

## Curriculum Vita C.V.



### **Personal Information \*\***

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Date of Birth: January, 4, 1973

Place of Birth: Jordan

### **Education:**

- Doctor of Philosophy in Educational Foundations (Ph.D.),  
The University of Nottingham/ UK/ 2001.
- Master Degree in Educational Foundations (M. Edu.)  
Yarmouk University/ Jordan/ 1998
- Bachelor Degree in Elementary Education (B. Edu.)  
Yarmouk University/ Jordan/ 1995

### **Personal Statement**

I earned my Ph.D. degree from the University of Nottingham in 2001, UK and have since taught and conducted research on Educational Leadership and Foundations. I have served many academic posts, including Dean of School of Educational Sciences, and Dean of Student Affairs at the University of Jordan, Acting Dean for the College of Arts and Sciences (Abu Dhabi University), Vice Dean for Accreditation and Quality Assurance, Head of the Department of Education at both Abu Dhabi University and Jordan University, Dean's Assistant for Student Affairs, and regular School positions. I have gained intensive experience and knowledge in interacting with people from different backgrounds in roles such as these. I thus consider myself to be both a cooperative and optimistic person; I believe that teamwork is essential for any success at the personal or organisational level.

During the last twenty years, I have taught undergraduate and postgraduate courses on Educational Leadership and Foundations, as well as supervised several postgraduate theses and dissertations.

I have published around more than research articles in peer-reviewed and internationally indexed journals. Over the past years I have also participated in several international conferences in China, Japan, the U.K., and the U.S.

I have been awarded the DAAD Research Stay Scholarship in Hamburg, Germany, where I conducted research on peace education in Germany and Jordan. In 2007 I received the Endeavour Prestigious Award from the Australian government as well as held a British Academy Visiting Fellowship for peace education studies in cooperation with Dr. W. John Morgan from the University of Nottingham. This research visit was funded by both the British Academy and the British Social & Economic Research Council.

### **Experiences:**

**September 2022- Present: Dean, School of Educational Sciences, Professor of Educational Leadership and Foundations,**  
Department of Educational Leadership and Foundations,  
School of Educational Sciences- The University of Jordan, Amman, Jordan.

**September 2019- 2020:** Dean of Student Affairs- The University of Jordan, Amman, Jordan.

**September 2017- August 2019:**

Vice Dean for Accreditation and Quality Assurance and Head of Department of Educational Administration and Foundations, School of Educational Sciences- the University of Jordan, Amman, Jordan.

**August 2018- Present:**

**Professor of Educational Leadership and Foundations,**  
Department of Educational Administration and Foundations,  
School of Educational Sciences- the University of Jordan, Amman, Jordan.

**September 2015- August 2018:**

**Associate Professor of Educational Foundations,**  
Department of Educational Administration and Foundations,  
School of Educational Sciences- the University of Jordan, Amman, Jordan.

**September 2010- September 2014:**

Head of Education Department, College of Arts and Sciences, Abu Dhabi University, UAE,

**September 2008- September 2015:**

Associate Professor of Educational Foundations: Abu Dhabi University, College of Arts and Sciences, Department of Education, UAE,

**June 2008-August 2008:**

Visiting Professor: College of Education, Sultan Qaboos University- Sultanate of Oman.

**September 2007- Setember 2008:**

Head of Educational Administration and Foundations Department,  
School of Educational Sciences- the University of Jordan, Amman, Jordan.

**March 2008 - Present:**

Associate Professor of Educational Leadership and Foundations.

**April 2001 – March 2008:**

Assistant Professor of Educational Foundations: – School of Educational Sciences-  
Department of Educational Administration and Foundations- The University of Jordan,  
Amman, Jordan.

**September 2007: September 2003:**

Assistant Dean for Students Affairs: School of Educational Sciences- The University of  
Jordan, Amman, Jordan.

**October 1998- September 2001:**

Graduate Student: School of Education/ The University of Nottingham/UK

**December 1996- September 1998:**

Primary Education Supervisor: School of Educational Sciences- Practical Education  
Programme - School of Educational Sciences- The University of Jordan, Amman,  
Jordan.

**August 1995- December 1996:**

Primary Education Teacher: Ministry of Education- Jordan

**August 1991-June 1995:**

Undergraduate Student: School of Education - Yarmouk University / Jordan.

**Professional achievements and accomplishments:**

**Dean of Student Affairs at the University of Jordan (2019- 2020):**

During my tenure as Dean of Student Affairs, I was distinguished on the implementation of international principles, theories, and best practices in the field of leadership, student service, and management of their affairs. I was also illustrious on how to harness human and material potentials to achieve the best achievements and work for all university students without discrimination and in a manner that ensures complete satisfaction among the fifty-one thousand students of the University of Jordan. I refer to the most prominent achievements that constituted a mark of distinction by the recognition of the student public, the university community, and its administration:

Leading the Deanship of Student Affairs team consisting of two hundred male and female employees distributed in seven administrative units to provide exceptional high-quality services to students. Their services served an immense purpose in the Student and Cultural Activities Department, the Administrative and General Services Department, the Sports Activities Department, the Female Students' Dormitory Department, the King Abdullah Fund for Development Department, the

Alumni Follow-up Department, and the International Students Office, The Department of Vocational and Psychological Counselling.

