries. One important result is a low interest in science from student in high developed countries in Europa and Japan, compared to higher interest from student in Africa and other parts of Asia. This has implication for all countries striving for modernization and for recruiting more students to STEM education and to STEM occupations.

Sustainability of International Joint Universities: Implications from the German and Japanese experiences in Egypt and Turkey as they Relate to Oman

Takao Kamibeppu, Fukuyama City University

The international joint university (IJU) (or bi-national university) is an emerging form of institutional mobility. IJU is defined as "an HEI co-founded and established in the host country involving both local and foreign sending HEI/providers who collaborate on academic program development and delivery" (Knight & McNamara, 2017). The extent of "jointness" of IJU is wide, and there is no monolithic model in the engagement of HEIs and governments, either in provider or host countries. This "jointness" is a key to IJUs' sustainability for which the differences between provider and host countries need to be coordinated in terms of the academic culture, governance style, decision-making processes, faculty's roles, academic freedom, university autonomy, among others. In the Middle East & North Africa, and the Gulf, Germany has been assisting the German University in Cairo and the Turkish German University since 2003 and 2013 respectively. Additionally, the German University of Technology in Oman and the German-Jordanian University have been in operation each since 2007 and 2005. Japan has been supporting the Egypt-Japan University of Science and Technology since 2011, and it is planning to open the Turkish-Japanese Science and Technology University this year. All these institutions are categorized as IJUs. This presentation

identifies the lessons and implications to the Oman's IJU from the exploration of "the best mix" cases of the ideas and approaches between provider and host countries for ensuring the sustainable operation of German and Japanese IJUs in Egypt and Turkey. This research employs the concept of "educational lending and borrowing" in which collaborative IJUs are good examples. Data were collected in Egypt and Turkey between 2022-23 by conducting semi-structured interviews at government agencies, donors, and higher education institutions, and by reviewing their reports and documents.

Does E-governance Rhyme with Good Governance? The Case of Higher Education's E-Readiness for Blockchain

Mounia Drissi, Mohammed Bin Rashid School of Government

Since 2018, leading universities such as MIT, Harvard, and Berkeley have adopted blockchain technology to streamline their services as did the University of Dubai, which now uses it to certify its academic degrees. In principle, blockchain could bring effectiveness by securing existing online educational services, enhancing financial inclusion for students and guaranteeing accountability via transparency; all features of good governance. However, while it translates well to limited operations; could it be implemented for governmental oversight, licensure or review? In this paper, I attempt to answer this question by evaluating whether the external governance of higher educational institutions (i.e. state-university contracts) translate into blockchain's rule of code. As an unexplored topic, I assess three distinct contractual tenants (i.e. public, branch campus and franchise) on how they can be affected by the regulability of blockchain interactions. The purpose of the paper is to scrutinize the adaptability of polycentric technologies' to existing higher education systems and steer the discussion toward a model of good e-governance within this sector.

Panel 13: Transformative Education: Critical Teaching, Policymaking, and Research Practices

Critical Analysis of KHDA and ADEK School Evaluation Data

Emily Winchip, Zayed University

School evaluations are conducted each year by the Knowledge and Human Development Authority (KHDA) and the Abu Dhabi Department of Education and Knowledge (ADEK) in the United Arab Emirates. The UAE has one of the most privatized systems in the world with most children enrolled in private schools, many of them for-profit. The schools are visited each year by a team of inspectors rating 93 items in Dubai, 117 items in Abu Dhabi, and assigning an overall rating to the school. KHDA and ADEK communicate school evaluation reports with an emphasis on the overall ratings to inform parents and give feedback on the school's learning environment, but serious financial consequences are also embedded in the process as the overall rating is used to allow (or disallow) fee increases in a system of primarily private, for-profit schools. Using Rasch analysis, the data have been analyzed for unidimensionality as well as the relationship between the items and with the overall rating. KHDA and ADEK have published little information about the instrument development or quality control procedures for their ratings or the individual items. The initial findings relate to only the Dubai data and find that not all of the items are related to the overall rating and that the overall rating is the most severe, rather than a summary of the other ratings and that many items. The final paper will include the ratings for all 215 schools in Dubai and 185 schools in Abu Dhabi for the 2022-2023 school year.

Challenges in Implementing Student-Centered Learning in Schools in the United Arab Emirates

Mary Vayaliparampil, American University in Dubai

This paper will be based on a proposed study to be initiated in June 2023. The study is a qualitative examination of the challenges in implementing student-centered learning pedagogy approaches Inquiry-Based-Learning and Problem-Based-Learning in schools in the United Arab Emirates. The data collection techniques to be used are survey, interviews, and document analysis. The data sources include teachers, school management officials, government officials, and teacher trainers, and documents. The sample will include two teachers from American curriculum schools, two teachers from French or Australian curriculum schools, two teachers from national curriculum schools, four school management officials, two government officials, and two teacher trainers. A thematic analysis of transcribed interviews, survey responses, and documents will be conducted to examine the data. At the time of GCES 2023, the pilot study is expected to be completed. The pilot study will involve interviews with one teacher from an American curriculum school and one teacher from a national curriculum school in the UAE. The findings of the study in its entirety will assist school managements and the Ministry of Education to design services for the training and support of teachers in implementing student-centered learning. Presenting the paper at GCES 2023 would also provide the Principal Investigator with an opportunity to generate financial support and recruit participants for a more comprehensive examination of the problem.

THE 10TH BIANNUAL GCES SYMPOSIUM
TOWARDS SUSTAINABLE EDUCATION:
GLOBAL GOALS AND LOCAL CONTEXTS

Supporting Schools, Educators, Students, and Families in a Transition to a Four Day Week

Ted Purinton, Sharjah Education Academy, Ahmed Shaban, Sharjah Private Education Authority

The Emirate of Sharjah transitioned to a four-day workweek in January 2022. To support schools, educators, students, and families in this transition, the Sharjah Private Education Authority (SPEA), a regulatory body, conducted various stakeholder surveys in January 2023. The results of these surveys have provided SPEA with a clear set of indicators on satisfaction and challenges, related to such aspects as productivity, family financial impact, learning, work-life balance, wellbeing, health, and school operations. The results of the surveys will be reported publicly to all relevant stakeholder groups in May 2023. The results will provide insight into the ways in which schools, families, and educators have responded, both positively and negatively, to the changes. For example, insight on family dissatisfaction with school response will provide avenues for SPEA, as a regulatory body, as well as its sister organization, the Sharjah Education Academy (SEA), a training organization, with specific steps that may be taken to provide assistance and support to teachers and school leaders. This presentation will briefly cover some of the main findings from the surveys; however, and more importantly, it will offer a theoretical account of the ways in which the Sharjah findings differ from the global literature on reduced time in school schemes. This paper will provide a theoretical view of key issues and will identify the areas in which the data collected by SPEA from various Sharjah educational stakeholder groups can be further explored, such that SPEA and SEA may offer more targeted support for overall educational outcomes improvement. With global interest across all sectors in reducing the work week from five days to four, particularly prompted by the recent experiment in the UK (Autonomy Research, 2023: The results are in: The UK's four-day week pilot), in which there was no productivity loss among 61 private firms, it is imperative that educational researchers and regulators understand how the Western literature can have either positive or negative impact on policy borrowing across Western, Middle Eastern, South Asian, and Eastern cultures. This paper provides early guidance to policymakers, practitioners, and scholars on these matters.

