Teachers, educators, programme managers and curriculum designers from all levels of education can expect to participate in sessions providing opportunities to hear about new ideas and to develop successful teaching practices and uses of technology that they will be able to incorporate into their own teaching context to improve the quality of teaching and learning.

Participants will be able to select from a choice of both theoretical and practical conference breakout sessions led by specialists in their fields familiar with the educational context of the Middle East, participate in plenaries delivered by top educational experts and network with like-minded peers.

**Conference Registration Fees**

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**Important Notes**

- IC&E reserves the right to alter the content of the conference program at any time before or during the conference.
- Conference registrations are non-transferable.
- Conference cancellations, for which there is a AED100 processing fee, must be received in writing on or before 20th January, 2014.

**Payment Procedures**

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Reforming Education to Meet the Needs of a Knowledge-Based Economy
Dr. Brian Bieleberg, Head, Center for Excellence in Learning and Teaching, The Petroleum Institute

A number of Middle Eastern countries are experiencing extraordinary rates of growth and development and are placing an increasing focus on building sustainable, knowledge-based economies. Critical to efforts to prepare local undergraduates for careers in today’s economy, it is argued, is a rethinking of how they are educated. This talk will highlight suggested pedagogical approaches, changes in learning environment, and curricular innovations that can better prepare today’s youth for the roles they will play in the 21st century.

21st Century Skills
Dr. Lawrence Burke, Education Faculty, Al Ain Women’s College, Higher Colleges of Technology

Notwithstanding widespread support for the inclusion of 21st century skills in a curriculum, there’s still widespread disagreement about what they are and which particular skills matter for what particular set of educational or career related circumstances. This presentation offers a critique of the concept of 21st century skills from a pedagogical and historical perspective arguing that in reality they are accessible skills which have existed from pre-history through to the present day.

Active Learning in Higher Education: Do the benefits outweigh the drawbacks?
Dr. Cindy Gurne, Director, Faculty Development Center, American University of Sharjah

In this interactive session the presenter will first review the pros and cons of utilizing active learning techniques in higher education with the ultimate goal of convincing attendees that the benefits do indeed outweigh the drawbacks. She will then involve the audience through numerous active learning techniques that have proven successful with tertiary level students. She will conclude with a discussion focusing on how the audience can use or adopt the techniques for their classrooms.

Improving Critical Thinking: Faulty reasoning with learners
Dr. Mark Hill, Program Head, English, University Foundation Program, UAE University

For effective critical thinking to take place, students should be introduced to logical fallacies and syllogisms. Teaching them can improve the thinking process of students and enable them to recognize and list common fallacies as well as avoid faulty argumentation. This can help students improve their academic performance, better assess articles they read and learn to write more clearly. This aspect of critical thinking can be woven into class work but teachers require some initial training.

Development of 21st Century Skills: The importance of teacher identity and self-knowledge
Dr. Amanda Howard, Faculty of Education, British University in Dubai

Tertiary education is changing on an almost daily basis and instructors need to adapt to new working environments where pre-existing methods of teaching may no longer be valid. Using questionnaire and research data, this interactive session will argue that in order to facilitate student success teachers should use a combination of their own strengths and understand where they fit into the spectrum of educational beliefs and practices.

Identity, Motivation and Active Learning
Debra McDermott, Program Supervisor, Academic Bridge Program, Zayed University

Does active learning increase student motivation? Do students need to be motivated in order to learn actively? What is the role of identity? These are the questions which will be explored in this presentation. Data will be presented from research projects in process and the implications for classroom practice will be discussed.

Day 1 - 29 Jan 2014
Student Success at Tertiary Level

Emerging Educational Environments
Prof. Hassan Mustapha, English and Education Studies, Chair, English Language Department, Al Ain University

This presentation will deal with:
- Enrichment of the experience of all learners in tertiary level education
- Post-secondary shifts away from teacher-dominated instructional environments
- Development of self-regulated individuals
- Secrets of change
- Pre university educational systems e.g. the IB
- The fluid formula that we call educational environment

There will be time for further discussion by participants.

Peer Observation: What's in it for me? A management perspective
Barney Priot, Assistant Director, Academic Bridge Program, Zayed University

Despite being much maligned by faculty for many reasons, peer observation is an essential component of teacher education programmes. This presentation describes a peer observation programme which took place at an English language medium university in the Gulf. Results suggest that teachers found peer observations resulted in both learning opportunities and effective benefits. Results also suggest that peer observation, if presented in a non-evaluative way, can also play a part in the teacher appraisal process.

