


# Training Sessions Scheme



## Virtual Education Forum 2021

Date		Saturday, April 3rd, 2021		First Session	From 10:20 to 11:05 a.m.			
Room	Speaker	About the speaker	Title of the session	Summary	Theme / type of participation	Target audience	Language of delivery	Simultaneous Interpreting availability
1.	<p>Dr. Waleed Alenezi</p>	<p>Dr. Alenezi is a Professor of Educational Technology at Department of Curriculum and Instruction, College of Education, Kuwait University, who holds a PhD in Educational Technology, and master's degree in "Learning by Play" Dr. Alenezi is a member of Academic Affairs Committee – Department of Curriculum, Kuwait University. A participant and an organizer of many conferences within Kuwait and overseas.</p>	<p>Dialogic Pedagogy in Rooting of National Identity and Building Human Values</p>	<p>This participation aims to guide educators in rooting the concept of national identity through promoting dialogic pedagogy to build human values. For building national identity inspired by our religious values and Islamic history, this session is providing an integrated educational model to prospect the national vision, which achieves sustainable development and national and citizen advancement.</p>	<p>T5.2 Lecture 45 mins</p>	<p>Schools' senior and middle management, teachers and parents.</p>	<p>Arabic</p>	<p>No</p>


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2.	<p>Ms. Eman Ali Al-Naeimi</p> 	<p>Training and capacity development consultant and certified trainer at the Ministry of Education and Higher Education</p>	<p>Professional Development and Crisis Leadership</p>	<p>A number of themes will be covered in the workshop while linking them to realistic models of crisis leadership, as follows:</p> <ul style="list-style-type: none"> <li>- The concept of crisis, its forms and the concept of crisis leadership.</li> <li>- The difference between crisis leadership and crisis management.</li> <li>- The role of professional development for crisis leadership (presenting global models for crisis management through professional development).</li> <li>- Presentation of some research and studies.</li> <li>- The concept of foresight.</li> <li>- Strengthening the institutional principles for sustainable development.</li> </ul>	<p>T4.1 Workshop 45 minutes</p>	<p>Senior and middle school leadership, teachers, coordinators and mentors of all subjects for all stages.</p>	<p>Arabic</p>	<p>No</p>
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3.	<p><b>Dr. Saleh Rawadieh</b></p> 	<p>Dr. Rawadieh holds a PhD in Social Studies - Curriculum and Instruction from Ohio University, 1998. Prior joining as a Professor of Educational Sciences at College of Education, University of Qatar, Dr. Rawadieh worked at a number of Jordanian and Arabian universities. Between 2016 -2019, he served as the dean of Educational Sciences College, University of Jordan.</p>	<p>How Far Sustainable Development Concepts are Included in Social Studies Handbooks in Qatar</p>	<p>A presentation of study results regarding “How Far Sustainable Development Concepts are included in Social Studies Handbooks in Qatar”. Thus, the main result is: the distribution of sustainable development concepts on tool’s fields on percentage basis: Social and Cultural field (53.84%), environmental field (17.93%), economical field (16.38%), political field (10.84%) and finally technological and informational field (1.01%). In light of the study results, the recommendation is mainly: achieving balance of sustainable development concepts at all different fields in Qatar social studies curriculum and handbooks is necessary. Thus the required integration of sustainable development system will be reached, and that what students at different school stages should acquire.</p>	<p>T1.2 Lecture 45 minutes</p>	<p>Social studies teachers, coordinators and supervisors of all stages.</p>	<p>Arabic</p>	<p>No</p>
	<p><b>Ms. Doha Mohammed Saleem</b></p> 	<p>Ms. Saleem holds a B.A. in Policy, Planning and Development from Qatar University (2017), and she is now a post graduate student of Master of Arts in Curriculum, Instruction and Assessment at Qatar University (2021).</p>						

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4.	<p>Dr. Rani Mohammad Al-Toum</p> 	<p>Holds a PhD in teaching, learning and innovation in education, and nearly 20 years of experience in educational as a teacher of national and international curricula including IB / AP / IGCSE. An Academic Vice-Principle who contributed to his school winning the Education Excellence Award, the Hamdan Bin Rashid Award, and obtain international accreditations from the International Baccalaureate Organization, Cognia, and College.</p>	<p>The Role of STEM Schools in Achieving Sustainable Development</p>	<p>Introducing the concept of STEM schools and explaining the STEM educational approach and its role in preparing students for future enrollment in science disciplines. The lecture will discuss the importance and steps of transitioning to knowledge-based economy and the role of STEM schools in achieving the same. The lecture reviews the experience of the Qatar Science and Technology Secondary School for Boys in preparing Qatari youth to face present and future challenges, and empowering them with 21<sup>st</sup> century skills. It discusses tools for identifying students' interests for science disciplines, measuring their orientation towards STEM disciplines and how to utilize such interests in guiding students and developing curricula with aim of achieving sustainable development goals.</p>	<p>T2.3 Lecture 45 minutes</p>	<p>School upper and middle leadership, teachers, and parents.</p>	<p>Arabic</p>	<p>No</p>
