

Report of Academic Achievements

REPORT OF ACADEMIC ACHIEVEMENTS

BY:

Professor. Mohamed Gaber Kasem

Personal Profile

Name : Mohamed Gaber Kasem
Date of Birth : 24.2.1965
Place of Birth : Assiute, Egypt
Designation : Professor

Specialization:

Curriculum & Instruction – Arabic Language and Islamic Education

Date of appointment with COE, UAEU, September 1st, 2001.

Degrees and Qualifications:

1. Teachers' Diploma 1980-1985.
2. B.A. Literature and Education: Assyute University 1985-1989,
3. Diploma in Education: Assyute University 1990-1992
4. M. ph. Arabic Language Curriculum Instruction 1992-1994,
5. Ph. D. in Education Arabic Language and Islamic Education Curriculum Instruction 1994-1997.

Teaching Experience:

1. 23/8/1989 - 12/7/1994: Research Assistant at the Dept. of Curriculum & Instruction, Faculty of Education, Assyute University.
2. 12/8/1994 – 29/7/1997: Teaching Assistant at the same Department.
3. 28/9/1997 – 9/1/1997 : Instructor at the same Department.
4. 2nd semester 1999/2000, 1st semester 2000/2001 Visiting Professor.
5. On secondment: Assistant Professor at the Dept. of Curriculum & Instruction, College of Education, U.A.E. University.
6. 29/2/2004 Associate Professor at the Faculty of Education, Assyute University.

Introduction

This report comprises my academic achievement in three components:

First: Teaching

My educational approach and the courses I taught are stated with elaboration on the course I have taught at the UAE University. The number of courses rounded fifteen over eleven semesters. The total of credit hours done for the University and the courses that are in my teaching ability and those that I eventually taught at the Assyute University are also mentioned. My contributions to preparing descriptions of courses, performance tasks, support material guides, students performance evaluation, professional development activities, teaching methods, teaching evaluation procedures for my courses and adopting technology in teaching are also elaborated in this component.

Second: Scientific Research

This handles my seven published papers in refereed journals. Other researches published in similar journals as additional papers in addition to papers for conferences and symposia. Reference is also made to thesis and dissertations which I supervised. Lastly, conferences and seminars that I attended and participated are also stated.

Third: University and Community Service

This encompasses:

- a) University service which includes the membership of the Department and the Faculty Committees, participating in the development of the Faculty programs, evaluating books and papers, counseling students, cooperative participations with other universities and institutions and much more.
- b) Community Service which includes the membership of specialized professional organizations, the consultation services for community and educational institutions, intramural community membership, courses, lectures, workshops for schools and others etc.

First Component: Teaching

- a) Teaching philosophy**
- b) Courses I taught**
- c) Course Development**
- d) Students Evaluation**
- e) Professional Development**
- f) Methods of Teaching and Evaluation**
- g) Using Technology in Teaching**

I. Teaching

A. Teaching Philosophy

Education, to me, is the mother profession due its leading and productive role in contributing to producing, lawyers and engineers for instance. Only people with exclusively distinguished performance abilities, high specialized knowledge, and sincere professionally motivated could shoulder such an immense responsibility. The role of-teacher of teachers – as I would call an instructor has grown greater for his noble mission in preparing teachers who would posses knowledge that enables them to make their students be themselves. This recommends that instructors are not only knowledge vessels but also behavior and conduct models able to put their student teachers on track to shoulder their responsibilities.

Teaching, equally, is a skill and art based on quality performance and teachers' abilities to effectively communicate with their students inside and outside classrooms as well. Learner should take part in the learning process as teachers are no more lecturers but rather trainers, supervisors and facilitators. The role of instructors can be summarized into:

- Using learner-centered methods so that students are assigned to take their part in the learning process inside classrooms. Students should be guided to achieve self-learning. They should be urged to use knowledge and information sources such as the world web.

Report of Academic Achievements

- Prioritizing field experience and performance to acquire teaching skills due to my belief that teaching is a skill and art. A fact which commends workshops, micro-teaching, peer-teaching, collaborative learning and task-oriented learning...etc.
- Making available the performance models that enable student teachers to lead their future students.
- Using performance-based assessment methods. Cognitive tests should not be the only means to sound students knowledge. Rather, their knowledge should be used in real situations.

Thus, as an instructor at the UAE University I aim at:

- Contributing to making teachers distinguished based on emotional and performancial examples.
- Contributing to the development of teaching and learning in general and Arabic Language and Islamic Education in particular by the virtue of my research.
- Serving the University as much as possible through the Departmental Committee, the Faculty and the University.
- Community Service
- Updating and developing my teaching performance by using current methods and technologies in view of my assessment by students and Faculty as well.
- Developing courses in view of my ongoing teaching experiences.

