

دكتورة مريم موسى متى عبد الملاك



دكتورة في المناهج وطرق التدريس من جامعة ولاية نيو مكسيكو- امريكا  
مدرس بقسم المناهج وطرق التدريس بكلية تربية الوادي الجديد- جامعة اسيوط  
الخارجة- الوادي الجديد- مصر

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الموقع الشخصي <http://mariammatta76.wix.com/mariamabdelmalak>

#### المؤهلات العلمية :

دكتورة الفلسفة في المناهج وطرق التدريس-كلية التربية- جامعة ولاية نيو مكسيكو- الولايات المتحدة  
الامريكية - ديسمبر ٢٠١٣  
الرسالة: مشاركة الطلاب الفعالة في تصميم المناهج: دراسة حالة

ماجستير في المناهج وطرق التدريس- كلية التربية- جامعة أسيوط، مصر- ٢٠٠٥  
الرسالة: فاعلية التعلم المتمركز حول مشكلة في تحصيل الرياضيات وتنمية بعض مهارات حل  
المشكلات لدى تلاميذ المرحلة الابتدائية

دبلوم خاص في التربية -كلية التربية- جامعة أسيوط، مصر

بكالوريوس العلوم والتربية - تخصص رياضيات- كلية التربية- جامعة أسيوط - مصر - ١٩٩٨

#### الشهادات والجوائز

شهادة التعليم والتعلم عبر الانترنت - جامعة ولاية نيو مكسيكو-الولايات المتحدة الامريكية - اغسطس

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جائزة طالب الدراسات العليا المتميز- جامعة ولاية نيو مكسيكو- الولايات المتحدة الامريكية - ٢٠١٣

جائزة اكااديمية التدريس لحضور مؤتمر - جامعة ولاية نيو مكسيكو- الولايات المتحدة الامريكية - ٢٠١٣

بعثة تعليمية للحصول على درجة الدكتوراه في فلسفة التربية- الولايات المتحدة الأمريكية، ٢٠٠٩

شهادة الرخص الدولية لقيادة الحاسوب - جامعة اسيوط، مصر- ٢٠٠٧

### الخبرات الاكاديمية

مدرس - قسم المناهج وطرق التدريس - كلية التربية بالوادي الجديد - جامعة اسيوط - ٢٣ اكتوبر ٢٠١٤

أستاذ مساعد - قسم المناهج وطرق التدريس - كلية التربية - جامعة ولاية نيو مكسيكو- ديسمبر ٢٠١٣ -  
مايو ٢٠١٤

مدرس مساعد - قسم المناهج وطرق التدريس - كلية التربية - جامعة ولاية نيو مكسيكو - سبتمبر ٢٠١١  
ديسمبر ٢٠١٣

باحث مساعد - قسم المناهج وطرق التدريس - كلية التربية - جامعة ولاية نيو مكسيكو -سبتمبر ٢٠١٢  
- ديسمبر ٢٠١٣

مدرس مساعد - قسم المناهج وطرق التدريس - كلية التربية بالوادي الجديد - جامعة اسيوط - ٢٠٠٥ -  
اكتوبر ٢٠١٤

معيد - قسم المناهج وطرق التدريس - كلية التربية بالوادي الجديد - جامعة اسيوط - ١٩٩٨ - ٢٠٠٥

### المقررات التي تم تدريسها:

Curr 321 طرق تدريس ذوي الاحتياجات الخاصة. كلية التربية بالوادي الجديد. جامعة اسيوط

Curr 322 طرق تدريس تعليم الكبار. كلية التربية بالوادي الجديد. جامعة اسيوط

Curr 313 حاسب الي في التخصص. كلية التربية بالوادي الجديد. جامعة اسيوط

Curr 412 المناهج. كلية التربية بالوادي الجديد. جامعة اسيوط

Curr 311 طرق تدريس الرياضيات. كلية التربية بالوادي الجديد. جامعة اسيوط

EDUC 518 Technology and Pedagogy. New Mexico State University. [Syllabus](#)

EDLT 520 Multimedia and Authoring. New Mexico State University. [Syllabus](#)

EDLT 368: Integrating Technology with Teaching. New Mexico State

University. [Syllabus](#)

**Abdelmalak, M.** (April, 2014). Using Web 2.0 technologies to support student engagement. New Mexico Society for Technology in Education conference. New Mexico State University, Las Cruces, New Mexico.