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5.	<p>Mr. Mohammed Al Janahi</p> 	<p>Mr. Al Janahi had a unique experience after his graduation from Collage of Engineering, and work at oil sector. He switched to teach mathematics in Qatar Schools, then he joined as Head of outreach at Teach For Qatar in order to promote the role of the organization in education community.</p>	<p>The Role of Non-governmental Organizations in Promoting Community Engagement</p>	<p>The presenter, as Head of outreach at Teach for Qatar, will talk about their experience to create unique educational opportunities for the community and connect different sectors including private and governmental with educational system during the last years after the Organization has established.</p>	<p>T5.1 Lecture 45 minutes</p>	<p>Senior and middle management, teachers, coordinators and supervisors of all grades, and parents.</p>	<p>Arabic</p>	<p>No</p>
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6.	<p>Dr. Hamda Hamad Ghanim Al Nuaimi</p> 	<p>Dr. Hamda has 25 years of experience in Qatari Educational system, 11 of which in career advising, has a hands-on experience in advising students in Qatar in public schools, Higher Education Institute, and Qatar Career Development Center. Dr. Al Nuaimi currently serves as Senior Career Development Specialist at QCDC within Qatar Foundation.</p>	<p>The Role of Professional Advisory to close the Gap between Education Outcomes and Labor Market Needs</p>	<p>The presentation focuses on answering some questions: why do we teach our children? What are we teaching them? Is it enough to educate our children literacy? Does the journey finish when the certificate is obtained? Shall we teach them what the labor market needs? Who should decide such? When we are discussing adaption of education outcomes and labor market needs in addition to sustainable development, we imply two topics: a common national vision and very early professional advisory. Recently, the productivity of an educated person is not enough to meet the needs of labor market. We notice this through the current gap between education outcomes and labor market. The productivity of productive person should be the basis of the national vision. Such productivity requires guided professional advisory at early age. Changing the vision to develop a person who has a definite goal to achieve makes a hardworking academic human being who has a clear vision and productive. Therefore, the role of professional advisory at primary and preparatory stages is necessary nowadays.</p>	<p>T2.2 Lecture 45 minutes</p>	<p>Senior and middle management, academic advisors and parents.</p>	<p>Arabic</p>	<p>No</p>
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7.	<p>Mr. Bassem Anouar Awad Albelwe</p> 	<p>Member of the Arab Council for the Gifted and Talented, Mr. Bassem holds a higher diploma in special education and a bachelor of science in Physics. He is currently working as a gifted students care specialist in the department of Special Education and Gifted Students, enjoying 19 years of experience in the fields of teaching, training and educational supervision. Mr. Bassem translated a number of books and designed several programs targeting the gifted students.</p>	<p>Psychology of the Gifted</p>	<p>This lecture reviews a category of special education students that differs from other groups by positive deviation in terms of mental, creative and innovative aspects. Talent is among the themes under spotlight by countries around the globe, and for this, the lecture focuses on the concepts of giftedness and talented individuals and their mental, physical, social, and emotional characteristics, Besides, the lecture discusses the fields and types of giftedness, the mechanism of identification of the gifted, while highlighting the characteristics and competencies of the gifted teacher and the strategies for teaching the gifted students in order to keep pace with modern education systems amid the COVID-19 pandemic. The participants will receive a first-hand contact with the different types of gifted care programs, namely: Acceleration, enrichment, extension services, and the annual competition held by the department of Special Education and Gifted Students.</p>	<p>T2.4 Lecture 45 minutes</p>	<p>Senior and middle school management, teachers, coordinators and mentors of all subjects and stages, and parents.</p>	<p>Arabic</p>	<p>No</p>
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8.	<p><b>Ms. Rouba Georges Saba</b></p> 	<p>Ms. Rouba Saba has got 17 years of experience in the field of education. She graduated in 2003 with a Bachelor degree and teaching diploma in English Language and Literature. The presenter is currently working at the Ministry of Education and Higher Education as an English Supervisor, English Department.</p>	<p><b>Lead yourself to lead others!</b></p>	<p>It is essential to acknowledge that anybody can be a leader. Anybody, based on his will to flourish and improve, can still have to step into a leadership role from time to time. Leadership is a power relationship among leaders and followers who plan real changes and consider their mutual purpose. In this session you will get to know how to enhance your leadership effectiveness, by raising awareness of your dominant leadership style through undertaking a leadership style assessment and get a repertoire of the other leadership styles so that you step into them based on the situation and the people you are dealing with. At first lead yourself so that you lead others and use the appropriate approach based on teachers' skills. We will be revealing the three categories of teachers, their reflective tendencies, their practices in the classrooms and the best style and strategies that they will lead them to grow into reflective teachers.</p>	<p><b>T 4.1 Workshop 45 minutes</b></p>	<p><b>English language teachers, coordinators and mentors for all stages.</b></p>	<p><b>English</b></p>	<p><b>No</b></p>
	<p><b>Ms. Raesa Ali Mohammedin</b></p> 	<p>Ms. Raesa Ali has got 18 years of experience in the field of Education. The presenter graduated from Ain Shams University in 2001. She has worked as an English teacher; coordinator and she is an accredited trainer. She is currently working at the Ministry of Education as an English Supervisor.</p>						





