Training Courses (participant)

1. Council for Higher Education, Ministry of Education, Mandel Institute, Jerusalem, 1.5 years.
2. Advanced Statistical Methods in Education Research and Qualitative Research Methods, 60 hours.
3. Writing a Research Proposal.
4. Introducing and Implementing the TPACK Model.
5. Specialization Counseling, Facilitation, and Instruction in Teacher Training (B).
6. Specialization Counseling, Facilitation, and Instruction in Teacher Training (A).
7. Teacher Training for Children and At-risk Youth in the Arab Education System.
8. PDS Program in Pedagogical Counseling.
9. The Pedagogical Counselor: Imparting Methods.
10. The Digital Classroom: Characteristics, Information Sources, Models.
11. Integrating Digital Communication into Pedagogical Counseling: A Training Course on Digital Communication, as part of the implementation of the National Program for 21st Century Skills.
12. Courses in personal coaching and ADHD coaching.
13. Workshop on Specialization in Instruction.
14. Developments of Strategies in Strategic Instruction.
15. Teamwork and Teambuilding in the School.
16. Training courses towards the completion of the undergraduate degree.

Training Courses (facilitator)

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| Topic of Course  | Institution / Target population |
| Digital Strategies for Teaching Arabic Syntax | MOFET Institute, online course for teachers and lecturers |
| Enhancing Skills in Language Education | Al-Qasami Academy, academic faculty and administrative staff |
| Innovative Methods in Teaching Language Education | MOFET Institute, online course for teachers and lecturers, Sakhnin |
| Strategies for Developing Creative Expression | Wadi al-Nusur School, Umm el-Fahem, teaching faculty |
| Reading Literacy for Primary School Students | Van Leer Jerusalem Institute |
| Innovative Pedagogy in Teaching Language Education | MOFET Institute, online course for teachers, International Channel online academy  |
| Enhancing Skills in Using Modern Standard Arabic | Al-Qasami Academy, academic faculty and administrative staff  |
| Reading Books to Preschool Children and Language Development | PISGA Regional Center, Baqa al-Gharbiyya |
| Promoting a Culture of Reading among Schoolchildren | Omar al-Khatib School, Umm el-Fahem |
| Promoting a Culture of Reading among Schoolchildren | Ibn Sina School, Umm el-Fahem |
| Promoting Reading in the School | Al-Khiyyam School, Umm el-Fahem |

Training Courses (coordinator)

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| Topic of course | Institution / Target population  |
| Latest Approaches in Teacher Training, Changes in the Pedagogical Counselor’s Role in PDS Models | Pedagogical counselors |
| Creativity in Teaching | Wadi al-Nusur School, Umm el-Fahem, teaching faculty |

Courses Developed

* Epistemological and Didactic Fundamentals of Language Education (master’s seminar)
* Expanded Practical Specific Student Teaching and Reflective Workshop (outstanding students track)
* Innovative Methods in Imparting Linguistic Knowledge (online course for lecturers and teachers), MOFET Institute, International Channel online academy
* Innovative Pedagogy for Teaching Arabic Language and Literature; Language Education (M.Teach master’s program)
* Integrating Digital Communication in Arabic Instruction (distance learning); Language Education in Primary Grades (undergraduate)
* Language Education and Teaching Methods (1) and (2)
* Introduction to the Language of the Quran
* Arab Women Authors (undergraduate)
* Didactics for Teaching Arabic (undergraduate)
* Modern Arabic Literature

Curricula Developed

— Coauthor of curriculum for certified specialization in instruction, M.Teach program, Al-Qasami Academy

* Coauthor of pedagogical counseling program for the curriculum for certified specialization in instruction, M.Teach program, David Yellin College

Establishment of Learning Centers and Websites

— Developed a website on [digital pedagogy in language education](https://sites.google.com/view/arabic357/%D8%A7%D9%84%D8%B5%D9%81%D8%AD%D8%A9-%D8%A7%D9%84%D8%B1%D8%A6%D9%8A%D8%B3%D9%8A%D8%A9). The site, accessible to language education teachers and students, offers a broad range of online lessons and study units, video clips based on the “flipped classroom” and digital pedagogy strategies, articles on innovation and creativity in pedagogy, the Ministry of Education curriculum, and enrichment materials.