DREAM Management and Reflective Writing Skills to Promote Student Success and Independent Learning at the Tertiary Level
Dr. Phil Quirke, Executive Dean Foundations – Academic, Higher Colleges of Technology

In this interactive presentation Dr. Quirke takes this audience through a series of reflective tasks that he uses with his students in the HCT. Each task draws upon Phil’s work in educational management, but applies those DREAM Management Principles to the management of learning. Using examples from his students’ successes he shows how this combination of management principles and reflective writing can empower the individual learner to take control of and manage their learning.

Keynote Speaker
Dr. Linda Price
Dr. Linda Price is a Senior Lecturer in Educational Technology at the Institute of Educational Technology at The Open University, UK, and Professor of Engineering Education at the Engineering Faculty (LTH) in Lund University in Sweden. She has been researching and promoting pedagogically-driven uses of educational technology in a range of contexts in higher education for almost 20 years. She uses her research and that of others to foster academic practice that promotes student-centred learning and engages scholarly approaches to teaching and learning with technology. She has given national and international keynote seminars and workshops on these topics. She has also collaborated with international colleagues on how to promote scholarly practices in teaching and learning through the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL). Her recent research focuses on investigating and developing models of scholarly practices using technology through understanding academics’ conceptions of and approaches to teaching and learning.

A Pedagogy for the University Classroom
Dr. Kay Gallagher, Associate Director (Abu Dhabi), Academic Bridge Programme, Zayed University

One of the most significant developments in the contemporary higher education landscape is the attention given to the practice of teaching in the university classroom. As tertiary level teaching changes gradually from a transmission-by-lecture model to a more active, participatory and student-centred approach, a set of pedagogical guidelines recently created by a university in Abu Dhabi to inform teaching and learning in its university classrooms is presented and discussed.
Can Badges Become Acceptable Substitutes for Certificates?
Current disenchantment with traditional assessment methods is giving rise to increased use of Open Badges in many educational settings. When grounded in best practices or common standards, badges are also finding their way into promoting self-directed PD. The presenters report on their efforts to implement a badge system in an open PD ecosystem in order to understand their viability in PD and other instructional settings.

How Can the MOOC Model Be Applied in the UAE?
In MOOCs, teachers create learning objects to help participants direct their learning. Since there are more participants in a MOOC than an instructor can meet our high standards… Or maybe, some of us are not big fans of how use of the iPad impacted on student motivation to engage in and out of class with independent learning activities, and how the use of the iPad changed learning behaviors to enhance knowledge and language skills.

10 Easy Tips for Designing Effective Activities with Technology
Sharifa Hajjat,
Associate Dean of Foundations, Higher Colleges of Technology
There are high expectations that teachers use technology in the classroom. But we are busy covering the curriculum, preparing students for exams and meeting our high standards… Or maybe, some of us are not big fans of technology. No worries - tools are getting much easier than before and there are tools and tips that will be shared in this session, which will bring your teaching methods with technology up-to-date.

Creating ePortfolios for free using Wix
Dr. Neil Hunt,
Education Faculty, Al Ain Women's College, Higher Colleges of Technology
ePortfolios can provide a longitudinal view of a learner's work which paints a picture of growth and continuity over time, in which the learner can collect, select, and reflect using a variety of artifacts, such as graphics, multimedia, blogs, journals etc. in order to present a profile of accomplishment based on evidence. This workshop provides a practical guide on how to develop an eportfolio using www.wix.com and showcases examples of eportfolios created by students.

Mobile Learning in the UAE: The iPad initiative
Dr. Christine Ditsiki,
Associate Dean of Foundations, Higher Colleges of Technology
The session will present a research project on the impact of the iPad as a medium of instruction in an EFL course for post-secondary students in the UAE. The study measured the effectiveness of the iPad initiative by exploring how use of the iPad impacted on student motivation to engage in and out of class with independent learning activities, and how the use of the iPad changed learning behaviors to enhance knowledge and language skills.

Technology: Integrating 21st century skills into the classroom
Sean Inglisaldy,
Education Faculty, Dubai Women's College, Higher Colleges of Technology
To graduate student teachers who are comfortable, creative, flexible and inspired; with technology requires a new mind set in which teacher educators increasingly view themselves as facilitators on a parallel voyage of discovery with technology as the primary vehicle, thus modeling the pedagogy for 21st century schools. In this workshop, participants will be introduced to a range of practical ideas that could help to ease this passage.