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9.	<p>Ms. Kim Edwards</p> 	<p>Kim Edwards has over 30 years' experience as an instructional leader, classroom practitioner, IB coordinator and Deputy Head of School. She is a highly experienced IB workshop facilitator and Lead Educator delivering a range of workshops and leadership trainings for the International Baccalaureate. Kim is also Visible Learning Plus Consultant.</p>	<p>Remove data silos and make student learning visible</p>	<p>This session will explore a school's journey in moving to an online system that naturally eases teacher workloads, brings transparency to the teaching, learning and assessment processes and seamlessly unites parents, students, and staff without placing any extra burden on teachers. Data silos are removed, enabling organizational processes to be streamlined and teacher collaboration strengthened. The powerful inbuilt data analytics tool supports you to peel back the layers and easily track both individual student progress and school progress, to discover what really is happening in your school.</p>	<p>T1.2 Lecture 45 minutes</p>	<p>Senior and middle school management, teachers, coordinators and mentors of all subjects for all stages.</p>	<p>English</p>	<p>Yes</p>
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10.	<p><b>Ms. Nayla Al-Thani</b></p>  <p>Ms. Nayla is an associate trainer at the Education Development Institute. She was previously an English teacher and part of the Teach for Qatar fellowship program. She got her Bachelor of Science in Journalism from Northwestern University and a Master of Arts in Global Thought from Columbia University in New York.</p>	<p><b>Advancing Students' Learning and Development Through Social Emotional Learning Practices</b></p>	<p><b>Social Emotional Learning (SEL) practices supports all students learning and development. This session provides strategies for building students' skills and advancing excellence while promoting wellbeing in the classroom. After reviewing the definition of SEL, participants will analyze a SEL framework and apply it to their school's context. By the end of the workshop, participants will leave with a bank of SEL strategies that can be implemented in the classroom.</b></p>	<p><b>T4.1 Workshop 45 minutes</b></p>	<p><b>Senior and middle school management, teachers, coordinators and mentors of all subjects for all stages.</b></p>	<p><b>English</b></p>	<p><b>Yes</b></p>
	<p><b>Ms. Alexis Crump</b></p>  <p>Alexis has worked at Johns Hopkins University, University of California and Los Angeles Unified School District. She is served as a consultant for Inglewood Unified School District and British Petroleum. She is a Lead Trainer at the Education Development Institute, her primary interests include instructional coaching.</p>						

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Date		Saturday, April 3rd, 2021		Second Session		From 11:10 to 11:55 a.m.		
Room	Speaker	About the speaker	Title of the session	Summary	Theme / type of participation	Target audience	Language of delivery	Simultaneous Interpreting availability
1.	<p>Dr. Soha Abdurrahim Tabal</p> 	<p>Dr. Soha enjoys 26 years of experience in early childhood and special education. She worked as a visiting lecturer at a number of universities, and provided training and consultations in early childhood, early intervention and inclusive education in early childhood to many institutions and bodies in the Arab world.</p>	<p>Early Intervention: "Resilience and Response to Emergencies"</p>	<p>This lecture sheds light on the general conditions the field of early intervention that has faced during the last two decades, and the best practices that have contributed to the continued flexible provision of early intervention services despite the emergency conditions; whether due to wars or conflicts, or in refugee situations or epidemics and other conditions that required flexibility and quick response in ways that are commensurate with the emergency circumstances and do not conflict with the requirements of the early childhood stage and the specificity of this stage. The lecture will review international experiences (the Australian experience in particular because it is distinguished during the COVID-19 pandemic in terms of speed of response) and Arab experiences of countries in situations of conflicts, wars and refugee contexts.</p>	<p>T3.2 Lecture 45 minutes</p>	<p>Senior and middle school management, teachers, coordinators and mentors of all subjects for early education, and parents.</p>	<p>Arabic</p>	<p>No</p>

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2.	<p>Mr. Hakem Taher Kamel Metawea</p> 	<p>Mr. Metawea is an E-learning Specialist at Ministry of Education and Higher Education. For more than twenty years, Mr. Metawea works in technology and artificial intelligence field, and he has trained many teams of students, whom achieved advanced positions in robots field locally and internationally. He participated in planning digital transformation at Qatar Ministry of Education and Higher Education prior and after the COVID-19 pandemic for distance learning and hybrid learning.</p>	<p>Raising Academic Achievement Through Artificial Intelligence – the Concept of Adaptive Learning</p>	<p>Artificial intelligence techniques are able to revolutionizing the educational system. This lecture introduces answers to several questions, such as: what “adaptive learning” is, how it works, how teachers could use it to benefit from the power of artificial intelligence in order to manage their education plans that focus more on each individual student.</p>	<p>T1.2 Lecture 45 minutes</p>	<p>All subjects teachers, coordinators and supervisors of all stages; and e-learning coordinators.</p>	<p>Arabic</p>	<p>No</p>