Educational Policy Making in the United Arab Emirates: Borrowing and Learning

Ali Ibrahim & Fatema AlAttar, United Arab Emirates University

Globalization has posed fundamental ramifications for almost all educational systems around the world as national educational approaches have been increasingly conditioned by global forces (Carnoy, 2016). As a result, similar educational policies and practices can be witnessed in various regions of the world, despite the extreme cultural and economic disparities among them (Verger et al., 2012). This has increased the concern about the relationship between the local and global forces and the role each of them plays in developing educational policies and adopting "best practices" in a certain country (Ben-Peretz, 2009; Steiner-Khamsi, 2016). This study aims at providing deeper insights into the intricacies of educational policy making in the United Arab Emirates (UAE), by exploring how this process is reconciling UAE's global ambitions of becoming a "first rate" education system and a local context bound by culture and traditions. More specifically, this research aims at understanding the current process of K-12 educational policy making at the federal level, exploring the role of policy borrowing and learning (Raffe & Semple, 2011) in

this process, and identifying issues and challenges policy makers face and how they resolve them. This research will be qualitative in nature as data will be collected through interviews with participants who are engaged in the policy development process, along with documents analysis of policy examples and drafts, and participant observation at federal-level educational policy-making meetings. The results of this study will add to knowledge about educational policy making and learning and they could provide practical implications for the UAE on how to develop educational policies that balance global demands, country aspirations, and local context.

Transforming Education through Expatriate Critically Contemplative Teaching in the UAE

Shytance Wren, University of Maryland, College Park

Expatriate teachers in the UAE come from diverse backgrounds and are educated in a variety of educational systems that are inextricably linked to values and beliefs acquired through enculturation. This diversity creates both opportunities and challenges in Emirati student classrooms, where their enculturation processes and life experiences may differ. This session introduces the Critically Contemplative Teaching framework, a transformative approach to education in expatriate teaching settings. The framework builds upon the foundation of Culturally Responsive Teaching (Gay, 2000) and Culturally Sustaining Pedagogy (Paris, 2012) but applies a critical perspective that cautions against using these frameworks as surface-level or tokenistic approaches that simply incorporate cultural elements without addressing deeper issues of power, equity, and systemic oppression (Evans et al., 2020). The framework encourages teachers to move beyond a superficial understanding of culture and to critically examine their own values, philosophies, and teaching approaches. Central to CCT is critical self-contemplation, which goes beyond self-awareness by involving a deeper level of reflection and introspection, where teachers engage in a continuous process of examining their values, philosophy, and the broader context in which they teach to help address power dynamics and systemic oppression within diverse education settings. By integrating CCT, teachers can recognize and challenge any disparities or inequities that may exist in the classroom to contribute to an inclusive and equitable educational environment. This session invites participants to engage in dialogue centered on the potential impact of CCT within the expatriate teaching context to foster group contemplation and knowledge exchange.

Panel 14: From Students to Employees (or Dropouts): Institutional Factors Influencing Employability in the UAE

Effect of Flexible Work Options on Job Performance: An Empirical Study on Academic Expatriates in UAE

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Purpose – Academics' struggles to balance work and other facets of their lives continue to be challenging. This paper aims to consolidate research on job performance of academic expatriate and flexible work options with theory of work adjustment as a theoretical foundation, to propose a model that focuses on how flexible work impacts work related adjustment and job performance. Using the mediating effects of work-related adjustment, the study intends to assess the influence of flexible work options on the job performance of academic expatriates in UAE. Design/methodology/approach – This study provides a conceptual analysis and a review of the literature to explain how flexible work options lead to work related adjustment and job performance of academic expatriates in UAE. Findings – The paper offers a model that can be used by higher education institutions to improve the work related adjustment and job performance of academic expatriates. Due to increased competition, organization now understand the value of employee performance and happiness, and they are building their human resource capital to compete in this global market. Flexible work schedules are intended to meet employee needs, and theory of work adjustment has demonstrated that better adjustments are possible if correspondence is attained. Implications – This study's observations and findings can offer strategies to enhance the job performance of academic expatriates. This study will also contribute to academic expatriates' community and international human resource management (IHRM).

Three Perceptions of Public Good in the Arab Gulf

Dana Downey & Esraa Bani, NYU Abu Dhabi

Most universities imagine themselves to be adding value to the world, yet policymakers, educators, and administrators alike persistently contest what value is added, debating what the "public good" of higher education is (Calhoun, 2006; McCowan, 2019). The concept of 'public good' itself assumes a particular public and a generalized good, avoiding analytical problems by resorting to abstraction (Long & Woolley, 2009). In Arabian Peninsula, we glimpse a different picture. The first university in the Gulf Cooperation Council (GCC) was established about 60 years ago. The higher education system grew up here alongside a rapidly expanding expatriate population, a burgeoning monarchy, and dramatic growth in income. Since 1980, the average GDP of the GCC has grown at a remarkable 4.9% annually, and the population exploded from 13.7 million to 51.5 million, primarily the result of a migrant workforce that went from being a small proportion of society to an overwhelming majority (World Bank, 2021; Gulf Labor Markets, Migration, and Population Program, 2016; Al Najjar, 2006). This presents unique questions about who the public is in societies where the populations can be up to 88 percent non-nationals (Gulf Labor Markets, Migration, and Population Program, 2016). Governments have been swift to diversify oil revenues with ambitious plans for the transition to a knowledge-based economy. This session will review global and regional literature about public good and higher education, highlighting three key orientations that present

themselves in the GCC context: Human Capital, Universal Needs, and Equity/Access Orientations.
Keywords: public good, Arab Gulf, higher education, human capital, sustainable development.

Career Preparedness and Higher Education: Examining Youth's Expectations and Perspectives Towards Employment in the UAE

Dr. Seungah S. Lee, NYU Abu Dhabi, Janaan Farhat, Al Qasimi Foundation for Policy Research

In our study, we examine UAE youth's values and preferences for work and the workplace. Drawing on interviews with non-Emirati and Emirati youth, the study reveals key factors influencing their employment decisions. Flexibility in the workplace, opportunities for growth, and a supportive environment emerge as critical considerations. Additionally, the desire for meaningful, purposeful work transcends financial compensation. Emirati and non-Emirati youth exhibit nuanced differences in their priorities for work and the work environment. The study finds that Emirati youth are more likely to prefer work closer to home and work environments where there is lenience and flexibility in terms of management style compared to their non-Emirati counterparts. It also finds that non-Emirati youth value such an environment for goals of career advancement and financial stability as opposed to Emirati youth who value supportive, developmental environments for reasons of personal development and purposeful work. Understanding these distinct motivators is essential for organizations seeking to attract, engage, and retain young talent in the UAE's rapidly growing economy.

Exploring University Dropouts in the United Arab Emirates

Sumaia A. Al Kohlani, United Arab Emirates University

Despite the clear personal and social benefits of university completion, university students across the globe struggle to remain in school and successfully complete their degrees. So, the primary objective of this study is to understand why students reported dropping out of a large public university in the UAE, and how these reasons differ between male and female students. We also sought to understand how overall academic experiences differed between male and female students, and whether different variables mattered differently for men and women. We surveyed 468 students who withdrew from one university in the United Arab Emirates without completing their degrees to understand their academic experiences and reasons for leaving. We also examined differences across male and female students. In terms of academic experience, we found that having children, friendships, and satisfaction with counseling services are important for male students to have a positive academic experience; in contrast, instructor support, satisfaction with counseling services, and agreement that university classes helped students learn are important predictors of females' positive university experience. Further, whereas male students are more likely to drop out for financial reasons, female students are more likely to drop out due to marriage. The study highlights the important implications for the services that universities provide male and female students alike and provides possible solutions to reduce the rate of students dropping out among both genders.

How do International Students Experience Finnish Teacher Education?

