معهـد التـكنولوجيـا التطبيقيـة
INSTITUTE OF APPLIED TECHNOLOGY
Emiratization of Technological Careers

**UNITED ARAB EMIRATES
MINISTRY OF EDUCATION**

Keynote
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IAT TECHNOLOGICAL EDUCATION CONFERENCE 2015

BEYOND
STEAM
PATHWAYS TO
INNOVATION

30th - 31st MARCH 2015
UNIVERSITY OF SHARJAH, UAE

IAT Technological Education Conference
IAT TEC 2015

General Headquarters of the Armed Forces

UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

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Emiratization of Technological Careers

ثانوية التكنولوجيا التطبيقية
Applied Technology High School

STS
المدرسة الثانوية الفنية
Secondary Technical School

IAT TECHNOLOGICAL EDUCATION CONFERENCE
30th - 31st MARCH 2015

Medical & Health Science Colleges, UNIVERSITY OF SHARJAH

On-site registration starts at 08:00 am | Opening Ceremony starts at 09:00 am

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Legends

Symbols

Registration		Keynote	
Workshop		Showcase	
Science		Technology	
Engineering		Art	
Mathematics		Program at a Glance	
Coffee Area		Lunch Area	
Location		Rest Room	

Colour Codes

Registration Desk		Showcase	
Keynote		Workshops	
Exhibition Booth		Exhibition Hall	
Auditorium		VIP Majlis Area	
Rest Rooms		Coffee Area	

BEYOND PATHWAYS TO
STEAM INNOVATION

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Conference Committee

A task force responsible for organizing and launching the IAT TEC 2014 is formed from:

1. Organizing Committee

Chair General
Dr. Ahmad Abdulmanan Alawar Managing Director, IAT

Chair, Proposals
Dr. Nesrin Hamad IAT Academic Advisor, IAT Directorate

Exhibition & Logistics Coordinator
Mrs. Marion Smith Manager Learning Resources, ATHS Directorate

Website & Multimedia Coordinator
Mr. Shadi Ayoub Manager Instructional Technology, ATHS Directorate

Facilities Coordinator
Eng. Sophia Alzaabi Sr Manager, Facilities

Planning & Program Coordinator
Mrs. Sura Sabri Curriculum Specialist, ATHS Directorate

Media Coordinator
Mr. Adil Arafa Press Coordinator, IAT

2. Proposals Committees

Proposals Review:

Mr. Ahmed Hazem
Supervisor, Instructional Developer - Chemistry

Mrs. Phoebe Hindi
Supervisor, Instructional Developer - English

Dr. Mushtaq Ikramullah
Curriculum

Mrs. Sheelagh Kay Carlisle
Supervisor, Instructional Developer - Computer Sc.

Dr. Naser Al Ashab
Supervisor, Instructional Developer - Physics

Mr. Salman Abdel Khalek
Subject specialist in Physics at ADVETI

Mrs. Sura'a Sabri
Supervisor Instructional Developer - Biology

Mr. Wassim Al Asmar
Supervisor, Instructional Developer - Physics

Eng. Shadi Ayoub
Manager Instructional Tech., ATHS Directorate

Eng. Mohamad Saoud
Assessment Manager, ATHS Directorate

3. Services Committee

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Multimedia & Animation:
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Webmaster
Mr. Elmer Timan

IT Support
Mr. Muhammed Kunhi

Webmaster
Mr. Mohammad Abdel Hadi

Logistics
Events Management Team

Event Photography
Mr. Rana Khan

Procurement
Mr. Mark Anthony

About IAT TEC

Chair, General
Dr. Ahmad Abdulmanan Alawar
Managing Director, Institute of Applied Technology.

Beyond STEAM: Pathways to Innovation

Ever since its inception, the Institute of Applied Technology (IAT) has focused on producing graduates who are qualified for future science-related jobs and who are highly skilled in computer science. This vision stemmed from clear awareness of the importance of Science, Mathematics, Engineering and Technology to prepare a generation of youth who are able to compete in the global economy.

The "Beyond STEAM: Pathways to Innovation" Symposium aims at providing educators with a unique professional development experience to explore the principles of STEAM, (an approach to teaching and learning that integrates the content and skills of Science, Technology, Engineering, Art, and Mathematics), as well as technology integration. Moreover, this year conference emphasizes on linking STEAM classes to innovation.

Throughout the event, educators will be involved in activities to discover and share best practices related to STEAM education, innovation, as well as educational technology. Participants will leave the Symposium better equipped to meet the learning requirements of the digital natives who are expected to apply rigorous Science, Technology, Engineering, Art, and Mathematics by engaging in inquiry and logical reasoning, as well as

gaining skills in computing and computational thinking.Inside and Outside the Classroom.

In addition to the keynote presentations, the symposium will offer three consecutive sessions everyday where each session encompasses around 25 concurrent workshops/presentations. Many of the workshops/presentations are repeated to give teachers a chance to attend their workshop of choice. With this amount of workshops/presentations, IAT TEC 2015 attendees will have a wide variety of topics to choose from.

A special set of innovative lesson showcasing booths will be displayed as part of the exhibition. The Innovative lesson showcase will provide educators with opportunities to explore successful lessons designed by teachers. In addition, exhibitors coming from the education industry will demonstrate their STEAM based curriculums, systems, and technologies.

Keynote   Workshops   Showcase

Program at a Glance

DAY-1 MONDAY-30th MARCH 2015

08:00 08:55	**Registration** At the Registration Desk		
09:00 09:15	**Opening Ceremony** Auditorium	**Dr. Ahmad Abdulmanan Alawar** Managing Director, Institute of Applied Technology	
09:15 10:00	**Keynote Speech** Auditorium	**Michael A. DiSpezio** Author, classroom / broadcast TV Host, Workshop Presenter & International speaker	**Experiencing STEAM & Innovation:** Best Practices in the Classroom
10:00 10:30	**Coffee Break** Exhibitors Area	**Innovative Lessons Showcase in the Exhibition Area**	
10:30 11:25	**SESSION A**	**Dr. Edynn Sato** Principal Research Scientist, Global Expert Standards & Assessment (USA)	How Assessment Can Influence Instructional Practice & Cultivate Deeper Learning Skills in our 21st Century Learners: A Perspective
11:30 12:25	**SESSION B**	**Rashida Nachef** Director, Applied Technology High School System	**Parents Impact on Students Achievement**
		ضحى الأسعد المديرالتنفيذي لمركز بيت اللغة مؤسس موقع "اصحابنا"	تعــليم وتعـلّم اللّغة الــعربيّة عبر الألـعاب
12:30 13:30	**Lunch Break** Cafeteria	**Innovative Lessons Showcase in the Exhibition Area**	
13:30 14:15	**Keynote Speech** Auditorium	**Abdul Chohan** Director, ESSA Academy , UK.	The FUTURE is not what it used to be
14:20 15:15	**SESSION C**	**ضحى الأسعد** المديرالتنفيذي لمركز بيت اللغة مؤسس موقع "اصحابنا"	تعــليم وتعـلّم اللّغة الــعربيّة عبر الألـعاب مكررة

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Featured

Featured

BEYOND PATHWAYS TO
STEAM INNOVATION

Program at a Glance

DAY-2 TUESDAY-31st MARCH 2015

Time			
08:00 08:55	**Registration** At the Registration Desk		
09:00 09:15	**Opening Ceremony** Auditorium	**Dr. Ahmad Abdulmanan Alawar** Managing Director, Institute of Applied Technology	
09:15 10:00	**Keynote Speech** Auditorium	**Michael A. DiSpezio** Author, classroom / broadcast TV Host, Workshop Presenter & International speaker	Experiencing STEAM & Innovation: Best Practices in the Classroom
10:00 10:30	**Coffee Break** Exhibitors Area	Innovative Lessons Showcase in the Exhibition Area	
10:30 11:25	**SESSION A**	**Dr. Dirk Delo** Chief Technology Officer, Avenues Apple Distinguished Educator	Visionary Leadership for STEAM
11:30 12:25	**SESSION B**	**Rashida Nachef** Director, Applied Technology High School System	Parents Impact on Students Achievement
		ضحى الأسعد المدير التنفيذي لمركز بيت اللغة مؤسس موقع "اصحابنا"	تعـليم وتعـلّم اللّغة الـعربيّة عبر الألـعاب
12:30 13:30	**Lunch Break** Cafeteria	Innovative Lessons Showcase in the Exhibition Area	
13:30 14:15	**Keynote Speech** Auditorium	**Dr. Dirk Delo** Chief Technology Officer, Avenues Apple Distinguished Educator	STEAM & a New School of Thought
14:20 15:15	**SESSION C**	**Abdul Chohan** Director, ESSA Academy , UK.	Designing learning for the future
		ضحى الأسعد المدير التنفيذي لمركز بيت اللغة مؤسس موقع "اصحابنا"	تعـليم وتعـلّم اللّغة الـعربيّة عبر الألـعاب مكررة

Featured (Session B)

Featured (Session C)

Keynote Speech

DAY-1, DAY-2 30th - 31st MARCH 2015

Experiencing STEAM & Innovation:
Best Practices in the Classroom

09:15
10:00
Auditorium

Michael A. DiSpezio
Author, Classroom/Broadcast TV Host,
Workshop Presenter & International Speaker.

Bio

Michael is a renaissance educator, speaker, TV host and science education author. A former marine biologist, Michael completed his graduate studies at the Marine Biological Lab at Woods Hole and worked as a research assistant to a Nobel prize winner in chemistry. Leaving the laboratory, he celebrated his passion in education as a K-12 classroom teacher for nearly ten years. Towards the end of that tenure, he began writing textbooks and was awarded his first authorship on a high school chemistry series. Extensive travel has taken him from the Emmys with an award nominated show in children's health to the Bahamas where he developed the Discovery Channel Camp at Atlantis. He has worked on numerous television broadcasts as both writer and onscreen host with organizations that include the National Science Teachers Association, National Geographic, The Discovery Channel, PBS, and the Weather Channel. To date, Michael is the author of over 30 trade books and has co-authorship on over 4 dozen science textbooks including the newly released Science Fusion, a K-8 science series published by Houghton Mifflin Harcourt. He continues to write, develop,and present science and education topics to a global audience.

Abstract

Although teachers have a pedagogical awareness of STEAM and Innovation, they often have less experience in "best practices" for implementing these concepts into the classroom. In this lively, interactive and practical session, Michael will model the integration of STEAM and innovation into the curriculum. Using several motivating and innovative hands-on activities, you will construct an understanding of this effective learning landscape. As you will experience, not only are the activities applicable to concepts in STEAM/Innovation, but also are inexpensive process experiences that you can repeat in your classroom!

BEYOND PATHWAYS TO
STEAM INNOVATION

Keynote Speech

DAY-1 MONDAY-30th MARCH 2015

The FUTURE is not what it used to be

13:30
14:15
Auditorium

Abdul Chohan
Director, ESSA Academy,
United Kingdom.

Bio

Abdul Chohan an award-winning Learning Technology consultant based in the UK. Working with international educational organisations as well as devising learning strategies based on mobile technology platforms, Abdul has pioneered the embeddeduse of learning technologies for students and teachers alike. His programmes focus on Simplicity and Reliability and have extended beyond the traditional school environment to impact families and the the wider communities that the schools serve.

Apple refers to Abdul as one of the most innovative educators in the world.
https://www.apple.com/uk/education/apple-distinguished-educator/

In 2011, his work at Essa Academy won the award under the 'Outstanding ICT Learning Initiative' by the The Times Education Awards of 2011.
http://www.tes.co.uk/article.aspx?storyCode=6095717
http://www.essaacademy.org/press--awards.html

Indeed, the BBC's Technology correspondent, Rory Cellan-Jones's interview with Abdul provides a deep insight into the learning experience pioneered by Abdul.
http://www.bbc.co.uk/news/technology-20667870

The technology has been an enabler of transformation and has also contributed to the vision of the new build that we moved into in October 2011.

Abstract

Abdul will present an innovative learning model based on the use of iPads and iTunesU. The session will give a detailed insight into how a successful learning model can be implemented that allows students to access higher order thinking and educators to work in a smarter, collaborative manner. The session will also focus on how a school can be presented on a global stage impacting on the learning outcomes of all students even after they have left the institution.

In an international context, Abdul has engaged with a number of Ministries of Education including India, Australia, Singapore and Iceland in a range of activities including workshops and thought leadership conversations. Abdul currently supports schools in Denmark and Sweden with the development of a clear mobile based learning strategy.

Keynote Speech

DAY-2 TUESDAY-31st MARCH 2015

STEAM & a New School of Thought

13:30
14:15
Auditorium

Dr. Dirk Delo
Chief Technology Officer,
Avenues. Apple Distinguished Educator

Bio

With more than 20 years of educational experience, Dirk has taught English, mathematics, science, business and computer science in the U.S. and abroad and has been recognized as a Woodrow Wilson National Fellow in Mathematics. He also earned the Presidential Award for Mathematics and Science Teacher in CT, was named a GTE STEM Fellow, and earned his Ph.D. in mathematics education at Columbia University. As an Apple Distinguished Educator, Dirk is a passionate advocate, trusted advisor, global author, and innovator. As Chief Technology Officer at Avenues: The World School, Dirk made the technology vision of building a "New School of Thought" a reality with the 1 + 1 integration initiative and creating classrooms in the cloud. Avenues New York is recognized by Apple as a distinguished school for innovation, leadership, and educational excellence.

Abstract

Today's digital natives are tomorrow's STEAM workforce. Preparing them for careers and problems that may not exist today requires a new approach to teaching and learning. STEAM @ Avenues: The World School extends beyond traditional boundaries. Experience how STEAM is advancing student learning and see what's next to measure the success of students who are inspired, engaged, and well prepared for their future.

BEYOND PATHWAYS TO
STEAM INNOVATION

Featured Session A

DAY-1 MONDAY-30th MARCH 2015

Featured Room **151** 1st Floor, M23

How Assessment Can Influence Instructional Practice & Cultivate Deeper Learning Skills in our 21st Century Learners: A Perspective

10:30
11:25
M23 BUILDING

Dr. Edynn Sato
Principal Research Scientist,
Global Expert Standards & Assessment (USA)

Bio

Edynn Sato works pan-Pearson, focusing her research and innovation efforts on addressing issues affecting the learning and achievement of English language learners and students with disabilities in our U.S. schools as well as internationally. Her expertise and experience includes providing research-supported technical assistance to educators in areas related to the implementation of standards and assessment, as well as accountability and systems of support for diverse learners. Prior to joining Pearson, Dr. Sato worked in various academic, nonprofit, small for-profit, Fortune 500, and Internet-based organizations. Her previous roles include Associate Director of the Assessment and Standards Development program at WestEd, where she contributed to general leadership of the program and oversaw its research agenda; Director of Special Populations for the Assessment and Accountability Comprehensive Center and Co-Director of Special Populations for the Standards and Assessment Implementation Comprehensive Center, national federally-designated centers charged with providing technical assistance to states; and a researcher at UCLA's Center for the Study of Evaluation/CRESST, involved in various evaluation projects and in the research and development of performance-based assessments, as well as assessments related to language development. Dr. Sato received her Masters's degree and Ph.D. in Education from the University of California, Los Angeles.

Abstract

Assessment plays a key role in facilitating instructional practices that promote deeper learning skills and can raise student achievement. Competencies that contribute to deeper learning, including critical thinking, problem solving, effective communication, and self-regulated learning, are essential to our students' success in our learning, work and social environments, which continue to become increasingly interconnected and interdependent. Additionally, advances in technology support a level of interconnectedness, interdependence and access to information that is transforming economies and societies around the world. Thus, such competencies are essential to enable us to keep pace and proactively engage with global developments, as well as foster necessary advancements; they are needed to complement and extend traditional competencies such as literacy and numeracy, engaging individuals in higher-order thinking and serving as salient means for individuals' deeper learning. In this session, aspects of assessment and their influence on instructional practice, as well as conditions that support the positive impact of assessment on instruction and deeper learning will be discussed. Discussion also will address new capabilities afforded by technology in creating assessments that are useful in gathering information about what students know and can do and increase the opportunity for all learners to progress toward and meet high achievement expectations.

Session A

DAY-1,DAY-2 30th - 31st MARCH 2015

Room **199B** 1st Floor, M23

The Skeptical Student -
Leveraging data to develop critical readers

10:30
11:25
M23 BUILDING

Kelly Grogan
Apple Distinguished Educator

Bio
Kelly Grogan is a mathematics educator researcher statistician and experienced education workshop leader. She's also an Apple Distinguished Educator and an inspirational speaker. Rather than using technology for the sake of it Kelly is a champion of "hybrid-learning; the fusion of traditional teaching methods with the most effective tools technology can provide. Kelly uses a learning centred classroom approach that moves teaching away from the traditional pedagogy that curriculum is a body of precepts which need to be memorized and into a deeper understanding; one which affords students visual literacy opportunities to assess synthesize.

