



كليات التقنية العليا
Higher Colleges of Technology

Welcome to the EDUCATION Newsletter!

Edition 2

June 2022

Preface

By: Dr. Phil Quirke

Executive Dean, HCT Education Department

Welcome everyone to our second HCT Education Faculty e -Newsletter celebrating the past year of achievements and looking forward to an exciting year ahead full of creativity and collaboration as we focus on continually inspiring our student teachers and creating new learning, teaching, research, and employment opportunities for them

The two cover stories and my brief editorial highlight the major accomplishments of the year, but the rest of the newsletter demonstrates the depth and breadth of the work covered by our small but tireless Education Faculty team. Our 45



strong faculty and staff seem to manage the work of 400 plus, and I hope the newsletter serves as a tribute to everything they accomplish with the standard and creativity of their students' work included throughout this issue for all to admire.

The Bridge-In news section captures the variety and scope of the events staged over the past two semesters, and the short Ready Set Go section highlights upcoming events planned for the next 2022-2023 academic year with a focus on our 3rd Bilingual Biliteracy Forum, which we hope will be our first face-to-face event since before the pandemic. Please note that the Call for Papers has been extended until the end of August following multiple requests from every corner of the country and beyond.

The Student Voice section has expanded so significantly since the first issue that it is now divided into three sub-sections: The Students' Classroom Voice; The Students' Conference Voice; and The Students' Research Voice. This demonstrates how our students have risen to the challenge of making this Newsletter truly a focus on their work as the best demonstration of the quality of our faculty, program, teaching, and research. We hope that the Editorial Board will include both student and graduate members next year.

The Aluminiaries section gives a voice to all the graduates who have begun their journey after the HCT, and we hope their contributions inspire all our students and every reader to continue pursuing their dreams and making a difference to those around them.

The Faculty Research section gives an insight into the some of the most impactful faculty research from the past twelve months, and we hope that anyone reading with similar research interests will reach out and explore the possibility of collaborative inter-disciplinary or inter-institutional research opportunities with us.

I hope you enjoy this second newsletter, and if you would like to contribute to the next issue, just send us an email to pquirke@hct.ac.ae.



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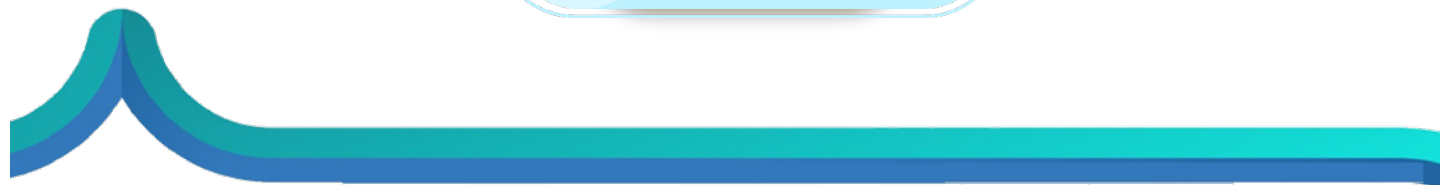




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Mahra Alblooshi and
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COVER NEWS STORY

HCT's Early Childhood Education Program Embarks on International Accreditation

By: Dr. Slim Khemakhem

The Bachelor of Education (Early Childhood) program received initial accreditation effective February 18, 2019 from the Commission for Academic Accreditation (CAA), which enabled exploration of international accreditation options.

The Faculty of Education's application for candidacy with the Council for the Accreditation of Educator Preparation (CAEP) was accepted on the 8th of June 2022 and submission for accreditation is due by June 8th, 2023.

The Bachelor of Education (Early Childhood) program has been aligned with both the National Association for the Education of Young Children (NAEYC) standards and MOE Teacher Education and Leadership Standards (TELS -ECE). This alignment is an essential requirement for CAEP Standard 1. Others from the past 12 months and demonstrate how busy we have managed to stay through the COVID crisis.



COVER NEWS STORY

HCT Education Curriculum Review: A Dynamic Interplay of Myriad Elements Towards National and International Standards
By: Dr. Priti Verma



Dr. Priti Verma, Education Assistant Executive Dean, and Dr. Slim Khemakhem, Education Program Chair, led the workshop for ADW teachers dubbed “Curriculum Review Process: A Roadshow” on May 19, 2022 at the Emirates Hall, Abu Dhabi Women’s Campus (Image Source: Dr. Lottin)

The HCT Early Childhood Education program continuously evolves, meeting the standards of both the National Association for the Education of Young Children (NAEYC) and MOE Teacher Education and Leadership Standards (TELSECE) necessary for its international accreditation venture.



The alignment to national and international standards has also been a key element in the third phase of the five-year Curriculum Development process.

The third “Curriculum Prettying” phase included input from all stakeholders with the Executive Dean Office team holding Roadshow events at every campus throughout the Spring 2022 semester to gather feedback and input from faculty and students.

The Education Industry Advisory Council (IAC) also met in June to review the work completed during the year, give their input and feedback, and endorse the following key outcomes, which are 1. Planned Professional Certification and Qualifications (PCQs) embedded into the syllabus for Child Protection, Montessori Professional Specialism Certificate incorporating the Integrating Montessori Practice (Philosophy & Practice), Pediatric First Responder Certification, Microsoft Certified Educator (MCE), and TELS; 2. NAEYC Professional Standards and Competencies mapped to BAEDU CLOs; 3. BAEDU program conceptual framework linked to the BAEDU program’s mission, the new program goals and the NAEYC Professional Standards and Competencies; 4. All course syllabus documents updated in CourseLeaf for AY 2022-2023 including the new Arabic courses as per the MOE mandate; 5. All assessment descriptions and analytic rubrics reviewed and revised with six key assessments identified as per international accreditation requirements; 6. Tasks and activities for Education Learning Hub utilization identified in the course syllabi week-by-week framework in line with the MOE Hybrid Learning Model, ensuring less than 25% of the program is online; 7. Pre-Service Teacher Competencies Conceptual Model produced; 8. e-Portfolio and Teaching Practicum booklet revisions completed; and 9.

Webinars from Te Rito Maioha Early Childhood New Zealand embedded into EDU and ECE courses.



Editorial

2021-2022 PHASE 3 Curriculum Development:
Curriculum Prettying By: Dr.
Phil Quirke

The curriculum development approach that aimed to ensure the long-term quality of the Bachelor of Education program whilst also being flexible enough to respond to short term directed changes by regulators and accrediting bodies.

The first year phase, Curriculum Healing, addressed the fundamental issues identified in the CAA Initial Accreditation and paved the way for the second year phase, Curriculum Polishing, which resulted in the new 2021 Bachelor of Education Early Childhood study plan meeting the MOE directives on 20% of the courses being delivered in Arabic.

This year the third phase, Curriculum Prettying, has focused on the requirements needed to fulfill our initial application for international accreditation with CAEP and NAEYC with the aim of involving all voices in the development process. This has included a detailed alignment of our Program and Course Learning outcomes to the MOE Teacher and Education Leadership Standards (TELS) and the international NAEYC Competencies and Standards. This has been a laborious intensive process, and I must extend our deepest appreciation to the leadership of the Curriculum Prettying Taskforce and all the System Course Leaders for their commitment to the process.



With thanks to each and every one of our faculty, who have all been fully invested in the curriculum development, and our students, graduates and Industry Advisory Council (IAC) members for their contributions throughout the year, we are delighted that our initial application for CAEP Candidacy has been approved. This now paves the way for our self-study submission to CAEP due in June 2023.

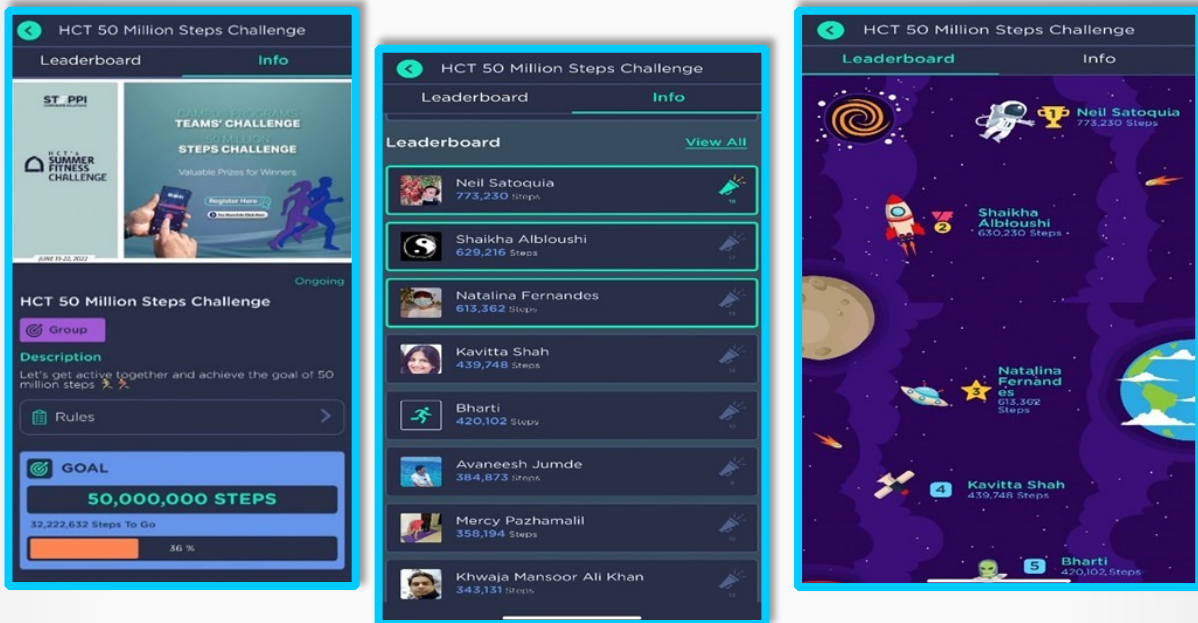
That submission will provide the framework for the Curriculum Slimming curriculum development plan in the fourth phase of the process next academic year 2022-2023. The focus will be on assessment, teaching practicums and employment to ensure our documentation and records meet the international accreditor's requirements.

The feedback from our international submission next summer 2023, will then provide the pathway for the final phase of our five-year curriculum development process, Curriculum Crystalizing, along with the Strategic Growth Plan that aims to bring our program to the forefront of early childhood care, development, education and research in the UAE and regionally by 2025.



BRIDGE-IN

Education Faculty Wins the HCT's Summer Fitness Challenge
By: Dr. Neil Satoquia



Steppi App used in the 50 Million Steps Challenge to monitor all participants' steps from June 13 to June 22, 2022 (Image Source: HCT)

Dr. Neil Armstrong Mendoza Satoquia, a language specialist at the Abu Dhabi Women's Education Department, outdistanced 172 other participants in the recently concluded Fifty Million Steps Challenge in the individual category sponsored by the Higher Colleges of Technology, the largest federal government education institution in the United Arab Emirates.



The language educator, who always jogs and does brisk walking for a minimum of 35-40 kilometers almost every night since his arrival in the UAE in 2017, accumulated a grand total of 773, 230 steps in the competition which began on June 13 and ended on June 22.

Shaikha Albloushi with 630, 216 steps, Natalina Fernandes with 613, 362 steps, Kavitta Shah with 439, 748 steps, and Bharti with 420, 102 steps finished second, third, fourth, and fifth, respectively.