Kai Markus Talvio and Lawrence Meda, Sharjah Education academy

Teacher training is a key to development in education and fostering students' positive learning experiences. One way of promoting the good quality of teaching and learning across the globe is by creating international partnerships between operators in education. International collaboration in education fosters best practices that can be applied and localized in national context and thus, improve the quality of education. Education in Finland has drawn international attention recently. Finland has been successful in international comparisons of the school quality. It has also been nominated six times as the happiest country in the world. However, the main reason for the interest of the education export has probably been the Finnish localizing process which always includes tailoring the core curriculum for the needs of local education. The present study investigated the professional development on the quality of teacher learning in Finnish teacher education program in the United Arab Emirates. Altogether, 13 in-service teacher students' reflection papers were analyzed from two courses, namely Introduction to human learning and educational psychology and Social and emotional learning. For this purpose, classification of students' learning descriptions was carried out based on Gibbs' reflective cycle (1988) and Vermunt's and his colleagues' (2019) theory on Application oriented learning and Meaning oriented learning. Finally, students' descriptions were looked at from the perspective of course learning outcomes. Preliminary results indicated that students experienced both surface level and deep level learning during the courses. Reflections of students' learning and course learning outcomes coincided quite well with each other.

Panel 15: Cognition, Connection, and Wellbeing: Examining Child, Adolescent, and Adult Growth and Development

The Impact of Music on Learning and Wellbeing

Nahla Alsyedwaheed, Emirates College for Advanced Education

Music can have a positive impact on stress levels and cognitive performance (Epperson, 2020). Concurrently, subjective wellbeing is an area of global interest that involves life satisfaction, positive & negative emotions, and mood (Bloch-Jorgensen et al., 2018). Listening to Music can alter experience, cognitively and emotionally, influencings wellbeing through emotional regulation and reduced stress (Epperson, 2021); along with an increase in positive feelings and a decrease in negative feelings (Krause and Davidson, 2021). Additionally, music can lend a helping hand in every student's educational journey, for background music, whether instrumental or with lyrics, can affect attention and performance (Du et al., 2020; Giroux et al., 2020; Lehmann and Seufert, 2017). Although music has been found to have a positive impact on wellbeing and learning, research is lacking in the Gulf region and specifically in the United Arab Emirates (UAE). The current study will investigate subjective wellbeing in adults and children, while also looking at specific areas of children's academic performance. Using repeated measured ANOVA recent findings from the adult's investigation illustrated that music had an impact on their subjective wellbeing. However, investigations related to children's wellbeing and academic performance are still ongoing. There are constant developments in the UAE related to education and wellbeing, therefore, if the current findings show an impact of music on wellbeing or academic performance then it may be beneficial to highlight these findings to the related ministries in the region.

Metacognition and Adolescents' Performance

Yusra Salem Saleh Alsaedi, Emirates College for Advanced Education

Metacognition, the process of monitoring and evaluating one's own performance, is fundamental for effective learning and involves self-regulation, a higher-order executive function of the brain. Self-regulation develops rapidly during middle childhood and early adolescence (Raffaelli et al., 2005); adolescents and young adults with higher self-regulation tend to display stronger academic achievement (Muniza & Nagina, 2019) and interactions with others. The United Arab Emirates Vision 2021 has education as its foundation, both explicitly and implicitly. Vision 2021 consists of aspirations for citizenship, a spirit of enhanced educational attainment, and a knowledge-based economy driven by innovation, research, science, and technology.   Through the National Agenda, the UAE government focuses on academic performance but also inspires values of social responsibility and community service among students (Al-Taneiji & Al-Junaibi, 2020). Gaining a better understanding of metacognitive self-awareness in adolescents could help support their learning along with the development of a sense of responsibility for themselves and for others. indicate Self-regulation, sleep patterns, and metacognition were investigated in adolescence. Findings indicate an association between metacognition and assessment of risk in adolescence, along with an association between metacognition and sleep habits. Evaluating the link between metacognitive awareness, self-regulation and sleep, can help us to better understand how students take responsibility for their own performance in assessment of themselves and in external

assessments. This has implications for teaching and learning, by helping to design activities that consider the association between student self-regulation and performance.

Perceptual Learning and Perceptual Enhancement: Research Basics and Examples

Helen Abadzi, University of Texas at Arlington, Ray Langsten, American University in Cairo, Fatma Abdel Khalek, American University in Cairo

Worldwide, methods teach reading by focusing on matching letters or words with sounds. No attention is given to the process of recognizing shapes in a script and differentiating them from each other. Learning to perceive shapes instantly and accurately is the first and most important reading step. Psychophysics research shows that characters in a script must be taught one by one, with much emphasis on individual practice. They must initially be large and sufficiently spaced from each other to facilitate the recognition of individual letter features. Perceptual learning in some respects binds letter features with invisible links, enabling the recognition of partial or calligraphic shapes, given practice. The first part of the presentation will outline the research underlying perceptual learning and offer examples of perceptual enhancement, particularly related to Arabic. Many countries in the world use languages that are not native to certain children, and the children may not speak them when they enter school. This may mean that many students may know neither the language nor the script, and they may delay in both. However, human children have evolved to learn language orally, and auditory perceptual learning is an important function. While certain languages, like Malay, are easy to learn, through communication, most others have inflections that require minute distinctions and patter recognition. Children who only hear a language in school may benefit from memorizing conjugations of nouns, verbs, or pronouns in a standard order that enables the brain's predictive capacity. The second part of the presentation will present the research on teaching languages for school use, particularly focusing on auditory perceptual learning and encoding into implicit memory, particularly related to standard Arabic.

Sustaining Fathers' Wellbeing through Shared Parent-Child Reading

Kay Gallagher & Sumaya Saqr, Emirates College for Advanced Education

As the traditional role of fathers continues to evolve to encompass more expanded versions of parenting, this paper reports on preliminary findings from a research and development project in Abu Dhabi that sought to increase fathers' involvement in their children's development as readers, while building their own sense of competence and wellbeing as parents. Parent-child reading has not traditionally been a feature of Emirati family life (Barza & von Suchodoletz, 2016), yet fathers' involvement in early literacy development at home has been found across multiple studies internationally to be positively correlated with children's literacy development (Fatherhood Institute, 2014). In this project, fathers of kindergarten-age children were provided with selected high quality, appealing children's books to read with their children at home, and were equipped during workshops with simple, research-proven techniques for effective parent-child shared interactive reading. Fathers' sense of wellbeing was measured before and after the intervention, and participants' perceptions of reading with their children were also gauged through a survey, voice note journals, and focus group discussions. Findings from the study point to an expanded role for parent education and contribute to the development of a sustainable early literacy and family wellbeing ecosystem for the UAE and the region.

جلسة 16: الأخلاق والعاطفة والتنوع في التعليم: منظور خليجي

الدافعية للانجاز ومركز الضبط وعلاقته ببعض المتغيرات لدى طلبة ذوي الاعاقة بجامعة السلطان قابوس

مها عبد المجيد العاني، جامعة السلطان قابوس

ان الدافعية للإنجاز من بين الدوافع التي تسهم في تحسين فاعلية الفرد وتقديره لذاته، وذلك طبقاً لما يلاحظ على من تكون درجة هذه الدافعية مرتفعة لديه، وذلك مثل: الثقة بالنفس والاهتمام بالتفوق والاهتمام بالمسئولية والالتزام بها، كذلك جاء متغيري وجهة الضبط والدافعية للإنجاز كأسلوبين وكسمة من سمات شخصية الفرد، إلا إنه لم تتضح طبيعة العلاقة بين دافعية الإنجاز ووجهة الضبط، حيث قد ترتبط بوجهة الضبط الخارجي بدرجة أعلى من ارتباطها بالضبط الداخلي، أو العكس من ذلك هدفت الدراسة إلى التعرف على مستوى الدافعية للانجاز ومركز الضبط لدى طلبة ذوي الاعاقة والتعرف على الفروق في مستوى الدافعية للانجاز ومركز الضبط وعلاقته ببعض المتغيرات (الجنس،نوع الاعاقة -الحركية - البصرية) لدى طلبة ذوي الاعاقة. تم إجراء الدراسة على عينة مكونة من (100) طالبا وطالبة من طلبة ذوي الاعاقة (الحركية – البصرية) المقيدين في جامعة السلطان قابوس بسلطنة عمان.ولتحقيق اهداف الدراسة تم اعتماد المنهج الوصفي واستخدام اداتين هما مقياس الدافعية للانجاز ومقياس مركز الضبط. أظهرت نتائج الدراسة الى عدم وجود فروق دالة إحصائياً بين الطلاب والطالبات من ذوي الاعاقة في الدافعية للانجاز ووجود فروق ذات دلالة احصائية في مركز الضبط لصالح الطالبات، حيث كنَّ أكثر ميلاً للضبط الداخلي، ، كذلك أشارت النتائج إلى عدم وجود فروق دالة إحصائياً مركز الضبط والدافعية للانجاز وفق متغير الجنس ووجود فروق ذات دلالة احصائية وفق متغير نوع الاعاقة ، وقد تمت مناقشة النتائج في ضوء ما تم التوصل اليه والخروج بعدد من التوصيات والمقترحات.

