**Name: Jamal Abu Hussain Date: January2021**

**CURRICULUM VITAE**

1. ***Personal Details***

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1. ***Higher Education***

##### Undergraduate and Graduate Studies

|  |  |  |  |
| --- | --- | --- | --- |
| **Period of Study** | **Name of Institution****and Department** | **Degree** | **Year of Degree****Approval** |
| 1980-83 | Haifa University, Arabic language, literature and history of the Middle East | B.A. | 1983 |
| 1992-95 | Haifa University, Education administration, curricula and teacher education | M.A. | 1995 |
| 1999-2003 | Institute of Education and Psychology, Latvia- Riga, Pedagogy in teachers’ education | Ph.D. | 2003 |

1. **Training Courses**

2017-2018 Course on children at risk and risk situations, Al-Qasemi College,120 hours

2006-2007 *Educating Evaluators for the Education System* two-year program,Mofet Institute, in cooperation with the National Center for Evaluation and Measurement, Ministry of Education. 640 hours

2001-2002 “Guidance and training according to the cognitive coaching approach” course in *Mentoring Fellows* two-year program, at the Branco Weiss institute, Jerusalem. 728 hours

1985- Current Participated in courses from a range of subject areas including teachingArabic, teleprocessing and more

1983-1985 Elementary language and Arabic literature and history teaching certificate, Haifa University, Training Courses.

1. ***Academic Ranks and Tenure in Institutes of Higher Education***

|  |  |  |
| --- | --- | --- |
| **Dates** | **Name of Institution and****Department** | **Rank/Position** |
| 1995 – 2005 | Al-Qasemi academic college of education | Lecturer |
| 2005- present | Al-Qasemi academic college of education | Senior Lecturer |

**TheAcademic positionrequeste**d: **Prof.**

1. ***Offices in Academic Administration***

1995 – 2001 Head of practical teaching experience at Al-QasemiCollege

1998 -2001 Head of the Department of Education at Al-Qasemi College.

1996 – 2001 Member of the management team at Al-Qasemi College.

2001 – 2006 Educational studies coordinator and head of research center at Al-Qasemi College

2006 – 2009 Academic and curriculum coordinator at Al-Qasemi College.

2010 – 2017 Dean of Graduate studies at Al-Qasemi College.

2012- 2017 Member of the upper academic council.

2012 – 2019Deputy President of Al-Qasemi College.

2012-2019 Member of the high academic council.

2019- **Present**Responsible for developing academic curricula andAcademic Advisorand

Member of the HigherAcademic Council.

***5. Academic Programs and Curriculum preparation within Al-Qasemi College (Since 2005)***

2011 Preparation of a program for professional ranking of teachers (7-9) within the framework of the "Ofek Hadash" professional development reform of the Israeli Ministry of Education.

2010 Preparation of a program for the training of vice principals for professional stages A, B, and C within the framework of the "Ofek Hadash" professional development reform of the Israeli Ministry of Education.

2002-2012 Leading the teams responsible for preparation of an academic curriculum for an undergraduate degree in the following specializations: Early childhood education, special education, Islamic studies, Arabic (language and literature), Hebrew (language and literature), English (language and literature), science and technology, and informal education.

2008 - present Leading the teams responsible for preparation of an academic curriculum for a master's degree in the following specializations: Teaching and learning, teaching Islamic studies, mathematical education for high schools, M.Teach, technology in education, inclusive education for self-excluded and at-risk students, administration and organization of educational systems, digitization in education.

***6. Academic and Administrative Activities within Al-Qasemi College (Since 2005)***

2008-2010 Co-director with Prof. Yoram Harpaz in establishing a national center for development of thinking at Al-Qasemi College.

2009 Principalinvestigator of a Yad HanadivFoundation intervention project in Arab junior high schools, incooperation with the

2009 Leading a team to write an organizational report on Al-Qasemi College to compete for the Organizational Quality and Excellence Award in Memory of Yitzhak Rabin, according to the European Foundation for Quality Management model.

2010 Member of the evaluation committee of the Ministry of Education that worked

on the preparation of the "National evaluation instrument of teachers" digital tool.

2010 Establishment of the Faculty of Graduate Studies and creation of the academic and administrative framework for graduate studies at Al-Qasemi College.

2010 – 2012 Guidance, leading, and facilitation of ten forums for supervisors and principals on "Evaluation of teachers and administrators, implementation and institutionalization" in the Education Ministry’s Haifa and Northern districts.

2010 – 2012 Chairman of the steering committee for graduate studies practical final

projects.

2010 – 2015 Member of the Al-Qasemi College committee for academic appointments.

2012 Partner in the preparation of a program for the training of students for the management of schools in the Arab education system (executive course) for "Avney Rasha."

2012 Development and implementation of the procedure at Al-Qasemi College for recruiting and accommodating new faculty members and for the evaluation of lecturers by the heads of their departments (and by students).

2012 Leading a team from the Faculty of Graduate Studies at Al-Qasemi College in writing a student guide for final project preparation and developing a tool for evaluating research proposals and final projects.

2012 – 2013 Member of the “Humanist spirit in teacher training in Israel” steering committee, Mofet Institute, Tel Aviv.

2014 Co-writer of an Al-Qasemi College position paper for the Ministry of Education on the topic of "Meaningful teacher training in Israel."

2015 Leading the writing of a Five Year (2016-2021) Projective Plan for the academic development of Al-Qasemi College.

1. ***Scholarly Positions and Activities outside of Al-QasemiCollege (Since 2005)***

1982 Teacher at Ein Mahal High School.

1995 – 2005 Lecturer on “Learning and Teaching” at the Arab College of Education in Haifa.