Leading the Student and Cultural Activities Department team to develop artistic, cultural, literary, and religious plans and programs that serve the university students. And educational and specialized lectures, all of which fulfilled the students' desires, and thousands of students participated in them, actively and effectively.

Leading the team of Deanship of Student Affairs towards presenting programs, events, and activities via cyberspace due to the Corona pandemic, through the pages of the Deanship of Student Affairs on the Deanship's website and social networking sites through live broadcasts and through events that are recorded and broadcast at times announced to students. Producing hundreds of online activities to deal with students' absence from the university due to the Corona pandemic culminated in a comprehensive interaction of students with these events.

Leading the Deanship of Student Affairs team in the Department of Sports Activities to organize sports activities and tournaments at the level of University of Jordan students and the level of Jordanian universities. The University of Jordan has won many cups and medals, including the basketball championship, the football championship for students, volleyball for female students, and football for female students.

Leading the Deanship of Student Affairs team in the Administrative and General Services Department to develop and maintain the Deanship's building and facilities in coordination with the maintenance and services units at the university level. The efforts resulted in the completion of the development of the small theatre, the media and communication hall in the Deanship's building, and the renovation of the gymnasium floor.

Leading the Deanship of Student Affairs team to deal with students' psychological pressure, depression, and the difficulty of studying remotely and its challenges, which accompanied the students due to the Corona pandemic. The team managed to provide the psychological support needed for hundreds of students.

Leading the team of Deanship of Student Affairs in creating a specialized online platform to deal with the various problems and technical obstacles facing students at the university level and providing the necessary solutions to them directly through a specialized support team or by referring the problems to the relevant authorities to deal with them with the follow-up from the Deanship's work team.

Leading the team of Deanship of Student Affairs to provide the best comfort and reassurance for female students in the dorms through regular visits and dialogue meetings, developing services, improving the facilities, and working to provide free services to overcome the effects of the Corona pandemic, including food and drink services and Internet services.

Leading the efforts at the university level to deal with the Corona pandemic and with an official mandate from the Deans Council, where I worked as a rapporteur for five main and sub-committees to deal with the Corona pandemic, and while working in these committees, I led efforts to develop a protocol for dealing with cases of Corona infection on the campus, and issued a guide on the safe return to the university campus, the issuance of educational health bulletins, and the production of several short videos to educate students on how to deal with the prevention of the Coronavirus.

Leading the Deanship of Student Affairs team to effectively and pleasantly communicate with students directly and individually when they visit the Deanship and its units. This approach created a friendly relationship between students and the university, which was positively reflected in the wide participation of students in the various activities and events of the Deanship.

Holding regular meetings with the Students Union, student leagues, and students clubs members to discuss the various challenges and obstacles, setting plans and solutions, and launching initiatives that motivate students to participate and work hard.

I headed the specialized committees in the Deanship, which is concerned with selecting gifted students in music, arts, painting, drama, and sports. I followed the best integrity rules that enabled the university students to have the best representation of the university in all selected activities.

Leading the team of Deanship of Student Affairs in the Department of Vocational and Psychological Guidance and providing specialized support for students with special needs at the university level by providing direct translation during lectures using sign language for deaf students, providing educational materials in Braille for blind students, and providing academic and psychological assistance to them during their exams.

Leading the Deanship of Student Affairs team in organizing the student club elections, which numbered twenty-one clubs. This resulted in transparent and fair elections, with more than seven thousand students voting for their representatives.

Leading the Deanship of Student Affairs team to deal educationally and legally with students' problems and violations away from any

confrontation, as this resulted in a decrease in students' violations and abuses by seventy-fifth percent compared to the previous year and before the Corona pandemic.

**Vice Dean for Accreditation and Quality Assurance at the School of Educational Sciences, The University of Jordan (2017-2019):**

As a vice dean for accreditation and quality assurance, I have played a pivotal role in building and leading a homogeneous work team that works hard with a lot of commitment and responsibility to develop the educational process in pursuit of international accreditation (Council for the Accreditation of Educator Preparation (CAEP) based on genuine quality of the educational programs offered by the School of Education.

My role was to build the culture of international academic accreditation for the programs of the School of Educational Sciences among the School members and the administrative staff in the college since this culture faces great resistance and accreditation means more effort and work in implementing standards and providing scientific evidence from School members, students and employers, and the bodies that supervise educational institutions, higher and public education.

I worked on introducing and training School members on how to apply the five accreditation standards in their teaching by simplifying these standards, namely:

- The standard of academic and educational knowledge (pedagogical)
- The standard for field training and practicum
- The criterion for selection and acceptance of students with high quality
- The standard for the impact and effectiveness of programs
- The standard for quality assurance in teacher preparation programs and continuous improvement; and the accompanying of the sub-requirements for each of the five standards, which are around (75) sub-requirements.

The role of training School members also included the implementation of the Interstate Teacher Assessment and Support Consortium (**InTASC**), which are an integral part of the five accreditation standards, which include:

- The theme of the learner and learning
- The theme of the field of educational content
- The theme of educational content
- The theme of professional responsibility, which fall under about (300) sub-indicators that must be implemented by several bodies concerned, and participate in preparing students of the School of

Education to enable them to be highly qualified, capable and skilled teachers.