At the end of the competition, the entire 173 participants made a total of 17, 777, 368 steps with a group daily average of 1, 777, 737 steps and a per participant average of 10, 158 steps.

All the participants in the challenge registered with the HCT and downloaded the Steppi App to monitor each participant's steps.

The Summer Fitness Challenge was embarked as one of the HCT's measures of balancing work, recreation, and health among its constituents.



BRIDGE-IN

2022 Pearls of Wisdom: Festival of Best Teaching Practices
By: Dr. Dean Vanvelzer



Teaching Practicum awardees posed with Sharja Women's faculty and administrators during the awarding ceremony. Front row from left: Mr. Basel AR. Badran (Education Faculty), Dr. Ged Ryan (Sharja Women's Campus Director), and Dr. Phil Quirke (Education Executive Dean). Third row from left: Dr. Dean Vanvelzer and Dr. Robin Ogdol, Education faculty members (Image Source: Dr. Vanvelzer)

On June 22, 2022, Sharjah Women's Campus held the 2nd Annual Pearls of Wisdom Event, which showcased and shared the best teaching practicum practices in spring 2022 in conjunction with the MST and student recognition event.

There were several different information presentations on different topics, such as assessment, student with special needs, shared reading, reading strategies,



and extracurricular events.

The Executive Dean of the HCT's Education Department, Dr. Phil, along with Dr. Ged, Education students, alumnae, and teachers were in attendance for the event.

Over twenty (20) Mentoring School Teachers (MST) from local schools were also in attendance and received recognition and certificates for their support of the program and students during placements.

After the MST's were recognized, teaching practicum awards were given to students from each year level.

Having received the highest grade in teaching practicum, the awardees were Halima Ahmed Lal Mohamed Saheb Dad Alblooshi for EPC 1903, Humaima Essam Mohammed Sharif Albastaki for EPC 2403, Maryam Humaid Hassan Ali Al-Ali for EPC 2903, Hanan Hassan Mohamed Ahmed Almarzooqi for EPC 3403, Noora Ahmed Ali Ahmed Almansoori for EPC 3903, Noorah Ahmed Hassan Abdulla Alraeesi for EPC 4406, and both Khawla Abdalla Salim Alkindi Alshamsi and Marwa Hasan Ebrahim Mohammed Abdulla for EPC 4909.

Khulood Mohammed received two awards namely, the P-CEO Recognition Award for completing over 500 hours of community service and the 2021-2022 Student Representative Award for her outstanding contribution to the Education Faculty Committee.

The event ended with a video for the Semester 8 designed by Khawla Abdalla in recognition of the students' hard work and contributions over the past several years as Moaza Mohammed rendered a heartwarming speech.



BRIDGE-IN

On-the-Go Activities of the ADW Education Department
Storytelling Club
By: Dr. Afra Almansoori



Al Thuraya KG pupils marveling at a story told by an HCT ADW Education student
(Image Source: Dr. Almansoori)

The Storytelling Club of the Education Department at the Abu Dhabi

The Storytelling Club of the Education Department at the Abu Dhabi Women's Campus conducted a five-day series of activities in August 2021, led by Dr. Afra Almansoori, the Club's adviser.

The varied activities namely, Wix Training, Reading Corner, Teachers' Day, Virtual Card Display, Flag Day at Al Quemma School, and Al Thuraya Storytelling were conducted to promote creativity, critical thinking, social awareness, cultural identity, and mental health among HCT education students.



The Club meets weekly where students learn many skills in relation to reading and any other skills that would help them in their studies, such as serving the community and reading stories in and out of the HCT.

Other digital tools can be utilized as well in the presentation of discussion and topics, such as Kahoot, Nearpod, and WIX and any other topics that are of great interest to students are welcome.

The Storytelling Club workshops are conducted not only at schools but also in any other settings, such as hospitals and parks where children can be read stories.



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BRIDGE-IN

The 2022 Bilingual and Bi-literacy Forum Hosted by HCT
By: Dr. Aysha Alshamsi



Literacy advocates, language experts, policy makers, educators, and students to convene at the 3rd Bilingual and Bi-literacy Forum come November 15, 2022 (Image Source: HCT)

The United Arab Emirates is a pluralistic and diverse country, which embraces human experience through languages, reading, and tolerance to keep its pace in each new millennium. To that end, higher institutions in the UAE operationalize new steps to fulfill the Emirati vision of progress and prosperity. At



the center of this progress is learning in a bilingual and bi-literate context that helps its vision as the country connects to the ever-evolving world. Notably, bilingualism and bi-literacy are cherished by the UAE policy makers for better education. In its own continued effort to fulfill the Emirati vision, the Higher Colleges of Technology (HCT) will host the 3rd Bilingual and Biliteracy Forum with the theme “Anticipating the UAE Centennial 2071 Horizons through Bilingualism and Bi-literacy” on November 15, 2022.



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BRIDGE-IN

The 2022 HCT Education Students' Research Conference:
Maximizing Students' Research Potentials
By: Dr. Jacqueline Lottin



HCT academic leaders and managers exchanging views during the HCT Education Students' Research Conference (Image Source: Dr. Lottin)

The 2022 HCT Education Students' Research Conference concluded successfully last April 19, with the theme “Educating the Whole Child in a Post-Pandemic World”, graced by notable Early Childhood Education keynoters, namely Professor Sunil Sazawal of Johns Hopkins University, Professor Minal Rana of Cal Poly Humboldt, California State University, and Professor Eman Gaad of the British University of Dubai.



The annual most awaited day of the Education Faculty calendar presented the HCT students' excellent research projects and intensified the promotion of research culture among the HCT Education students.

The presentations and sessions maximized students' involvement and ongoing development as future specialists in education, all of whom were Junior and Senior students of the HCT Education Program.

Students presented and displayed their research projects and posters that reflected an early childhood setting.

Debuting this year in the conference, the Semester 6 students made a Grand Entrance by presenting their research plans that showed confidence in their talk, signalled worthwhile purpose, and captured positivity to those who heard each of them speak.

Different sets of judges evaluated the quality and appropriateness of each presentation in six categories, namely Effective Teaching Strategies, Student Learning, Teaching Mathematics, Teaching Reading and Literacy, Assessment in the Early Years, and Education Technology in the Early Years.

An award ceremony towards the end of the conference recognized the top three winners of each of the three sessions, which are the Poster Session, the Capstone Projects Session, and the Research Plans Session.

Bringing in this competitive edge is a great motivational factor for the student audience, in preparation for next year's conference.



Post-conference feedback from all the participants reinforced the view

that this year was by far the best conference since its inception.

Edition 2

June 2022

Professor Abdullatif Al Shamsi, HCT CEO and President,
and Dr. Alex Zahavich, HCT Chief Academic Officer, opened and
closed the conference, respectively.



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BRIDGE-IN

The 4th SJW Education Students' Research Day
By: Dr. Lavinia Tamarua and Dr. Robin Ogdol



Seated on the front row, judges evaluating a Semester 8 student's capstone presentation at the 2021 SJW Education Students' Research Festival (Image Sources: Dr. Lavinia and Dr. Ogdol)

The 4th annual SJW Student Action Research Day was held at the Multi Purpose Hall of Sharjah Women's on November 28, 2021, with the theme "Transforming the Early Childhood Education Teaching and Learning through Research."

Participated in by twenty-five senior Education students, the event was



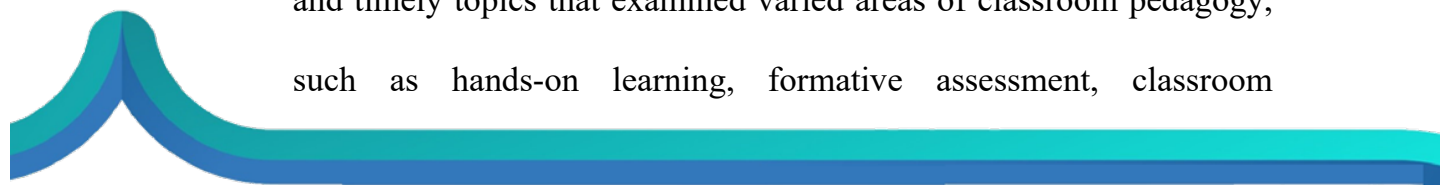
attended by SJW Senior Management staff, students, and faculty to celebrate the diverse and innovative research projects of the graduating students.

The Semester 8 students presented a rapid and challenging 3-minute research pitch about their action research findings, while the Semester 7 students presented a 10-minute synopsis presentation of their action research project's first phase.

The unprecedented 3-minute pitch and synopsis style of presentation resulted in a well-focused and more concise students' output, not to mention the confidence they developed in dispensing the substance of their research.

To prepare the students for the annual system-wide Education Students' Research Conference on April 19, 2022, the research festival also opened an opportunity for students to receive feedback from their peers and their faculty who assessed their performance and the content of their presentation.

The student presenters captivated their audience with relevant and timely topics that examined varied areas of classroom pedagogy, such as hands-on learning, formative assessment, classroom





management, literacy, reading comprehension, language development, technology, pedagogy (teaching and learning), and differentiation.

The range of topics certainly created some impression on students' personal passion and interest in their desire to improve educational practice, demonstrating the interplay between classroom practice and theory.

In the 3-minute capstone presentation, Hessa Hashem Moosa Alhooti Alblooshi, Fatima Ali Ghuloom Darweesh, and Shamma Saleh Sultan Mohammad Aljallaf won the first, second, and third places, respectively, while Khawla Abdalla Salim Alkindi Alshamshi, Moaza Mohammed Yousuf Mohammed Saeed, and Moaza Obaid Thani Balama Altamimi were the top 3 winners of the synopsis category.



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BRIDGE-IN

Connecting Theory to Practice: Experience of Inspired Teachers
Dr. Aysha AlShamsi



Dr. Shawqi Kharbash, Executive Director of Al Ain Campus, gracing the event on Connecting Theory and Practice in Teacher Education organized by Dr. Aysha Alshamsi, PTL of AAW Education Department (Image Source: Dr. Alshamsi)

The goal of the HCT Early Childhood Education program is to equip its preservice teachers with the skills and competencies required to construct and deconstruct knowledge from various resources. To achieve the goal, a clear vision is set as an integral part of its curriculum in pursuit of continuous professional development and a lifelong learning process. Education students are taught and trained required knowledge and skills in order to prepare them in



bridging the gap between theory and practice, the very essence of constructivism. Knowledge culled from literature contributes to and supports the improvement of the innovative vision of the HCT. As a mark of improvement, the ECE program of the HCT triangulates continuous improvement of curriculum, assessment, and practicum experiences to ensure rigor in practice. Its students' successful teaching practice every semester is celebrated by providing students with various events to bridge the gap between theory and practice. Connecting Theory and Practice in Teacher Education: The Experience of Inspired Teachers is a recurring event organized by the Department of Education of Al Ain Women Campus to provide its students the opportunity to present their best practice and share their reflective and contextualized experiences.



BRIDGE-IN

HCT-AAWC Teaching Practice in the Spring: Continuously Evolving
By: Dr. Paul Leslie



Special Needs specialist and Guest Speaker, Mr. Ahmed Ghazi of Nahyaneia School, briefing the AAWC student teachers prior to their teaching practice (Image Source: Dr. Leslie)

During the 2022 Spring Semester, the HCT - Al Ain Women's College placed 170 students at 42 government, charter, and private schools combined.