التربية الأخلاقية في المناهج التعليمية الإماراتية، بين ترسيخ قيم التسامح وتعزيز التنمية المستدامة – دراسة وصفية تحليلية

نوال بومشطة، جامعة أم البواقي، الجزائر

تعد السلوكيات الأخلاقية من أهم مقومات التنمية المستدامة، فهي السبيل إلى بناء مواطن صالح يعرف حقوقه وواجباته، ويعي حدود تعامله مع الآخر ومع بيئته، خاصة في ظل التطور التكنولوجي والانتقال الرقمي وما أفرزه من تأثيرات سلبية على المنظومة الأخلاقية والقيمية في المجتمعات، ومن جهة أخرى سهل عملية الاتصال والتواصل مع الآخر والتفاعل معه دون اعتبار للحدود الجغرافية، ومنه وجب الاهتمام بأخلاق الفرد وسلوكياته لضمان تنفيذ خطط التنمية المستدامة وتحقيق الأمن والسلام العالميين، وذلك عن طريق تعليم الأطفال المهارات والمعارف التي تساعدهم على التحلي بالأخلاق الحميدة، حيث تعتبر المناهج التعليمية أداة هامة لتربية الأجيال وتشكيل الوعي لديهم وترسيخ القيم التي تسهم في تنشئتهم المجتمعية وبناء شخصيتهم وتعزيز قدراتهم على احترام الآخر والتعايش معه ونشر السلام. إن الوصول إلى ذلك لا يتم إلا عن طريق اعتماد مناهج تعليمية مخصصة للتربية الأخلاقية تتماشى مع أهداف خطة التنمية المستدامة 2030، والتي اعتبرت استدامة التعليم ركنا أساسيا وأداة هامة لبناء الفرد والمواطن العالمي. وفي هذا الصدد، تعمل دولة الإمارات العربية المتحدة على تحقيق استدامة التعليم من خلال اعتماد مناهج تعليمية ترتكز على التربية الأخلاقية موجهة إلى تلاميذ الصفوف الابتدائية، وهي المرحلة التي يبني فيها الطفل مداركه وينمي مهاراته من أجل اكتساب سلوكيات أخلاقية لها الدور البارز في ترسيخ قيم التسامح والتعايش والسلام، خاصة وأن دولة الإمارات تضم جنسيات مختلفة وديانات متعددة وثقافات متنوعة. تهدف الدراسة إلى وصف المحتوى التعليمي لمادة التربية الأخلاقية، من خلال تحليل الكتاب الموجه لطلاب الصف الثاني المعتمد من طرف وزارة التربية والتعليم. تعتمد الدراسة على المنهج الوصفي التحليلي، والمقاربة السيميولوجية لاستخراج الدلالات والمعاني المتضمنة في عينة من الصور التي يحويها الكتاب

التطورات الحديثة ووجهات النظر المختلفة حول تصنيفات الكفاءات الاجتماعية والعاطفية (دراسة مقارنة)

علي بن سعيد بن سليم المطري، جامعة الشرقية

تلعب الكفاءات الاجتماعية والعاطفية دورا كبيرا في تعزيز مناخ العلاقات الإيجابية والمسؤولية والشعور بالأمان الأسري، ودعم السلوك الإيجابي، وتحقيق النمو الأكاديمي والتحصيلي، والمساهمة في التنظيم الذاتي العاطفي، والحد من الضغوط النفسية، والتفاؤل، الصحة النفسية لدى الأفراد، ومع ذلك لا يوجد عدد من الكفاءات الأساسية، وكيفية تعريفها وتفعيلها. هذا الاختلاف في النهج يعد من التحديات التي تواجه البحوث المستقبلية. حيث قام الباحثون بإجراء دراسة تعتبر من أول الدراسات على المستوى الخليجي تتطرق إلى كفاءات التعلم الاجتماعي والعاطفي حسب علم الباحثون ، حيث هدفت التعرف على درجة امتلاك المعلمين والطلبة لكفاءات التعلم الاجتماعي والعاطفي في مدارس الحلقة الثانية من التعليم الأساسي بسلطنة عمان بعد جائحة كورونا، واستخدم الباحثون المنهج الوصفي المسحي، تم استخدام ، للمعلمين وتكونت من (5) كفاءات، (CASEL,2021) استبانة دراسة منظمة التعاون من أجل التعلم الأكاديمي والاجتماعي والعاطفي و(43) مؤشرًا هي: (الوعي الذاتي – الإدارة الذاتية-الوعي الاجتماعي -مهارات العلاقات-اتخاذ القرارات المسؤولة). ، بينما استخدم للطلبة، (Kankaraš,2019) الباحثون استبانة دراسة منظمة التعاون الاقتصادي والتنمية للمهارات الاجتماعية والعاطفية في التعلم وتكونت من (5) كفاءات، و(30) مؤشراً هي:(أداء المهام- التنظيم العاطفي- التعامل مع الآخرين- التعاون- الانفتاح)، وتكونت عينة الدراسة من (380) معلما ومعلمة ، و(936) طالبا وطالبة بمدارس الحلقة الثانية بمحافظات شمال وجنوب الباطنة وشمال الشرقية وظفار ، وقد أظهرت نتائج الدراسة أن الدرجة الكلية لامتلاك المعلمين لكفاءات التعلم الاجتماعي والعاطفي كانت بدرجة كبيرة، وبمتوسط حسابي (2.95)، كما توجد فروق ذات دلالة إحصائية في درجة امتلاك المعلمين لكفاءات التعلم الاجتماعي والعاطفي تبعا لمتغير الجنس في كفاءة الوعي الاجتماعي لصالح المعلمات، ، بينما لا توجد فروق ذات دلالة إحصائية في درجة امتلاك المعلمين لكفاءات التعلم الاجتماعي والعاطفي تعزى لمتغير سنوات الخبرة. بينما أظهرت نتائج الدراسة أن الدرجة الكلية لكفاءات الطلبة لامتلاك التعلم الاجتماعي والعاطفي كانت كبيرة، وبمتوسط حسابي (3.70)، توجد فروق ذات دلالة إحصائية في درجة امتلاك الطلبة لكفاءات التعلم الاجتماعي والعاطفي تبعا لمتغير الجنس في الدرجة الكلية.لصالح الإناث(الطالبات)، بينما لا توجد فروق ذات دلالة إحصائية في درجة امتلاك الطلبة لكفاءات التعلم الاجتماعي والعاطفي تبعا لمتغير العمر. وأوصت الدراسة أن تتبنى وزارة التربية والتعليم عقد الدورات التدريبية وورش العمل والمحاضرات عن برامج التعلم الاجتماعي العاطفي التي تهدف إلى تثقيف جميع المؤسسات التعليمية والمجتمعية والإعلامية.

