Summary of CV/Profile

Dr. Ahmed Hassan Hemdan Mohamed

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**BACKGROUND INFORMATION**

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| --- |
| PERSONAL INFORMATION |
| NAME: | Ahmed Hassan Hemdan Mohamed |
| CURRENT ADDRESS: | Sultan Qaboos University, College of EducationDepartment of Psychology PO Box 32, Al-Khod 123Muscat, Sultanate Of OmanTelephone: (+968) 24143972Fax: (+968) 24413817Mobile: (+968)92141798Email: amohamed@squ.edu.om |
| DATE AND PLACE OF BIRTH: | April 2, 1974 Egypt |
|  |  |
| PRESENT POSITION: | Assistant Professor  |
| AREAS OF SPECIALIZATION:  | Special education, educational psychology, early childhood,  |
| **EDUCATION** |
| Ph.D. | Special EducationUniversity of Arizona, Tucson, USAMay 12, 2006Thesis title: Investigating the scientific creativity of fifth-grade students |
| M.A. | Child EducationAssiut University, Assiut, EgyptMay, 30, 2000Thesis title: The effectiveness of a training program of short-term memory for educable mentally retarded children. |
| B.A. | English language and literatureAssiut University, Assiut, Egypt31 May 1995 |
|  |
|  |  |
| **EMPLOYMENT INFORMATION** |
| Present Employment |
| Sept. 6th, 2011 – present: | Assistant ProfessorPsychology DepartmentSQU University, Muscat, OmanMain Responsibilities: Teaching, advising, research, administrative, and community services  |
| Nov. 30, 2016- Present:  | ProfessorDept. of Psychological Sciences, College of KindergartenAssiut University, Assiut, Egypt |
| Sept 1st, 2006 – Sept, 5th 2011: | Assistant ProfessorChild Education DepartmentAssiut University, Assiut, Egypt. Main Responsibilities: Teaching , advising, research, administrative, and community services |
| Jun 23, 2000 –Aug. 31st, 2006: | Assistant lecturerChild Education DepartmentAssiut University, Assiut, Egypt Main Responsibilities: Teaching , advising, research, administrative, and community services |
| Dec. 20, 1995 –June 22, 2000: | Demonstrator Child Education DepartmentAssiut University, Assiut, Egypt Main Responsibilities: Teaching , advising, research, administrative, and community services  |
| **Teaching** |
| **3-1-1 UNDERGRADUATE and GRADUATE COURSES TAUGHT AT SQU**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course Code** | **Course Title** | **No of SS** | **LEVEL** | **Year** |
| PSYC 2040 | Language and communication disorders | 26 | IDSE\* | Fall 2011 |
| PSYC 2050 | Diagnosis and assessment in special education | 26 | LDD\*\* | Fall 2011Fall 2012Fall 2013Fall 2014 |
| ECED 1050 | Children with special needs | 10 | Under  | Fall 2011 |
| PSYC 1040 | Principles of early intervention | 21 | IDSE | Fall 2011Fall 2012Fall 2013 |
| PSYC 1070 | Characteristics and teaching of individuals with mild disabilities  | 21 | IDSE | Spring 2012Spring 2013 |
| PSYC 2070 | Characteristics and teaching of individuals with sensory disabilities ahmedhemdan | 26 | IDSE | Spring 2012Spring 2013 |
| PSYC 2020 | Giftedness and Talented | 26 | IDSE | Fall 2012Fall 2013 |
| PSYC 5170 | Technology for students with learning disabilities | 30 | LDD | Spring 2012Spring 2013Spring 2014Spring 2015 |
| PSYC 5150 | Clinical programs for students with learning disabilities  | 23 | LDD | Spring 2016 |
| PSYC 5210 | Field Training in learning disabilities  | 10 | LDD | Spring 2012Spring 2014Spring 2015 |
| PSYC 5200 | Research methods and statistics | 23 | LDD | Fall 2015 |
| PSYC 6522 | Research seminar in learning disabilities | 10 | Master | Fall 2014Fall 2015 |
| PSYC 6552 | Theories of learning disabilities  | 5 | Master | Spring 2016 |
| PSYC 3333 | Psychology of individuals with special needs | 40 | BEA \*\*\* | Spring 2014Spring 2015Spring 2016  |
| PSYC 1008 | Identification and education of gifted students | 35 | Elective | Fall 2012Spring 2013Fall 2014Spring 2015Fall 2015 |
| PSYC 1009 | Disability, family and society | 40 | Elective | Fall 2015 |
| PSYC 1013 | Psychology of individuals with special needs | 30 | Elective | Fall 2014 |