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3.	Ms. Ra'ida Hilal Al-Haddad	A graduate of the College of Education at Qatar University, she has progressed from a teacher to a specialist, to expert, and a then to a consultant in professional licensing. She is Head of Teachers and School Leaders Professional Licenses Section of the Teachers Affairs Department. Her section controls the quality of the licensing process for teachers and school leaders.	Leading Teacher and Sustainable Development	<p>The lecture will cover the following elements:</p> <ul style="list-style-type: none"> <li>- The concept of the leader teacher and sustainable development, and the relationship between both.</li> <li>- Discovering and empowering a leader teacher.</li> <li>- Relationship between professionalizing education and the role of the leading teacher.</li> <li>- Examples of best practices for a leader teacher.</li> <li>- Challenges and proposed solutions.</li> </ul> <p>Vision for the future.</p>	T4.2 Lecture 45 minutes	Upper and middle leadership, teachers, coordinators, and supervisors of all subjects of all grade levels.	Arabic	No
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4.	<p><b>Dr. Waleed Absi Kurdy</b></p> 	<ul style="list-style-type: none"> <li>- Deputy Director for Academic Affairs at Hassan Bin Thabit Secondary School 2016-2021.</li> <li>- Deputy Director for Academic Affairs at Khalid Bin Al Waleed Preparatory School 2006-2016</li> <li>- Certified trainer, Ministry of Education and Higher Education 2006-2021.</li> <li>- Educational supervisor, Ministry of Education and Higher Education, 2004-2006.</li> <li>- Certified Trainer for Thinking Skills, De Bono Center for the Middle East, and North Africa.</li> <li>- Judge Member of Intel Research Competition, USA.</li> <li>- Member of the American ASCD Foundation for Training and Curriculum Development.</li> <li>- Member of the Arab Council for high achievers and talented.</li> </ul>	<p><b>Self-development for Sustainable Development</b></p>	<p>The Workshop aims to guide education leaders to employ some school procedures that encourage staff to professional self-development for sustainable development that suits their job description and professional code of conduct, as well as, teachers' professional standards. This can be achieved by applying quality cycle in professional sustainable development, which starts from identifying the training needs after the analysis of school performance track forms, strengths that need to be developed, and make the necessary recommendations to develop goals and objectives within a timeline of professional self-development. Then encouraging staff to measure the impact of self-training on performance development and transfer the experience to their colleagues within professional learning communities. This will lead to improve the professional practices in employment community which consequently will reflect on school results.</p>	<p><b>T4.1 Workshop 45 minutes</b></p>	<p><b>Senior and middle school management.</b></p>	<p><b>Arabic</b></p>	<p><b>No</b></p>
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5.	<p><b>Ms. Fatima Mohammad Al-Shoroqi</b></p> 	<p>Chemistry teacher with five years of teaching experience. Delivered several courses on technology and the current situation with COVID-19 pandemic</p>	<p>Develop teachers' ICT skills for the 21st century</p>	<p>The workshop will address the following:          – ClassPoint.          – QuizWhizzer.          – OneNote + PowerPoint.          – General design programs.</p> <p>All such points are selected to match the interests of the current generation and help develop the educational process.          In conclusion, in the 21st century, illiteracy is ICT-illiteracy, so how can an illiterate develop an advanced generation?          The 21st century teacher must be a researcher, a mentor, a designer of learning experiences, and a leader of the educational process to develop future generation, a generation that keeps pace with the technological age.</p>	<p>T4.3 Workshop 45 minutes</p>	<p>Teachers, coordinators, and supervisors of all subjects of all grade levels, and e-learning coordinators.</p>	<p>Arabic</p>	<p>No</p>
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6.	<p>Mr. Khalid Saeed Luswi</p> 	<p>Graduated from the College of Sharia and Islamic Studies at Qatar University in 1988, holds a higher diploma in education, enrolled in a master's program in Sharia, worked as a teacher for 25 years, joined the Ministry of Education as an educational supervisor for Islamic studies, then joined Qatar Foundation as the Head of the Islamic Studies department in pre-university education - Educational Development Institute</p>	<p>Digital citizenship and ISTE standards in educational practices</p>	<p>The importance of promoting digital citizenship has emerged as one of the most important attributes that everyone should have during the COVID-19 crisis. In this workshop, we will introduce digital citizenship by differentiating between the digital citizen and the digital immigrant and the objectives of its dissemination through defining the elements of digital citizenship until we answer the following questions: Have we attained digital citizenship? What are the means to achieve such elements? How to apply them with emphasis on linking digital citizenship with the 21st century skills by applying them to equip our students with the 21st century skills? Why do we need them? How do we equip our students with such skills? And conclude this workshop with the participants obtaining a digital citizen passport.</p>	<p>T4.3 Workshop 45 minutes</p>	<p>Upper and middle leadership, teachers, coordinators, and supervisors of all subjects of all grade levels.</p>	<p>Arabic</p>	<p>No</p>
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7.	<p><b>Ms. Yasmina Adil Al-Tayyib</b></p> 	<p>Holds a Bachelor Degree in Chemistry and Earth Sciences from Qatar University, and after her graduation, she joined the Research Center at Qatar University and worked in chemical research. She works as a STEM trainer and has experience in content development and training students and teachers in STEM skill.</p>					
