CONFERENCE PROGRAM

Welcome	**PLENARY SPEAKERS**
	Main Room – Meeting Link **(OR Use the below meeting ID and passcode to access the webinar)** **Meeting ID: 365 381 546 887 Passcode: YCqti9**
08:30 to 08:40	**Dr. Luc Verburgh** **Chief Academic Officer, HCT**
08:45 to 08:55	**“Values, Abilities, and Skills that Matter” – Dr.Fathi Finaish** **Mubadala Investment Company**
09:00 to 09:10	**“Setting Graduates up for Success in the Workplace” – Dr. Natasha Ridge** **Executive Director of the Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research**

Session 1	09:15 to 09:35
Room 1	Theme: SUSTAINABILITY **Building a society of purposeful achievers: Integrating industry awards into curriculum design** **Stephen King** **Middlesex University, Dubai** **(Plenary Speaker – Sustainability)** Meeting Link (**OR** Meeting ID: 325 400 956 354 Passcode: fxj6fq)
Room 2	None
Room 3	Theme: TEACHER EDUCATION **Excel Programming to Construct Graphs and Tables Conveniently for Course Assessment Reports** **Dr. Shahid Islam** Click here for abstract Meeting Link (**OR** Meeting ID: 317 748 055 262 Passcode: v2oFYH)
Room 4	Theme: ENTREPRENEURSHIP & INNOVATION **Educate to Innovate: Integrating Entrepreneurial and Innovative Thinking into the Classroom** **Basma Abdulla Abri & David Bozetarnik** Click here for abstract Meeting Link (**OR** Meeting ID: 377 469 754 268 Passcode: 4N5T6j)
Room 5	None

Room 6	Theme: SKILL DEVELOPMENT FOR DIGITAL ERA **Multiliteracy as an In-demand 21st-century Skill** **Nataliia Borysenko** Click here for abstract Meeting Link (**OR** Meeting ID: 393 960 855 029 Passcode: BseRYe)
Room 7	Theme: SKILL DEVELOPMENT FOR DIGITAL ERA **Educational technology for increased student engagement** **Marie-Claude Toriida** Click here for abstract Meeting Link (**OR** Meeting ID: 357 013 794 471 Passcode: W8bxyh)
Room 8	Theme: SKILL DEVELOPMENT FOR DIGITAL ERA **Digital literacy from the grassroots of information literacy back into the curriculum** **Dr. Lindall Elaine Adams** Click here for abstract Meeting Link (**OR** Meeting ID: 393 472 314 580 Passcode: HvWGVG)
Room 9	None
Session 2	**09:35 to 09:55**
Room 1	Theme: SUSTAINABILITY **Teaching Observation and Reflective Practices for Sustainable Enhancement of Teaching Quality in Higher Education** **Dr. Sulaiman Al Hasani** Click here for abstract Meeting Link (**OR** Meeting ID: 325 400 956 354 Passcode: fxj6fq)

Room 2	Theme: TEACHING & LEARNING **Open AI and ChatGPT: Benefits and Ethical Issues in Education** **Dr. Hesham Allam & Dr. Juan Dempere** Click here for abstract Meeting Link (**OR** Meeting ID: 390 358 922 972 Passcode: UFH4X7)
Room 3	Theme: TEACHING & LEARNING **Effective Learning Strategies in STEM** **Muzammil Arshad** Click here for abstract Meeting Link (**OR** Meeting ID: 317 748 055 262 Passcode: v2oFYH)
Room 4	Theme: TEACHING & LEARNING **Assessing the Impact and Effectiveness of Problem-Based Learning in Programming Courses: A Comprehensive Evaluation** **Fathima Shemim KS & Anjitha Mary Paul** Click here for abstract Meeting Link (**OR** Meeting ID: 377 469 754 268 Passcode: 4N5T6j)
Room 5	Theme: TEACHING & LEARNING **Assessing the Impact of Video and Written Feedback on Academic Writing Quality and AI Integration: Action Research on Undergraduate Emirati Students** **Nida Mubdeen, Dr. Sandra Baroudi & Dr. Suha Karaki** Click here for abstract Meeting Link (**OR** Meeting ID: 394 436 894 536 Passcode: JSohQn)

Room 6	Theme: TEACHING & LEARNING **Examining the Influence of Experiential Learning and Technology Integration on Student Outcomes and Employer Expectations: A Study of Higher Education Institutions in the United Arab Emirates** **Dr. Rashi Singh & Meenakshi Dhoundiyal** Click here for abstract Meeting Link (**OR** Meeting ID: 393 960 855 029 Passcode: BseRYe)
Room 7	Theme: ENTREPRENEURSHIP & INNOVATION **No Artificial Intelligence (AI) required when using LEGO® SERIOUS PLAY® (LSP) method it's all 'home grow': Building and inspiring future innovation, creativity and a growth mindset for the future workforce of entrepreneurs and intrapreneurs** **Susan Carter** Click here for abstract Meeting Link (**OR** Meeting ID: 357 013 794 471 Passcode: W8bxyh)
Room 8	Theme: WORKFORCE READINESS **Faculty as Employability Coaches: Rethinking Connection, Empowerment & Time** **Katrina Kinsella, Dr. Gail Al Hafidh & Dr. Wasif Minhas** Click here for abstract Meeting Link (**OR** Meeting ID: 393 472 314 580 Passcode: HvWGVG)
Room 9	Theme: SKILL DEVELOPMENT FOR DIGITAL ERA **Artificial Intelligence: Implications for Teaching, Learning and Research in STEM at Tertiary Level** **Monogaran Naidoo** Click here for abstract Meeting Link (**OR** Meeting ID: 361 478 244 327 Passcode: orSkyW)

Session 3	09:55 to 10:15
	Theme: SUSTAINABILITY
Room 1	تعزيز الاستدامة في الممارسات التعليمية تعليم اللغة العربية أنموذجا **Dr. Maryam Alshamsi** **(Session in Arabic)** Click here for abstract
	Meeting Link (**OR** Meeting ID: 325 400 956 354 Passcode: fxj6fq)
	Theme: TEACHING & LEARNING
Room 2	**In Class Academic Inductions and English Language Preparation Sessions Impact on Education Year 1 Students' Academic Achievements throughout their Study Years** **Fatema Ebrahim Al Awadi** Click here for abstract
	Meeting Link (**OR** Meeting ID: 390 358 922 972 Passcode: UFH4X7)
	Theme: TEACHING & LEARNING
Room 3	**Teaching and Student perspective for students in Higher Education: Teaching Effective Instructional Strategies and Classroom Management Techniques** **Binita Bhatia & Dr. Anita Dani** Click here for abstract
	Meeting Link (**OR** Meeting ID: 317 748 055 262 Passcode: v2oFYH)
	Theme: TEACHING & LEARNING
Room 4	**The use of rubrics at the tertiary level in the UAE** **Alma Piric Mesic** Click here for abstract
	Meeting Link (**OR** Meeting ID: 377 469 754 268 Passcode: 4N5T6j)

Room 5	Theme: TEACHING & LEARNING **Elements and Beyond: Content Creation for Digital Natives** **Susan de Guzman, Maitha Alhosani, Dhuha Alfalasi & Fatima Al Ali** Click here for abstract Meeting Link (**OR** Meeting ID: 394 436 894 536 Passcode: JSohQn)
Room 6	Theme: TEACHING & LEARNING **Impact of Project-Based Learning Tasks for Mathematics Course in Naval Science Program: A Case Study** **Dr. Ilya Kavalchuk** Click here for abstract Meeting Link (**OR** Meeting ID: 393 960 855 029 Passcode: BseRYe)
Room 7	Theme: WORKFORCE READINESS **Computer Based Testing Method to Identify and Bridge Specific gaps in students towards Employment Readiness** **Abraham George** Click here for abstract Meeting Link (**OR** Meeting ID: 357 013 794 471 Passcode: W8bxyh)
Room 8	Theme: COLLABORATION FOR CAREER PATHWAYS **Exploring the Value of Industry Visits: Bridging Theory with Real-World Experience** **Bethoven M. Filomeno** Click here for abstract Meeting Link (**OR** Meeting ID: 393 472 314 580 Passcode: HvWGVG)
Room 9	None

Session 4	10:15 to 10:35
Room 1	Theme: SUSTAINABILITY **Integrating Sustainability Education in Saudi Arabia's Vision 2030: Practices in Higher Education** **Dr.Chahra Beloufa** Click here for abstract Meeting Link (**OR** Meeting ID: 325 400 956 354 Passcode: fxj6fq)
Room 2	Theme: TEACHING & LEARNING **Useful Icebreakers for Large University Classes** **Josh Norman** Click here for abstract Meeting Link (**OR** Meeting ID: 390 358 922 972 Passcode: UFH4X7)
Room 3	Theme: TEACHING & LEARNING **Enhancing Access to Participation Higher Education: A Study on Student Feedback and Perception of the Foundation Program** **Anam Shahid** Click here for abstract Meeting Link (**OR** Meeting ID: 317 748 055 262 Passcode: v2oFYH)
Room 4	Theme: TEACHING & LEARNING **Factors Affecting Students' Academic Performance: A Comparative Study of Higher Education in South Africa and the United Arab Emirates** **Gift Muresherwa & Moreblessing Muresherwa** Click here for abstract Meeting Link (**OR** Meeting ID: 377 469 754 268 Passcode: 4N5T6j)

Room 5	Theme: TEACHING & LEARNING **AI-Driven Insights: Enhancing Academic Success through Predictive Modeling and Visualization in Education** **Dr. Hesham Allam** Click here for abstract Meeting Link (**OR** Meeting ID: 394 436 894 536 Passcode: JSohQn)
Room 6	Theme: INTERPERSONAL COMPETENCE **Equipping Students with Emotional Intelligence for Success** **Diana Johnston & Andrew Johnston** Click here for abstract Meeting Link (**OR** Meeting ID: 393 960 855 029 Passcode: BseRYe)
Room 7	Theme: ENTREPRENEURSHIP & INNOVATION **Seeds of Success: Fostering Tomorrow's Business Leaders through Empowering Learning Ventures and Experiential Excellence** **Ebtesam Alzahmi** Click here for abstract Meeting Link (**OR** Meeting ID: 357 013 794 471 Passcode: W8bxyh)
Room 8	Theme: SKILL DEVELOPMENT FOR DIGITAL ERA **The Importance of Personal Branding for Career Success** **Dr. Christine Coombe, Dr. Lana Hiasat & Sara Hiasat** Click here for abstract Meeting Link (**OR** Meeting ID: 393 472 314 580 Passcode: HvWGVG)
Room 9	None
	Break (10:35 to 10:45)

Session 5	10:45 to 11:05
	Theme: SUSTAINABILITY
Room 1	توظيف الذكاء الاصطناعي في التعليم بما يسهم بتحقيق الأجندة الوطنية للإمارات **Huda Alshamsi** **(Session in Arabic)** Click here for abstract
	Meeting Link (**OR** Meeting ID: 325 400 956 354 Passcode: fxj6fq)
	Theme: TEACHING & LEARNING
Room 2	**Explore the impact of DESMOS on Secondary school students' understanding and learning of transformations** **Daliya Ashok** Click here for abstract
	Meeting Link (**OR** Meeting ID: 390 358 922 972 Passcode: UFH4X7)
	Theme: TEACHING & LEARNING
Room 3	**Emerging Gender Differences in Undergraduate Student Perceptions of Andragogical Self-Directed Learning in Higher Education in the United Arab Emirates and the Implications for Instructional Strategies** **Magdaleen Corne Lotter & Dr. Panagiotis Papadopoulos** Click here for abstract
	Meeting Link (**OR** Meeting ID: 317 748 055 262 Passcode: v2oFYH)
	Theme: TEACHING & LEARNING
Room 4	**Critical Thinking in Emirati Studies Curricula** **Aisha Alhammadi** Click here for abstract
	Meeting Link (**OR** Meeting ID: 377 469 754 268 Passcode: 4N5T6j)

Room 5	Theme: WORKFORCE READINESS **From Classroom to Career: Transitioning through Virtual Simulation** **Beidan Mussa, Ronnie Dumale, Dr. Erin Lim Swee Hua & Dr. Lai Kok Song** Click here for abstract Meeting Link (**OR** Meeting ID: 394 436 894 536 Passcode: JSohQn)
Room 6	Theme: INTERPERSONAL COMPETENCE **Developing intercultural intelligence in preparation for the workplace** **Yasemin Altas** Click here for abstract Meeting Link (**OR** Meeting ID: 393 960 855 029 Passcode: BseRYe)
Room 7	None
Room 8	Theme: SKILL DEVELOPMENT FOR DIGITAL ERA **Future-Proofing Tech Professionals: A Review of Accelerationism in Business Education** **Dr. Juan Dempere, Dr. Hesham Allam & Paulo Mattos** Click here for abstract Meeting Link (**OR** Meeting ID: 393 472 314 580 Passcode: HvWGVG)
Room 9	Theme: LANGUAGE & CULTURE **Analyzing and Evaluating the Content of Grammatical Rules According to the Functional Approach in Series of Al-Arabiyah Bain Yadaik "Textbook 3"** **Gamal Ahmed Hashem** **(Session in Arabic)** Click here for abstract Meeting Link (**OR** Meeting ID: 361 478 244 327 Passcode: orSkyW)

Session 6	11:05 to 11:25
Room 1	Theme: SUSTAINABILITY **Greening Education - Using Biophilic Design to cultivate Educational Environments that enhance Student Well-being and Attentional Performance** **Anushka Lydia Issac** Click here for abstract Meeting Link (**OR** Meeting ID: 325 400 956 354 Passcode: fxj6fq)
Room 2	Theme: TEACHING & LEARNING **10 Useful Listening and Speaking Activities** **Dr. Josh Norman** Click here for abstract Meeting Link (**OR** Meeting ID: 390 358 922 972 Passcode: UFH4X7)
Room 3	Theme: TEACHING & LEARNING **The Effectiveness of Academic Advising in Academia: A Case Study** **Dr. Shahid Islam, Frances Gonzales & David Ford** Click here for abstract Meeting Link (**OR** Meeting ID: 317 748 055 262 Passcode: v2oFYH)
Room 4	Theme: TEACHING & LEARNING **Enhancing AI Literacy in Education: Best Practices for Instructional Strategies and Assessment** **Mohja Jerbi** Click here for abstract Meeting Link (**OR** Meeting ID: 377 469 754 268 Passcode: 4N5T6j)

Room 5	Theme: WORKFORCE READINESS **Pitfalls in education: Bridging the gap between youth unemployment in the UAE** **Dr. Lindall Elaine Adams & Sunette Scanlen** Click here for abstract Meeting Link (**OR** Meeting ID: 394 436 894 536 Passcode: JSohQn)
Room 6	Theme: WORKFORCE READINESS **The Future of Work in Applied Technology: A Paradigm Shift in Chemical Engineering** **Dr. Amjad Ashfaque Shaikh** Click here for abstract Meeting Link (**OR** Meeting ID: 393 960 855 029 Passcode: BseRYe)
Room 7	Theme: ENTREPRENEURSHIP & INNOVATION **Entrepreneurship and Innovation: Cultivating an Entrepreneurial Mindset for Career Success** **Moreblessing Muresherwa & Gift Muresherwa** Click here for abstract Meeting Link (**OR** Meeting ID: 357 013 794 471 Passcode: W8bxyh)
Room 8	Theme: SKILL DEVELOPMENT FOR DIGITAL ERA **From the Classroom to the Workplace - Promoting Academic and Professional Integrity** **Kevin Lim & Pushpa Sadhwani** Click here for abstract Meeting Link (**OR** Meeting ID: 393 472 314 580 Passcode: HvWGVG)

Room 9	Theme: LANGUAGE & CULTURE **The importance of mastering academic writing and understanding the rhetorical situation in the modern workplace** **Dr Doaa Hamam** Click here for abstract Meeting Link (**OR** Meeting ID: 361 478 244 327 Passcode: orSkyW)
Session 7	**11:25 to 11:45**
Room 1	Theme: SUSTAINABILITY **Investigating the Factors which Impact the Integration of Sustainability into Classroom Practice** **Jonathan Fiteni, Dr. Nicole Shammas & Jumana Tarazi** Click here for abstract Meeting Link (**OR** Meeting ID: 325 400 956 354 Passcode: fxj6fq)
Room 2	Theme: TEACHING & LEARNING **Serious Games as a Pedagogical Approach to Close the Learning Feedback Loop for Engineering Project Management Education** **Hamad Al Jassmi** Click here for abstract Meeting Link (**OR** Meeting ID: 390 358 922 972 Passcode: UFH4X7)
Room 3	Theme: TEACHING & LEARNING **Back to basics with Case Based Learning through Concept Mapping** **Puja Patel** Click here for abstract Meeting Link (**OR** Meeting ID: 317 748 055 262 Passcode: v2oFYH)

Room 4	Theme: TEACHING & LEARNING **The Relationship among Intrinsic Motivation, Self-Efficacy and Self-Determination of Students with Learning Difficulties in Science Classes in Dubai Private Middle Schools** **Muna AlSadoon** Click here for abstract Meeting Link (**OR** Meeting ID: 377 469 754 268 Passcode: 4N5T6j)
Room 5	Theme: WORKFORCE READINESS **Adapting Education: Exploring the Impact of New Technologies on Academic and Professional Convergence** **Paulo Mattos Neto, Dr. Juan Dempere & Dr. Hesham Allam** Click here for abstract Meeting Link (**OR** Meeting ID: 394 436 894 536 Passcode: JSohQn)
Room 6	Theme: COLLABORATION FOR CAREER PATHWAYS **An Investigation of Stakeholders' Perspectives and Strategies of Crisis Management in K-12 Governmental Schools in UAE** **Shayma Alawadhi** Click here for abstract Meeting Link (**OR** Meeting ID: 393 960 855 029 Passcode: BseRYe)
Room 7	Theme: COLLABORATION FOR CAREER PATHWAYS **Fostering Socio-constructive Pedagogy for Career Readiness: Enhancing Early Childhood Education through Kagan Cooperative Learning Structures** **Dr. Hiea Mizyed & Dr. Slim Khemakhem** Click here for abstract Meeting Link (**OR** Meeting ID: 357 013 794 471 Passcode: W8bxyh)
Room 8	Theme: SKILL DEVELOPMENT FOR DIGITAL ERA **Impact of generative AI on Critical Thinking and Emotional Intelligence abilities of the students of UAE** **Debapriya Sengupta Roy** Click here for abstract Meeting Link (**OR** Meeting ID: 393 472 314 580 Passcode: HvWGVG)