My role included overseeing and building the necessary tools to collect the necessary data to measure the application of international accreditation standards in every subject and for each program that the School of Education offer so that tools were built to collect quantitative and qualitative data from School members, college students, and teachers supervising practical training students in schools, special education centers, pupils, administrators and parents who are taught by college students during their practicum course.

My role included the supervision of building an electronic computerized system for the course file, so that, this system measures the level of achievement of learning outcomes for each subject taught and for each program by linking the learning outcomes and the evaluation processes that are used and the results of students in each subject so that the level of achievement of learning outcomes for one program is gradually verified and for each batch graduating from the program and for each student based on academic results.

My role also included forming committees for academic accreditation for all School programs and training members of these committees on how to implement the five accreditation standards, areas, and indicators of the Interstate Teacher Assessment and Support Consortium (InTASC), through holding training workshops and dialogue meetings to enable School members to properly apply the standards and build a culture of international accreditation and quality for them.

My role included the induction and training of School of education on the implementation of the five-accreditation standards, areas, and indicators of the Union for Support and Evaluation of New Teachers, through holding training workshops and dialogue meetings with them .

This was accompanied by working with the Deanship of the College to provide the necessary support to improve and enhance the educational facilities with the technology necessary for the educational process to ensure the accurate implementation of the standards during the teaching and interaction of students in the classrooms.

I have established continuous communication with the Council for the Accreditation of Educator Preparation (CAEP) to inquire and take feedback about the steps that are being accomplished and how to move to the next steps in order to ensure that the implementation of standards and the accreditation process proceeds in the right direction.

### **Head of Department and School Member (2008-2017):**

- Since joining the University of Jordan, and Abu Dhabi University, I have actively participated in a number of different university-wide activities. These include workshops, conferences, councils, and committees. As a vice dean for accreditation and quality assurance, chair of the Education Departments, I have provided direct supervision and leadership for the duties and responsibilities of the department as an academic unit. I manage the functions of three postgraduate programs: the Master of Education in Leadership, the Master of Science in Special Education, and the Postgraduate Professional Diploma in Teaching. The department hosts approximately 1100 students, 8 full-time School members, and 18 adjunct professors. I am responsible for curriculum development, budgeting, and School and staff recruitment. As part of my responsibilities, I work closely with the Dean on issues related to the department and college business. I also work on strategic planning, reviewing current programs and benchmarks in terms of national qualification frameworks, course scheduling, academic advising, and student recruitment and retention. In addition, my duties include the development of online and distance education courses, and supervising internships and practicum students. I have been appointed an acting Dean of the University College and College of Arts and Sciences several times. Finally, I have served on numerous academic, administrative, and professional committees at the University and at the Abu Dhabi Emirate level.
- Developing new programs: I have been very active in this area. With my colleagues, I have developed several educational programs at the graduate level. One of these is the Postgraduate Professional Diploma in Teaching in Al Ain. The resounding success of this program has been possible because of the sincere efforts that I devoted to the program along with my colleagues. These efforts include scheduling courses for all cohorts with 400 students; recruiting highly skilled part-time School members; and meeting with students to resolve their problems. In addition, I follow up with School members to keep them on track in terms of their teaching, exams, syllabi, and curricula, and I identify schools for their practicums and visit them at their schools during the practicum period. I also arrange and submit payment details for the collaborative teachers to ADU's Finance Department. Furthermore, these efforts have supported our School members, students, and administrative units and have exceeded students' expectations as well as those of the Omani Cultural Attaché, who visited recently and expressed his gratitude to the Department of Education. The second program is the Master



of Science in Special Education, which is a new program at ADU. I worked with my colleagues to develop the program proposal; I defended the proposal during the CAA visit to ADU; and I responded to the CAA recommendations.

- Four diploma programs in Special Education for the Ministry of Education in Dubai: As part of my efforts to promote the Education Department's programs, I met with the director of the special education department at the MoE in order to address the needs of the Ministry in this area. After several meetings, the MoE agreed to sponsor 80 teachers after we designed and accredited four diploma programs in special education. I have worked with colleagues to develop the programs that we submitted to the university committees for approval.
- The Undergraduate Council: I served in the UG council for two years. During this time, I worked closely with the members of the council to address with the UG students various issues, policies, and regulations, and to resolve any problems and concerns presented.
- The Graduate Council: During the two years that I served on this council, I worked closely with my colleagues to develop the postgraduate handbook, the graduate-School policy statement, and the postgraduate diploma grading scale, as well as to resolve any concerns presented by PG students.
- Accreditation Committees: Between 2008 and 2013, I served on two different task force committees: the SACS (Southern American Colleges and Schools) and the WASC (Western Association for Colleges and Schools). As a member of these committees, I worked closely with my colleagues to prepare the university accreditation applications. This work included building the university's capacity in order to meet the accreditation standards, requirements, and criteria.
- Chair and Membership of Committees: As a chair and School member at the College of Arts and Sciences, I have served on numerous committees both as a chair and a member. For example, for two years I served as a chair for the CAS curriculum committee, which reviews and evaluates all new programs submitted to the CAA by different departments. We carefully review all changes that departments wish to make to their curricula, syllabi, and study plans. In addition, I served as a chair for the CAS Marketing Committee. As chair, I worked with my colleagues to promote the CAS's programs and

activities. Furthermore, I have served as a member on many additional committees including the following: Strategic Planning Committee; Seminars, Conferences, and Scholarly Activities Committee; Graduate Studies Committee; Class Scheduling Committee.