تعزيز التنوع والإنصاف والإدماج في التعليم: النجاحات والتحديات في منطقة الخليج

محمد مطير الشريكة، المركز العربي للبحوث التربوية لدول الخليج - الكويت

باهتمام متزايد من جانب المهتمين بشؤون التعليم في دول العالم. ويعتمد (Inclusive Education) لقد حظي موضوع التعليم الجامع التعليم الجامع على مبدأ أن التعليم حق أساسي لجميع البشر، بصرف النظر عن العمر، أو الجنس، أو الأصل العرقي، أو اللغة، أو المعتقد، أو الجنسية، أو الحالة الصحية، أو الإعاقة، أو الوضع الاجتماعي أو الاقتصادي. وقد تم تأكيد هذا المبدأ في عديد من المواثيق والمعاهدات من المقاصد الأساسية للهدف الرابع في خطة الأمم المتحدة (inclusion in education) والمؤتمرات الدولية. ويعد الإدماج في التعليم للتنمية المستدامة لعام 2030، الذي يسعى "لضمان التعليم الجيد والمنصف والشامل للجميع وتعزيز فرص التعلم مدى الحياة للجميع".

ولقد بذلت دول الخليج في السنوات الأخيرة جهودا ملحوظة في تحقيق مبادئ التعليم الجامع، من خلال تطوير الأطر التشريعية الضامنة للإدماج والمساواة في التعليم، وتطوير السياسات والممارسات الرامية لتيسير الوصول إلى التعليم للجميع، وضمان المساواة بين الجنسين في التعليم، وإدماج الأطفال ذوي الإعاقة في التعليم، والارتقاء بجودة التعليم وتحسين نتائج التعلم. وعلى الرغم من ذلك، لا تزال هناك بعض الفجوات والتحديات التي ينبغي التركيز عليها كي تتمكن دول الخليج من تحقيق جميع مقاصد الهدف الرابع للتنمية المستدامة المعني بالتعليم بحول عام 2030.

وتسعى هذه الورقة إلى تسليط الضوء على النجاحات التي حققتها دول الخليج في سعيها لتحقيق الإنصاف والشمول في التعليم، إلى جانب تحديد الجوانب التي تحتاج إلى مزيد من الجهود للتحول نحو النظم التعليمية الجامعة، والحد من العقبات التي تحول دون حصول جميع الأطفال على تعلم جيد في بيئة تعليمية شاملة للجميع. وسوف تقدم الورقة لمحة عامة عن البرامج والنشاطات التي نفذها المركز العربي للبحوث التربوية لدول الخليج في مجال تطوير سياسات وممارسات التعليم الجامع في الدول الأعضاء، في إطار جهود مكتب التربية العربي لدول الخليج لدعم الدول الأعضاء في سعيها لتحقيق أهداف التنمية المستدامة في قطاع التعليم.

Panel 17: Centering Student Experiences: The Influence of Interest, Attitude, and Environment on Educational Outcomes

Exploring Factors Affecting Student Interest and Attitudes Towards Science Education

Noor Alhaj Ibrahem, Mid Sweden University

Science education is crucial for students to comprehend the role of science in modern society and make informed decisions about their future careers. To gain insight into students' attitudes towards science education, the students in the study write argumentative texts, providing justifications using facts, opinions, and experiences. The project examines students' perceptions of how gender affects students' ability to learn science, their interest in science subjects, and whether they see science education as a way to develop the world and solve real-world problems. The primary objective of this project is to identify factors that impact students' interest in science education. The analysis of the argumentative texts provides educators with insights into students' opinions and attitudes towards science education. This research can help develop effective strategies to improve science education, identify strengths and weaknesses in learning, and address issues that may hinder students' interest in science. As the researcher of a related study, my findings suggest that utilizing complex social issues in science education can effectively foster student interest and engagement, while also enhancing critical thinking and decision-making skills. Furthermore, my research highlights the significance use of negative heuristics in their argumentation and given that individual differences in core values and intellectual backgrounds may impact how information is weighed. All the students participating in this study had access to the same information but weighed it differently. These differences may reflect differences in their core values and intellectual baggage. To improve science education, educators need to consider students' attitudes, opinions, and experiences and develop strategies to promote interest and engagement among students.

Supporting the Adolescent Brain for Emotion Regulation

Alaa Al Ameri, Emirates College for Advanced Education, Zayed University

Adolescents often show high emotional reactivity and impulsivity in response to the various challenges they may encounter, especially as life becomes more demanding and stressful after childhood. Emotional reactivity and impulsivity in adolescence can affect their current and future mental health and wellbeing, along with their learning. In addition, parents and educators may struggle with interpreting adolescent emotions, which could further affect what and how adolescents develop and learn. Studies in cognitive neuroscience have identified a link between the development of the adolescent brain and their ability to regulate their emotions. This review highlights the cognitive processes of the adolescent brain and their relation to emotion regulation, along with the cognitive and emotional challenges associated with growth and development. It then elaborates on programs and approaches that have been shown to support the adolescent's developing brain and emotion regulation, which could lead to a higher index of emotional

intelligence and a better quality of life. Finally, we propose an innovative and practical model to promote student emotion regulation within educational settings.

English as a Language of Inclusion in Higher Education: Narratives from Native Arabic Speakers in the United Arab Emirates

Sabahet Bruncaj, United Arab Emirates University

This study investigates the impact of adopting English as a Medium of Instruction (EMI) on native Arabic-speaking students in Higher Education Institutions (HEI) in the United Arab Emirates. Drawing on the theoretical frameworks of intersectionality, language acquisition, and identity, this study explores the personal choices, events, and learning histories of Ph.D. students. The study employs a mixed method approach, combining semi-structured interviews (n=11) and an online questionnaire (n=91). The results provide valuable insight into how EMI in HEIs can serve as an ingress into belonging, inclusion, and equity for many native Arabic speakers throughout their university experience. The findings offer insight into the socio-linguistic demands of EMI in HEIs on students detailing the expectations and challenges faced when studying under the increasingly prioritized Higher Education pedagogical standard. The study relays how the aspiration for higher education in the UAE intersects with the value of the English language, positioning the experiences for non-native English speakers. The study strives to position the narratives of Higher Education students in EMI within the theoretical framework of Inclusion, Belonging, Diversity, and Equity, (IDBE), with an aim to promote the development of authentic practices.

Panel 18: Centering Teachers' Experiences: An Overview of Teacher Training and Development Opportunities for Sustainability

A Case Study on Start Times in a Secondary School in Dubai: Possibilities for Implementation and School Leadership

Yang Yang, University of Birmingham Dubai

Chronic sleep deprivation among adolescents already harms their health and schooling. A growing number of countries and regions are proving that delaying the start of school is a sustainable strategy to address adolescent sleep deprivation. With the focus on overall well-being in the UAE, the issue of adolescent sleep deprivation has also gained attention. This study, therefore, examined the benefits of a 45-minute delayed start time intervention introduced for high school students in a Dubai school. The data in the available studies are limited. Many studies focus primarily on the negative consequences of sleep deprivation and do not provide sufficient detail to describe potential solutions or interventions. This study builds on the exploration of why schools choose to use later school start times to intervene in adolescents' sleep deprivation and validate its impact on adolescents' well-being and academic performance, as well as the essential factors that influence the measures. It is important that this study used a mixed research approach to make the argument in the same case, with data obtained from different methods playing a pivotal role in the conclusions. Further, results from collation and validation are required to determine whether the findings of this study are consistent with those of other regional studies. Nonetheless, this study advances the feasibility of delayed school start in the Dubai region and even within the UAE and provides an effective intervention for adolescent sleep deprivation based on local contextual characteristics. It provides valuable information for policymakers when modifying school schedules. The findings also have important implications for school policy development and public policy and provide research data.