— **2014–2015**: Created a [website with online study units](https://sites.google.com/site/dorosww7datfaadahayfa/haifa) that promote the cultivation of high-level thinking in Arabic instruction in primary schools. The units will be implemented at the Al-Khwarizme School in Baqa al-Gharbiyya by third-year students whom I advised.

* **2012–2013**: Created and managed a [website for the Pedagogical Training Division](https://www.qsm.ac.il/?mod=cat&ID=71) at Al-Qasami Academy.
* **2011**–**2012**: Created a [website with online Arabic lessons and study units](https://sites.google.com/site/arabded/) as a student resource. The site combines digital communication with pedagogical counseling, as part of the impelmentation of the National Program for 21st Century Skills.

Development of Pedagogical Tools and Learning Materials

* Users’ guide for PDS program in pedagogical counseling.
* Users’ guide for pedagogical counseling staff.
* Overhauling and updating tools for the evaluation of pedagogical counseling. In view of curricular changes and reforms at the Ministry of Education, I developed planning and evaluation reports related to my pedagogical counseling work. Today, these reports are important tools for the evaluation of students in the practicum of the M.Teach degree program, Al-Qasami Academy.
* Writing and developing evaluation tools for individualized lessons in student teaching. Pedagogical counselors based their work on these tools, and some use them today as an important instrument for evaluating individualized lesson plans.

Educational and/or Professional Initiatives and Projects

From 2011 to the present, I have undertaken a number of educational initiatives that, in some cases, went beyond the responsibilities of my formal position at the college during those years. In most cases I intiated these projects, and in others I was invited to manage them. They include:

1. Management of “Travelogue: An Encounter among Educators from Different Sectors at the Heart of Shared Life in Israel.” Part of the **“Israeli Hope in Academia”** initiative, the project was coordinated with Tel Aviv University and targeted two groups of students, one at Tel Aviv University and the other at Al-Qasami Academy.
2. Management of **“Self-Progress and Self-Development at Al-Qasami Academy,”** an intiative aimed at encouraging students to develop in various important fields. Thus far, the initiative has included the following enrichment courses and workshops: coaching and personal development, strategies in teaching texts in language education, fundamentals of proper writing, the use of the hamza, common mistakes in Arabic, and use of stories and books as therapeutic tools.
3. Management of the **“Development of Creative Expression and Writing”** project. Its purpose is to develop creative expression and writing so that participants (students from the outstanding track at Al-Qasami Academy and local schoolchildren) can gain experience in self-expression, diction, and dialogue in standard Arabic, and acquire tools for correct and creative writing of diverse texts.
4. Management of **“Integrating Digital Pedagogy into Language Teaching,”** an initiative of the Advanced Studies Program at Al-Qasami Academy. The purpose of the intiative was to expose participants (master’s students) to modern approaches in language education. The initiative also aimed to familiarize them with innovative methods in teaching basic Arabic proficiency, in response to accelerated cognitive and technological developments in the field of education that provide students with a wide range of learning opportunities.
5. Management of an initiative sponsored by the Van Leer Jerusalem Institute as part of the **“Umm el-Fahem Reads”** program to counsel primary teachers on the development of a culture of reading among their pupils. The goal was to enhance and strengthen teachers’ abilities to lead processes of change for the development of a culture of reading among primary school children, and to enhance professional knowledge by strengthing curricular guidelines with hands-on educational work in the school.
6. Management of **“Promoting a Culture of Reading for Parents,”** a community involvement initiative under the auspices of the School for Professional Specialization at the MOFET Institute, Tel Aviv. The purpose of the initiative was to enhance the ability of parents of preschoolers in Kafr Qara to use children’s books as a means to foster interaction, to improve their skills in reading stories to their preschool children, and to expose the children to positive role models for reading.
7. Coordinating “**Developing Online Study Units for the Encouragement of High-Order Thinking in Arabic Language Instruction in Primary Schools,”** an initiative of the Teacher Training Division of the Ministry of Education. The initiative grew out of the perspective that innovative and digital pedagogy is the future of education. Third-year students training to be Arabic instructors were asked to develop digital study units that promote high-order thinking. The initiative uniquely combined online teaching and learning based on meaningful learning that encourages the acquisition of high-order thinking skills.
8. Coordinating a **creative writing project** for sixth-graders in central Israel, sponsored by the Arabic Language department of Al-Qasami Academy. The purpose of the project was reinforceming participants’ creative writing skills.
9. Coordinating an educational initiative on **[“Accepting the Other”](https://www.youtube.com/watch?v=1WlZJ6Hd2BQ)** at Al-Qasami Academy, with the participation of and funding from the Kula’ana Association and Merhavim Institute. The purposes of the initiative were to instill the principle of coexistence among diverse social groups, to strengthen the idea of social justice in order to instill the concept of multiculturalism, and to place the issue of accepting the other on the academic agenda. These goals were achieved by carrying out educational, social, and cultural activities with an academic character for academically-inclined youth. Most of the activities and initiatives were based on real-life experiences and practical applications.
10. Coordinating an initiative at Al-Qasami School, a private post-primary school, **to improve eleventh-graders’ proficiency in Arabic syntax**. Al-Qasami Academy invited me to coordinate the initiative at the school in light of students’ results on Arabic-language tests.