To help manage the number, the Education Department of the College borrowed Mentoring School Teachers (MCTs) from its fellow campuses, such as Sharjah, Ras Al Khaimah, and Fujairah.



The Department trialed its new TP Support Site, registering more than 150 Mentoring School Teachers (MSTs) from the 42 partner schools on the site.

A key element of this site is the attendance-tracking tool, which allows MSTs to mark student teachers' attendance daily.

The Department also trialed another time saving feature of the TP Support Site, an Employer Evaluation Form, which will automate the element of TP data collection.

The site also contains a communication medium through which educational videos and other support information can be shared.

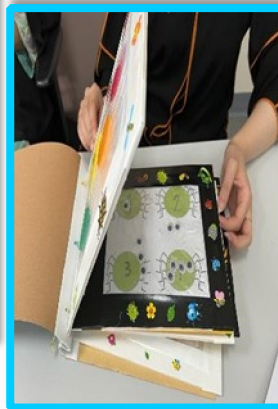
Before the 170 student teachers began their practicum, Mr. Ahmed Ghazi, a Special Needs Teacher from the AAWC's partner school Nahyaneia School, had delivered a talk that prepared the student teachers in their teaching practice.

As the guest speaker, Mr. Ghazi, whose talk can be accessed and viewed on the TP Support Site, spoke about what the students might experience with SEN students in Al Ain schools.



BRIDGE-IN

Best Practices Event: A Showcase of Students' Ingenuities in Materials Production
By: Dr. Marwa Eltanahy



AAWC Education students exhibiting some samples of their artifacts during the Best Practices Event (Images Source: Dr. Eltanahy)

The Best Practices Event has often been regarded as a staple of the Education Department of HCT-Al Ain Women College. This exhibition is used to assess and celebrate students' knowledge and practices across different disciplines in general, teaching practicum, and research projects in particular.

In an effort to identify a set of best practices for linking on-campus event exhibits to semester 202110 undergraduate coursework, the AAWC celebrated students' achievements in an academic gathering in the ABSHIR Hall, where all Education students and faculty members were invited to discuss and enjoy students'



projects. The event provided students a meaningful learning opportunity to enhance their critical and creative thinking and develop transferable academic skills, such as teamwork, presentation, and communication skills, integrating technology, writing, and defending their teaching best practices and research journeys.

The Education students produced engaging educational projects, images, artifacts, and presentations in two different halls. In one hall, students produced a wide range of project-based practices that highlighted the theme of educational toy/game and diverse interpretations of their work, providing students and faculty with a shared body of material on which to reflect. In the second hall, Semester 8 students defended their research projects and discussed their stories including their products and the challenges they faced during inquiry. Moreover, many students presented their best practices including teaching experiences and achievement during teaching practicum weeks.

The AAWC participating students showed high level of confidence, enthusiasm, and professionalism. The students had the opportunity to walk around the hall areas to be engaged in formal and informal discussion with presenters and faculty across academic disciplines, such as Visual Arts, Capstone Research Projects, Theories of Child Development, and Teaching Practicum. The faculty, on the other hand, reported that this valuable experience led to more student participation in expanded perspectives on a variety of interdisciplinary topics concerning education.



BRIDGE-IN

Government Kindergarteners Received Broadcast Interactive Workshop
By: Fatema Al Awadi



An HCT-Ras Al Khaima student teacher providing the broadcast workshop to public school pupils (Image Source: Al Awadi)

On the 16th of February 2022, the HCT -Ras Al Khaima Women's level two Education students conducted different workshop sessions for government kindergarten pupils as part of the College's celebration of the innovation month, applying different teaching strategies and highly engaging activities to motivate the children through interactive and innovative tasks.

Through the broadcast interactive workshops, the pupils were able to communicate with their teachers or parents from home or school.



The workshop immersed both pupils and student teachers in the online learning experience, the latter practicing their teaching skills for the first time.

This opportunity motivated the level two Education students and provided them with confidence and useful experience in preparation for their then-upcoming practicum.

They managed to plan and collaborate with one another to produce five successful sessions namely, Let's Discover Animals Letters, What is Your Favorite Letter, The Yummy Corn, Let's Create Our Butterfly, and Drawing Challenge.



BRIDGE-IN

Pearls of Wisdom Event: Sharing Best Teaching Practices
By: Dr. Dean Vanvelzer



SWC Education students awarded with Certificates of Appreciation by Dr. Dean Vanvelzer , Education Faculty, and Ms. Hamda Faraj, Program Team Leader (Image Source: Dr. Vanvelzer)

On November 14, 2021, the Department of Education at Sharjah Women's Campus held the Pearls of Wisdom Event for both teachers and students in the Multi -Purpose Hall in order to develop students' understanding of a learning community and have the students connect theory to practice.

The event, attended by over 80 students and staff along with Dr. Ged, the Campus Director, presented some exceptional student -teaching practices during the fall teaching practicum.



A number of students from different semesters were selected by their Mentoring School Teachers (MST) to present at the event based on their outstanding contribution to teaching practice.

Moaza Mohammed Yousef, Khawla Alshamsi, Moza Obaid Thani, Khawla Abdulrahman, Sharifa Redha, Shouq Ahmed, and Shaikha Jasim Albuqaish were among the presenters and recipients of appreciation certificates, while Khuloud, Fatima, Afra, and Bushra represented Semester 6 group.

In total, there were 8 different presentations on a variety of teaching topics, such as the integration of technology to teach language, the modelling and guiding of student learning, reading and writing activities, collaborative learning, peer assessment, display boards, and extra-curricular activities (a visual arts day spearheaded by Semester 6 students).



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Higher Colleges of Technology

BRIDGE-IN

The First HCT Executive Leadership Development Program:
Moving towards the Best Educational Leadership
By: Dr. Jacqueline Lottin



Dr. Abdullatif Alshamsi (1st row, 14th from left), CEO and President of HCT, led the graduation ceremony of the HCT Executive Leadership Development Program on April 6, 2022 at the HCT -Dubai Mens' Campus. (Image Source: HCT)

The First HCT Executive Leadership Development Program held its graduation ceremony last April 6, 2022 at the HCT -Dubai Men's College with no less than the HCT CEO and President, Dr. Abdullatif Alshamsi in attendance.

The rationale for the HCT Executive Leadership Program was to provide faculty and staff in leadership positions (Program Team Leaders, APCs, DAOs, RCs) with personal and professional development in self-leadership and leading effective teams.



The program was divided into five modules over 5 workshops, delivered face-to-face at the HCT-Dubai Men's Campus, covering a wide range of topics, such as Self-Awareness and Leadership Interdependence, Purposeful Feedback, The Emotionally Intelligent and Authentic Leader, Building and Leading High-Performance Teams, and Effective Leadership Communication.

The Education Faculty Team comprising of Ms. Hamda Faraj (SJW PTL), Ms. Fatema Alawadi (RAK PTL) Dr. Jacqueline Lottin (ADW PTL), Dr. Aysha Alshamsi, (AAW PTL), and Dr. Slim Khemakhem (HCT Academic Program Chair for Education), worked in tandem with colleagues from the Health Sciences.

The discussions were engaging, extremely lively with everyone encouraged to share examples of personal experiences at their campuses as linked to the topic of the day.

The workshops were a platform for leaders to share their successes and voice some of the challenges they experienced in the performance of their role, generating useful tips in handling administrative and leadership problems.

Indeed, the graduation ceremony for the first batch was a reassuring recognition that HCT is prepared to invest in the development of its leaders marching onward, moving forward.



READY-SET-GO

Early Childhood English Literacy: A Myriad of Courses
By: Dr. Kate Emmons



Exceptional samples of student -made teaching -learning materials in literacy and literature courses for use in Practicum courses (Images Source: Dr. Emmons)

Early Childhood English Literacy development is a cornerstone of the HCT's ECE program, and three courses offer simultaneously support teacher development in this important area. ECE 3003, Literacies in Early Childhood, covers competencies related to understanding emergent literacy, including how oral language development lends itself to the phonological awareness needed for young learners to achieve in these areas. Students also explore and research a variety of literacy approaches, some of which are then reinforced in ECE 3203, Learning through Literature.



It is in ECE 3203, where learners explore how to foster a love for reading through quality children’s literature and associated extensions and activities. This articulates with the practical component of the ECE program, the Practicum. In EPC 3403, students use what they learn and develop in literacy skills through practical learning within local classrooms. In fact, all tasks of ECE 3203 come into fulfillment in EPC 3403.

In EPC 3403, under the guidance of experienced classroom teachers, students search out opportunities to create and implement literacy lessons that draw on all they have learned in their literacy and literature courses. In particular, they create lesson plans that make use of the quality children’s literature that they have identified, as well as the “story sack” extension activities and materials that they have created. It is a confluence of theories and approaches to literacy, together with the application and practice of these ideas within real classrooms.

This merging of concepts and skills intends to provide a solid foundation for UAE’s future teachers as they embark on the process of instilling life-long literacy skills in the nation’s children.



READY-SET-GO

Conversations of Inspiring Communities of Practice
By: Dr. Aysha AlShamsi



Developing Teachers as Leaders: A Reflective Writing Approach by Dr. Phil Quirke as lead author becomes the dispenser of ideas in the first online book discussion “Conversations of Inspiring Communities of Practice” (Image Source: Dr. Quirke)

The Education Department of Al Ain Women’s Campus will host the first online book discussion entitled “Conversations of Inspiring Communities of Practice,” on June 23, 2022. The goal of creating an online book club is to engage the AAWC alumnae with undergraduate students to discuss professional



texts through online discussions. An essential purpose of the book club is to familiarize preservice teachers with recent education literature, encourage discussions, and connect theory to practice. Also, it is an excellent opportunity to provide continued professional development and challenge the current pedagogical beliefs. As agreed, the first book that serves as the source of discussion is “Developing Teachers as Leaders: A reflective Writing Approach” written by Phil Quirke, Joy Kreeft Peyton, Jill Burton, Carla Reichmann, and Latricia Trites. The goal behind selecting this book was to empower the AAWC pre-service teachers and to widen their perspective of leadership.



كليات التقنية العليا
Higher Colleges of Technology

STUDENTS' CLASSROOM VOICE

AAWC Students' Academic Networking
By: Mahra Alblooshi



Mahra Alblooshi in the performance of her duty as AAWC's student representative (Image Source: Ms. Alblooshi)

Being an efficient student networker means being authentic. Whatever one may have said and done may be forgotten, but what lasts long is how one made people feel. As a student representative, I always make sure to listen to my colleagues and friends because my ultimate goal is to improve weaknesses and replace them with strengths for Education students. Represented by Semester



Leaders, student networking in Al Ain Women's Campus is continuously evolving as they continue to listen to student's suggestions or difficulties, a practice pivotal to achieving networking goals.

Semester Leaders listen to the voice of the Education studentry at meetings or any group discussions to elicit and respond to their comments, suggestions, perhaps even resentments. After a thorough weighing of the validity of points raised, Semester Leaders share them with Dr. Aysha Alshamsi, AAW's Program Team Leader, for further clarification and confirmation. Whatever consensuses agreed between the two parties, they are then raised by the students' representative at the monthly meetings with Dr. Philip Quirke, the Executive Dean of the HCT Department of Education.