Abstract
Students play an active role in the mathematics classroom by asking, investigating, creating, doing and discussing. This is achieved using 'hybrid- learning'; fusing traditional teaching with the best our laptop and mobile technology can provide.

In this hands-on workshop participants will learn how visual literacy tools in combination with readily available online resources, allow students to see patterns, make connections and visualize relationships and trends with real world data. Online tools such as infographics and Gap Minder provide the context for mathematical modelling in today's classrooms- but how can we apply them in the learning environment?

This practical hands-on workshop leads to activities and discussions on how students fluent in visual and data literacy make connections between the classroom curriculum and real-world data. Teachers will learn about the How, What and Why of how data drives the mathematics curriculum.

In this session, teachers will discuss and learn the following:

- Learn and discuss how visual and data literacy skills disseminate information and emphasize the student's ability to access, interpret, and synthesize 'big data' and information.
- How can students investigate the story about 'big data' and put real world data in context?
- What are the different tools available for students to visualize data?

Target Audience
This workshop is suitable for middle and high school mathematics teachers. All teachers should bring an iPad or MacBook laptop. Teachers should download Gap Minder Offline here prior to the workshop.

Session A

DAY-1, DAY-2 30th - 31st MARCH 2015

Room 199E 1st Floor, M23

iBooks Author -
Creating Interactive iBooks for Science

10:30
11:25
M23 BUILDING

Michael Pazinas
Curriculum & Learning Technologies Coordinator, UAEU.

Bio
Michael Pazinas is the Curriculum and Learning Technologies Coordinator at University College, United Arab Emirates University. As well as being an Apple Professional Development Trainer, he has worked as an English teacher for over 12 years in the UK, Greece and the Middle East. He has examined for Cambridge ESOL and he has authored and consulted on e-materials for Cambridge University Press. He is an avid graphic designer in his spare time and is actively involved in instructional and educational e-book design. His main interests lie in using mobile technology, attractive visual design, animation, gamification, and interactivity in challenge-based language learning contexts. He is currently undertaking a PhD in E-Research and Technology Enhanced Learning at Lancaster University.

Workshop Description
iBooks Author allows teachers to create and publish amazing interactive books for iPad and Mac. In this hands on workshop, learn how to create a beautiful layout with interactive images, galleries, video and 3D objects and how to incorporate a review widget to quiz your students, most of which can be accomplished by dragging and dropping.

Workshop Prerequisites:
Individual participant requirements:

- An activated iPad 2 or newer, with the latest version of iOS
- The latest versions of iBooks and iTunes U, downloaded from the App Store
- The free E.O. Wilson's Life on Earth Sample downloaded from the iBookstore
- Syncing cable
- A Mac computer with the latest version of OS X
- The latest version of iBooks Author and Keynote

DAY-1,DAY-2 30th - 31st MARCH 2015

Room **012** Ground Floor, M23

Empowering Classrooms with 3D Printing

10:30 11:25	11:30 12:25
M23 BUILDING	M23 BUILDING
(Day-1, Ses-A)	(Day-2, Ses-B)

Elise Dib
Supervisor, Instructional Developer,
Mechanical Engineering,
ATHS-STS Abu Dhabi Girls Campus

Nado Abi Khattar
Applied Engineering Teacher,
Mechanical Engineering,
ATHS-STS Abu Dhabi Girls Campus

Elise Dib

Elise Dib holds an Engineering Degree from the Lebanese University. She has been a member of Applied Technology High School since August 2010 holding different positions starting as a teacher, moving to a lead teacher of the Applied Technology department and currently the Supervisor- Curriculum Specialist for Mechanical subjects. During her career at ATHS, Elise has acquired different skills in schools operations and curriculum development. She is also a member of the IAT Quality Assurance Council serving on different campuses audit teams and supporting her own campus in preparing for the accreditation since 2011.

Nado Abi Khattar

Nado Abi Khattar is a new addition to the IAT team with an education background in Mechanical Engineering and Crisis Management, She has 10 years of experience in Geographic Information Systems (GIS) working for CH2MHIL and the Philadelphia Water Department, HVAC design with Bala Consulting Engineers, Process Plumbing with KlingStubbins, and construction management for the American University of Sharjah. Nado's interest in education stems from her passion for empowering females in technical careers and promoting STEM education.

Abstract

Schools strive to identify and nurture the technical interests, talents and competence of the students. This workshop introduces 3D printing in support of STEAM education, to trigger technical interests in students, and advance their innovative thinking. It focuses on the importance of project planning, sketching, and visualization prior to building prototypes.

The workshop takes participants through the process of creating 3D objects using digital software and provides awareness on the benefits of 3D printing, and its potential uses in STEAM classrooms. This tool can be of great impact on different classes including but not limited to: Mathematics, Sciences, Engineering, Geography and Arts.

This purpose of the workshop is to provide a basic understanding of the technology of 3D printing and bridge the gap between imagining, designing and manufacturing. A virtual design of the object is initially created using CAD software, and then taken through the process of 3D printing. The workshop will require participants to analyze the given challenges, work collaboratively, and develop solutions. At the end of the session, participants will also be introduced to 3D scanning, a crucial component of reverse engineering.

BEYOND PATHWAYS TO
STEAM INNOVATION

DAY-1, DAY-2 30th - 31st MARCH 2015

Room 037 Ground Floor, M23

**Classroom
App-tivities**

10:30 11:25	11:30 12:25	14:20 15:15
M23 BUILDING	M23 BUILDING	M23 BUILDING
(A)	(Day-1, 2 Ses-B)	(Day-1, 2 Ses-C)

Nasir Goda
Computer Science Lead Teacher, ATHS-STS Fujairah Boys Campus
Apple Professional Development Trainer

Bio

15 years experience teaching Computer Science. Worked as IT trainer at ADNOC, then taught ICT at IT Education project in Dubai. Presented IT Tips on Abu Dhabi TV show. Working at ATHS/STS since 2007, currently leading Computer Science team in Fujairah. Best e-learning teacher award for two years in a raw (2013/2014) in ATHS/STS Fujairah campus. Authorized Apple Professional Development Trainer.

Abstract

iPads are becoming a common sight in the classroom, in the hands of both teachers and students, and the number of apps is growing every day. In this workshop, audience will learn how to get the most from different apps as classroom teaching tools to enhance student achievement, save time, and be more productive. Delegates will share their own ideas and brainstorm new ways of using apps in the classroom to promote creativity, productivity, collaboration, flipping classroom, and enhancing assessment work-flow. After completing this workshop, audience will be able to utilize wide variety of educational, productivity, collaboration, and work-flow apps inside their classrooms. Also participants will learn about different management techniques to develop lessons using iPad to be implemented into their curricular areas.

Session A, C

Room 045 Ground Floor, M23

STEAM:
When Theory Comes to Action

10:30
11:25
M23 BUILDING
(Ses. A) Day-1

14:20
15:15
M23 BUILDING
(Ses. C) Day-2

Wael Abou Hawash
Academic Vice Principal,
ATHS Al-ain Boys Campus

Bio

Wael Abou Hawash is an academic vice principal in the Applied Technology High School Al Ain, United Arab Emirates. He holds a bachelor degree in Physics, Teaching Diploma, and a Master degree in Education with specialization in curriculum and instruction, and science. Having a passion about innovation and technology, he helped in developing and incorporating variety of STEM approaches into the teaching-learning process. Integration of technology in the classroom has helped him explore new pedagogies to prepare students for the future ahead.

Abstract

There is a growing interest in STEAM education globally, and teachers are expected to transform their classroom practices beyond the traditional norms. STEAM demands awareness about the need for cross-curricular integration in the context of real life situations. In such settings, students are anticipated to engage in innovative project-based learning experiences that help them acquire 21st century skills, and be prepared for the jobs of tomorrow. Such skills are also essential in building a knowledge-based economy in times of rapid technological advances. Project-based learning can bring current technologies into the classroom helping students develop problem solving and critical thinking skills. Furthermore, design and simulation processes while working on STEAM projects enable students understand concepts in science, technology, engineering, arts, and math in a seamlessly, and apply it to solve real life situations in innovative ways. When students are able to simulate these concepts, and accordingly design relevant project outcomes, a STEAM learning experience is achieved. Educational technology plays an important role in endorsing STEAM by utilizing dedicated computer and smart devise software applications. This pedagogical approach enriches and nurtures the learners' artistic skills and knowledge that is an essential element of STEAM education.

BEYOND PATHWAYS TO
STEAM INNOVATION

Session A, C

DAY-1, DAY-2 30th - 31st MARCH 2015

Room 022 Ground Floor, M23 Day-1
Room 035 Ground Floor, M23 Day-2

Effective Homework;
Making Real World Connections

10:30 11:25	14:20 15:15
M23 BUILDING	M23 BUILDING
(Ses. A) Day-1	(Ses. C) Day-2

Phoebe Hindi
Supervisor, Instructional Developer - English

Bio

Phoebe has over 10 years of experience in teaching ESL, teacher development, teacher training and curriculum development. Before coming to ATHS she was an ESL Coordinator and Trainer for an international educational company who has assisted in the UAE's educational reform. Her DELTA Certificate helped her with implantation of new educational methodologies in the area of ESL. In addition, Phoebe is considering starting her PHD in Educational Management.

Abstract

Teachers in all subjects are currently facing a dilemma when assigning homework. Students over 'collaborate' to complete most of the tasks assigned to them. Some teachers see homework as a vital necessity to consolidate learning, reinforce skills, and engage students in meaningful learning exercises. Others hate giving homework since the results are 20 versions of the same piece of homework. So how can teachers create homework assignments that maximize positive outcomes?

As educators, we must first ask, what is the purpose of homework? Teachers should think twice before handing another worksheet or assigning questions 16-23. Teachers need to rethink what they assign to students outside the classroom. They need to provide quality homework tasks. This is done by having a clear academic purpose, customizing tasks to promote ownership and individualization, instilling a sense of competence by setting out achievable goals, and is providing a task where students can link what they have learnt to the real world.

The combination of high expectations and adequate support has been shown by several meta-analyses to be one of the most effective strategies for improving academic achievement (Hattie, 2009). So let's STOP underestimating our students and allow them to realize that homework is a critical part of their education. Let's not choose to limit our students to a piece of paper or specific tasks in a resource pack. Let's open their eyes to make the connections between what they are learning in class and the real world. Participants will take part in creating authentic tasks related to their own subject. Educators will be asked to produce homework assignments that allow students to critically think, solve problems, link between what they are being taught in classroom, connect one discipline with another, and be creative while doing so.

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IAT TEC 2015

DAY-1, DAY-2 30th - 31st MARCH 2015

Room 036 Ground Floor, M23 Day-1,2 Session-A

(A) Learner Strategies Create Global Students

(B) Formative Assessment: Why and How?

10:30 11:25	11:30 12:25
M23 BUILDING	M23 BUILDING
(Day-1, 2 Ses-A)	(Day-1, 2 Ses-B)

Peter Lucantoni
Course Tutor & Assessor for Cambridge

Bio
Peter Lucantoni has been teaching, teacher training and writing teaching and learning materials for over 30 years, and has an MA in TESOL from the University of Edinburgh. He is the author and co-author of several popular course books for students, including Cambridge IGCSE English as a Second Language, and Introduction to English as a Second Language, both published by Cambridge University Press. Peter regularly speaks at international conferences as well as training teachers in schools, colleges and universities worldwide. Peter is a course tutor for Cambridge CELTYL, CELTA & DELTA, and an assessor for Cambridge CELTYL.

Abstract *SESSION A*
This presentation will look at how teachers can encourage learners to own their learning and to become global students, through implementing learner strategies both inside and outside the classroom. Beginning with a discussion about what a strategy actually is, participants will consider the challenges that both teachers and learners face, and consider how we can best move towards the future and prepare learners for the global learning community.

Abstract *SESSION B*
Teachers need to continuously assess their learners in order to make decisions not only about progress, but also about the steps they need to take in order to address learners' needs. This workshop discusses what assessment means, and ways in which we can use assessment to increase learner achievement. The workshop also addresses the types of assessment techniques teachers use in the classroom.

BEYOND PATHWAYS TO
STEAM INNOVATION

INSTITUTE OF APPLIED TECHNOLOGY
Emiratization of Technological Careers

UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

DAY-1, DAY-2 30ᵗʰ - 31ˢᵗ MARCH 2015

Room 109 Ground Floor, M23

Infusing POGIL & STEAM
activities into pedagogical strategies

10:30
12:25
M23 BUILDING

Ahmed Hazim
Supervisor, Instructional Developer - Chemistry

Bio

Ahmed Hazem Salem holds a B.Sc. in Chemistry and Geology and has involved in teaching IBDP, AmDP, and AP chemistry curriculum, developing Chemistry Framework, and providing professional development sessions in Kuwait, Saudi Arabia, and UAE. He worked as a geophysicist in KUFPEC Kuwait, an Academic Director, IBMYP-Science Coordinator, and an IB- chemistry teacher in KSA before becoming the Supervisor, Instructional Developer-Chemistry at the IAT- ATHS in 2010. Ahmed is passionate about sharing innovative teaching ideas and strategies and developing teaching skills.

Abstract

In this workshop, promoting the arts in education and using well- designed inquiry-based activities will be practiced. This approach to education is designed to empower the teaching of subject areas such as mathematics and science by incorporating technology and engineering into the regular curriculum. These activities will allow students the opportunity to problem solve, be imaginative, and to think outside the box. All students benefit from the STEAM approach because it teaches independent innovation and allows students to explore greater depths of all of the subjects by utilizing the skills learned. In a POGIL classroom, students work collaboratively in self-managed teams using well designed material, such as the activity included in this workshop, which will guide them to construct new understanding while they simultaneously develop their critical thinking and problem solving skills.

DAY-1, DAY-2 30th - 31st MARCH 2015

Room 110 1st Floor, M23

Sparking STEAM through Innovation & Experiential Learning

10:30
12:25
M23 BUILDING

Dr. Naser Al Ashab
Supervisor, Instructional Developer - Physics

Bio

Dr. Naser Al-Ashab holds a Ph.D. in Science Curricula & Methods of Teaching Science. his researches based on experiential learning in Physics, STEM, developing of Problem Solving, Reflective Thinking and using Analogy in Changing the Physics Misconceptions. Dr. Al-Ashab is certified as a Quality Management System ISO 9001 Auditor (IRCA-UK). Dr. Al-Ashab currently works as the Physics curriculum supervisor and instructional developer at the Institute of Applied Technology UAE. He served as the Middle East Regional Coordinator of CITA-AdvancED NCA Accreditation for evaluating International Schools in the MENA region. Dr. Al-Ashab also served as an Academic Supervisor for more than 10 years in the American curriculum schools.

Abstract

Science, Technology, Art, Engineering and Math permeate nearly every aspect of our future life, and they also hold the key to meeting many of human's most important future challenges. Yet few people have solid backgrounds in these fields and many other people lack even the basic knowledge of it. This worldwide trend has created a widespread message for a new approach of science education in the world. How can innovative learning help to move far beyond the knowledge delivery and spark STEAM education so that students develop a spectrum of 21st century skills? How can experiential learning be encouraged and used to support develop, spread, accelerate and maintain STEAM education? a practical hands-on session to Sparking STEAM through innovation and experiential learning.

BEYOND PATHWAYS TO
STEAM INNOVATION

Session A

DAY-1, DAY-2 30th - 31st MARCH 2015

Room 029 Ground Floor, M23

Nuclear Science & Technology for Secondary Schools

10:30
11:25
M23 BUILDING

Dr. Anthony Hechanova
Head of the Advanced Energy Engineering
Technology Division - Abu Dhabi Polytechnic

Bio

Anthony Hechanova is a senior faculty member at Abu Dhabi Polytechnic and head of the Advanced Energy Engineering Technology Division. He is a passionate spokesperson for nuclear science and technology and he has spoken to tens of thousands of secondary school students during more than 25 years in the field. He received an M.S. and Ph.D. in Nuclear Engineering from the Massachusetts Institute of Technology and a B.S. and M.S. in Mechanical Engineering from the University of California, Davis. Before joining AD Poly in 2010, Dr. Anthony managed the University of Nevada, Las Vegas nuclear research programs for 15 years.