\* IDSE = Intermediate diploma in special education\*\* LDD= Learning disabilities diploma \*\*\* Bachelor of educational administration**UNDERGRADUATE and GRADUATE COURSES TAUGHT AT ASSIUT UNIVERSITY**

|  |  |  |
| --- | --- | --- |
| **Course Title** | **LEVEL** | **Year** |
| Principles of psychology  | BEC\* | Fall 2006 |
| Introduction to early childhood | BEC | Fall 2006 |
| Texts in English for early childhood | ECD\*\* | Fall 2006 |
| Psychology of gifted and talented | BEC | Spring 2007 |
| Individuals differences and psychological measurement | BEC | Spring 2007 |
| Computers in early childhood | ECD | Spring 2007 |
| Psychology of creativity and intelligence | BEC | Fall 2007 |
| Educational psychology of early childhood | BEC | Fall 2007 |
| Descriptive educational statistics  | ECD | Fall 2007 |
| Psychological counseling of children | BEC | Spring 2008 |
| Educational psychology | MEC\*\*\* | Spring 2008 |
| Educational and psychological research | BEC | Fall 2009 |
| Methods of identification and intervention of early childhood disorders  | DEC\*\*\*\* | Fall 2009 |
| Psychology of gifted and talented | BEC | Spring 2010 |
| Individuals differences and psychological measurement | BEC | Spring 2010 |
| Educational psychology of early childhood | BEC | Fall 2010 |
| Descriptive educational statistics  | ECD | Fall 2010 |
| Computers in early childhood | ECD | Spring 2011 |
| Psychology of creativity and intelligence | BEC | Spring 2011 |

\* Bachelor of Early childhood \*\* Early Childhood Diploma \*\*\* Master of early childhood \*\*\*\* Doctorate of early childhood **3-1-2: STUDENTS’ EVALUATION OF TEACHING (From the SQU Portal official results) \***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course code** | **Year** | **Overall, the instructor is a good teacher** | **Points total average** | **No of students** | **Mean** |
|  |
| **Course** | **Depart.** | **College** |
| **PSYC 6522** | Fall 2016 | 3.86 | 3.77 | 8 | 3.77 | 3.53 | 3.48 |
| **PSYC 5200** | Fall 2016 | 3.83 | 3.79 | 16 | 3.79 | 3.53 | 3.48 |
| **PSYC 3333** | Spring 2016 | 3.95 | 3.98 | 29 | 3.87 | 3.54 | 3.48 |
| **PSYC 5150** | Spring 2016 | 4 | 3.79 | 23 | 3.79 | 3.54 | 3.59 |
| **PSYC 1008** | Fall 2015 | 3.21 | 3.23 | 14 | 3.21 | 3.57 | 3.56 |
| **PSYC 5200** | Fall 2015 | 3.75 | 3.75 | 12 | 3.75 | 3.57 | 3.56 |
| **PSYC 3333 (20)** | Spring 2015 | **4** | **3.87** | **14** | **3.87** | **3.47** | **3.47** |
| **PSYC 3333 (40)** | Spring 2015 | **3.82** | **3.71** | **11** | **3.87** | **3.47** | **3.47** |
| **PSYC 5170** | Spring 2015 | **3.44** | **3.54** | **9** | **3.54** | **3.47** | **3.47** |
| **PSYC 1008** | Fall 2014 | **3.20** | **3.09** | **10** | **3.09** | **3.47** | **3.46** |
| **PSYC 2050** | Fall 2014 | **3.33** | **3.17** | **9** | **3.17** | **3.47** | **3.46** |
| **PSYC 6522** | Fall 2014 | **3.9** | **3.78** | **10** | **3.78** | **3.47** | **3.46** |
| **PSYC 1008** | Spring 2014 | **3.25** | **3.19** | **8** | **3.25** | **3.53** | **3.51** |
| **PSYC 1040** | Fall 2013 | **3.75** | **3.47** | **16** | **3.75** | **3.58** | **3.56** |
| **PSYC 2020** | Fall 2013 | **3.80** | **3.74** | **10** | **3.80** | **3.58** | **3.45** |
| **PSYC 2050** | Fall 2013 | **3.62** | **3.52** | **13** | **3.52** | **3.48** | **3.45** |
| **PSYC 2070** | Fall 2013 | **3.71** | **3.46** | **14** | **3.46** | **3.58** | **3.52** |
| **PSYC 3333 (10)** | Spring 2013 | **4** | **3.84** | **15** | **3.77** | **3.58** | **3.52** |
| **PSYC 3333 (20)** | Spring 2013 | **3.75** | **3.72** | **16** | **3.77** | **3.58** | **3.52** |
| **PSYC 5170** | Spring 2013 | **3.56** | **3.49** | **9** | **3.49** | **3.58** | **3.52** |
| **PSYC 1040** | Fall 2012 | **3.46** | **3.21** | **13** | **3.21** | **3.48** | **3.44** |
| **PSYC 2020** | Fall 2012 | **3** | **2.99** | **16** | **2.99** | **3.48** | **3.44** |
| **PSYC 2050** | Fall 2012 | **3.13** | **3.03** | **15** | **3.03** | **3.48** | **3.44** |

**\* The scale of evaluation is out of 4 points** * Students’ teaching evaluation in Assiut university were generally very good

**3-1-6: Academic advising**

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Cohort** | **Major** | **Number of students** |
| 1 | 2012 | Intermediate diploma in special education | 24 |
| 2 | 2013 | Intermediate diploma in special education | 22 |
| 3 | 2013 | Intermediate diploma in special education | 23 |
| 4 | 2015-present | Learning disabilities diploma | 5 |
| 5 | 2015-present | Students with visual impairment | 1 |