	<p><b>Ms. Ghaida Muhammad Abu Bakr Abdullah</b></p> 	<p>Holds a Bachelor of Science, Chemistry and Earth Sciences from Qatar University, works at Ebtikar Company as part of the various educational projects and develops content for workshops in addition to providing training workshops for STEM programs.</p>	<p>Nurturing qualified Qatari talents and equipped with the appropriate 21st century skills</p>	<p>Participants in this workshop will learn about Nxplorers and “NX Thinking” approach, which was the result of extensive research conducted by Shell Qatar to support efforts to promote STEM skills among future generations, which are currently being applied in 17 countries worldwide. Participants will go through the three basic phases of such approach, i.e. exploration, creativity and change. Participants will be able to use the phase-specific tools and learn how to apply them with students to enable them to explore challenges in depth and think about the future and how to plan change.</p>	<p>T5.1 Workshop 45 minutes</p>	<p>Upper and middle leadership, teachers, coordinators, and supervisors of all subjects of all grade levels</p>	<p>Arabic</p>

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8.	<p>Mr. Mohammed Galal Mohammed</p> 	<p>Mr. Mohammed Galal is an EFL Teacher, MIE Expert, trainer, researcher, writer and global speaker. He is a Global Teacher Award winner and selected for Microsoft Education Exchange 2020 Australia. He is an ambassador for many organizations. He provides educational training, counselling and workshops in eLearning, methodology, and assessment.</p>	<p>Augmented and Virtual Reality for Teaching Reading in EFL Classes</p>	<p>In this session, a new teaching-learning strategy based on using Augmented and Virtual Reality for teaching reading in EFL classes is presented, which is used to motivate students to learn and provide more opportunities to develop their 21st-century skills. Integrating AR and VR into your school will help your students use the technology that will be part of their daily life, giving them an advantage as they prepare for their future career. Bringing such kind of technology in your classroom can breathe a new life by supplementing current pedagogical materials. This technology has been tested on a group of students in Qatar in reading lessons at the secondary stage. The reading content has been visualized and they were given opportunities to interact with the content instead of reading it directly from the book. They used tablets and mobile phones to explore and learn more information while they are enjoying the content.</p>	<p>T1.2 Workshop 45 minutes</p>	<p>English Teachers, coordinators, and supervisors of all grade levels.</p>	<p>English</p>	<p>No</p>
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9.	<p><b>Dr. Mahdi Mansour</b></p> 	<p>A university professor and education consultant specialized in STEM. He holds a Diploma in The Certificate in Advanced Education Leadership (CAEL) from Harvard University and an MA degree in Science and Mathematics Education from George Washington University in addition to a BA in Arabic and a PhD in Applied Mathematics. He has been working in the field of education content management, and is a lecturer in of Education and Science collage.”</p>	<p>The philosophy of 'STEM' in Early Childhood stage as a basis for sustainable development</p>	<p>The Early Years Education is ideal for introducing and exploring age-appropriate engineering challenges that benefit from the development of children's cognitive, social, physical and language skills. Children are natural born engineers where the function of education at that stage is to exploit their curiosity, and unleash their creativity, to enjoy learning and being aware of it. This has been observed in the Next Generation Science Standards (NGSS) curriculum by introducing engineering as an essential part of the education process. Recent studies have demonstrated that introducing the STEM method at an early age supports learning of literacy and numeracy. Only engineering projects are capable of developing competencies, because engineering, in general, is the application of science and mathematics in the field of technology design, structure and maintenance, it is ideal for meaningful learning which is closely related to life.</p>	<p>T3.1 45 minutes lecture</p>	<p>Middle managers including teachers, subject coordinators and supervisors of all primary stage subjects</p>	<p>Arabic</p>	<p>No</p>
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10.	<p>Mr. Barry Thompson</p> 	<p>Mr. Barry Thompson has been involved in English as an Additional Language education in Europe and the Middle East for 20 years. He holds an MA TESOL from Lancaster University and a BA Classics from King's College London. He works for MM Publications as a teacher trainer.</p>	<p>Storying sustainable development in the early years second language classroom</p>	<p>This presentation discusses storytelling activities based around comic strips created for the grades 1 and 2 Top Stars English language textbooks currently used in Qatari state schools. These activities were designed to make learners aware of sustainable development and global citizenship issues in ways appropriate to their lived experience. It also attempts to show how very young learners whose understanding of the world and language resources are limited can be enabled to use English as a lingua franca to engage with issues around sustainability and global citizenship in ways that are meaningful to them, thus working towards target 4.7 of UNESCO's sustainable development goals.</p>	<p>T3.1 Lecture 45 minutes</p>	<p>All English teachers, coordinators and mentors of primary stage.</p>	<p>English</p>	<p>No</p>
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## Virtual Education Forum 2021


Date		Saturday, April 3rd, 2021		Third Session	From 12:10 to 12:55 p.m.			