2006 Pedagogic responsibility for enrichment programs in the field of developing broad thinking among students of various ages in the Al-Batof regional council, the Ma'ale Iron regional council, and others.

2007 - 2013 Leading the teams responsible for preparing an academic curriculum for an undergraduate degree at Baqa College in the following specializations:

Business administration, communications, biotechnology, nursing, communication disorders, and law.

2010 Evaluation study for a joint Israeli-Palestinian projecton environmental issues on behalf of the European Union: “The planning and management of the Environment: as a leverage for the promotion of coexistence and partnership between Israelis and Palestinians.”

2010 - 2012 Representative of the Ministry of Education in the Inter-Colleges Committee for the academic promotion to the position of senior lecturer.

2016 Evaluation of a project on behalf of the European Union of the “Joint Planning Forum” – a pioneering pilot project, aimed at promoting cooperation between Arab and Jewish local authorities in the Galilee.

2009-2011 Accompanying and advising the Ma'ale Iron Council in organizing the council, preparing an organizational structure and defining roles; training of department heads on the subject of “Teamwork and soft skills.”

2019- 2021 Accompanying and advising the ‘Araba municipality from an organizational point of view, preparing an organizational structure and defining roles, establishing management and monitoring mechanisms; helping the municipality gain recognition from the Ministry of the Interior as a municipality of excellence and high organizational quality; training department heads on the subject of ”Planning, thinking, and taking responsibility.”

1. ***Active Membership:(Since 2005)***

**Editorial Board**:

*Jami'a: Studies in Islam, Arabic Language, Science andPedagogical Issues*, Al-Qasemi College, Israel.

*Academic Notes. Series: Pedagogical Sciences; State Pedagogical University, Ukraine. (2018)*

**Reviewing scientific publications:**

Jami'a: *Studies in Islam, Arabic Language, Science and Pedagogical Issues*, Al-Qasemi College, Israel.

Daruna: *Studies in Pedagogical Issues*, Arabic college, Haifa, Israel.

*Open Journal of Business and Management* (OJBM).

*International Journal of Current Advanced Research* (IJCAR).

*International Journal of Higher Education* (IJHE).

*Journal of School Leadership.*

*Journal of Global Research in Education and Social Science.*

*Canadian Journal of Education.*

*Intercultural Education, Publisher: Taylor & Francis.*

1. **Participation in Scholarly Conferences (Since 2005:**
2. **Active Participation**

**Conferences in Israel:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Name of Conference** | **Place of Conference** | **Subject of Lecture/Discussion** | **Role** |
| January 26, 2005 | Technology and Multiculturalism | Al-Qasemicollege | Teacher Training at the College for Coexistence between Muslims, Jews and Christians | Lecturer |
| January 4, 2006 | International Conference on Confrontation and Co-existence in Holy Places: Religious, Political and Legal Aspects in the Israeli-Palestinian Context. | Al-Qasemicollege | The contribution of teacher education to coexistence between Jews and Arabs in Israel | Lecturer |
| January 2007 | Technology, Multiculturalism, and Cooperation” | Al-Qasemicollege | The use of technology in the framework of joint academic courses between academic institutions and its contribution to multiculturalism and academic cooperation - the case of Al-Qasemi college. | Lecturer |
| February 24, 2007 | Achievements in the Arab education system in view of the results of the ‘Pisa’ international test | Central District, Ministry of Education | Developing Thinking by Teaching Disciplines among School Pupils as a Promoter of Academic Achievement | Lecturer |
| 25-27 June 2007 | Fifth International Conference on Teacher Training- "Teacher Education at Crossroads" | Kayecollege in Be'er Sheva and at the Mofet Institute in Tel Aviv | Lecture“Teachers’ thinking language at educational colleges in the Israeli-Arab education system - implications for teacher training” Lecture“The connection between Arab school principals’ value ​​system and their leadership style in the Education Ministry’s Haifa district.**Lecture** “The Attitudes of Teachers from Regular and Special Education Towards the Integration of Children with Learning Disabilities in Schools in the Israeli-Arab Education System” **Lecture**“Educational plan to develop responsibility among those who are prepared to teach". | Lecturer |
| November 28-29, 2007 | The 9th National Conference of the Israeli Association for the Quality “Processes in Israel as a lever for Excellence and Growth”  | The Inter-Continental Hotel in Tel Aviv | Introducing computer culture and its establishment in educational institutions – a case study | Lecturer |
| April 22, 2009. | The First International Conference-Islam and Multiculturalism: Appreciating the Past, Living the Present and Challenging the Future | Al-Qasemicollege | Modern Education and Educational Perception in Islam | lecturer |
| 16/4/2011 | First Annual Research Conference | Al-Qasemicollege | Common and desirable thought culture in the Arab education system | Lecturer |
| 13 December 2015 | The first interdisciplinary conference:Presentation of research papers by graduate students in colleges of education in Israel | The Mofet Institute, Tel Aviv | Chair: Programs and their evaluation | Member of the conference steering committee. |
| 1 January 2017 | The second interdisciplinary conference:Presentation of research papers by graduate students in colleges of education in Israel | The Mofet Institute, Tel Aviv |  | Member of the conference steering committee. |
| December 10 - 11, 2012 | International Conference: One hundred years of educational research and innovation, teacher training and musical education | Dan Panorama Hotel, Tel Aviv | Responsibility for Education and Education for Responsibility | Lecturer |
| July 2-4, 2013 | The Sixth International Conference: on Teacher Training: Changing Reality through Education | David Yallin and the Mofet Institute | **Lecture** Administrative conceptions of teachers’ evaluation in the Arab education system"**Poster** "The relationship between a value system of school principals and their leadership style" | lecturer |
| May 17, 2014 | National Conference on “School Culture: Between Resilience and Risk”. | Al-Qasemicollege | The Culture of the School in the Arab Education System between Resilience and Risk | A lecturer |
| 09 February 2016 | The second Conference on Humor Studies | Seminar Hakipotzeem | Humor In Teachers Education | A keynote speaker |
| 18 April 2019 | The First Conference on "Education for inclusion of students in exclusion and risk" | Al-Qasemicollege | Teaching culture in schools in the Arab education system in Israel, a culture of inclusion or a culture of exclusion? | A lecturer |
| 24-26 June 2019  | The 7th International Conference on Education- The Story of innovation in Teacher Education | Mofet Institute-Israel | Personality Traits and Thinking Styles of Arab Teachers in Israel | A lecturer |