**3-1-7: ADMINISTRATION OF TEACHING PROCESS AT SQU**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **#** | **Course** | **Level** | **Role** | **Year** |
| 1 | Coordination of intermediate diploma in special education courses | Post-baccalaureate diploma | Course description improvement | 2011-2014 |
| 2 | Coordination of diploma of learning disabilities courses | Learning disabilities diploma | Course description improvement | 2015- |

**ADMINISTRATION OF TEACHING PROCESS AT ASSIUT UNIVERSITY**

|  |  |  |  |
| --- | --- | --- | --- |
| **#** | **Course** | **Level** | **Role** |
| 1 | Psychology of gifted and talented | Bachelor | Course development |
| 2 | Texts in English for early childhood | Master | Course development  |
| 3 | Computers in early childhood education | Diploma | Course development |
| 4 | Theories of learning disabilities | Master | Course development |

**3-2-1: REVISION AND DEVELOPMENT OF PROGRAMS AT SQU**

|  |  |
| --- | --- |
| 1 | Participation in developing course syllabi for some courses in intermediate diploma in special education |
| 2 | Participation in developing course syllabi for some courses in diploma of learning disabilities according to accreditation standards |
| 3 | Participation in developing course syllabi for some courses in master of learning disabilities according to accreditation standards |
| 4 | Participation in the preparation of the proposed bachelor of special education |

**REVISION AND DEVELOPMENT OF PROGRANS AT ASSIUT UNIVERSITY*** Revision and development of the diploma in early childhood, 2009.
* Revision of the proposed coursework of the college of Kindergarten, 2010.
* **KEY ASSESSMENT DEVELOPMENT**

|  |  |  |  |
| --- | --- | --- | --- |
| **#** | **Name of the key assessment** | **Name of the program** | **Date of use** |
| **1** | Rubric of assessing individualized educational plan using technology (in PSYC 5170) | Diploma in learning disabilities | 2012- |
| **2** | Unit plan assessment key (in PSYC 5210) | Diploma in learning disabilities | 2012- |
| **3** | Lesson plan assessment key (in PSYC 5210) | Diploma in learning disabilities | 2012- |

**3-2-4 COURSES DEVELOPMENT**

|  |  |  |
| --- | --- | --- |
| **#** | **Course name and code** | **Content developed** |
| 1 | Identification and education of the gifted (PSYC 1008) | Lectures, readings, and slides |
| 2 | Psychology of special education (PSYC 1013) | Lectures, readings, and slides |
| 3 | Using state-of-art technology in the presentation of material and curriculum activities such as Prezi and web 2.0 applications  |  |
| 4 | Development of course websites (Moodle) |
|  | Fall 2014 (master course PSYC 6522) Research seminar in learning disabilities <http://moodle.squ.edu.om/course/view.php?id=5796> |  |
|  | Fall 2014 (PSYC 1013, Psychology of special needs)<http://moodle.squ.edu.om/course/view.php?id=5148> |  |
|  | Fall 2014 (PSYC 2050: Diagnosis and assessment in special education <http://moodle.squ.edu.om/course/view.php?id=5299> |  |
|  | Spring 2014 (PSYC 5170: Instructional technology for learning disabilities)<http://moodle.squ.edu.om/course/view.php?id=4818> |  |
|  | Spring 2014 (PSYC 1008: Identification and nurturing of giftedness)<http://moodle.squ.edu.om/course/view.php?id=4818> |  |
|  | Fall 2013 <http://moodle.squ.edu.om/course/view.php?id=5297> |  |
|  | Spring 2013 (PSYC 2070: Characteristics and methods of teaching individuals with sensory disabilities) <http://moodle.squ.edu.om/course/view.php?id=5152> |  |

**Examples of course websites at ASSIUT UNIVERSITY****Educational psychology of children**[**https://sites.google.com/site/childlearningtheories**](https://sites.google.com/site/childlearningtheories)**Introduction of early childhood**[**https://sites.google.com/site/introkgnew**](https://sites.google.com/site/introkgnew)**Texts in English for early childhood**[**https://sites.google.com/site/textengec**](https://sites.google.com/site/textengec)**3-3-1 DEVELOPMENT OF REPORTS RELATED TO TEACHING**

|  |  |
| --- | --- |
| 1 | Learning disabilities diploma program report for accreditation |
| 2 | Psychology Dept. Self-study (in English) |
| 3 | Assisting in developing the field practice guide (learning disabilities diploma) |
| 4 | Developing the self-study of the learning disabilities diploma (in English, 2012) |

* Assiut University: Participated in the preparing the annual book of activities and achievements in quality assurance, at the College of Education, Assiut University, 2007-2010.