Room	Speaker	About the speaker	Title of the session	Summary	Theme / type of participation	Target audience	Language of delivery	Simultaneous Interpreting availability
6.	<p>Mr. Othman Mohammad Shaheen</p> 	<p>An e-learning specialist at the Ministry of Education and Higher Education in the State of Qatar. Has a Bachelor degree in Software Engineering, specializes in education digital content and is particularly interested in the Arabic content.</p>	<p>General foundations and principles for building sustainable digital learning elements</p>	<p>In this workshop, you will be introduced to the concept of digital learning elements in order to distinguish between their different types, and on what basis they are built. As a result, you will be able to evaluate the digital elements and know to what extent they achieve the designated goals. The workshop targets education leaders who are interested in the field of e-learning and education digital content.</p>	<p>T1.1 Workshop 45 minutes</p>	<p>Senior and middle school management, coordinators and mentors of all subjects and e-learning.</p>	<p>Arabic</p>	<p>No</p>

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7.	<p>Dr. Mona Sabah Al-Kuwari</p> 	<p>She holds a PhD in Education from the UK / MA in Educational Research from UK / MA in Early Childhood from the United States. She is currently the Director of Ruaa Center for Evaluation, Consultation and Support.</p>	<p>The experience of Ruaa Center during Corona pandemic (COVID-19)</p>	<p>The lecture discusses the experience of Ruaa Center during the challenges of COVID-19 focusing on the following:</p> <ol style="list-style-type: none"> <li>1. An introduction to Roaa Center, its objectives, and the services it provides.</li> <li>2. Challenges faced the center during the Corona pandemic.</li> <li>3. Solutions implemented to overcome these challenges.</li> </ol> <p>Statistics of evaluated and interviewed students during the pandemic.</p>	<p>T 1.1 Lecture 45 minutes</p>	<p>Senior and middle leadership, teachers and coordinators of special education, and parents.</p>	<p>Arabic</p>	<p>No</p>
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8.	<p>Mr. Hani Aldajani</p> 	<p>Hani Aldajani, a Master Degree in (TEFL ) from Jordan University, is currently an English Language Standards Specialist at the Department of Educational Supervision (Ministry of Education and Higher Education).</p>	<p>Integrating values in teaching English</p>	<p>Teachers should realize that integrating values in teaching English is as important as teaching any other aspect of the language i.e. ( Core Skills ). This presentation may provide English teachers with an identification of the most common elements they need to employ and apply for integrating values in English language teaching.</p>	<p>T.5.2 Workshop 45 minutes</p>	<p>English language teachers, coordinators and mentors for all stages.</p>	<p>English</p>	<p>No</p>
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9.	<p>Prof. Muammer Koc</p> 	<p>Prof. Koç previously held senior scientist, director, professor, chair and dean/director positions at various universities in the US and Turkey. He has a PhD degree in Industrial and Systems Engineering from the Ohio State University (1999) and Executive MBA degree from the University of Sheffield, UK (2014).</p>	<p>Education Quality Assessment towards SDGs</p>	<p>This lecture focuses on the importance, analysis, and role of education quality for preparing individuals to take key roles in establishing, growing and thriving such envisioned sustainable knowledge society. More specifically, the chapter focuses on: 1) Overview and analysis of trends and improvements in education quality considering the achievements since early 2000s; 2) Education enrollment and achievements, 3) Challenges as evidenced by various quality indicators; 4) From a policy making approach, identifying, opportunities and making recommendations for effective and continuous improvement of the overall human capital development system and strategy.</p>	<p>T.2.1 Workshop 90 minutes</p>	<p>Senior and middle management, teachers, coordinators and mentors of all subjects for all stages.</p>	<p>English</p>	<p>Yes</p>
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10.	<p>Dr. Carol O'Donnell</p> 	<p>Dr. Carol O'Donnell is Executive Director of the Smithsonian Science Education Center, an organization of the Smithsonian dedicated to transforming K-12 Education through Science™ in collaboration with communities across the globe. In this role, Carol serves as the US representative on the Inter Academy Partnership Science Education Program Global Council.</p>	<p>Using STEM Education to Develop Young Children's Sustainability Mindsets</p>	<p>In this session, She will discuss how to integrate social and emotional learning, inquiry-based STEM education, and civic engagement using the UN Sustainable Development Goals (SDGs) as a curricular framework for helping young children ages 5-9 use the processes of science to positively impact their community. Education is a crucial part of the SDGs, not only due to its role as a specific goal (Goal 4: Quality Education), but also because it is essential to the possibility of progress on all goals. To demonstrate how to use STEM Education for Sustainable Development (STEM4SD), I will draw on the Smithsonian Science Education Center's Smithsonian Science for Global Goals project (<a href="http://ssec.si.edu/global-goals">ssec.si.edu/global-goals</a>) and our research on how to inspire student action-taking. I will share free curricular resources, teaching tools, and our "Global Goals Action Progression" learning framework to help education leaders develop children's "Sustainability Mindsets." This program takes a transdisciplinary approach to learning by drawing on diverse perspectives from global professionals working on these issues in their communities, and it challenges young children to examine complex SDG topics through social, environmental, economic, and ethical lenses that are developmentally appropriate.</p>	<p>T3.1 Lecture <b>90 minutes</b></p>	<p>Senior and middle management, teachers, coordinators and mentors of all subjects for all stages.</p>	<p>English</p>	<p>Yes</p>