In my point of view, I regard student networking truly beneficial not only for the students but also for the Education teaching staff and administrators since it provides some opportunities for collaboration for the betterment of the Education Department. It feels exuberating to see how students are benefiting from their voice, be it a comment, a suggestion, an observation, a resentment, or even a criticism. In addition, the meetings develop the students' personalities when talking and sharing their ideas with me. What can be more gratifying than making Education students feel good when they are helped in little things yet very meaningful to them?



STUDENTS' CLASSROOM VOICE

Green Screen Technology Brings Content to Life
By: Khawla Abdalla Salim Alkindi Alshamsi

"Tell me and I forget; Teach me and I remember; Involve me and I learn," said Franklin as cited in Garvey, 2017, p.112). This quote sums up the modern teaching pedagogies that are now actively employed to increase students' participation to make learning memorable. Throughout my four years in the Early Childhood Education program at Sharjah Women's Campus, I explored numerous methods of involving students. As this generation tends to gravitate towards technology, the best way of engaging them was to cater to their technology preferences. I believe that it is inevitable to utilize cutting -edge technological tools because new learners require new environments.

Conventional education and approaches that emphasize memorization are not enough. We need to prepare children to flourish in a volatile world and contribute meaningfully to this digitally connected world. Green screens are production tools that enable students to merge two videos to create a layered effect. They are ideal for inquiry -based learning as they allow the students to discuss, evaluate, and reflect on their learning, using their imagination and digital skills. Children can transport in time, fly like a superhero, go on field trips, create their own stories, and many more.

During my teaching experience, my students were involved in creating and participating as a weather reporter using green screen technology. This activity got students to show their thinking and understanding creatively. It also provided my



students with opportunities to work at their own pace and explore interests that they may not have even realized they had, which is core to a student-centered environment. This technology demonstrated how student interests and skills can be integrated into the learning process, skills that may be overlooked in a traditional classroom, such as presenting, acting, photographing, or editing. Green screen projects can be child-centered activities because they increase students' engagement and promote positive attitudes and intrinsic motivation to learn. A study by Flewitt et al. (2014) indicated that incorporating technological activities positively fostered children's engagement and enhanced their learning process.

Indeed, their engagement skyrocketed. They were intrinsically motivated to participate in green screen tasks for reasons such as curiosity and being challenged



instead of relying on receiving

external rewards. This tool supports student ownership of learning by making them actively engaged in authentic learning experiences. My goal of inviting them to be part of the learning process is to have longlasting effects far beyond the four walls of the traditional classroom environment.

The green screen software I used in my classroom is called "Veescape Live." There are other alternative apps available such as Green Screen Pro for Android. The process to create the green screen is quite simple. First, students should record themselves using any recording device such as an iPad. They must be standing in front of a green background. Veescape Live application removes the green screen and enables the user to replace it with any other animated backgrounds related to the topic. This tool is best for students so as for them to demonstrate their learning as they work on all aspects of their creation.

Students creating a weather report using green

screen technology (Image Source: Al Shamsi)



The Green Screen ignited students' curiosity to engage with content as they use their creativity to choose sound effects and backgrounds related to the topic. The magical factor of the green screen was truly embraced by young children. This activity facilitated opportunities for 21st-century skills, such as communication, collaboration, and creativity, allowing children to demonstrate abilities potentially not seen outside of the digital context. My goal for this activity was to integrate speaking and content knowledge and make learning more individualized, adaptive, and real-world-focused. It offered opportunities for expressive, process-oriented work. Students' responses were incredible when they saw their work as they developed a sense of pride in their accomplishment.

I used green screen technology to overcome challenges encountered during my teaching practice; for example, I found that my students had limited phonemic awareness. They lacked the skill of identifying and manipulating individual speech sounds within words. Even though the Song of Sounds was repeated throughout the whole

semester, children had difficulty

memorizing it. However, they learned it in only two weeks when I involved them



Students filming and acting with green screen (Image Source: Al Shamsi)





in performing the song using the green screen technology. Song of Sounds is a highly active approach with whole-body actions to bring phonics to life and aid learning (Reed & Webster, 2014). It was incredible and heartwarming seeing them learning it straight away. As they were involved in performing the movements, recording the video, and adding animated images, it was meaningful and memorable. This multimodal approach to learning allowed children to work with different forms of media and with different senses. As a result, it sharpened their memory and improved their attention. It also gave students autonomy and choice, as they selected roles, backgrounds, and other effects. I

invigorated the phonics lessons with Song of Sounds made by my students. They repeated the song numerous times and were never bored. By scanning the barcode, one can watch the video.

The green screen technology brought learning to life. It generated embodied

learning in a digital world. Langbeheim and

Levy (2018) define embodied learning as the

) enactment of conceptual learning through an intentional action involving body and brain

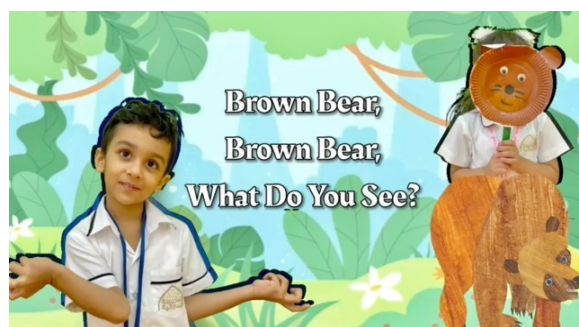
and cognition and emotion. In other words, it is a pedagogical approach that involves the body and mind as a whole in the learning process. When students

put themselves into green screen projects, they are taking roles of different characters. Their bodies and emotions are actively participating in the learning process, which deepens the learning. Figure 4 shows how my



Barcode to scan to view the Song of Sounds (Image Source: Khawla Al

Shamsi





students used the green screen by making their own puppets and taking roles of different characters to retell the story. Moreover, the green screen enabled me to implement a multidisciplinary approach by integrating more than one subject and development domain. It is a powerful method of teaching that crosses the curriculum boundaries and enhances the depth of learning (Nicol, 2010). Green screen projects provided

connections among various *Students retelling the story "Brown Bear, Brown Bear, What Do You See?" by Eric Carle, with green screen using face masks they made* (Image Source : Al Shamsi) curricular disciplines, as they incorporated reading, writing, drama, music, and other subject areas, such as math, social studies, or science.

Overall, I believe that educators must utilize the most advanced tools to prepare students for a more prosperous future. Green screens prioritized and integrated students' interests into their learning. This innovative technology added a new and exciting dimension to my lessons. It is the opposite of teacher-centered classrooms, where students are asked to fill out a single correct answer. I moved into the sociocultural perspectives by enabling students to collaborate and select paths that are intriguing to them.

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STUDENTS' CLASSROOM VOICE

Peer-Teaching Observation via the Phygital Communities of Inquiry: Towards a New Phygital HCT Campus
By: Mahra Alblooshi and Razna Al Ahabbi



A framework of Phygital Communities of Inquiry (Image Source: Dr. Al Shamsi)

The idea of a community of inquiry emerged from a need to establish a tool or methodology to help complete lesson observations during the teaching practicum placements amid COVID -19 pandemic. With the pandemic and the imminent new normal, challenges posit inevitable scenarios in the teaching practicum of AAWC Education students. Ergo, peer -teaching observation was one of the solutions considered.



Peer observations appear in the first assessment at AAWC, with reference to previously published research on Communities of Inquiry (COIs) and a specific focus on rigorous virtual learning COIs (AlShamsi, 2021). The practice adheres to the Higher Colleges of Technology (HCT) model of adopting innovative technology and rigorous learning methodologies in the new phygital age, a hybrid word combining both physical and digital characteristics emerging from the COVID-19 pandemic. The Mentoring College Teachers (MCTs) developed the new Phygital Community of Inquiry practice (PCOI). PCOI trains students to use the approved division-wide observation template and summative assessment rubric. It trains student teachers to use Flipgrid online videos to provide and respond to feedback. Moreover, it provides the reflection criteria to follow when submitting reflections on the Blog and gives guidance on how to respond to other colleagues' responses in a very comprehensive way. It also offers explanation regarding rigorous peer observation cycle where the MCT is included as a secondary feedback provider to ensure rigor in practice and in data. A WhatsApp group chat has to be created to ensure all involved have access to immediate information exchange that is limited to 6- to 7-week internships. Before the observation, the lesson demonstrators meet with their observers to discuss the lesson and the focus area. During the observation, the peers observe and document the practice. Each student must record the lesson and share it with an MCT. Each student submits the lesson plan to the MCT and to the peer observer before teaching the lesson. Students will then submit a SharePoint link to the recording before the feedback session. After which, the peer observers provide feedback and they then conduct a post-lesson session to discuss the lesson and provide suggestions for the next steps. To formalize everything, the peer observer signs the completed observation template with



some reflections. Once the MCT receives the document and watches the video, he/she then creates a new video on Flipgrid to provide feedback. The student teacher and the observer respond, while the MCT elaborates on the previous feedback. Then, a thread of continuous discussions takes place. The MCT makes sure that students move from simple reflective practice to a more rigorous reflective one where students review their own reflections. These reflections are supported by weekly blog reflections that contains weekly experiences and feedback from peer observers and from MCT. Finally, each student submits her reflection after meeting with the MCT and the peer observer and each student attach all pertinent documents to the Flipgrid thread.

The pandemic has taught and still teaches us to adapt to the new normal and to use phygital spaces effectively. In fact, the influx in the use of technology in higher education characterizes a very strong HCT digi-campus, where hybrid learning, new phygital reality, and desirable future technology abound. The rationale for using Phygital Community of Inquiry (PCOI) is to allow students to work within rigorous learning communities where issues, solutions, designs, and decision related to a practice and/or implementation of the practice are analyzed and evaluated. Despite the global health menace, HCT's peer-teaching observation can stand the test of time, especially with its new phygital opportunities supported by HCT's institutional strategies.

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STUDENTS' RESEARCH PRESENTATION VOICE

Bagging the First Place
By: Amira Mohamed Saleh Ibrahim Alhammadi

In any academic engagement, preparation always takes the most demanding stage rather than the actual presentation itself. With all that is needed planned and prepared well, success simply follows. I won the first place in the category of capstone at the HCT Education Students Research Conference held last April 19, 2022 with the topic “Students’ Engagement Strategies in a Grade Four Class.”

At home, I prepared and planned the flow of my presentation consisting of background of the study, research questions, review of related literature, research methodology, research findings, and recommendation for future research. Brainstorming and outlining worked so much for me to be able to plan, shape, and reshape what had to be delivered in the conference. All of these helped me to focus and present the substance of my research which the audience were interested to know.

I started presenting my action research by mentioning the context of the problem followed by an elaboration of the problem supported by citing major theoretical foundations and finally ended it with declaring the research questions. Then, I discussed the related literature to give the audience a background information about the principles on students’ engagement. I centered the discussion on the theoretical justification that necessitated why the problem had to be investigated. By carefully selecting the assumptions that served as the foundation of



research, I was able to frame an interplay of the related theories. In short, I discussed the literature review not by presenting a litany of theories, but by showing how one theory supports another theory and by connecting them to the problem at hand.