**3-3-2: Journal impact factor (JIF)**

|  |  |
| --- | --- |
| 1 | Creativity Research Journal (JIF: 1.619) |
| 2 | KEDI Journal of Educational Policy (0.226) |

**3-3-3: TOTAL CITATIONS (BASED ON SCHOLAR GOOGLE)**

|  |  |
| --- | --- |
| **1** | The DISCOVER curriculum model: Nurturing and enhancing creativity (12 citations) |
| **2** | Investigating the scientific creativity of fifth-grade students (11 citations) |
| **3** | Preschool and primary school teachers’ attitudes toward inclusive education (9 citations) |
| **4** | Gender differences in divergent thinking (4 citations) |
| **5** | Exploring the domain specificity of creativity in children (1 citation) |

**3-3-4 MEMBERSHIP IN COMMITTEES RELATED TO TEACHING AT SQU**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **#** | **Name of the committee** | **Period** | **Role** | **Level** |
| 1 | Quality and academic accreditation  | 2012-2014 | Member | Department |
| 2 | Programs | 2012-2013 | Member | Department |
| 3 | Courses and textbooks | 2012-2014 | Member | Department |
| 4 | Coordinator of the special education program | 2012-2015 |  | Department |
| 5 | Programs and course syllabi | 2013-2014 | Member | Department |
| 6 | Orientation week | 2012-2013 | Member | College |
| 7 | Learning disabilities program assessment and development | 2014- | Chair | Department |
| **8** | Framing admission policies for students with disabilities | 2014-2015 | Chair | College |
| **9** | Research and scientific activities | 2014-2015 | Member | Department |
| **10** | Graduate study | 2011-20122014-2015 | Member and reporter  | Department |
| **11** | Undergraduate studies | 2014-2015 | Member | College |
| **12** | Students’ activities | 2014-2015 | Member | College |

**MEMBERSHIP IN COMMITTEES RELATED TO TEACHING AT ASSIUT UNIVETSITY**- Participation as a coordinator of the child education department: Main duties included revision of course description of courses syllabi in the department and other colleges involved in teaching process at the department- Active participation in four objectives of the Continuous Improvement and Quality Assurance Project (CIQAP): Course description, strategic planning, administrative part, and scientific and research activities. - Active participation in preparing the college of kindergarten courses- Active participation in the TEMPUS project (Public Policy and Children’s Rights): Main duties included course development, traveling to Berlin (2010) to attend E-Learning workshop. **3-4-2: PRESENTATIONS IN PROFESSIONAL SYMPOSIUMS**December 2014: presentation of a paper about using technology in teaching students with learning disabilities” Crown Plaza Hotel, Muscat, moderated by the Directory of Educational Programs, Ministry of Education. **3-8-1: MEMBERSHIP IN INTERNATIONAL EDITORIAL BOARDS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **#** | **Journal** | **Place** | **Date of joining** | **Job** |
| **1** | The Journal for the Education of the Gifted | USA | 2013- | Reviewer |
| **2** | Turkish Journal of Giftedness and Education | Turkey | 2012- | Reviewer |
| **3** | Journal of Early Childhood Research | UK | 2015- | Reviewer |