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Date		Saturday, April 3rd, 2021		Fourth Session	From 1:00 to 1:45 p.m.			
Room	Speaker	About the speaker	Title of the session	Summary	Theme / type of participation	Target audience	Language of delivery	Simultaneous Interpreting availability
1.	<p>Mr. Mohamad Fuad Haseeb</p>	<p>The educational supervisor of chemistry, trainer for Qatari Science Curriculum Standards courses, instructor at the Educational Qualification Center at Cairo University, with 22 years of experience in the fields of teaching, training, science books review, educational curricula and educational supervision, special researcher in the field of "caring in education", holder of a Bachelor of Science and Education and complementary studies at the American University in Cairo.</p>	<p>Using effective feedback tools to improve professional competence</p>	<p>How effective feedback can be provided among various parties of educational situations , from teacher to student, and from an educational supervisor or academic vice president to a coordinator or teacher. By reviewing the influential aspects of effective feedback and its role in improving the professional competence of teachers by applying the eight effective tools for effective feedback .linking these tools to educational situations from the Prophet's biography and the great history of scholars. Also seeking to correct common misconceptions associated with feedback processes . Training will also be on the use of some tools and applications that teacher can use to provide effective feedback to students during the learning situations according to the required feedback such as (standardized criteria , reflective sheet, coding feedback and crib sheet,) explaining the role of effective feedback in (zone of proximal development) to increase Students achievement with real help from teachers according to the theory of social constructivism (Vygotsky).</p>	<p>T4.3 Workshop 45 minutes</p>	<p>Senior and Middle managers including teachers, subject coordinators and supervisors of all subjects and for all stages.</p>	<p>Arabic</p>	<p>No</p>


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2.	Ms. Dhabia Al-Khulaifi	<p>Ms. Dhabia Al-Khulaifi is currently the Assistant Director Of Early Years Education Department of the Ministry of Education and Higher Education.</p> <p>She started her career as an English language teacher at outset of the implementation of the education reform, after which she served as a department coordinator. During that period, she received a certificate in training of trainer (TOT) of English curriculum standards. She employed these skills in her career and during her eight years when she worked as the Academic Vice Principal of Duhail Model School for Boys. After that, she joined Maharti project as assistant project manager.</p>	Education leadership Coaching : Empowering leadership and Empowering Teaching & Learning	<p>In this interactive lecture, we will discuss how to use education coaching skills in promoting, developing and empowering educators, and how such skills can support education leaders in facilitating change while does not impose it through the use of different principles, attributes, skills and models of coaching. The use of basic coaching skills enables school leaders to transform institutional challenges and issues into participatory learning opportunities to ensure future benefit, as well as maximize group and collaborative learning opportunities in the work environment, which has a significant impact on the teaching and learning process.</p>	T4.1 Lecture 45 minutes	Senior and Middle managers including teachers, subject coordinators and supervisors of all subjects and all stages.	Arabic	No
	Ms. Amani Hussein	<p>She is an Associate Certified Coach by the International Coaching Federation (ICF) and serves as an education supervisor at the Ministry of Education and Higher Education. Currently, she is the Chairperson of the Coaching Committee of the Early Years Education Department as well as an accredited trainer who participated in many local and international education events and conferences. She has delivered many professional development programs for hundreds of teachers and subject coordinators.</p>						