Room 9	Theme: LANGUAGE & CULTURE **The Analysis of Intensive English Language Program Curriculum Reform in a Federal Higher Education Institution in the UAE** **Haya Rashed Alnuaimi** Click here for abstract Meeting Link (**OR** Meeting ID: 361 478 244 327 Passcode: orSkyW)
Session 8	**11:45 to 12:05**
Room 1	Theme: TEACHER EDUCATION **Development of an Excel Program and Linked Microsoft Word template to Generate Course Progress Report Swiftly Based on the Assessment Results** **Dr. Shahid Islam** Click here for abstract Meeting Link (**OR** Meeting ID: 325 400 956 354 Passcode: fxj6fq)
Room 2	Theme: TEACHING & LEARNING **An Analysis of Interlingual vs Intralingual Errors Made by Arab Learners of English and Teaching Strategies to Reduce the Errors.** **Philip Harttrup** Click here for abstract Meeting Link (**OR** Meeting ID: 390 358 922 972 Passcode: UFH4X7)
Room 3	Theme: TEACHING & LEARNING **Exploring Project - Based Learning to foster students motivation** **Dr. Nawar Mughrabi** Click here for abstract Meeting Link (**OR** Meeting ID: 317 748 055 262 Passcode: v2oFYH

Room 4	Theme: TEACHING & LEARNING **Utilizing Simulation Trends in Nursing Education Helps Maintain a Competitive Edge** **Dr. Howieda Fouly** Click here for abstract Meeting Link (**OR** Meeting ID: 377 469 754 268 Passcode: 4N5T6j)
Room 5	Theme: WORKFORCE READINESS **Locating the Link Between Education and Employability** **Lakshmi Krishnan** Click here for abstract Meeting Link (**OR** Meeting ID: 394 436 894 536 Passcode: JSohQn)
Room 6	Theme: COLLABORATION FOR CAREER PATHWAYS **Industrial involvement in UAE Academic Development** **Dr. Shankar Subramanian Iyer** Click here for abstract Meeting Link (**OR** Meeting ID: 393 960 855 029 Passcode: BseRYe)
Room 7	Theme: LANGUAGE & CULTURE **Overcoming English Language Speaking Anxiety in the Workplace: Strategies for Success** **Shorouk Mohamed** Click here for abstract Meeting Link (**OR** Meeting ID: 357 013 794 471 Passcode: W8bxyh)

Room 8	Theme: SKILL DEVELOPMENT FOR DIGITAL ERA
	Charting the Academic Landscape: ChatGPT Acceptance and the Future of Work through Applied Learning Among UAE University Students **Ghadah Al Murshidi & Dr. Ahmed Al Zaabi** Click here for abstract
	Meeting Link (**OR** Meeting ID: 393 472 314 580 Passcode: HvWGVG)
Room 9	None
12:05 – 12:25 Closing	**Andrew Johnston** **Division Chair – GARD (Dubai Campuses, HCT)**
	Meeting Link (OR Meeting ID: 375 971 142 862 Passcode: uxg5Ks)

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ABSTRACTS:

Excel Programming to Construct Graphs and Tables Conveniently for Course Assessment Reports

Dr. Shahid Islam (HCT)

Abstract

Higher Colleges of Technology (HCT) provides faculty resources like Blackboard (BB) Learn to its faculty members that can help to generate Electronic Course Assessment File (eCAF). However, the most time-consuming task is to prepare section 7, which is the course assessment report (CAR). This paper presents a custom-built and user-friendly Excel program, which can be used to generate the graphs for section 4 (grade distribution) and it can produce table data for section 5 (Attainment of Course Learning Outcomes) of CAR. Teachers at some campuses are representing single-line graphs

of the grade distribution of course work, final and overall. This representation can only show the distribution of the curve but managers cannot overview the deviation of this curve from HCT-VC directives. Therefore, programming has been done such that the HCT-VC directive grade distribution curve will be generated just by entering the number of students. Then, grades for each student will be assigned according to the HCT grading system and another curve will be produced on the same graph by entering the marks of the students. This graph depicts both curves with different colors. Managers and teachers can observe the deviation from the standard. This helps them to take corrective measures for the next offering.

This paper extends its focus to produce data for the attainment of the course learning outcomes table of section 5 of CAR. In addition, any institute around the globe can adopt this developed program with slight modifications in the ranges according to their standards.

Bio: **Dr. Shahid Islam** completed a master's degree from the University of Toronto in Mechanical and Industrial Engineering. He earned a doctoral degree from the Department of Mechanical Engineering, UOIT, Canada. His research interests are in renewable energy-based multigeneration systems, hydrogen production, and biomass and oil and biomass waste-based Integrated Gasification Combined Cycle, etc. During his academic journey, Dr. Islam authored a book chapter and many research articles in ISI Journals with high-impact factors. His professional journey began with his appointment as a lecturer in Mechanical Engineering at King Fahd University of Petroleum and Minerals. He was a co-investigator of renewable energy-based projects worth over half a million Saudi Riyals. Currently, Dr. Islam holds the position of Faculty of Engineering and Technology at CERT, HCT, UAE. He is teaching Naval Science subjects at Rashid Bin Saeed AL Maktoum Naval College.

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Educate to Innovate: Integrating Entrepreneurial and Innovative Thinking into the Classroom

Basma Abdulla & David Bozetarnik (HCT)

Abstract

The rapid transition to online learning during the COVID-19 pandemic has catalyzed the integration of innovative technologies in education, with Virtual Reality (VR) emerging as a significant tool in English as a Second Language (ESL) learning environments. This presentation outlines initiatives

undertaken in the previous year to explore and implement VR in ESL education, demonstrating its potential to revolutionize teaching methodologies and foster an entrepreneurial mindset among students. Initiatives included conducting VR research, establishing a "VR/AI" club, piloting the Frame VR platform with the GED 103 class, and sharing insights during the Entrepreneurial Week as well as Innovation Month. These efforts not only focus on enhancing student learning experience but also to prepare students for the demands of the digital era, bridging the gap between education and industry needs. By continuing to explore VR's applications in ESL, we aim to nurture tech-savvy, innovative learners equipped for career success in the competitive global workforce. This exploration underscores the vital role of VR in fostering an entrepreneurial spirit, enhancing digital literacy, and preparing students for future challenges in the digital landscape.

Bio:

Basma Abdulla, PhD candidate in Curriculum and Instruction with a specialization in Literacy and Literacy Education at UAE University, is an accomplished educator and advocate for innovative teaching practices. With a Master of Science in Instructional Technology and a Master of Education in Educational Management and Policy and a Bachelor of Arts in English (TEFL), 5 years in early childhood education and almost a decade in tertiary education, she brings a wealth of expertise to her roles. Basma is committed to promoting excellence in education through her teaching, research, and leadership roles, emphasizing student-centered learning and dynamic pedagogical approaches.

David Bozetarnik, an English instructor at Al Ain Women's College (GARD EC), boasts a rich background in EFL. His tertiary-level experience spans Mexico, Sri Lanka, Ukraine, Saudi Arabia, and, since 2011, here in the U.A.E. Since 2017, David has been an enthusiastic promoter of Virtual Reality in higher education, working to raise awareness and implement this innovative technology in the classroom. His professional pursuits underscore a commitment to enhancing learning environments through cutting-edge tools.

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Multiliteracy as an In-demand 21st-century Skill

Dr. Nataliia Borysenko (HCT)

Abstract

Technology advancement has changed our lifestyle and made the world more connected, interdependent, and cooperative. It has equipped us with numerous digital tools and resources that simplify our daily activities and modernized the way we access, store, and retrieve information, communicate, and do business. Technology has also transformed every aspect of education by providing teachers and learners with innovative opportunities and posing new challenges. One challenge that educators face is preparing students with mastered 21st-century skills, which will help the students to succeed in the technology-driven fast-changing and globalized world. This presentation discusses the concept of multiliteracy as one of students' 21st-century skills. It also summarizes recent research findings regarding challenges, strategies, and potential benefits of teaching and learning multiliteracy. Research results show that to succeed in preparing productive and globally competent citizens of the modern world, educators should create a new pedagogy to support students in developing their multiliteracy. Scholars' efforts in the area are likely to impact ways of applying technology in the classroom and provide teachers with innovative methods to benefit teaching and learning practices.

Bio:

Dr. Nataliia Borysenko, an HCT Assistant Professor of GARD was awarded her doctorate in Linguistics from Kyiv National Linguistic University, Ukraine. As a Fulbright Fellow at College of Education, Washington State University, WA (2014-2015), she expanded her research horizons, which resulted in receiving her another Ph.D. degree (Education, Applied Linguistics) from Washington State University in 2019. Dr. Borysenko's research interests currently focus on the use of technology in English language teaching and learning and intercultural communication.

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Educational Technology for Increased Student Engagement

Marie-Claude Toriida (Hanazono University, Kyoto, Japan)

Abstract

Student engagement is at the heart of active learning strategies, and increased student engagement usually results in better motivation and increased learning outcomes. Making students use their cell phones or tablets to learn also decreases the disruptive effects cell phones can otherwise have in the classroom. Nearpod is an educational technology platform that enables teachers to embed interactive activities into regular presentation slides, such as poll-taking, open-ended questions, matching pairs, and drag-and-drop, to name a few. In this presentation, participants will be introduced to various activities by using their smartphone or tablet from a student's point of view. Participants will then be asked to brainstorm ways they could make use of it in their specific teaching context.

Bio:

Marie-Claude Toriida is an educator-researcher dedicated to observing the learning process and improving learning outcomes. She has taught in Japan and Qatar. She is currently teaching at Hanazono University in Kyoto, Japan. Her areas of research include vocabulary teaching and learning, corpus linguistics, and the use of educational technology for active learning.

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Digital literacy from the grassroots of information literacy back into the curriculum

Dr. Lindall Elaine Adams (Institute of Applied Technology, Dubai)

Abstract

There have been several studies conducted on the information seeking behaviour of tech-savvy students. In recent years, Google has become one of the most valuable resources for tech-savvy students searching for information. However, most of these studies have indicated that students are unable to navigate the reliability and credibility of online information despite their ease of use of technology. As artificial intelligence has evolved and several chatbots have become available, it has become increasingly difficult to establish the credibility of information generated artificially. The information generated by ChatGPT has been argued to be unreliable, raising questions regarding its credibility. However, does today's tech savvy student ever recognize the importance of verifying information gathered from online resources or from chatbots. Digital literacy can only be taught to tech-savvy students by a librarian's support of information literacy. This study aims to demonstrate information literacy, a skill that previously was taught by librarians in schools and universities, as a classroom requirement. The research suggests that teachers or faculty members evaluating student research should be able to instruct students in digital literacy. Additionally, teachers should emphasise to students the importance of challenging the credibility of the materials they use as references. Librarians can enable teachers to help students navigate the digital world by equipping them with transferable information literacy skills. This study shows that librarians can use this approach to improve students' digital literacy skills and create teacher awareness of acknowledging the significance of digital literacy.

Bio:

Dr Lindall Elaine Adams is working at the Institute of Applied Technology. Her research focuses on poverty reduction, social inequality and education for the poor. She is a peer-reviewer and cited author.

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Teaching Observation and Reflective Practices for Sustainable Enhancement of Teaching Quality in Higher Education

Dr. Sulaiman Al Hasani (Global College of Engineering and Technology, Muscat, Oman)

Abstract

For educators to effectively navigate the rapidly evolving landscape of higher education, and particularly within the STEM disciplines, they must embrace and master novel instructional strategies and learner engagement techniques. They need to become self reflected practitioners and constantly improve and increase their effectiveness. Teaching observation and reflective methodology can be instrumental in professional growth

and development of educators. This paper explores the diverse teaching observation types, both developmental and appraisal focus teaching observations and examines their methodologies, objectives, and impact on professional growth and on enhancing the quality of education. Teaching observations serve as an instrumental tool in elevating higher education's teaching quality and supporting the sustainable growth and professional development of educators. Additionally, this paper looks at the teaching observation process and what is considered to be an ideal teaching observation. Also, it explores the link between teaching observation and reflective practice and how tying these together makes a great tool for improving and sustaining good teaching practice. Furthermore, the paper will discuss the use of technology to enhance teaching observation and reflective practices.

For consistent and guided practices within the institution, the paper extends its focus to discuss the necessary policy frameworks and forms of infrastructure essential to supporting the practice of teaching observation and reflective practices. In addition, the strategic aspects of engaging relevant stakeholders to create a culture of continuous improvement and excellence in teaching and learning through structured teaching observation practices.

Bio:

Dr. Sulaiman Al Hasani received a B.Eng. (Hons) degree in Electrical and Computer Systems Engineering and a PhD. In Electrical and Electronics Engineering from Monash University in Melbourne, Australia, where he focused primarily on signal processing and deep learning and their application to enhance and accelerate Magnetic Resonance Imaging (MRI), and received a post-graduate certificate in academic practice from the University of the West of England, Bristol, UK. During his academic journey, Dr. Sulaiman Al Hasani actively engaged in collaborative projects with esteemed institutions such as Monash Biomedical Imaging, Monash Centre for Synchrotron Science in Australia, and the University of Glasgow in Scotland, and received research training from Siemens Healthcare, North Carolina, USA. His professional journey began at Monash University, Department of Electrical and Computer Systems Engineering as a demonstrator and then a lecturer. He later joined the Global College of Engineering and Technology (GCET) in Muscat, Oman, as a lecturer and then as the head of the Electronics and Telecommunication Engineering department. Currently, Dr. Sulaiman Al Hasani holds the position of Deputy Dean (Academic Affairs and Resources) at the (GCET). With a passion for signal processing, compressive sensing, deep learning, and robotics, and an increasing interest and dedication to leadership in higher education to address aspects of quality education, accessibility, and inclusivity within higher education.

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Open AI and ChatGPT: Benefits and Ethical Issues in Education

Dr. Hesham Allam (Ball State University, USA) & Dr. Juan Dempere (HCT)

Abstract

Artificial intelligence (AI) is the study of computers that can learn, make their own algorithms, and understand natural language. AI applications change how educational resources are used. AI offers a variety of educational applications, such as customized learning apps to enhance student learning, automated evaluation systems to assist teachers, and facial recognition systems that give insight into the behaviors of students. Although Chat-GPT has the potential to improve both instructors' practices and students' learning, the ethical and sociological drawbacks of these systems are seldom fully considered in educational settings. It is crucial to educate instructors and students about the moral concerns that artificial intelligence (AI) applications like Chat-GPT face in the classroom. In order to address these concerns, this paper: (1) gives a concise definition of artificial intelligence (AI) based on the ideas of machine learning and algorithms; (2) discusses the current state of artificial intelligence research; and (3) proposes future directions for AI research. (3) examines the ethical considerations and difficulties related to the use of AI in education.

Bio:

Dr. Hesham Allam - With a Ph.D. from Dalhousie University and an MBA in Management Information Systems from California State University, Sacramento, my research spans information technology (IT) diffusion, focusing on technology acceptance and the broader impact of information and communication technologies (ICT) on human and organizational capital. Over 25 years of experience in teaching, research, and consulting, including roles as an IT strategist for the Department of Social Services, California, and lecturer at Dalhousie University. My expertise lies in harnessing unstructured big data for strategic solutions and organizational efficiency.

Dr. Juan Dempere currently serves as an Assistant Professor of Accounting and Finance at the Business Division of HCT. With a rich educational background, he has a Finance Doctorate and an IT Management MBA. Over the years, Dr. Dempere has imparted knowledge at various institutions such as the Higher College of Technology (UAE), Colorado Heights University, Colorado School of Mines, Metropolitan State University of Denver, Regis University, Jones International University, Argosy University, and Florida Atlantic University, covering both undergraduate and graduate courses. His AI, blockchain, ESG, and IPO research has found its way into well-known international journals. He has also been an active participant in academic conferences globally. His dedication to research has garnered him accolades, including the Best Research Work at the University of Sharjah's Third Forum for Research (2022), the Zayed Research Award by Abu Dhabi Securities Exchange (2021), and the Best Paper Award at the Fourth International Conference on Advances in Business & Law, University of Dubai (2020).

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Effective Learning Strategies in STEM

Dr. Muzammil Arshad (HCT)

Abstract

In the series of effective learning strategies applied at five separate institutions of higher education, the research has been dedicated to determine the effective learning strategies for student learning and success. The research series effectively developed grading rubric for homework and exams, developed an effective course structure for hybrid and face-to-face courses in STEM, and studied the effectiveness of the syllabus design on student learning and motivation. The designed course structure constituted a pedagogical methodology that divided the class into various activity-based modules. The lecture part of the course was divided into learning modules that used PowerPoint presentations and OneNote to deliver lectures and solve in-class problems. The YouTube videos module helped in visual learning as well as student motivation by exposing the students to the practical application of engineering concepts and creating an interesting relevant practical problem. This gave confidence to the students in their ability to apply numerical solutions to practical problems as well as an experience of a real-life engineering application in a team/group-based activity. Possible solutions were then discussed in the class with instructor feedback. Another interesting aspect is to add mini-labs to the class

where the instructor brought miniature working models of jet and automotive engines as well as used equipment to simulate tornadoes. In the last 10 minutes of every class, students were asked to submit a one-minute paper where the students were asked to identify the most significant concept learned in the class, the muddiest concept/portion and if they have any questions.

Bio:

Dr. Muzammil Arshad earned his PhD in Mechanical Engineering and Master of Science in Aerospace Engineering from Florida Institute of Technology, USA. Dr. Arshad comes with extensive experience of teaching at various higher education institutions in USA. Prior to joining Higher Colleges of Technology, Dr. Arshad taught at Texas A&M University as an Associate Professor.

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Assessing the Impact and Effectiveness of Problem-Based Learning in Programming Courses: A Comprehensive Evaluation

Fathima Shemim Kolliyil Salim (ACTVET, Abu Dhabi) & Anjitha Mary Paul (American University of Sharjah)

Abstract

Computer Programming is a fundamental part of the engineering curriculum, however, teaching and learning are more challenging due to their problem-solving nature. In the implementation and development of various technologies and software, programming skills play a key role. Software developers often test their professional level and abilities by the skill to tackle complex programming problems and solve them through simple solutions and thus people who possess strong programming skills have a major advantage over those without such skills. The purpose of this paper is to explore the use of an Action Research (AR) methodology to improve the problem- solving and programming skills of students with the help of an intervention class by adopting the Problem-Based Learning (PBL) approach. Many novices struggle with PSCP skills, and there were high failu d plagiarism rates in programming modules. In this study, we have discussed the action research proje re rates anct undertaken during the academic year 2021-22 for Level 4 computing students. A PBL approach was adopted during the intervention class to implement different activities. Students' performance was evaluated using surveys, feedback, classroom activities, and formative and summative assessments. As a result of the study, it is

clear that PSCP skills of the students have been improved due to the PBL method. Here, the results of the research are not generalized to populations within other departments or universities. In the future, this can be applied to a broader range.

Bio:

Fathima Shemim Kolliyil Salim is an accomplished professional with a rich and diverse background spanning over 19 years in the field of Computer Science and Engineering. After gaining valuable experience as a Software Engineer at Larsen and Toubro InfoTech LTD for 2 years, she transitioned into academia where she has excelled in various roles. Notably, she served as the Programme Manager at the University of Bolton's Ras Al Khaimah Academic Center, UAE, and currently holds a faculty position at ATS, Abu Dhabi, under the governance of ACTVET.