To attain this I apply:

- Friendly and well-mannered contact with my students and appropriate performance teaching methods inside classrooms.
- Action research and have it published in specialized journals.
- Workshops and lectures for teachers as well as students in schools.

Report of Academic Achievements

- Effective participation in activities, works and projects of the Ministry of Education in curriculum, instruction, programs, and staff training.
- Guiding students into better ways of academic and professional achievement achieving.
- Updating my teaching and research.
- Using technology for inside and outside classroom communication.

B. Courses taught:

1. College of Education - UAEU

Since I started working for the College in the 2nd semester 1999/2000 as a visiting Professor until the 2nd semester 2004/2005, I have taught 15 courses in the methods of teaching Arabic Language and Islamic Education in addition to other general courses in curriculum. The number of students in the courses was 1563. As shown in the tables below (See Course Load (1), teaching appendices and course records (1 & 2).

No.	Course	No. of Students
1.	Methods of Teaching Islamic Education for Beginners	865
2.	Methods of Teaching Islamic Education for the Diploma	62
3.	Methods of Teaching Islamic Education for the Prep. And Second.	33
4.	Methods of Teaching Islamic Education for Major's Students	65
5.	Methods of Teaching Islamic Education for the Elementary	56
6.	Classroom Environment in Elementary Teaching	31
7.	Classroom Interaction	31
8.	Fundamentals of Curriculum and Instruction	62
9.	Exploratory Educational Experience	79
10.	Capstone	15
11.	Early Childhood Literature	114
12.	Elementary School Curriculum Instruction	15
13.	Communication Skills	17
14.	Curriculum Instruction for the Distant Learning	3
15.	Field Experience	115
Total Number of Students		1563

2. Courses and Semesters

I have instructed 15 courses over 11 semesters one of which was in summer. I was a visiting Professor for two semesters. The following table shows the courses I have taught and the number of students in everyone (see course load, teaching appendices (1) and course records (1 & 2)

Semester	Course	Section	No. of Students
2 nd 1999/ 2000 Visiting	Methods of Teaching Islamic Education for the Beginners	51	45
	Methods of Teaching Islamic Education for the Beginners	52	45
	Methods of Teaching Islamic Education for the Diploma	52	12
	Methods of Teaching Islamic Education for the Major's students	51	17
	Method of Teaching 1	Distant	3
	Communication Skills	53	17
	Field Experience	-	11
1 st 2000/ 2001 Visiting	Methods of Teaching Islamic Education for the Beginners	51	37
	Methods of Teaching Islamic Education for the Beginners	52	34
	Methods of Teaching Islamic Education for the Beginners	53	40
	Methods of Teaching Islamic Education for the Diploma	54	16
	Methods of Teaching Islamic Education for the Major's students	54	12
	Field Experience	-	10
1 st 2001/ 2002	Methods of Teaching Islamic Education for the Beginners	53	41
	Methods of Teaching Islamic Education for the Beginners	51	35
	Methods of Teaching Islamic Education for the Beginners	01	12
	Methods of Teaching Islamic Education for the Diploma	54	11
	Methods of Teaching Islamic Education for the Major's students	51	8
	Classroom Interaction	52	31
	Field Experience	-	10

Report of Academic Achievements

Semester	Course	Section	St. No.
2 nd 2001/ 2002	Methods of Teaching Islamic Education for the Beginners	51	53
	Methods of Teaching Islamic Education for the Beginners	52	41
	Methods of Teaching Islamic Education for the Beginners	01	3
	Methods of Teaching Islamic Education for the Diploma	52	14
	Methods of Teaching Islamic Education for the Major's students	51	7
	Early Childhood Literature	55	53
	Field Experiences	-	16
1 st 2002/ 2003	Methods of Teaching Islamic Education for the Beginners	51	57
	Methods of Teaching Islamic Education for the Beginners	53	22
	Exploratory Educational Experience	59	37
	Methods of Teaching Islamic Education for the Diploma	52	9
	Methods of Teaching Islamic Education for the Major's students	51	9
	Field Experience	-	15
2 nd 2002/ 2003	Methods of Teaching Islamic Education for the Beginners	51	63
	Methods of Teaching Islamic Education for the Beginners	52	49
	Capstone	01	7
	Methods of Teaching Islamic Education for the Prep.	52	18
	Methods of Teaching Islamic Education for the Major's students	51	6
	Field Experience	55	15
Sum. 2002/ 2003	Methods of Teaching Islamic Education for the Beginners	-	59
	Methods of Teaching Islamic Education for the Beginners	51	61
	Early Childhood Literature	53	61
1 st 2003/ 2004	Islamic Education Capstone for the Diploma	59	8
	Methods of Islamic Education for the Prep. & Sec.	52	15
	Methods of Islamic Education	51	6
	Methods of Islamic Education for the Beginners	51	50
	Field Experience	-	6