Project Proposals Submitted and Awaiting Approval

1. Use of Digitization to Improve Processes of Evaluating Student Teachers in Arab Society. Project leaders: D. Nimr Baya’a, Dr. Jamal Abu Hassin, **Dr. Haifa Majadleh,** andDr. Wissam Majadleh.
2. Al-Wasami College, the First Arab College in Israel, Promotes Health. Project leaders: Ms Lina Janaim Abu Toameh, Dr. Naal Issa, and **Dr. Haifa Majadleh.**

Project Grants

1. Grant for a community involvement project meant to promote the culture of reading among parents. Grant awarded by the MOFET Institute.
2. Grant for an educational initiative on developing online study units for the promotion of high-order thinking in Arabic-language instruction. Grant provided 3,000 NIS and 1 weekly hour.

Certificates of Appreciation

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| Grantor | Topic |
| Baqa al-Gharbiyya Public Library | Certificate of appreciation as a leading woman in Arab society |
| Al-Aswar Institute, Acre, and Arab Writers Association, Haifa | Certificate of appreciation as a researcher in Arabic literature |
| Al-Qasami Academy | Certificate of appreciation as a leading woman in the Arab sector for 2012, based on a survey on the Banit website |
| Banit Site | Certificate of appreciation as a leading woman in the Arab sector for 2011, from the award selection panel |
| Banit Site, on the basis of an annual survey | Certificate of appreciation as a woman leader in the Arab sector in 2011, based on a survey on the Banit site |

Monetary Awards

1. A $87,300 award from the Al-Taoun Welfare Association in support of a project, which I coordinated, to create an encyclopedia of modern Palestinian literature.
2. A $50,000 prize from the Al-Taoun Welfare Association for special achievements.

Symposia Organized as part of Courses Taught at Al-Qasami Academy

1. Preparing and organizing a symposium for third-year students as part of my course on Arab women authors.
2. An encounter with the author Dr. Rawya Burbara.
3. Preparing and organizing a symposium for third-year students as part of my course on Arab women authors.
4. Preparing and organizing a symposium for second-year students as part of my course on Arab women authors.
5. Preparing and organizing an encounter with Arabic women authors for second-year students as part of my course on Arab women authors.