Fathima holds a Master's degree in Technology in Computer Science with a specialization in Embedded Systems from Cochin University of Science and Technology, India. Currently, she is pursuing her Ph.D. at the University of Bolton, UK, showcasing her dedication to advancing her knowledge and expertise in her field.Her extensive expertise encompasses curriculum development, research, project guidance, and academic coordination. Fathima's commitment to excellence is evident through her active involvement in professional memberships, publications, and conferences. She continually seeks opportunities for learning and development, underscoring her passion for the ever-evolving field of Computer Science and Engineering.

Anjitha Mary Paul, with over 11 years of diverse teaching experience in Computer Science, excels in British (BTec HND, ATHE), Indian, and American curricula. Armed with Master's and Bachelor's degrees in Computer Science & Engineering, she's not only an academic achiever but also an active contributor. Anjitha's roles span committees, course coordination, and leadership in conferences and STEM programs. Her accomplishments include securing the top rank in her Master's and winning the Best Teacher Award twice during her tenure as an assistant professor at Adi Shankara Institute of Engineering and Technology. A dedicated and hardworking professional, she actively seeks opportunities for continual learning and development.

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Assessing the Impact of Video and Written Feedback on Academic Writing Quality and AI Integration: Action Research on Undergraduate Emirati Students

Nida Mubeen, Dr. Sandra Baroudi & Dr. Suha Karaki (Zayed University)

Abstract

Feedback is increasingly recognized as a valuable tool in student learning, as it goes beyond simply providing information and helps students achieve their learning goals. It has evolved into a learner-centered process that focuses on the quality and features of the feedback provided. While written and verbal feedback are commonly used, there is a lack of empirical research on the effectiveness of video feedback and its impact on student learning. This action research study aims to explore the impact of written and video tutorials on the quality of academic writing and the effective use of AI tools for first-year undergraduate students in the UAE (n=40). Students' scores on their assignments will be used to evaluate their performance before and after the intervention (Video /Written Feedback) using a 5 Likert scale rubric. These rubrics will collect information on plagiarism rate, APA usage, depth of reflection, utilization of subject-specific terminology, and analytical thinking. Additionally, student surveys will be collected after the implementation of the intervention to measure their perceptions towards the use of written versus video feedback. The expected outcomes will show an increase in students' performance post-intervention. Outcomes will also show positive attitudes towards the usage of AI in a constructive manner.

Bio:

Dr. Sandra Baroudi is an expert in leadership and management in Education, international journals reviewer, lecturer, trainer, and research consultant, with extensive experience in academia in the United Arab Emirates. Dr. Baroudi holds a PhD in Leadership, Management, and Policy in Education from the British University in Dubai, UAE. She is an Assistant Professor at the College of Interdisciplinary Studies- Zayed University, Dubai, UAE. Dr. Baroudi is a highly skilled trainer and curriculum designer in the field of leadership and policies and teaching and learning. She was a fellow for Education Endowment Foundation in the UK and Queen Rania Foundation in Jordan where she led the contextualization of the Teaching and

Learning Toolkit into the Arab world context. In her work, Dr. Baroudi seeks to provide evidence based data and best practices for leaders and educators in the Arab world for the aim of supporting their decisions to promote innovative and quality education.

Nida Mubeen is working as a co-author on this working paper as she has research interests in Education, Management, Accounting, and Finance with experience in teaching Higher Education in UAE for more than ten years. Miss Nida Mubeen holds a Master's in Finance from Durham University and is also a member of the FHEA.

Dr. Suha Karaki is a senior Instructor at the College of Interdisciplinary Studies at Zayed University in Dubai. She received her Ph.D. in Education (Special Education and Inclusion) at the British University in Dubai in September 2023, with a thesis focus on positive education and students with special educational needs and disabilities in higher education. Suha also holds a Fellowship in Higher Education certificate from Advance HE, in addition to an MA in Education (TESOL).

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Examining the Influence of Experiential Learning and Technology Integration on Student Outcomes and Employer Expectations: A Study of Higher Education Institutions in the United Arab Emirates

Dr.Rashi Singh & Prof Meenakshi Dhoundiyal (DeMont Institute of Management & Technology, Dubai)

Abstract

The growing discrepancy between the academic learning provided by higher education institutions and the practical skills required by the labor market poses a serious problem for them. This problem calls for creative approaches, especially using immersive virtual reality, to successfully overcome this gap and prepare students for real-world situations. This research intends to find out how to overcome this problem, by looking at how to align the educational programs and the industry needs. The study will examine new ways, such as learning by doing, using technology, and working with industry partners, to get students ready for real-world situations. By finding out what skills are in demand, evaluating current programs,

and measuring the effects of different teaching methods, this research aims to give suggestions on how higher education institutions can improve students' practical skills and make them more employable. The results aim to guide educational decision-makers, managers, and teachers on how to improve their programs and teaching methods, adding to the ongoing discussion on how to close the skills gap in higher education.

Bio:

Dr. Rashi Singh, an accomplished educator and academic professional, brings over twelve years of experience in teaching and administration. With expertise in management, marketing, and academia, Dr. Rashi is committed to fostering educational excellence. As a Full-time Faculty and Module & Course Leader at the DeMont Institute of Management & Technology in Dubai, UAE, she shapes future scholars and leaders through innovation and academic rigor in business and management. Dr. Rashi has received prestigious awards, including the WOW Awards (Winners of Westford 2023 – Ongoing "Above & Beyond Call of Duty"). She actively supervises MBA dissertation work, contributes to quality assurance, and conducts orientation programs for new students.

Professor Meenakshi Dhoundiyal, an esteemed educator with 14 years of experience, is dedicated to nurturing student growth. Her academic journey, rooted in commerce and business education, includes ongoing pursuit of a Ph.D. in Commerce from Banasthali University, Jaipur, Rajasthan, focusing on "Financial Literacy Among Teenagers in the UAE." As a Full-time Faculty and Module & Course Leader at the DeMont Institute of Management & Technology in Dubai, Meenakshi excels in curriculum development, student support, and fostering inclusive learning environments. Awards such as the Best Faculty of the Month and Digital Learning Expert recognize her outstanding contributions.

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No Artificial Intelligence (AI) required when using LEGO® SERIOUS PLAY® (LSP) method it's all 'home grow': Building and inspiring future innovation, creativity and a growth mindset for the future workforce of entrepreneurs and intrapreneurs

Susan Carter (HCT)

Abstract

The future landscape, particularly in Artificial Intelligence (AI), is evolving at an unprecedented pace, raising questions about our increasing reliance on technology. While technology has its time and place, this paper explores the innovative application of LEGO® SERIOUS PLAY® (LSP) in higher education, particularly in collaborative problem-solving, innovation, and creativity. The integration of LSP into various educational and industry settings has been underway for several years, including bespoke workshops for startups as part of educational programs and strategic retreats within creative industries.

This paper aims to develop a tailored LEGO® SERIOUS PLAY® process for various educational activities, fostering a growth mindset among future entrepreneurs and intrapreneurs. The unique approach involves students using LEGO bricks to visually construct metaphors representing their understanding of a variety of areas from new Startups (Stratigic Business model), Prototype development and future skills. This follows a structured Challenge-Build-Share-Reflect framework to encourage creative thinking and collaboration. Originally conceived in 1996, the LSP methodology was designed to navigate complex issues by infusing engagement, imagination, and playfulness into corporate settings.

The paper will showcase findings gathered from various LSP workshops, supporting educators and students are interested in leveraging this methodology. Therefore fostering a 'home grown' approach to cultivating an entrepreneurial/intrapreneurial mindset for future career success.

Bio:

Susan Carter, a Senior Fellow at the Higher Education Academy (SFHEA), is an award winning lecturer renowned for her expertise in Management, Innovation, and Entrepreneurship. With a distinguished career blending practical industry experience with a rich teaching background spanning

Higher Education in both the UK and UAE. She holds a Master's Degree in Management and Organisation Development from Birmingham City University and has been closely involved in initiatives such as the UAE Ministry of Education and Stanford University's Innovation and Entrepreneurship program.

Susan is deeply engaged in applied learning across key areas, including higher education transformation and integrating sustainability development goals into curricula. She has been at the forefront of implementing cutting-edge technology, particularly augmented reality and virtual reality, to enrich learning environments. Moreover, as a certified LEGO® SERIOUS PLAY® facilitator, Susan excels in creating and delivering tailored workshops for both educational institutions and industries, further showcasing her commitment to innovative teaching methodologies.

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[Faculty as Employability Coaches: Rethinking Connection, Empowerment & Time]

Katrina Kinsella, Dr. Gail AlHafidh, Dr. Wasif Minhas (HCT)

Abstract

This presentation examines the crucial role of faculty in preparing graduates for employability and supporting higher education's employment-related departments. With rapidly evolving job opportunities for Emiratis, graduates need to utilize multiple available resources so they can develop effective employability skills and engage successfully with the demands of the job market. However, evidence suggests many graduates either delay or never access any resources, therefore hindering their ability to showcase skills effectively.

It is asserted that one method of addressing this is through the following:

- Human-centred faculty-graduate connections.
- Utilization and adoption of coaching methodologies for rapid skill development.

- Rethinking time to match context and reality.

The presentation will highlight one example of a successful project: the Interview & CV Clinic at one HEI campus. The Clinic comprises an interdisciplinary, volunteer faculty and staff group that delivers fast, impactful coaching at recruitment events. As a unique pop-up initiative, it maximizes the impact of coaching on students and graduates while minimizing the administrative load for faculty. The presentation concludes with reflections from graduates and faculty on the positive impacts of their participation and engagement in these events.

Bio:

Katrina Kinsella has been an educator and trainer since 2003 with organisations including the British Council, Oxford University Press, and Cambridge University Press. She is currently working at the Higher Colleges of Technology in the United Arab Emirates. Kat's research interests include social psychology, socio-cultural narratives, and creativity. She teaches communication and social science courses, and specializes in coaching public-speaking and employability, executive training, and course design.

Dr. Gail AlHafidh has over 30 years' experience teaching in both the secondary and tertiary sectors. She has a keen interest in intercultural communication, neurolinguistics and language acquisition. Her doctoral thesis focused on the assessment of spoken communication in the context of World Englishes. She is currently a Senior Lecturer in the General Studies Division.

A strong advocate of individual freedom through entrepreneurship, **Dr. Wasif Minhas** is an experienced educator, mentor and leader. Since moving to the UAE from London he has spent the last 13 years teaching Economics, Entrepreneurship and Sustainability at the Higher Colleges of Technology, Sharjah Campuses. Currently he also leads the General Education department at the same campus. Wasif has been heavily involved in the establishment of Innovation Hubs and Business accelerators in Sharjah. He has also led many initiatives related to advancing innovation and entrepreneurship at the National and International stage.

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Artificial Intelligence: Implications for Teaching, Learning and Research in STEM at Tertiary Level

Dr. Monogaran Naidoo (HCT)

Abstract

Artificial Intelligence (AI) is set to revolutionize the world in the coming decades. Its impact is already being felt in the education and research sectors. Many universities use chatbots, for instance, to handle the mass of student queries. In teaching and learning, AI software is being used to tailor a student's progress according to their individual needs, adapting the pace of instruction, identifying gaps and misconceptions, and responding accordingly. In research, groundbreaking work has been done which would have been otherwise impossible without AI and the ability to handle big data. AI is set to introduce a golden age of knowledge, extending our boundaries of scientific knowledge and capabilities. However, this will only be if our society anticipates, prepares and transforms to meet the new era. If not, then existing contradictions in the terrain of education and society, in general, will only be exacerbated. We will review perceptions of AI in education, examine existing software (particularly in STEM) for teaching learning and proctoring and consider tertiary trends such as the commodification of education against the backdrop of the current trajectory of society.

Bio:

Dr. Monogaran Naidoo is a Fellow of the Royal Astronomical Society (FRAS) and holds membership in several learned societies such as the International Society of General Relativity and Gravitation (ISGRG) and the European Astronomical Society (EAS). His research focus is in Numerical Relativity, using high performance computing and includes work on black holes, neutron stars, core-collapse supernovae and gravitational waves. In education, he has focused on equity and inclusion in STEM. He has coordinated Foundation Mathematics programs at several different universities and been the director of Advanced Certificate in Education programs in STEM.

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Promoting sustainability in education – Teaching the Arabic language as a model

Dr. Maryam Alshamsi (HCT)

Abstract:

This paper addresses the promotion of sustainability in teaching and learning the Arabic language and teaching methods that stimulate the acquisition of knowledge and skills that make students good leaders and citizens, in addition to the importance of spreading and consolidating the culture of sustainability among young people. It raises several questions, the most important of which is: What is the concept of sustainability? Education and sustainable development: How are they related? What is the importance of their interconnections? To what extent is Arabic language education able to support sustainable development? How do Arabic language educational practices advance thinking to be interactive, integrative, and forward-looking? What is the role of teaching Arabic in building capacities and skills for sustainable development goals? The descriptive analytical method was used to answer these questions. The study reached a set of results, the most important of which are: that sustainability has great importance in education. The Arabic language has an important role in supporting sustainability as a language characterized by several characteristics that enable it to survive and continue. On the other hand, it must Use multiple methods and strategies to teach the Arabic language. The Arabic language is one of the academic subjects in which the teacher needs to follow more than one educational approach, to gain the basic skills that the learner needs.

Bio:

Dr. Maryam Alshamsi, Associate Executive Dean of the Arabic Language and Emirati Studies Program at the Higher Colleges of Technology, holds a doctorate in Arabic Language and Literature - Literature and Criticism from Al Wasl University in the United Arab Emirates. She has participated in many local and international scientific conferences and has a collection of research. Published academic, she worked in the Ministry of Education and was a member of the Curricula Committee of the Ministry of Education in the United Arab Emirates in 2015. She holds the Rashid Award for Scientific Excellence 2019 and holds the Distinguished Employee Award at the Higher Colleges of Technology 2019.

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In Class Academic Inductions and English Language Preparation Sessions Impact on Education Year 1 Students' Academic Achievements throughout their Study Years

Fatema Ebrahim Al Awadi (HCT)

Abstract

Induction or orientation sessions in higher education institutions are highly recommended for newly joining students. The interest in studying the impact of applying these sessions on education division students a UAE government tertiary institution is shaped by the noticed needs of students in their studies. This study aims to identify the impact of the induction sessions run by the researcher on year one students' performance. An imperial qualitative research methodology will be implemented to collect data using the eight students' submitted work as artefacts for the analysis. The selected students for the research were all Emirati females from the education division in different campuses, and their ages were within the 18-20 years old range. All the participants were first year students in the bachelor program with some knowledge and varied language levels gained from the high school. Related literature will be considered to answer the research questions and form a solid foundation for the study. The analysis of the students' work revealed a positive impact on students' performance and understanding in terms of referencing, academic writing, English language grammar and skills and reflective writing. There was a noticeable improvement in students' work on the final product. Recommendations were stated, such as using additional data tools for the analysis. Another recommendation is to run the study on the students until they graduate from the education program for an in-depth understanding of their development.

Bio:

Fatema Ebrahim Al Awadi, currently serving as the Education Division Chair at the Higher College of Technology (HCT), brings a wealth of experience and expertise to her role. Fatema's journey in education began as a dedicated English language teacher in schools after graduating with a bachelor's degree from the Higher Colleges of Technology. Eager to advance her knowledge and skills, she pursued further education and obtained her master's degree in Teaching English to Speakers of Other Languages (TESOL) from the British University in Dubai. Driven by a passion for academic exploration and leadership, Fatema is currently pursuing her Ph.D. in Management Policy and Leadership at the same esteemed university. Prior to her work at HCT, Fatema served as a teacher in the Ministry of Education for four years. Fatema has contributed to book chapters and published articles, showcasing her expertise in educational theory and practice. Notably, her research on curriculum development was presented at the previous GARD conference. Fatema published several articles related to policy development and language developments as well as leadership.

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Teaching and Student perspective for students in Higher Education: Teaching Effective Instructional Strategies and Classroom Management Techniques

Binita Bhatia (Emirates School Establishment) & Dr. Anita Dani

Abstract

This paper explored effective instructional strategies with different classroom techniques, perspectives of teachers and student on learning mathematics with a specified topic.

Students question why we need to study any topic; they question when they need to use a certain topic in real life. It is only till we introduce the topic and relate it to real-life examples that they have any clarity on these topics. As students approach the study of a new topic, they often harbour a mix of anticipation and trepidation. This comprehensive examination of pedagogical methods addresses the multifaceted nature of teaching and learning through a dual-perspective approach, incorporating both teacher and student viewpoints. The study delineates effective instructional strategies that cater to diverse learning styles and foster a student-centered learning environment. It systematically explores classroom management techniques that promote a stable and conducive educational setting while also ensuring disciplinary measures that are fair and constructive.

The study assesses how educators can implement differentiation in curriculum content, teaching practices, and assessment methods. By examining the teacher's perspective, the research focuses on professional development, the adaptation of teaching styles to meet the needs of diverse student populations, and the creation of an inclusive classroom culture.

Concurrently, the student perspective provides insights into the lived experiences of learners from various backgrounds, highlighting the importance of representation, accessibility, and the recognition of individuality in fostering a sense of belonging and academic success. The research utilizes surveys, and interviews to capture the nuanced experiences of participants, offering a rich qualitative analysis.

Bio:

Binita Bhatia received a B.Eng. (Hons) degree in Electrical and Electronics Engineering and a master's in electrical engineering from Queen's University in Kingston, Canada and currently pursuing her PhD in Education.

Dr. Anita Dani has a Ph.D. in Mathematics education. She was working as a Senior Lecturer at the Higher Colleges of Technology until June 2023. Currently, she is supervising Ph.D. students at the Manipal GlobalNxt University, Malaysia. Her research interests include quantitative research methods, learning analytics, and mathematical modeling. She has published more than 15 research papers in peer-reviewed journals and three book chapters. She has been awarded as 'Outstanding Reviewer' by Emerald Publishing House in recognition of her work as a peer-reviewer for the journal of Information Discovery and Delivery.

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The Use of Rubrics at the Tertiary Level in the UAE

Alma Piric Mesic (HCT)

Abstract

Rubrics are an essential tool used by faculty members to assess their students' performance. They can be both summative and formative in nature. Summative assessment rubrics allow the faculty to evaluate their students' knowledge at a particular stage. For example, a midterm exam will indicate how much knowledge is retained by the students at that particular point. Formative assessment, on the other hand is part of the instructional process. Students may take a short exit quiz after class through which the faculty can gather what the students have learned. The faculty can use the information to adjust the following class based on what the students have missed. Formative assessment is ongoing and serves

as a guide to both students and faculty to point out where improvement is needed. If formative assessment is applied, chances of the students doing well on the summative assessment are higher. One does not have to create two separate rubrics. Instead, the summative rubric can be used in an effective way to guide the students towards the goal, while giving them feedback in the process. It can be used throughout the semester as a qualitative tool and during the summative assessment as a quantitative one. The purpose of this research is explain how rubrics can be used in such ways, as well as explore their use and effectiveness at the tertiary level in the UAE.