Report of Academic Achievements

Semester	Course	Class	St. No.
2 nd 2003/ 2004	Classroom Environment in Elementary Teaching	52	31
	Methods of Teaching Islamic Education for the Beginners	51	50
	Exploratory Educational Experience	57	22
	Exploratory Educational Experience	58	20
	Methods of Teaching Islamic Education for the Elem.	51	18
	Field Experience	-	11
1 st 2004/ 2005	Methods of Teaching Islamic Education for the Elem.	51	18
	Fundamentals of Curriculum and Instruction	53	35
	Elementary School Curriculum	51	15
	Methods of Teaching Islamic Education for the Beginners	51	28
	Field Experience	-	11
2 nd 2004/ 2005	Fundamentals of Curriculum and Instruction	53	27
	Methods of Teaching Islamic Education for the Beginners	51	40
	Methods of Teaching Islamic Education for the Elem.	52	20
	Field Experience	-	10

3. Number of Credit Hours and Students Over Semesters

Since I started working for the Faculty, I have done 150.30 hours. My course load was 12.18 credits in one except the summer (6 credits). The average was 14.45 credits per semester. The number of students was 1563 ranged 85-187 per semester with an average of 142/semester. The following table shows the numbers in semesters.

Semester	Cred. Hours	No. of Students
2 nd 1999/2000	16	150
1 st 2001/2002	14	149
1 st 2001/2002	18	148
2 nd 2001/2002	18	187
1 st 2002/2003	14-50	149
2 nd 2002/2003	16	158
Sum. 2002/2003	6	181

Report of Academic Achievements

Semester	Cred. Hours	No. of Students
1 st 2003/2004	12	85
2 nd 2003/2004	12	152
1 st 2004/2005	12	107
2 nd 2004/2005	12	97
Total	150.50	1563

4. Current Courses 1st Semester 2005/2006

Course	Cred. Hours	No. of Students
Methods of Teaching Islamic Education for the Beginners	2	8
Language Education in Elementary Teaching	3	27
Methods of Teaching Islamic Education for the Elementary	3	32
Capstone for Teaching Islamic Education and Arabic	3	24
Field Experience	1	5
Total	12	96

5. Courses in my Instruction Ability

Sr. No.	Course
1.	Methods of Teaching Islamic Education and Arabic
2.	Methods of Teaching Arabic for the General Diploma
3.	Methods of Teaching Arabic for the Diploma
4.	Teaching Reading and Writing
5.	Forming Language and Religion Concepts
6.	Analytical Reading
7.	Language Training and Error Analysis
8.	Readings in Arabic
9.	Principles of Teaching
10.	Development of Language and Religion Concepts
11.	Children Stories
12.	Islamic Education for the KG
13.	Methods of Teaching Psychology
14.	Islamic Studies for Elementary Teaching
15.	Arabic Prosody
16.	Production of Teaching Aids

C. Developing Courses

This has been one of my concerns ever since I joined the Faculty by working on:

1. Committing and involving myself in the works of the development of teachers qualification at the College of Education in the UAE University where the Faculty has sought academic recognition of the (CQAIE) using (NCATE) standards. Efforts were rewarded the recognition for the period 2005-2010.
2. Coordinating the course of Curriculum and Instruction in Islamic Education for the Diploma, Elementary Education, and the Classroom Interaction in Elementary Education.
3. Preparing the files of Islamic Education for the Diploma, Language Teaching in Elementary education. Islamic Education Curriculum and Instruction in Elementary Education and Classroom Environment in Elementary education.
4. Descriptions of the following courses in accordance with the standards of NCATE.
 - Teaching Methods of the Islamic Education for the preparatory and secondary.
 - Teaching Methods of the Islamic Education for the Elementary education. [*See teaching appendices (1) Developing courses*]
5. Participating in preparing tasks for the following courses:
 - Teaching Methods of the Islamic Education for the preparatory and secondary.
 - Capstone
 - Teaching Methods of Islamic education in elementary schools.