What the Brain Says about Multimedia Learning
Dr. Lawrence Burke,
Education Faculty, Al Ain Women's College, Higher Colleges of Technology
Today the majority of professional learning communities agree there is some added value in technology to facilitate learning. In addition, few argue about the intrinsic effects digital learning have on an cognitive processes and attention span. This presentation reports on a research project in one professional learning community and how multi-media learning may be improved to create an experience in which learners are empowered to monitor and self-regulate their own educational progress.
Teacher Talk: Contribution to children’s talk

This interactive session for teachers of young children will review the kinds of teacher talk that encourages children to talk in more and qualitative ways. Based on the need to practice language in order to learn a language, the audience will identify from case studies the impact of teacher talk on children’s talk.

Dr. Rozzi Albon, Coordinator, Faculty of Education, Sharjah Women’s College, Higher Colleges of Technology

Differentiated Instruction

Dr. Fida Alatibah, Associate Professor, College of Education, Zayed University
Dr. Jane McConnaught, Assistant Professor, College of Education, Zayed University

Differentiated instruction refers to instructional planning and implementation that incorporates considerations and adaptations of the learning environment, content, process and/or products to address learner characteristics and needs. This presentation will discuss the evolution of differentiated instruction, research on differentiation and current differentiation practices in classrooms. It will provide practical suggestions for differentiating instruction.

Classroom Behavior: A psychological look

This interactive session will explore a variety of psychological ways to affect motivation and desirable behaviour in classrooms. The audience will be asked to respond to case studies and identify possible expectant behaviours. Further, consideration will be given to planning and implementing strategies in classrooms.

Dr. Rozzi Albon, Coordinator, Faculty of Education, Sharjah Women’s College, Higher Colleges of Technology

Developing 21st Century Skills

Dr. Lawrence Burke, Education Faculty, Al Ain Women’s College, Higher Colleges of Technology

The concept of 21st century skills is not new. From a pedagogical and historical perspective they have existed from pre-historic times to the present day. This workshop will explore this assertion through the domains of ways of knowing, ways of working, and approaches to working and skills for living in the world. Through collaborative work participants will leave with some hands on activities to try out in their 21st century classrooms.

Dr. Toni Briegel, Assistant Professor, College of Education, Zayed University

Differentiated instruction refers to instructional planning and implementation that incorporates considerations and adaptations of the learning environment, content, process and/or products to address learner characteristics and needs. This presentation will discuss the evolution of differentiated instruction, research on differentiation and current differentiation practices in classrooms. It will provide practical suggestions for differentiating instruction.

Evaluating the Development of Teacher Leadership through Teacher Inquiry

Professor Barbara Harold, Director, Graduate Programs, College of Education, Zayed University
Dr. Laura Stephenson, Associate Professor, College of Education, Zayed University

This presentation describes a co-constructed professional learning program of teacher inquiry that emerged from a school/university partnership. The program took place in a context that encouraged socially responsible and sustainable leadership development through the development of communities of practice and aimed to develop teacher leadership; broaden participants’ knowledge of best practices; raise awareness of site-based issues in teaching and learning; explore the process of changing practice and use action research as a method for changing practice.

Constructing an Effective Learning Community in the Classroom

Sarah Hyde, Chair of Education, Dubai Women’s Campus, Higher Colleges of Technology
Joanne Rowe, Faculty, General Education and Business, Ras Al Khaimah Colleges, Higher Colleges of Technology

What is a learning community? How can you create an effective learning community? This workshop will introduce you to the concept of learning communities, take you through the process of building a community of learners through active participation and provide best practice models that can be replicated in your classroom.

Dr. Linda Price, The Open University UK - Keynote

What skills do today’s students need as tomorrow’s professionals in a 21st century world? Historically, education has focused upon turning-out its pupils and students with a head full of facts and knowledge: content was king. But the context of education across the world has changed. Technology has enabled those from even fairly meagre backgrounds to gain access to a range of knowledge using modest hand-held mobile devices such as phones. No longer do pupils and students need to go to an educational institution just to gain knowledge. The wider social context has also changed. Businesses now operate on a global scale challenging international boundaries and politics. Pupils of the 21st century will need more than just an understanding of their field to be successful. So what do we need to equip today’s pupils with in order to be successful professionals in tomorrow’s world?