Bio:

Alma Piric Mesic holds a BA in German and English language and literature and an MA in TESOL (Teaching English to Speakers of Other Languages). She served as an English Language Fellow with the US Department of State for three years in Bosnia and Herzegovina. Prior to moving to the UAE, she spent ten years teaching at several universities in Bosnia and Herzegovina and training high school teachers. Currently, Alma serves as a Lecturer in the General Studies Division at the Higher Colleges of Technology.

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Elements and Beyond: Content Creation for Digital Natives, and Making Bloom's Taxonomy in Action using icons

Susan Villanueva de Guzman & Maitha Yousef Mohammed Abdulla Alhosani (HCT)

Abstract

As education changes, it can be hard and fun for educators to meet the needs of learners from GenZ and GenA. To make engaging educational content, it is important to know what resonates with GenZ and GenA learners on a basic level. With a preference for visual stimulation, interaction, and incorporating technology, course materials must include multimedia formats, interactive modules, and digital platforms to keep their attention and improve learning.

The concept of simplicity emerges as a guiding principle in course material development. Educators should prioritise clarity, brevity, and relevance to communicate key ideas and learning goals effectively, striking a balance between short content delivery and full understanding. The Blooms

Taxonomy is a guide to building effective learning materials. For easy use and understanding of educational language by everyone, all the action verbs in Bloom's Taxonomy were converted into icons to be used in content development. The use of effective colours and fonts is one important aspect to build an effective learning materials.

Understanding GenZ and GenA learners' likes, dislikes, learning styles, and tech skills is important for making course materials that are both simple and effective. Educators can give the next generation the knowledge, skills, and flexibility they need to do well in a global society that is always changing by embracing innovation, collaboration, and learner-centered design principles, and educators can create immersive learning environments that inspire curiosity, creativity, and active participation.

"Each discovery on the path to new horizons lights the way, so celebrate every step along the way".

Bio:

Susan de Guzman, with 41 years of industry and education experience, is a graphic design professional, and a design educator at HCT, Sharjah Women's Campus. Her foundation from the University of Santo Tomas, alongside a Master of Education from the University of Southern Queensland, Australia, and ongoing PhD studies at the Polytechnic University of the Philippines, enrich her expertise in designing educational content. Acknowledged by HCT as an Innovation Champion and among the 300 Most Influential Filipinos in the Gulf, Susan blends artistry, design, and educational insights. Celebrating 28 years and 3 months at HCT, she continues to make a significant impact in the field of education, design and beyond.

Maitha Yousef Mohammed Abdulla Alhosani - My career as a media professional is driven by my passion for applying my media education and skills in a challenging environment. Graduated from college and participated in various competitions, creating engaging and impactful media content, and gaining rewards like Emirates Skills National Competition - Gold Medal, World Skills Asia - Medal of Excellence, and Hameem Competition - Third place. Maintaining current knowledge of industry trends and technologies.

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Impact of Project-Based Learning Tasks for Mathematics Course in Naval Science Program: A Case Study

Dr. Ilya Kavalchuck, Dr. Shahid Islam and Dr. Ebrahim Elhanaee (HCT)

Abstract

Project-based learning (PBL) is known to be a tool to improve student's comprehension of ideas while maintaining a high level of interest, developing of sense of belonging to the task, and attaining required learning outcomes. This paper presents a case study of project-based learning in a mathematics course conducted on a group of 92 Naval Science Program students enrolled in Higher Colleges of Technology (HCT). A project was developed to cover all related topics and tasks of the first Course Learning outcome (CLO 1) of the Technical Math that includes the basics of statistics and analysis of the central tendencies. Students were divided into groups of three. Each group was supposed to produce a general question and collect qualitative data. After the collection of the data, students were supposed to group the collected data, provide a pie chart, and a histogram, and calculate values for central tendencies. Students then compared the results of simple data with the grouped data, which enhanced learning. The data collection process seemed very interesting with some students being able to get a good sample size. Initially, it was observed that students faced some pressure and limitations in preparing and understanding the concept of the grouped data. Instructors demonstrated related examples to offset the pressure from students. The majority of students figured out the application and came up with some compelling results. The students were able to comprehend theories behind statistics and demonstrated very good attainment of the necessary skills.

This study focuses on discussing the long-term impact of PBL activity on the upcoming assessments. In comparison with the previous offering, attainment results in the following PBL activity assessment increased by 2 times with a decrease in failure level by 4 times.

Bio:

Dr. Ilya Kavalchuck is a faculty member at Higher Colleges of Technology delivering Mathematics and Engineering courses for Bachelor of Naval Science Program. He got his Ph.D. from the Royal Melbourne Institute of Technology in the area of Electrical and Electronics Engineering. Dr. Ilya's work focuses on autonomous systems design, control, and adaptive algorithms development and Project Based Learning. Dr. Ilya is known for integrating applied approaches to learning and in-class activities and for the design of the program.

Dr. Shahid Islam completed a master's degree from the University of Toronto in Mechanical and Industrial Engineering. He earned a doctoral degree from the Department of Mechanical Engineering, UOIT, Canada. His research interests are in renewable energy-based multigeneration systems, hydrogen production, and biomass and oil and biomass waste-based Integrated Gasification Combined Cycle, etc. During his academic journey, Dr. Islam authored a book chapter and many research articles in ISI Journals with high-impact factors. His professional journey began with his appointment as a lecturer in Mechanical Engineering at King Fahd University of Petroleum and Minerals. He was a co-investigator of renewable energy-based projects worth over half a million Saudi Riyals. Currently, Dr. Islam holds the position of Faculty of Engineering and Technology at CERT, HCT, UAE. He is teaching Naval Science subjects at Rashid Bin Saeed AL Maktoum Naval College.

Dr. Ebrahim Elhanaee is an experienced Police Officer with a demonstrated history of working in the law enforcement industry. Skilled in Forensic Analysis, Counterterrorism, Criminal Law, Private Investigations, and Law Enforcement. Strong military and protective services. He earned a doctoral degree focused on Computer Science (Digital Forensics) from Lancaster University. Currently, he is the Dean of the Military and Security Division at CERT, HCT, and a Consultant at the Faculty of Computer at HCT.

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Computer Based Testing Method to Identify and Bridge Specific gaps in students towards Employment Readiness

Dr. Abraham George (HCT)

Abstract

Creating Industry ready workforce from college education is an enormous challenge for educational institutions across the globe as employability comprises of multiple attributes such as knowledge, acquiring and being able practice skills for the specific job role, problem solving and critical reasoning skills, effective communication skills, business or entrepreneurial mindset and emotional maturity. The intensity of the attributes required in a graduate varies with respect to the program stream and the job role. The level of training required for some of these attributes such as

entrepreneurial mindset, and soft skills varies across students as these are acquired and developed over a period from childhood. This makes it highly challenging to create a uniform formula or mechanism to impart all these attributes in a program.

In this paper we propose a method derived from the Computer Based Testing approach to identify and bridge the gap in a particular student towards employ readiness in a particular stream and for a specific job role. The premise here is that every student will be on a different level in each of the attributes stated above and these gaps need to be identified and bridged over the period of education at a personalized level.

Computer Based Adaptive testing (CBT) is the redesign of psychological and educational tests for effective and efficient administration by interactive computers. Its objective is to select, for each examinee, the set of test questions that simultaneously most effectively and efficiently measure that person on the trait. In this paper we will design and evaluate a unique method based on CBT where the goal is to take the principles of adaptive testing to develop an approach to periodically assess and intervene in making the student industry ready at the time of graduation. This method with use Artificial algorithms to create effective intervention plans for each student. Several theories and models for multi-dimensional adaptive testing exist for specialized purposes in literature. This paper will build on the current models to create a method to enhance employability in college graduates.

Bio:

Dr. Abraham George has over 15+ years of industry and academic experience in wireless systems, educational technologies, software development, and R&D. His areas of interests include wireless networks, data mining, educational technologies, and software development. He is currently an Assistant Professor, Computer and Information Systems at Higher College of Technology, Al Ain.

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Exploring the Value of Industry Visits: Bridging Theory with Real-World Experience

Mr. Bethoven M. Filomeno (Westford University College, Sharjah)

Abstract

Industry visits have emerged as a valuable pedagogical tool for bridging the gap between theoretical knowledge and real-world application in various academic disciplines. As part of a student life experience in higher education, it is also known as industrial tours and exposures that involve learners and allow them to experience the practices and processes of various business environments and industries. These visits add value to their learning experience. Such experience includes broader understanding of technical and soft skills application, mentorship from industry experts and internship opportunities for students.

This study delves into the significance, value, and impact of industry visits in enhancing learning outcomes, professional development and bridging theory with the real-world industry experience. By immersing participants in authentic industrial environments, these visits offer unique opportunities to observe, analyze, and engage with industry practices, technologies, and challenges firsthand.

This paper examines the multifaceted benefits of industry visits, including their ability to foster experiential learning, stimulate critical thinking, and cultivate a deeper understanding of theoretical concepts in practical contexts.

Bio:

Mr. Bethoven Filomeno is a faculty member of the Media, Culture and Communications program at Westford University College. An experienced academician with 20 years of teaching experience in the basic and higher education both in the Philippines and the UAE. An industry practitioner in the field of media and design production, as well as events and public relations. He has a master's degree both in Education and Development Communication. An advocate of equipping and empowering the next generation of leaders through various academic and industry related exposures and experiences.

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Integrating Sustainability in Saudi Arabia's Vision 2030: Practices in Higher Education

Dr. Chahra Beloufa (Arab Open University, Saudi Arabia)

Abstract

Saudi Arabia's Vision 2030 outlines a transformative roadmap for the nation's economic and social development. At the heart of this vision lies a commitment to sustainability, emphasizing the need for a knowledge-based society equipped to address environmental challenges. This presentation explores the intersection of Saudi Arabia's Vision 2030 and the imperative to embed sustainability education within the national curriculum and educational institutions. Our study delves into the key pillars of Vision 2030 and how they align with the goals of sustainability education. We analyze the explicit and implicit connections between the vision's objectives, such as economic diversification, social development, and environmental stewardship, and the role of education in achieving these milestones. By examining policy documents, educational reforms, and initiatives, we aim to shed light on the strategic integration of sustainability principles into the educational landscape. Furthermore, we explore the challenges and opportunities associated with implementing sustainability education in Saudi Arabian schools and universities. Through case studies and best practices, we highlight innovative approaches that leverage the vision's goals to cultivate a generation of environmentally conscious and socially responsible citizens. This aims to inspire educators, policymakers, and stakeholders to collaborate in shaping an educational framework that aligns with the nation's vision, fostering a culture of sustainability and contributing to the broader objectives of Vision 2030.

Bio:

Dr. Chahra Beloufa is presently an assistant professor of English at the Arab Open University, Saudi Arabia. Dr Beloufa graduated from the University of Paul Valery, France in November 2017 She is a member of Applied Linguistics and Applied Teaching Association, founded by Zayed University. Her major fields of investigation are online pedagogies, virtual literacy, artificial intelligence in education, as well as the analysis of Shakespeare's discourses and plays. Dr Chahra has been an active participant in various course studies, in the Shakespeare Institute in Stafford-Upon-Avon. In 2014; "Reviewing Shakespeare" and "The Living Shakespeare, May 2015. Furthermore, she participated in the Shylock Project in Venice in June 2015, as well as presenting a paper in the 7th British Graduate Shakespeare Conference, from the 4th to the 6th June 2015. In 2017, Dr Beloufa taught in Oxford Partnership Colleges in Sakaka, KSA, and in 2018, She worked in Laureate International Female college in KSA. By September 2018. Chahra BELOUFA is also a creative writer and an international poetess; her published anthology of poems is entitled The Nightingale Whispers (2012), Spiral (2022). Other poems have been published in international anthologies such as One Plus One, About Everything that is not Right, with Hannie Rouweler and other famous poets.

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Useful Icebreakers for Large Classes

Dr. Josh Norman (Shokei University, Kumamoto, Japan)

Abstract

This session will discuss useful icebreakers that the presenter has used in his large university classes in Japan on the first day of class to help ease initial tension as well as get to know his students better. The usage of such a simple item as a name card as an effective classroom management technique will be explained, along with other useful instructional strategies such as self-introduction cards and simple games using English. These icebreakers can be helpful in including all students in a class from day one. A group discussion of what other ideas have worked for participants will be conducted if time allows.

Bio:

Dr. Josh Norman graduated from Kumamoto University in 2006 with a PhD in Public and Social Policy and has been in Japan since 1997. He is currently an associate professor in the Department of Culture and Language at Shokei University in Kumamoto and has been teaching English and Cross-Cultural Communication courses at the university level for 18 years. His research interests include L1 use in the L2 classroom, Made-in-Japan English, CALL, and bilingualism.

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[Enhancing Access to Participation in Higher Education: A Study on Student Feedback & Perception of the Foundation Program in Business Studies]

Ms. Anam Shahid (Westford University College, Sharjah)

Abstract

The provided research paper investigates the role of the foundation program in facilitating access to participation in higher education with a focus on the field of Business Studies. It scrutinizes the feedback from students and their perception aiming to understand how the program addresses learners' needs transitioning them into higher education and facilitating the learning process. The study employs a qualitative approach to collect feedback through student surveys and analysis of their program expectations and outcomes. Findings from the studies suggest that the foundation program plays an important role in providing necessary academic skills, fostering confidence, creative supportive learning environment. Additionally, students provided feedback reviewing the resources provided such as personalized attention, and opportunities for academic and personal growth offered by the program. The paper concluded with the implication of studies for relevant stakeholders aiming to enhance participation in higher education through foundation education in Business studies.

Bio:

Ms. Anam Shahid is a Faculty and Course Leader in BSc Hons Business Management at Westford University College, UAE. Partnership and Program Coordinator MBA International via Canterbury Christ Church University at WUC.Eight years of experience in higher education Leadership, teaching, and learning activities specializing in delivering business management courses & Pearson BTEC Qualifications Level 3 to Level 7. Quality Assurance Specialist, Certified Assessor, Lead IQA, and EQA in the higher education sector have achieved the status of Fellow (FHEA) Advance HE, UK.

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Factors Affecting Students' Academic Performance: A Comparative Study of Higher Education in South Africa and the United Arab Emirates

Gift Muresherwa (Cape Peninsula University of Technology, Cape Town, South Africa) & Moreblessing Muresherwa-Sithole (Sharjah Research Technology & Innovation Park)

Abstract: This paper investigates the multifaceted factors influencing students' academic performance within the higher education systems of South Africa and the United Arab Emirates (UAE). Through a comparative lens, the study scrutinizes the impact of irregular class attendance, particularly prevalent in South African institutions, alongside funding issues and other pertinent factors affecting student achievement. Irregular class attendance has emerged as a significant concern in South African higher education, posing challenges to students' ability to grasp course content and engage effectively with their studies. The paper delves into the underlying causes of this trend and explores potential solutions to mitigate its adverse effects on academic performance. Furthermore, the study addresses funding issues, recognizing their pervasive influence on students' educational experiences in both contexts. Financial constraints can impede access to resources essential for academic success, including textbooks, technology, and supplementary learning materials. By examining the interplay between financial challenges and academic performance, the paper seeks to highlight the need for equitable access to educational opportunities and resources across diverse student populations. Through an extensive review of existing literature and empirical evidence, this paper aims to contribute to a deeper understanding of the complex dynamics shaping students' academic outcomes in South Africa and the UAE. By identifying key factors influencing performance and exploring potential interventions, the study seeks to inform policymakers, educators, and stakeholders in higher education about strategies to enhance student success and foster inclusive learning environments. Ultimately, this research endeavours to promote equitable access to quality education and empower students to achieve their academic aspirations in diverse higher education contexts.

Bio:

Gift Muresherwa is a Tourism and Events Lecturer at the Cape Peninsula University of Technology in Cape Town, South Africa. Gift is also an emerging researcher and PhD scholar at the University of Johannesburg. His doctoral study investigates the value of tourism events in growing

Zimbabwe’s tourism. Gift has authored different research papers and participated in several international conferences focusing on event tourism, gorilla tourism and township tourism.

Moreblessing Muresherwa-Sithole is a Sales and Education executive at the Sharjah Research, Technology, and Innovation Park Freezone in the United Arab Emirates. She has more than 5 years of experience in academics, teaching business studies to high school learners in both the Middle East and Africa. Her background as a teacher and Intellectual Property expert has equipped her to effectively disseminate information to diverse audiences.

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AI-Driven Insights: Enhancing Academic Success through Predictive Modeling and Visualization in Education

Hesham Allam, John Nicholas, Faisal Kalota, Kirsten Smith, Stephanie Wilson (Ball State University, USA)

Abstract

The process of evaluating and predicting student academic performance holds immense significance for both students and their parents. It serves as a proactive measure to identify potential challenges and areas for improvement, ensuring a timely and targeted response from educators. Recognizing the importance of effective tools in forecasting student outcomes, this study delves into the application of artificial intelligence (AI) tools to monitor and predict students' performance over the course of a semester. Utilizing sophisticated applications like Tableau and RapidMiner, the study goes beyond traditional assessment methods. It involves the visualization of students' gradebook data, providing a comprehensive overview of their academic progress. Additionally, the research employs decision tree modeling techniques, a form of machine learning, to anticipate future grades across various subjects. This approach offers a nuanced understanding of the factors influencing academic success and aids in identifying patterns that might otherwise go unnoticed. The noteworthy outcome of the study is the development of a robust model with a predictive capacity exceeding 80%. This indicates a high level of accuracy in forecasting students' academic performance based on the implemented AI tools and modeling techniques. Such a predictive model can empower educators to intervene early, enabling them to provide

targeted support and guidance to students facing academic challenges. Beyond its immediate application, this research underscores the broader significance of integrating AI tools into the education system. By offering valuable insights into students' academic trajectories, these tools contribute to a more informed and adaptive teaching and learning process. Ultimately, the study advocates for the continued exploration and integration of AI in education as a means to enhance educational outcomes and support the holistic development of students.

Bio:

Dr. Hesham Allam - With a Ph.D. from Dalhousie University and an MBA in Management Information Systems from California State University, Sacramento, my research spans information technology (IT) diffusion, focusing on technology acceptance and the broader impact of information and communication technologies (ICT) on human and organizational capital. Over 25 years of experience in teaching, research, and consulting, including roles as an IT strategist for the Department of Social Services, California, and lecturer at Dalhousie University. My expertise lies in harnessing unstructured big data for strategic solutions and organizational efficiency.