Abstract

This presentation will highlight the compendium of extra-curricular activities for secondary schools on nuclear science and technology that was developed by a Technical Cooperation Program of the UAE and International Atomic Energy Agency and distributed as part of a pilot program in 2014 to ATHS and STS. The compendium was put together by nuclear experts from experienced nations such as the U.S., Japan, U.K., and Australia, and serves to generate curiosity, understanding, and acceptance among students and teachers about nuclear science and technology, and, as a result, prompt secondary school students to consider a future career in the sector. Before launching into the compendium, Dr. Anthony will present a broad perspective of profound contributions of nuclear science and technology in our daily lives including medicine and research. He will also discuss the emerging use of nuclear power generation in the UAE and the need and opportunity for the UAE to develop its domestic technical workforce. He will then showcase the compendium and describe some of the best practices from his decades of experience in speaking to secondary school audiences. The modular nature of the compendium allows teachers to select activities relevant to their specific needs and nuclear science and technology programs while enabling direct contact with the individual contributors for any further assistance and the ongoing UAE-IAEA program to assist secondary schools.

DAY-1,DAY-2 30th - 31st MARCH 2015

Room 010 Ground Floor, M23

**EdTech
for HOT STEAM**

10:30 11:25 M23 BUILDING	11:30 12:25 M23 BUILDING
(A)	(Day-1, 2 Ses-B)

Heba Daraghmeh
Computer Science Teacher,
ATHS-STS Ajman Girls Campus

Bio
Heba is an Electrical Engineer from the University of Jordan. She is currently pursuing her Masters degree in Education Management, Leadership, and Policy at the British University in Dubai. Heba works as a Computer Science Teacher and E-Learning Coordinator in the Applied Technology High School, Ajman. She is committed to her work and devoted for the high quality Professional Development. Heba possesses profound knowledge and skills in educational technologies and knows well that success tracks are endless. She is intent on achieving more.

Abstract
The deep understanding of SAMR Model for Technology Integration will help teachers fine tune their abilities to align students' experiences with the learning standards and discover new digital tools along the way. STEAM teachers need to embrace the changes that are necessary to encourage and develop students who are deep thinkers, creators and collaborators.

The workshop will link various Apps to promote the high cognitive levels of thinking. Participants will be involved in Hands-on activities to develop a digital toolkit, design flexible learning experiences, and get out of the way and let students create.

The workshop is planned as follows:

- Introduction to Bloom's Taxonomy and SAMR Model
- STEAM "idea & App" worksheet which will be given to the audience sitting in their assigned groups
- Participants will create a High Order Thinking (HOT) activity using a specific App with the help of the presenter
- Participant will share their ideas and reflect upon them in an open discussion

DAY-1, DAY-2 30th - 31st MARCH 2015

Room 011 Ground Floor, M23

Math:
It's My Game

10:30 11:25 M23 BUILDING	14:20 15:15 M23 BUILDING
(A)	(Day-1, 2 Ses-C)

LaVerne Chambers
Math Teacher,
ATHS-STS Abu Dhabi Boys Campus

Bio

Mrs. LaVerne Chambers is currently a Math Teacher for Secondary Technical Schools in Mohammed Bin Zayed. Mrs. Chambers has over seven years experience using intergrating mathematics and technology and will share some of her anecdotal experiences.

Abstract

Abstract Mathematics is fun. However, this aspect of mathematics is sometimes lost through lesson plans, learning objectives, performance criteria and assessments. Some of our best learning opportunities have been reduced to completing worksheets and/or solving problems on the board. This workshop seeks to explore the learning methodology of math 'gaming' as a viable tool in mathematics instruction. Math gaming provides a multi sensory approach to learning and helps students self-regulate their learning in and outside the classroom. Learning objectives are available in most all Common Core topics, thus students can be given tasks that build on prior knowledge and their current mathematical level. In line with the core objectives of STS, this workshop seeks to integrate mathematics learning and technology in a meaningful way in the classroom. In particular, this workshop will demonstrate math gaming through three platforms, Kahoot, Mangahigh and IXL. These online tools have a track record of increasing student participation and motivation for 'doing' mathematics. Math gaming is engaging. Teachers will learn how to incorporate these platforms into their lesson plans according to given performance criteria and/or learning outcomes. Moreover, teachers will be given tools to seamlessly differentiate and remediate classroom instruction through these online tools. Finally, participants will be given the opportunity to demonstrate how they would incorporate these resources into their classrooms.
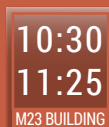
Session A, B

IAT Technological Education Conference
IAT TEC 2015

DAY-1 MONDAY-30th MARCH 2015

knowledge point

Room 113 & 115 Ground Floor, M23

Microsoft Certified
Educator

10:30 11:25	11:30 12:25
M23 BUILDING	M23 BUILDING
(A) 113	(B) 115

Hisham Islam
ICT Training Specialist, Knowledge Point
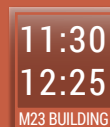
Bio
Hisham has an experience of 9 years in the training and development field. He is currently working for Abu Dhabi based company named as Knowledge Point for the last 6 six years. Before that he was working as an IT Instructor for Al Khawarizmi International College. Initially, he started at Knowledge Point as an IT and eLearning trainer, delivering different IT and eLearning related courses to many clients including; Military, Secondary Technical Schools, Saudi Aramco, GAL and some of the other prestigious organizations. Currently after being promoted to ICT Training Specialist, his area of proficiency has been expanded from training to Content Development, Research and Publication and more. Hisham is Microsoft Certified Educator, Microsoft Certified Technology Specialist, MOS Master and Certified in Google for Education.

Abstract
The Microsoft Certified Educator (MCE) program is designed for educators who wish to demonstrate competency in applying technology tools in six content areas mapped to the UNESCO ICT Competency Framework for Teachers, Technology Literacy. The competency Framework for Educators includes:

- Education Policy
- Curriculum & Assessment
- Pedagogy
- ICT/Technology Tools
- Organization & Administration
- Organization & Administration
- Professional Development

Benefits:
Educators holding an MCE certification have the competencies needed to apply technology skills to the teaching and learning process, creating a richer learning experience for students, and saving precious time. A certification that aligns to global educator standards can be a helpful differentiator, whether you are looking for your first teaching position, interested in taking on a leadership role in your school, or discussing your qualifications with parents.

Targeted Audience:
Candidates include individuals preparing to become classroom educators, current educators, faculty of educator training colleges, and other professionals looking to demonstrate that they have the skills needed to effectively integrate technology into teaching and learning.

BEYOND PATHWAYS TO
STEAM INNOVATION

DAY-1 MONDAY-30th MARCH 2015

edutech
knowledge › talent › performance

Room 014 Ground Floor, M23

Renewable Energy in STEAM

10:30 11:25 M23 BUILDING (A)	11:30 12:25 M23 BUILDING (B)	14:20 15:15 M23 BUILDING (C)

Samia Mahil
Lead STEAM Facilitator, EduTech

Bio

Samia Murgab Mohamed Mahil is a lead STEM Facilitator, Her role is designing and devising STEM (Science, Technology, Engineering, and Mathematics) solutions for elementary, intermediate, and high school level in addition to university level , the STEM solutions covers various topics related to robotics , green energy, structure and design, electronics, 3D printing ,and computer coding. Currently Samia is leading the Innovation Hub which is an initiative by Albay mitwahid and Google, the innovation hub is an experiential center that inspires students and teachers in the field of STEM, Samia had conducted workshops and sessions in robotics, computer science, science investigation, electronics, green energy, 3D printing and Aero modeling for students with different age levels as well as teachers.

Abstract

The objective is to familiarize the teachers with various types of sensors and equipments involved in the investigation of renewable energy concepts, and accordingly Teachers will:

- Gain familiarity with sensors and data collection equipments.
- Measure the power developed by a wind turbine.
- Determine the relationship between wind turbine blade pitch and power generated.
- Determine the relationship between light intensity and the amount of voltage generated.
- Explore the difference between series connection and parallel connection of solar cells in terms of generated voltage and current.
- Explore variables that affect solar panel power output.
- Create an IV curve for a solar cell using data collection equipment.

Session A, B

DAY-1, DAY-2 30th - 31st MARCH 2015

Room **015** Ground Floor, M23 Day-1 Session-A
Room **013** Ground Floor, M23 Day-2 Session-B

**Formative Assessment To Enhance
Self-regulated Learning & Facilitate Innovation**

10:30 11:25 M23 BUILDING (Ses. A) 015 Day-1

11:30 12:25 M23 BUILDING (Ses. B) 013 Day-2

Sura Sabri
Supervisor Instructional Developer, Biology

Bio

Sura Sabri holds a BSc in Biology, and is currently obtaining her Maters in Science Education from BUID. She has been teaching for 20 years , and was awarded the HAMDAN award for distinguished teachers for 2004-2005. Sura joined IAT as a Life Science and Physical Science teacher for the Advanced Science Program at Al-Ain Girls Campus, and was later appointed as an HST Lead Teacher. She was involved in planning and implementing several teachers' training sessions and aiming to help all new teachers in their career. She is currently working as a Supervisor Instructional Developer-Biology at IAT.

Abstract

The aim of 21st century education is to provide students with skills required to handle various types of knowledge such as; interpretation, validation and synthesis. Effective teaching pedagogies require authentic formative assessment process that plays two major roles: first, informing educators about students' level of understanding, secondly, if it was implemented efficiently students will be able to reflect on their learning progress and develop skills required to be self-regulated learners, higher order thinking skills and metacognitive skills required for innovation. In the first part of the workshop, teachers will discuss different instructional practices currently used as assessment tools and think how it can be improved to allow students to decide and reflect about their understanding. In the second part, teachers will be introduced to the four main aspects of ideal formative assessment class environment, which are the presence of metacognitive practice, participation, motivation and the sociocultural idea. Then they will be asked to work in groups to analyses a real example and provide different situations in which each learning dimension exists. At the end of the workshop teachers are expected to come up with new practices and different operational methods that can be used in their classroom to help students to become self-regulated learners, and eventually ready to contribute in innovation.

Session A

DAY-1, DAY-2 30th - 31st MARCH 2015

CollegeBoard

Room **016** Ground Floor, M23

Advancing Skills in Science:
Strategies for Building College-
Level Understanding through Inquiry-Based Learning

10:30
03:25 *
M23 BUILDING

Elizabeth Vallejo
AP Instructor, American International School, KSA

Bio
Elizabeth Vallejo has taught AP Chemistry and College Preparatory Chemistry for 13 years in Chicago, Illinois and currently for eight years at the American International School in Dhahran, Saudi Arabia. Elizabeth has worked with teachers to develop curriculum and utilize best-practices of teaching to make abstract concepts understandable and real for students. She has been involved with the College Board for eight years; as an AP Chemistry Reader and a consultant leading workshops.

Abstract
The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students in 180 countries around the world prepare for a successful transition to college through programs and services in college & career readiness and success – including the Advanced Placement Program®, the PSAT, and the SAT®.

AP in the United Arab Emirates
The AP program has been growing steadily in the UAE over the last five years. In this period, high school students at 34 schools, mostly independent or international, have taken more than 2500 AP exams per year across 31 of the 34 AP subjects available during that period. The five-year compound annual growth (CAGR) in AP participation in the UAE is 12%. In terms of total AP participation, the UAE has ranked in the top 10 globally in each of the last five years.

This workshop aims to help both AP and non-AP teachers of Sciences develop a deeper understanding of the program. Participants will examine the revised AP Biology, Chemistry and physics courses and become familiar with the four Big Ideas, the Enduring Understandings, the Learning Objectives, and Science Practices. Teachers will learn how to align their courses to the AP Curriculum Framework and move from lecture- and demonstration-centered instruction to one that focuses on conceptual learning and inquiry.

Participants will learn ways to assist students in becoming more involved with their learning, including developing and conducting their own experiments and presenting their results to the class, hands-on activities, web 2.0 tools, virtual labs, and more

* Including Lunch Break & 2nd Keynote Session

Room 020 Ground Floor, M23

Advancing Skills in Mathematics:
Guiding Students to Learn through Problem Solving

10:30
15:15*
M23 BUILDING

Phyllis Hillis
AP Instructor, CollegeBoard

Bio
Phyllis Hillis has taught mathematics for 42 years including the last 34 years at Oak Ridge High School in Oak Ridge, Tennessee. Most recently, she taught Pre-calculus Honors and AP Calculus AB, prior to her retirement in June 2013. She has been an AP Reader and Table Leader for 12 years. As a consultant for the College Board, she has taught AP Calculus workshops and summer institutes for 24 years. Additionally, she has been a leader in other College Board workshops including Strategies for Mathematics Vertical Teams and Strategies in Mathematics Problem Solving. Phyllis served six years on the Test Development Committee for the Mathematics SAT II and she received the Presidential Award for Excellence in the Teaching of Mathematics for 2011.

Abstract
The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students in 180 countries around the world prepare for a successful transition to college through programs and services in college & career readiness and success – including the Advanced Placement Program®, the PSAT, and the SAT®.

AP in the United Arab Emirates
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This workshop aims to help both AP and non-AP teachers of Calculus develop a deeper understanding of the program (see here and here for AP Calculus overview). It will focus on the AP Calculus AB/BC (combined) curriculum and teaching strategies. The goal of the workshop is to instruct teachers in new and innovative ways to teach mathematics both analytically and by using technology. Multiple choice and free response questions from past AP exams, sample syllabi, and web resources will be provided. Varied approaches to assessment will be considered in order for teachers to provide their own students with meaningful snapshots of the calculus they know and use.

* Including Lunch Break & 2nd Keynote Session

DAY-1, DAY-2 30th - 31st MARCH 2015

Room 034 Ground Floor, M23

STEAM in Vocational Education:
A blended Learning Approach

10:30 11:25
M23 BUILDING
(A)

11:30 12:25
M23 BUILDING
(Ses. B) Day-1, 2

Hanane El Sayed
Acting Health & Social Care
Specialist for STS

Kirty Sawbridge
Acting Creative Media
Production Specialist for STS

Hanane El Sayed

Hanane - joined ATHS in August 2011 as a Health Sciences teacher. She's recently taken on the role of Health and Social Care Specialist for STS schools. Hanane has a background in health sciences and a Masters' Degree in Educational Leadership. She is interested in researching and sharing recent educational methodologies and pedagogies.

Kirty Sawbridge

Kirty joined STS in August 2013 as a Multimedia and Visual Arts teacher. She's recently taken on the role of Creative Media Production Specialist for STS schools. Prior to working in the UAE, Kirty was course leader and lecturer for Art, Design and Media, at a local FE college. She's keen to raise awareness of the growing media industry in the UAE and the importance of developing original content.

Abstract

With blended learning methods increasingly common-place in today's classrooms, it's vital to develop this to cross collaborate between subject areas. Using the soft skills of art and design effectively in STEAM can add a creative element to traditional learning. When students must mentally, emotionally, and physically touch materials, they learn the authentic skills they will be able to use as they advance into their academic and real-world future. If students must use all of the academic disciplines to do their work and produce a product that has to be viewed, reviewed, and restructured, they are forced to learn a wide variety of skills they will use later in their lives, especially in a vocational context.

This workshop is creative and will demonstrate how different subject areas can work together effectively to motivate students and reinforce deeper learning. There will be an opportunity to creatively design a product that can be used as a teaching resource for your own or another subject area. It will give you the chance to develop a better understanding of the impact art and design can have on common core subject areas and how you can incorporate this practice into building your own creative resources.

Session A

DAY-1, DAY-2 30th - 31st MARCH 2015

Room 035 Ground Floor, M23

WeARTech -
Wear Art Meets Technology

10:30
12:25
M23 BUILDING

Kavitha Somaraj
Supervisor,
Instructional Developer,
Electrical Engineering

Ryan Rosario
Applied Eng. Teacher,
Electrical Eng.,
ATHS-STS AUH-M Campus

Michael John Maher
Applied Eng. Teacher,
Electrical Eng.,
ATHS-STS AUH-M Campus

Kavitha Somaraj

Kavitha Somaraj has been the Supervisor-Curriculum Specialist for Electrical subjects at ATHS since October 2009. She started her career with ATHS since its inception in 2005, and during this tenure, she has served in various capacities including teacher, lead teacher, science coordinator and academic coordinator. Prior to that, she served at the Higher Colleges of Technology, UAE and Caledonian Engineering College, Oman. She holds a double Master's degree in Education, and a Bachelor's degree in Electronics & Communication Engineering, and has more than 15 years' experience in academia with proven experience in K12 curriculum development, mapping, alignment with benchmarks, and overseeing implementation.

Ryan Rosario Carvalho

Rayan Rosario holds a Master's degree in Embedded Systems and Digital Design. He has been a faculty in the Applied Engineering department at ATHS since 2011. He has a varied work experience profile, ranging from Automation systems to fuzzy logic, and has worked on multiple innovative projects ranging from defense to health care. He has about 8 years of experience in programming along with 4 years as an educator.