Overseas Conferences(since 2005):

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Role** | **Subject of Lecture/Discussion** | **Place of Conference** | **Name of Conference** | **Date** |
| A lecturer | Academic dialogue between students specializing in the early childhood education at the al-Qasemi and ha-Kibuzim colleges about educationalissues**.** | University of Istanbul- Turkey | International conference on education& Democracy IPCRI | 19-23 November 2006 |
| A lecturer | Attitudes and Perceptions ofTeachers in the Arab EducationSystem in Israel Regarding the Principals' Role as Evaluators of their works | Barcelona, Spain | 5th International conference on education and new learning technologies | 1-2 July 2013 |
| A lecturer | School Principals' Perspectives on Teacher Evaluation in the Arab Education System in Israel | Seville, Spain | 6th International Conference of Education, Research and Innovation, ICERI2013 | 18- 20 November, 2013 |
| A lecturer | A teacher accountability model for overcoming exclusion of pupils  | Shanghai University, China  | International conference on management and service science  | 17- 19July, 2015 |
| A lecturer | Implementation of A teacher accountability model for overcoming exclusion of pupils in school- case study.  | Elenite Holiday Village,Bulgaria | 7th International conference of education.  | 4-8 September, 2016 |
| A lecturer | A teacher accountability model for overcoming exclusion of pupils- case study.  | Barcelona, Spain | 9th annual International Conference on Education and New Learning Technologies | 3-5 July, 2017 |
| A lecturer | Personality Traits of Minority Arab Teachers in the Arab Educational System in Israel | Antalya, Turkey | International Capacity Building Conference on: Excellence; Innovation; Creativity; and Giftedness | 24 – 27 December, 2017 |
| A lecturer | Creative profiler in the Arab Society in Israel – Theoretical Study | **Paris, France** | **16th ICIE conference 2018 on: Excellence, Innovation, & Creativity in Basic-Higher Education & Psychology Latest Development in Research & Practices** | **3-6July, 2018** |
| A lecturer | A learning-physical Environment and Learning Functions among Students from the Point of View of Teachers | Istanbul, Turkey | International School Principals Conference  Medeniyet University | June 26-28, 2019 |

**Organization of Conferences or Sessions(since 2005):**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Role** | **Subject of Conference/****Role at Conference/****Comments** | **Place of** **Conference** | **Name of****Conference** | **Date** |
| A session chair | Teacher Training for Coexistence among Religious Groups in Israel  | Al-Qasemicollege | Technology and Multiculturalism | January 26, 2005 |
| A session chair | Technology, Teacher Training and Collaboration between Academic Institutions in Israel and the World  | Al-Qasemicollege | Technology, Multiculturalism, and Cooperation | January 2007 |
| A session chair |  Academic discourse among early childhood students from Al-Qasemi College and HaKibbutzim seminar as a lever for coexistence” | Kayecollege, Be'er Shevaand the Mofet Institute, Tel Aviv | Fifth International Conference on Teacher Training | 25-27 June 2007 |
| A session chair and a member of the conference steering committee | Programs and evaluation | The Mofet Institute, Tel Aviv | The first interdisciplinary conference held for the presentation of educational colleges’ graduate studies final projects. | December 13, 2011 |
| A conference chair | The Culture of the School in the Arab Education System between Resilience and Risk | Al-Qasemicollege | National Conference on “School Culture: Between Resilience and Risk | May 17, 2014 |
| A member of the conference steering committee | The interpretation of Islam in light of reality, a future vision | Al-Qasemicollege | The first International Conference  | 12March 2016 |
| A member of the conference steering committee | Studies in Philosophy in Islam | Al-QasemiCollege | The second International Conference  | 08 April 2017 |
| A member of the conference steering committee | State and society in Islam | Al-QasemiCollege | The fourth International Conference  | 09March 2019 |

1. ***Active Participation in conferences and other seminar days (since 2005):***

**6-7 April 2005,** Participation in the Eighth Annual Spring Conference of the Israeli Center for Third-Sector Research, Ben-Gurion University of the Negev; leading a workshop on “Third-sector organizations in Arab society and their contribution to the Arab education system.”

**6-17 September 2006,** Participation in a delegation from Al-Qasemi College in meetings with religious and ethnic communities from the United States, with the aim of developing intercultural dialogue; attending seminars and study days with institute and university heads from the following schools of education: Harvard University, Columbia University, Georgetown University, the Catholic University, and the Hebrew College of Boston.

**27 September 2006,** Symposium on “Student learning outcomes concept and implementation,” Council for Higher Education, Jerusalem, Ma'ale Hachamisha.

**24 June 2007,** Leading a seminar day on the subject of “Evaluation and quality assurance at academic colleges of education” under the guidelines of the Council for Higher Education; introducing a position paper on “Evaluation and quality assurance” on behalf of the Al-Qasemi College.