**4- SCHOLARSHIP & CREATIVE ACTIVITIES****4-1: PUBLICATIONS IN PEER-REVIEWED JOURNALS**Mohamed. A. H. (2017). [Gender as a moderator of the association between teacher-child relationship and social skills in preschool](http://www.tandfonline.com/doi/abs/10.1080/03004430.2016.1278371). *Early Child Development and Care* doi: 10.1080/03004430.2016.1278371 Mohamed, A., Kazem, A., & Pfeiffer, S. (2016). Identification of gifted students in Oman: gender and grade differences on the Gifted Rating Scales- School Form. Manuscript accepted for publication in the Journal for the Education of the Gifted.**Mohamed,** A. (2016). The effect of age and gender on some phonological skills of preschool children. A manuscript accepted for publication in the Journal of the College of Education, Assiut University, Egypt (In Arabic). **Mohamed, A.,** & Al-Qaryouti, I. (2016). The association between preschool teachers’ beliefs and practices about developmentally appropriate practices in Oman. *Early Child Development and Care, 186*(2), 1972-1982. <http://dx.doi.org/10.1080/03004430.2016.1146260> **Mohamed**, A., & Mohamed; & Marzouk, S. A. A. F. (2015). The association between preschool classroom quality and children's social-emotional problems. *Early Child Development and Care*, *186*(6), 1302-1315. **Mohamed,** A. (2015). Burnout and Work Stress Among Disability Centers Staff in Oman. *International Journal of Special Education, 30*(1), 25-36.Alzubaidi, A., S., Kazem, A. M., **Mohamed,** A. H. (2014). The behavioral characteristics of gifted students in grades from 5 to 10 in Oman. *Journal of Educational and Psychological Sciences,* University of Bahrain, 16(3), 65-91. (In Arabic).Al-Qaryouti, I. & **Mohamed**, A. (2015). Preschool student teachers’ beliefs about developmentally appropriate practices. Paper accepted for publication in the Journal of Educational and Psychological Sciences, Sultan Qaboos University, Oman (In Arabic).**Mohamed**, A. H. (2014). The relationship between emotional intelligence and work stress among Al-Wafaa disability centers staff in Oman. *Journal of Childhood,* Faculty of Kindergarten, Cairo University, January, 9-38.Kazem, A. M., Alzubaidi, A., S., **Mohamed**, A. H., & Renzulli, J. (2014). The Factor Structure of the Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS): Results on an Omani Sample. *International Journal for Talent Development and Creativity, 2*, 127-136.Sayed, E., & **Mohamed**, A. H. (2013). Gender Differences in Divergent Thinking: Use of The Test of Creative Thinking- Drawing Production on an Egyptian Sample. *Creativity Research Journal, 25*(2), 222-227. DOI: 10.1080/10400419.2013.783760.**Mohamed**, A. H., Maker, C. J., & Lubart, T (2012). Exploring the domain specificity of creativity in children: The relationship between a non-verbal creative production test and creative problem-solving activities. *Turkish Journal of Giftedness and Education, 2* (2), 84.**Mohamed**, A. H. & Emam, M. M. (2012). Predictors of giftedness in preschool children using teacher rating scales and non-verbal scales. *Journal of Childhood, College of Kindergarten*, Cairo University, V.11, pp. 1-39. (in Arabic)Emam, M. & **Mohamed**, A (2011). Preschool and primary school teachers attitudes towards inclusive education in Egypt: The role of experience and self-efficacy. *Procedia Social and Behavioral Sciences, 29*, 976-985.**Mohamed**, A. H. & Maker, C. J. (2011). Creative storytelling: Evaluating problem-solving in children’s invented stories. *Gifted Education International, 27*(3), 327-348.**Mohamed**, A. H. (2011). The effectiveness of a training program based on acting and discussion through story on enhancing moral concepts of preschool children. *Journal of Arab Childhood, Kuwait Society for the Advancement of Arab Children*. Kuwait, 52, 11-45. (in Arabic)**Mohamed**, A. H. & Al-Wakkad, M. (2011). The role of learning and study strategies in predicting academic achievement and academic life satisfaction for faculty of Education kindergarten section students. *Journal of the Faculty of Education*, Assiut University, April. (in Arabic)**Mohamed**, A. (2011). Thinking styles as predictors of kindergarten pre-service teachers’ emotional intelligence*. Journal of Childhood*, College of Kindergarten, Cairo University, 8, 523-556.Maker, C. J., Muammar, O., Serino, L., Kuang, C., **Mohamed**, A., & Sak, U. (2006). The DISCOVER Curriculum Model: Nurturing and enhancing creativity in all children. *KEDI Journal of Educational Policy*, 3(2), 99-121.**4-1-1: PUBLICATIONS IN CONFERENCE PROCEEDINGS****Mohamed**, A. H. (2012). The relationship between metacognition and self-regulation in preschool children. Procedia: Social and Behavioral Sciences, 69, 477-486. The 3rd International Conference on Talent Development and Excellence, Antalya, Turkey, 25-28 Sept. 2013.Bakheet, M. H. & **Mohamed**, A. H. (2009). Kindergarten Teachers’ attitudes towards giftedness and its relationship to professional quality of life and some demographic variables. Proceedings of the International Conference on Excellence in Education, Future Minds and Creativity, Ulm, Germany.Kher Eldin, M. K., **Mohamed,** A. H., & Sallam, T. S. (2008). The effect of using the dimensions of thinking model in developing map reading skills and creative thinking abilities of elementary students. Proceedings of the International Conference on Excellence in Education 2008: Future Minds and Creativity, Paris, Universite Paris Descartes.**4-1-2 BOOKS AND CHAPTERS****Mohamed**, A. H. (2006). Egypt: The challenges of gifted and talented education in the Arab Republic of Egypt. In B. Wallace and G. Eriksson (Eds.), Diversity in gifted education: International perspectives on global issues, (pp.296-298). London: Routledge**4-1-8:** **RESEARCH GRANTS*** **NATIONAL RESEARCH GRANTS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **#** | **Year** | **Title** | **Funding institution** | **Role** | **Amount** |
| 1 | 2017- | The effect of phonological awareness on developing oral reading skills for grades 1-3 of basic education in Oman | The Educational Center for Arabic Language for Gulf Countries  | Principal investigator  | 3,000 OMR |
| 2 | 2014- | Recognizing and Nurturing Gifted Potential in Oman: Development of a Multi-approach model for the identification and enrichment for gifted students in cycle 1 and cycle 2 schools | Research Council (TRC), Oman | Principal investigator  | 80,000 OMR  |
| 2 | 2012-2014 | Development of An Optimal Framework for the Identification and Intervention of Pupils with Reading Disorders in Oman | His Majesty Trust Fund (HMTF, Sultan Qaboos University | Co-Principal investigator | 81,000 OMR |
| 3 | 2009-2010 | Public policy diploma and children’s rights | European Union (TEMPUS) | Member and curriculum developer (Assiut University, Egypt) | 1.5 Million euro |

* **Internal grants**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **#** | **Year** | **Title** | **Funding institution** | **Role** | **Amount** |
| 1 | 2018- | The effect of science enrichment units on creative thinking and academic achievement of basic education students | Sultan Qaboos University | Principal investigator  | 3,250 OMR |
| 2 | 2014- | Developing phonological awareness tests for preschool children in Oman | Sultan Qaboos University | Principal investigator  | 7,000 OMR |