Michael John Maher

Michael John Maher holds a Master's degree in Engineering from Georgetown University in Washington DC (USA),

and has been a faculty at ATHS since 2014. He holds patent disclosures in next generation technologies related to artificial organs and adaptive devises for paralyzed individuals. He has 25 years business experiences in system engineering, along with multiple years as a public school educator.

Abstract

The workshop focusses on an innovative concept, integrating Art and Engineering to promote STEAM education. The goal is to tigger innovative thinking while providing awareness on wearable technologies that could be incorporated into clothing or fashion, opening up many creative pathways for educators and innovators alike. Participants will gain an understanding of the concept of wearables and the technology behind, and how they make the world faster, thereby making technology personal and seamless to use. Attendees will make use of smart microchips and electronics together with fabric or clothing to create and showcase the power of wearable technology. They will build simple gadgets as wearables using the electronic devices provided. Different groups will be provided with different challenges, and they would need to design and build gadgets that serve as solutions to the problem. In addition to providing an exposure to the concept of ART-Engineering integration, the workshop will also provide an awareness on the use of microchips, and other electronic devices that could be used to create wearables that is the current trend.

Session A

DAY-1, DAY-2 30th - 31st MARCH 2015

Room 038 **Ground Floor, M23**

Adding Art as a Pedagogy
in the Flipped Classroom

10:30
11:25
M23 BUILDING

Stacey Kalkowski
Creative Media Production Teacher,
STS Al Ain Girls, Google Education Leader

Bio
Stacey Kalkowski is an Artist-Educator currently living in the UAE. She earned her Masters in Fine Arts from the University of California, Los Angeles. Stacey has worked in Hollywood as a filmmaker for over 11 years and as a fine artist for the last 8 years.

She is currently an active professional Artist, Creative Media Production Teacher, and Google Education Leader in the UAE and enjoys sharing her experience with her students and colleagues.

Abstract
As the world grows technologically, there seems to be a larger divide between the arts and tech. The two disciplines are often seen as opposites. The impact of technology in the arts is changing the way universities conduct their curriculums, adding majors such as New Media. Technologies can also benefit from the arts if we consider that art is really the product of creativity; the act of looking deeply, seeing less with judgment, and more with curiosity.

Using the 4 Pillars of F-L-I-P, Stacey will be exploring how teachers can bring innovation and creativity into a student centered learning environment using the 18 traits of highly creative thinkers.

IAT Technological Education Conference
IAT TEC 2015

Room 040 Ground Floor, M23

STEM to STEAM Obstacles & Opportunities for Teachers & School Leaders

10:30
11:25
M23 BUILDING

Nicoleen Janneker
English Teacher,
ATHS-STS Abu Dhabi
Girls Campus

Susanna King
English Teacher,
ATHS-STS Abu Dhabi
Girls Campus

Nicoleen Janneker

Nicoleen has worked as an English Project Manager, Teacher - Trainer and English Teacher in a wide range of contexts including conflict and remote areas. She is interested in education policy and specifically access to education through language and technology. Countries that she has worked in, include: Russia, Malaysia, Jordan, Palestine, Mozambique and Afghanistan. As part of her Masters degree, she is currently researching ways to ensure that no teacher is left behind in the demand for no student to be left behind with technology in education.

Susanna King

Susanna has worked in EFL for 15 years. First, she worked with newcomers to Canada and then she moved to Oman where she worked at a college as an EFL teacher and administrator for 6 years. During her time in Oman, she presented at several conferences. After Oman, she moved to Abu Dhabi and joined Abu Dhabi female campus. She has a keen interest in teacher training and student centered learning.

Abstract

"Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is most important." – Bill Gates

As technology in education advances from STEM to STEAM we investigate what can be done to ensure that teachers are effectively adapting to the change through professional development, peer mentoring and leadership support. In this presentation/workshop we will look at existing concerns that teachers have and cultivate a discussion to stimulate ideas on how to overcome the challenges that they face to creatively ensure that no teacher is left behind as education with technology 'steams' ahead.

STEAM in itself is an educational adventure for the students who will have the opportunity to attain new skills through cross curricular activities and teachers to find new and creative ways to apply STEAM focused activities through the use of technology. The aim is for teachers to embrace the STEAM concept and power ahead towards another phase in 21st century education.

BEYOND PATHWAYS TO
STEAM INNOVATION

INSTITUTE OF APPLIED TECHNOLOGY
Emiratization of Technological Careers

UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

DAY-1, DAY-2 30ᵗʰ - 31ˢᵗ MARCH 2015

Room `046` 1st Floor, M23

Smart Learning
Smart Learning Program Team - MoE

10:30
12:25
M23 BUILDING

Mohammed Bin Rashid Smart Learning Program (MBRSLP)

New Learning Experience

The Mohammed Bin Rashid Smart Learning Program offers a new mode of teaching through the integration of technology into the education system. The blended approach combines both traditional methods and technology based techniques that reshape education both inside and outside the classroom. It places the student at the centre of the educational experience giving them an element of control and an active role as participants in their own learning process.

Technological literacy and technology equipped classrooms allows students to learn in an interactive, engaging and enabling environment in line with the latest advances; the Program is designed to enrich young minds, grow new skills and prepare students to become active contributors in the community, innovators in their respective fields and future leaders.

Abstract

Mohammed Bin Rashid Smart Learning Program was established to further advance the United Arab Emirates' already accomplished education system into the next phase of development through the application of world class teaching techniques and up to date technology. We believe in the impact of education in empowering students to realize their full potential as future leaders.

10:30
11:25
M23 BUILDING

غرفة 023 ، الطابق الأرضي، M23

حل المشكلات وإثارة الدافعية طريق للإبداع والابتكار

د. توفيق عمر | **محمد جمال**
اختصاصي مناهج اللغة | اختصاصي مناهج اللغة
العربية والدراسات الاسلامية | العربية والدراسات الاسلامية

د. توفيق عمر بلطه جي

د. توفيق عمر بلطه جي، مواليد عام 1961 بدمشق دكتوراه في اللغة العربية، دكتوراه في الدراسات الإسلامية، إجازة في القرآن الكريم، له مؤلفات عديدة منها: (موجز تاريخ النحو) (كيف نتعلم الإعراب) (حكم من القرآن الكريم جرت مجرى الأمثال) (مختارات معربة من كلمات القرآن الكريم) (من حكم العرب) (قهوة الصباح – عزيزي المعلم) (منهاج الثقافة الإسلامية الجامعي)، منسق عام للعلوم الإنسانية ومطور مناهج في معهد التكنولوجيا التطبيقية. عمل في التوجيه وتطوير كفاءة المعلمين وتأليف مناهج متعددة. شارك في العديد من البرامج التلفزيونية والإذاعية والمؤتمرات العلمية.

محمد جمال شيخاني

المؤهلات العلمية : 1- دبلوم دراسات إسلامية2-إجازة في اللغة العربية والتربية الإسلامية./ الخبرات : 1- اختصاصي مناهج وتوجيه تربوي2-مسؤول ومقرر ومدرس مادة الثقافة الإسلامية لمعاهد الدبلوم في معهد أبو ظبي للتعليم التقني والفني 3- مسؤول ومقرر إعداد مناهج الصف الخاص في معهد أبو ظبي للتعليم والتريب الفني والمهني 4- عضو لجنة مقابلات المترشحين للتوظيف 5- مدرس العلوم الإنسانية في معهد أبو ظبي للتعليم والتدريب 6- قيادي في معهد أبو ظبي للتعليم والتدريب 7- مدرس مادة التربية الإسلامية في وزارة التربية والتعليم – 8- اهتماماتي : إعداد ومراجعة المناهج– التوجيه التربوي وإعداد برامج تربوية / 9- هواياتي : المطالعة –الرياضة –التواصل الاجتماعي.

ملخص

ما زالت الجهود الحثيثة تبذل لوضع مناهج دراسية تساعد المعلمين على تدريب الطلاب على مهارات التفكير من خلال المحتوى ؛ وذلك بسبب الاتصال الوثيق لمحتوى المادة الدراسية بالإدراك ، ولأن المجال المعرفي – بما يتضمنه من محتوى وأنشطة وخبرات – هو القاعدة المركزية التي يرتكز عليها ، وينطلق منها التفكير . وتلعب كفايات المعلم دوراً رئيساً في مدى رقي مهارة التفكير التي يحصل عليها المتعلم ، وقليلون هم الذين يخططون لتدريب تلاميذهم على أنماط التفكير العليا كالناقد والسابر والإبداعي. وهناك بون واسع بين المعلم الذي يوظف طرائق التدريس التقليدية وزميله الذي يوظف التقنيات الحديثة والطرق البحثية، ويتفاعل مع طلابه موظفاً مختلف أنماط التفاعل الصفي ، آخذاً بعين الاعتبار أن محتوى المادة الدراسية يمكن تشكيله ليلائم الفروق الفردية بين المتعلمين، وأن الهدف النهائي الذي يسعون لتحقيقه هو التكامل المعرفي ، ليحسنوا التفكير السابر الذي يقود إلى الإبداع. وإيماناً منا بأن التعلم يجب أن يقود للإبداع والابتكار لا لأجل الحفظ كانت مساهمتنا بعنوان(كيف تجعل طالبك متعلماً مبدعًا).

اليوم الاول والثاني 30th – 31st مارس 2015

غرفة 047 ، الطابق الأرضي، M23

10:30
12:25
M23 BUILDING

طرق غير تقليدية لتعليم الرياضيات

فرانز ديرموت
فرانز ديرموت
الرئيس التنفيذي لشركة Qubizm

السيرة

فرانس هو الرئيس السابق لقسم الرياضيات بالمدارس الإبتدائية، مع خبرة أكثر من عشرة سنوات من العمل وبشكل وثيق مع قطاع التعليم الإبتدائي فيما يتعلق برفع مستويات التحصيل للتلاميذ ورفع المعايير في تعليم الرياضيات. أسس شركة كيوبيزم مع نية محددة لخلق طرق جديدة ومبتكرة يمكن من خلالها إشراك التلاميذ والمعلمين والآهاي مع هذا الموضوع. مع مرور الوقت رسخ فرانس علاقات عمل وثيقة مع المجلس التعليمي، الجامعات، المفتشيين التعليميين، سلطات المناهج الدراسية والجمعيات المعنية بالرياضيات. نتائج البحوث التي أجراها مع هذه الهيئات واعتماداً علي علاقاتها بالمدارس ساعده علي فهم الحاجات الملحة من تحفيذ وتدريب لخلق الموارد واشراك الجميع بالعملية التعليمية.

ملخص

تتمحور الورشة عن عرض طريقة جديدة ومبتكرة لإشراك الطالبات والطلاب مع تعلمهم للرياضيات، وهي طريقة غير تقليدية تماماً لتدريس الرياضيات....حيث تسمح للطلاب والطالبات بالتعلم معاً كفرق مقسمة لمجموعات ضمن الفصول الدراسية وذلك بإستخدام مجموعة متماثلة من المكعبات المرقمة والملونة بألوان مختلفة. يرافق ماسبق فيديو يعرض على السبورة متمثل بشخصيتين متحركتين لشرح آلية العمل. سوف يتعلم الطلاب والطالبات: التخطيط والتنفيذ، الاستعراض ،من ثم استنتاج المعنى كما وتوفر هذه الطريقة تكافؤ الفرص للكل على اختلاف قدراتهم وأساليب تعلمهم المفضلة

Featured Session B

DAY-1, DAY-2 30th - 31st MARCH 2015

Featured Room **151** Ground Floor, M23

Parents Impact on Students Achievement

11:30 12:25
M23 BUILDING

Rashida Nachef
Director, Applied Technology High Schools System

Bio

Rashida's career in education started in Lebanon as a Physics teacher as well as Math and Chemistry. She moved to Doha to be involved in the start up of a private school as well as teaching French being French educated and having mastery over the subject. She joined The International School of Choueifat in Abu Dhabi in September 1993. In addition to teaching, she was given the responsibility of the Student Life Organization as well as the Regional Head of the Physics Department. At the same time, she was appointed as a Senior Academic Quality Controller. Rashida joined the Petroleum Institute (PI) in the Spring Semester 2004 as a Physics lecturer in the Foundation Program and as "Physics Team Leader". In December 2007, Rashida was asked by ADNOC management to join the committee formed to start the planning of opening a new school: The Glenelg School of Abu Dhabi. She was appointed as a principal for the Female Campus in June 2008 and as Headmaster in December 2008. As a Head of School, she remained responsible as a principal for the female campus playing a dual challenging role in following up the routine duties of the female campus and carrying the duties of the "Head of School" including the planning, the coordination and the preparation of opening three new schools in Abu Dhabi, Madinat Zayed and in Ruwais. In September 2012, Rashida joined the Institute of Applied Technology as a principal for Applied Technology High School, Abu Dhabi Girls campus and in March 2014 appointed as the Director of Schools administering the Applied Technology High School (ATHS) and Secondary Technical School (STS) respectively. In her role, Rashida remains focused and committed on student academic achievement and development in reaching their highest potential.

Abstract

Parental Involvement in School is Key to Success. Many educators recognize the importance of family and community involvement in school improvement efforts but Parents and teachers have significant differences in their views of what defines effective parental involvement. Parental involvement is a key factor in the success of students, but research shows differing perceptions on the definition of parent involvement. The main initial ideas are about the distinguishing features of innovative, research-based parent, family community engagement strategies, and providing practical guidance for educators who are seeking to engage family and community members in systemic school improvement efforts. What approach can schools use for school improvement—and, ultimately, increasing student achievement—that focuses on key components and competencies at all levels of the local educational system through Engaging Family & Community. How can we cultivate a national community of Parents who are supportive in Achieving Excellence and Innovation. How do we uplift current Parent, Family, and Community Engagement practices to yield better students outcomes and better achievements?. Family engagement in education is crucial to ensure Excellence in education. Parents should be real partners in education with their children's teachers, from cradle to career. Parents should play a major role in promoting student achievement and preparation for global competitiveness by fostering educational excellence, becoming more engaged in their child's learning and ensuring support to schools mission and vision.

Featured Session B, C مكررة

اليوم الاول والثاني 30th – 31st مارس 2015

M23، الطابق الأرضي، غرفة 029 | Featured

تعليم وتعلّم اللّغة العربيّة عبر الألعاب

ضحى الأسعد
المدير التنفيذي لمركز بيت اللغة
مؤسس موقع " اصحابنا "

روابط ذات صلة :

http://www.ashabona.com/

https://www.youtube.com/watch?v=XU0nOoZuSSM

https://www.youtube.com/watch?v=_BvSH95xFOo

https://www.youtube.com/watch?v=sKaurezDmwI

https://www.youtube.com/watch?v=_vP1VujkL4U

https://www.youtube.com/watch?v=dZi4QfCdDFI

السيرة

ضحى الأسعد من مواليد 1983، تخرّجت من الجامعة اللبنانية الدوليّة بدرجة جيّد جدّا لتصبح، في مرحلة تالية، زميلة معلّميها القدامى في الجامعة نفسها. درّست اللغة الإنكليزيّة في الجامعة ثمّ شغلت منصب المترجم في السّفارة الكورية. قرّرت الآنسة الأسعد أن تخوض تجربة اللغة العربيّة بعد أن اكتشفت مدى كراهية الأطفال لهذه اللغة وإعراضهم عنها خلال الدراسة. فكان أن أسّست مركز بيت اللغة عام 2011 لتطلق بذلك حملة شاملة للدّفاع عن لغتها. شاركت في العديد من المؤتمرات وتحدّثت بحماس في وسائل الاعلام عن لغتها وعن مشروعها موقع "أصحابنا" الذي أسّسته كمحاولة لتقريب الطّلاب من لغتهم الأمّ.

ملخص

يعاني مجتمعنا اليوم أزمة حقيقية هي تراجع اللغة العربيّة في حياتنا اليومية. فاتّباع الأساليب الجافة في تعليم اللغة العربيّة يؤدّي إلى نفور الناشئة، حتى إن فئة كبيرة من الشباب بلغ تأثّرها بالغرب حدّ الخجل من النطق بالعربيّة، وكأنّ استخدام اللغات الأجنبيّة أصبح نوعاً من الترفّع الثّقافي والاجتماعي. وفوق ذلك، باتت الكتابة بالأحرف العربيّة نفسها مخالفة للأنماط السّائدة، بسبب لجوء جيل الشباب إلى شفرة الإنترنت لكتابة اللغة العربية بالأحرف اللاتينيّة. من هذا المنطلق، في خضمّ عصر المعلوماتيّة والصورة، بتنا اليوم بحاجة إلى نهضة لغويّة شاملة تلبّي متطلّبات العصر الذي نعيشه، وتحافظ في الوقت عينه على أصالة اللغة العربيّة وجماله.