**24 February 2007,** Seminar day for supervisors and heads of the Arabic departments at educational colleges; lecture on “Developing thinking by teaching discipline content among school pupils as advancement of academic achievement,” Haifa District, Ministry of Education.

**27 March 2007,** Participation in a national seminar for the directors, supervisors, and department heads of the Arab education system, on “How can students' achievements be improved in the Arab education system in Israel?”; lecture delivered on “Teachers’ thinking language and the role of language in the development of children’s thinking in the Arab education system,” Central District, Tel Aviv, Ministry of Education.

**29 November 2007,** Participation in a seminar day on the subject of “The transition of the colleges to planning and budgeting” at the Mofet Institute, Tel Aviv.

**11 March 2008,**Participation in a national seminar for senior faculty members on “Teacher education in a world of change” at the Mofet Institute, Tel Aviv.

**19 March 2008,** Participation in a seminar held by the Pedagogical Secretariat of the Ministry of Education on “Teacher training for students’ thinking,” Mofet Institute, Tel Aviv.

**1 June 2008,** Conference of Heads of Colleges on “Quality assurance in academic educational colleges”. Participationin the preparation of a position paper on “Quality control at Al-Qasemi College”, Mofet Institute, Tel Aviv.

**6 October 2010** and **2 November 2010,** Two national seminar days on the subject of developing tools for teacher evaluation by principals; presentation of a position paper on “Teacher evaluation in the context of the Arab education system.” Tel Aviv District, Ministry of Education.

**2 November 2011,** A Ministry of Education national seminar day in the Tel Aviv District on assimilation and institutionalization of the “Evaluation process for school teachers by principals”; presentation of a position paper on “Challenges in teacher evaluation by principals in the Arab education system.”

1. *Invited Lectures\ Colloquium Talks(since 2005):*

|  |  |  |  |
| --- | --- | --- | --- |
| **Presentation/Comments** | **Name of Forum** | **Place of Lecture** | **Date** |
| Challenges in teachers Evaluationby the principals | Supervisors and school principals | Al-Qasemi College- Haifa District | 04\2010 |
| Challenges in teachers Evaluation by the principals | Supervisors and school principals | Bisga Daboreya- North District  | 05\2010 |
| Challenges in teachers Evaluation by the principals | Supervisors and school principals | Bisga Tamra- North District | 05\2010 |
| Empowering assessment in education | Supervisors and school principals | Bisga Sachnen- North District | 02\2011 |
| Empowering assessment of principals and teachers in education | school principals and teachers | Bisga Nazareth-North district | 04\2012 |
| Transition from pedagogy of information acquisition to pedagogy of growth. Is it possible? | school principals and teachers | The education system in Umm al-Fahm.The education system in Kfar Kana | 06\201403\2017 |
| Transition from traditionalevaluationto empowering evaluation.Is it possible? | Elementary school teachersHigh school teachers | The education system in Albattof | 02\201805\2019 |
| The importance of empowering assessment for students in exclusion and risk | Elementary school teachersHigh school teachers | The education system in Tamra town | 12/2019 |
| Future-oriented pedagogy. Is it possible? | Elementary school teachersHigh school teachers | The education system in 'Araby town  | 11/2020 |

1. **Research Grants(since 2005):**
2. **Grants Awarded**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year | Funded by/Amount | Topic | Co-Researchers | Role in Research |
| 2006-2007 | Inter-AcademicResearch Committee, Mofet Institute,25,000 NIS | Attitudes of teachers in regular and special education schools regarding integrating students with learning disabilities in the regular Arab education system in Israel |  | Researcher |
| 2007-2008 | Inter-Academic Research Committee, Mofet Institute,27,000 NIS | Thought language of teacher-trainers in Arab colleges in the Arab education system in Israel |  | Researcher |
| 2008 | Yad Hanadiv Foundation, $35,000 | Development of an intervention model “Establishing literacy-focused learning communities in the seventh grade in Arab junior high schools” | Dalia FdelyEnas QadanMuhammad Zayad | Research Manager |
| 2009  | Yad Hanadiv Foundation, $70,000 | Further development of the intervention model “Establishing literacy-focused learning communities in Arab junior high schools” | Dalia FdelyMuhammad Zayad | Research Manager |
| 2010-2012 | The advertising unit at the Mofet Institute, 60,000 NIS | Responsibility for education, and education for responsibility  | Smadar Gonen | Authorship  |
| 2011 | The Inter-Academic Research Committee, Mofet Institute, 13,000 NIS | The relationship between school principals’ value systems in the Arab education system in the Haifa district and their leadership style |  | Researcher |
| 2012 - Present | The Joint – Ashalim, $520,000 | Youth-at-Risk programs in the Arab educational system – the Umm Al Fahm educational system |  | PrincipalResearcher |
| 2013-2017 | The Joint – Ashalim, $50,000 | Teacher-pupil relations in schools in the Arab education system in Israel |  | PrincipalResearcher |
| 2015 - 2017  | The Joint – Ashalim, $35,000 | Development of knowledge and training programs for educators in the Arab education system in Israel; development of a master's degree program “Inclusive education for excluded and at-risk students” |  | Program Development Manager |

1. ***Scholarships, Awards and Prizes (Since 2005)***

2005 The education department, which I presided over, received a certificate of appreciation from Al-Qasemi’s President for leadershipin studies, activities, and educational initiatives.

2006 I was the recipient of a certificate of appreciation from Al-Qasemi’s President for work done as head of the research center for the leadership and implementation of research culture at the college, and the studies I had conducted.