**4-2-1: TOTAL CITATIONS (BASED ON SCHOLAR GOOGLE)**

|  |  |
| --- | --- |
| 1 | The DISCOVER curriculum model: Nurturing and enhancing creativity (18 citations) |
| 2 | Investigating the scientific creativity of fifth-grade students (17 citations) |
| 3 | Preschool and primary school teachers’ attitudes toward inclusive education (22 citations) |
| 4 | Gender differences in divergent thinking (7 citations) |
| 5 | Exploring the domain specificity of creativity in children (2 citation) |

**4-4-2: JOURANL IMPACT FACTOR**

|  |  |  |
| --- | --- | --- |
| **#** | **Journal** | **Impact factor** |
| 1 | Creativity Research Journal | 1.619 (JCR) |
| 2 | KEDI Journal of Educational Policy | 0.226 (JCR) |
| 3 | International Journal of Special Education | Scopus |
| 4 | Early Child Development and Care | Scopus |

**4-3-1: PROFESSIONAL MEMBERSHIP*** Member of the American Psychological Association, May 2017- ID: 00148227)
* Member of the World Council of Gifted and Talented (WCGT), Kentucky, USA, 2015-
* Member of the European Council of High Ability (ECHA), 2015-
* Member of the Arab Council of Gifted and Talented, Jordan, May 2017-

**4-3-2: ORAL PRESENTATIONS IN INTERNATIONAL CONFERENCES*** The relationship between creativity and high achievement The 7th International ICEEPSY

 Conference of Psychology, Rhodes, Greece, 11-15 October, 2016. * Exploring the Emotional and Behavioural Strengths of High-Achieving Students in Oman.

 The 15th International European Council of High Ability (ECHA) conference “Talents in  Motion”: Encouraging the gifted in the context of migration and intercultural exchange.  Vienna, Austria, March 2-5, 2016. * Identification of the gifted: A multi-approach model for the identification of gifted students. Education in Gulf Cooperation Council Counties: Educational creativity and aspirations. University of Qatar, Doha, Feb. 27, 2016.
* Identification- of Gifted Students in Oman: Standardization of GRS, PCA, TOMA-3, and C-TONI-2 on Omani Gifted Student. The 21st World Conference of Gifted and Talented, Odense, Denmark (August 10-14, 2015).
* Assessment and nurturing of giftedness in Oman: Results from a national research grant. The 2nd International Conference of Gifted and Talented, United Arab Emirates University, Al-Ain, UAE, May 19-21, 2015.
* Attitudes of special education teachers toward using computers. The First International Conference on Special Education, Sharjah, UAE, 11-13 January 2015.
* Burnout and Work stress among Disability Centers Staff in Oman: Does Experience and type of Disability Make a Differences. The International Congress on Early Childhood Intervention, Bridging Research & Practice in Early Childhood Intervention, April 3-6, 2014, Antalya, Turkey.
* The Relationship between Creativity and Intelligence: Results from Research on Preschool Children. The 3rd International Conference on Talent Development and Excellence, Antalya, Turkey, 25-28 Sept. 2013
* The relationship between metacognition and self-regulation in preschool children. The 3rd international Conference on Education and Educational Psychology, Istanbul, Turkey, 2012
* Using technology with students of learning disabilities. The Second Symposium on Special Education organized by the Ministry of Education, Oman, Crown Plaza Hotel, December 2014.
* Burnout and Work stress among Disability Centers Staff in Oman: Does Experience and type of Disability Make a Difference? The International Congress on Early Childhood Intervention, Bridging Research & Practice in Early Childhood Intervention, April 3-6, 2014, Antalya, Turkey.
* The Relationship between Creativity and Intelligence: Results from Research on Preschool Children, The 3rd International Conference on Talent Development and Excellence, Antalya, Turkey, 25-28 Sept. 2013
* The relationship between metacognition and self-regulation in preschool children. Paper presented at the 3rd international Conference on Education and Educational Psychology, Istanbul, Turkey, 2012.
* Kindergarten Teachers’ attitudes towards giftedness and its relationship to professional quality of life and other demographic variables, Paper presented at the Excellence in Education Conference, ULM, Germany, 24-27 August, 2009.
* Using the NNAT and Raven in identifying gifted elementary students in Egypt. The 18th Biennial World Conference on Gifted and Talented Children, Vancouver, Canada, August 2009.
* Creative storytelling; Problem-solving in children’s invented stories. The 18th Biennial World Conference on Gifted and Talented Children, Vancouver, Canada, August 2009.
* The Effect of Using Dimensions of Thinking Model in Developing Map Reading Skills and Creative Thinking Abilities of Elementary students”. Paper presented at the International Conference on Excellence in Education 2008: Future Minds and Creativity, Paris, July 2008.
* Exploring the Domain Specificity of Creativity in Children, Paper presented at the World Council for Gifted and Talented Children, 17th Biennial World Conference, University of Warwick, England, August 2007.
* Investigating the Scientific Creativity of Fifth-Grade Children, Paper presented at the World Council for Gifted and Talented Children, 17th Biennial World Conference, University of Warwick, England, August 2007.
* Gifted and talented in the American Media, Gifted people with handicapping conditions, Gifted individuals with disabilities; SERP 200: Social Perspectives on Disability as Reflected in American Media and Literature, College of Education, University of Arizona, Spring 2006, Fall 2005, Spring 2005, Fall 2004, Spring 2004
* DISCOVER Assessment-A Performance and play-based measure: A fair assessment of culturally and linguistically diverse students: Session II. Paper presented at the 30th Annual Conference of Arizona Association for Gifted and Talented, Arizona, United States.
* DISCOVER assessment: A performance-based and play based measure: a fair assessment of culturally and linguistically diverse students, Arizona Association for Gifted and Talented’s (AAGT) 30th annual conference, Phoenix, USA, Feb. 4th & 5th, 2004