Abstract: This presentation will relate practitioner experiences of using Web 2.0 technologies to promote student engagement in a graduate online education course. A review of the characteristics of Web 2.0 technologies and suitable models of learning will be presented. This will be followed by an overview of an action research experiment to integrate Web 2.0 technologies into an existing teaching format. The presentation will be ended by presenting a series of reflections on the suitability of educational incentives and course content design and offers some pedagogical insights for other Higher Education educators who are thinking of using Web 2.0 technologies as part of their teaching.

**Abdelmalak, M.** (March, 2014). Students' active participation in curriculum design: A case study of a graduate education course. *The 11th International Sun Conference on Teaching and Learning*. The University of Texas, El Paso.

Abstract: This case study explored the meanings graduate students assign to their participation in designing the course curriculum. This study's findings reveal that involving graduate students in designing the course curriculum based on their goals motivated these students to learn, enhanced their sense of ownership of learning, and gave them a sense of empowerment. However, some participants expressed that their previous experiences of being dependent on teachers to make decisions for them hindered their full involvement in the process. Results have implications for teaching graduate students.

**Abdelmalak, M.** (March, 2014). Towards flexible learning for adult students: HyFlex design. *Society for Information Technology & Teacher Education (SITE) International Conference 2014*. Chesapeake, VA: AACE.

Abstract: The purpose of this case study was to understand the meanings that graduate students assign to their experience with HyFlex design. The term HyFlex has its roots in two words: Hybrid – combines both online and face-to-face

teaching and learning activities in a single course, and Flexible – students choose their mode of participation whether face-to-face, online, or both. This study was implemented in a graduate educational learning technology course at a land grant border university in the southwest US. Findings show four themes that capture the meanings the participating graduate students assigned to their experience with HyFlex design: accommodating students' needs, increasing access to course content, differentiating instruction, and encouraging student control.

**Abdelmalak, M.** (March, 2014). Building online learning communities using Web 2.0 technologies. *Society for Information Technology & Teacher Education (SITE) International Conference*. Chesapeake, VA: AACE.

**Abstract:** In this paper I describe how I use Web 2.0 technologies to facilitate the development of a community of learners among graduate distant students and how students responded to the use of Web 2.0 tools and to what extent these tools assisted in developing a community of learners. Twitter, Skype, Google Documents, Blog, and Wiki were intentionally used in order to build online learning communities among students. An anonymous survey was used. The students indicated that using Google Documents, Twitter, Wiki, and blog gave them a sense of a learning community while using Skype did not give them a sense of a learning community. Google Documents and Wiki had the most impact on students' sense of a learning community in the course.

**Abdelmalak, M.** (2014). Building online learning communities using Web 2.0 technologies. *The 2014 Graduate Research and Arts Symposium*. Las Cruces, New Mexico.

**Abstract:** In this paper I describe how I use Web 2.0 technologies to facilitate the development of a community of learners among graduate distant students and how students responded to the use of Web 2.0 tools and to what extent these tools assisted in developing a community of learners. Twitter, Skype, Google Documents, Blog, and Wiki were intentionally used in order to build online learning communities among students. An anonymous survey was used. The students indicated that using Google Documents, Twitter, Wiki, and blog gave them a sense of a learning community while using Skype did not give them a sense of a learning community. Google Documents and Wiki had the most impact on students' sense of a learning community in the course.

**Abdelmalak, M.** (October, 2013). The process of building learning communities in an online course. *Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2013* (pp. 516-523). Chesapeake, VA: AACE.  
<http://www.editlib.org/p/114885>.