2009 I received the Excellence Award from the President of Al-Qasemi College as Dean of the Faculty of Education.

2010 I accepted the Certificate for Best Lecturer at the Faculty of Graduate Studies.

2013 I received the President’s Award for leading the College faculty’s participation in international conferences.

2014 I received the Outstanding Lecturer Award at the Faculty of Graduate Studies.

1. ***Teaching:***

###### Courses Taught *(Since 2005)*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Number of Students** | **Degree** | **Type of Course****Lecture/Seminar/****Workshop/High Learn Course/ Introduction Course (Mandatory)** | **Name of Course** | **Year** |
| **18** | M.A. | Workshop | Event analysis with an emphasis on thinking development, for master's degree | 2007 |
| **28** | M.A. | Lecture | Responsibility in Education and Teaching, for master's degree | 2008 |
| **24** | M.A. | Workshop | Team work development at the graduate school | 2010 |
| **18** | M.A. | Workshop | The practical final graduate project, for master's degree | 2012 |
| **22** | M.A. | Seminar | Cultural and social aspects of teaching and learning for master's degree | 2014 |
| **32** | M.A. | Lecture | Future-oriented pedagogy | 2016 |
| **30****35** | M.A. | LectureLecture | Empowering assessment in educationAssessment strategies in education | 2020 |

1. **Supervision of Graduate Students**

**Followingis a representative sample of the students’ final projects that I supervised**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Students' Achievements** | **Date of Completion /in Progress** | **Degree** | **Title of Thesis** | **Name of Student** |
| 85 | 2013 | M.A. | Focus on academic achievement and control among middle school students in the Arab education system in Israel | Abu Mukh Ahmad |
| 90 | 2014 | M.A. | The impact of participation in the professional development of the education system’s 21st century adaptation plan on concepts of computer integration in teaching and knowledge of pedagogical technological content among Arab teachers in the Negev | Khalid Al-Karnawi |
| 80 | 2014 | M.A. | Developing 21st century thinking styles in a technology-rich environment for fourth-grade students in elementary schools, an action research project | Nada Qassem |
| 85 | 2014 | M.A. | Learning written expression by using manual and digital thinking maps for fifth graders, an action research in an Arab elementary school in the Haifa district | Omima Masarwa |
| 80 | 2015 | M.A. | The Big Five personality traits and their connection to humor patterns among junior high school students in the Arab community in Israel | Ahmed Ajbaria |
| 95 | 2015 | M.A. | The relationship between thinking styles and demographic factors among pupils in high schools in the Arab education system in Israel | Suheila Abu Moch |
| 80 | 2015 | M.A. | The relationship between thinking styles and learning styles among Arab junior high school students in Israel | Mawasi-Amarna |
| 86 | 2016 | M.A. | Women's images as reflected in Arabic literature books in Arab high schools | Binan Farej |
| 90 | 2019 | M.A. | Teachers’ familiarity with students and the quality of teacher-student relations in schools in Arab society | In’am Sa’id |

# 14. *PUBLICATIONS*

**M.A. Thesis**:

**The relationship between the value systems of school principals in the Arab sector in Israel and their leadership styles**.

Haifa University,

Supervised by: Dr. Ovadia Aviram.

**Ph.D. Dissertation**

**Professional socialization of teaching in training institutesinside the Arab education system in Israel.**

Institute of Education and Psychology. Riga, Latvia.

Supervised by: Prof. Tatjana Koke. 145 p.

**A. AuthoredBooks – Published**

1.**Abu-Hussain, J.,**&Muhammad, E. (2003). *Practical experience and role in teacher training. Shari'a College and Islamic Studies for the Training of the Community*, Baka Al Garbiyeh (Arabic).178 p.

2.**Abu-Hussain, J.,** &Gonen, S. (2013). *Responsibility in education andresponsibility education,* Mofet Institute, Israel(Hebrew). 190 p.

**B. Articles in Refereed Journals (Since 2005)**

**Published:**

1. Abu Hussain, J. (2020). Personality Traits and Thinking Styles: A Case Study of Arab Teachers as Members of a Minority in Israel. *American Journal of Educational Research*. Vol. 8(5), 325-331.**(I.F. 2-GJIF)***.*
2. **Abu-Hussain, J**., & Tilchin, O. (2020).Managing organizational changethrough employees’ accountability.*International Journal of Economics, Commerce and Management.*Vol. VIII, Issue 5. 30-43**. *(I.F. 6.597).***
3. **Abu-Hussain, J**., & Tilchin, O. (2020).A three-component model for change planning through employees’ accountability. *European Journal of Business and Management.* Vol.12, No.12*: 154-163****.* (I.F. 2.126)**
4. **Abu-Hussain, J**., & Tilchin, O. (2019).The Management of Accountability for Innovation

in an Organization. *International Journal of Business Administration*. Vol. 10, No. 5;

 P.65-72. **(I.F. 1.22).**

1. Arar, Kh., Tamir, E., &**Abu-Hussain, J.** (2019). Understanding Reformsimplications through principals and teachers: The Case of major reform changes in Israel.*Journal of Educational Administration and History*. Vol. 51,[Issue, 4](https://www.tandfonline.com/toc/cjeh20/51/4); P. 402-418**(RG I.F. 1.02**).
2. **Abu-Hussain, J**., & Tilchin, O. (2019). A Model of Adaptive Accountability forInnovations in an Academic Institution*, Business and Management Studies.* Vol. 5,No. 1; p. 68-75. **(I.F.2.45)**

**Abu-Hussain, J**., & Tilchin, O. (2018). Creating a Culture of Adaptive Accountability in an Organization, *The International Journal of Business & Management,* Vol. 6 Issue 12, pp. 55-59.**(I.F. 1.22).**

1. **Abu-Hussain**, **J.**, & Tilchin, O. (2018). Accountability and Project-based Learning,

*Journal of Education and practice,* IISTE publishing*.*Vol.9, No.35, pp. 1-8.