After weaving the theoretical considerations, I stated the research methodology containing the research design, data collection tools, and research participants to give the audience an idea where this action research took place. In research design, I discussed the mixed-method approach to research in the context of my study. As regards, the data collection, I centered on discussing the data collection tools (observation, interview, reflective journal, and survey). With respect to the research participants, I talked about students and teachers who were involved in the research.

I presented the findings based on each research question. I presented the data using certain advanced organizers, such as graphs and tables. I thought that it was just fair to preface the presentation of the data with restating the research questions that the study sought to answer. I then analyzed the data contained in each advanced organizer and linked the findings with previous research findings of the same study. Then, I interpreted the data in relation to the strengths of my theoretical framework. Finally, I ended my presentation by providing recommendations for future research which give the audience an opportunity to take and add to my research findings.

Overall, it was some experience sharing my research at the conference. All my efforts paid off and the reward was beyond words. Though the preparations made me so preoccupied, the fruit of it was a big success.



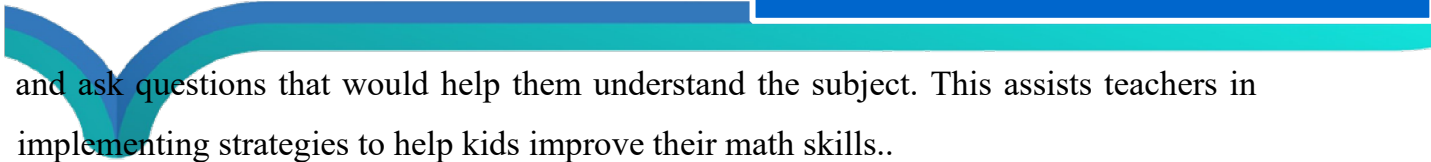
STUDENTS' RESEARCH PRESENTATION VOICE

Revisiting the 2022 HCT Education Students' Research Conference
By: Ameera Ahmed Mubarak Mehanaa

At the 5th Education Students' Research Conference on April 19, 2022, I had the privilege of presenting my action research on closing the learning gaps in Mathematics to support KG's future kids' achievement. Closing math learning gaps is critical in children's long-term success viewed at the perspective of the 2002 No-Child-Left-Behind Act, that drew a lot of attention, specifically on achievement failure by few subgroups of government students. My action research presentation allowed me to communicate with the audience about the necessity of addressing learning gaps, as well as improving my research abilities that are useful later on in my master's and doctoral degrees.

After 5 months of teaching online in Abu Dhabi schools, it was critical to study successful ways of closing math learning gaps and understanding the causes related to the steadily declining students' math skills. According to the findings, a peer tutoring strategy based on mastery learning can help students bridge their learning gaps and achieve the mathematical core skills they need in the future. Furthermore, teaching mathematics concepts in English created a learning obstacle for English second language students.

This study contributed to a better understanding of why learning gaps occur and how to avoid them in the future. The study illustrated how successful peer tutoring is, based on mastery learning approach. According to the study, when students feel safe and comfortable with their tutor, they are more likely to interact



and ask questions that would help them understand the subject. This assists teachers in implementing strategies to help kids improve their math skills..

I prepared and organized my research presentation for the research conference, expecting challenges. I received the presentation template three days in advance, making it difficult to prepare the most relevant aspects of the study at hand, especially since I only had ten minutes to present my action research. Despite all the challenges, I was able to deliver my talk. Overall, presenting at the Education conference enhanced my understanding of helping the audience comprehend my study findings and utilize peer tutoring to close learning using mastery learning approach.





STUDENTS' RESEARCH PRESENTATION VOICE

Reflecting on the 2022 HCT Education Students' Research
Conference

By: Sara Mohamed Mubarak Ali Bamaes

Participating in the 2022 HCT Education Students' Research Conference was a huge achievement for me as a student and a future teacher because it offered me some unforgettable experiences, not to mention all the excitement and self-confidence I had been through as a neophyte speaker presenting my research work to educators and fellow Education students at the annual Education conference. However, it was not only a mere presentation of my action research because it was at the same time a competition.

I grew from this experience because I learned how to communicate with others and answer their questions related to my work. I had the chance to present my action research's results and reflect on how it went and how it helped me as a student teacher in improving my teaching skills and strategies. This achievement is linked to professional disposition competency because, being a part of this conference, I collaborated with other staff and shared my teaching experience with them.

I presented my capstone research project at this conference. It discussed and thoroughly investigated the effectiveness of integrating educational robots in teaching to enhance students' phonics learning and engagement in the KG2 classroom. The aim of this research was to investigate and identify how effective



educational robots were on learners' engagement and performance. The focus was to discover effective, productive, and ongoing solutions (methodologies and strategies) that would support the learners as they continue to enhance their skills in phonics.





STUDENTS' RESEARCH PRESENTATION VOICE

Looking Back at the 2022 Education Students' Research
Conference

By: Sumaya Mannan

The 2022 HCT Education Research Conference for students was held online, participated in by the entire studentry and teaching faculty and staff of the HCT Education Department. Guided by their ever -supportive mentors, Semesters 6, 7, and 8 students presented their research in their most presentable and interpretable way. World -renowned keynoters and specialists in the field of ECE stressed the role education in honing the child in the post -pandemic world.

At this conference, I was invited to present my action research "The Impact of Bloom's Thinking Skills on Creating and Evaluating Students' Engagement in Maths Classrooms for Second Graders." During the presentation, I discussed the progress that I had done at the time my research was developing, mainly pointing to the findings of the research questions and recommendations for future studies. Moreover, I gave my reflection on how to make Maths teaching more interactive and explored the reflection following Bloom's high order thinking skills namely, the analytical, evaluative, and creative dimension.

At this conference, I also gained experience in presenting my research topic. My research presentation gave emphasis on the importance of improving early childhood educators' strategies in teaching Maths, by moving into a more student -centred approach. Finally, by presenting at the research conference, I realized that educators should conduct their interest on a specific study in the field of education to be full-fledged teachers in order for them to be potential teachers in the future.



STUDENTS' RESEARCH VOICE

Effects of Plays on Math Academic Performance of Selected
KG2 Pupils

By: Nadya Sultan Salem Alali

The research plan that is proposed herein is entitled “Effects of Plays on Math Academic Performance of Selected KG2 Pupils.” The purpose of this study is to fill the knowledge gap on how plays affect math academic development. Filling this knowledge gap is important because there is not much attention and studies that cover the effects of playing in schools in general and in Math in particular. In this study, the dependent variable is the Effects of Plays, while the independent variable is Math Academic Performance. The selected clientele for this study will be KG2 pupils. This study aims at answering the research question “Does X Play have a positive effect on Y Math academic performance of the selected KG2 pupils?” For example, does Message Relay have a positive effect on the academic performance in 3D shapes of the selected KG2 pupils?” Or does Message Relay have a positive effect on the academic performance in Addition of the selected KG2 pupils?” In order to analyze the data of the study, a t -test statistical tool is used. A t-test is a type of inferential statistic that determines if there is a significant difference between the means of two groups, which may be related to certain features. The t -test is one of many tests used for purposes of hypothesis testing in statistics.

Theoretical Topics

In this study, the principles about participant characteristics, improvement



in cognitive and academic achievement, and physical activity will serve as the theoretical foundations for the conduct of the research. First, since this study is quasi-experimental, participants are not randomly chosen. They will be chosen based on age, physical health, cognitive impairment, and others to reach more accurate results. Improvement in the cognitive and academic achievement will be observed, in which the research will show the progress in students' academic and cognitive development in particular Math topics, such as 3D shapes, addition, and greater than and less than. Lastly, physical activity is linked to play. This study will measure how often students are physically active and it observe their math academic performances before and after being physically active.

This study is related to “The Effects of Physical Activity and Physical Fitness on Children's Achievement and Cognitive Outcomes: A Meta-Analysis” by Alicia L. Fedewa and Ahn Soyeon because it has some same key principles as the research plan at hand. The research questions discussed were: 1. Is time spent in physical education worth cutting out instructional time in the classroom? 2. Do children who are more active and more physically fit also benefit cognitively and perform better academically? 3. Does physical activity effects students' academic achievement? The related studies that were examined support the main idea of the study, which is the inclusion of physical activity as it links to students' cognitive and academic development. The study further showed that students who do physical activities become more focused and they develop stronger cognitive development.

This is only a research plan that the author is going to start working during the teaching practice days. Some changes in the research design and procedures are expected to happen in the course of the investigation. Nevertheless, the researcher is determined to pursue the research investigation.

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STUDENTS' RESEARCH VOICE

Reading Aloud and Guided Reading and Development of
Pupils' Listening Skills

By: Shamma Salem Bakhit Shmail Alrashdi

The proposed research plan worthy of investigation is titled “Reading Aloud and Guided Reading and Development of Pupils' Listening Skills.” This study aims at examining the effects of two reading approaches in their capacity to develop the listening skills of the KG2 pupils. The research plan will most likely utilize the quantitative approach to investigating not only the effects of the two reading approaches on listening skills’ development but also the correlational relationship between the two reading approaches. Two groups will be taken as the participants of the study. One group participates in reading aloud approach, while the other group participates in guided reading. A three -week intervention in the form of teaching using the approaches will be given to the respondents who will also be given a listening pre -test and a post -test listening activity. In this study, both reading approaches are the independent variables as their effects on learners’ listening skills development serve as the dependent variable. The major research questions that the study aims at answering are “Do the two reading approaches develop the listening skills of selected KG2 pupils?” “Is there a significant difference between reading aloud and guided reading in improving the listening skills of selected KG2 pupils?” and “Do the students’ scores in guided reading correlate with their reading aloud scores?”

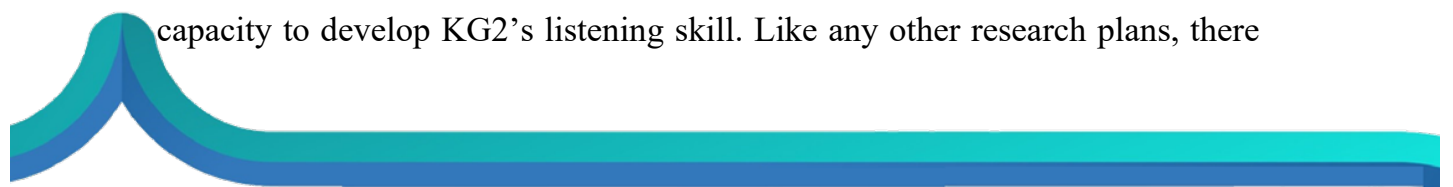
Since two teaching methods are tested in their capacity to develop students’



listening skills, a T-test is used as the research plan's statistical tool. A T-test is a statistical formula used to determine the significant differences between two groups or two scores. The difference between the two groups can be related to certain features. A T-test is done since this research plan considers the hypotheses "The two reading approaches develop the listening skills of selected KG2 pupils." "There is a significant difference between reading aloud and guided reading in improving the listening skills of selected KG2 pupils." and "There is a significant correlation between the students' scores in guided reading correlate with their reading aloud scores."

Guided reading is an essential part of the child's learning and developing stage for the reading skills. Comparing and contrasting reading aloud method and guided reading method offer some interesting literature. The statement from National Reading Panel has guided oral reading that has clearly documented research as important for the development of reading fluency. It provides the ability of reading efficiency with convenience. A study conducted by the Journal of Research on Educational Effectiveness emphasizes the importance of instructor reading the book softly and aloud to a learner. By reading aloud, the students can improve their fluency as the teachers listening to the reading aloud part will be able to make the correction to improve the fluency. The difficult words can be assisted by the teachers while listening to the reading aloud. In the study of Gold & Gibson (2001), reading aloud was found to be the foundation of literacy growth, although the study experimented with two groups of children of class two standards and class six standards.