Sustainable Professional Development: What Do Teachers Learn When Belonging to a Learning Community within the UAE?

Adriana Ramona Saraoru, University of Cambridge

Today's education focuses on high achievements on league table rankings. The teachers' learning needs to keep pace with imperatives organisations set to increase their placement in these rankings. Thus, different models of teacher professional development have been brought to the fore. Professional learning communities (PLC), one of such models, is particularly popular in the United Arab Emirates (UAE). PLCs can be described as global travelling policies, which can be encountered in the same form in different educational systems, and the United Arab Emirates presents a unique context for learning in a PLC, impacting the sustainability of the teachers' professional development. Although much is known about teachers' learning and development, research on learning outcomes within a PLC is more limited, especially in the UAE context. This presentation will share the findings on the teachers' learning outcomes from an ongoing case study of a professional learning community in a public school in the United Arab Emirates

The Role of Students as Teachers in an Effort to Create Education Equity for a Sustainable Future

Dala Farouki Kakos, MISK

War, economic strife, environmental crisis - at least one of these affect numerous countries in the MENAT region. When such societal upheaval occurs, children often miss schooling, which was once a part of their daily lives. Education has been shown as an essential change agent, and is considered an ideal right and goal for all children. Education accessibility has always proved to be a challenge for countries in upheaval. More stable countries in the region then have the opportunity to help in more ways than one - yes, charitable donations of funds, food and medical supplies, and on the ground medical or emergency support staff is always useful. However, there is a way that technology and other students can help as well. Students in stable countries can actually teach their peers in less stable zones or countries, and serve as teachers in an effort to support more education access without the need for physical infrastructure. This concept is nothing radical, it has been done already - Cuba did something similar during its 1961 Literacy Campaign and called upon its children to teach literacy to the (mainly rural) illiterate population. This made the campaign accomplish its goals quickly and efficiently. Today, we train the trainer so that teachers will teach their peers new skills. Thus, if students are given the opportunity to teach their less fortunate peers in the region, disruption of learning in such countries may be reduced. Through my paper, I seek to highlight the potential role of students as teachers, by teaching other students in crisis-hit neighboring countries, in an effort to create education equity for a sustainable future. Potential features and highlights of such a program would be shared, and international or historical benchmarks would be included as part of the discussion. The potential for change and good from such an initiative is massive, and I hope this paper may facilitate further development into seeking it become a reality.

Panel 19: Leveraging Language: Centering Inclusion in Arabic and English Teaching Processes

Action Research: A Vehicle for Professional Development for Language Teachers

Sarah Benson, University of Birmingham

The balance of educating global citizens while maintaining a national identity is a pronounced issue within the United Arab Emirates, a meeting place of tradition and globalization in schools, businesses and communities. Specifically, the Emirate of Dubai is a hub of international economic activity and the language of every-day life in Dubai is English, a result of its role as an international business and education hub that is reliant on foreign-born workers (Cook, 2017). To maintain and increase knowledge of the linguistic, cultural legacy in the Arab world the Ministry of Education (MoE) has mandated Arabic language and cultural instruction for all students in public and private institutions (MoE, 2017). The Al-Futtaim Centre for Excellence in Arabic is supporting this curriculum through teacher-led action research projects. Empowering teachers to develop and implement their own solutions is a strategy that has proven to be successful in multiple settings to create lasting and meaningful changes (Banegas & Villacañas de Castro, 2019; Hine & Lavery, 2014). To increase the efficacy of Arabic language teaching Arabic and Islamic teachers at two Al-Futtaim schools were invited to submit research proposals to the Foundation and University in the Fall of 2021. Participation in this pilot program has resulted in increased teacher efficacy, confidence, and empowerment. This presentation will offer a discussion of the project, completed studies and proposes future actions to address similar pedagogical challenges to preserve and develop local linguistic and cultural identities in an increasingly global education landscape.

The Need for Cultural and Linguistic Diversity in OER

Isaac Tabor, Knowledge E

Open Educational Resources (OER) are seen as a key solution to providing equitable access to learning materials and promoted for the realization and implementation of the actions called for through SDG4. The most common form of OER are Massive Online Open Courses (MOOCs). They are often described as the solution to access to learning for the training and up-skilling of young adults. Over ninety percent of MOOCs, however, are presented in English and use Western-centric cultural references throughout. A core pillar of adult learning design is that adult learners are most engaged with content they deem to be relevant to them. This requires content that is relevant both culturally (in terms of language and references used) and socio-economically. Online learning experiences have the greatest potential for impact if they are combating a specific challenge faced by a specific demographic group. Most examples of culturally and linguistically relevant localized learning experiences are created through philanthropic initiatives. They are the result of collaborations between local representative organisations, government bodies, and funding groups. Creating high-impact learning experiences that target specific challenges faced by marginalized communities requires learner audience expertise (provided by local representative organisations), innovative online learning design and development, subject matter expertise, and infrastructure support to ensure technological access to learning content. In this presentation, I outline the above as a

sustainable model for humanitarian learning, incorporating multilingual curricula and learner-centric localized content solutions.

An Arabic Translated Bloom's Taxonomy List

Ziad Eljishi, Bahrain Teachers College, Salman Yusuf Zayed, Bahrain Teachers College

We have published on the need to use an Arabic translated unified Bloom's taxonomy list across teacher preparation programs in the Arab world including GCC countries (ElJishi & Abdel-Hameed, 2022). This presentation will shed light on our ongoing work to produce a unified list of Arabic Bloom's taxonomy action verbs to be used by in-service as well as pre-service teachers. The presentation will highlight the issues faced in the translation process and how such issues can be tackled. The presentation will benefit the audience in identifying both the need to develop a unified Arabic Bloom's taxonomy list in Arab Gulf teacher preparation programs, as well as how to overcome problems in the use of Bloom's taxonomy verbs in Arabic. The next phase of this research project will involve testing the validity and reliability of the produced list by using a panel of faculty experts who teach in teacher preparation programs in the Arab Gulf. The significance of the project will be that once completed, the Arabic Bloom's taxonomy list can be used across teacher training institutes in the Arab Gulf and the Arab world for the purpose of teachers preparing lesson plans and as a consistent method by which faculty can assess their student teachers.

Panel 20: Prioritizing Teachers: Pedagogical Practices and Professional Development Opportunities (Arabic Panel)

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جلسة 20: تحديد أولويات المعلمين: الممارسات التربوية وفرص التطوير المهني

الاليات الحديثة والمبتكرة لتطوير التعليم (دراسة حالة الصين والامارات العربية المتحدة