1. **Abu Hussain, J.,**&Abu Hussain, N. (2018). Thinking Styles among the Arab-Minority Teachers in the Arab Education System in Israel. *American Journal of Educational Research*. 6(1), 32-37.**(RG Impact: 0.25)**
2. **Abu Hussain, J.**,&Abu Hussain, N. (2017). Personality Traits of Minority Arab Teachers in the Arab Educational System in Israel, *International Journal ofHigher Education,* Sciedu Press*,* Vol. 5, No.3, **(I.F. 0.60)**
3. **Abu Hussain, J.,**& Tilchin, O. (2017). Development of Student Accountability in a Project-based Learning Environment. *American Journal of Educational Research.* 5 (3),316-323**(RG Impact:0.565)**
4. Abu-Hussain, j. (2016). The Role of Bibliotherapy in Reduction of Violence in Arab Schools in Israel, *American Journal of Educational Research.* 4 (10), 725-730**. (RG Impact;0.565)**
5. **Abu-Hussain, J.,** Tilchin, O. (2016). Teachers' Accountability for Adaptive Project-Based Learning. *American Journal of Educational Research*. 4(5), 420-426.**(RG Impact;0.565)**
6. Abu-Hussain, J. (2015). Professional Socialization in Teaching - Training Colleges in the Arab Education System in Israel, *American Journal of Educational Research,* 3(11), *1269-1275* **(RG Impact;0.565)**
7. Abu-Hussain, J. (2015). The Thinking Language of Elementary School Teachers in the Arab Education System in Israel: Implications for Teacher Education.*Open Journal of Business and Management,* Vol. 3, No.3, pp. 257-264.**(I.F. 0.60)**
8. **Abu-Hussain, J**., & Tilchin, O. (2015). A Systematic Structural Approach to Overcoming Self-exclusion of Pupils*.International Journal of Current Advanced Research,* 4(5), 58-63.**(SJIF** Impact Factor**: 4.915)**
9. Abu-Hussain, J. (2015). Attitudes and Perceptions of Teachers in the Arab School System in Israel Regarding Principals' role as Evaluators of Their Performance. *International Journal of Recent Scientific Research, Vol. 6, Issue, 4, pp.* 3477-3483**. (I.F. 0.875).**
10. **Abu-Hussain, J**., Essawi. M., & Tilchin, O. (2015). A Teacher Accountability Model for Overcoming Self-Exclusion of Pupils.*International Education Studies.* Vol. 8, No. 9, pp. 58-64. **(I.F. 0.318).**
11. Abu-Hussain, J. (2014). Leadership Styles and Value Systems of School Principals, *American Journal of Educational Research,* Vol. 2, No.12, 1267-1276. **(I.F. 0.565)**
12. **Abu-Hussain**, J., Essawi, M., & Tilchin, O. (2014). Building Result-Based Accountability in an Organization, *Open Journal of Business and Management*, Vol. 2, No.3, 195-203**. (IF 0.60)**
13. **Abu- Hussain, J.**, Essawi, M. (2014). Value Orientation and Leadership Style among School Principals in Israel’s Arab Education System*, International Journal of Business Administration,*Vol. 5, No. 3, 49-58.**(IF 0.50)**
14. **Abu- Hussain, J.**, Essawi, M., & Tilchin, O. (2014). Accountability for Project-Based Collaborative Learning, *International Journal of Higher Education,* Sciedu Press*,* Vol. 3, No. 1, 127-135. **(I.F. 0.60)**
15. **Abu-Hussain, J.,**Essawi, M. (2014). School Principals' Perceptions of Teacher Evaluation in the Arab Education System in Israel, *Journal of Education and Training Studies*, Vol. 2, No. 2, 31-43.
16. Essawi, M., **Abu-Hussain, J., &**Fadila, D.(2014). Reflective Education as a Means to Changing Teachers' Trainers’ Attitudes towards Universal Values in the Education Systems of Developing Societies. *International Journal of Higher Education*,Sciedu Press*,* Vol. 3, No. 1, 39-48. **(I.F. 0.60)**
17. Wajeeh, D., **Abu-Hussain, J**., &Alfahel, E. (2012). Teacher's Perceptions of Interactive Boards for Teaching and Learning in Public and Private High Schools in the Arab Education System in Israel. *International Journal of Emerging technologies in learning*, vol.7, 10-18. **(I.F. 0.67).**
18. Alfahel, E.,Wajeeh, D., **&Abu-Hussain, J**. (2012). Teacher's Perceptions of the Interactive Boards for Teaching and Learning: the case of Arab Teachers in Israel. *International Journal of E-Adoption*, 4 (1), 33-49. **(I.F. 0.26)**

**C. Articles or Chapters in Scientific Books**

**(Which are not Conference Proceedings)**

**Published**

1.**Abu-Hussain, J.**, & Gonen, S. (2017). Education for Social Responsibility. In: Aloni, N., Weintrob, L. (Eds.) (2017). *Educational Leadership for a Humane Culture in a Globalizing Reality, Sense Publishers.* Boston, USA, 269-282

###### D. Articles in Conference Proceedings

**Published**

1. Abu-Hussain, J. (2013). Attitudes and Perceptions of Teachers in the Arab Education System in Israel Regarding the Principals' Role as Evaluators of Their works, in: *FIFTH International conference on education and new learning technologies*. 1-3 July 2013.
2. Abu-Hussain, J., Ganaim, A. (2007). The introduction of computer culture in educational institutions and its establishment - a case study. Published in the *9th National Conference of the Israeli Association for Quality, Quality of Processes in Israel as Leverage for Excellence and Growth*, November 28-29, 2007, Tel Aviv.

