C.V

Personal Information:

|  |  |
| --- | --- |
| **Name** | Omar Ismail Al-Orani |
| **Faculty** | Educational Sciences |
| **Department** | Special Education & Counseling |
| **Google Scholar** | https://scholar.google.com/citations?user=lYZYHl4AAAAJ&hl=ar |
| **Research Gate** | https://www.researchgate.net/profile/Omar-Alorani-2 |

Academic Qualifications:

|  |  |  |  |
| --- | --- | --- | --- |
| **Qualification** | **Specialization** | **Awarded by** | **Date** |
| PhD | Educational & Psychological Counseling | The University of Jordan | 2015 |
| M.A | Psychology | The University of  Jordan | 2008 |
| B.A. | Psychology | The University of  Jordan | 2006 |

Specialization and Field of Interest:

|  |  |
| --- | --- |
| **Specialization** | Educational & Psychological Counseling |
| **Field of Interest** | Psychological disorders and therapy |

|  |
| --- |
| **Title of Doctorate Dissertation and Abstract** |
| The Self Concept and Life Satisfaction of the Students With Visual Impairment and Students with Hearing Impairment at the University of Jordan (Comparison Study)  The purpose of this study is to determine the level of self concept and life satisfaction for students with visual and hearing disabilities. In addition, to compare self concept and self satisfaction between students with visual disability and students with hearing disability taking into consideration gender. The sample comprises of 59 students with visual disability, and 46 students with hearing disability with a total of 105 students. For the purpose of the study, the researcher used two scales, Tennessee Self Concept Scale and Life Satisfaction Scale. Results indicated high scores of self concept for students with visual disability in all aspects except for academic self concept that was moderate. On the other hand, scores of self concept for students with hearing disability were moderate in all scale aspects. Regarding life satisfaction, the rating scores of students with visual and hearing disabilities were high, in general, in all aspects. The rating scores of life satisfaction were high among students with hearing disability except recreation and entertainment that had moderate scores. The rating scores of life satisfaction were high for students with visual disability in aspects of health, friendship, self concept, economic status, |

|  |
| --- |
| **Title of Master’s Thesis and Abstract** |
| Differences in Social Phobia Levels , Affects and Loneliness between Visually Impaired and Normal Students at the University of Jordan.  This study aimed at identifying levels of social phobia,positive and negative affects and loneliness in a sample of blind and sighted individuals identifying the effect of visual impairment (blind and sighted), sex,and age on this variables. The sample consisted of 80 students( 40 blind and partially sighted and 40 sighted students ), three scales where implemented : social phobia scale lebons translated into Arabic by Abu jedy in 2004 . Loneliness scale translated by Abu jedy 2004 and Watson,Clark positive and negative affects translated into Arabic by Abatha1996. The results show the following: 1- The highest percentage of blind and sighted have a low level of loneliness ( 72,5% , 80% respectively). |

Career Experience:

|  |  |  |
| --- | --- | --- |
| **Job Title** | **Place of Work** | **Date** |
| Assistant Professor | The University of Jordan | 2019- Now |
| Full time lecturer | The University of Jordan | 2016-2019 |
| Psychotherapist | The University of Jordan | 2007-2016 |

Scientific Publications:

|  |  |  |
| --- | --- | --- |
| **Date** | **Journal** | **Title of research** |
| **2017** | **International Journal of Humanities and Social Science** | **The Relationship between Aggression and Perceived Social Support among University Students in Jordan** |
| **2017** | **European Scientific Journal** | **Depression, Aggression And Spiritual Well-Being Among The University Students In Jordan** |
| **2018** | **International Journal of Adolescence and Youth** | **Spiritual well-being, perceived social support, and life satisfaction among university students** |
| **2019** | **UJ Dirasast Journals** | **The level of Cultural intelligence among Arab Students Studying at Al-Balqa Applied University** |
| **2020** | **Journal of Education and Practice www.iiste.org**  **ISSN 2222-1735 (Paper) ISSN 2222-288X (Online)**  **Vol.11, No.9, 2020** | **Assess Forgiveness of Syrian Refugee's Students in Jordan and Its**  **Relation to Some Variables** |
| **2020** | **International Journal of Education and Practice**  **2020 Vol. 8, No. 2, pp. 337-346.**  **ISSN(e): 2310-3868**  **ISSN(p): 2311-6897**  **DOI: 10.18488/journal.61.2020.82.337.346**  **© 2020 Conscientia Beam. All Rights Reserved.** | **Effect Of Field Training On The Attitude Of Students Towards Persons With Disabilities In Special Education Centers** |
| **2020** | journal of Education and Practice www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.11, No.9, 2020 | Assess Forgiveness of Syrian Refugee's Students in Jordan and Its Relation to Some Variables |

Training Courses:

|  |  |
| --- | --- |
| **Name of Course** | **Date** |
| Students-Centered Learning | 2023 |
| An overview of CHATGPT | 2023 |
| Communication and Leadership Skills | 2023 |
| Students-Centered Learning | 2023 |
| Learning outcomes | 2023 |
| Preparing the course outline | 2023 |
| How to increase your citation. Jordan university. | 2022 |
| Management & Leadership Skills. Jordan university. | 2022 |
| Strategies for Motivating Students & Gaining their Attention | 2022 |
| Critical Thinking Skills | 2022 |
| E-learning and blended | 2022 |
| Blending E-learning in higher education/ level one. The World Islamic  Sciences & Education University. | 2021 |
| Classroom management and organization. Jordan university. | 2019 |
| Responsible Conduct of research | 2019 |
| Moodle in E-learning. Jordan university. | 2018 |
| Interactive teaching and increasing student participation. Jordan university. | 2018 |

Taught Courses:

|  |  |  |
| --- | --- | --- |
| **Taught Course** | **Bachelor** | **Graduate** |
| Principles of psychological and educational counseling | ■ | ❑ |
| Counseling theories | ■ | ❑ |
| Rehabilitation counseling | ■ | ❑ |
| Special communication methods | ■ |  |