**Abstract:** This paper discusses the processes I utilize to build learning communities in my online courses. Drawing on research literature on how best to design and conduct an online course that fosters community among learners who are physically separated, I use five main processes to build learning communities in my online courses. These processes are 1) building a learning community from the first day of the class, 2) using Web 2.0 technologies, 3) using threaded discussions, 4) pairing students in activities, and 5) encouraging collaborative activity. Intentionally using these processes has the potential to build and foster learning communities in online environments.

**Abdelmalak, M.** (March, 2013). HyFlex course design: A case study of an educational technology course. *Proceeding of Society for Information Technology & Teacher Education (SITE) International Conference 2013* (pp. 128-135). Chesapeake, VA: AACE. <http://www.editlib.org/p/48080>

**Abstract:** Recently, an innovative blended model, the HyFlex design, has begun to emerge. The HyFlex design incorporates blended learning characteristics with providing student a choice to participate face-to-face, online, or both. To date, the literature regarding the effectiveness of this version of blended learning is limited. This paper presents a case study of a face-to-face, graduate educational technology course that followed the HyFlex design. Additionally, it discusses the instructor's reasons for choosing the HyFlex design. A sample of students' comments regarding the HyFlex course experience is also included.

Asing-Cashman, J., Rutledge, D., Gurung, B., Arouri, Y., **Abdelmalak, M.**, Pawielski, Y. & Ryan, A. (March, 2013). Examining digital native preservice teachers' perceptions of an educational technology course: Part 1. In R. McBride & M. Searson (Eds.), *Proceedings of Society for Information*

*Technology & Teacher Education International Conference 2013*(pp. 3012-3014). Chesapeake, VA: AACE.<http://www.editlib.org/p/48553>.

Digital native preservice teachers (DNPSTs) have the potential to adopt technology more quickly simply because they grew up in the digital era (Lei, 2009; Levin & Arafeh, 2002; Iding, Crosby, & Speitel, 2002). Teacher education engages in preparing teachers to teach “digital natives” or the “Net generation” in the 21st century schools. It is important for DNPSTs to have the ability to access, evaluate, produce, and communicate using a variety of media - also called digital literacy- so that they can communicate and connect with the students of today and the future (Schrum & Levin, 2009; Prensky, 2010). In an effort to prepare DNPSTs for the 21st century, this exploratory research examined DNPSTs’ perceptions of an educational technology course - Integrating Technology with Teaching. This course is required for all DNPSTs at New Mexico State University (NMSU). Sixty six DNPSTs were surveyed in this research. In this symposia, we will share the findings from this research. The papers will be presented in the following order:

**Abdelmalak, M.** (March, 2013). HyFlex course design: Exploring students’ meanings of the learning experience. *The 2013 Graduate Research and Arts Symposium*. Las Cruces, New Mexico.

This paper explores the meanings graduate students constructed from their learning experience with the HyFlex course design. The results revealed that the participating students perceived the opportunity of having a choice to attend face-to-face or online sessions as the instructor accommodating and flexibility to meet students’ different needs. They recognized the importance of flexibility in adult education as a way to motivate adult learners to do better work. The participating students perceived the opportunity of allowing students to choose their mode of participation whether face-to-face or online as the instructor attempt to differentiate instruction to meet students’ needs and their learning styles. Additionally, they saw the traditional delivery of courses where students have to attend face to face in every class as the school and the instructor control. They perceived the opportunity of having a choice to attend face-to-face or online as an opportunity for students to take control over their learning. This study’s findings suggest that graduate students need flexible instruction with meaningful choices, so they can coordinate work and family responsibilities with a challenging course schedule. Universities and colleges should offer students “any time, any

place” learning opportunities that meet diverse needs. This requires that instructors of adult learners value providing participation choices to students more than they value forcing everyone into the “best” way of learning a set of content.

**Abdelmalak, M.** (February, 2013). Involving students in the assessment process: Exploring students’ meanings of the learning experience. *The New Mexico Higher Education Assessment and Retention conference (NMHEAR)*. Albuquerque, NM.