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Dr. Brian Bielenberg
Head, Center for Excellence in Learning and Teaching, The Petroleum Institute
Dr. Bielenberg is an Educational Linguist with over 20 years of teaching experience. Holding degrees in engineering and education, he currently serves as Head of the Center for Excellence in Learning and Teaching at the Petroleum Institute, Abu Dhabi, where he also teaches a freshman engineering seminar seminar and sophomore level course work.

Dr. Lawrence Burke
Education Faculty, AI Ain Women’s College, Higher Colleges of Technology
Dr. Lawrence Burke read for his Doctorate with Deakin University and The American University in London. He holds an M.A., B. Litt. (Hons) (Deakin), B.A. (La Trobe) and Grad. Dip. Ed. (Melbourne). He is a CELTA graduate and a teacher trainer for ESL in the Mainstream. He blogs at http://www.lawrenceburke.org and has a professional website at http://lawrenceburke.net

Prof. Eman Good
Dean of Education, Professor of Special and Inclusive Education, British University in Dubai
Professor Good is an Honorary Fellow at Birmingham University, UK, a UNESCO Consultant on inclusion in the classroom, a winner of HH Princess Haya Award for Special Education (2012), the recipient of the Global Leadership in Education Award from the Asian Leadership Award Board (2012) and was the first Director of Disability Services in Dubai Government’s Community Development Authority.

Dr. Ray Gallagher
Associate Director (Abu Dhabi), Academic Bridge Programme, Zayed University
Dr. Ray Gallagher is Associate Director of the Academic Bridge Program in Zayed University in Abu Dhabi. She has been an educational leader in Ireland, Hong Kong, and the UAE. Ray’s professional and research interests include pedagogy and curriculum, language teaching, teacher education and development, and medium of instruction policies and practices.

Dr. Cindy Gunn
Director, Faculty Development Center, American University of Sharjah
Dr. Cindy Gunn is the Director of the Faculty Development Center and an Associate Professor in the Department of English at American University of Sharjah (AUS). Before joining AUS in 2001, she lived and taught in Canada, Japan, New Zealand, Thailand, Turkey and the United States.

Dr. Mark Hill
Program Head, English, University Foundation Programme, UAE University
Dr. Mark Hill has worked in the UAE for the last ten years. Currently he is the Head of the English Language Program in the Foundation Year at the UAEU. Prior to this he worked in Saudi Arabia, Hong Kong, South Korea and Cambodia.

Dr. Amanda Howard
Faculty of Education, British University in Dubai
Amanda Howard PhD has extensive experience teaching, training teachers, lecturing and providing postgraduate supervision at universities in the UK and the Middle East. She has recently established an educational support consultancy, Curriculum Academic Solutions.

Debra McDermott
Program Supervisor, Academic Bridge Program, Zayed University
Debra McDermott has worked in tertiary education and corporate training for more than twenty years in the UK, South America and the Middle East. She is currently on the faculty of Zayed University in Abu Dhabi. Her research interests include teaching and learning styles, learner motivation, youth transitions and employability.

Dr. Peter B. McLaren
Faculty, UAE University
Peter B. McLaren Ed.D teaches English at UAE University. He has taught elsewhere in the UAE, Saudi Arabia, China, Japan, Egypt and England. His research interests are critical issues, reading and increasingly the adaptation of technology in the classroom. He has presented and published on these topics.

Prof. Hassan Mustapha
English and Education Studies, Choir, English Language Department, Al Hosen University
Prof. Mustapha has worked in Alexandria University, in the first ELC established by The British Council in Jadda, University of Stafford, Sultan Qaboos University and Ajman University, where he was Dean. He currently chairs the Department of English at Al Hosen University. His interests are translation and intercultural studies, thinking skills and educational change.

Barnaby Priest
Assistant Director, Academic Bridge Program, Zayed University
Barnaby Priest has been a K-12 and tertiary EFL professional since the early 1980’s. He has extensive experience as a teacher, teacher trainer and EFL/ESL manager in Europe, SE Asia and the Middle East.