- Classroom Environment in Elementary education. *[See teaching appendices (1) Developing courses]*
6. Participating in the preparation of the materials of the following courses:
- Arabic Teaching methods for the Preparatory and Secondary Schools. The book was endorsed by three referees.
 - Teaching methods of Islamic Education for the Elementary. The book is under revision and was endorsed by three referees.
 - Classroom Environment for the Elementary. The book is published and is a textbook of Arabic instructed students. *[Copies of the material are attached]*
7. Doing the follow-up with foreign writers (Jordanian Universities) some of whom wrote the materials for: (1) Linguistic Education for the Elementary (2) Curriculum Instruction of Islamic Education for the Preparatory and Secondary. I wrote the report on the first book. *[See teaching appendices (1) developing courses]*.
8. Publishing the following books:
- Standards for Linguistic Talent of the Teacher and and Learner 2004, Dar AlKalam, Dubai.
 - Classroom Environment in Elementary Teaching, Dar AlKalam, Dubai in partnership with Dr. Othman Alsawaie, 2004. The book is a textbook now for the course itself.
 - Development of Environmental Awareness for the General Education Students, Dar AlKalam, Dubai, 2005.
 - Solving of Environmental Problems in Islamic Curriculum, 20005, Dar AlKalam, Dubai.

D. Students Evaluation

My evaluation from my students came in favour. In most cases it was above the Department average and was as well for the rest of the cases.

I benefited a lot from such a practice as it fostered my performance level. *[See student evaluation in teaching appendices]*.

E. Vocational and Professional Development

To develop my teaching performance and research skills, I am always persistent and keen on attending training courses and workshops by the University, Faculty and the specialized bodies. Among my activities in this respect are:

A. Joining a number of courses in computer organized by the UAEU Center of Resources:

1. CA materials
2. Word Processor 2000
3. MS PowerPoint
4. Worldwide Web and e-mail
5. EXCEL

[See teaching appendices (10)]

B. Many workshops during the accreditation process.

1. "Program Outcomes" 13-12-1999
2. "Ethics Committee" 27-12-1999
3. "Teachers Qualification Program" Models from American University 30-1-2000
4. "All Committees presentation" 31-1-2000
5. "Comparing US Universities Program" 1-2-2000
6. "Discussion of US Universities Program"
7. "Concept Elements" 20-2-2000
8. "References and Universities Study" 15-4-2000
9. "Interview with "Dr. David Smith" 17-4-2000
10. "Description of courses in accordance with NCATE" 23-4-2000

11. "Conceptual Framework and the Vision and the Mission of the College of Education" 28-10-2000
12. (Dr. David Smith et al) "Description of Courses" 22-11-2000, 23-11-2000
13. "Description of Courses" (California State University) 21-5-2001
14. "Faculty Evaluation System" 1-4-2001
15. "Staff tasks under the new evaluation system" 2-4-2001
16. "Description of courses and Outcome Evaluation" (CSU) 22-5-2001
17. "Rubrics" 17-9-2001
18. "Workshop by writers of course texts under the new plan" 6-2-2002
19. "Revision of main courses" 2002-2003
20. "Active Learning" 12-2-2002 – 16-2-2002
21. "Promotion rule of the Faculty staff" 23-2-2002
22. "IT and Education Infusion" 17-3-2002
23. "Achievement portfolio, designing professional test and Teaching symposium" 7-4-2002
24. "Faculty Evaluation system and Decision taking" 20-4-2002
25. "Developing professional Exam" 5-5-2002
26. "Building Performance-Based Test" (Dr. Mark Baldwin) 26-8/28-8-2002
27. "Modern Trends in Educational Research in Qualifying Teachers"
28. "Defining Development works at the College of Education"
29. "Training and Evaluating Teachers" 1-10 / 2-10-2002
30. "Recognizing Library Sources and Obtaining Articles On The Web-E- Journals" 2-11-2002

31. "Field Experiences Committee Report" 3-11-2002
32. "Variation Document Committee Report" 4-11-2002
33. "Report on the Achievements of the Committee of Outcomes" 16-11-2002
34. How to Use "Blackboard" 18-11-2002, 4-1 – 5-1-2003
35. "Professional Test" 18-19/2/2003
36. "Scholarship" 5-5-2003
37. "Diversity" 11-2-5-2003
38. "Objective Evaluation of practical Education Students" 18-5-2003
39. "Midterm Test Analysis Results of Core Courses" 26-5-2003
40. "Faculty Self-Study" 8-9-2003 (Dr. Ali R. AlNuaimi, Dr. Ahmed Saif Elnasr, Dr. Abdullateef Haidar)
41. "Faculty Self-Study" 28-9, 12-10, 2003. (Dr. Abdullateef Haidar et al)
42. "Procedures of Evaluating Faculty Programs in Accordance with NCATE" 19-10-2003 (Dr. M. Linn and Steve Lilly)
43. "E-Evaluation" 14-12-2003 (Dr. Mekhlafi)
44. "Faculty Conceptual Framework" 9-2-2003 (Prof. Abdullateef Haidar).
45. "Classification of Tasks" 42-2-2004, (Prof. Abdullateef Haidar)
46. "Faculty Performance Tasks Development" (Prof. Abdullateef Haidar et al)