**E. Other Scientific Publications(Since 2005)**

**Published**

1. Genaim, A.; G., Abu-Hussain, J. (2005). The process of assimilation of computer culture at Al-Qasami College, Academic College of Education, *Jami'a*, 8,38-45.(Hebrew).

15. Abu-Hussain, J; Iyadat, P. (2007). Training in Arab schools in the Israeli education system. *Jami'a*, 10, 23-45 (Arabic)

16. Abu-Hussain, J.; Rosenwald, M.; Hala, H. (2008). Academic discourse as a lever for coexistence between Arabs and Jews from Al-Qasemi College and the Kibbutzim Seminar for the Early Childhood Track. Initiative accompanied by a study that examines the positions of students who took part in the initiative before and after its commencement. *Jami'a*,12, 211-238.(Hebrew).

17. Salman, E.; Abu-Hussain, J. (2012). Attitudes towards the acquisition ofHebrew as a foreign language in the Arab education system in East Jerusalem. *Dappim,* 53, 98-119 (Hebrew)

**F. Other Publications(Since 2005)**

1. Abu-Hussain, J. (2005). Strategies and tools for fostering broad thinking

among students. Al-Qasemi College, (Arabic, booklet for internal use).

1. Qutiba, A; Samir, M.; J., Abu-Hussain (2006). A plan to reduce violence in Arab schools in Israel. Al-Qasemi College, Academic College of Education.

**G. Other Works Connected with my Scholarly Field(Since 2005)**

Research Reports:

1. Abu-Hussain, J. (2006). *Thinking language of teacher educators in Arab colleges in the Arab education system in Israel.*Mofet Institute, Israel. (Research report).
2. Samara, N., &Abu-Hussain, J. (2006). *Attitudes of teachers in regular education and special education in regular schools for the integration of students with learning disabilities in the regular education system in the Arab education in Israel*,Mofet Institute, Israel(Research report).
3. Abu-Hussain, J.,&Eyadat, O. (2010). *Relationship between the value system of school principals and leadership styles in theArab education system in Haifa District,* Mofet Institute,Israel (Research report).

**H. Academic-research-pedagogical activities and future programs**

1. Academic-research-pedagogical activities

Accountability is a constitutive value in society,yet it is not given proper consideration in the educational system in general and in the Arab education system in particular. Therefore, my academic, research, and pedagogic activities since 1995 have been focused on the creation of a theoretical framework for understanding the role of accountability in an educational institution, and the elaboration of a systemic concept for creating an accountability culture in a learner-centered educational environment, taking into account the importance of the socio-cultural context.The theoretical framework is described in the book “Responsibility for education and education for responsibility” and in the book chapter “Education for Social Responsibility,” which I wrote in collaboration with Dr. Smadar Gonen (see the “Publications” section).

 The elaboration of a systemic concept is performed in three stages:(1) analysis of the educational environment and the processes of teaching and learning through the use of the quantitative and qualitative research methods; (2) development of approaches, models, and methods that enhance the effectiveness of teaching and learning by building a culture of accountability; (3) creation of practical tools for the school administrators, teachers, and teacher educators who work in the Arab education system in Israel. The results have been published in books, journal articles, and conference proceedings, and were presented at professional forums for education abroad and in Israel, and included in training programs and curriculum.

1. **Analysis of the educational environment and the processes of teaching and learning through use of the quantitative and qualitative research methods**

The approaches, methods, models, and means of leadership evolution were examined, revealing that leadership behavior is an important predictor of its effectiveness. The perceptions of principals of Arab schools in Israel concerning the evaluation of teachers’ work were examined. Differences in the perceptions held by the school principals, caused by their differing leadership styles,were determined.

Differences in Arab teachers’ attitudes and perceptions regarding the principals’ role as evaluators of their work were examined and clarified. High school teachers’ perceptions of the interactive board as a tool for teaching and learning in the Arab education system in Israel were researched. The findings show that public high school teachers held positive perceptions regarding the use of the interactive board in teaching and learning. An intervention program was proposed, aimed at changing teacher-trainers’ attitudes toward universal values. An analysis program use testified to a reduction in the discrepancy between the teacher-trainers’ declared attitudes and their actual attitudes toward universal values.

The personality traits prevalent among Arab teachers in the Arab educational system in Israel were revealed, enabling the prediction of teachers’ behaviors in various situations. The examination of the thought language of teachers in Arab elementary schools affirms that it is uncommon, ambiguous, and inaccurate.The thinking styles of teachers in the Arab education system in Israel were investigated. The findings showed that the most prevalent thinking styles were Type 2 (executive, local, conservative, and oligarchic) and Type 3 (monarchic, anarchic, internal, and external).

Professional socialization in the teacher education process in teacher-training colleges within the Arab education system in Israel was analyzed, indicating that the training did not strengthen professional socialization. A review of the publications concerning accountability of instructors and students for project-based learning (PBL) in an educational institution was presented.

The impact of group bibliotherapy on the level of violence among aggressive children in Arab elementary schools in Israel was investigated. The results showed that bibliotherapy led to a decrease in the level of violence (see the “Publications” section).

1. **Development of approaches, models, and methods that increase the effectiveness of teaching and learning by building a culture of accountability**

**The developed approaches include**:

An approach that can be used as a guide to building school accountability; an approach to the determination of teachers’ accountability through the creation of an adaptive environment for project-based collaborative learning (PBCL); an approach to organizing PBCL as a process for creating students’ accountability for learning; an approach to building students’ accountability for course learning through a specific organization of PBCL; an approach to establishing the full structure of the tasks that must be performed to overcome students’ self-exclusion (see the “Publications” section).