This study attempts to examine reading aloud and guided reading in their capacity to develop KG2's listening skill. Like any other research plans, there





could still be other dimensions and factors to consider just before this research begins its real investigation.

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STUDENTS' RESEARCH VOICE

Students' Engagement Strategies in a Grade Four Class
By: Amira Mohamed Alhammadi

ABSTRACT

The study investigated the students' engagement strategies used in the Grade Four English classes. Based on the research conducted by Lange (2018), most paired or small group engagement strategies used by teachers were gamification. This study aimed to explore strategies that promote student engagement for Grade Four in English, attempted to find out what challenges teachers encounter to engage students and the most lesson part teachers use to engage students in. A survey was used to find the strategies teachers used to engage students, the challenges they faced to make students engaged, and the part of the lessons in which students were engaged. An interview was also used to find the strategies used to engage students, difficulties teachers face to make students engaged, and most part of the lesson teachers make students engaged in. Moreover, observation and reflective journals were also used to find the strategies teachers used to engage students. It was observed that the strategies mostly used were gamification and technology. This research found that most teachers used students' engagement strategies to promote students' engagement and they changed strategies from time to time. Furthermore, the strategies mostly used were questioning and discussion. Most teachers faced challenges to make students engaged. The most common challenge they faced was to make students focus on the whole lesson. Educators engaged students in different parts of the lesson, while they mostly engaged students in the main activity to engage students in different parts of the lesson. It is recommended that teachers use different engagement strategies to make students active in the lessons as each



STUDENTS' RESEARCH VOICE

Technological Tools and Students' Academic Performance
By: Khadija Al Nasi

ABSTRACT

This study examined the teachers' perceptions on the use of technological tools in their classes. The study was anchored on the assumption of Evertson and Weinstein (2006) that interventions in the form of technological can control students' behavior and thereby result in better classroom management. The investigation made use of observation, surveys, and reflection to gather the data. This study made use of convenience sampling. The school Al Bedaya KG was chosen as it is convenient to the house of the researcher. Moreover, it was chosen for a very practical reason, that is it was where the researcher did the teaching practicum for two semesters. Lastly, it was the school to conduct the research because it was assigned by the teaching practice Coordinator to the researcher. With respect to the class, the school principal assigned the researcher to a particular KG class. The research sought to answer the following questions: 1. What was the teachers' perception on the effectiveness of Class Dojo with their pupils? 2. Did the teachers think that behavior can be controlled by Class Dojo?, and 3. To what extent did teachers consider the use of technological tools effective? Results showed that Class Dojo had a favorable response from the teacher respondents, that Class Dojo did have a crucial role in controlling students' behavior in particular and in classroom management in general, and that the use technological tools was effective in many classroom instances or situations.



STUDENTS' RESEARCH VOICE

Behavior Management Strategies and Student Engagement in
Grade One

By: Dalal Salem Al Junaibi

ABSTRACT

The study explored the behavior management strategies in Grade One and how these strategies engaged students in the classroom. This study was anchored on the idea that motivational strategies can be developed and reinforced either through oral speeches to the students or by creating motivational campaigns that target the elements of the development of the students (Parsonson 2012). To find out how the strategies engage students in the classroom, the teachers' opinions were established regarding what they thought about engaging on the students' Two methodologies of collecting the necessary data were undertaken. The first would highlight how teachers feel about the strategies for the students. One of the methods was through observation during my teaching practice. The MCT and MST observation form of HCT was used as the instrument to record the data. Secondly, an online survey that was centered on the target population which incorporated 17 teachers. This study aimed at answering following questions: 1. What are the behavior management strategies in grade 1? 2. How do these strategies engage students in the classroom? Results showed that the use of motivation was observed to be important towards ensuring that the students could improve their performance. Through the various motivational strategies, the students can show good behavior, being more active in their learning, and participating in the activities that are conducted within the classroom. Furthermore,



all the participants in the survey agreed that the more students are motivated in the classroom the more they will have positive performance. This confirmed what Parsonson (2012) mentioned that motivational strategies can be developed and reinforced either through oral speeches to the students or by creating motivational campaigns that target the elements of the development of the students. The study recommended that the teacher should consider motivational strategies on a daily basis to create a balance in the classroom. The teacher should control students' behaviors in addition to teaching, grading, assisting students, and manage daily chores. Otherwise, classroom can become chaotic and disruptive if proper behavior control is not considered. Also, teacher should not stop from reminding the students for what will happen if they do not behave well in the class.

Keywords: learning styles, kinesthetic, auditory, visual, observation, online survey, questionnaires, different capabilities, study habits, effective learning



STUDENTS' RESEARCH VOICE

Engaging Strategies for Students in a Math Class
By: Mariam Hussein Alhammadi

ABSTRACT

The research investigated the strategies that the teachers used in classroom to engage the students in a Grade 3 Math class. The study was premised on the views of Best (2012) saying that when student engagement is going downhill, teachers often find themselves reaching for the prop box. In this research, different data collection was used. The first data collection used was survey which showed the respondents' response to how often they used their own strategies, which useful strategies they used, which strategies did not, and which strategies they thought was the best. Secondly, an interview with the teachers was conducted in order to ask them about their strategies and what the difficulties they faced and how it affected their own strategies. The study attempted to answer the following questions: 1. What strategies were used to engage the students in Math class? , and 2. Which of the strategies was the most useful? Results of the study revealed that learning was best in a healthiest environment, which included gamification and interesting ways to let the students enjoy them not only learn them. The results of the study also showed that students engaged more when the classroom included gamification and real -life problems. Teachers' use of the second language in Math lessons made the students less engaged. Findings of the study further revealed that most teachers used daily strategies more than once in the classroom and it was found that the most useful strategies was gamification and connecting to some real -



life problems. This research found that 100% of the teachers were aware of the importance of using student engagement strategies, whereas 84% of them faced challenges to make students engaged. The study recommended to find practical strategies to overcome the challenges teachers face to make students engaged. In addition, this study gathered data on teacher's perspectives of students' engagement strategies. The researcher recommended to investigate student's engagement strategies from the students' perspective. Therefore, the study encouraged to study effective strategies for each learning level (emerging, developing and mastery) as each student has different learning level.



ALUMINARIES

Hitching My Wagon to Something Larger than Myself: My
True Potential

By: Ayesha Hasan Alhosani

What can be more gratifying than seeing myself where I am now after leaving the portal of my beloved Alma Mater? I earned Bachelor of Education in Primary Education with a measly .18 difference for a flat 4.0 CGPA at the Abu Dhabi Women's College, Higher College of Technology in December 2021. One may wonder how I achieved the very high CGPA.

I started college with no love for any Education program as I always thought I would want to be an engineer or a software developer or an aviator since this was my major when I was at another university. All of a sudden, I felt I did not fit into these academic programs until I was advised to get into the education field and this started it all. I started college in 2017, having no background about the program and its major courses. As each semester unfolded, I felt comfortable and enjoyed every moment of each Education course which led me to discovering a new Ayesha!

Day by day, I grew a love for education, became so enthusiastic about the major, and accumulated an unbelievable amount of great information from the education scientists to their theories and approaches which ultimately redound to strategies and techniques. I was getting into it more than I ever could imagine until I finally realize that teaching is the only job that I see myself in.

In each course I took, I began to build respect for teachers and in everything they did. I understood that being a teacher is one of the noblest professions that any person can get since teachers build generations and prepare children for the real world. As pivots in molding children, teachers imbue children's minds and hearts



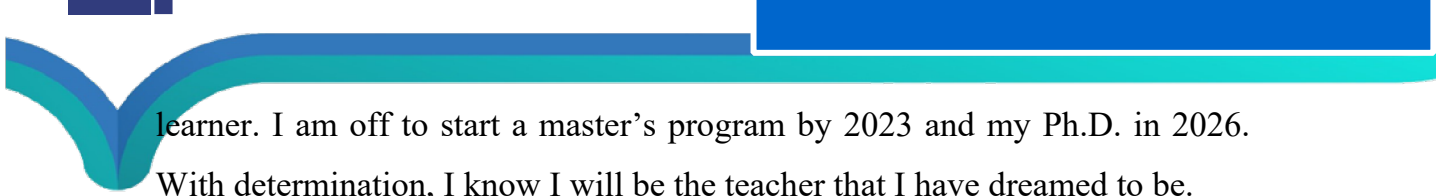
with great information and values, respectively. Seeing the magnificent role of teachers in this way, I was motivated to do my best in each course that I took, working constantly hard and with love for days and nights. I always aimed to show outstanding performance at tasks and I accomplished them as planned. These things I did, not only to amaze and impress my instructors by the quality of my work and the great deal of information I presented to them, but also because I really, really loved what I was doing---teaching, planning, reflecting, seeking new strategies, looking for activities, and everything related to teaching!



Facade of Al Asala School located in Al Shamkha where Ayesha currently teaches Grade Four pupils (Image Source: Alhosani)

Five months after my graduation, I got my first job with Emirates School Establishment. I am now a Grade Five Science teacher at Al Asalah School, and I couldn't be happier! With a great deal of pedagogical and content knowledge I have acquired from the Education Department of ADW, I would say I am now fully ready to build a strong generation. But I should not rest from acquiring academic laurels for I must keep on educating myself. Once a learner, always a





learner. I am off to start a master's program by 2023 and my Ph.D. in 2026.

With determination, I know I will be the teacher that I have dreamed to be.





ALUMINARIES

Once a Teacher always a Learner: My Life after HCT
By: Masada Ali Talib Husain Alharthi

In December 2019, I earned my Bachelor of Education in Primary Education at the ADW, Higher Colleges of Technology. Earning my Bachelor's degree was one of the brightest moments in my life as it was a huge milestone that I so far achieved, and burning the midnight oil paid off graduating with the highest academic distinction/honors. After graduation, I was so prepared to launch my teaching career; however, getting a teaching position, especially during the pandemic, was more challenging than ever as it took almost two years to receive an official offer. Although being unemployed was an unpleasant experience, it somehow allowed me to focus on other aspects of life and discover new interests.

My teaching journey started in October 2021, and words cannot describe how excited it felt to be back in a school environment, but this time as a teacher. Completing eight practicums as part of my Bachelor's requirements prepared me for such a day, and everything I learned as a trainee teacher came in handy. In these practicums, I was encouraged to develop my teaching competencies every semester which made my undergraduate experience impactful when I joined the workforce.

Currently, I am assigned to teach Science to second and third graders in a public school, feeling the real joys most of the days. I experience not only the joys, but the pitfalls as well since uncertainties surround the teaching process, especially shifting back and forth between online and in-person learning modes. Despite few



challenges, I feel gratified and fulfilled. The joy of working with young students is that each day brings different excitements to the classroom; students have new intriguing questions and stories to share and enrich our daily classes. Additionally, I find teaching this particular age very rewarding as my teaching efforts are noticeable in students' progress and development.