11:30 12:25
M23 BUILDING
(B)

15:15 14:20
M23 BUILDING
(Day-1, 2 Ses-C)

DAY-1, DAY-2 30th - 31st MARCH 2015

Room **038** Ground Floor, M23 Day-1, 2 Session-B
Room **040** Ground Floor, M23 Day-1, 2 Session-C

Twenty First Century Skills to Create a Future Leader

11:30 12:25
M23 BUILDING
(Day-1, 2 Ses-B)

14:20 15:15
M23 BUILDING
(Day-1, 2 Ses-C)

Ramiz Haddadin
Senior Business Development Manager,
Pearson Middle East/KSA, UAE & Qatar

Bio

Ramiz has done his double major: English and German and Minor: Japanese, then moved to the Master's Degree in American Studies and M.A. in Communication from Pittsburg State University. Ramiz wears different hats, those of a university professor, trainer and business developer. He has worked for different universities in USA, Jordan and Iraq for 9 years; for Pearson for 4 years as a PQI Country Manager; and for Embassy of Japan for 2 years.

Abstract

In a knowledge-driven economy, a better education will help people progress throughout their lives. The availability of effective education for employment and vocational skills is becoming as imperative as traditional literacy and numeracy learning. Our education systems, however, are failing to fulfil this fundamental requirement. Twenty first century skills and effective communication are the solution to this as they are crucial components in the ever- developing world of education. Knowledge is no longer just enough to succeed in the work place, and traditional face-to-face learning is only a part of and not the whole of the educational process if we are to produce future leaders within a country. Furthermore, the competition for jobs is fiercer than ever with many countries experiencing record unemployment rates, especially among graduates. Global research has been warning that traditional education and training is failing industry in that it is not producing graduates with the mix of qualities that would make them meaningful contributors in the workplace. For instance, a candidate should not only have the aptitude but also the right attitude and personal conduct for a particular role to excel at. The eco- system of how we produce those leaders in the 21st century has changed drastically and depends largely on how the educational system evolves and embeds its skills within it. This workshop tackles those 21st century skills and how to incorporate them in the learning environment to produce future leaders.

* Including Lunch Break & 2nd Keynote Session

BEYOND PATHWAYS TO
STEAM INNOVATION

INSTITUTE OF APPLIED TECHNOLOGY
Emiratization of Technological Careers

UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

DAY-1, DAY-2 30th - 31st MARCH 2015

PEARSON

Room **040** Ground Floor, M23 Day-1 Session-B
Room **039** Ground Floor, M23 Day-2 Session-C

Designing Classes
with Inquiry Based Science

11:30 12:15	14:20 15:15
M23 BUILDING	M23 BUILDING
(Day-1, 2 Ses-B)	(Day-1, 2 Ses-C)

Pierre Atallah
Training & Integration Manager,
Pearson Middle East/KSA, UAE & Qatar

Bio

Pierre Atallah is an education professional with 15+ years of experience in the educational arena working in training and educational leadership and management in formal and non-formal contexts. His interest and passion revolves around using education and science as tools for community and social development.

Pierre holds a Master's degree in International Education Policy and Management from the University of Birmingham, UK as well as a Bachelor Degree and teaching diploma in Physics from the Lebanese University, Lebanon.

Abstract

This workshop will model for its participants how an inquiry based science classroom operates. Participants will have the chance of living the student experience in an Inquiry based environment. As participants move around the different activity centres, they are expected to be working with their scientific competency to build explanations for the experiments they engage in. Followed by a process of questioning, the groups are expected to arrive to explanations that match newtons laws and by so would have acquired these laws.

IAT Technological Education Conference
IAT TEC 2015

Room **045 & 047** Ground Floor.

Full STEAM Ahead:
PBL in the Classroom

11:30 12:25
M23 BUILDING

10:30 12:25
M23 BUILDING

(Ses. B) 045 Day-1,2 (Ses. A) 047 Day-2

Dr. Katherine Bradley
Academic Vice Principal,
ATHS-STS Abu Dhabi Girls Campus

Dr. Jaclyn Fowler
Academic Vice Principal,
ATHS-STS Ajman Boys Campus

Dr. Katherine Bradley

Dr. Bradley currently serves as academic vice principal at the Applied Technology High School, Abu Dhabi girls' campus. She has worked in secondary education for over 25 years in teaching and administrative capacities; and has an earned Ph.D. in educational administration. Her writing and research have been published by the Georgia Educational Researcher, Mercer University Press, Montessori Leadership and various online educational publishing companies. Dr. Bradley's working experience with project-based learning stems from teaching in culturally, intellectually and racially diverse secondary coeducational environments for 18 years. She believes that a shift from STEM to STEAM education provides a new dimension to project based learning.

Dr. Jaclyn Maria Fowler

Dr. Jaclyn Maria Fowler is the Academic Vice Principal for the Institute of Applied Technology-Ajman Male Campus. As a lifelong learner and educator, she believes in the power of education to change lives. She promotes an interdisciplinary approach to teaching, one that pushes students to make connections between disciplines and helps them personally engage in their learning.

Abstract

Technology makes it easier than ever to create a classroom that puts project-based learning (PBL) at its core. And adding a team approach to the creation of these projects under STEAM helps students make connections between disciplines, which enhances their understanding of the real world. Together, PBL and STEAM create a unique approach for teaching and learning. Using PBL, students not only learn the content of the classroom but they also learn to take control of their learning by designing, planning, and implementing specific objective-oriented projects. The finished projects are presented publicly, and this public display of their work gives students a sense of ownership, pushing them to go deeper and more thoughtfully into their project-based learning initiatives. Giving this kind of control to the students, however, requires teachers to regularly assess the needs of their students and to carefully plan learning activities that lead to specific PBL initiatives. This attention by teachers guarantees successful outcomes, especially when the projects are multidisciplinary under a STEAM initiative. This workshop will begin with an overview of the essential components of PBL, and its potential for developing inquiry-based learning, enhancing research skills, creating opportunities for peer and faculty collaboration, increasing decision-making abilities, and developing critical thinking skills in our students. After being introduced to several PBL projects, attendees will have the opportunity to collaborate within groups to develop a skeletal framework for their own PBL lessons.

BEYOND PATHWAYS TO
STEAM INNOVATION

Session B

DAY-1, DAY-2 30th - 31st MARCH 2015

Room 022 Ground Floor, M23

**MERIT - Bringing out
The Best In Your Students**

11:30
12:25
M23 BUILDING

Christina Craiq
Supervisor,
Instructional Developer - Business

Sheelagh Kay
Supervisor, Instructional Developer,
Computer Science

Christina Craiq

Christina joined STS in December 2012 as a Business teacher, undertaking the role of Course Leader (Vocational) at STS Girls' school in Al Ain. She moved to Abu Dhabi in July 2015 to take on the role of Assessment specialist and more recently as Business specialist for STS schools. Prior to working in the UAE Christina was Head of Department for 5 vocational centres in East Lancashire as well as teaching Leadership and Management to adult students at a local college. She is passionate about education and in supporting teachers to ensure students achieve their potential.

Sheelagh Kay

Sheelagh joined the IAT as Computer Science Supervisor in September 2014 from the UK, where she was Head of Department for Administration, IT and Law at City of Glasgow College. Prior to that she was a Curriculum Leader managing all grades of courses. Sheelagh was also a mentor and associate lecturer for the Universities of Stirling and Dundee, delivering the teacher training qualifications to new staff. Her passion is designing interesting courses and creating lessons which motivate and engage students.

Abstract

MERIT is an acronym for Motivation, Endurance, Respect, Integrity and Teamwork. Additional to the academic skills which our students must learn, these core values will ensure that our students go on to be successful in any endeavour, from school to university and employment. The UAE is currently developing students with the academic ability to compete in the global market and sustain the future of the UAE, with emiratization one of the key focus areas. To equip and prepare our students for the challenges they will face, we must ensure that they understand the importance of the Core Values.

We, as teachers, must develop and encourage these qualities and demonstrate them in our positions as role models. You will enjoy exploring the Core Values within yourself via a variety of short activities. You will discover which Core Value you consider to be the most significant and the ones you might need to work on, in order to better enable you to take them to your students and embed them in your teaching and learning.

As role models we must promote the Core Values and demonstrate them in our classes. This workshop is fun and you will definitely leave with a smile on your face, motivated and ready for the challenges ahead. Just as our students should when they leave our schools.

IAT Technological Education Conference
IAT TEC 2015

DAY-1, DAY-2 30th - 31st MARCH 2015

Room 011 Ground Floor, M23
Room 199B 1st Floor, M23

**GeoGebra
for Beginners**

**11:30
12:25**
M23 BUILDING

**14:20
15:15**
M23 BUILDING

(Ses. B) 011 Day-1 (Ses. C) 199B Day-2

Wassim El Asmar
Supervisor Curriculum
Specialist, Math

Ali Hraybi
Math Teacher,
ATHS-STS Abu Dhabi Boys Campus

Wassim El Asmar

Mr. Wassim El Asmar is the Math- Supervisor Curriculum Specialist at the Institute of Applied Technology (IAT). Wassim has a B.Sc. field of specialization -Mathematics, from the American University of Beirut (AUB) Class of 1996; he is currently registered for the Masters degree in Applied Mathematics program at the American University of Sharjah (AUS); furthermore, Wassim is a registered member of the (National Council of Supervisors of Mathematics - NCSM -USA) and a registered member of the (European Mathematical Society-EMS-Finland). Wassim's approach to teaching Mathematics includes the use of lectures, assignments, and technology-related projects to create an exciting and engaging learning environment. He believes Mathematics is the basis for scientific thinking and action. He designs Math curriculum(s) that encourage a critical mind based on both logic and intuition.

Ali Hraybi

Mr. Ali holds a Masters in Applied mathematics on Computer Science and a Bachelor in Mathematics. He has been teaching mathematics for more than 12 years with different education boards. Prior to joining IAT he was working as a Math teacher advisor and a member of the assessment committee for writing items for national comprehensive exams in Lebanon. His specialization in both majors has enabled him to rely on technology to create mathematical models and interactive lessons in his classrooms.

Abstract

GeoGebra is an open source software tool that can enhance mathematics instruction at any grade level, in any school, by providing students with "hands-on" interactive "applets" that can be accessed from any browser. Students use the interactive "virtual manipulative" to not only visualize key concepts but also to develop a deep understanding.GeoGebra offers a new way to teach and learn mathematics in all schools, at all levels. Mathematics instruction can be greatly enhanced with the use of this free application.GeoGebra is:

- A transformative tool in mathematics because it allows learners to visualize and manipulate

- An open source application with a very active developer community

- Available to all learners using any type of computer

- An award-winning educational application that has an impact around the world

- A call to action to invigorate mathematics instruction

- A means to enhance any type of mathematics instruction

BEYOND PATHWAYS TO
STEAM INNOVATION

Session B, C

DAY-1, DAY-2 30ᵗʰ - 31ˢᵗ MARCH 2015

Room 013 Ground Floor, M23
Room 014 Ground Floor, M23

Vocabulary Building through EXC-ELL Method

11:30 12:25	14:20 15:15
M23 BUILDING	M23 BUILDING
(Ses. B) 013 Day-1	(Ses. C) 014 Day-2

Lauren Marquisspan
English Teacher,
ATHS-STS Al Ain Girls Campus

Bio
Lauren Marquis is a currently teaching English at the Institute of Applied Technology/ATHS Al Ain Female Campus. She is a former New York City Teaching Fellow (2007-2014). During the years 2004-2006 she taught Pre-K through adult learners English in Tokyo, Japan. She also taught English to Mandarin and Spanish speaking students during the years 2007-2014, while pursuing her MA degree in TESOL from Hunter College. During that period of time, she became familiar with the Teachers' College (Columbia University) and EXC-ELL teaching methodologies. She is a motivated, proactive, results orientated English teacher.

Abstract
In this workshop, teachers will learn the EXC- ELL methodology: a strategy for teaching academic vocabulary in context that was designed by Margarita Caulderon, a professor at John Hopkins University. Notably, Ms. Caulderon has served on the US Department of Education Institute for Education Sciences' National Literacy Panel for Language Minority Children and Youth. Her method is based off of empirical research she conducted with Robert Slavin over a 15-year period that focused on professional development given to teachers from a variety of disciplines in middle schools and high schools in New York City.

Session C

DAY-1, DAY-2 30th - 31st MARCH 2015

كـلية الإمــارات للـتـطـويـر التربــوي
Emirates College for Advanced Education

Room **151** 1st Floor, M23 Day-1 Session-C
Room **110** 1st Floor, M23 Day-2 Session-C

(Day-1) The Global to the Local: International Best Practices in UAE Schools

(Day-2) Getting better at what I do: Developing a focused & attainable PD Plan

**14:20
15:15**
M23 BUILDING

Dr. Daniel Kirk
Associate Professor & Division Head,
Emirates College of Advanced Education

Bio
Dr. Daniel Kirk is an Associate Professor at ECAE in Abu Dhabi, and Head of the Division of Leadership and Educational Policy. In his last post he served as Researcher in Education Policy at the Emirates Centre for Strategic Studies and Research. He has served on faculty at the American University of Sharjah, Bahrain Teachers College and Macon State College (USA). Daniel taught secondary school in the UK, Bermuda and Qatar. Daniel's current research examines educational innovation and policy formation and how this alters and affects social and cultural educational norms and policy development in the GCC.

Abstract *DAY-1*
The UAE is a nation with regional and global ambitions. To achieve these aims, the educations sector needs to produce highly skilled and competent graduates who are able to compete globally. This workshop will draw upon current trends and models of best practice in teaching and learning and explore how these can be implemented at a local, level in UAE schools.

By the end of this 1-hour seminar, attendees will be able to:
- Understand the role of global and local education structures and practices in improving schools in the UAE
- Highlight several key best practices currently trending in the global education reform movement

- Explore ways to bring best practices into their own professional work instruction

Make sense of the role the UAE education sector has to play in the global education paradigm.

Abstract *DAY-2*
New (Novice) teachers have a difficult task to tackle as they take on their first teaching positions: transforming from student to teacher. A comprehensive, targeted and supported PD plan, developed in collaboration with school administrators, is a key aspect in teacher development and retention. In this presentation, we will explore what a comprehensive PD plan may look like, how to develop a plan and ways in which to target aspects of professional practice that need development.

By the end of this 1-hour seminar, attendees will be able to:
- Understand what PD for teachers looks like
- Begin to develop their own areas for targeted development
- Write an outline PD plan
- Understand the benefits and challenges of being a professional lifelong learner

BEYOND PATHWAYS TO
STEAM INNOVATION

Session C

DAY-1, DAY-2 30th - 31st MARCH 2015

Room 045 Ground Floor, M23

Implementing STEAM in Technical & Vocational Education

14:20
15:15
M23 BUILDING

Philip Martin
Principal ATHS-STS Dubai

Bio

Philip Martin has seventeen years of experience in education as a school administrator and a mathematics teacher. He earned his bachelor's in Engineering from Syracuse University in New York State, USA, as well as two master's degrees in School Leadership and Secondary Education in Mathematics from Canisius College in Buffalo, New York, USA. Currently he is in the second year as the principal for Applied Technology High School in Dubai. Previously, he was a New York City school principal in Manhattan.

Abstract

Educating students to meet the challenging demands of the real world is perplexing and challenging. Students learn in such a variety of ways using different thinking skills based upon their natural disposition. Educators and educational theorists categorize these skills and devise methods to measure outcomes to ensure these skills and learning practices produce desired outcomes whilst engaging students.

Educational establishments around the world implement different teaching strategies and curriculum's which can produce excellent students in their own right. So why a need for a holistic global method of thinking when each produces results. The need arises due to skills gaps which exists in the global market and ways to fills these gaps whilst allowing students to be engaged and independent learners. Producing creative minds requires students to use a variety of skills in order to create innovative solutions to new challenges. The standard isolated subject based method of teaching is restrictive and limits the fusion of skills when problem solving. Students may excel within a certain discipline or subject area but fail to implement these skills when, quite often challenges require a broader array of expertise in order to produce innovative solutions to problems.

Students in Vocational and Technical education are perceived to possess limited understanding of holistic skills required to produce innovation but, what if we could engage students in these disciplines to develop various skills allowing them to fully engage and appreciate the curriculum as a whole? This could be done by producing activities and project based assignments encouraging students to implement skills they naturally possess based upon their creativity and understanding which would encourage students to think outside the box. Could this method of teaching be STEAM?