- **Regional and International Professional Organizations:** In alignment with my personal philosophy, I have participated in many activities organized by regional, national, and international organizations. At the national level, these include numerous workshops organized by ADU and other institutions. I participated in and presented several workshops for the Khalifa Award for Education. My presentations have included explaining the importance of the award and the requirements teachers must fulfil in order to apply for any of the award fields. I have also served as a judge for this award, evaluating the educational work submitted by applicants and identifying winners. In the last three years, I have participated in the workshops organized by the Educational Planning Centre in Sharjah to train teachers in the techniques of action research in schools. In addition, I participated in many workshops at the university level, including Assessment Tools for Learning Outcomes, Digital Measures, and Blackboard.
- **Master's and Bachelor's Programs in Law:** My service to the university and the college has not been limited to my area of expertise but has covered other areas as well. I devoted many hours to organizing, developing, and formatting two programs in law for the College of Arts and Sciences. The first program was a Master's Degree in Law and the second was a Bachelor's Degree in Law (in Arabic). My work was essential to developing these programs according to the CAA standards.
- **GETEX and Najah (2008-2014):** As part of my commitment to serve and promote ADU, I attended several off-campus marketing initiatives; I attended GETEX and Al Najah Exhibitions in Dubai and Abu Dhabi. At these exhibitions, I took advantage of multiple opportunities to promote ADU and its programs to people from different backgrounds.
- **The Chancellor's Round Table Meeting for School Principals:** The Department of Education in collaboration with the chancellor's office organized the Chancellor's Round Table meeting to discuss the needs of Abu Dhabi schools and how the Department of Education and ADU can meet these needs and help resolve problems. I had the opportunity to moderate the meeting and offered insights regarding various issues that schools face.

- Chancellor's Innovation Award: As part of my active role as a chair and School member, I participated in the Chancellor's Innovation Award twice, first as a candidate; I won second place with two other colleagues for the diploma project we later developed as a program. The second time I served as a judge and reviewer for projects submitted by School members. My duties included reviewing, evaluating, rating, and identifying the award winners.
- Strategic Planning: I have been strongly involved in designing the College of Arts and Sciences' strategic plans. I worked on the design of the first plan (2008–2013), and recently I developed with my colleagues a new strategic plan for the college (2013–2018). Moreover, I have led my colleagues in building and finalizing the Department of Education's strategic plan for 2008–2013. This plan was developed in alignment with the university's and the college's strategic plan.
- Acting Dean: I have served as acting Dean several times for the College of Arts and Sciences and the University College in the absence of the Dean.
- College of Arts and Sciences Advisory Board: As a member of the CAS advisory board, I effectively participated in board meetings and discussions to present educational programs and provide information about the current state of these programs. In addition, I requested that the board support these programs to increase enrolment.
- Abu Dhabi Education Council: I represented ADU at the ADEC New Year (2013–2014) opening day meeting organized to highlight the new model for government schools. The meeting was an excellent opportunity to explore the needs of ADEC and the required role that the Department of Education fills to meet these needs.
- Western Region Development Committee: I represented the ADU on this committee, which was established to explore the best ways to develop Abu Dhabi's Western region. I effectively participated in committee meetings and shared my ideas for developing educational services in this region.
- Learning Outcomes Assessment Plans: Because this is one of the core areas ADU focuses on to ensure high-quality teaching and learning, I prepared the learning outcomes assessment plans (LOAP) for the Education Department for three programs: the Master of Education in Leadership, the Master of

Science in Special Education, and the Postgraduate Professional Diploma in Teaching.

- Selection Committee for the Dean, College of Arts and Sciences: As a member of this committee, I worked effectively with the provost and other members to review 43 applications in order to identify the best candidates. After a thorough review, we identified eight applicants for the final interview, then selected two of these for the site interview and made our final selection.
- Scheduling of Courses: One of my key responsibilities that I perform well is scheduling courses for three programs: the Master of Education in Leadership, the Master of Science in Special Education and the Postgraduate Professional Diploma in Teaching. Offering approximately 60 sections for 700 students each semester with no problems or complaints is an extremely important duty that I take very seriously. To accomplish this, I work intensely with the registration department, School members, and students.
- Director of Programs: For over four years, I have served as director for the three programs offered by the Department of Education: the Master of Education in Leadership, the Master of Science in Special Education, and the Postgraduate Professional Diploma in Teaching. In this position, my responsibilities include offering courses, meeting the various needs of all students, implementing study plans, preparing learning outcomes assessment plans, preparing for peer evaluation, and effective marketing and promotion of these programs.
- Postgraduate Catalogue: Because the Department of Education offers three postgraduate programs, I prepare the information that must be included in the postgraduate catalogue. The information includes the vision and mission of the department and the vision, mission, and curricula of all three programs that are offered.
- Chair of Education Department (2010-2014): As a chair of the department, I have adopted a unique leadership style that stands on several pillars. The first pillar is a high level of respect for every colleague as well as every student. The second pillar is effective teamwork, the third is being job centred, and the fourth pillar is transparency. The fifth is to stress the responsibility and the accountability of everyone who is involved. This approach has enhanced the commitment of School members to perform their duties with a high level of responsibility and accountability. As a result, I was elected by my

colleagues for a second term as a chair of the Education Department (3 years), and I was honoured with the College of Arts and Sciences' Collegiality Award.