Besides my teaching career, I firmly believe in the lifelong learning concept, and a natural step for me after completing my undergraduate studies is pursuing my Master's degree. Now, I am at the final stage of my Master of Education in Curriculum and Learning Design at the Emirates College for Advanced Education (ECAE). I am working on my thesis, which focuses on the newly implemented Science curriculum in primary schools in Abu Dhabi. Pursuing my Master's degree is my attempt to expand my knowledge in the field I am most interested in, Education. Throughout my two years in the M.Ed. program at ECAE, I have had some great opportunities to work as a research assistant on different projects with inspiring supervisors. Such experiences developed in me a strong passion for educational research which motivates me to take further studies, a Ph.D. degree, as now I know that my life as a real teacher begins the day I realize that I am always a learner.



ALUMINARIES

E-learning Strategies to Develop Language Skills in a Kindergarten Classroom
By: Khawla Al Hammadi

I am Khawla Al Hammadi, an alumna of the Education Department, Higher Colleges of Technology, Al Ain Women's Campus. Having completed Bachelor of Education major in Early Childhood Education, I am a highly motivated person who aspires at creating unique changes in developing students' skills and abilities in a way that enable them to learn effectively using the 21st century skills, such as collaboration, creativity, creative thinking, and communication. My mission is to propagate the concept of innovation in education and to develop the quality of my country's educational system to contribute in achieving the UAE's vision in education. Part of my vision is providing innovative professional practices for a



Choice Board as E-learning Strategies
(Image Source: Al Hammadi)

sustainable educational experience, believing that the teacher has a pivotal role in honing a child's life be it mental, social, physical, and emotional.

In the 2021 Issue of the HCT Education Newsletter, I wrote an article about Choice Board, discussing its potential in classroom teaching - learning process. Lately, I shared my



knowledge regarding a crucial topic that can surely support educators in the UAE. The topic is entitled “E-learning Strategies to Develop Language Skills in a Kindergarten

Classroom.” This research was implemented in a whole school in Al Ain City during the COVID 19 pandemic. As something closely related to my final graduation research report, the topic assisted me to be an entrepreneur to create an interactive learning platform (Choice Board) that allows learners to choose activities to motivate them to learn.

Being actively visible at conferences, I was highly pleased with my participation in the Youth Talent Center 2021, Boot Campus Startup at HCT 2021. I also participated and presented my entrepreneurial topic at the EXPO 2022 in Dubai and in the Innovation Month - Faculty Talks with Dr. Aysha Alshamsi in 2022. My zest to conference participation also did not spare the HCT Education Students’ Research Conference in April 2022. What drives and inspires me most to continue sharing at conferences is a quote from HH Sheikh Mohammed bin Rashid Al Maktoum- "The future belongs to those who can imagine it, design it, and execute it."



FACULTY'S RESEARCH

Differentiated Instruction and Scaffolding Student Learning
By: Khawla Hashem Salim Alqiwani and Dr. Lavinia Tamarua

ABSTRACT

This article is part of a larger action research study that examined differentiated instruction and instructional scaffolding that supported students become independent learners during online teaching. The action research aimed to investigate how differentiated instruction encouraged student participation and motivation towards independence. The qualitative study used interviews, observations, reflective narratives and school documentation methods to gather the data. The participants were Grade 1 students, Mathematics and Science teachers in a government primary school setting in Dubai, United Arab Emirates. The main findings showed differentiated instruction teamed with learning styles were fundamental in identifying and adapting appropriate activities that closely met students' learning needs. Implementing the KWL (Know, Want -to-Know, Learned) strategy revealed the range of student's knowledge (i.e., zone of proximal development) and their competency that was gained through active meaningful activities. Differentiated instruction was found to maintain student's actions by allowing them to selectively prioritize the most suitable learning supports, eventually becoming more autonomous over time. The integration of Blooms taxonomy of higher -order thinking skills reinforced student's self -regulation and independence. The Gradual Release of Responsibility Model, on the other hand, showed the importance of scaffolding instruction used by teachers. The model



further described the learning process and shift of student progression and responsibility from dependence to independence (Fisher & Fry, 2013). This study drew important implications for teacher pedagogy and student independent learning through the flexibility and adaptability when implementing differentiated instruction.

Keywords: differentiated instruction; scaffolding; learning styles, ZPD, selfregulation



FACULTY'S RESEARCH

Education as a Community Affair: Digitally Designing Knowledge*

By: Dr. Paul Leslie

ABSTRACT

Distance learning is becoming increasingly prevalent. If education is a community affair, how then do teachers digitally design for their students the conditions for learning at a distance? This research examined a distance -learning environment within a Master's degree course created using online discussion forums. With the Community of Inquiry Model (Garrison, Anderson & Archer, 2000) as a guide, the instructor and students shared knowledge and experiences with their educational community. A structural analysis of the discussion forums, a quantitative analysis of social, teaching, and cognitive presence using a ten -factor model (Dempsey & Zhang, 2019), and a qualitative analysis of individual interviews with community members found that the role of the instructor was critical in pushing students towards uncertainty, thus opening the way for the relational construction of knowledge. To help students embrace that uncertainty, they required explicit knowledge of the processes that allowed a community of inquiry to function.

* The full text of this research can be accessed through the link below.

Leslie, P., & Camargo-Borges, C. (2022). Education as community affair: Digitally designing knowledge. *International Journal of E -Learning & Distance Education / Revue Internationale Du E -Learning Et La Formation à Distance*, 37(1). <https://doi.org/10.55667/ijede.2022.v37.i1.1219>

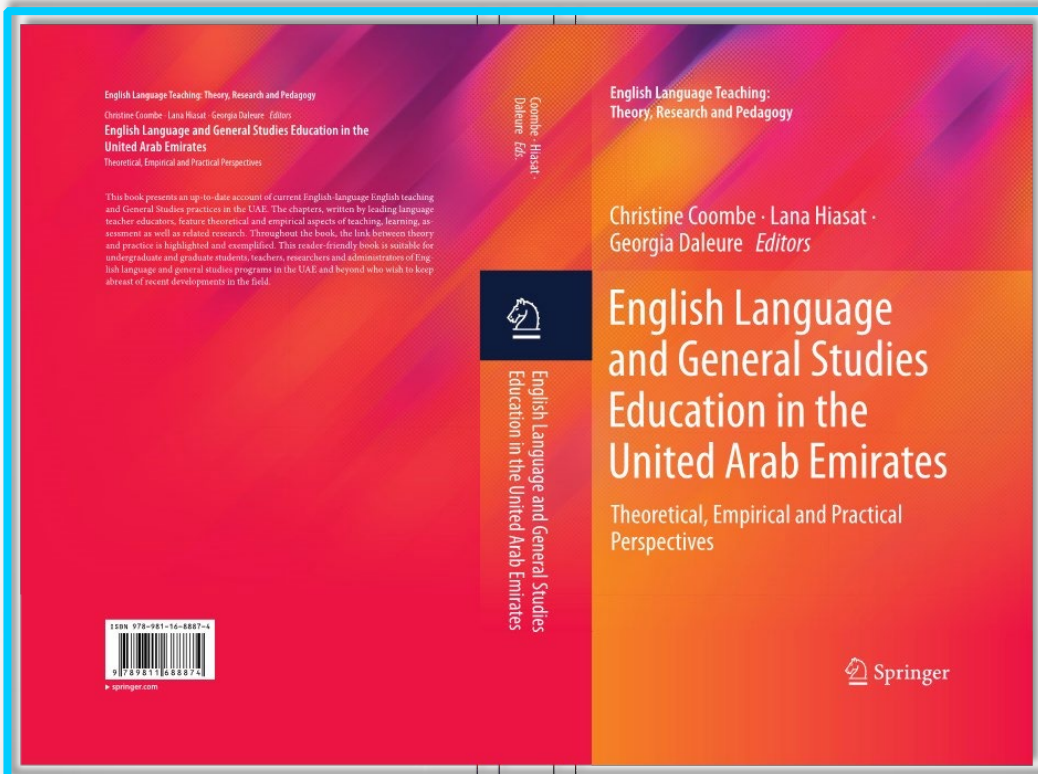


FACULTY'S RESEARCH

Reflections on a Teacher Leadership Program in the UAE*
By: Dr. Phil Quirke

ABSTRACT

This chapter reviewed the qualitative research analysis of teacher participant reflections on a professional development teacher leadership program, DREAM Management, that the author has run annually for the past decade. The chapter detailed the choice of research methodology and instruments whilst using examples to demonstrate the value of this on-going research to the





refinement of both the DREAM Management course and the online teacher education methodology employed in delivering the program to faculty across 17 different campuses throughout the country. The author claimed that such long-term research into our teaching and teacher education should be standard practice in quality education.

*The full text of this study can be accessed through the link below.



Quirke, P. (2022). Reflections on a teacher leadership programme in the UAE in C. Coombe, L. Hiasat & G. Daleure (Eds.) *English Language and General Studies Education in the United Arab Emirates*. Singapore, Springer. (pp. 267-286). <https://doi.org/10.1007/978-981-16-8888-1>



FACULTY'S RESEARCH

Sustainable Leadership in a Post Pandemic HE World*
By: Dr. Phil Quirke

ABSTRACT

This article described the DREAM Educational Management and Leadership professional development program delivered over the past two decades and the qualitative research analysis of teacher participant reflections that has continuously informed the refinement of the DREAM model and the program's structure and methodology.

The first part of the article gave a brief overview of the 2007 DREAM Management and Leadership approach and the 12 -module program's content and methodology with pre -session readings and viewings, weekly synchronous and asynchronous discussions, applied tasks in the participant's work context, and final module reflections, linking the approach to the seven principles of Sustainable Leadership.

The second part of the article briefly described three research projects undertaken over the past decade whilst delivering the professional development programme. The first of these research projects used categorization to determine whether the initial module structure could be mapped effectively to a model of teacher knowledge development that states teacher knowledge is developed through a cycle of four stages from Knowledge Seeker through Knowledge Discusser and Knowledge User to Knowledge Provider. The research used these four categories and mapped them onto participant communications to determine whether the



model could provide a sound theoretical structure for the delivery of the program. The second research project used a lexical analysis of participant communication to further inform the tutor's interaction with those taking the course. The research used eleven keys to effective web developer communication as the linguistic markers for the segmentation of the data collected from participant email discussions to produce a set of clear guidelines for tutor communication on the programme. The third research project used Burton's reflective typology to analyse participant reflections, and the outcome informed revisions to the reflective tasks and the ways in which the tutor should give feedback.

The final part of the article concluded with an updated overview of the DREAM Educational Management and Teacher Leadership professional development program as it will be delivered in 2021-2022, so the reader can appreciate the changes made based on the research. The author then argued for the value of research on our daily course delivery and ongoing curriculum development, and the importance for all teachers to view themselves as pedagogical researchers. Finally, the author concluded by stressing the need for structured professional development on teacher leadership that is grounded in ongoing research throughout the higher education sector, so that educational leadership can be truly sustainable.

*The full text can be accessed through the reference below.

Quirke, P. (2021). Sustainable Leadership in a Post Pandemic HE World. Sustainable Leadership and Academic Excellence International Conference (SLAE), 2021, pp. 1-6, doi: 10.1109/SLAE54202.2021.9686903.