It can be argued that students should be involved in the assessment process in order to maximize opportunities for meaningful student learning. The main purpose of this qualitative case study was to explore the meanings graduate students constructed from the learning experience of involving students in the assessment process, through student generated assignments and peer review.

**Abdelmalak, M.** (January, 2013). Sharing power and responsibility with students: A Case Study of an Education Course. *Proceeding of 11th Annual Hawaii International Conference on Education*. Honolulu, Hawaii.

Abstract: The purpose of this case study was to shed light on the pedagogical practices of an instructor who shared power and responsibility with graduate students and analyze how the students responded to such sharing power and responsibility. Four Master level students participated in this case study. Data were gathered from observations in a graduate educational technology course, students’ interview, analyzing students’ course work and course syllabus. The findings revealed that the students shared the decision-making power in four areas: course textbook decisions, course content decisions, students’ talk, and assignment decision-making. The results suggest that sharing power with students had positive effects on students’ learning, and how the participating students developed awareness necessary to function as active responsible learners. Implications for the scholarship of teaching and learning are discussed.

**Abdelmalak, M.** (January, 2013). Learner-centered teaching: Preparing students to be independent responsible learners. *Proceeding of 11th Annual Hawaii International Conference on Education*. Honolulu, Hawaii.



**Abstract:** This paper discusses features of learner-centered teaching. The balance of power between the instructor and students, involving students in making decisions about their learning, helping students to accept the responsibility for their learning, and valuing students' interests, perspectives and speech are key features for producing a learner-centered environment. This paper suggests that instructors should take into consideration these elements to consciously create a learner-centered environment with which to prepare students to be independent responsible learners.

**Abdelmalak, M.** (January, 2013). Students' active participation in the decision-making process. *Proceeding of 11th Annual Hawaii International Conference on Education. Honolulu, Hawaii.*

**Abstract:** This paper critiques college teacher unilateral authority where the instructor makes all and even most of the important decisions about learning for students and discusses the passive effects of the instructor unilateral authority on student learning. This paper suggests that students should be involved in the decision-making process so they learn to successfully make decisions in their education and continue to make successful decisions so when their formal education is complete.

**Abdelmalak, M.** (November, 2012). Learner-centered teaching: A case study of an education course. *Rocky Mountain Educational Research Association Annual Conference (RMERA).* Las Cruces, New Mexico.

The purpose of this case study was to answer the following questions: What is the structure of the course that follows a learner-centered framework? and how do students respond to the structure of the course? Four graduate students participated in this case study. Data were gathered from observations in an education course, students' interview, analyzing students' course work and course syllabus. The findings revealed that the instructor structured the course in a way that involved students in the decision-making power in four areas: course textbook, course content, assignments, and students' talk. The results also suggest that the participating students developed awareness necessary to function as active responsible learners. This study's findings suggests the need to use methods that shift the role of the instructors from givers of information to



facilitating student learning and create an environment that helps higher education students to practice taking responsibility for their learning, so they take this stand during their formal education and throughout their personal life.

**Abdelmalak, M.** (November, 2012). Preparing and training teachers to use technology in their classrooms: Educational technology course design. *Proceeding of the Global Learn Europe/North America 2012 Conference* (pp. 86-91). <http://www.editlib.org/p/42046>

**Abstract:** Recognizing the importance of preparing pre-service and in-service teachers to use computer-based technologies, this paper discusses a design of educational technology courses whether in teacher education programs or in professional development programs for technology use. Drawing on a learner-centered framework, this argues that technology courses in teacher education programs and professional development programs for technology use should be learner-centered in which student needs and experiences should be a central consideration when choosing the content of technology course and in which students are involved in the decision- making process.