DAY-1, DAY-2 30th - 31st MARCH 2015

Room `036` Ground Floor, M23 Day-1
Room `023` Ground Floor, M23 Day-2

Adaptive Assessment Using One-to-One Technology Integration

14:20
15:15
M23 BUILDING

Layla Vidal
English Teacher,
ATHS-STS Boys Al-Ain Campus

Bio

Layla Vidal is a Grade 9 English teacher at ATHS Al Ain boys campus. Her dream is to continue to share her enthusiasm and dedication as a teacher abiding to the mission and vision of the institution. She enjoys the opportunity to think and work creatively to see her students express their learning in many different ways and enable them to achieve their full potential. She is looking forward to taking her students' learning higher with thought provoking topics and getting them prepared to lead successful twenty-fist century careers.

Abstract

If we envision education as meeting pupil's academic needs, why wouldn't we create an assessment system that accommodates to these same individual needs? A rational way to help students succeed is to identify that they have differences in achievement. One of the advantages of adaptive assessment is that it is personalized, giving a more suitable measure of achievement by offering questions that are specially targeted to each student's capabilities. High-performing students are not disinterested by breezing through items that are too simple for them, and low-performing students are not discouraged by going through a large set of items that are too challenging. Adaptive assessment boosts student's engagement because students at all ability levels encounter questions that are challenging; yet not overwhelming. By providing assessment information tailored to each student, adaptive assessment enables educators to better target instructional materials. This workshop will explore the possible platforms to implement adaptive assessment using laptops and tablets.

BEYOND PATHWAYS TO
STEAM INNOVATION

Session C

DAY-1 MONDAY-30th MARCH 2015

knowledge point

Room **046** Ground Floor, M23

**14:20
15:15**
M23 BUILDING

How CYBER C3 Competition
Is Turning Students Creative
in the Information Security Awareness

Ali Awadallah
Project Manager,
Knowledge Point Educational Consultant LLC.

Bio

Ali Awadallah is the project manager of the Cyber C3 Project in the UAE, with 15 years of experience in the education & training field, moved between government organizations like is H.H Sheikh Mohamed Bin Rashid Al Maktoum Education

Project(ITEP) and then the Knowledge & Human Development Authority (KHDA) In the private sector Ali worked in the C4 Advanced Solutions in the Computer Based Testing field, and now in knowledge Point ,which provides consultancy to clients in the diverse sectors of Defense, Government, Health and Education. Combining global experience, comprehensive capabilities across industries and business functions, our methods and practices have been refined over decades of experience spread across a talented team to achieve the best results on strategic, operational and tactical fronts

Ali Has Bachelor degree in Computer Science & information Systems analysis from Philadelphia university.

Abstract

CYBER C3 Competition allows the students to come forward with better ideas and clearly highlight their skills in front of their teacher and class fellows. CYBER C3 Competition motivates students to perform better in every task. It assists students, especially at the time when they are performing the same task with the other fellows. Through competition, students not only do what is required to accomplish the required goals, but also do the best they can do.

Session A, C

DAY-1,DAY-2 30th - 31st MARCH 2015

Room **047** 1st Floor, M23 Day-1,2 Session-C
Room **013** Ground Floor, M23 Day-2 Session-A

**Building Global Citizenship
through STEAM Education**

14:20
15:15
M23 BUILDING
(Ses. C) Day-1,2

10:30
11:25
M23 BUILDING
(Ses. A) 013 Day-2

Silvia Yafai
English Teacher,
STS Al-Ain Girls

Bio

Silvia Yafai holds a Master's Degree in Architecture and Planning from UC Berkeley. She worked in the field of sustainable development for more than 10 years, most recently as Head of International Programmes at a UK-based housing and urban development charity. She has extensive experience in the areas of international knowledge transfer, training and peer learning and currently works as an EFL teacher at STS Al Ain-Girls.

Abstract

How can we inspire students to think critically about key challenges facing the world today? This interactive session will explore different ways in which STEAM educators can encourage students to apply their knowledge and creativity to solve real world problems, develop a sense of social responsibility and become a dynamic force for social change.

The group will examine a range of international case studies, showcasing innovative experiences of working with young people to develop global citizenship – from discussing contemporary human rights crises with students to supporting youth-led initiatives for technology transfer to thinking about solutions to key sustainable development challenges facing the world today.

As well as reflecting on the various initiatives and best practices that will be presented in the session, participants will be encouraged to share their own experiences in promoting sustainable development and global citizenship in the classroom.

BEYOND PATHWAYS TO
STEAM INNOVATION

Session C

DAY-1, DAY-2 30th - 31st MARCH 2015

Room **199E** 1st Floor, M23

The Librarian's Role in STEAM Education:
An Underutilised Resource

14:20
15:15
M23 BUILDING

Marion Smith
Manager, Learning Resources,
ATHS Directorate

Bio

Marion is currently employed as Manager for Instructional Resources at the Institute of Applied Technology. She is a Chartered Librarian holding a BSc (Hons) in Library and Information Science and a Masters degree in Lifelong Learning. She has accumulated 22 years experience working in Academic Libraries. Before joining IAT Marion worked for the Higher Colleges of Technology where she held the positions of Independent Learning Coordinator and Librarian. Specific areas of interest include Information Literacy, Independent Learning and Lifelong Learning.

Abstract

he potential for Librarian's to play a key role in STEAM education is huge, however the librarian's services are not being utilised to full capacity for a number of reasons; one of the main reasons being the perception by educators towards the library and the librarian's role in the school.

This workshop will highlight the areas where the librarian's expertise can be brought into play to support STEAM based learning activities and projects. Discussion will evolve around teachers' expectations of the librarian's role in the school and will explore the potential of the Information Literacy (IL) course in relation to STEAM based inquiry-based learning.

Groups will discuss the potential of integrating Information Literacy into an inquiry-based STEAM lesson; online resources, which can be used to enhance an enquiry-based STEAM lesson, will be highlighted.

Examples of maker-spaces in libraries will also be highlighted to portray how creativity, invention and innovation in STEAM education can be encouraged to take place in the library.

Session C

DAY-1 MONDAY-30th MARCH 2015

PEARSON

Room 035 Ground Floor, M23

The Role of Technology in the Race for Global Talent

14:20
15:15
M23 BUILDING

Fadi Khalek
Vice President, Strategic Partnerships
& Efficacy at Pearson Education

Bio

Fadi is Pearson's Vice President for Strategic Partnerships and Efficacy across the organisation's Venture Markets (Asia, ME and Latin America).

Among his Pearson Duties as VP, Fadi is overseeing Pearson's transformation into a holistic Learning provider with focus on technology, efficacy and workforce readiness. Fadi leads a team that is responsible for setting up internal and external partnerships around the design, development and implementation of Digital First Educational Solutions and Learning Ecosystems. He is also involved in delivering outcomes for Pearson's own schools and colleges, as well as customers. To do so, Fadi works closely with K-12, Higher Education, Vocational and Further Learning Institutions.

Abstract

Addressing the topic of how education institutions and employers in The GCC get ready for the "I" Generation starts by demystifying some of the notions surrounding such generation and how that relates to education and employment.

We will look at some of the generational myths but also at some of the realities and facts, not only as they pertain to the i-generation per say, but also the wider attributes presenting equal challenges to the way we teach and learn and how we prepare Arab World

learners for 21st century employment.

This presentation, will only scratch the surface when it comes to potential successful approaches on the transformation of teaching and learning with technology as an enabler (Rather than a driver) to address some of these challenges.

BEYOND PATHWAYS TO
STEAM INNOVATION

Session C

Room **015** Ground Floor, M23

Inquiry,
the blue print of
innovation

14:20
15:15
M23 BUILDING

Ramziah Al Kaissi
Acting Subject Specialist
in Mathematics

Salman Abdel Khalek
Subject Specialist
in Physics

Ramziah Al Kaissi
Ramziah Al Kaissi is working as a curriculum developer for mathematics in STS. She is currently working towards a master degree in applied mathematics. She graduated from the American University of Beirut with a Bachelor of Science- Major Mathematics in addition to earning a Teaching Diploma. She has 9 years of experience working in an educational context. Ramziah has been handling many educational project that involves strategical planning and educational vision establishment.

Salman Abdel Khalek
Mr. Salman Abdel Khalek is a Subject specialist in Physics at Abu Dhabi Vocational Education and training institute - ADVETI, UAE. He received his B.S from BAU and studied masters at the American University of Beirut and also he received a master's in business administration. He was supervising educator in both the private and public sectors in Lebanon. After his twelve-year career, Salman returned to UAE, where he accepted a position at ADVETI. In addition to curriculum development, Mr. Salman is involved in I Book authoring and involved in some projects in developing the teaching and learning environment in the institutes school system. He recently collaborated on a common project between ADVETI and Cambridge International Examination - CIE. He currently resides in Abu Dhabi with his wife Sara and their daughter Amal.

Abstract
In many occasions were engagement of students is set as a priority hands -on activities overwhelm the scene regardless the deepness of understanding the concept. The proper inquiry is the answer for the questions of how students shall learn and how teachers need to teach. Students shall be learning by setting understanding abilities that grow and mature as they share their ideas when involved in scientific investigation. Teachers serve inquiry when implementing strategies that tiger student's curiosity and offers proper guidance for scientific investigation. Investigations shall be initiated from the students questions and interest stimulated by the teacher. This process is the launcher of students productivity towards innovation.

DAY-1, DAY-2 30th - 31st MARCH 2015

Room 010 Ground Floor, M23

Tessellation from Mathematical concept to art application

14:20
15:15
M23 BUILDING

Eman Hussein
Creative Media Production Teacher,
ATHS-STS Abu Dhabi Girls Campus

Bio

Eman Hussein graduated from the Faculty of Applied Arts, Helwan University, Cairo in 1999. After graduation she joined the Art & Design Academy in Cairo as a teaching assistant until 2006. During this period, she earned her Masters Degree in "Semiotics and Design". During that journey, she studied communication in depth and how that affects the design language through signs. In Sept 2006, she joined Al Nahda National Schools as an Art & Design Coordinator for 8 years. During this period, she was teaching Art & Design as an IGCSE subject. In addition, she was a member of the Curriculum committee and the co-head for the Curriculum Articulation subcommittee. She had the chance to spend more time exploring horizontal articulation between different subjects. She was quite lucky as her subject is flexible as you can find many artistic applications from other subjects. Also, she has conducted many workshops inside & outside the school; the latest one was during Eco Summit 2014.

Abstract

Art & Design promotes self-esteem and positive relationships. It improves self- confidence and personal awareness. The study of art stimulates the imagination and encourages students to utilize their creative potential. It promotes the development of personal and cultural identity for students. Art instruction provides opportunities for students to work individually and collaboratively to foster social development and coopera tive interaction. Additionally, Art & Design promotes essential skills such as problem solving and long life learning. That is why Art & Design has been recently added to STEM to be STEAM. By integrating Art & Design into other subjects, students are exposed to hands on experiences through which the students will not only remember and understand the information but will also be able to apply, analyze and evaluate it and then create an outcome based on it. In this presentation I will share with my colleagues my experience in integrating Math into the Creative Design class with grade 9 students. I will start with how I introduced Tessellation to my students and encouraged them to explore the beauty that is created by the intersections between lines, curves, circles, triangles and so on using mathematical instruments, then showed them how they can start to repeat these intersections to create patterns, then repeat these patterns to be used in many fields in our life. Also, I asked them to use an I Pad application in order to create more accurate digital copy of their designs. Then I let them enjoy adding colours to their designs considering the colour theory and applying a variety of painting techniques and different mediums in order to create a unique art piece.

Session C

DAY-1 MONDAY-30th MARCH 2015

Room 012 Ground Floor, M23

Blended Learning & Flipped Classrooms - A Creative Approach

14:20
15:15
M23 BUILDING

Ghania Al Banna
Science Teacher,
ATHS-STS Abu Dhabi Girls Campus

Bio
Ghania Al Banna majored in Chemistry and had her teaching diploma in science education for secondary schools. She has masters in curriculum and instruction and currently pursuing her second masters in informatics. She took business and management courses to enhance her professional and leadership skills. She worked as a chemical analyst for three years and as a science teacher for 18 years. In 2010, She joined IAT as a science teacher and had innovative approaches and accomplishments of creating different solutions to education using technologies. Recently, Ghania submitted her paper to the international IEEE conference of communications and technologies of 2015.

Abstract
Creative Approach of Blended Learning and Flipped classroom is the title of the workshop that targets different areas of enhancing students' learning effectiveness where technology is completely incorporated with class instruction. Student-centered learning with continuous practice and prompt assessment are the main elements of discussion. This approach encourages peer teaching where the high achiever helps the lower to master each learning point. Each learning point is followed by a checkpoint assessment before they move on to the next task. In addition, the teacher acts as a facilitator, securing

A modified flipped classroom is suggested where only the pre-requisites are given to students as homework. Students in the class will work on their video lesson, where the video is stopped after explaining each learning point. Practice questions and assessment problems should be answered for the students to be able to move on with the video lesson to the next learning point. Ensuring that the students master each through peer-teaching and collaborative teamwork. Each student who works in class and answers the questions in the video is assessed immediately online and an individual participation mark is issued.

The creativity lies in how 1) to create your own videos, 2) exhibit them online, flip the classroom so that the instructional environment is completely student centered, 3) partition the video into learning points and embed questions as checkpoints, and 4) extract simultaneous quantitative assessment of students.

Session C

DAY-1, DAY-2 30th - 31st MARCH 2015

Room **013** Ground Floor, M23

Increasing Student Achievement Through Vocabulary Instruction

14:20
15:15
M23 BUILDING

Jill Clay
English Teachers,
ATHS-STS Abu Dhabi Boys Campus

Bio

Jill Clay is an English teacher at the Abu Dhabi Male Campus for Applied Technology High Schools. She has been teaching for ten year, of which the past four have been in Abu Dhabi. Jill has always had a passion for teaching and learning and is particularly skilled in reading and writing instruction. Her want for all students to succeed has inspired her to research and apply strategies that will help students across all subject areas.

Abstract

Vocabulary instruction is integral for the success of students, especially students studying in a language different from their mother tongue. This presentation will focus on how teachers across different subject areas can help students achieve success on various assessments by including vocabulary instruction in their course. We will discuss why vocabulary instruction is so important for our student as well as strategies and applications that teachers can use to aid in their instruction.

Session C

DAY-1, DAY-2 30th - 31st MARCH 2015

Emirates College for Advanced Education

Room 034 Ground Floor, M23

Putting Technology
in its Place

14:20
15:15
M23 BUILDING

Anthony Hill
ICT Lecturer,
Emirates College of Advanced Education

Bio
Anthony is an Ed Tech specialist involved in teacher training and professional development. He is an experienced primary school teacher (NZ) who also taught middle and high school English in Japan. Currently he is working at Emirates College for Advanced Education with the undergraduate B.Ed program and supporting the college's Learning Management System (D2L). Anthony independently runs online courses and has an established YouTube channel.

Abstract
When considering the use of computers in the classroom many teachers are at a loss as to what to actually do with them. In this session you will be overwhelmed with a wealth of ideas, tips and tricks from which you may select and choose to implement in your classrooms. Be prepared to take notes and keep an open mind for new and old ideas revisited.

Room **041** Ground Floor, M23 Day-1 Session-C
Room **015** Ground Floor, M23 Day-2 Session-B
Room **022** Ground Floor, M23 Day-2 Session-C

Integrating iPads
& Labquest in the Science Lab

(Ses. C) 041 Day-1

14:20
15:15
M23 BUILDING

11:30
12:25
M23 BUILDING

(Ses. C) 022 Day-2   (Ses. B) 015 Day-2

Jesse Ceniza
Physics Lab Instructor,
ATHS-STS Abu Dhabi Boys Campus

Bio

Jesse Salva Ceniza is a young Filipino Science educator working as a Physics Lab Instructor at ATHS Abu Dhabi Boys Campus since 2011. In 2010, he earned his Master of Physics degree at the University of San Carlos in Cebu City, Philippines. Prior to that, he graduated, from the same institution, as Magna Cum Laude in Bachelor of Secondary Education Major in Physics and Chemistry in 2005 and was awarded as one of the Ten Outstanding Students of the Philippines (TOSP) for that year.