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Equipping Students with Emotional Intelligence for Success

Diana Johnston (Emirates Global Aluminum) and Andrew Johnston (HCT)

Abstract

Bridging the gap between education and industry demands requires teachers to apply high-level thinking skills to real scenarios in classes. Applying knowledge in workforce scenarios would equip students with the six-second emotional intelligence (EI) model and put it into practice. Using the six-second EI model, students can practice EI to always create positive change everywhere. The three steps in the six-second EI model enable students to use their emotions as assets and provide them with an effective way to see more clearly into the hearts of their colleagues in the workplace and daily life.

In this workshop, the presenters will engage the participants to experience the three steps in the six-second EI model, i.e., *know yourself, choose yourself*, and *give yourself*. The 'Know Yourself' competencies will help participants see what needs to change. The 'Choose Yourself' session will provide participants with 'how' to implement the change. The 'Give Yourself' components will remind participants and people around them 'why' this change is essential.

Participants in this workshop can be a leader in administration, a teacher delivering courses, and a support auxiliary staff member. The activities in this workshop will enable participants to embrace their emotions and channel them to communicate professionally and effectively at work and in daily life.

Bio:

Diana and Andrew Johnston's careers have encompassed early childhood to adult tertiary education. Currently, Diana Johnston is working at Emirates Global Aluminum as an English teacher. Andrew Johnston is the Division Chair at the Dubai Colleges of HCT. Presently, Diana and Andrew are in the final stages of their doctoral studies.

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Seeds of Success: Fostering Tomorrow's Business Leaders through Empowering Learning Ventures and Experiential Excellence

Ebtesam Alzahmi (HCT)

Abstract

The evolving field of education requires the development of a new breed of students who demonstrate exceptional academic achievements and are also committed to pursuing a transformative journey toward entrepreneurship. A combination of collaborative learning experiences and experiential pathways provide students with the skills, knowledge, and mindset necessary to succeed in the entrepreneurial world, where students are exposed to the challenges and opportunities of entrepreneurship; subsequently, they develop critical thinking skills, problem-solving abilities, and the ability

to adapt to changing environments. Furthermore, these experiences foster creativity, innovation, and a willingness to take risks - all essential qualities for successful entrepreneurs.

This presentation delves into the connections between cooperative learning opportunities, practical experiences, and fostering projects that could develop into successful careers and entrepreneurial ventures. Educational institutions can create a fertile ground for students to explore their entrepreneurial potential. This approach not only equips students with the necessary skills and knowledge but also instills in them the mindset required to thrive in the ever-changing entrepreneurial landscape. This transformative power of projects not only provide valuable hands-on experiences but also offer a platform for students to explore entrepreneurship as a viable career option. Particular emphasis is placed on the symbiotic relationship between educators and industry mentors, illustrating how mentorship programs can guide students in transforming innovative ideas into tangible projects. This presentation provides insights into fostering an ecosystem where students are not merely consumers of knowledge but active contributors, with the potential to launch entrepreneurial initiatives during their academic journey.

Bio:

Ebtesam Alzahmi is a dedicated educator with 11+ years of tertiary-level teaching experience. Ebtesam's Educational Leadership and Policy research aims to enhance student outcomes and institutional effectiveness while studying faculty and staff well-being for professional development strategies. Ebtesam holds a Bachelor's degree in English, two Master's degrees in Educational Leadership, Management, and Policy, and in Science in Instructional Technology, and is expected to graduate with Ph.D. in Educational Leadership and Policy.

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The Importance of Personal Branding for Career Success

Dr. Christine Coombe, Dr. Lana Hiasat (HCT) & Sara Hiasat

Abstract

Building your personal brand is about strategically, creatively, and professionally presenting what makes you the person and professional you are. Personal brand is the overall perception other people have of you. Things like experience, public image, expertise and achievements are all elements that contribute to someone's personal brand. In this digital era, the way you present yourself to your employers and potential customers, both current and future, plays a crucial part in career success and satisfaction. Personal branding can differentiate you from others applying for the same jobs, help you establish credibility, increase your visibility, build relationships and networks, and achieve your career goals. In this session geared towards both students and teachers, the presenters will define personal brand, help you discover your personal brand and provide you with tips and tools to present yourself effectively in person and digitally and in turn achieve greater career success.

Bio:

Dr. Christine Coombe has a Ph.D in Foreign/Second Language Education from The Ohio State University and is an Associate Professor of General Studies at Dubai Men's College, Higher Colleges of Technology in the UAE. Christine has co-authored/edited 60 volumes on assessment/testing, research, teacher effectiveness, leadership and task-based teaching and learning. Dr Coombe served as TESOL International Association President (2011-2012) and as a member of the Board of Directors (2005-2007; 2010-2013). Christine received the British Council's International Assessment Award for 2013. Her most recent honors were being named to TESOL's 50@50 which "recognizes professionals who have made significant contributions to the TESOL profession within the past 50 years." In 2018 she received the Alatis Award for exemplary service to TESOL Most recently she was named to the US Department of State's 30@30 list which recognizes the top 30 English Language Specialists over the past 30 years.

Dr. Lana Hiasat is a Senior Lecturer at the Higher Colleges of Technology, Dubai. She served as the General Studies program leader from 2017 to 2023 and was on the national task force that developed the social sciences curriculum in UAE for grades 10,11, and 12. Her research interests include teacher training, AI in education, educational leadership, future foresight, blended learning, intercultural intelligence, and Emotional Intelligence.

Sara Hiasat is a digital creator and social media expert. Her industry experience in digital management and social media ranges across the MENA region, Europe, and the UK. Her industry experience comes from working at both agency and client-side roles in the fields of digital marketing and management. In her role at the renowned TBWA agency, she successfully worked on key projects and collaborated closely with the Qatar Tourism Board applying her strategic skills and creative vision. Sara's commitment to excellence and innovation drives her forward, shaping impactful digital strategies and fostering meaningful connections in the ever-evolving landscape of social media and digital marketing. As a creative manager, she has successfully established several online brands on social media.

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Employing artificial intelligence in education in a way that contributes to achieving the UAE National agenda

Dr. Hoda Al Shamsi (HCT)

Abstract

The study started from the fact of the rapid development of artificial intelligence, its role in reshaping major sectors, the most important of which is the education sector, and the contribution of this role to achieving the agenda of the United Arab Emirates.

This study answered the following research questions: What are the opportunities and challenges in the process of employing artificial intelligence in the education sector? What is the assessment of the contribution of employing artificial intelligence in higher education? The importance of this in achieving the UAE’s agenda.

The study used a descriptive approach and relied on an analysis of previous literature, the various strategies of the United Arab Emirates in artificial intelligence, the higher education strategy - 2030, the national strategy for innovation and progress, the national green strategy–2030, the national agenda for sustainable development–2030, and the fourth goal of development. Sustainable and various related websites.

The study included four main sections in addition to the general framework and previous studies First section deals with the conceptual framework for the development of artificial intelligence in the field of education. The second section presents the most important features of the UAE's national agenda in the field of integrating artificial intelligence into the education sector. The third section also presents the challenges facing the implementation of the national strategy in the field of artificial intelligence in the education sector in the Emirates. The fourth section includes the most important results from discussing the extent to which the use of artificial intelligence in education contributes to achieving the UAE's national agenda and recommendations in this regard.

The study concluded with a set of results and recommendations that included several topics.

Bio:

Dr. Huda Alshamsi has a PhD in Applied Sociology from Mohammed V University in Morocco and a Master of Applied Sociology from the University of Sharjah. She has taught in the since 2003 as teacher. She is Division Chair in the AES department, at the Ras -Al Khaimah and Fujairah campuses. Huda has many awards :-the Exceptional Employee in HCT, Khalifa Award for Digital Teacher and has varied research interests from motivation to teaching with technology in the classroom and using E-learning.

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Explore the impact of DESMOS on Secondary school students' understanding and learning of transformations

Daliya Ashok (Manipal Global Next University, Dubai)

Abstract

The use of manipulatives can be helpful in mathematics classroom because psychologically speaking, children have difficulty with abstraction (Piaget, 1952; Skemp, 1987). Physical and virtual manipulatives are educational tools designed to enhance learning experiences by providing objects that students can manipulate to explore and understand various concepts. DESMOS is an online graphing calculator and mathematics manipulative. It allows teachers to design exploratory class activities that lead to deeper understanding of the behavior of these mathematical expressions. This paper presents research on the integration of virtual manipulatives in mathematics classes that can be applied to any context and level. Understanding abstract or complex mathematical concepts is challenging for some students. If the teaching methods don't align with a student's learning style or if the material isn't presented engagingly, it can lead to disinterest and difficulty in comprehending the subject. Without applying the learned concepts to solve problems, it's hard to retain the knowledge. The focus of this study is to examine the effects of a web-based graphing tool DESMOS on students' understanding of geometrical transformations. This research was carried out in an educational institution in the UAE. Students were provided with transformation questions and were asked to complete the tasks first using the tool and then on graph paper. The data shows that most of the students' ability to analyze transformations and check their answers through visualization was better when using DESMOS, which were difficult when working using paper and pencil. Accompanied with proper pedagogy and assessment, integrating DESMOS into the classroom has the potential to significantly impact student learning.

Bio:

Daliya Ashok, a curriculum coordinator, and teacher trainer has a strong background in mathematics, holding a master's degree in the subject. Her research interests currently focus on the use of technology in Mathematics teaching and learning. Daliya's expertise in mathematics and a keen interest in technology aims in advancing the quality of education and adapting to the evolving landscape of modern teaching and learning.

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Emerging Gender Differences in Undergraduate Student Perceptions of Andragogical Self-Directed Learning in Higher Education in the United Arab Emirates and the Implications for Instructional Strategies

Magdaleen Corné Lötter & Dr. Panagiotis Papadopoulos (HCT)

Abstract

Adult learners learn differently from children, and they bring a plethora of experiences with them to the adult learning classroom. Understanding students' attitudes towards andragogical learning can help educators plan and execute meaningful learning at the tertiary level. Andragogy explains how and why adults learn, and it was chosen as the theoretical foundation for this chapter. Knowles (1987) identified the key assumptions of andragogy: the importance of self-directed learning, the role of experience, readiness to learn, orientation to real-life situations, and motivation. A recent survey indicated significant gender differences in two of these assumptions in a hybrid learning environment: motivation and self-directedness. These gender differences have implications for instructional design and strategies. This chapter will address the gender differences in the andragogical tenet of self-directedness. The results indicated that female students are significantly more self-directed than their male counterparts. Research indicates that self-directedness can be developed by supporting students to set goals, have a say in assessing progress, define the structure and sequence of activities, choose a timeline, and seek feedback. As a result, to ensure successful self-directed male students, instructors must know how to scaffold learning to develop these skills needed for male students to be successful.

The theory and applications of andragogy, specifically self-directedness, can provide instructors with valuable tools for their instructional practice, which can be used to address the needs of male adult learners in the United Arab Emirates for academic and lifelong learning success.

Bio:

Magdaleen Corné Lötter obtained a Master's degree in TESOL as a Fulbright scholar at Michigan State University and is enrolled at the University of Illinois Education Policy and Leadership doctorate program. Corné's research focus is Andragogical Learning in Higher Education. Corné has taught in various countries for the past twenty years and is currently teaching in the UAE.

Dr. Panagiotis Papadopoulos obtained a Master's degree in Mathematics from Indiana University, Bloomington, IN and a PhD from Michigan State University, E. Lansing, MI. He has published various articles in the fields of Mathematics, Tourism, and Education and he is an author of a book in Group Theory. Panagiotis has taught in various countries for the past thirty years and is currently teaching in the UAE.

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Critical Thinking in Emirati Studies Curricula

Aisha Alhammadi (HCT)

Abstract

This research paper focuses on the importance of enhancing critical reading skills as an essential part of future learning skills in the Arabic language and Emirati studies program. The paper discusses the significance of developing this skill in light of rapid changes in the digital age and the knowledge society among learners, emphasizing its role in fostering critical and analytical thinking.

Given the above, it is also necessary to diversify methods and techniques in the educational environment that can be used to enhance critical reading skills, including active reading techniques and the use of multiple strategies to understand and analyze texts. Here, the role of the Arabic language and Emirati studies program and teachers in developing this skill among learners is highlighted, emphasizing the necessity of integrating critical reading instruction across program courses. Critical reading is a fundamental key to developing modern learning skills that individuals need to face increasing cognitive challenges in contemporary societies. In this paper, we attempt to address the following questions:

1. The importance of activating critical thinking strategies among learners, especially first-year students.

2. What are the modern educational strategies that contribute to the development of critical thinking?

3. What are the best educational practices and experiences in this field?

4. Emirati Studies curriculum and the plan to develop critical thinking activities?

Bio:

Aisha Alhammadi is an AES a teacher and curriculum coordinator, her research focuses on learning techniques and quality of education.

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From Classroom to Career: Transitioning through Virtual Simulation

Beidan Mussa, Erin Lim Swee Hua, Ronnie Dumale and Lai Kok Song (HCT)

Abstract

In the dynamic landscape of higher education, the need to bridge the gap between academic knowledge and practical skills has become increasingly vital. The Medical Lab team at the Higher Colleges of Technology explores the transformative impact of virtual simulation (VS) on student preparedness for the workforce. This initiative represents a paradigm shift in traditional teaching methods, emphasizing the importance of skills development for the digital era and problem solving and critical thinking. This pilot study was implemented across two campuses where the Medical Lab program is offered as a Bachelors. For this study, one course was selected per semester, a total of six courses across levels 2000 to 4000, by four faculty members. Interactive learning modules from a virtual learning simulation lab package called Labster were implemented, and student progress and feedback were monitored quantitatively and qualitatively.

Data analyses were carried out at the course level and overall for all six courses. Results indicate a closure of knowledge gaps in the pre- and post-assessments for VS across the different courses. Evidence for the positive impact of VS observed as 87% of students found VS promoted self-directed learning, 83% found it motivated them to learn, 84% found it enhanced interest in the course and 88% had better understanding of the course after using VS (n=103). Overall, 78% concluded that more VS sessions should be implemented into the curriculum. Qualitative feedback also indicated highly favorable responses from students and industrial partners. In conclusion, integration of VS represents a forward-looking approach to higher education especially in healthcare whereby precision and personalized medicine is the future. By immersing students in realistic

work environments, preparing them for continuous learning, and actively involving faculty in the transformation process, the College is poised to produce graduates who are academically adept and prepared for the challenges of the contemporary workforce. The VS will serve to bridge the transition of students from classroom to practice by providing them with simulate experiences that fill the gap between theory and practice. This initiative serves as a model for educational institutions seeking to redefine their approach to preparing students for the demands of the professional world.

Bio:

Ms. Beidan Mussa is a dedicated educator who has been working in higher education in various countries for over a decade. She is passionate about integrating technology into the classroom as an effective tool to engage students in STEM education. She believes the teacher-student relationship is vital to create a positive learning environment that encourages students to reach their potential. Beidan is a Fellow of the Higher Education Academy and serves as Campus Division Coordinator of Health Sciences at Sharjah Women's Campus.

Mr. Ronnie Dumale is a dedicated medical technologist and educator with over 20 years of experience in higher education. He holds master's degrees in education and biology and has been committed to teaching and mentoring students in health science professions since 2002. His research interests include the integration of technology in education, the exploration of natural products, and advancements in the blood sciences. With a focus on blending traditional and innovative teaching methods, he continues to contribute to medical laboratory science education.

Dr. Erin Lim Swee Hua has been teaching in higher education since 2010. She is a believer in life-long learning. She is also of the opinion that with the advent of technology, academics can no longer be the ‘sage on stage’ but their roles have evolved to become a ‘guide by the side’. In addition, she is convinced that it is not enough to just teach but a great teacher ensures that her students have learnt - for life. She is a certified Higher Education Academy fellow and a Blackboard Academy Accredited Facilitator for the Digital Teaching and Learning Series.

Dr. Lai Kok Song is a dedicated scientist and educator with over 10 years of teaching experience in higher education. His research focuses on implementing the Universal Design Learning in education. He has won numerous international teaching awards such as Gold Medal International University Carnival on E-Learning (IUCEL), Gold Medal Teaching and Learning of Putra Innocreative Competition and Best InnoCreative Educator in

Immersive Learning Experience- Virtual Learning Experience, just to mention a few. He is also the UNESCO facilitator for Inclusive Open Educational Resources.

Back

Developing Intercultural Intelligence in Preparation for the Workplace

Yasemin Altas (HCT)

Abstract

In today's globalized business landscape, effective communication and collaboration across cultures are paramount for individual and organizational success. Hence, developing cultural awareness and intercultural agility within the workplace that would lead to effective collaboration is now more pressing than ever.

This presentation looks into the significance of developing intercultural intelligence in the classroom as a preparation for the demand of the multi-cultural workplace.

Bio:

Yasemin Altas has been with the Higher Colleges of Technology in the UAE for over 15 years, where she teaches courses in General Studies that encompass but are not limited to Intercultural Intelligence, Sustainability, Research Methods, Future Skills, and Critical Thinking. Holding a Bachelor of Arts in Foreign Languages Education, complemented by a Master of Arts in Management in Education, she currently embarks on a doctoral journey in Education, with a specialized focus on Intercultural Studies and Third Culture Kids. Being a Third culture kid/ adult herself, she has always been fascinated with intercultural aspects and continues to explore aspects such as identity, communication, relationships and global interconnectedness.

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Future-Proofing Tech Professionals: A Review of Accelerationism in Business Education

Dr. Juan Dempere (HCT), Dr. Hesham Allam (Ball State University, USA), & Dr. Paulo Mattos (HCT)

Abstract

The study embarks on an explorative journey to assess the infusion of accelerationism into business education. Anchored in the philosophy that champions the intensification of technological and social changes, accelerationism is proposed as a transformative framework for equipping future tech professionals with the requisite skills and mindset to navigate an increasingly dynamic future. Through a meticulous application of the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines, this review meticulously evaluates the implementation of accelerationist principles across business curricula, aiming to uncover the myriad benefits, potential challenges, and the overarching impact on student learning outcomes and program effectiveness. Leveraging an extensive array of sources including peer-reviewed articles, scholarly books, and conference papers, the authors endeavor to bridge the prevailing gap between rapid technological progress and existing educational models. The review's methodological rigor and comprehensive analysis promise to yield insightful revelations into how accelerationism could revolutionize business education, making it more adaptive, innovative, and aligned with the exigencies of a tech-driven world. Expected to serve as an invaluable resource for educators, curriculum developers, and policymakers, this systematic review aspires to lay the groundwork for forward-thinking educational practices that not only respond to but also anticipate the evolving landscape of business and technology.

Bio:

Dr. Juan Dempere, an esteemed figure in the academic realm, currently serves as an Assistant Professor of Accounting and Finance at the Business Division of HCT. With a rich educational background, he has a Finance Doctorate and an IT Management MBA. He has taught at multiple institutions, including HCT (UAE) and universities in USA, across undergraduate and graduate levels. His research focuses on AI, blockchain, ESG, and IPOs, contributing to international journals and participating in global academic conferences.