Other Activities and Article Submissions

* Pedagogical counselor and lecturer in the Department of Arabic Language and Literature and in the Department of Education
* Coordinator of pedagogical counseling in the M.Teach program.
* Lecturer in advanced studies (M.Ed.) and adviser on final projects in the “Teaching and Learning” specialization program.
* Member of the editorial board and chief assistant to the editor of an encyclopedia comprising studies in modern Palestinian literature.
* Reviewer of final projects by students in the advanced (master’s) program: five studies reviewed in 2015.
* Member of an advisory committee on the advancement of education, the Arab Youth Village for Young Leadership—Sindiane—in conjunction with the Jerusalem Association for the Advancement of Education.
* Workshop, Al-Qasami Academy: Data and the Vision of the Future.
* Biographies and experiences of successful women academics in Arab society.
* PISGA—Development of Teaching Faculty.
* “Surmounting Limitations Together,” International Day of Persons with Disabilities.
* Course, 1 weekly hour.
* Workshop supporting students writing final projects.
* Language education in primary grades.
* Didactics in Teaching Arabic.
* Student teaching / pedagogical counseling.
* Coordinator of informal education at Al-Qasami School.
* Social activist leading public activities (lectures and workshops) for the promotion of reading, the Arabic language, reading literacy, and their integreation among primary, post-primary, and high school students and among parents and teachers. I have given more than 390 lectures and conducted more than fifty workshops.
* Coordinator of a professional committee for improvement of Arabic-language use, Municipality of Baqa al-Gharbiyya.
* Member of a team at the Center for Educational Technology that wrote national evaluation tests in Arabic.
* Adviser to high-school students in writing final papers in Arabic.
* *Basic Texts and Skills in Comprehension, Language, and Expression, 2.*
* “The Women’s Genre in Modern Arabic Literature: Development and Coping Methods.” *Culture Encounters: The Lifecycle in Judaism, Islam, and Christianity.*
* “The Influence of Sixth-Graders’ Attitudes toward Unstructured Reading on Results on National Evaluation Tests in Arabic, in Arab Primary Schools in Israel,” *Juma’a* (accepted).
* “Arabic in Arab Primary Schools in Israel,” *Juma’a* (accepted).
* “Improving Linguistic Knowledge by Means of Musical Pedagogy,” *Al-Hassad,* TheArab Academic Institute of Education, Beit Berl Academic College.
* “Revolutionism of the Lost Homeland: Reading the Poetry of Salim Jubran.”
* “Promoting Reading as an Instrument of Community Change: Initiatives in Reading Literacy and Its Impact on Teachers and Students.
* “Political and Cultural Movement in the Modern Literature of the Palestinian Woman,” International Conference: Linguistic and Literary Studies in View of Current Challenges, 4 (pp. 195–202). Malaysia: Al-Madinah International University.
* “Palestinian Linguistic Investment alongside Dualism and Fragility of Linguistic Identity,” The Fifth International Conference on Arabic Language (pp. 160–169), Dubai, United Arab Emirates—Al-Majlis al-Dauli Lalogha al-Arabiyya.
* “The Contribution of Song Strategy to Improving Students’ Attitudes toward Study of and Achievements in Grammar, Morphology, and Dictation,” in Setanawi, N. (ed.), collection of articles.

Book Reviews

1. Women’s Writing: A Fruitful Forum for the Presentation of Women’s Suffering. *Journal of Teachers of Arabic and Islam, 34,* 41–60. Ministry of Education, Pedagogical Secretariat, Language Division, Inspectorate of Teaching of Arabic and Islam, Jerusalem.
2. “The Role of Arabic Teachers in Improving Linguistic Resilience,” *Al-Saqiya,* 2, *15–17.* Arabic Language Department, Al-Qasami Academy.
3. “The Role of Arabic Teachers in Strengthening Linguistic ‘Resilience,’” *Hed Haninukh,* 63, 11–12.
4. Preface to *Baqat Ghana’aiyya Toratiyya man A’abar Nasa’a Baqa al-Gharbiyya.* 13–15, Baqa al-Gharbiyya Public Library.