47. "Meeting the Head of the Team of NCATE" (Prof. Garry Ingersol 20-3-2004).
 48. Workshop 29-3-2004 by Prof. Lee Sing Kong, Chair: Singapore National Education Institute.
 49. "Academic Recognition: Global Perspective" 3-5-2004 Emmy Lizing
 50. Visiting Professor Steve Lily, Dean of the Faculty of Education (CSU) 6-9-2004
 51. "How to Deal with Students of Linguistic, Cultural and other Backgrounds in Classroom" Prof. Roy McConiky 21-2-2005
 52. "Discussion of Strategic Faculty Plan" 14-3-2005 (Prof. Abdullateef Haidar)
 53. "Educational Thoughts in Old Arabic Literature" 1-4-2005 (Dr. S. Catthar, Toronto University, Canada).
- C.** Workshops on "OASIS" for checking attendance and using "Blackboard" in teaching.
- D.** MS Windows 98, Computer Center, Faculty of Agriculture, Assyute University.
- E.** Attending and participating in seminars held by Department of Curriculum & Instruction, Assyute University and other Departments and Faculties elsewhere.
- F.** Joining Scientific Discussions specifically in my specialization area.

F. Evaluation and Teaching Methods

I use effective teaching methods as:

- Discussion and conversation to be able to communicate with students individually or with small groups. This technique helps me discuss one aspect of a topic and assign some of the

work or most of it to a number of class students. It also gives me the opportunity to expect some of them to have questions to discuss with other classmates.

- Collaborative learning by dividing my class to groups at the outset of the semester. Students are expected, and usually are, to carry out their tasks inside or outside the classroom and then to report their findings to the others. A discussion eventually takes place. By adopting this technique, the topic goes to a satisfactory conclusion which could be followed by comments and reinforcement.
- Peer-learning by assigning parts of the course subjects to students.
- Micro-workshops like teaching planning workshop, making tests in Islamic Education, and classroom observation cards of skills and behaviors.
- Self-learning: This helps me assign reading tasks e.g. reference books and the web. It also dictates interviewing specialists in curriculum and instruction.
- Micro-learning: It's effective in helping students acquire their different teaching skills.

Regarding evaluation I don't only use oral and written tests but also performance-based task, classroom observation cards, semester records and other helpful tools.. [See teaching appendices (2, 3)]. Tests, assignment, performance tasks along with students tasks specimen. You can also find (CDs) No. 2, 3, 4,, 7 and course records (1, 2).

H. I T in Teaching

1. Powerpoint (*see CD No.1*) in teaching
2. Worldwide Web for courses
3. Place board for communication

Second: Scientific Research

- A. Refereed – Journals Published Researches.**
- B. Other Published Researches.**
- C. Papers for Conferences and Symposia**
- D. Supervising Thesis**
- E. Conferences**

Second: Scientific Research

A: Refereed Published Researches

1. Improving Recognition and its influence on students' comprehension, published in Education Faculty Journal, Assyute University, Vol. 16, Issue II, 2000. Joint research with Dr. M. R. Ahmed, Faculty of Education, Assyute University.
2. Evaluation of Children Stories, Conditions and Feedback, published in Education Faculty Journal Dumiat, Mansoura Univ., Vol. 37, July 2001.
3. Elementary Students Religion Concept and its Development, Education and Psychology Journal, Faculty of Education, ILMINIA Univ., Vol. 16, Issue I, July 2002.
4. Developing Programmes of Teachers of Arabic at Faculties of Education, Reading and Knowledge, Faculty of Education, Ain Shams Univ. Issue 2, March 2003.
Joint with M.R. Fazl Allah, Faculty of Education, UAE University.
5. General Education Students' Language Talent and Evaluating the Gifted and the Talented Students. Faculty of Education, Assyute University, Issue 20, June 2003.
6. Modern Integration Trends Between Arabic and Other Subjects in the Elementary Stage, Knowledge and Reading, Faculty of Education, Ain Shams University, Issue 21, March 2004.
7. Elementary Science and Arabic Teachers' Performance Level in Classroom Interaction Skills. Studies of Curriculum and Instruction Journal, Egypt Association of Curriculum and Instruction, Faculty of Education, Ain Shams University, Issue 103, May 2005. Joint with Dr. A. K. AlNaqbi, Science Curriculum and Instruction, Faculty of Education, UAE University.