- Al Jalila Foundation in Dubai: As part of my role in promoting the education program, I visited Al Jalila Foundation in Dubai with the Dean of the College of Arts and Sciences to discuss how we can help meet their needs and to offer several of the courses included in the Master of Science in Special Education Program in Dubai.
- Professional Development Institutes for ADU School : I presented twice in 2012 and 2013 to the School of the College of Arts and Sciences on the assessment of learning outcomes and active learning.
- Learning Outcomes Assessment Plans: I developed the learning outcomes assessment plans for the Master of Education in Leadership, the Master of Science in Special Education, and the Postgraduate Professional Diploma in Teaching.
- University College Self-Study Committee: I represent CAS on this committee. I have met with the other members several times to discuss different ideas, strategies, and actions to align UC courses with the college's programs. I have reviewed and shared my thoughts regarding the final self-study report that the UC submitted to the committee.
- Advising Postgraduate Students: As a chair of the Department of Education and director of its three educational programs, I provide direct counseling services and guidance to the students of these programs. I ensure that they take the required courses and follow study plans. I also schedule the courses for the three programs for the fall and spring semesters and for the winter and summer terms.
- Marketing the Postgraduate Diploma in Oman: I visited the Omani city of Salalah for three days to promote the program. This was a successful visit; I met with many students and parents and answered numerous questions. As a result of this visit and visiting the Omani cultural attaché, at the Al Ain campus, enrolment in this program has increased rapidly to reach 400 students today.
- ADU-Wide Open Meetings: I have been involved with and attended the different general meetings that ADU has organized to discuss general

matters. These are Town Hall Meetings, Convocation Meetings, and Provost Monthly Meetings.

### **Quality of Teaching:**

- Teaching: I have been engaged for more than 18 years in university-level education, hence my teaching philosophy has developed to focus on positive learning, motivating students to learn, and full engagement of all students in the learning process. I have received the Teaching Award in 2014 from the college of Arts and Sciences. I strongly believe in the value of change; thus, I enjoy applying different teaching strategies in the courses I teach. Teaching for me is a science and an art, based on essential educational principles encompassing cognitive functioning, learning theory, diversity issues, instructional planning, and assessment. Considering the cognitive functioning of learners is essential to implement and apply strategies that are appropriate for either concrete- operational and/or formal-operational learners. As an educator, I believe in educational theories as prerequisites to educational practices, so I apply various educational strategies and methods from different educational theories in order to improve my teaching as well as students' learning. Furthermore, I believe that cultural diversity is one of the great advantages of modern educational settings; understanding both the learning style of individuals and the cultural diversity of the class helps me design and tailor effective instruction by implementing appropriate global and/or concrete strategies. I believe that curriculum and instructional planning are keys to the success of my classes; therefore, I plan and implement lessons that clearly identify lesson objectives, anticipatory set, strategies for effective student engagement, and assessment options to measure student mastery. This approach leads me to teach with both clarity and focus. I strongly believe that one can employ numerous options to accurately assess understanding of course content among diverse groups of learners. To this end, I have developed (and continually use) a firm foundation in assessment basics, from alternative types of assessment (checklists, projects, portfolios, presentations, etc.) to traditional exam construction. Successful teaching is based on clarity, passion, empathy, and sincere enthusiasm; these qualities positively impact learners, ultimately connecting them to their passions and to lifelong learning.
- Students Evaluation of Teaching (SET): With these rich experiences, I consider teaching my passion. I have taught most of the courses related to educational leadership and foundations of education for undergraduate and postgraduate students. My teaching approach and style are based on my high level of commitment to enabling students to understand, comprehend, and practice what

they have studied. My unique teaching approach is based on active learning principles, group work, fieldwork, discussion, presentations, critical thinking, and full engagement of students in classroom activities. For these reasons, students' evaluations of my teaching for the last five years have ranged between 4.5 and 4.9/5.0).

- Peer Evaluation: The Department of Education has conducted peer evaluations on my behalf several times over the past few years. The feedback that I received from my colleagues stressed the importance of my teaching approach based on active learning and full engagement of all students in learning activities.
- Workshop on Designing Online Courses: I attended the workshop that the Centre for School Development organized on designing online courses. This workshop helped me to develop the required skills for creating and implementing online courses.
- Teaching Courses via Video Conferencing and blended learning: In order to cope with the lack of full-time School members in the Department of Education, for more than four years I have taught all the Master of Education in Leadership courses for Abu Dhabi and Al Ain students via the VC system. I have succeeded in making these courses effective and active learning experiences for students. I lecture, divide the students into groups, and engage students in practical activities, presentations, and discussions.
- Course Development: I have developed course syllabi and materials for all courses I have taught since I joined JU and ADU. This is partly because the three main educational programs that the Department of Education offers were new and thus had not been offered before at ADU. I developed course syllabi and materials for the (20) courses for the Master of Education in Leadership program as well as several of the courses in the Postgraduate Professional Diploma in Teaching Program (in Arabic).
- Teaching Load: My teaching load has not changed, even after I was assigned the responsibility of department chair. This is because of the shortage of School members in the department. Hence, my teaching load is similar to those of colleagues without administrative responsibilities. I have performed up to and exceeding expectations, as stated by the Dean of the College of Arts and Sciences several times. My teaching load has never dropped below 15 credit hours over the past five years.
- Course Files: As part of my teaching philosophy and commitment to the highest-