Abstract

The use of iPads has provided both positive effects and challenges for the students and teachers alike especially in conducting the suggested experiments in Science as they require a LabQuest, a hand-held data gathering tool, to be connected to a computer via USB cable. Moreover, Logger Pro, which is the software that can process the data and graph generated by the LabQuest, is not compatible with the iPad. This issue can be addressed using a new set-up. In this design, a teacher or a student can execute an experiment with LabQuest 1 plugged to a computer or with LabQuest 2, as a stand-alone device. Through WiFi and the application called Vernier Graphical Analysis for iPad, students can see the data and graph, generated by the LabQuest, on their iPads propagated real time. They can also analyze that graph individually, make best fit, examine points, and other things which can be done in Logger Pro. This framework consequently maximizes the use of the iPad technology in congruence with the technology already available in the IAT Science Labs.

Session C

DAY-1, DAY-2 30th - 31st MARCH 2015

Room **109** Ground Floor, M23 Day-1 Session-C
Room **012** Ground Floor, M23 Day-2 Session-C

**A Digital Story
for Interactive Learning**

14:20
15:15
M23 BUILDING

Dr. Mouna Abou-Assali
Faculty Member,
Emirates College for Advanced Education

Bio

Dr. Mouna Abou-Assali is an EdD holder from the University of Exeter, UK. She is a faculty member in the Culture, Society and Linguistic Education Department. Mouna received her MEd degree in ELT from The University of Sheffield, UK. She has over 16 years of teaching experience in initial teacher training courses, IELTS preparation, supervision of teachers, and school principals and vice-principals training. Her research focus has been on teacher professional growth, teacher and student teacher emotions, and leadership.

Abstract

21st century children are digital natives and teachers are required to cope with their students' needs and learning interests. Interactive storytelling has proved to be effective in enhancing students' language as well as communication skills. The digital form of a story sack allows teachers (of different subjects) to read a selected story to their children with expression and appropriate intonation and record their own voices. Teachers can create their own digital stories or use any original ones. For this purpose, a variety of available simple digital tools can be utilized (e.g. PowerPoint, moviemaker, etc.) and teachers can add enjoyable and interactive activities that would engage their children and create a more positive classroom environment. Teachers can also integrate any other relevant subject materials into their digital stories (e.g. Math, Science, Arabic, etc.).

The presenter in this discussion group will shed lights on the use of digital stories in the classroom and the positive impacts they create in the learning-teaching environment.

Session C

DAY-1 MONDAY-30th MARCH 2015

Room 199B 1st Floor, M23

The Mindful Teacher

14:20
15:15
M23 BUILDING

Catalina Martin
English Teacher,
Al-Ain Girls STS

Bio

Catalina Marin (34) has been working in the government education sector in the UAE for a period of 5 years. She also worked as a high school educator in Australia and Colombia for over 8 years. She holds a Masters of Education, and a great passion for teaching and learning through and with technology. Catalina believes that "being human" in the 21st Century Classroom is an incredible act of innovation. She believes we live in an era where we ought to focus more on building human creative potential than on content. She has a research background and enjoys exploring new approaches such as Challenge Based Learning and Design Thinking for Educators in her daily practice.

Abstract

Being human is an incredible act of innovation. Ever since Teaching became such a massive business, its humanity has distanced. It's all about content and very little about building human potential. It has become such an ordeal of administration, that it is unappealing. There is such a great focus on standards and on having "children on chairs" that, very little or no space is given to the actual enrichment of the mind and person. It's like "content" is this foreign entity that needs to establish itself by force upon the minds of Emiratis. Creativity and innovation reside in the ability to do the same thing differently every day. The power of educational technology and the power of compassion and kindness in this day and age, are key to ignite the fire of knowledge and the spark to trigger the thirst for learning in Emirati students. This talk will be about 10 Mindfulness Implementation Rules to bring human creativity and innovation back into the classroom.

BEYOND PATHWAYS TO
STEAM INNOVATION

Session C

DAY-1,DAY-2 30th - 31st MARCH 2015

كــلية الإمـــارات للتــطـويـر التربــوي
Emirates College for Advanced Education

Room 110 1st Floor, M23 Day-1
Room 109 1st Floor, M23 Day-2

Teaching
Through Problem Solving

14:20
15:15
M23 BUILDING

Dr. Shafia Binti Abdul Rahman
Faculty Member
Emirates College of Advanced Education

Bio
Dr. Shafia Abdul Rahman holds a Ph.D. in Mathematics Education from The Open University (UK). She has more than 12 years of experience preparing mathematics teachers to teach primary and secondary mathematics. Dr. Shafia is actively involved in research in mathematics education and has graduated numerous masters and Ph.D. students in the field. Her academic research areas include mathematical thinking and task designs that promote mathematical thinking.

Abstract
Problem solving is both a goal and a means of learning mathematics. While teaching for and about problem solving helps learners practice knowledge and skills learned in standard settings to solve unfamiliar problems, teaching through problem solving encourages learners to investigate extended problems and exercise their mathematical thinking. In this seminar, participants will be introduced to the concept of teaching through problem solving as a way to both enhancing learners' skills to solve mathematical problems and developing their mathematical thinking.

Featured Session A

DAY-2 TUESDAY-31st MARCH 2015

Featured Room 151 1st Floor, M23

Visionary Leadership for STEAM

10:30
11:25
M23 BUILDING

Dr. Dirk Delo
Chief Technology Officer,
Avenues. Apple Distinguished Educator

Bio

Dirk DeLo joined Avenues in January 2012 as chief technology officer. He previously served as director of technology at Greenwich Academy (Greenwich, CT), where he spent over 10 years developing it into a school nationally recognized for its leading-edge technology.

Dirk is an educator and technology innovator. With more than 20 years of educational experience, he has taught English, mathematics, science, business and computer science in the U.S. and abroad and has been recognized as a Woodrow Wilson National Fellow in Mathematics. He also earned the Presidential Award for Mathematics and Science Teacher in CT and been named a GTE STEM Fellow. As an Apple Distinguished Educator, Dirk is fully invested in the critical need to develop interdisciplinary programs in grades pre-K through 12 and has accomplished this athrough extensive academic technology training for teachers and administrators.

Abstract

Visionary Leadership is the foundation of success for any STEAM initiative that will teach in new and imaginative ways. Shared leadership, individual leadership, and community engagement must intersect to provide the best learning environment, create advocates for the initiative, and find pervasive community support. As a key stakeholder, discover how decision- making can become a shared leadership responsibility to provide a foundation for success in STEAM.

BEYOND PATHWAYS TO
STEAM INNOVATION

INSTITUTE OF APPLIED TECHNOLOGY
Emiratization of Technological Careers

UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

اليوم الثاني الثلاثاء 31st مارس 2015

10:30
12:25
M23 BUILDING

غرفة **014** ، الطابق الأرضي، M23

طرق التدريس الناشطة:
عرض و امثلة دعم

سونيا قسطنطين
رئيسة قسم التعليم المستمر
في كلية العلوم التربوية جامعة القديس يوسف

السيرة:
طالبة دكتوراه في بناء المعرفة العلميّة : التاريخ، و نظرية
المعرفة والتعلم ، في جامعة مونبولييه الثاني في فرنسا –
محاضرة في كلية العلوم التربوية في جامعة القديس يوسف –
محاضرة في ADMEE – LIÈGE 2015 – عضو في مجلس إدارة
الجمعية الفرنكوفونية الدولية للبحوث العلمية في التعليم
AFRISE - رئيسة قسم التعليم المستمر في كلية العلوم
التربوية في جامعة القديس يوسف – مشاركة في أبحاث عديدة
و محاضرات TEMPUS- DIRASATI AIPU اصول التدريس
الجامعي – عضو في الجمعيّة الدوليّة لعلوم ADMEE – عضو في
جمعيّة تنمية منهجيات التقييم في التعليم

ملخص
ترتكز طرائق التدريس الناشطة على ما يستقيده المتعلّمون
عمليًّا بحيث يصبحون قادرين على ان يقوموا بنشاطهم الخاصّ،
فيصبح دور المعلّم منظّما" ووسيطا" و محرّكا" لنشاط
المتعلمين و مستشارا" لهم. من خلال هذه الورشة ، يتعرّف
المشاركون على اهميّة ادخال طرق التعليم الفعّالة من خلال
تمارين المحاكاة فيقومون ببناء حصّة تدريس تعتمد على ادخال
طرق التعليم الفعّالة كلٌ في مجاله. الفعّالة كلٌ في مجاله.

Session A, B

<div dir="rtl">

اليوم الثاني الثلاثاء 31st مارس 2015

غرفة 111 ، الطابق الأرضي، M23

دمج الرقميّة في التعليم:
اعداد مشاريع تعاونيّة عبر الانترنت

وداد وازن جرجي
رئيسة قسم تكنولوجيا التعليم
– جامعة القديس يوسف

</div>

11:30 12:25 M23 BUILDING (B)	10:30 11:25 M23 BUILDING (A)

Bio
Wadad Wazen is the Unit Head of New Educational Technologies at Saint-Joseph University of Beirut. She holds a master's degree in telecommunications engineering and a degree in Innovative Teaching Approaches from Saint-Joseph University. She is a key player in the development and delivery of several trainings and programs in Saint-Joseph University, whether in tools and services related to academic technology or in E-learning aspects. Since 2006, she has been giving lectures on Web culture and on new technologies in education.

Abstract
Today's students are all "native speakers of the digital language of computers, video games and the internet". They are mobile, online, group-oriented and social. Sharing what they learn with others actually helps them to build their own personal competencies.

Today's teachers, within their mission to engage and educate this generation of students, are looking to communicate in their language and in their style. Collaborative learning shows to be an efficient approach for that end and an appropriate tool preparing students for their future careers, knowing that being a "team player" is often a key part of business success.

Information and communication technologies (ICT) have exposed a new space of techniques that facilitate the reach to a collaborative approach in education. ICT solutions assist in both classroom as well as remote courses. In this workshop, participants will get a hands-on insight on tools and techniques to help them design online collaborative learning activities.

Featured Session C

Featured Room 151 1st Floor, M23

Designing Learning for the Future

14:20
15:15
M23 BUILDING

Abdul Chohan
Director, ESSA Academy,
United Kingdom.

Bio

Abdul Chohan an award-winning Learning Technology consultant based in the UK. Working with international educational organisations as well as devising learning strategies based on mobile technology platforms, Abdul has pioneered the embeddeduse of learning technologies for students and teachers alike. His programmes focus on Simplicty and Reliability and have extended beyond the traditional school environment to impact families and the the wider communities that the schools serve.

Apple refers to Abdul as one of the most innovative educators in the world.
https://www.apple.com/uk/education/apple-distinguished-educator/

In 2011, his work at Essa Academy won the award under the 'Outstanding ICT Learning Initiative' by the The Times Education Awards of 2011.
http://www.tes.co.uk/article.aspx?storyCode=6095717
http://www.essaacademy.org/press--awards.html

Indeed, the BBC's Technology correspondent, Rory Cellan-Jones's interview with Abdul provides a deep insight into the learning experience pioneered by Abdul.
http://www.bbc.co.uk/news/technology-20667870

The technology has been an enabler of transformation and has also contributed to the vision of the new build that we moved into in October 2011.

Abstract

An insight into ESSA Academy's leadership body, who redesigned the learning environment and introduced a global learning platform. A deep dive into iTunesU and understanding the largest repository of online education-al content in the world and what it means from a leadership perspective.

Innovative Showcase

DAY-1, DAY-2 30th - 31st MARCH 2015

ملتقى الابداع
innovation hub

Exhibition Area, M24

Innovation Hub Showcase

08:30
15:30
M24 BOOTH 15

Mohamad Abdul Rahim
Innovation Hub

About

Mohamad will be representing Innovation Hub and Plan for the participation with Innovative STEM projects.

The showcase will cover:

- Structure Design
- Electronics
- Computer coding using Scratch

About Innovation Hub

The Innovation Hub is place creative learners and facility overseen by Al Bayt Mitwahid, an association setup by employees of the Abu Dhabi Crown Prince Court, and managed day-to-day by EduTech, a provider of learning services and solutions. The community centre combines education and technology in one space, offering classes in Robotics, 3D Printing, Aerospace, Electronics, Computer Coding, Programming and Green Energy.

A mini-maker space allows students to participate in do-it-yourself (DIY) projects. The hub can hold up to 20 students or teachers per session to keep the class focused and provide the needed level of attention to each student. The hub will provide classes three days per week and one hour a day per student. The rest of the week, it will be open to the DIY community. On average, 786 class hours will be offered to 500 students every year.

This hub will serve the over 47,000 students and 2,500 teachers in the emirate. The lab will also be open to youth from other emirates. From humanoid robots to drones, the tech giant is hoping to nurture interest among children in Science, Technology, Engineering and Mathematics (Stem). Students are given a chance to explore gadgets on their own, with an opportunity to learn from specialist educators on site.

Google Educator Groups — Google's community of educators in the UAE — will be conducting workshops and exchanging good practice with the hub. The workshops will provide teachers with the basics of using technology for education and may focus on Google tools such as Gmail, Drive, YouTube and more.

BEYOND PATHWAYS TO
STEAM INNOVATION

Innovative Showcase

DAY-1,DAY-2 30th - 31st MARCH 2015

Exhibition Area, M24

STEAM
Reflection

08:30
15:30
M24 BOOTH 11

Anas Ahmed
IT Lecturer,
ATHS-STS Fujairah Campus

Ali Hraybi
Mechanical Workshop Engr.,
ATHS-STS Fujairah Campus

Anas Ahmed

Anas Ahmed began his career as an IT lecturer. He then progressed into administrative, marketing and managerial roles within the education sector. Simultaneously enhanced his IT knowledge by acquiring various professional certificates and subsequently working within the IT sector. Education has always been his main interest, which led him to pursue a Post Graduate Diploma in Education within ICT from King's College London. He has successfully taught Computer Science in secondary, further and higher educational organizations. Using his in-depth knowledge in technology and pedagogical skills he is now experimenting and analyzing various IT tools that can motivate and engage learners.

Mohammad Al-Sharman

Mr. Ali holds a Masters in Applied mathematics on Computer Science and a Bachelor in Mathematics. He has been teaching mathematics for more than 12 years with different education boards. Prior to joining IAT he was working as a Math teacher advisor and a member of the assessment committee for writing items for national comprehensive exams in Lebanon. His specialization in both majors has enabled him to rely on technology to create mathematical models and interactive lessons in his classrooms.

Abstract

The main focus of my 'showcase' would be to relay the concept of executing a project by involving all of the STEAM subjects. In order to do this, I would be showcasing a simple project and showing how easy it is to integrate the STEAM subject within it. The project to be showcased is a prototype of a 'Digital Signage' project that can be a part of the Grade 12 project module. The project involves the right kind of tools that would allow students to learn and experiment all parts of the STEAM concepts indirectly. Only by doing so, a successful project can be implemented. This kind of project requires learners to interact with other subject disciplines. The project that I would showcase as an example will show how it involves Science (physics laws), Engineering (electronics), Arts (design and social implications), Technology (computing tools) and Mathematics (algorithm & logical calculation). This in return provides the learners a rich experience and a true sense of 'workplace' reality and what we would expect from IAT learners to achieve at the end of the day. The tool in focus or to be showcased is the 'Raspberry Pi', the latest teaching and emerging device that supports in such integration and enhance learners' knowledge. This is an integral part of the 'Digital Signage' project. To demonstrate the integration and importance of STEAM, Mr. Mohammad Al-Sharman will accompany me, to highlight the 'Engineering' part of the project.

Innovative Showcase

DAY-1,DAY-2 30th - 31st MARCH 2015

Exhibition Area, M24

Flipped Classroom Model

08:30
15:30
M24 BOOTH 10

Muzian Kamal Alshawish
Biology Teacher,
ATHS Boys - Abu Dhabi

Bio
Muzian Alshawish is a biology teacher in Applied Technology High School, Abu Dhabi male campus (2014-2015). She holds a Master degree from Jordan University of Science and Technology (2000). Muzian has a keen interest in teaching Biology in a way that shifts a traditional classroom into a well-engaged classroom. So she has flipped her class and noticed how collaborative effort students presented.

Abstract
Many educators are trying out the idea of flipped classroom. However, some have no idea how it works. Simply it reverses the traditional teaching method into collaborative class setup. In this case, students acquire basic content outside the class by using technology. Then spend their class time on several activities. This showcase focuses on how to flip your classroom and displays applicable model.

Innovative Showcase

DAY-1, DAY-2 30th - 31st MARCH 2015

Exhibition Area, M24

Augmented Reality using Tablets

08:30
15:30
M24 BOOTH 09

Kareem Saudi
Librarian, ATHS Boys - Al-Ain

Bio
Kareem Saudi currently is employed in the capacity of campus librarian at the Institute of Applied Technology Al Ain Male Campus. As librarian he carries additional duties of the eLearning Coordinator.