B. Other Published Researches

Arabic Teachers Competencies, Reading and Knowledge Journal, Faculty of Education, Issue II December 2000. Joint with Dr. M. M. Mousa, Faculty of Education, UAE University.

C. Papers Read at Conferences and Seminars

1. Handling Student - Embarrassing Questions
Conference of Arab Child Education – Hopes and Challenges, Childhood and Juniors Centre of Family Higher Council, Sharjah 5-6-7, 2003.
2. Children’s Religion Concepts Symposium: Developing Child’s Concept.... Future Education Visions in UAE, Centre of Distant Learning 15-5-2002, Dubai.
3. Elementary Science and Arabic Teachers’ Performance Levels in Classroom Interaction Skills. Paper to School Research Symposium, UAEU, College of Education, in partnership with College of Education, Zayed University, University Meeting May 10, 2005.
4. Developing KG Teachers at UAEU, College of Education in the light of World Standards. Joint with Dr. A. Mekhlafi, College of Education, UAE University.
5. Environmental Education in Islam. Paper to “Environment Education Symposium” by Assyute University, Faculty of Education 28-11-1999.
6. UAE Islamic Education Curriculum Treatment of Extremism, Fanaticism and Terrorism Concepts. Paper to the International Conference of Religious Education Curriculum in Islamic World: Challenges and Horizons, held by: Islam Nation Unit World Institute in Malaysia 6-7/9/2005.

D. Other Published Researches

1. M. phil Education (Islamic Education and Arabic Language Curriculum Instruction), 1997-1999 titled “Pre-school Children Required Concepts and their Availability for Female Student Teachers at the KG Department” by A.M.M. Abdul Qader (R. Assistant at Curriculum and Instruction Dept. Assyute University, Faculty of Education.
2. M. phil Theses in Education (Islamic Education and Arabic Curriculum and Instruction) 1999-2001. Titled: “Using in Developing Syntactic Concepts for the Preparatory.” By: O.M. Ahmed, Teacher of Arabic Assyute University.
3. Ph.D. Ed. (Islamic Education and Arabic Curriculum and Instruction) 1999-2002. Titled: “Effectiveness of a Remedial Program Based on Conceptual Organization in Developing Religious Concepts for the Elementary School.” By: A.M. Abdul Qader, T. Assistant, Assyute University,
4. M. phil., Ed. (Islamic Education and Arabic Curriculum and Instruction) By: R. M. Mahdi during his registration period 27-12-1997 – 25-8-2001.

E. Participating and Attending Conferences and Symposia

1. Participating in the Organization of “Teachers Qualification Between Integrative and Sequential Systems”, Assyute University, Faculty of Education, 1995.
2. Participating in the organization of “Figures from Assyute” Assyute University, Faculty of Education, 1996.
3. Attending the 5th National Conference Evaluating Universities Performance organized and held by: Tertiary Teaching Development Center” 15-17/12/1998.

Report of Academic Achievements

4. Attending the Symposium “Effective Partnership between the Ministry of Education and Youth and Colleges of Education”, UAE University, Al-Ain, 2000.
5. Attending the 1st Conference by the Society of Knowledge and Reading: The Role of Curriculum in Learning Different School Subjects. Ain Shams Univ. 10-11/7/2001.
6. Attending the 2nd Conference: “Toward a Reading Nation”, Ain Shams Univ., 11-12/7/2002.
7. Attending 14th Conference of Egypt Society of Curriculum and Instruction: Curriculum and Performance.
8. Attending the Conference Qualifying Teachers for the 3rd Millennium held by College of Education, UAE University 21-23/10/2003. W. Marriott, Dubai.
9. Attending the 4th Conference by the Society of Knowledge and Reading: Reading and Developing Thinking Ain Shams Univ. 7-8/7/2004.
10. Attending the 16th Conference of Egypt Society of Curriculum and Instruction. Forming Teachers. Ain Shams Univ. 7-8/7/2005.