quality teaching, I have been engaged in developing and preparing course files for all courses that I teach every semester. I consider these an important element for documenting not only instruction but also students' learning experiences. In addition, this is an effective strategy for helping professors to improve the quality of their teaching, assessment, and educational materials.

### **Research and Scholarly Activities:**

- Research is my favourite professional tool for exploring the most effective ways to solve the educational problems that schools face. I have focused over the past six years on research areas that deal with practical educational problems in UAE schools. My scholarly activities have been categorized in the following areas of interest: 1) leadership and globalization, 2) citizenship education, 3) leadership and change, 4) teacher leadership, 5) democracy of education and human rights, 6) education and globalization, 7) globalization and culture, and 8) peace and political education. My research has been published in refereed journals and presented at international conferences.
- Refereed Research Work: The research that I have published over the past five years has appeared in regional and international refereed and indexed journals and conference proceedings.
- Non-Refereed Research Work: I have participated in local and international conferences at which I have presented a number of research papers for the professional development of educators.
- ADU International Conference on Special Education: As head of the Education Department, I chaired the scientific and organization conference committees. I worked closely with the different committees to review the submitted research papers, organize the logistics, schedule the presentations, and manage the conference budget, as well as other related duties.
- Conferences: I was invited as a keynote speaker by two international conferences; the first one, organized by Beijing International University of Postgraduate Studies, was in China, and the second one, organized by the Regional Centre for Educational Planning, was in Sharjah.
- Undergraduate Research Conference: I chaired the language and education committee for the first Undergraduate Research Conference. I met with the committee members to review the undergraduate students' research papers and evaluated their presentations.



- Action Research Workshop: I presented a workshop for more than 50 teachers to train them on how to use action research to solve students' school problems. The workshop was organized by the Centre for Educational Planning in Sharjah.
- College of Arts and Sciences Research Strategic Plan: I have worked with other colleagues to develop CASRSP.
- SEEDS Fund: I have received ADU SEED funding with 15,000 AED to carry out research on "The Implementation of Twenty-First Century Educational Leadership in UAE Schools".
- Emirates Foundation: I have submitted two proposals to the Emirates Foundation to receive funding for educational projects in the last two years.
- Postgraduate Students Research Projects: I have supervised more than 20 projects for Master of Education in Leadership students. These projects followed the qualitative and quantitative research approaches.
- Impact of My Research on My Discipline: The research work I have done over the past five years has enriched my knowledge and enhanced my understanding of the field of educational leadership. The core focus of my research has been the various elements of educational leadership and the foundations of education. This focus was based on my interest in research that deals with real-world educational problems.

### **Publications:**

- Alzyoud, Mohammad; Olaya, Khasawnah (2022) The Role of the Jordanian Family in the Moral Education of its Children from the Perspective of Parents', **Dirasat: Human and Social Sciences** 49 (3)
- A Oweidat, M Alzyoud, Y Alshoraty (2022) The Impact of the Spread of COVID-19 on Jordanian University Students from the Students' Perspectives. **Journal of Studies in Education** 12 (2), 1-23
- Mohammad, Alzyoud, M Alemoush (2022) The Status of the outcomes of the Schools of Educational Sciences and their alignment with the needs of the labor market in Jordanian Universities, *The Scientific Journal of the School of Education* 38 (4 part 2), 133-157

- Alzyoud, Mohammad; Issra, Abdullah (2020). Effectiveness Level of Moral Education in Jordanian Private Schools, **IUG Journal of Educational and Psychology Sciences**, 28 (2).
- Al-Sayyed, J. M., & Alzyoud, M. S. (2019). The Degree of Using Social Media in the Educational Process from the Perspective of Teachers in Jordan. **Modern Applied Science**, 12(4), 178.
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  - Al-Zyoud, Mohammad S. and Al Omarey, Basam, (2005). The Degree of Realizing Higher Education Objectives from the academics of School of

Educational Sciences Perceptive, **The Educational Journal**, issue 1, Cairo University.

### **Unpublished Research Work:**

- Academic Freedom, University Autonomy and Equality of the Admission Policy in the Jordanian Public Universities (2001) Unpublished PhD thesis, the University of Nottingham, UK.
- The Role of the Faculties of Educational Sciences Programmes in the Educational Reform in Jordan from the Academics Perspectives (1998) Unpublished Master Dissertation, Yarmouk University, Jordan.

### **Inspector:**

I have worked for The Jordanian Accreditation and Quality Assurance Commission for Higher Education Institutions (AQACHEI) to inspect and examine the quality of the educational programmes that offered by Jordanian Universities, 2020-2021.