**4-4-1: Invitations to review thesis*** Invited as an external examiner for the MA thesis titled “Achievement motivation and its relationship to types of giftedness in the middle stage at the state of Kuwait”, Arabian Gulf University, February, 2015.

**4-4-2: LEADING CONFERENCE SESSIONS*** Chair, second-day session of the Second International Conference on Gifted and Talented, United Arab Emirates University, Al-Ain, United Emirates, May 19-21, 2015.

**4-5-2: GRADUATE STUDENTS’ SUPERVISION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **#** | **Year**  | **Student Name** | **Title** | **Role** |
| **1** | **2017** | **Altheeb Al-Maamary** | **The Effect of Cover-Copy-Compare Strategy**  |  |
| **2** | **2017** |  |  |  |
| 1 | 2016 | Suad Al-Qalhaty | Word problem solving skills for fourth-grade students: A comparative study among students with learning disabilities, normal, and high achievers | Main supervisor |
| 2 | 2016 | Amal Al-Shabeeby | The relationship between metacognitive skills and mathematical problem solving for normal, learning disabled, and high-achieving students | Main supervisor |
| 3 | 2016 | Shamsa Al-Belushi | The reality of gifted programs administration in the Ministry of Education in Oman: A field study | Third supervisor |
| 4 | 2016 | Asmaa Al Qalhaty | Parents’ attitudes toward learning disabilities program in the cycle 1 of basic education in Muscat | Main supervisor |
| 5 | 2016 | Asmaa Al-Saady | The importance and practice of the individualized educational program in the light of IDEA standards from the supervisors’ and teachers’ viewpoints  | Main supervisor |
| 6 | 2014 | Reem Al-Ghilani(MA) | The effect of pre-referral intervention strategies on improving loud reading for students referred to learning disabilities program in cycle 1 in Oman | Main supervisor |
| 7 | 2014 | Iman Al-Kaf(MA) | Applying the Finnish experience in the learning disabilities program in Oman from the teachers’ and supervisors’ points of view | Main supervisor |
| 8 | 2014 | Salama Al-Badri(Ph.D.) | The effectiveness of an enrichment program based on solving and constructing mathematical reasoning for gifted students | Third supervisor |
| 9 | 2014 | Saeed Al-Saady(MA) | Learning disabilities teachers’ possession of CEC standards | Second supervisor |
| 10 | 2014 | Fathiya Al-Hashemi(MA) | Predicting at-risk children in mathematical skills in cycle 1 at Muscat governorate  | Second supervisor |
| 11 | 2013 | Jaleela Al-Belushi (MA) | Parental motivational practices as perceived by eleventh-grade students at South-Batinah governorate  | Second supervisor |
| 12 | 2008 | Noha Mortada Riad (MA) | The effectiveness of a training program to develop some safety education concepts for kindergarten teachers | Third supervisor |
| 13 | 2009 | Walaa Ahmed Mohamed (MA) | Metacognition and children’s play | Second supervisor |
| 14 | 2010 | Hala Salah (MA) | Negotiation skills of preschoolers | First supervisor |

**Community Service****5-1-1: Department Committees at SQU**

|  |  |  |  |
| --- | --- | --- | --- |
| **#** | **Name of committee** | **Period** | **Role** |
| 1 | Quality and academic accreditation | 2012-2013 | Rapporteur  |
| 2 | Annual report  | 2012-2013 | Rapporteur |
| 3 | Textbook and courses for IDSE diploma | 2012-2013 | Chair |
| 4 | Department programs | 2012-2013 | Member |
| 5 | Graduate study and scientific research | 2013-2014 | Rapporteur |
| 6 | Annual report | 2013-2014 | Chair |
| 7 | Quality and academic accreditation | 2013-2014 | Rapporteur |
| 8 | Textbook and courses for IDSE | 2013-2014 | Chair |
| 9 | Graduate study and scientific research | 2014-2015 | Rapporteur |
| 10 | Research and scientific activities | 2014-2015 | Rapporteur |
| 11 | Preparing a proposal for admission of students with disabilities | 2014-2015 | Member |
| 12 | Learning disabilities program assessment and development | 2014-2015 | Member |
| 13 | Coordinator of the IDSE | 2011- |  |
| 14 | Coordinator of accreditation report of the LD program | 2011- |  |
| 15 | Developing Department labs | 2014-2015 | Rapporteur |