**Third: Community and
University Service**

First: University Service includes:

- A. Membership of Department and Faculty Committees**
- B. Participating in Programs Development**
- C. Books and Research Evaluation**
- D. Counseling Students**
- E. Participations with other Institutions and Universities**
- F. Additional Activities**

Second: Community Service includes:

- A. Professional Organizations Membership**
- B. Consultations**
- C. Committee Membership**
- D. Courses, Lectures and Workshops**
- E. Additional Activities**

Third: Community and University Service

1. University Service

During my work at the Faculty, I have serviced at the levels of the Department and Faculty [*See appendices (1)*].

- A.**
- Students Issues, Talented Students and Research Assistants Committee at Curriculum and Instruction Dept., 2001/2002-2004/2005.
 - Committee of Teaching Staff's Questionnaire Application both semesters 2001/2002.
 - Examination Works Committee 1st + 2nd semesters 2001/2002, 2002/2003.
 - Diversity Committee/Departmental Cultural Diversity.
 - Departmental Annual Plan Committee
 - Committee of Listing Applications of Candidates for Teaching Staff Membership in Islamic Education and Arabic Curriculum and Instruction.
 - Departmental Marks Tables Committee 2004/2005.
 - Faculty Teaching Staff Professional Development Committee. It's the Committee that determines professional needs, organizing and holding workshops. It's one of the basic requirements for Staff's recognition (NCATE).
 - Faculty Student Issues 2001/2002, 2002/2003, 2003/2004, 2004/2005.

- Technical Supervision of the Faculty Journal Committee 2001/2002.
- Committee of Admission Test
- Students Interviews Committee
- Secretary of the Committee of Admission Test Description in (Reading, writing, Thinking and Math's Skills).
- Committee of Specialization Examination (Coordinator of Islamic Education Test).
- Faculty Student Affairs Committee 2005/2006.
- Departmental Student Affairs Committee 2005/2006.
- Secretary of the Department Council.

B. Participation in Developing Program

The following were parts of my participation:

1. Taking part in developing the Faculty program since 1999 when the Faculty initiated its recognition journey [*See appendix 1*].
2. Planning program of Secondary Teaching and determining its courses and outcomes in addition to the description of course through my membership in Secondary Teaching Committee.
3. Making descriptions of some courses such as Language Learning, Islamic Education, and Curriculum Instruction for Elementary Teaching, Preparatory and Secondary stages.
4. Compilation of some of the specialization courses: Elementary, Preparatory and Secondary Islamic Education Curriculum Instruction, Classroom Environment for Elementary Teaching and Islamic Education Curriculum Instruction [*See Teaching appendix 2*].
5. Making Admission Test (Reading and Writing).

6. Description of “Writing Performance Test” for junior students of UAE University Faculty of Education.
7. Making specialization Test in Islamic Education for the students of Arabic, and Islamic Education Domains.
8. Making course files of the courses:
 - 1) Islamic Education Curriculum Instruction for the Preparatory and Secondary Teaching.
 - 2) Islamic Education Curriculum Instruction for Elementary Teaching.
 - 3) Classroom Environment in Elementary Education.
9. Coordinator of:
 - 1) Classroom Environment in Elementary Teaching.
 - 2) Islamic Education in Elementary Teaching
 - 3) Islamic Education for the Diploma

C. Books and Research Evaluation

1. Evaluation of Arabic Language textbooks for the University Basic Requirements Unit. They rounded 8 for the academic years: 20001/2002, 2002/2003, 2003/2004 and making a report on the books.
2. Evaluation of the material of “Language Education” by authors from Yarmuk University, Jordan. I also wrote a report on the book.
3. Evaluation of the book “Islamic Education for the Preparatory and Secondary Stages” which is the textbook for the Diploma Students. By: Dr. N. Khawaldeh and Dr. M. AlJallad.
4. Refereeing researches of “Hamdan Bin Rashid Al Maktoum Award for Distinguished Performance in Research, (2003/2004, 2004/2005).

D. Counseling Students

- Talented students academic supervisor for the Islamic Education Major.
- Counseling Faculty Freshmen.
- Interviewing and Counseling Freshmen.
- Two students meetings for Arabic and Islamic Education students for information on: Specialization Test: Aims, importance, components, pass.
- Making a lecture for the University Supervision Center “Methods of Managing Study and Study Time Effectively”.

E. Intramural Participations and Activities:

1. Zayed University, in supervising Field Experience in one of Al-Ain schools.
2. Ministry of Education schools and other community organizations. E.g. “Woman Renaissance-RAK.
3. Assyute University Faculty of Education as a member of Libraries Committee.
4. Assyute University Faculty of Education “Exam Control Committee Member”.
5. Secretary of the Council of Curriculum & Instruction - Faculty of Education, Assyute University
6. Assyute University, Faculty of Education, University of Alwadi AlJadid, Quality Education 1991-2001 as a member of a number of Exam controls.
7. Committee of Mark Tables - Assyute University.