Kareem graduated from Alexandria University in 1999 and has a Bachelor Degree in Library and Information Science and actively promotes life-long learning amongst the cohort of staff and students in the Al Ain Campus. As a librarian Kareem is passionate regarding the use of technology in education. Kareem recognizes the innovative role technology can be employed in which reflects the colossal link that now exists between the current generation of student life style and their way of process data and through what medium they choose to absorb the information.

Abstract
Augmented reality and the use of 3D models in the classroom create simulating learning experiences to students. Such settings give learners the opportunity to explore concepts and investigate designs in science and engineering. They can also create their own models and share their learning experiences with others and thus promoting collaboration. The use of modeling and 3D design is critical in STEAM learning approaches.

Innovative Showcase

DAY-1,DAY-2 30th - 31st MARCH 2015

Exhibition Area, M24

**Simulations
in STEAM Education**

08:30
15:30
M24 BOOTH 08

Mohamad Fadi Aoude
Physics Teacher,
ATHS Boys - Al-Ain

Bio
Mohamad Fadi Aoude is a Physics teacher at the Applied Technology High School in Al Ain, United Arab Emirates. He has a bachelor degree in Physics, and Teaching Diploma. Currently, he is pursuing a Master degree in Education, with a special interest in misconceptions and the integration of technology in physics teaching and learning.

Abstract
Video analysis software allows students investigate the motion of objects beyond the traditional laboratory settings. It combines both the lab-based practices and the interactivity of the ipad to create a virtual learning environment. With such technology, complex lab procedures are performed with ease, and precision.

In addition, science and engineering simulations are among the most commonly used technologies in teaching particularly for STEAM subjects. These interactive computer software play a significant role in promoting students' understanding and engagement. Moreover, students can carry out experiments that are difficult to conduct with the traditional lab setup.

Innovative Showcase

DAY-1,DAY-2 30th - 31st MARCH 2015

Exhibition Area, M24

Everything is possible with NAO.
Let your imagination run wild.

08:30
15:30
M24 BOOTH 12

ATHS-STS Students

Educators who have used humanoid robots in their classes all agree that robots have great motivational impact on students and raise the bar in classroom learning.The management skills you learn through team projects make lessons with NAO even more motivating.

Experience the innovative application of engineering skills with Nao

- Computer Science with Human Interface and Image Processing
- Discover algorithmic, Boolean logics basics, and object programming
- Encourage creativity by designing humanlike animations
- Understand control laws by analyzing sensors and joint data
- Develop projects around NAO's interaction with its environment
- Study Mechatronics and Advance Control Engineering
- Work on software Platforms like Java, C++ , Python and Matlab

INTRODUCING

NAO

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Let your imagination run wild.

Exhibitor List

knowledge point	KNOWLEDGE POINT	Gold Sponsor

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PEARSON	PEARSON

Almotahida Education Group	ALMOTAHIDA EDUCATION GROUP

atlab Serving Science & Technology	ATLAB TRADING L.L.C

ملتقى الابداع innovation hub	INNOVATION HUB

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Naseej نسيج	NASEEJ

M24-Ground Floor Plan
MEDICAL & HEALTH SCIENCES COLLEGES,
UNIVERSITY OF SHARJAH

EXHIBITION HALL

COFFEE AREA

ENTRANCE

COFFEE AREA

ENTRANCE

REGISTRATION

AUDITORIUM

V.I.P Entrance Hall

VIP MAJLIS

- Registration Desk
- Auditorium
- Exhibition Hall
- Exhibition Booth
- VIP Majlis
- Restroom

Exhibitors Booth Plan

M24-Ground Floor Plan
MEDICAL & HEALTH SCIENCES COLLEGES,
UNIVERSITY OF SHARJAH

Innovation Hub

15

knowledge point KP
Gold Sponser

14

Naseej

13

1	Al Mazroui
2	Almotahida Education Group
3	Cambridge
4	Pearson
5	Arab-Gulf Education
6	All Prints
7	ATLAB
8	SCHOOLS
9	SCHOOLS
10	SCHOOLS
11	SCHOOLS
12	SCHOOLS
13	Naseej
14	Knowledge Point
15	Innovation Hub

Schools **12**

FUJ **11**

AUH-M **10**

AIN-M **9**

AIN-M **8**

EXHIBITION HALL

Al Mazroui
1

Almotahida Edu. Group
2

Cambridge
3

Pearson
4

Arab-Gulf Education
5

All Prints
6

ATLAB
7
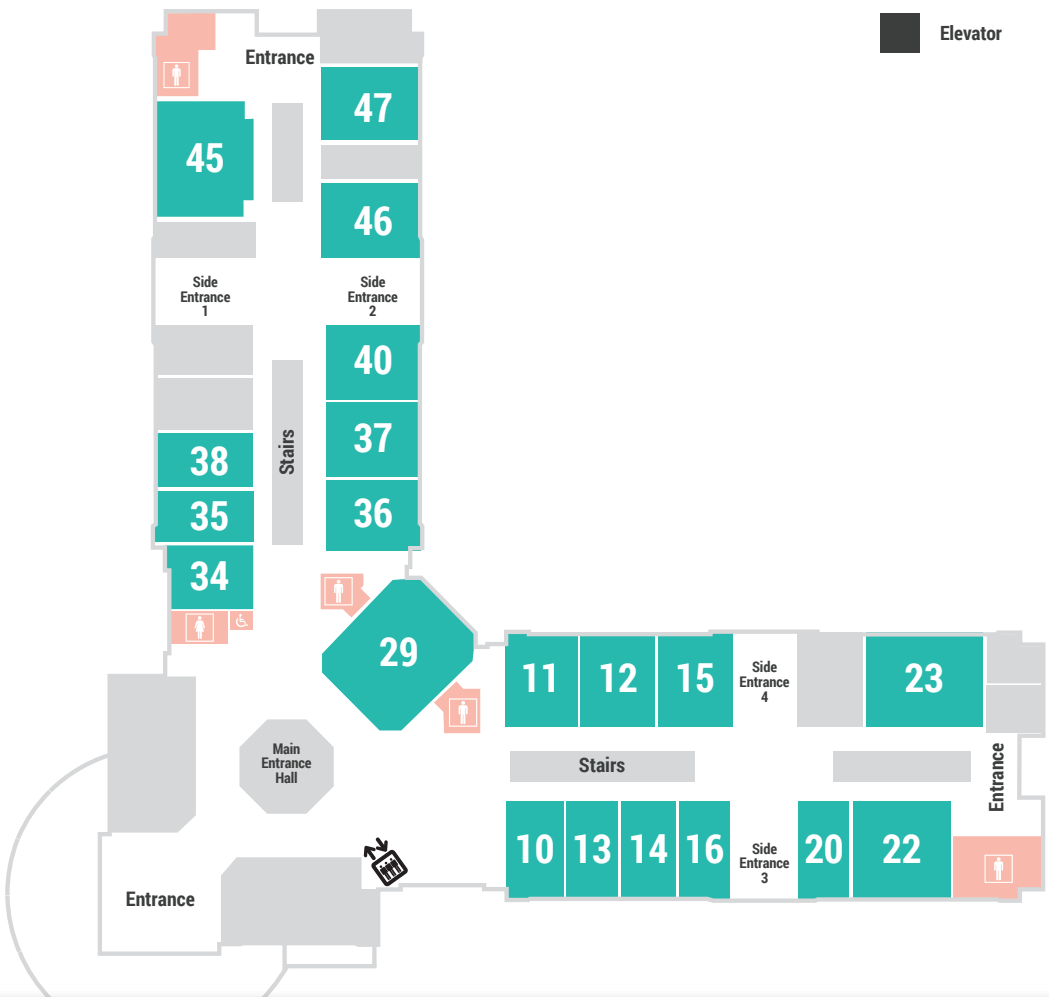
BEYOND PATHWAYS TO
STEAM INNOVATION

Room Allocation Map

M23-Ground Floor Plan
MEDICAL & HEALTH SCIENCES COLLEGES,
UNIVERSITY OF SHARJAH

Session Room

Offices

Restroom

Elevator

Entrance

45

47

46

Side Entrance 1

Side Entrance 2

Stairs

40

37

36

38

35

34

29

Main Entrance Hall

Entrance

11

12

15

Side Entrance 4

23

Stairs

Entrance

10

13

14

16

Side Entrance 3

20

22

M23-1st Floor Plan
MEDICAL & HEALTH SCIENCES COLLEGES,
UNIVERSITY OF SHARJAH

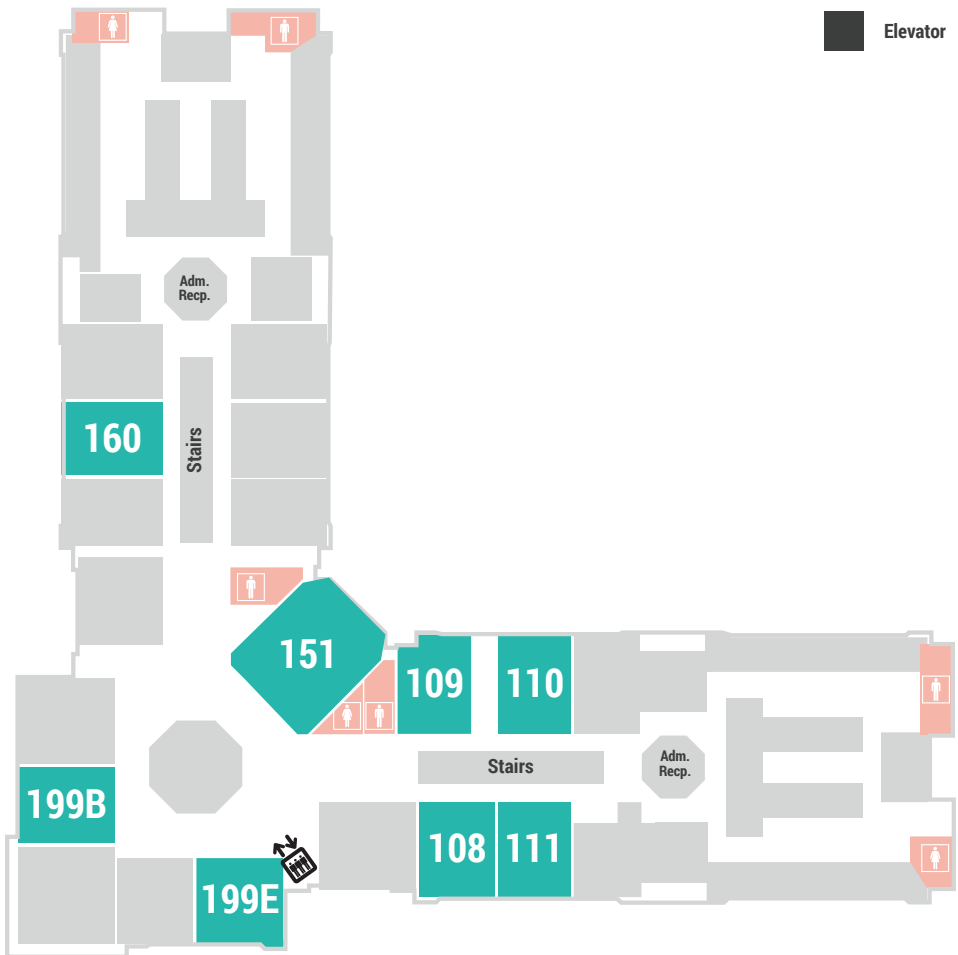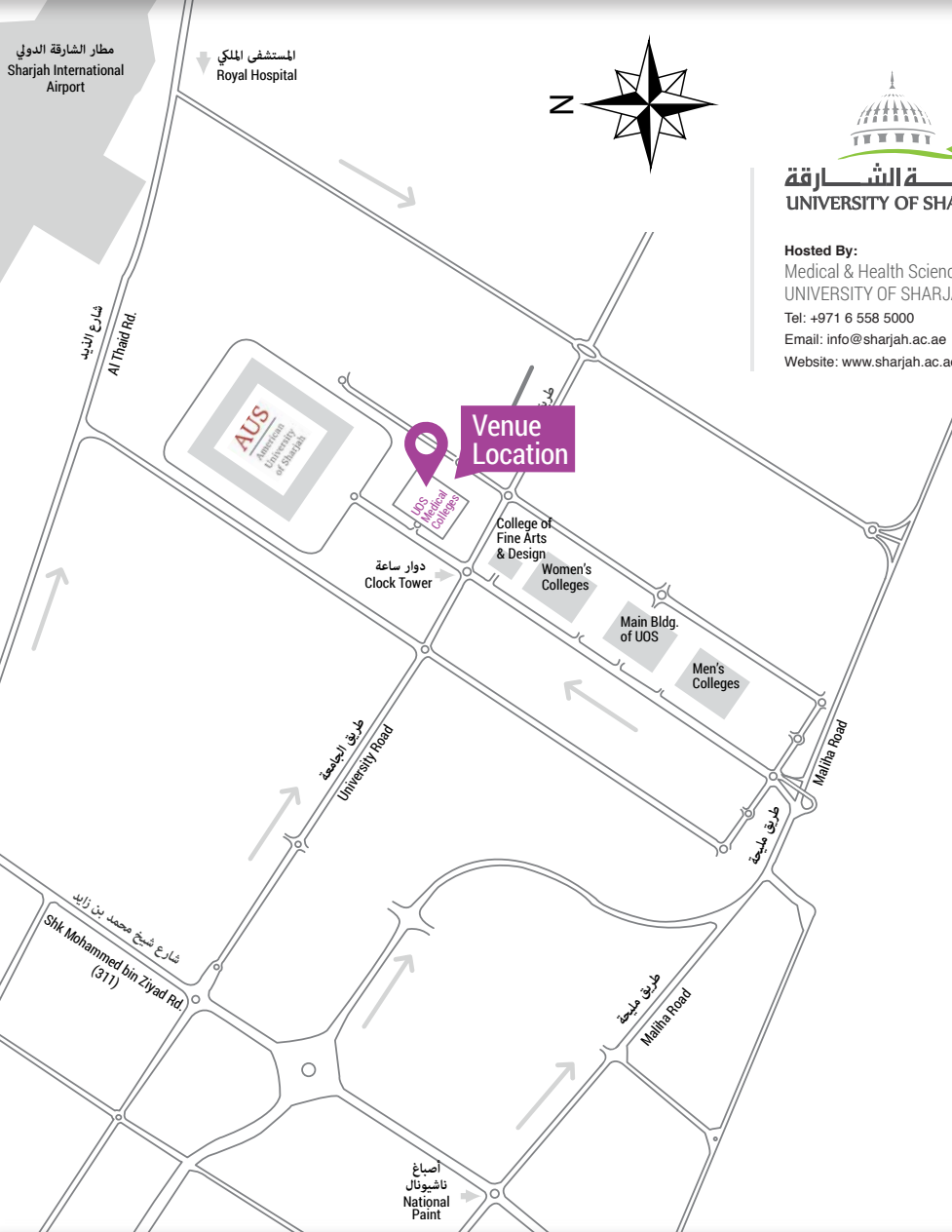- Session Room
- Offices
- Restroom
- Elevator

Adm. Recp.

160

Stairs

151

109

110

199B

199E

Stairs

Adm. Recp.

108

111

BEYOND PATHWAYS TO
STEAM INNOVATION

Venue Location Map

مطار الشارقة الدولي
Sharjah International Airport

المستشفى الملكي
Royal Hospital

UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

جامعــــة الشـــارقة
UNIVERSITY OF SHARJAH

Hosted By:
Medical & Health Science Colleges,
UNIVERSITY OF SHARJAH, UAE.

Tel: +971 6 558 5000
Email: info@sharjah.ac.ae
Website: www.sharjah.ac.ae

شارع النبيه
Al Thaid Rd.

AUS
American University of Sharjah

UOS (Medical Colleges)

Venue Location

College of Fine Arts & Design

Women's Colleges

دوار ساعة
Clock Tower

Main Bldg. of UOS

Men's Colleges

طريق الجامعة
University Road

Maliha Road

طريق مليحة

شارع شيخ محمد بن زايد
Shk Mohammed bin Ziyad Rd.
(311)

طريق مليحة
Maliha Road

أصباغ ناشيونال
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knowledge point KP

knowledge is our point

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approach

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of digital content and applications

Stop
Think - Connect

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Learn
Practice - Clarify

Knowledge Point helps teachers and schools prepare students for future success in technology-driven learning and workforce environments by offering a variety of learning and instructional materials, preparatory assessment exam, and performance-based certification testing

Discover
Design - Deliver

We work with you to help select the best educational systems and solutions to meet your objectives. We help you author and publish digitally for all devices and platforms. Whether it be 2D to 3D, static to video we have you covered!

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