زينب وحيد دحام، الجامعة الأمريكية في الإمارات

لايمكن الارتقاء بالتعليم دون الاهتمام بهذا المجال والاستثمار فيه ومنحه للجميع وتسهيل سبل الحصول على التعليم للطلبة دون تمييز. وقد يكون ذلك من خلال مناهج تتبعها الدول لتاكيد حصول كل فرد على التعليم (على الاقل التعليم الاساسي) وهذا ماحاولت دولة الامارات وقادتها توفيره وتامنيه لابنائها الاماراتيين. فلايمكن تطوير اقتصاد الدولة وتمكين الفرد التحكم بدخله وادراة شؤونه والمشاركة في تطوير البلد والشؤون السياسية والمحافظة على البيئة دون ان يكون قد حصل على مستوى كاف من التعليم. فقد خطت دولة الامارات العربية المتحدة خطوات يحتذى بها في مجال التعليم واصبحت تظاهي الدول المتقدمة في هذا المجال. وياتي هذا نتيجة ايمان قادتها باهمية التعليم للنهوض بالبلد. حيث اكد صاحب السمو الشيخ الدكتور سلطان بن محمد القاسمي على اهمية التعليم واهمية توفير البيئة التعليمية المناسبة للطلبة وحرص على توفير كافة الفرص للارتقاء بمستوى الطلبة التعليمي والتي سناتي لشرحها تفصيلا لاحقا في بحثنا هذا. لم يكن تاكيد ضمان الحق بالتعليم مقتصرا على الذكور بل ساهمت دولة الامارات بدعم تعليم النساء وتشجيع عوائلهن على ارسالهن لمؤوسسات التعليم لضمان مشاركتهن في تطوير بلدهن. ولم يكن ذلك ممكنا دون دعم ومبادرات من حكام الامارت ومبادرات وتشجيع ام الامارات سمو الشيخة فاطمة بنت مبارك الكتبي. وصلت الامارات الى مستوى راق في التعليم وبرامج محو الامية لم يكن اثره مقتصرا على الامارات بل على الوطن العربي برمته. وحاولت الامارات ببرامجها المتقدمة من المحافظة على هويتها العربية من خلال برامجهم المستمرة بدعم التعليم واللغة العربية والقراءة. لذلك يبدو اهمية هذه الدراسة من خلال تسليطها الضوء على الخطوات المتقدمة التي قدمتها دولة الامارات للنهوض بواقع التعليم ومابذلته من جهود لمحو الامية والارتقاء بمستوى التعليم ليس في الامارات فحسب بل والوطن العربي. ويهدف هذا البحث الى دراسة الية الارتقاء والنهوض بواقع التعليم والاطلاع على اكثر الدول تقدما في مجال التعليم وربطه بالتكنولوجيا والذكاء الاصطناعي الا وهي جمهورية الصين الشعبية والاستفادة من تجربتها بهذا المجال التي تفوقت به على اكثر الدول تقدما في مجال الذكاء الاصطناعي كالولايات المتحدة الامريكية وبريطانيا. ان الصين يعد حقا انموذجا مهما ويحتذى به في مجال تطوير التعليم لذا لابد من الاطلاع على واقع التعليم والجهود التي بذلتها الصين للوصول الى مستوى عال في مجال التعليم يعتمد البحث المنهج التحليلي للدراسات السابقة ولنصوص المواثيق الدولية و القوانين المتعلقة بالتعليم في دولتي الامارات العربية المتحدة والصين. وقد استنتج البحث الى ان التعليم حق دولي منصوص عليه في المواثيق الدولية والقوانين المحلية لكلا بلدي العينة (الصين والامارات العربية المتحدة) . وتوصل الباحثان الى اهمية ربط التعليم بالذكاء الاصطناعي والتكنولوجيا ليس لتطوير التعليم فحسب بل وكمقياس لمدى استيعاب الطلبة للمناهج وطرق التدريس التي يتم انتهاجها ومدى انجذابه اليها كما يشير البحث الى اهمية استخدام بعض التقنيات المهمة التي تعد الاولى من نوعها للانتقال في التعليم من مرحلة التلقين الى مرحلة الفهم والادراك والتي بدورها ستضمن تركز المادة في ذهن الطالب دون جهد منه.

فاعلية برنامج تدريبي في التربية من أجل المواطنة العالمية للمعلمين في دول مجلس التعاون الخليجي

ميمونة بنت حمد بن عامر الهنائية، وزارة التربية والتعليم، جامعة الشرقية

تعد التربية من أجل المواطنة العالمية متطلبًا لتحقيق الغاية السابعة للهدف الرابع من أهداف التنمية المستدامة 2030. وتهدف هذه الورقة إلى عرض فاعلية برنامج تدريبي في التربية من أجل المواطنة العالمية من وجهة نظر المعلمين المتدربين بسلطنة عمان ودولة الكويت، حيث صمم البرنامج التدريبي لرفع وعي المعلمين بالتربية من أجل المواطنة العالمية ومجالاتها: المعرفية، والسلوكية، والوجدانية. وتدريبهم على تنفيذ ممارسات في التربية من أجل المواطنة العالمية داخل الغرف الصفية وخارجها. ولتحقيق هذا الهدف؛ طُبقت استبانة من قسمين؛ القسم الأول يقيس رضا المتدربين وفق مقياس ليكرت الخماسي (ممتاز ، جيد جدا، جيد، مقبول، متدن) في ثلاثة محاور: التنظيم الإداري وتقييم المدرب، والمادة التدريبية، وتناول القسم الثاني مستوى التعلم لدى المتدربين (المعارف، والمهارات، والثقة في القدرة على التطبيق) قبل البرنامج التدريبي وبعده. وقد أظهرت نتائج استجابات المتدربين بسلطنة عمان، والبالغ عددهم 27 متدربا ومتدربة مستوى رضا نسبته 89.9% في بند التنظيم الإداري، بينما بلغت نسبة الرضا في محور تقييم المدرب 96.82%، وجاء مستوى الرضا عن المادة التدريبية بنسبة 96.36%، وكان مستوى التعلم لدى المتدربين قبل البرنامج التدريبي بنسبة 79.80%، وأظهرت النتائج تحسنا بعد

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البرنامج التدريبي بنسبة 90.91%. أمّا نتائج استجابات المتدربين بدولة الكويت الذين بلغ عددهم 19 متدربًا ومتدربة، فقد أظهرت النتائج مستوى رضا نسبته 80.7% في بند التنظيم الإداري، بينما بلغت نسبة الرضا في تقييم المدرب 100%، وجاء مستوى الرضا عن المادة التدريبية بنسبة 98.7%. وكان مستوى التعلم قبل البرنامج التدريبي بنسبة 74%، وأظهرت النتائج تحسنًا بعد البرنامج التدريبي بنسبة 88%.

تطور المعرفة التدريسية للمحتوى لدى معلمات العلوم الجدد في سلطنة عمان: نظرية مجذرة

صفية بنت راشد بن ناصر الحجرية، جامعة السلطان قابوس

يعد تطور المعرفة التدريسية للمحتوى جانبا من جوانب التعلم المهني، والتنمية المهنية المستدامة له، وهو من الأهمية بمكان لتطوير التعليم، وبما ان سنوات التدريس الأولى عادة ما تكون مصحوبة بتطور سريع في المعرفة التدريسية للمحتوى، فقد هدفت الدراسة الحالية إلى تقصي ظاهرة تطور المعرفة التدريسية للمحتوى لدى معلمات العلوم الجدد، والممارسات المهنية التي تسهم في تطور هذه المعرفة في سياق تعليم العلوم وتعلمها، مستخدمة منهج النظرية المجذرة وفق التصميم المنظومي لستراوس وكوربين (ستراوس وكوربين، 1990/1999)؛ لدراسة الظاهرة بعمق، حيث شملت عينة الدراسة (38) معلمة، وجمعت البيانات بتحليل خطط الدروس والملاحظات الصفية والمقابلات القبلية والبعدية بواقع ثلاث مرات لكل معلمة طوال العام الدراسي 2020/2019، وقد بينت النتائج أن المعرفة التدريسية للمحتوى تتطور بأنماط عدة: فالنمط البسيط هو الأكثر تكرارا خلال القياسات الثلاث بنسب (57%-50%-52%)، ويليه النمط المعقد بنسب (28.9%-34.2%-42.1%)، كما تمثلت الممارسات المهنية التي أسهمت في تطور المعرفة التدريسية للمحتوى لدى معلمات العلوم الجدد في: الممارسة التأملية، وتجريب الأساليب التدريسية الجديدة، والتعاون مع الزملاء، واستقصاء المعرفة من مصادرها، والقيام بالبحوث الإجرائية، وقد أوصت الدراسة بتوعية المعلمات الجدد بمعرفتهن التدريسية للمحتوى، وأهمية التكامل بين مكوناتها لتطويرها، وتشجيعهن على القيام بالبحوث الإجرائية، والممارسة التأملية أثناء الزيارات الإشرافية، وتفعيل دور المنصات التعليمية الالكترونية ووسائل التواصل الاجتماعي في تعزيز التعاون بين المعلمين وتبادل الخبرات التربوية.