8. Students groups leader, Assyute University.
9. All Exam and Invigilation works 1990-2001.
10. Organizing and supervising Field Experience programs, Assyute University, Faculty of Education, 1990-2001.
11. Assyute University Faculty of Education: All seminars attendance.

F. Additional:

1. Participation in supervising the organization of the activities of “The Day of Professional Achievement Portfolios” for the 2nd semester 2003/2004.
2. Refereeing portfolios 2003/2004, 2004/2005.
3. Participation in report making for the faculty for years 2002/2003, 2003/2004, 2004/2005.
4. An article: “Children Rights in Islam” published in a student magazine.

Second: Community Service

A. Membership of professional societies:

1. Egypt society for Curriculum & Instruction.
2. Knowledge and Reading Society

Both are of Ain Shams University Faculty of Education.

B. Consultation:

I have made consultations for Educational Institutions and other societies:

1. Woman Renaissance – RAK – Students' contests.
2. Khawla bint AlAzwar School for Girls – Remedials for low achievers in reading and writing.
3. Khour Fakkan Nursery
 - E-unit for KG children teaching where I revised and gave recommendations.
4. Arab Educational Research for the Gulf
 - Basic Competencies for the Islamic Education in preparatory teaching.
5. Al Khlaif Model School – Al-Ain
 - Outside classroom activities
6. Postgraduate Research students
 - Research Tools
7. Al Jimi Kindergarten
 - Project: Help me learn to think

C. Committee Membership

1. Committee of the National Document for Islamic Education Curriculum in UAE General Education. It put the standards, aims and plans for all teaching/learning aspects.
2. Specialized Committee for the Islamic Education Curriculum. It was made to follow up the development of the documents of the curriculum and the course materials. Also to ensure practical activities and teachers training needs.
3. Hamdan Ibn Rashid Award for the Distinguished Educational Performance – school and the – Best Project, 2003/04, 2004/05.
4. Committee of Making the Digital Card for the Best Project same as in (3) above.

D. Courses, Lectures and Workshops

1. Completion course for the program of Leader's Performance Development for the Principals of Al-Ain Schools.
17-9-2003 – 26-12-2003 – I supervised two winning projects.
2. Supervisors Training Programms
– I applied and Evaluated tasks.
3. A course in Evaluating Teaching staff at “Al Tamayoz Model School” – 2-12-2005 – 3-15-2005.
4. Workshop to develop students performance in Islamic Education for Curriculum Center in Dubai.
5. Tasks: An approach to evaluate language performance, a paper to the second Forum of Arabic Language at “Al Tamayuz School – 12-4-2004.
6. Paper: Educational values in the face of cultural invasion, Assyute Culture Palace – March 6, 2001.
7. Lecture: Effective management of study and study time at “Ammuria Primary Girl School” Al-Ain, UAE.
8. Lecture: First steps to success
“Ammuria Primary Girl School” Al-Ain, UAE.
9. Workshop: “Active Learning” at Famima Bint Otba Primary Girl School, Al Fujaria, UAE.

E. Additional:

1. Press Interviews: “Woman Today Newspaper”.
Titled: 1. “How to raise our Children under Islamic Values”.
2. “How to raise our Children in Today's Knowledge Revolution”.

2. “Woman Today Newspaper”
Titled: “Children’s Questions: Who answer them?”
3. Assyute 1997-2001: Training Principals and Supervisors in Training Center.
4. Candidate of the University in Egypt for the Service of Islamic and Waqf Affairs for the relevant Ministry.
5. Training Teachers at the Training Center, Assyute 1997-2001.
6. Training of UNICEF’s facilitators in Sohaj and Assyute and Qina 1995-2001.
7. Training of Female Teachers of Community Service, Assyute.
8. Lectures and workshops for female teachers of “Childhood and Motherhood Society” in Assyute City.
9. T.V. programs: TV – Ch 7: “News Story”, Fasting T.V. Magazine” and Radio’s : Northern Upper Egypt Radio: “Open Program”, and “Stations in my life”
10. Teaching Arabic for foreigners besides Islamic Culture to a visiting class from University of Dagstan and Bashkiria University.
11. Participating in the evaluation of 52 schools, Assyute, at the “Educational Evaluation Center in MOE, Cairo”.
12. In the same place in (12) I participated in the evaluation of the performance of Islamic Education and Arabic Language teachers in Preparatory and Secondary Schools in Assyute Governorate, Educational Evaluation Center, Cairo.