### **Examiner:**

I have worked as an examiner for prestigious educational awards:

- Shaik Khalifa Educational Award, United Arab Emirates: 2010-2015.
- Shaik Faisal Award for the Educational Research- Qatar University: 2018-2021.

### **Reviewer:**

I have worked as a reviewer for prestigious scholarly journals:

- Dirasat Educational Sciences Journal,
- Jordanian Journal for Educational Sciences
- Educational Journal- Qatar University
- Al Balqa Educational Journal- Amman Private University

### **Awards:**

- Teaching Award- Abu Dhabi University, 2013/2014.
- Collegiality Award- Abu Dhabi University, 2011/2012.

- Chancellor's Innovative Award, Abu Dhabi University,
- DAAD Scholarship for scientist Exchange Programme- Hamburg University: July 2005- September 2005.
- Australian Endeavor Programme- Real Justice Organization: July- September 2007.
- Fellowship of the British Academy and the Economic and Social Research Council- The University of Nottingham: 1 July-20 September 2007.
- ADU Chancellor's Innovation Award, Abu Dhabi University, June 2009.

### **Skills and Languages;**

- Excellent command in Both Arabic and English
- Excellent command of Microsoft Office™ tools (Word™, Excel™ and PowerPoint);
- Excellent command of Online Education Skills.

### **Courses that I have taught:**

As academic staff member in the School of education Sciences and specialized in Educational Foundations I have taught the following courses for Bachelor, Master and PhD students:

Contemporary Educational Issues, Contemporary Educational Thought, Educational Leadership, Theories of Educational Leadership, Women in Leadership, Multicultural Education, Education in multilingual societies, Education Policy and Strategy, Educational Philosophies, Institutional Enhancement, Qualitative Research, Program Assessment, Instructional Supervision, Research Methodology in Education, Theories of Learning and Teaching, Leadership in Education, Human Resources in Education, Educational Management, Teacher leadership, Contemporary Educational Theories, Comparative Education, Peace Education, Education and Development, Moral Education, Civic Education, Sociology of Education, Child and Society, Introduction to Education, Children Education in Islam, Research Methods in Educational Foundations, History of Education, Introduction to Teaching, Contemporary Educational Thought, Knowledge Management in Education, Future Education, Education and Change, Education and Culture, Education and Globalization, Teacher Professional Development, Curriculum Development, Human Rights Education.

## **Supervision of PhD Thesis and Master of Education Dissertations:**

- A Proposed Administrative Model for Strategic Vigilance in Kuwaiti Higher Education Institutes Based on the Criteria of Competitive Advantage (2023), Dalal Al-Rashidi, (PhD).
- An Administrative Guide for Managing Organizational Conflict among Government Secondary School Principals in Jordan based on the Management of Organizational Behaviour (2023) and Wadad Al-Harasis (PhD).
- A Proposed Perspective For The Jordanian Public Universities To Educate Adults Of The Third Age Based On The Requirements of Sustainable Development (2023), Kayan Al-Barghouti, (PhD).
- A PROPOSED TRAINING PROGRAM TO DEVELOP THE SKILLS ELECTRONIC MANAGEMENT BASED OF PUBLIC SCHOOLS LEADERS IN THE STATE OF KUWAIT ON GLOBAL TECHNOLOGICAL MANAGEMENT APPLICATIONS, (2022), Fatima Al-Hooli, (PhD).
- The Educationl Responsibility of the Jordanian Media in Facing Community Violence from the Perspective of Jordanian Journalists (2021), Siham Haider Obaidat.
- The Ethical Leadership of Teachers in Secondary Schools in Jordan and its Relationship to the Development of the Ethical Character of Students from the Teachers' Point of View (2021), Sahar Mahmoud Al-Zou'bi.
- The Status of Education on the Culture of Dialogue and Acceptance of others among Jordanian University Students and the Requirements for its Improvement from the Students' Perspectives (2021), Ayat Ismail Ibrahim Al-Zeidanin.
- The reality of adherence to educational Ethics for Social Media in Jordanian Government Schools from the Perspective of Teachers, (2021), Rufaidah Mohammad Awaad Al- Kawaledh.
- A Proposed Vision of the Role of the Jordanian Family in the Moral Education of its Children from the Perpespective of Parents' (2021), Olaa Khasawnah.
- A Future Vision for Jordanian Universities to Enhance its Educational Responsibility in the Digital Education for its Students (2021) Mariam Abu Zaid.