FACULTY'S RESEARCH

Investigating Faculty Practices of Online Assessment:
Implications of Assessment Reforms in the Post-COVID Era
By: Huda Alblooshi and Dr. Sahbi Hidri

ABSTRACT

During the current shift to online and/or hybrid models of assessment, some debate has emerged whether teachers' practices of assessment (TPoA) impact online assessment and whether such practices reflect teachers' conceptions of assessment (TCoA). However, the question as to whether this online mode of delivery can be conducive to valid, reliable, and fair assessments remains unanswered. Traditionally, assessment practitioners addressed the assessments' impact from unilateral, norm -referenced perspectives, and most often, assessment results are groundlessly reported without measuring them against such practices. This study addressed online assessment by identifying key issues pertaining to faculty practices of assessment ($n=314$, $r=.917$), and how they are related to the ways teachers implemented assessment. Confirmatory factor analysis results indicated that the 20 -item inventory produced four factors on TPoA (method of assessment, purpose of assessment, improvement, and accountability) but with different wrong loadings of factors and indicators. Recommendations were made to develop teachers professionally to become active players in undertaking the necessary assessment reforms. The study had implications for classroom research and assessment reforms in the Higher Colleges of Technology in the UAE and beyond.



FACULTY'S RESEARCH

Implementation of Interdisciplinary E -STEM Model to Prepare UAE High School Students for the Labor Market
By: Dr. Marwa Eltanahy and Nasser Mansour

ABSTRACT

Although students' STEM designs are widely desired, relatively little attention has been given to making use of these designs, by incorporating basic understanding of the market to create new values for the community. E-STEM model was developed to ensure incorporating entrepreneurial practices into STEM education to address the gap between students' STEM outcomes and the market. However, little is explored regarding the teaching pedagogy of E -STEM model and its outcomes. Thus, a qualitative case study was conducted to explore E-STEM experiences of high school students and to further explore whether E-STEM course was perceived by teachers as a developmentally oriented curriculum considering its teaching approach. Accordingly, 12 educators were trained to apply E -STEM model and 5 were selected purposefully to implement E -STEM with forty-two Grade 11 students. Participating teachers were interviewed to deeply understand their contextual views. Students' projects and interview transcripts were analyzed and interpreted. The analyses revealed that students were able to produce valuable E -STEM projects to introduce them to the market. The E -STEM implementation requires a developmentally oriented instruction to produce entrepreneurs who are scientifically, mathematically, and technologically literate, and education through E -STEM is the most appropriate teaching approach to implement the E-STEM model.



Keywords: Competency-based Approach, E-STEM Model, Experiential Learning, Entrepreneurial Learning, Project-based Problem Solving.

Themes: (Innovative Educational Practices; Curriculum, Research, and Development; Education Theory and Practice)





FACULTY'S RESEARCH

Post-Teaching Observation Feedback Practices in the United Arab Emirates
By: Sarah Hyde

ABSTRACT

This action research explored and developed post-teaching observation feedback practices (PTOF) within Initial Teacher Education (ITE) in a female higher education institution in the UAE. The ITE programme adopted a reflective practice model, where theory is taught and practice is implemented in schools so as for student teachers to develop their pedagogical skills. College mentors observe taught lessons and provide PTOF to student teachers who are exposed to Western-centric PTOF literature. This study sought to develop PTOF practice and verify if current literature was applicable to the UAE context. Two action research cycles were conducted; the first of which was explorative in order to understand the current PTOF practice within the institution. Cycle One findings informed professional development (PD) sessions that educated participants and collaboratively developed new PTOF guidelines. Cycle Two evaluated the effectiveness of the PD and the implementation of the new guidelines. While the findings evidenced juxtaposed PTOF approaches, they offered insight into the development of PTOF practices, along with challenges experienced by student teachers and college mentors. When COVID-19 pandemic occurred in the middle of this study, teaching and learning became online. The findings also offered insight into online PTOF practice and informed future practice. Recommendations for future practice and future action research cycles were made.



FACULTY'S ONGOING RESEARCH

From Developmental Academic Advising to No Emirati Left Behind: Solving the At-risk Puzzle
By: Dr. Slim Khemakhem

ABSTRACT

While Academic Advising has gained momentum in higher education around the world for its potential to optimize student success within a defined time frame, its impact on students at risk of academic dismissal (SaR) has not been confirmed nor investigated sufficiently. The current interdisciplinary research applies the principles of the Humanistic Approach (Rogers, 1959), the Social and Emotional theory (Cefai, 2014), and an adapted version of the Developmental Academic Advising as Teaching (Crookston, 1994) to provide a new approach identified as the Transformational Academic Counseling (TAC). The rationale for the approach is that SaR students need more than just their advisors' academic subject knowledge and expertise to advise them on the best courses that would help them exit the risk zone and progress conveniently towards their success. In fact, along with, and often beyond their academic needs, those students need social and emotional support to develop their sense of basic success factors, such as goal orientation, personal best goal, self-regulation, self-efficacy, and self-esteem in order to feel motivated to achieve higher. The research design follows a mixed-method approach where quantitative data of SaR academic progress over one academic year is analyzed statistically to illustrate the intervention outcomes, and a qualitative analysis of advisors' and SaR students'



feedback is analyzed for final findings and implications for HCT policy on SaR advising and potential sharing with industry partners. In the event that the Transformational Academic Counseling approach shows success through tangible outcomes promoting student retention and supporting HCT strategic plan on ‘No Emirati Left Behind’, the research will have ample implications for the Education field not only in the UAE but also in the Gulf and the MENA region.



FACULTY'S ONGOING RESEARCH

Impact of Integrating History of Mathematics in Teaching Mathematics on Students and Mathematics Teachers in United Arab Emirates Government Schools*

By: Dr. Osama Taani

ABSTRACT

A growing number of educators, business leaders, and politicians agree on the necessity of the 21st century skills for students to be successful citizens in the revolutionary time that demands different abilities. Problem solving and critical thinking are two skills mainly driven by learning mathematics. Mathematics has been a difficult subject for students to learn, and research revealed various reasons that prevent students from learning mathematics. The absence of the big picture, the need for high cognitive demand level, the abstract nature of mathematics, lack of motivation, preconceived ideas, and weakness in teacher preparation are a few reasons to mention. As soft skills are rising to the top, the study aims to develop micro instructional techniques to elevate the productivity level of in-service Mathematics teachers. The investigation focuses on how implementing history of mathematics and primary resources in government Emirati schools can develop and then sharpen the soft skills for teachers. Exploring the impact of using history of mathematics in the classroom has a great potential to find a common ground for teachers to humanize mathematics. Studying mathematics through its historical context allows students to anchor their critical thinking and problem-solving skills by tracing the same creative approach.



The study targets the perception of Mathematics teachers and KG1 – Grade 12 students in UAE government schools, using history of mathematics. To explore the benefits of such implementation, the challenges and obstacles will be investigated. The project will be a collective and collaborative study with the Ministry of Education schools, ZU, AUS, ECAE, AAU, and RA. In the first phase of the study, the study will survey students, teachers, and administrators to explore their perception, and the benefits and challenges of implementing history of mathematics in school mathematics. Teaching Modules will be designed for teachers to use them in their classrooms to teach mathematics based on history of mathematics. Then, the students and the Mathematics teachers will be interviewed to investigate and analyze the benefits and challenges of implementing history of mathematics in the national curriculum. The findings of this study, being the first in the region, will help the teachers and the administrators to adopt new techniques to facilitate the teaching and learning of mathematics. The findings of the study will also benefit both the UAE Professional Development Division in providing professional development sessions for teachers, and Curriculum Development Division in considering the benefits of such an approach.

*The study is ongoing, obtained through the 2022 Interdisciplinary Research Grant.





FACULTY'S ONGOING RESEARCH

High Yield Management Strategies for Implementing
Inquiry -Based Learning in Early Years Learning
By: Dr. Cheantel M. Adams

ABSTRACT

Inquiry-based learning is a learning and teaching method that places emphasis on students' questions, ideas, and analysis. It shifts the thinking to the students and creates a more student-centered environment. Knowledge and understanding are deepened and developed when they are explored. This deeper knowledge and understanding lead to greater curiosity, independence in learning, and future innovation. Aligned with John Dewey, inquiry-based learning allows the students in science classes to learn by doing as well as inquiring. Often times, such activities are excluded from instructional practices due to student behaviors, time management, and prior knowledge. These are exactly the reasons to implement inquiry-based learning. Students need this type of learning the most to help engage them in the learning. According to Vygotsky, learning is a social activity. Students construct knowledge by sharing ideas and information. The main objective behind this study, therefore, is to determine how classroom management and culture impact the implementation of inquiry-based learning in an early years classroom. Management of classroom activities, student performance, and engagement will be studied to determine the most effective ways to implement inquiry-based learning in a post-COVID, ESL setting.

Keywords: Inquiry -based Learning, Constructivist Theory, Classroom Management,



FACULTY'S ONGOING RESEARCH

Reduce Academic Fatigue and Enhance Retention for the Determined Ones (TDOs) in Online Learning
By: Dr. Jacqueline Lottin, et al.*

ABSTRACT

The abrupt but essential change from on-campus learning to distance learning due to COVID-19 pandemic necessitated sudden change to online learning platforms for both students and educators. Students and educators alike shifted to digital technologies, relying heavily on video conferencing software like Zoom and Microsoft Teams for them to continue working in isolation from their homes. As the majority of interactions moved to virtual mode through the most widely used software Zoom, zoom academic fatigue, a term dubbed by Duong (2020), became very, very famous and widespread. Consequently, combating this new form of exhaustion directly affected students' learning, especially The Determined Ones (who have special educational needs) leaving them feeling tired and anxious as they wait for the next video call lesson. The effects of this academic fatigue within online classrooms requires attention and solutions to solve them. The study focuses on determining effective online learning strategies to support the needs of The Determined Ones (TDOs) and on creating and implementing a TDO support program that employs effective teaching-learning strategies for HCT staff and students in order to reduce academic fatigue and improve retention. The support program will include developing a system by interspersing multimedia content and learning materials with regular short activities and assessments that improve students' engagement and provide more collaborative learning



opportunities, more asynchronous learning opportunities, break-up lectures, gamification and direct student support. The TDO support program implementation will be monitored. Its effectiveness will be evaluated through a survey, focus group sessions with participants before, during, and after lessons, and the use of assessments. The TDO support program will provide a rich and contextualized view of how various stakeholders, including faculty instructors, counselors and students, perceive the implementation of online learning, especially as it pertains to TDOs. A qualitative method is most appropriate for the data collection to include semi-structured interviews of the participants, students, teachers and counselors, document analysis from multiple sources of student data, teaching resources, and assessment data. In alignment with the National Policy for Empowering People of Determination, the expected outcome of the study is for HCT to lead a successful online support program for TDO students in using an adaptive curriculum through employing appropriate accommodations that will address their needs and give them training on new online assessments and the use of the equipment. Furthermore, the support program will ensure home support that is currently absent. Consequently, this study will make recommendations on supports for TDO students' who engage with the current online learning pathways using appropriate technology, and other assistive materials. Future research will focus on extending the student-centered support program across other higher education entities in the UAE and Gulf Region.

* Co-Principal Investigators: Dr. Phil Quirke, Dr. Tania Al Aghar, Dr. Hanan Sukkar, Ms. Antoinette Wiseman, Ms. Ebtessam Alzahmi, Ms. Mouza Alayyan,



Dr. Muna Eltoun, Mr. Ahmad Alghourani, Ms. AyshaAnand