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3.	<p>Dr. Rafat Shehata</p> 	<p>Academic lecturer and trainer who holds a PhD in pathological and clinical psychology, holds assistant professor degree and has more than 15 years of experience in teaching mental health, industrial and organizational psychology, and has a special interest in the history of epidemics and their psychosocial impacts.</p>	<p>Distance learning and its relationship to parents' psychological health</p>	<p>The lecture shall demonstrate the impact of distance education on parents' psychological health through:</p> <ol style="list-style-type: none"> <li>1. Identifying the psychological problems related to this type of education.</li> <li>2. Identifying rational and irrational ideas about this type of education</li> <li>3. Identifying key psychological and social psychosocial problems facing parents.</li> <li>4. Providing guidance to parents on the appropriate behaviors to enhance their psychological health.</li> <li>5. Teaching parents self-development and time management strategies to help them organizing their daily routine.</li> <li>6. Providing a questionnaire to better understand the concept.</li> <li>7. Presenting the study that the researcher conducted.</li> </ol>	<p>T5.2 Lecture 45 minutes</p>	<p>Senior and middle leadership, teachers and coordinators of different subjects for all stages, and parents.</p>	<p>Arabic</p>	<p>No</p>
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4.	<p>Mr. Tariq Ahmad Mohammad</p> 	<p>Academic Vice Principal at Abdullah bin Ali Al-Misnad Preparatory School for Boys. Bachelor of Science and Education, Ain Shams University - Department of Mathematics, former member of the Teacher Advisory Committee at the Ministry of Education and Higher Education in Qatar - Certified International Trainer.</p>	<p>The role of education institution leaders in preparing the twenty-first century teacher</p>	<p>The presentation shall demonstrate the importance of leadership role in preparing the twenty-first century teacher during the rapid changes that the world is witnessing. We will try to identify the challenges that face the twenty-first century teacher. In addition, we shall present the most important skills that teachers of the twenty-first century should possess and the role of school leadership in promoting them. Finally, we will discuss the criteria for evaluating the performance of the twenty-first century teachers.</p>	<p>T4.3 Workshop 45 minutes</p>	<p>Senior and middle school management, teachers and coordinators of different subjects for all stages.</p>	<p>Arabic</p>	<p>No</p>
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5.	Ms. Lolwa Hassan Al-Neaimi	She holds a Bachelor degree in Computer, College of Engineering, holds a professional license “proficient level”, a certified trainer in the integration of technology in education. She has worked in the Ministry of Education. Currently, she works as a Project Coordinator. She participated in many educational conferences that aims at enriching education with technological tools.	Incorporating technology into live broadcast lessons and blended learning	The workshop focuses on how to use “Class Point”, which is connected to Microsoft PowerPoint, as it is a powerful interactive test tool in the classroom that helps build strong direct interaction with students in online lessons, improve their learning outcomes and get immediate feedback as if the student was in the classroom. Adding “Class Point” to the PowerPoint program is a powerful and easy-to-use addition to enable teachers to create an integrated classroom environment in terms of presentation, use of the interactive whiteboard, and various interactive activities. This shall increase student interaction during the blended learning.	T4.2 Workshop 45 minutes	Senior and middle school management, teachers and coordinators of different subjects for all stages.	Arabic	No
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8.	<p>Dr. Sc. Silvia María Navarro Quintero.</p> 	<p>General Director of the Central Institute of Pedagogical Sciences. PhD in Pedagogical Sciences. Master in Special Education and Assistant Researcher. She held responsibilities as Professor at the University of Pedagogical Sciences "Enrique José Varona", National Methodologist for Special Education, Director of the School "Solidaridad con Panamá" and Special Advisor to the Minister of Education in the Republic of Cuba.</p>	<p>Response of the Cuban Educational System to COVID-19</p>	<p>The Cuban Educational System has faced the multiple dilemmas imposed by COVID-19 on humanity. Faced with this challenge, it has generated responses that guarantee the continuity of the educational process from the curricular adaptations. It assumes as background the results of the investigation of the Improvement of the National Education System, which in its design assumed five types of investigation: theoretical, massive, deepening, commissioned and consultation, as well as the results of the experiment of the curricular conception: the materials, new ways of working, the institutional and group educational project, networking, methodological work and with the family. The proposed curricular adaptations have their theoretical support in the philosophical, political, legal, sociological, psychological, and pedagogical foundations of education, as well as in compared studies with other educational systems. In addition, actions were designed that allow, from intersectoral work, the attention to students, teachers and families, using educational television and the possibilities offered by information and communication technologies from an appropriate face-to-face-virtuality relationship. From a practical point of view, it contributes in a particular way to curricular theory and from a general point of view to Educational Sciences, allowing its use in similar contexts and conditions.</p>	<p>T 1.1 Lecture 45 minutes</p>	<p>Senior and middle school management, teachers and coordinators of different subjects for all stages.</p>	<p>English</p>	<p>No</p>
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