Dr. Hesham Allam, Assistant Professor at Ball State University's CICS Department, holds a PhD from Dalhousie University, blending computer science, business, and information management, and an MBA in MIS from California State University, Sacramento. His research delves into IT diffusion in organizations and society, focusing on technology acceptance, usability, and ICT's impact on human and organizational capital. With publications and international conference presentations, he has also taught at the Higher Colleges of Technology in Dubai and Dalhousie University.

Paulo Mattos, currently a lecturer in the Business Division at HCT, brings a wealth of experience in financial industry. With a background that includes leadership roles in major companies within the financial sector, Mattos has been more engaged in research and education since 2021, seeking to contribute valuable perspectives to the academic community. He holds an MA in Business Management and an MBA in Business. Currently a doctoral candidate in Management, University of Lisbon, Portugal. Additionally, he holds an MBA in Sustainability and has completed postgraduate studies in tax law. His primary focus of expertise lies in the intersection of new technologies and management.

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Analyzing and Evaluating the Content of Grammatical Rules According to the Functional Approach in Series of Al-Arabiyah Bain Yadaik “Text Book 3”

Gamal Ahmed Fouad Abdelkarim Hashem (JSS Private School, Dubai)

Abstract

The current study aims to verify the inclusion of the functional approach specifications in the grammar lessons in the third student book of (Al Arabia Bain Yadaik) series. To achieve this goal, the study followed the descriptive analytical approach using the content analysis tool; The researcher designed a list of specifications for the functional approach; The list was judged by 23 arbitrators, and then the researcher designed a form to evaluate the grammar rules in the third student book of (Al Arabia Bain Yadaik) series, according to the functional approach specifications. The results of the study showed that the functional specifications that must be available in the grammatical content of the curricula of non-Arabic speaking students fall within nine domains, and these domains include 32 descriptions, The functional specifications were available in the book with a total percentage of (55.77) as for the domains; First came the domain of necessity with a percentage of (85%), then the area of the principle of commonness with a percentage of (85%), both of which were graded (very good), and thirdly the domain of examples and its effectiveness with a percentage of (70.83%), then the domain of appropriateness by (70%), and both were graded (good). However, the rest of the domains got less than (50%), and those are the level of application by (46.66%), the domain of training and its effectiveness by (46.25%), the seventh is the domain of goals (40%), and the eighth is the domain of gradation by (38.75%) Finally, the area of interdependence and integration by (27.5%), all with a verbal rating (weak). Based on these results, the researcher recommends using the list of specifications in evaluating and redeveloping the grammar course of (Al Arabia Bain Yadaik) series to conform to the specifications of the functional approach.

Bio:

Gamal Ahmed Fouad Abdelkarim Hashem is the Head of the Arabic Language Department at JSS Private School in Dubai. He is currently a Ph.D. researcher in Education, specializing in Arabic Language Curriculum and Teaching Methods, at Suez Canal University. He holds an Academic Master's Degree in Education from Sultan Idris University in Malaysia. He is also a certified trainer from the International Board of Creative Trainers

LTD. He is a member of the International Union of Arabic Language Teachers and a member of the Association for the Protection of the Arabic Language in Sharjah. Additionally, he is a poet and author, with his poetry collection "Fu'adan" published by Al-Mawsa Publishing House in 2020.

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Greening Education: Using Biophilic Design to cultivate Educational Environments that enhance Student Well-being and Attentional Performance.

Prof. Anushka Lydia Issac (Westford University College, Sharjah)

Abstract

This conceptual study considers how biophilic design could enhance university students' Attentional performance and general well-being in on-campus higher education learning spaces. It essentially appreciates the crucial influence of the physical environment on students' learning outcomes and demonstrates the importance of creating sustainable and cognizant places for university students. The paper thereby emphasizes the need for a comprehensive approach to campus design, promotes the development of Nature-based Innovative Learning Environments (ILEs), which develop students' connection to nature and enhance cognitive processes. Built around the natural human connection to the environment, biophilic design aspires to create spaces that improve cognitive function and promote well-being. This paper explores the advantageous effects of integrating natural aspects into learning environments, such as daylight, plant life, and sustainable materials, demonstrating how these elements could improve students' ability to remain focused, be creative, and perform better academically overall. The sustainability of these initiatives is discussed by addressing the potential environmental and economic effects of using biophilic design in educational architecture by looking at its theoretical underpinnings, real-world applications, and advantages. It also addresses the knowledge gaps pertaining to how biophilic design impacts university settings, considering variables like monetary constraints, urban environments, and cultural differences and provides evidence-based recommendations. The objective of this study is to contribute to advance the current debate with regard to how to best utilize learning environments for the benefit of both teachers and students.

Bio:

Anushka Lydia Issac, with a distinguished background in Engineering [Hons.] and MBA, seamlessly combines technical expertise with strategic insights. Holding credentials like FHEA and Lead IQA, she designs, delivers, and assesses high-quality learning experiences in higher education. Passionate about understanding diverse personalities, Anushka excels in international public speaking. As an Associate Professor and Program Manager at Westford University College, she actively shapes students' academic journeys, contributing significantly to their holistic development. Her commitment to academic excellence is evident in her ongoing Ph.D. research at the University of Plymouth, focusing on flexible work arrangements' dynamics and impact.

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10 Useful Speaking and Listening Activities for Your Classes

Dr. Josh Norman (Shokei University, Kumamoto, Japan)

Abstract

Every English teacher needs good listening and speaking activities to use in their classes. They are an especially effective and inclusive instructional strategy for classes with unmotivated students or students who are not usually willing to communicate openly. These activities can come in handy when you need a good warm-up activity at the beginning of class, or when there is extra time at the end of a class. In this session, the presenter will outline ten such activities that he has found to be useful in his English communication classes in Japan and demonstrate them for participants as time allows.

Bio:

Dr. Josh Norman graduated from Kumamoto University in 2006 with a PhD in Public and Social Policy and has been in Japan since 1997. He is currently an associate professor in the Department of Culture and Language at Shokei University in Kumamoto and has been teaching English and

Cross-Cultural Communication courses at the university level for 18 years. His research interests include L1 use in the L2 classroom, Made-in-Japan English, CALL, and bilingualism.

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The Effectiveness of Academic Advising in Academia: A Case Study

Dr. Shahid Islam, Frances Gonzales, David Ford, Dr. Ehsan Qadir, Saad Bin Zafar & Dr. Ebrahim Elhanaee (HCT)

Abstract

Academic advising (AA) is important in higher education to improve student's academic performance. This process includes helping students understand their academic requirements, develop academic improvement plans; and provide ongoing support throughout their academic program. This study presents an analysis and the effects of academic advising on the performance of students through comparisons of their academic performance in midterm and final examinations. A group of 93 HCT students in the UAE was selected for this study. An AA session was conducted at the beginning of the term, followed by faculty-generated short-term reports representing students' performance in the first half of the term, including the midterm examination. These reports include six key areas of learning behavior such as grade achieved, target grade, attitude to study, independent learning, meeting deadlines, quality of work, knowledge, and skills. Moreover, remarks and possible remedial actions were included in the reports. Later in the term, another academic advising session was conducted in which advisors consulted with students in preparation for their final exams. An important aspect of this AA session was setting target grades above their mid-term performance. The performance analysis shows that 25 students saw their grades increase by above 10%, 15 saw an increase of 5% to 9.9%, and 22 saw an increase of 0 to 4.9%. The performance of 31 students remained either unchanged or slightly declined. The projected average GPA for the midterm was 2.03, but after the advising session, the average GPA for the final examinations improved to 2.41.

Bio:

Dr. Shahid Islam completed a master's degree from the University of Toronto in Mechanical and Industrial Engineering. He earned a doctoral degree from the Department of Mechanical Engineering, UOIT, Canada. His research interests are in renewable energy-based multigeneration systems, hydrogen production, and biomass and oil and biomass waste-based Integrated Gasification Combined Cycle, etc. During his academic journey, Dr. Islam authored a book chapter and many research articles in ISI Journals with high-impact factors. His professional journey began with his appointment as a lecturer in Mechanical Engineering at King Fahd University of Petroleum and Minerals. He was a co-investigator of renewable energy-based projects worth over half a million Saudi Riyals. Currently, Dr. Islam holds the position of Faculty of Engineering and Technology at CERT, HCT, UAE. He is teaching Naval Science subjects at Rashid Bin Saeed AL Maktoum Naval College.

Frances Gonzales is an experienced educator holding two master's degrees in English Language Teaching and Teaching English Language and Literature. Her expertise lies in ESL, Higher Education, E-Learning, Curriculum Assessment, Curriculum Development, and Educational Administration. She is currently completing her dissertation for the Ph.D. program in Educational Administration. With over 20 years of teaching experience, she has dedicated over a decade to teaching at Higher Education Institutions in the GCC. Currently, she is employed as a General Studies and English Language Instructor at HCT -CERT, Rashid Bin Saeed Al Maktoum Naval College.

David Ford has been a member of the HCT/CERT English Faculty at the RBSM Naval College since 2018. He also taught English at Qassim University in Saudi Arabia for 3.5 years and in the South Korean public school system for 3 years. He received his master's degree in TESOL from the Sookmyung Graduate School of TESOL in South Korea and is currently near to completing a PhD in Transformational Learning (Educational Studies). His research interests are in curriculum development and educational pedagogy.

Dr. Ehsan Qadir is an experienced academician who has taught in many renowned universities. He earned his PhD degree from the National Defense University Pakistan and is presently teaching at Higher Colleges of Technology Abu Dhabi since 2017.

Captain Saad Bin Zafar (R) holds a Master's Degree in Engineering with Distinction & Deans role of honor from the Queensland University of Tech; Australia. He specializes in Marine Engineering. He has had a distinguished Naval career, giving him extensive international exposure spanning over 25 years. He has been associated with academia since 2006, teaching/mentoring graduate and postgraduate level Marine/Naval Engg. students/

cadets at public, private, and military institutions. He has operated an international portfolio of diversified projects in marine R&D. He has conducted numerous training courses focused on marine projects, knowledge, and engineering management both inland and abroad. Has successfully participated in institutional and program CAA accreditations and is well versed with accreditation standards. He has current knowledge of marine industry practices, trends, and issues. At present, he is performing the duties as QA manager in addition to his Naval Science faculty duties.

Dr. Ebrahim Elhanaee is an experienced Police Officer with a demonstrated history of working in the law enforcement industry. Skilled in Forensic Analysis, Counterterrorism, Criminal Law, Private Investigations, and Law Enforcement. Strong military and protective services. He earned a doctoral degree focused on Computer Science (Digital Forensics) from Lancaster University. Currently, he is the Dean of the Military and Security Division at CERT, HCT, and a Consultant at the Faculty of Computer at HCT.

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Enhancing AI Literacy in Education: Best Practices for Instructional Strategies and Assessment

Mohja Jerbi (Hamdan Bin Khalifa University, Qatar)

Abstract

As the demand for Artificial Intelligence (AI) literacy grows in parallel with the evolving workforce, this paper highlights the importance of reimagining instructional strategies and assessment methods to equip students with essential applied learning skills. By showcasing best practices and practical use cases, we aim to demonstrate how integrating AI literacy into the curriculum can significantly enhance student preparedness for the future of work. This approach involves a comprehensive reevaluation of teaching methodologies to incorporate AI concepts and tools effectively, fostering an environment that encourages critical thinking, problem-solving, and adaptability among students. Since educators play an essential role in this transformation, the paper argues for targeted faculty development initiatives that enable the effective delivery of AI-infused content. The presentation aims to offer insights and strategies for educators and institutions to effectively integrate AI literacy into their teaching practices, thereby empowering students to navigate and succeed in a technologically advanced and dynamic workforce.

Bio:

Mohja Jerbi is a seasoned instructional design and educational technology expert with over a decade of experience. Previously the Director of Instructional Technologies and an instructor at the College of Health Professions at MUSC in the U.S., she now enhances academic excellence within the Office of the Provost at HBKU, Qatar. There, she leads efforts within the Center for Teaching and Learning, spearheads assessment initiatives, oversees the design and development of MOOCs, and catalyzes faculty development. Committed to enriching learning experiences through innovative technologies, Mohja advocates for accessible, quality education and nurtures environments that support the growth and success of both faculty and students.

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Pitfalls in education: bridging the gap between youth unemployment in the UAE

Lindall Elaine Adams and Sunette Scanlen (Institute of Applied Technology, Dubai)

Abstract

Youth unemployment has decreased in the United Arab Emirates. However, moving from school to a career is still a challenging process. Youth unemployment rates are as follows in 2022: Middle East and North Africa (MENA) - 24.8%, Latin America - 20.5%, Asian and Pacific - 14.9%, and Africa - 12.7% . In addition to the rise in global population, technology advancements may also have an impact on the employment of young people. AI is predicted to eliminate 2.4 million jobs in the United States and around 300 million jobs worldwide by 2030. As Elon Musk has predicted, artificial intelligence is likely to eliminate all occupations in the near future. A growing population and the development of artificial intelligence may restrict the employment opportunities available to young people in the near future. School leavers and fresh graduates may face challenges in gaining employment. Unemployment is often considered a discrepancy in skills in several research investigations. The research aims to assess the diversity of school subjects, with particular emphasis on how to include entrepreneurship in school subjects in order to decrease youth unemployment and meet the demands of an expanding population in the workplace. Research has shown that entrepreneurship has the potential to

decrease youth unemployment. STEM education is usually given precedence over entrepreneurship in UAE schools, thus preventing young students from shifting their focus from job search to setting up their own careers. It is important that entrepreneurship is integrated into the educational system. As a means of decreasing youth unemployment, this study examines literature that supports entrepreneurial education in schools.

Bio:

Dr. Lindall Elaine Adams is working at the Institute of Applied Technology. Her research focuses on poverty reducation, social inequality and education for the poor. She is a peer-reviewer and cited author.

Sunette Scanelen is a Business teacher and currently a PhD candidate at Swiss Business School. Her research focus on leadership and education.

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The Future of Work in Applied Technology: A Paradigm Shift in Chemical Engineering

Dr. Amjad A. Shaikh (HCT)

Abstract

As technological advancements continue to shape the landscape of various industries, the field of chemical engineering is experiencing a profound transformation. This paper explores the future of work in applied technology within the realm of chemical engineering, analyzing emerging trends, challenges, and opportunities. From the integration of artificial intelligence in process control and optimization to the impact of sustainable practices on the industry, this paper aims to elucidate the evolving nature of work for professionals in the field and suggests strategies for adapting to this dynamic environment. Particularly the knowledge and skill driven by the advancements in technology necessitate a multidisciplinary approach, blending traditional engineering expertise with proficiency in emerging technologies. Students should be encouraged to explore the intersection of these technologies, positioning themselves as innovators in the global chemical engineering landscape.

Bio:

Dr. Amjad A. Shaikh - The speaker is an assistant professor of chemical engineering at the Higher Colleges of Technology in the United Arab Emirates' Abu Dhabi Men's Campus. He has worked in academics and industry throughout Europe, the Middle East, and Asia for more than 20 years. His experience as a teacher at HCT has been mostly concentrated on imparting knowledge on process control, equipment design and capstone projects to final-year students.

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Entrepreneurship and Innovation: Cultivating an Entrepreneurial Mindset for Career Success

Moreblessing Muresherwa Sithole (Sharjah Research Technology and Innovation Park) & Gift Muresherwa (Cape Peninsula University of Technology, Cape Town, South Africa)

Abstract

In an era characterized by rapid technological advancements, economic turbulence, and evolving market dynamics, individuals face unprecedented challenges and opportunities in navigating their professional trajectories. Recognizing the transformative power of an entrepreneurial mindset, this paper delves into the conceptual underpinnings and practical implications of cultivating such a mindset to thrive in diverse career domains. The current study examines the pivotal role of entrepreneurship and innovation particularly in fostering a mindset conducive to career success in the contemporary landscape. The paper begins by delineating the foundational elements of an entrepreneurial mindset, encompassing traits such as creativity, resilience, risk-taking propensity, and a penchant for seizing opportunities. Drawing upon interdisciplinary perspectives from psychology, management, and entrepreneurship studies, it elucidates how these attributes converge to shape individuals' attitudes, behaviors, and decision-making processes in the pursuit of career goals. Furthermore, the paper investigates the symbiotic relationship between entrepreneurship and innovation, elucidating how entrepreneurial endeavors catalyze innovation and vice versa. Through a synthesis of theoretical frameworks and empirical evidence, it elucidates the mechanisms through which entrepreneurial thinking stimulates novel ideas, disrupts conventional paradigms, and drives organizational change, thereby fostering sustainable competitive advantage in the global marketplace. Moreover, the paper delineates strategies for fostering an entrepreneurial mindset through education, experiential learning, and organizational support mechanisms. The study underscores the imperative for educational institutions, businesses, and policymakers to foster an ecosystem conducive to entrepreneurial development, thereby empowering individuals to navigate career uncertainties, capitalize on emerging opportunities, and contribute to socio-economic progress. Moreso, the study advocates for a paradigm shift towards embracing entrepreneurship as a fundamental driver of career success, underscoring its transformative potential in empowering individuals to thrive amidst complexity and ambiguity in the 21st-century workforce.

Bio:

Moreblessing Muresherwa-Sithole is a Sales and Education executive at the Sharjah Research, Technology, and Innovation Park Freezone in the United Arab Emirates. She has more than 5 years of experience in academics, teaching business studies to high school learners in both the Middle East and Africa. Her background as a teacher and Intellectual Property expert has equipped her to effectively disseminate information to diverse audiences.

Gift Muresherwa is a Tourism and Events Lecturer at the Cape Peninsula University of Technology in Cape Town, South Africa. Gift is also an emerging researcher and PhD scholar at the University of Johannesburg. His doctoral study investigates the value of tourism events in growing Zimbabwe’s tourism. Gift has authored different research papers and participated in several international conferences focusing on event tourism, gorilla tourism and township tourism.

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From the Classroom to the Workplace - Promoting Academic and Professional Integrity

Pushpa Sadhwani & Kevin Lim (HCT)

Abstract

Academic honesty is often seen as restricted to the educational sphere, but it is also important for graduating students entering the workforce. Generative AI tools such as ChatGPT, Bard and Copilot make it more tempting for some students to generate assignments and essays and pass them off as their own work. It is our job as educators to inculcate in students pride in their academic endeavours and how their original work can contribute to their field of expertise.

According to the World Economic Forum's Future of Jobs Report (2020), 50 percent of workers will need to learn new skills by 2025. It goes on to state that curiosity and lifelong learning will be crucial characteristics needed to adapt to disrupted workplaces (2023). Graduate employees can no longer rely on their current skills to thrive in the workplace of the future.

This presentation aims to explore some tools to detect Ai generated scripts and to show some examples of how we as teachers can empower AI tools to students' advantage. We will examine examples of AI plagiarism that we have experienced in our classrooms and look at how we can use AI tools to help students harness them for their learning potential. We will demonstrate how students can do such things as brainstorm ideas, learn how to structure their writing, compare different formats of essays and reports, and improve their paraphrasing and summarizing. Lastly, we will highlight general principles to promoting student integrity and learner independence in utilizing AI tools for learning.