**The developed models**:

A model of adaptive accountability for innovations in an academic institution determining the accountability measures to be taken by instructors and their adaptation to the values of the innovation proposals; the Tasks, Environment, Reward, and Accountability (TERA) model, which shapes the process of creating teacher accountability to overcome students’ self-exclusion (the task structure intended to overcome student self-exclusion utilizes this model); a unique model for improving teaching for students in exclusion; an intervention model for junior high schools in the Arab education system; a model for coping with violence in Arab schools in Israel; a model for shaping teacher training in education colleges in the Arab education system in Israel; a model for gaining practical experience in Al-Qasemi Academic College of Education (see the Publications, Initiatives and Activities sections).

**The developed methods**:

A comprehensive three-step method for managing employees’ accountability for innovation aimed at the intensification of innovative activities in an organization; a three-step method for creating a culture of adaptive accountability that provides adaptation fore mployees taking accountability for changes in the work environment; a method of forming a structure of accountability and reward conditions for employees aimed at employees taking responsibility for performing tasks in the organization; reflective methods based on the theory of cognitive dissonance adapted to the social and cultural reality of developing societies; a method of organizing PBCL as a two-stage process for creating student accountability for learning outcomes; a method of forming heterogeneous, dynamic and collaborative groups by taking into account students’ knowledge; a method of building the adaptive assessment system to evaluate student learning processes; a method of creating teacher accountability for the results of adaptive project-based learning; a method of developing student accountability through the seven-step process of the specific organization of the PBCL environment; a method of assessing the development of students’ accountability skills (see the “Publications” section in the CV).

**Creation of practical tools for school administrators, teachers, and teacher educators**

**Tools developed for school principals in the education system include:**

A teacher assessment tool initiated by and developed in collaboration with the Ministry of Education; syllabuses developed for special courses in the field of educational leadership along with the relevant documents for principals such as advanced training programs concerning principals’ accountability for teacher assessment by means of the evaluation tools developed by the Ministry of Education (these programs were transferred to the principals and supervisors in the Haifa and Northern Districts); professional development programs for principals within the framework of the reform “Ofek Hadash”; a program for training principals as leaders in a given socio-cultural context; organizational and administrative tools for Al-Qasemi College such as tools for hiring new lecturers, for evaluating lecturers, department heads, and unit heads, and a tool for student feedback (see the “Academic Programs and Curriculum preparation within Al-Qasemi College” section in the CV).

**Tools developed for teachers in the education system**:

A tool for evaluating students’ self-exclusion using the full structure of tasks that must be performed to overcome students’ self-exclusion; tools for use by teachers and pedagogical instructors allowing for reflective planning, performance, and assessment of teaching; educational initiatives engendering accountability and the social involvement of teachers and teachers-in-training; syllabuses for teacher-training courses including social mission and accountability; an initiative to explore responsibility in education and education for responsibility in teacher-training and the relevant academic documents; programs for the professional development of teachers within the framework of the “Ofek Hadash” reform (the courses corresponding with these programs are given to teacher groups in the Northern District and the Haifa District); training courses in teaching, learning, and evaluation (offered to teacher groups in the Haifa and Northern districts); instructions for final projects of graduate students whose focus is educational accountability and social mission in teachers’ work (see the “Academic Programs and Curriculum Preparation within Al-Qasemi College” section in the CV).

**Tools developed for teacher educators**:

Pedagogical tools to develop the accountability of teachers and pedagogical instructors for the planning, execution, and evaluation of reflective teaching; tools employed to measure teacher trainers’ attitudes towards universal values; a tool for evaluating teachers and pedagogical instructors in the Ministry of Education; tools for practical experience, preparing syllabuses for special teacher training courses, and evaluating research proposals and final projects; academic programs for a master's degree in fields such as: teaching Islam (this is a pioneer program, in the Muslim world), psycho-social teaching for children at risk of self-exclusion and in high-risk situations (see the “Initiatives and Activities” section in the CV).

1. **Future Plans**

Future plans include the theoretical justification, design, and implementation of the systems for adaptive accountability in schools and academic institutions; the creation of an adaptive culture of accountability for innovation in academic institutions; the development of an intelligence-management mechanism in an adaptive, learner-centered environment; investigation of various aspects of applying the TERA model in the Arab education system (see the “Publications” section in the CV).

Furthermore, the applied research project in the Umm Al-Fahm municipality (which I have co-led with Prof. Yossi Gutman since 2012) will be extended. The project is encouraged by the results of my research work. It is jointly funded by Al-Qasemi College, the Umm al-Fahm municipality, and grants that I have received from Ashalim Sanad (the Joint Distribution Committee in Jerusalem). The project will be realized in two stages. First, the Ashalim-Sanad program “Advancing excluded and at-risk students in primary schools in the Arab education system” will be investigated in order to evaluate the effectiveness of the program’s intervention in elementary schools in Umm al-Fahm according to the criteria presented in the program rationale. Second, we will perform a comprehensive analysis of the Arab education system to examine the educational and scholastic activities in schools within the socio-cultural context. Exploration of the education system on various levels will be performed with the help of the TERA model. Specifically, we will investigate teacher training, teacher-pupil relations, teachers’ work in the classroom, the principal’s role in the teachers’ lounge, as well as vis-à-vis school staff and supervisors.

**Titles of potential papers (2021)**

1. Examining School Principals’ and Teachers’ Productive Achievements and Neoliberal Challenges in Arab Private Schools in Israel
2. Education Policy in Israel and the State of Arab Education from a Historical Perspective
3. The Learning-physical Environment and Learning Functions among Students from the Point of View of Teachers.