الاحتياجات التدريبية ومعوقات التدريب من منظور مدربي مكتب التربية العملية في كلية التربية الأساسية بدولة الكويت

إسراء سالم المجمد، كلية التربية الأساسية- الكويت

هدفت الدراسة إلى التعرف على الاحتياجات التدريبية ومعوقات التدريب من منظور مدربي مكتب التربية العملية في كلية التربية الأساسية بدولة الكويت، وأثر بعض المتغيرات في ذلك، واستخدمت الدراسة المنهج الوصفي، وتألفت العينة من (95) مدرباً من كلية التربية الأساسية، وتم جمع البيانات من خلال استبانة تضمنت (30) عبارة موزعة على ثلاثة أبعاد. وأظهرت النتائج أن الاحتياجات التدريبية في مجال التنمية الشخصية الإنسانية كبيرة، وأن الاحتياجات التدريبية في الجانب المهني التخصصي كبيرة أيضاً، وأن معوقات التدريب ككل متوسطة. وأشارت النتائج إلى وجود فروق ذات دلالة إحصائية بين متوسطات استجابات أفراد عينة الدراسة حول الاحتياجات التدريبية في مجال التنمية الشخصية الإنسانية وفي الجانب المهني التخصصي تعزى لمتغير النوع، بينما لا توجد فروق حول معوقات التدريب، وعدم وجود فروق حول الاحتياجات التدريبية في مجال التنمية الشخصية الإنسانية وفي الجانب المهني التخصصي ومعوقات التدريب تعزى لمتغيرات المستوى التعليمي والمسمى الوظيفي وعدد الدورات التدريبية. كما أظهرت النتائج وجود فروق حول الاحتياجات التدريبية في مجال التنمية الشخصية الإنسانية تعزى لمتغير الخبرة، بينما لا توجد فروق حول الاحتياجات التدريبية في الجانب المهني التخصصي ومعوقات التدريب

Panel 21: Revisiting the SDGs: Equitable and Innovative Education in the GCC

Lifelong Learning and Alternative Practices in Gulf State Education: Opportunities and Challenges

Kamal Tasiu Abdullahi, Istanbul University

Lifelong learning has become a buzzword in recent years, and it emphasizes the importance of continuous education throughout a person life. The Gulf States have undergone rapid economic development over the past few decades, leading to a growing demand for a skilled workforce and a shift towards a knowledge-based economy. However, traditional attitudes in the Gulf State towards education often prioritize academic degrees, leading to limited recognition and respect for alternative forms of education and training. This paper explores the opportunities and challenges of lifelong learning and alternative practices in Gulf State education. Secondary data comprising academic literature, official reports, and statistical data are used to answer the questions. The study reveals notable progress in the educational technology infrastructure of the Gulf States, which has contributed to the promotion of e-learning and subsequently facilitated lifelong learning opportunities. These advancements present significant prospects for individuals to gain more skills and information, which are essential in adapting to a knowledge-driven economy. Nevertheless, the prevalence of conventional mindsets that prioritize the attainment of academic degrees presents some obstacles, frequently resulting in a lack of acknowledgment of alternative educational routes. Consequently, this discourages individuals from wholeheartedly adopting these alternative pathways. The study recommends that there should be an awareness campaign with the primary objective of enlightening the general public about the advantages associated with alternative education and lifelong learning and also creating regulations that acknowledge and promote alternate forms of education, thereby affording citizens a broader spectrum of reputable and esteemed learning prospects.

The Influence of Learning Environment to Students' Non-Cognitive Outcomes: Looking through the PISA Lens

Othman Abu Khurma, Emirates College for Advanced Education

In order to examine the relationship between students' perceptions and their non-cognitive outcomes (epistemological beliefs, self-efficacy, and anxiety), this research uses secondary analysis of PISA data from 14,167 students in the United Arab Emirates. Seven factors of the learning environment were identified after reviewing the literature. The findings reveal that six factors of the learning environments (cooperation /student cohesiveness, disciplinary climate, science laboratory environment, teacher strategy, teacher feedback, and teacher adaptation) had a statistically significant association with epistemological beliefs. It was also found that three aspects of learning environments (cooperation /student cohesiveness, science laboratory environment, and teacher support) had a statistically significant association with self-efficacy. The results indicate that the three aspects of learning environments (cooperation /student cohesiveness, disciplinary climate, and science laboratory environment) had a statistically significant association with anxiety. There was no association found between anxiety and any other teacher factors, including teacher

support, teacher strategy, or teacher feedback. The findings also show a positive and statistically significant relationship between students' epistemological beliefs and self-efficacy, and a negative significant relationship between self-efficacy and anxiety. The research thus confirmed previous research by establishing a significant association between the nature of the learning environment and students' cognitive outcomes.

Greenwashing in Education: Superficial Solutions or Substantive Change?

Abdelkrim Bittar, Meknes School of Art

Education is increasingly being used as a means for greenwashing, a deceptive marketing strategy that creates a false impression of environmental responsibility. The awareness and understanding of greenwashing phenomena among students enrolled in universities in Gulf countries e.g. King Saud University students, along with their attitudes and reactions toward such practices, hold significant importance. In contemporary times, the realm of education is progressively evolving into a conduit for greenwashing – a deceitful tactic that presents a misleading façade of environmental stewardship. Specifically, within Gulf country universities, greenwashing encompasses the promotion of ostensibly eco-conscious endeavors that merely skim the surface of ecological concerns, deflecting attention from the profound systemic changes requisite for authentic sustainability. This comprehensive quantitative research delves into the incorporation of education as a strategy for greenwashing at King Saud University, accomplished by surveying students using questionnaires. illuminating how these educational endeavors may inadvertently contribute to misleading strategies. This study assesses the potential repercussions stemming from such greenwashing approaches on the realm of sustainability education. Notably, this study demonstrated a significant portion of King Saud University students lack awareness of greenwashing's implications, often failing to distinguish genuine sustainability efforts from superficial greenwashing tactics within the university's eco- conscious initiatives. This highlights the need for enhanced education about greenwashing's impact on sustainability. Some surveyed students displayed skepticism and critical thinking, differentiating between authentic sustainability and greenwashing, while others passively accepted deceptive marketing, emphasizing the importance of fostering informed student engagement to challenge such practices. By comprehending and actively countering instances of greenwashing, students can assume a pivotal role in propelling genuine sustainability undertakings within their academic institutions and beyond.

Collaborative Learning for Exceptional Care: The Impact of Interprofessional Education

Sathvik B. Sridhar, RAK Medical and Health Sciences University

The ever-evolving nature of the healthcare field necessitates inventive strategies to adequately equip upcoming healthcare practitioners with the necessary skills and knowledge to navigate the complexities of the modern day. Interprofessional Education (IPE) is an educational framework that promotes the cultivation of collaboration and teamwork among students from various healthcare disciplines, hence augmenting their capacity to provide care centered on the patient's needs and preferences. Interprofessional education (IPE) is a pedagogical approach wherein students from many professional disciplines engage in a collaborative learning process to enhance their understanding and skills, ultimately leading to improved health outcomes. This presentation aims to provide practical illustrations of successful implementations of Interprofessional Education (IPE) and discuss the challenges and remedies that institutions encounter during the efficient

implementation of IPE. The presentation also includes information on Experience from RAK Medical and Health Sciences University students and faculty regarding readiness for Interprofessional Education and examples of IPE activities. The presentation is a significant resource for educators, administrators, and healthcare professionals aiming to improve healthcare education and, eventually, improve the standard of patient care.

Notes