**Department Committees at ASSIUT UNIVERSITY**

|  |  |  |  |
| --- | --- | --- | --- |
| **#** | **Name of committee** | **Period** | **Role** |
| 1 | Department council | 2008-2010 | Coordinator |
| 2 | Accreditation committee | 2006-2010 | Head |

**2-1-5: College committees at SQU**

|  |  |  |  |
| --- | --- | --- | --- |
| **#** | **Name of committee** | **Period** | **Role** |
| 1 | Technology to support accreditation | 2011-2012 | Member |
| 2 | Undergraduate studies | 2013-2013 | Member |
| 3 | Orientation week | 2012-2013 | Member |
| 4 | First standard: Knowledge, skills, and dispositions | 2012-2014 | Member |
| 5 | Preparing a proposal for admission of students with disabilities | 2014-2015 | Chair |
| 6 | Students’ activities  | 2014-2015 | Member |
| 7 | Annual report | 2013-2014 | Member |
| 8 | Diplomas committee | 2013-2014 | Member |
| 9 | Admission policies of students with disabilities at the College programs | 2015-2016 | Head |
| 10 | Proposal of deaf students admission at college programs | 2016-2017 | Head |

**College committees at Assiut University**

|  |  |  |  |
| --- | --- | --- | --- |
| **#** | **Name of committee** | **Period** | **Role** |
| 1 | Cultural relations | 2010-2011 | Member |
| 2 | College Early childhood center | 2010-2011 | Member |
| 3 | Quality assurance and accreditation  | 2007-2010 | Member |
| 4 | CIQAP | 2008-2010 | Member |
| 5 | Sports Committee | 2009-2010 | Head |

**5-1-4: National Committees*** Member at the Gifted Identification Team at the Ministry of Education, Oman, 2013-.
* Member of the Egyptian Association for Higher Education Trainers, 2008-

**5-1-5: CONFERENCE ORGANIZATION*** Organization committee, the first International Conference on Early Childhood, College of Education, Sultan Qaboos University.

**5-4**-2: **GENERAL LECTURES*** Identifying and nurturing giftedness in Oman, a paper presented at the Gulf Gifted Day, Ministry of Education, Muscat, Oman, February 2017
* Using technology in teaching students with learning disabilities, paper presented at The First Omani Symposium of Special Education, Crown Plaza Hotel, Muscat, 2014
* Rights and legislations of the individuals with disabilities. A lecture given at the Omani Women Association, organized by Hams Al-Atheer association for the individuals with disabilities, Muscat, October, 2011.
* Training workshop titled “Using Prezi” dedicated to learning disabilities teachers at Um-Alsa’d Al-Ansariya School, Mawaleh, Muscat, 2014.

**5-4-5 UNREFREED PUBLICATIONS*** Published an article about “Teaching the deaf students in Oman”, at the Journal of Educational Development, Ministry of Education, Oman, 2012.

**5-4-6: TRAINING WORKSHOPS I LECTURED IN at SQU**

|  |  |  |  |
| --- | --- | --- | --- |
| **Workshop title** | **Training program title** | **Stakeholders** | **Date** |
| Designing teaching activities for students with learning disabilities students | The Third Training Program for Experienced Teachers | Ministry of Education | 9-20/6/2013 |
| Applications of modern technology with students with learning disabilities | The Third Training Program for Experienced Teachers | Ministry of Education | 9-20/6/2013 |
| Modern technology for students with hearing impairment | The Third Training Program for Experienced Teachers | Ministry of Education | 9-20/6-2013 |
| Strategies of developing deaf and hard-of-hearing students’ vocabulary  | The Third Training Program for Experienced Teachers | Ministry of Education | 9-20/6-2013 |
| Applications of modern technology for students with intellectual disabilities | The Third Training Program for Experienced Teachers | Ministry of Education | 9-20/6-2013 |
| Technology applications for students with special needs (deaf, intellectual disability, and learning disabilities) | The Fourth Training Program for Experienced Teachers | Ministry of Education | January 2014 |
| Technology applications for students with special needs (deaf, intellectual disability, and learning disabilities) | The Fourth Training Program for Experienced Teachers | Ministry of Education | June 2014 |
| Technology applications for students with special needs (deaf, intellectual disability, and learning disabilities) | The Fourth Training Program for Experienced Teachers | Ministry of Education | January 2015 |

**TRAINING WORKSHOPS I LECTURED IN ASSIUT UNIVERSITY*** Trainer, Training Preschool teachers, school directors and supervisors at Assiut Governorate on Quality Assurance and Accreditation of Early Childhood Schools in Egypt and Play-based learning, from April 2009 to April 2011
* Trainer, Egyptian Ministry of Higher Education, Higher Education Enhancement Projects (HEEP), Faculty Leadership Development Project, E-learning workshop (Training of Trainers), July 2008- present
* Trainer, Workshop about the experimentation of a new nation-wide curriculum for early childhood under the auspices of Canadian Assistance Team (CAT), Ministry of Education, November 2010
* Lecturer, Diploma of Public Policy and Children’s Rights, Assiut University, TEMPUS Project, August 2010-present
* Trainer, Save the Children Organization, The role of active learning in developing cognitive skills of preschoolers, July 27-31, 2008.
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