Rutledge, D., Asing-Cashman, J., **Abdelmalak, M.**, Gurung, B., Arouri, Y. & Pawielski, Y. (2012). Introduction to Integrating Technology into Teaching: Developing a course for pre-service teachers. In P. Resta (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2012* (pp. 3048-3050). Chesapeake, VA: AACE. <http://www.editlib.org/p/40055>

**Abstract:** The first paper explore how iGeneration students can be engaged in teaching and learning with technology in the 21st century. The second paper explores how free and open source tools (FOSTs) can be used in teaching and learning. In the Integrating Technology with Teaching course (EDLT 368) students are introduced to FOSTs and required to use these tools in completing all assignments. The third paper is a study to investigate pre-service teachers' self-efficacy beliefs using FOSTs in their future teaching. The fourth paper discusses the transitions teaching EDLT368 face-to-face to the online environment. The fifth paper explores how EDLT368 shows new teacher candidates that the World Wide Web

can be a cost effective resource for teaching. Students of EDLT 368 make decisions about their future teaching identities through a “hands on” learning environment and the manipulation of the technology support that is available to them.

**Abdelmalak, M., Arouri, Y., Khatib, M., & Pacheco, R.** (March, 2012). A critical examination of diversity in pedagogy: Perspectives and visions of doctoral students. *Research, Pedagogy and Other Institutional Practices: An Interdisciplinary Conference on Diversity in Higher Education*, New Mexico State University, Las Cruces, New Mexico.

In this presentation, doctoral students from different cultural backgrounds share their experiences about the diversity in pedagogy in New Mexico State University

#### الابحاث العلمية المنشورة

Abdelmalak, M. (Under Review). Faculty-student partnerships in assessment. *International Journal of Teaching and Learning in Higher Education*

Abdelmalak, M, (In press). Participatory curriculum planning: Students perceptions. *Curriculum and Teaching*

**Abstract:** The purpose of this case study was to understand students’ perceptions of their participation in planning the course curriculum. The data collection sources included interviews of six volunteer graduate students, class observations, recording of class meetings, students’ coursework, and course syllabus. This study revealed that involving graduate students in planning the course curriculum based on their perceived goals motivated these students to learn, enhanced their sense of ownership of learning, and gave them a sense of empowerment. Although the participants believed in the importance of student input and involvement in what they would study, they also believed in the importance of instructor input regarding course objectives. This study also found that students’ familiarity with authoritative teaching hindered their full involvement in determining course

content based on their real needs and interests. Results have implications for teaching graduate students as adult learners.

**Abdelmalak**, M. (2015, March). Web 2.0 technologies and building online learning communities: Students' perspectives. *Online Learning: The official journal of the online learning consortium* , 19(2). Available at: <http://olj.onlinelearningconsortium.org/index.php/jaln/issue/current/showToc>

**Abdelmalak**, M., & Trespalacios, J. (2013). Using a learner-centered approach to develop an educational technology course. *International Journal of Teaching and Learning in Higher Education*, 25(3). Available at <http://www.isetl.org/ijtlhe/pdf/IJTLHE1534.pdf>

**Abstract:** The article explores the structure of a graduate educational technology course that used a learner centered approach to prepare students to be independent responsible learners. Key features of this approach were the balance of power between the instructor and students, involving students in decision-making about their learning, sharing the responsibility for learning between the instructor and students, and using students' needs and interests in the course content. The article describes how the decision-making power was shared between the instructor and students, as well as how students responded to the course structure. This work has implications for creating learner-centered environments in which power and responsibility are shared between instructor and students in all graduate education courses to nurture the development of responsible learners.

**ABSTRACT :** The purpose of this action research was to explore students' perspectives regarding using Web 2.0 technologies to develop a community of learners. The course described in this study was a fully online course in an Educational Learning Technologies' master's program at a medium-sized university in the U.S. Southwest. A variety of Web 2.0 tools (Twitter, Google Documents, Skype, Blogs, and Wikis) was used throughout the course to enhance students' sense of community. The methods of data collection in this study included students' reflective journaling activities, researcher's journal and field notes, and students'

comments on each other's reflections. Students indicated that using Google Documents, Wikis, Blogs, and Twitter gave them a sense of a learning community while using Skype did not give them this sense of community. Google Documents and Wikis had the most impact on students' sense of a learning community in the course. Findings suggest that faculty interested in building learning communities in online environments need to use variety of Web 2.0 technologies in order to make students aware of their promise for supporting communication.