Bio:

Pushpa Sadhwani is a Senior Lecturer in the General Education department at the Higher Colleges of Technology. She has been a faculty at Dubai Women's Campus for 18 years and teaches Professional Communication, Life and Future Skills and Research Methods. She has previously taught in

Thailand and Qatar. Her MA dissertation was on ‘Orthographic Knowledge of Emirati Speakers’. Pushpa’s interest lies in course development, peer mentoring for students and academic integrity.

Kevin Lim is an instructor in the General Education department at the Higher Colleges of Technology, Dubai Campus. He has worked there for almost 15 years and teaches English Communication courses. He has previously worked in Japan as an ESL teacher, and Australia in various roles ranging from high school teacher of English and Japanese language, as well as teaching ESL to migrants and international students, and as a Language and Learning Advisor at Deakin University. His interests include academic integrity and utilizing technology effectively in the classroom.

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The importance of mastering academic writing and understanding the rhetorical situation in the modern workplace

Dr Doaa Hamam (HCT)

Abstract

This presentation introduces the essential role of academic writing and understanding of the rhetorical situation within professional environments. In today's workplace environment, effective communication is one of the most important skills, and academic writing serves as a cornerstone in fostering clarity, persuasiveness, and professionalism in any written communication. By exploring the intersection of academic writing principles and workplace communication, this session highlights how individuals can improve their writing skills to navigate diverse contexts and stakeholder expectations. Understanding the rhetorical situation—which includes audience, purpose, and context—equips employees with the tools needed to deliver their messages strategically, enhancing their impact and fostering collaboration. Through practical examples and strategies, attendees will gain insights into the importance of academic writing and understanding the rhetorical situation to produce more effective communications at the workplace which eventually leads to the anticipated success.

Bio:

Dr. Doaa Hamam is a holder of a PhD. Degree in Education- TESOL from the British University in Dubai; she is currently a lecturer at the Higher Colleges of Technology, UAE. Her main research interests are teaching and learning in higher education, teaching with technology, academic writing, linguistics, and teacher education. She has many high-impact publications in the field of teacher training, language education and teaching with technology.

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Investigating the Factors which Impact the Integration of Sustainability into Classroom Practice

Jonathan Fiteni, Dr. Nicole Shammas & Jumana Tarazi (HCT)

Abstract

This presentation will discuss the results of a mixed methods study that examined how faculty at Higher Colleges of Technology (HCT) in the United Arab Emirates perceive and incorporate sustainability into their teaching practices. The study focused on attitudes towards, and experiences of, integrating sustainability into the curriculum.

The findings of the study revealed that while many faculty members recognize the importance of sustainability in education, there are significant challenges in effectively incorporating it into their teaching practices. These challenges include a lack of resources and support, the need to meet system wide course requirements, as well as a need for professional development opportunities to enhance their understanding of sustainability concepts.

The research also focused on the perceived significance of sustainability for employability. Companies are increasingly prioritizing sustainability and employees who are knowledgeable in this area are more likely to be hired and promoted. Therefore, understanding faculty attitudes of sustainability concepts is essential in order to effectively prepare students for the workforce and contribute to the achievement of the SDGs.

By examining the current state of sustainability education within the HCT system, we can develop strategies to integrate sustainability into the curriculum and to enhance student understanding and engagement with sustainability issues. This research provides valuable insights into the role of academic institutions in promoting sustainability.

Bio:

Jon Fiteni has MAs in Adult Education, Management in Education, and Social Anthropology. He has been teaching since 1999 and has been in GARD since 2014. His previous teaching experience was in the UK and Türkiye. Earlier research relates to the development of English language speaking skills in online contexts. His more recent research relates to how HE institutions can integrate sustainability both into the curriculum and campus operations.

Dr. Nicole Shammas has an Ed.D from the University of Southern Queensland in Intercultural Studies and an MA from the School for International Training in Vermont in language teaching. She has taught in the UAE since 1999 and teaches in GARD, at Dubai Women's Campus. Nicole has taught in the Dominican Republic, New Zealand and South Korea and has varied research interests from motivation to teaching pedagogy to the use of technology in the classroom.

Jumana Tarazi received her Maters of Science degree from University of California, Irvine in 1993 in Electrical and Computer Engineering. Presently she is a Senior Lecturer in the CIS Department, at HCT, Dubai Women's College. Her expertise is in software engineering and mobile application development. She has organized Women in IT conferences, published conference papers and journal articles, delivered several conference paper presentations, and conducted workshops to other faculty.

Back

Serious Games as a Pedagogical Approach to Close the Learning Feedback Loop for Engineering Project Management Education

Hamad Al Jassmi (UAE University)

Abstract

Engineering Management courses typically train engineering students to master scheduling skills through a course project, in which students utilize professional project management software and reflect on a real-world project. Such educational activity may provide reasonable means of ‘learn-by-doing’. However, a shortcoming that educators rarely challenge is whether students are able to receive sufficient feedback about their work when merely relying on instructor evaluations and comments. As an attempt to allow students experience the full learning cycle of construction scheduling within a semester timeframe, this presentation introduces an innovative “Lego Construction Scheduling” game that simulates students planning and risk management decisions on a ‘lego ’project that they eventually execute in class. The game was tested on two sections of an advanced “Special Topics in Construction Management” undergraduate elective course and compared against a third control section.

Bio:

Dr. Hamad Al Jassmi is an Associate Professor of Civil Engineering at UAE University. Dr. Al Jassmi obtained his PhD in Civil Engineering from the University of New South Wales in Australia, ranked 19th globally. Dr. Al Jassmi published more than 70 peer-reviewed articles, most which appeared in top ranked international journals. He has more than 15 years industry experience in which he acted as Project Manager, Planner or Researcher at numerous high-profile consultancy projects related to life-cycle assessment of surface transport projects, mobility policy making, transportation planning and traffic safety.

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Back to Basics with Case Based Learning through Concept Mapping

Puja Patel (Humber College in Toronto, Ontario, Canada)

Abstract

Nursing students in Baccalaureate programs demonstrate some difficulty developing clinical reasoning skills where assessing, analyzing, intervening, and evaluating processes are quite challenging, especially when a patient's status is changing. As such, incorporating graphical formats such as concept maps with structured instruction in the classroom, helps students develop argumentation skills and complex cognitive processes (Si et al, 2019).

To bridge the gap of declarative learning and improve clinical reasoning; case-based learning coupled with the use of the whiteboard to create comprehensive concept maps was a methodology adopted in a third-year theory course. The concept of this innovative strategy is based on learning through doing by adding real life context through evolving case studies. This teaching methodology helps students deepen their knowledge about concepts, thereby allowing them to retain and recall information in situations that require them to draw upon their clinical reasoning skills. Traditional theory lessons are mostly didactic and facilitated with PowerPoint slides and seem to fall short in developing students' ability to incorporate creative and evidence-based arguments.

At various points during the semester and at the end of the semester, students' feedback reflected this teaching methodology not only facilitated the way in which students learned and connected with the content, but also the ease of understanding and subsequently applying it in clinical and

simulation settings. This methodology was effective in the Nursing Program and has great potential to be applied in not only healthcare programs, but any course/program that has applied, real-life context.

Bio:

Puja Patel is Professor of Nursing at Humber College in Toronto, Ontario, Canada with 10+ years as a Nurse Educator. She is passionate and dedicated towards implementing innovative teaching and learning strategies to facilitate knowledge acquisition and translation in applied settings such as in hospitals, simulations, and laboratory settings.

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The Relationship among Intrinsic Motivation, Self-Efficacy and Self-Determination of Students with Learning Difficulties in Science Classes in Dubai Private Middle Schools

Dr. Muna Al Sadoon (Zayed University)

Abstract

Students with learning difficulties (LD) face challenges in science learning due to struggles with essential skills like reading complex texts, technical writing, and mathematics application. The science classroom often becomes a focal point for these difficulties. In regular classes, where support may be lacking, students with LD can experience limitations in applying scientific procedures, analyzing data, and demonstrating results. Science learning demands intricate skills, and intrinsic motivation and self-efficacy are crucial for tasks such as formulating claims, gathering data, and articulating findings.

This study aims to explore how intrinsic motivation, self-efficacy, and self-determination influence the science learning experiences of students with LD. The research question guiding this investigation is: To what extent are intrinsic motivation, self-efficacy, and self-determination related to science learning for students with LD?

A questionnaire comprising 16 items was distributed to middle-stage students (grades 6-8) with LD in various private schools in Dubai. Pearson Correlation Analysis was conducted to measure the relationship between intrinsic motivation, self-efficacy, self-determination, and science learning. Regression analysis was also performed to determine the strength of these relationships.

The results reveal a significant correlation between intrinsic motivation, self-efficacy, self-determination, and science learning for students with LD. The regression analysis underscores the impactful roles of intrinsic motivation (IM), self-efficacy (SE), and self-determination (SD) in shaping the science learning experiences of students with LD.

Bio:

Muna AlSadoon is a PhD holder in Science Education and Learning Difficulties from The British University in Dubai.

Muna AlSadoon is an educator who has a + 25 years' experience as a science and biology teacher, Science HoD and Academic Advisor in different private schools and education centers in Dubai. Her journey in education field includes teaching in American curriculum schools and training science teachers. Recently, she is an adjunct faculty in College of Interdisciplinary Studies/ Zayed University in Dubai/ UAE.

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Adapting Education: Exploring the Impact of New Technologies on Academic and Professional Convergence

Paulo Mattos, Dr. Juan Dempere (HCT) & Dr. Hesham Allam (Ball State University)

Abstract

This study delves into the imperative of preparing students for the dynamic job market by exploring the intersection of academic performance and practical demands, explicitly focusing on the transformative role of new technologies. Utilizing a robust data analysis methodology focused on a qualitative understanding of the collected information; the research examines various academic sources to identify patterns and gaps in aligning traditional metrics with tangible project outcomes. Findings guide discussions on potential pedagogical adjustments, providing a theoretical foundation for education to meet industry requisites in the context of emerging technologies. Contributing to the discourse on effective educational

practices, this research ensures their adaptability to workforce needs. Through the data analysis, the study unveils patterns to inform strategic decisions for educators, bridging the gap between academic excellence and practical skills required in the contemporary job market and offering a valuable theoretical framework for navigating challenges in student preparation for a rapidly changing professional landscape.

Bio:

Paulo Mattos currently a lecturer in the Business Division at HCT, brings a wealth of experience in financial industry. With a background that includes leadership roles in major companies within the financial sector, Mattos has been more engaged in research and education since 2021, seeking to contribute valuable perspectives to the academic community. He holds an MA in Business Management and an MBA in Business. Currently a doctoral candidate in Management, University of Lisbon, Portugal. Additionally, he holds an MBA in Sustainability and has completed postgraduate studies in tax law. His primary focus of expertise lies in the intersection of new technologies and management.

Dr. Juan Dempere, an esteemed figure in the academic realm, currently serves as an Assistant Professor of Accounting and Finance at the Business Division of HCT. With a rich educational background, he has a Finance Doctorate and an IT Management MBA. Over the years, Dr. Dempere has imparted knowledge at various institutions such as HCT (UAE), Colorado Heights University, Colorado School of Mines, Metropolitan State University of Denver, Regis University, Jones International University, Argosy University, and Florida Atlantic University, covering both undergraduate and graduate courses. His research on AI, blockchain, ESG, and IPOs has found its way into well-known international journals. He has also been an active participant in academic conferences globally.

Dr. Hesham Allam holds the position of Assistant Professor at the Center of Information and Communication Science (CICS) Department at Ball State University. His academic journey includes the completion of an interdisciplinary PhD from Dalhousie University, where he seamlessly integrated computer science, business administration, and information management. Additionally, he received a Master of Business Administration (MBA) in Management Information Systems (MIS) from California State University, Sacramento.His research concentrates on comprehending the diffusion of information technology (IT) in both organizations and society. Dr. Allam's specific areas of interest encompass technology acceptance, usability, and exploring the impact of information and communication technologies (ICT) on human and organizational capital. His scholarly contributions are evident through publications in esteemed journals and presentations at international conferences. Prior to his current role, he served as a lecturer at the Higher Colleges of Technology in Dubai, UAE. Earlier in his career, he spent four years as a lecturer in IT at Dalhousie University. University, where he taught a diverse range of undergraduate and graduate students. During this period, his research focused on organizational and social tagging tools and their pivotal role in constructing collaborative information resources.

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An Investigation of Stakeholders' Perspectives and Strategies of Crisis Management in K-12 Governmental Schools in the UAE

Shayma Ebrahim Alawadhi (HCT)

Abstract

The breakdown of COVID-19 in 2020 in the UAE has been an eyeopener to crisis management in schools and universities. The researcher has witnessed different leadership styles during the pandemic where leaders had to prevent as much risk as they could. The research examines three aspects of crisis management in UAE K-12 governmental schools. It investigates different types of possible crises in UAE education. This research aims to investigate crisis management in governmental schools in the United Arab Emirates. It focuses on three main aspects in crisis management (1) stakeholders' perspectives (2) demographic difference and (3) strategies implemented to overcome crises. This research focuses on crisis management in K-12 governmental schools in the UAE. It focuses on stakeholders' perspectives about crisis management and how well they understand their role, it also concentrates on decisionmakers and school leaders as they are mainly in-charge of facing the crisis within their schools. The study also covers demographic differences in K-12 crisis management in the UAE. This aspect covers gender differences, work experience and other different variables of stakeholders managing the crises. Strategies cover different stages of managing crisis which may include mitigate, plan, response and recover. Different stakeholders' opinions be engaged in this topic to have a clear overview of different strategies used in schools.

Bio:

Shayma Alawadhi is a lecturer at Higher Colleges of Technology. Shayma earned her Master in TESOL from the British University in Dubai. Additionally, she is a PhD candidate in Management, Leadership and Policy at the same university. Shayma's research focuses on understanding leadership and management styles at educational institutions, guiding educators to be better at leading their teams and discover underlaying issues in managerial behaviors. With notable contributions in esteemed journals and international conferences, Shayma Alawadhi looks forward to collaborating with the Emirates Schools Establishment on further research projects.

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Fostering Socio-constructive Pedagogy for Career Readiness: Enhancing Early Childhood Education through Kagan Cooperative Learning Structures

Dr. Hiea Mizyed & Dr. Slim Khemakhem (HCT)

Abstract

In response to the global demand for innovative educational practices and in alignment with the Higher Colleges of Technology's (HCT) competency-based model, this abstract outlines a pioneering initiative aimed at enriching the Early Childhood Education (ECE) program through collaborative partnerships with industry stakeholders. The proposed initiative, centered around Kagan Cooperative Learning (KCL) structures, seeks to equip HCT education faculty and students with pedagogical approaches that promote cooperation and engagement among students while aligning with industry needs. Drawing on Kagan's four basic principles—Positive Interdependence, Individual Accountability, Equal Participation, and Simultaneous Interaction (Kagan, 2001)—the initiative offers strategies to create dynamic, student-centered learning environments that include social skills, communication skills, information sharing, thinking skills, among others, all of which are part of Kagan's key concepts. By integrating KCL structures, the initiative aims to foster cooperation among students and collaboration among industry partners, facilitating experiential learning opportunities that prepare students for future career pathways. In addition, this initiative lays the groundwork for future research aimed at

understanding teachers' perceptions and self-efficacy regarding socio-constructivist teaching methods, thereby contributing to ongoing advancements in pedagogical practices in the UAE.

Bio:

Dr. Hiea Mizyed, an early-stage researcher and lecturer of Education at the Higher Colleges of Technology (HCT) was awarded her doctorate in Mind, Brain, and Teaching from Johns Hopkins University, USA. Hiea focuses on shaping pre-service teachers' pedagogical practices to support the UAE's goal of becoming a knowledge-based economy. Hiea is a scholar-practitioner who writes, speaks, and mentors on mind, brain, and teaching-related constructs. Hiea is a novice journal reviewer and has presented nationally and internationally on mind, brain, and teaching related constructs.

Dr. Slim Khemakhem is an Assistant Professor and the Academic Program Chair of the Early Childhood Education program at the Higher Colleges of Technology (HCT). Slim has a long history in Education in the UAE both as a teacher in primary and secondary schools and as a faculty and pre-service teacher trainer at HCT. Slim contributed to the field through research and presentations at various national and international professional development events covering cooperative learning, academic advising, assessment, among others.

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Impact of generative AI on Critical Thinking and Emotional Intelligence abilities of the students of UAE.

Debapriya Sengupta

Abstract

Generative AI, such as ChatGPT and other advanced AI models, present both opportunities and challenges for the development of critical thinking skills and emotional intelligence. While AI can simulate a broad range of perspectives, it cannot determine the significance of these perspectives, highlighting the importance of human subjectivity in critical thinking. As AI proliferates in various industries, including education and business, the need for strong critical thinking skills becomes more crucial than ever.

In the UAE and globally, the rise of generative AI makes it imperative to understand the necessity of cultivating critical thinking skills to navigate the complexities of an AI-driven world. Several studies indicate the necessity of critical thinking skills among employees and leaders, which facilitates them to interpret data accurately and make optimal and ethical decisions.

Similarly, as generative AI and other forms of Artificial intelligence mimic human cognition and digitalization takes over, it becomes important to re-evaluate skills, including emotional intelligence which includes the ability to perceive, understand, manage, and express emotions in oneself and others. As AI assumes routine cognitive tasks, emotional intelligence emerges as a distinguishing factor between machines and humans, offering a competitive advantage. Generative AI's influence on the future of work demands a holistic perspective, encompassing the benefits and drawbacks of AI integration. It is important to understand if humans can leverage these skills to mitigate the potential pitfalls of AI. Moreover, the advent of generative AI calls for a paradigm shift in the way we approach career development, skill development, and lifelong learning.

This study will help understand the impact of generative AI on two crucial abilities which are critical thinking and emotional intelligence in the context of future work skills. The study will be conducted qualitatively focusing on student groups at middle school, high school, and university levels.

Bio:

Debapriya Sengupta has been living in Dubai for the past 18 years. She comes with 8 years of corporate experience in the banking sector. She has worked as an adjunct faculty of business for HCT and Amity University, Dubai. She is an ICF-certified life coach, leadership and executive coach, and an ABNLP-certified Neuro-linguistics Practitioner. Currently, she is pursuing her Ph.D. in management, and working as a freelancer, conducting workshops and customized training programs for school and university students in the UAE.