Dr. Phil Quirke
Executive Dean Foundations – Academic, Higher Colleges of Technology
Dr. Phil Quirke has been in EIT Leadership positions for fifteen years and has published on areas as diverse as food, action research, appraisal and journaling. His book, An Explanation of Teacher Knowledge, is widely available, and the author’s latest publication on Reflective Writing is available online at: http://www.tesl-ej.org/wordpress/books/
Dr. Fida Atallah
Associate Professor, College of Education, Zayed University
Dr. Atallah is an associate professor of Educational Technology at Zayed University. She teaches courses in Mathematics Education, Learning Technologies, Research Methods and Educational Studies. Her current research topics include conceptions and dispositions of mathematics, cognitive load, learning styles and multimedia learning, and attitudes and readiness towards e-learning.

Dr. Jase Moussa-Inaty
Assistant Professor, College of Education, Zayed University
Dr. Jase Moussa-Inaty is Assistant Professor of Educational Psychology at Zayed University. She received her PhD in Educational Psychology from UNSW, Australia. In addition to her teaching duties at ZU, Dr. Moussa-Inaty is actively engaged in conducting research and offers a wide range of workshops and presentations for professional development.

Dr. Toni Briegel
Associate Professor, College of Education, Zayed University
Dr. Toni Briegel is a certified teacher and taught English, journalism, and reading for 16 years in the United States. She has a strong interest in professional development and has presented workshops internationally in the areas of classroom management, differentiated learning, teaching strategies, student-centered learning, and cooperative learning.

Professor Kenneth Carr
Associate Dean, College of Education, Zayed University
Dr. Ken Carr (full professor in the College of Education, Zayed University) has taught at universities in New Zealand (mostly), the USA, UK, the Cook Islands and the UAE. His Ph.D. investigated the mathematical development of students in high schools. His research interests include learning, assessment, and quantitative literacy.

Professor Barbara Harold
Director, Graduate Programs, College of Education, Zayed University
Barbara Harold holds a Ph.D. in educational leadership and policy development. She is currently Professor and Director of Graduate Programs at Zayed University in the College of Education. Dr. Harold’s teaching, research and publication are in the fields of classroom management, differentiated learning, teaching strategies, student-centered learning, and cooperative learning.

Dr. Lauren Stephenson
Associate Professor, College of Education, Zayed University
Lauren Stephenson holds a Ph.D. in educational leadership and administration. She is currently an Associate Professor at Zayed University in the College of Education. She has ELL teaching, teacher education and educational leadership experience and has presented and published widely in these areas.

Sarah Hyde
Chair of Education, Dubai Women’s Campus, Higher Colleges of Technology
Sarah Hyde is currently Programme Chair of Education at HCT Dubai Women’s Campus. She has worked in the UAE for over eight years and has extensive teaching, teacher training and educational leadership experience in Australia, Brunei Darussalam and the United Kingdom.

Joanne Rowe
Faculty, General Education and Business, Ras Al Khaimah Colleges, Higher Colleges of Technology
Joanne Rowe has worked at Ras Al Khaimah Higher Colleges of Technology for ten years and has taught at all levels in many departments. She has held several leadership positions and continues to guide best practices, transformative pedagogy and the awareness of the needs of students and faculty alike.

Dr. Robert Moulton
Director, Fujairah Campuses and Executive Dean for Education, General Studies, and Graduate Education, Higher Colleges of Technology
Dr. Moulton holds a PhD in Communication Disorders from Michigan State University. He has been a teacher of deaf children and deaf adults and initiated what is now the largest doctoral program in deaf education in the U.S. He has worked with deaf people in the U.S., China, Gaza, Jordan, and Mexico, and was part of a team that created the first dictionary of the Arabian Sign Language.

Vanessa O’Malley
Lectures, Faculty of Science, Emirates College for Advanced Education
In ECAE, Vanessa teaches a variety of courses across disciplines including science subject knowledge, the teaching of science, and education studies courses. She also acts as a mentor to pre-service teachers during internship and teaching practice. She completed two undergraduate degrees in Canada and has a Master of Education degree from Murdoch University.

Katrina Sinclair
Chair of Education, Al Ain Women’s College, Higher Colleges of Technology
Katrina has a range of teaching experiences from Early Years to Tertiary. Her background is in dramatic arts and ESL. She is currently Chair of Education at Al Ain Women’s College.

Dr. Lilly Tennant
Associate Professor - Education Studies, Emirates College for Advanced Education
Dr. Tennant holds a Ph.D in Special Education from the University of Arizona, USA. She is an Associate Professor and Division Head of Special Education at ECACE, Abu Dhabi. Areas of published scholarship, presentations and funded research work include: special education, use of technology in education, parent perceptions of inclusive practices, higher education, and teacher development.

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