### الدورات وورش العمل

ورشة عمل للتدريب على برنامج الكنترول الالكتروني بكلية التربية بالوادي الجديد.  
يناير ٢٠١٥

دورة تنمية المهارات المالية و الإدارية والقانونية للسادة أعضاء هيئة التدريس ومعاونيهم.  
كلية التربية بالوادي الجديد. ديسمبر ٢٠١٤

*Peer Coaching for Classroom and Distance Educators.* New Mexico State University, April, 2014.

*Flipping the Classroom with Just-in-Time Teaching,* Gregor Novak. New Mexico State University, January, 2014.

*LMS Video Webinar – How To Effectively Use Video In Online Learning.*  
[Lambda Solution](#). November 13, 2013

*iPad Apps for Faculty,* Teaching Academy, New Mexico State University, June, 2013.

*iPad Basics,* Teaching Academy, New Mexico State University, June, 2013, 3 hours.

*Getting Social with Students,* Jeff Utecht, Educational Technology Consultant, April 2013.

*Publish and Flourish: Become a Prolific Scholar*, Tara Gray, New Mexico State University, a non-credit short course, March-April, 2013.

*What the Best College Teachers Do*, Ken Bain, University of the District of Columbia, February, 2013.

*Active Learning in the Classroom II: Beyond Activities-Evidence, Analysis, Action*, Kay C Dee & Glen A. Livesay, Rose Hulman Institute of Technology, January 2013.

*Publish & Flourish: Become a Prolific Scholar*, Tara Gray, New Mexico State University. December 2012.

*MOOCs*, Susan Bussmann, Distance Education, New Mexico State University. November 2012.

*Open Educational Resources*, Sandra Johnson & Susan Bussmann, Distance Education, New Mexico State University. November 2012.

*Writing Clear Student Learning Outcomes*, Thomas Angelo, Victoria University of Wellington November 2012.

*Successful Learning by Design: Making Courses Clear, Coherent, Connected, and Consequential*, Thomas Angelo, Victoria University of Wellington, November 2012.

*Student-Centered Teaching through Experiential Learning and Assessment*, Kulbhushan Grover, Plant & Environmental Sciences, & Shelly Stovall, Director of Assessment, New Mexico State University, September 2012.

*Open Lab: Focus on Getting Started Module*, Wenona Nutima, Distance Education, Sandra Johnson, Distance Education & Sharon Lalla, Teaching

Academy, New Mexico State University, September 2012.

*Starting Strong: Ten Teaching Tips for Graduate Assistant*, David Smith, Chemistry and Biochemistry, New Mexico State University, September 2012.

*Documenting Effective Teaching in Digital Measures*, Tara Gray, Teaching Academy & Laura Madson, Psychology, New Mexico State University, September 2012.

*Graphic Syllabus Workshop*, Sharon Lalla, Teaching Academy & Susan Bussmann, Distance Education, New Mexico State University. September 2012.

*Softchalk Cloud*, Sandra Johnson & Wenona Nutima, Distance Education, New Mexico State University, September 2012.

*Documenting Effective Teaching in a Scholarly Manner*. Tara Gray, Teaching Academy & Laura Madson, Psychology, New Mexico State University. June 26-June28, 2012.

*Borderland Writing Project*, New Mexico State University, May 29 - June 27, 2012

*Writing Across curriculum*, New Mexico State University, May15- May 20, 2011

### **خدمة المجتمع:**

القاء محاضرة بعنوان " مشاركة الطلاب النشطة في تصميم المنهج وتنفيذه: دراسة حالة لمقرر تربوي" بالسيمينار العلمي العام بكلية التربية بالوادي الجديد. فبراير ٢٠١٥

القاء محاضرة بعنوان "كيف يكون تعليمنا مؤثرا" بكنيسة السيدة العذراء بالخارجة الوادي الجديد. فبراير

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