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The Analysis of Intensive English Language Program Curriculum Reform in a Federal Higher Education Institution in the UAE

Haya R. Alnuaimi (HCT)

Abstract

Curriculum development is considered to be the core of the Education sector. Therefore, examining and evaluating the curriculum content and development process has been a continuing concern among researchers in the educational field. Hence, this research aims to analyse and assess the level 2 curriculum reform of the Intensive English Language Program (IELP) is a federal higher education institution in the UAE. To achieve the aim of the research, three objectives were designated: identifying the curriculum development's approach and theoretical underpinning, evaluating the appropriateness of the intensive English language program curriculum reform, and providing recommendation based on the literature and own experience for further development. Several findings were revealed by analysing the IELP level 2 curriculum. The first finding is that curriculum developers in this institution follow the National Curriculum Model and Tyler's Model in planning, implementing and evaluating the curriculum.

Furthermore, the analysis of the curriculum components showed that the IELP curriculum was following the Common European Framework of Reference for Languages (CEFR). CEFR played an important role in determining students' level and understanding their needs. Another finding of analysing the IELP level 2 curriculum is that the time designated for each cycle is not enough for achieving all the learning outcomes mentioned in the curriculum. These findings provide an insight for future research. It is highly recommended to consider conducting surveys and interviews with different curriculum stakeholders, especially those most affected by it, i.e. students, teachers and parents. In addition, I believe surveys and interviews will expand the researcher's knowledge about the curriculum development and the impact of the IELP curriculum on both teachers' well-being and students' language proficiency and well-being.

Bio:

Haya R. Alnuaimi is an experienced teacher with a demonstrated history of working in the higher education industry. Skilled in Teaching English Language to Second Language Learners (ESL). A candidate for PhD focused in Management, Leadership and Policy from The British University in

Dubai. Holding a Master of Education - MEd focused in TESOL from The British University in Dubai. Recognized as an Associate Fellow of the Higher Education Academy in UK.

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Development of an Excel Program and Linked Microsoft Word template to Generate Course Progress Report Swiftly Based on the Assessment Results

Dr. Shahid Islam & Dr. Ebrahim Alhanaee (HCT)

Abstract

It is a major concern of management whether the learners are engaged in learning well. The generation of the course progress reports after each assessment throughout the term is an effective tool for evaluating the effectiveness of learning. It is crucial to implement progress management to ensure that all learners understand the educational content and to correct the upcoming assessment instruments after each assessment. This paper presents an approach along with a tool for educators to generate an affirmative and concrete progress report of students after each assessment of a course. An Excel program is developed to conveniently generate the course progress report followed by a linked Microsoft Word template to present the data. The developed Excel file is user-friendly and the generated data can be easily copied to a Microsoft Word template quickly. The Excel program generates the statistical data of the assessment and includes; grades, a graph, a pie chart, and a table of grade count by simply entering the total marks of the assessment and marks achieved by each student. The novelty of this work is that a line graph is generated according to the HCT-VC directives of the suggested grade distribution for lower-level courses upon entering the total number of students. Similarly, the HCT grading system is adopted to assign the grades achieved. Then, the distribution of the current grade appears on the same graph as soon as the marks achieved by the students are entered. The representation of both curves on the same graph helps to compare and figure out the trend of grade distribution at the early stage and corrective actions can be planned to achieve a normal distribution in the final. The first part of the Word template outlines the assessment instrument, the CLO evaluated, and the topics covered. Moreover, a table of the top five and the bottom five students is also included that depicts the high and low performers.

Finally, the teacher can identify and document the weak areas, any influencing factors on performance, and remedial actions. The progress report generated through these templates helps management to evaluate student progress after each assessment throughout the term.

Bio:

Dr. Shahid Islam completed a master's degree from the University of Toronto (2009) in Mechanical and Industrial Engineering. He earned a doctoral degree from the Department of Mechanical Engineering, UOIT, Canada. His research interests are in renewable energy-based multigeneration systems, hydrogen production, and biomass and oil and biomass waste-based Integrated Gasification Combined Cycle, etc. During his academic journey, Dr. Islam authored a book chapter and many research articles in ISI Journals with high-impact factors. His professional journey began with his appointment as a lecturer in Mechanical Engineering at King Fahd University of Petroleum and Minerals. He was a co-investigator of renewable energy-based projects worth about half a million Saudi Riyals. Currently, Dr. Islam holds the position of Faculty of Engineering and Technology at CERT, HCT, UAE. He is teaching Naval Science subjects at Rashid Bin Saeed AL Maktoum Naval College.

Dr. Ebrahim Elhanaee is an experienced Police Officer with a demonstrated history of working in the law enforcement industry. Skilled in Forensic Analysis, Counterterrorism, Criminal Law, Private Investigations, and Law Enforcement. Strong military and protective services. He earned a doctoral degree focused on Computer Science (Digital Forensics) from Lancaster University. Currently, he is the Dean of the Military and Security Division at CERT, HCT.

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An Analysis of Inter-lingual vs Intra-lingual Errors Made by Arabic Learners of English and Teaching Strategies to Reduce the Errors

Dr. Philip Harttrup, Dr. Algirdas Makarevicius & Dr. Panthayil Babu Rajan (HCT)

Abstract

English Second Language (ESL) learners naturally make mistakes or errors in second language acquisition. In fact, such is the case for all learners of a foreign language. Mistakes are made by learners who fail to use grammatical rules correctly, with competence, or as one linguist puts it, by learners who make a "random lapse in performance" (Corder, 1967). Errors, on the other hand, are made by learners of another language when they are not familiar with the grammatical rules of the target language (Corder, 1967). In this talk, I will be looking at *errors* made by Arabic speakers of English. This is a collaborative study with Dr. Babu Rajan of MZC and Dr. Algirdas Makarevicius of DMC, based on a combined 25 years of teaching experience in the Middle East (the KSA, Oman and the UAE). We performed a preliminary analysis of the errors we noted over the years from various individuals, as opposed to an analysis from a specific set of students performing a specific task.

Error analysis is a crucial aspect of understanding the challenges faced by language learners. It is also a valuable tool for addressing linguistic inaccuracies made by learners. It helps educators identify patterns of errors and their sources and therefore develop targeted instructional strategies. We first divided errors into three main categories: lexical-semantic-morphological; syntactic; and mechanical. (There were also errors that fit none of these categories, which we considered ambiguous). We then determined the kind of errors made: "inter-lingual," caused by the direct transfer from the mother tongue to English (i.e., L1 to L2), or "intra-lingual" based on the fact that the learners are not familiar with the linguistic rules of the L2. The examples we observed helped to determine the most frequent kinds of errors made. Based on our findings, we then provided practical solutions to teachers to hopefully prevent or at least minimize such errors from happening in the future.

Bio:

Dr. Philip Harttrup earned his Ph.D. from the University of Toronto, Canada, in Modern Languages and Literatures (with a focus on East, South and West Slavic languages). He then co-owned and operated a private language school for international students. After 10 years in business, he entered the public sector and worked at various colleges in Canada. Before moving to the Middle East in 2013, he was the Director of the English, French and Spanish department at Lethbridge College, Alberta. Dr. Harttrup then accepted the position of Principal for an Aramco-based training institute in Saudi Arabia before becoming Chair of the General Studies departments at Fujairah Colleges, then at Abu Dhabi Women's College (ADW). He currently is a faculty member at ADW teaching courses in Sustainability and Professional Communication.

Dr. Algirdas Makarevicius bachelor's and master's degrees were in English Education and Ph.D. in Linguistics. He taught applied linguistics, English as a foreign language, professional communication, research skills, and other courses during his academic career. His primary research interests are linguistic pragmatics, cross-cultural communication, and ESL teaching. He taught and conducted research at universities and colleges in Lithuania, Australia, Papua New Guinea, Northern Cyprus, China, Oman, and the United Arab Emirates. Dr. Algirdas has administrative experience in culturally diverse countries. He chaired departments in Lithuania, Papua New Guinea, and Oman. Since 2014, Dr. Algirdas has worked at the Higher Colleges of Technology and currently teaches in the Dubai Men's College - General Academic Requirements Division (GARD).

Dr. Panthayil Babu Rajan received his M.A in Psychology from the University of Calicut, India; M.Phil and Ph.D. degrees from the International Institute for Population Sciences, Mumbai, India; and Graduate Certificate Quality Assurance (GCQA) in Higher Education from the University of Melbourne, Australia. He served as a Senior Research Executive at MODE Research, India, and coordinated the Internationally funded National Family Health Survey (NFHS) in the Northern Indian States before joining as Associate Professor in Social Sciences at the UAE campus of Troy University, University, Alabama, USA. Dr. Babu accepted the position of Quality Assurance Coordinator at HCT, Al Dhafra Colleges in 2007 and then moved to the teaching division of General Studies in 2011. Currently, he is the Program Chair of the GARD, Al Dharfa Colleges, Abu Dhabi, UAE. Dr Babu published 24 research articles in the journals of international repute. Cross-cultural studies, Language and Communication, and Quality Assurance in Tertiary Education are the areas of his research interest.

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Exploring Project-Based Learning Practices to Foster Students' Motivation

Dr. Nawar Mughrabi (HCT)

Abstract

It could be argued that part of preparing students for employment includes facilitating their learning of the skills needed to apply subject knowledge to the real-world situations that they may encounter in the workforce. It has been claimed that a project-based learning (PjBL) approach can create deeper connections with the material by providing opportunities that allow students to strengthen their skills and prepare for the future. It is also claimed that PjBL, as do other forms of experiential learning, can enhance students' motivation to learn when compared to more didactic approaches to teaching. If teachers do not make effective use of this approach, students may not be motivated to learn or show the increased engagement that is anticipated. The current discourse in the literature on student retention indicates that student motivation and engagement are important factors for institutions to consider if they are seeking to improve student retention.

The purpose of this research was to gain a better understanding of the ways PjBL is used to foster students' motivation to learn, in the context of a college in Dubai, within the United Arab Emirates. The focus of the study was to explore the current teaching practices and strategies of a teaching faculty who use a PjBL approach. The study applied a social constructivist paradigm for research and a qualitative research methodology using phenomenological design. Six qualitative interviews were the key method of data collection, and a thematic analysis was conducted. The findings indicated that participants' experiences of using the PjBL approach were considered successful for motivating and enhancing learning. By describing their practices while implementing PjBL, participants offered new insights into fostering students' motivation and engagement to learn. Moreover, the findings revealed participants' perceptions about their role in PjBL when it comes to understanding student autonomy, enhancing collaboration among teaching faculty members, and relying on self-efficacy to enhance students' learning. The findings suggest several important recommendations for practice: 1) the need to improve motivational instructional practices while using PjBL, 2) the need to enhance teachers' accommodate students with learning disabilities and 5) the need to understand the influence of teachers' self-efficacy on the use and implementation of PjBL.

This study provides new insights for educators in the field of PjBL when incorporating this approach to foster student motivation and engagement. The study also makes a valuable contribution to the literature on the topic of PjBL, as it has been introduced in the United Arab Emirates relatively recently. Therefore, a study set in this context will be of interest to faculty teaching in the United Arab Emirates, in the Gulf region and in the Middle East more widely.

Bio:

Dr. Nawar Mughrabi is a professional educator with a strong background both in academia and industry. Holding a doctorate degree in education from the university of Liverpool. Nawar has over six years of experience in teaching, she taught at the American university of the Middle East in Kuwait, during this period, she demonstrated passion in enhancing students learning and engagement. Beyond academia, Nawar brings over seven years of valuable experience from the corporate sector as a training manager to integrate theoretical concepts with real-world application.

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Utilizing Simulation Trends in Nursing Education Helps Maintain a Competitive Edge

Dr. Howieda Fouly (HCT)

Abstract

Simulation-based learning has emerged as a powerful tool in nursing education, offering realistic scenarios that enhance critical thinking, decision-making, and clinical skills acquisition. By embracing simulation trends, nursing educators can create immersive learning experiences that bridge the gap between theory and practice, preparing students to excel in complex healthcare environments. This article review focuses on the applications of simulation in nursing education, highlighting its effectiveness in improving student outcomes and ensuring readiness for the

challenges of contemporary healthcare settings. Emphasizing the importance of staying update of simulation trends, equipping nursing students with the necessary skills and competencies to grow well in a competitive healthcare environment.

Bio:

Dr. Howieda A. A. Fouly, a tenured professor in Obstetrics & Gynecology Nursing with 23 years of academic experience, currently serves as an assistant professor of Midwifery and nursing at the Higher Colleges of Technology in the UAE. She actively engages in teaching both theoretical and clinical aspects of Obstetrics & Gynecologic undergraduates and postgraduates. Dr. Fouly pursued post-doctoral studies at Johns Hopkins School of Nursing in 2017 and earned a Ph.D. from the University of Pennsylvania, School of Nursing, from 2009 to 2011. Previously, she held the position of Assistant Professor at King Saud bin Abdul-Aziz University for Health Sciences in Saudi Arabia. Dr. Fouly has published 50 peer-reviewed articles covering topics in Women's health nursing, gynecology oncology, and nursing education.

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Locating the link between education and employability

Lakshmi Krishnan (HCT)

Abstract

The statement highlights the critical skills that graduates need for employability, emphasizing timely task completion, teamwork, empathy, effective communication, netiquette, adaptability, emotional intelligence, and listening skills. The call to embed these skills into the curriculum underscores their significance in preparing students for the professional landscape. Practical knowledge is identified as a key requirement, suggesting a need for a balance between theoretical learning and real-world application.

The mention of students hesitating to collaborate due to unfamiliarity unveils a common challenge. This hesitation could hinder the development of crucial teamwork skills. The paper recognizes this obstacle and sets out to explore diverse strategies for universities to cultivate these essential skills in graduates, concurrently with providing the necessary academic knowledge. This exploration implies a proactive approach by educational institutions in addressing the holistic needs of students, bridging the gap between theoretical understanding and practical application, and fostering a well-rounded skill set for success in the workforce.

Bio:

Lakshmi Krishnan has been with the Higher Colleges of Technology for almost 10 years with an overall teaching experience of more than twenty five years in the UAE. Having more than twenty-five years of teaching experience, she has committed more than fifteen years to instructing at Higher Education Institutions in the UAE. She holds a Bachelor and Masters in Mathematics and is currently pursuing her PhD in the field of education from the Manipal University, Malaysia.

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Industrial involvement in UAE Academic Development

Dr. Shankar Subramanian Iyer (Westford University College, Sharjah)

Abstract

This research study investigates the role of industrial participation in the development of academic institutions in the United Arab Emirates (UAE). With the UAE's growing emphasis on knowledge-based economy and innovation, collaboration between academia and industry is increasingly recognized as essential for driving economic growth and fostering a skilled workforce. Through a mixed-methods approach combining qualitative interviews, surveys, and case studies, this study examines the current landscape of industrial involvement in UAE academic development, including partnerships, collaborations, and initiatives aimed at bridging the gap between academia and industry. Additionally, the research explores the

perceived benefits, challenges, and best practices associated with such collaborations from the perspectives of academic institutions, industrial partners, and other stakeholders. Findings from this study contribute to a better understanding of the dynamics of industry-academia partnerships in the UAE context and provide insights for policymakers, educators, and industry leaders to enhance the effectiveness of such collaborations in driving socio-economic development and fostering innovation.

Bio:

Dr. Shankar Subramanian Iyer is an astute and result-oriented engineer, management, and finance expert with nearly two and a half decades of comprehensive techno-commercial experience in sales, marketing, business development, and CRM with profit accountability across various sectors including Engineering, Construction, Mining, Projects, Finance, and Education. Lately, he has been developing program and course curriculum, Quality Assurance for Business, Engineering, and Vocational Courses (KHDA), and assisting in their delivery after receiving approval from the sponsors (Dubai Municipality, Mohammed Bin Rashid Housing Establishment, DEWA, Dubai RTA, Dubai Aluminium, Dubai Petroleum and Gas, and Academicians (EDEXCEL). Dr Shankar has also worked for QAD on TVET Approvals as an Internal Verifier and External Reviewer. His research interests include Blockchain in Education, Data Analysis, Big Data, Artificial Intelligence, Virtual Reality, and Augmented Reality.

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Overcoming English Language Speaking Anxiety in the Workplace: Strategies for Success

Shorouk Mohamed (Canadian University in Dubai)

Abstract

In today's globalized work environments, effective communication in English is often crucial for career advancement and collaboration. This presentation explores the issue of English language speaking anxiety in professional settings and offers practical strategies for overcoming it. Many individuals, particularly non-native English speakers, experience anxiety when speaking English at work, leading to decreased confidence and

performance. Through this session, I discuss the common sources of workplace English language anxiety, including presentations, meetings, emails, small talk, and phone calls. Based on research findings and real-

world examples, I provide practical strategies to address these anxieties, such as thorough preparation, gradual exposure, active listening, and seeking feedback. This presentation

highlights our roles as educators to build confidence, improve fluency, navigate cultural differences, and enhance our students' English communication skills in professional settings.

Bio:

Shorouk Mostafa is an international educator and assessment expert. She has a master's degree in education from the British University in Dubai. She has worked for more than 15 years in the education industry in the UAE and abroad. She is currently a lecturer at the Canadian University in Dubai. Her research interests are teacher education, curriculum and assessment, and language acquisition.

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Charting the Academic Landscape: ChatGPT Acceptance and the Future of Work through Applied Learning Among UAE University Students

Dr. Ghadah Al Murshidi & Dr. Ahmed Al Zaabi (UAE University)

Abstract

This study investigates the acceptance of Chat Generative Pretrained Transformer (ChatGPT) among UAE Government university students for educational purposes, employing the Unified Theory of Acceptance and Use of Technology 2 (UTAUT2) model. Personal innovativeness is examined as both a dependent and moderating variable. A questionnaire survey collected data from 300 undergraduates and graduates in UAE government

universities. Validated instruments measured variables, and Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 4 analyzed relationships among latent constructs. A two-stage artificial neural network analysis in SPSS 27 ranked variable importance. Results confirmed eight of nine hypotheses, emphasizing the significant impact of habit, performance expectancy, hedonic motivation, and perceived ease of use on students' intention to use ChatGPT. While personal innovativeness played a role in shaping usage behavior, its moderation effect was not significant. Findings underscore the importance of habit, performance expectancy, and perceived ease of use in influencing AI application acceptance. The study emphasizes effective implementation strategies, recognition of individual differences in technology adoption, and continuous support and training to enhance students' proficiency. This research contributes to understanding how UAE students embrace ChatGPT in education, highlighting key variables crucial for successful AI integration in academia.

Bio:

Dr. Ghadah Al Murshidi, is associate professor of Curriculum and Instruction, and Applied Linguistics. Her awards are the best Arab Youth researchers, Comparative and International Education Society annual conference, “Young Emirati Researchers” , Emirati Women award. She is chair of “Innovation” committee, and reviewer of English Linguistics Research, Studies in English Language Teaching Journal.

Dr. Ahmed Al Zaabi holds a Doctorate in International Business from Universiti Utara Malaysia [UUM], complemented by a Master's in Strategic Management from the Higher College of Technology. With expertise in smart training for the workforce, Dr. Al Zaabi is a dedicated professional with a strong commitment to advancing research interests. His academic journey reflects a profound understanding of international business dynamics and strategic management principles, contributing significantly to the field.

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