- Global Citizenship Education in the Jordanian basic Schools (2020), Ebtessam Alkayid
- The Educational Role of the Jordanian Public Universities in Facing the Intellectual Extremism Phenomenon in the Society (2019), Rawan Aloqaily.
- The Level of Teachers' Awareness of Smart Schools in Jordan (2019), Mohammad Taha Alzyoud.
- The Status of Begging phenomenon and the Future Educational Role of the Family in Facing it in Jordan, (2018), Tagreed Salami Ali.
- The Status of Using Social Media in the Educational Process at the High Basic Stage in Jordan and the Proposed Education Role to Develop it, (2018), Jehad Mohammad Nagib.
- An Educational Future Role of the Family to Deal with Divorce Phenomenon in Jordan (2017), Amal Mohammad Al Momani.
- The Level of Readiness of the Jordanian Public Universities Students to Participate in Voluntary Work and Its Relation of Patterns of their Socializations, (2017), Hanan Nimer Ekab.
- The Actual Status of Digital Citizenship among the Public Jordanian Universities Students and Future Vision to Improve it, (2016), Khawla Rasmi Mohammad.
- The Degree of Teachers Practice of Human Rights Education Principles in UNRWA Schools in Jordan and A proposed Role to Develop it (2017), Mervet Saleh Qasem (PhD).
- An Analytical Study of the Philosophical Concepts in the Old Testament and their Educational Applications, (2007), Fatemah Al Wahsh, (PhD).
- The Role of the Jordanian Universities in Facing the Cultural Globalisation from the Academics and Students Perspectives, (2007), Mohammad Dwekat, (PhD).
- Developing a Suggested Model for the Role of The Media in the Socialization Process of the Secondary Stage Students in Jordan (2007) Emtayaz Salameh, (PhD).

- The Role of The Jordanian Universities in Building the Students Integrated Personalities from the Perspective of Academics and Students, (2007) Jameel Yaseen, (PhD).
- The Status of Practicing Civic Education in Jordan from the Perspective of Islamic, Social, and Citizenship Education Teachers and High Primary Stage Students, (2007), Heyam Hamad, (PhD).
- Contemporary Challenges and its Relation to Appearance of Features of Values Conflict in Kuwait Society from the Perspective of Kuwait University Students, (2006). Hanan Al Harbey, (PhD).
- Educational Values among Secondary School Students in Amman Governorate as Perceived By them in Jordan (2005), Mariam Ahmad Abu Zaed. (MA)
- The Status of Practice of Academic Freedom in the Jordanian Public and Private Universities from the Perspective of Academics and Students "a comparative Study" (2005), Mohammad Ali Al-Shboul. (PhD)
- The Alternatives of Open higher Education in Islamic and Contemporary Educational Thought" A comparative Study" (2005) Ahmad Mohammad Al-Zboon. (PhD).
- Developing A Strategy for The Status of Educational opportunities among Students of Special Education Schools in state of Kuwait (2006) Jaber Jaza Al-Muterey, (PhD).
- Trends of Socialisation in Jordan: A comparative Study Between Urban, Rural and Bedouins, (2005), Saleh Harb Al Regeb, (PhD).

### **Examining PhD thesis:**

- A Proposed Educational Role for Emirati Universities to Develop the Acceptance of the Culture of diversity among their students, (2021), Ebar Abdelkareem Al- Musa.
- A PROPOSED EDUCATIONAL GUIDE FOR CREATING A JORDANIAN SCHOOL ENVIRONMENT TO ACHIEVE SELF- DISCIPLINE FOR PRIMARY-LEVEL STUDENTS BASED ON THE RESPONSIVE



- CLASSROOM APPROACH, (2020) Kholood Fawaz Al-Zoby, PhD thesis, School of Graduate Studies, University of Jordan.
- The Role of the Jordanian Universities in Preparing their Students for Global Citizenship through the Learning Based on Living and Sharing with Others, (2018) Nisreen Offieshat, PhD thesis, School of Graduate Studies, University of Jordan.
  - A PROPOSED EDUCATIONAL MODEL TO IMPROVE THE OPERATIONS OF KNOWLEDGE EXCHANGE BETWEEN MOE AND HIGHER EDUCATION INSTITUTIONS IN JORDAN, (2017), Huseney Anaam Salem, PhD thesis, School of Graduate Studies, University of Jordan.
  - PROPOSED EDUCATIONAL STRATEGY TO DEVELOP THE DEMOCRATIC CULTURE AMONG THE MEMBER OF STUDENT UNION IN THE JORDANIAN PUBLIC UNIVERSITIES (2016) Rasha Mohammad Mohammad, PhD thesis, School of Graduate Studies, University of Jordan.
  - Educational Values in the Islamic text-book, (2015) Fatimah Eid Olemat. PhD thesis, School of Education, Yarmouk University.
  - Governance in the University of Jordan from the perspective of academic administrators (2015) Grace Qarmout. M.Edu. Dissertation, School of Graduate Studies, University of Jordan.
  - Analytical study of the Democratic Principles and Values of Philosophy of education in Jordan (2003) Abdul Kareem Al-Rashdan, PhD thesis, School of Graduate Studies, University of Jordan.
  - Equality of Educational Opportunities in Islam and contemporary educational thought – a comparative Study (2003) Omar Ameen AL-Katot , PhD thesis, School of Graduate Studies, University of Jordan.
  - Developing a formative educational framework for Allah Holy names (2003) Mohammad Al-Ghodah, PhD thesis, School of Graduate Studies, University of Jordan.
  - Educational Thought of Al Eman Shames Adeen al Dahby (2003) Basam Ghanem, PhD thesis, School of Graduate Studies, University of Jordan.

- Prejudice Phenomena Among Public Jordanian Universities Students and its relation to Social, Economical, and Academic Factors (2003) Abeer Deraneh, PhD thesis, School of Graduate Studies, University of Jordan.
- The Factors Composing Peer Group and its Role Upon Socialization of the Students of Higher Basic Cycle in Governmental Schools in Al-Zarqa City, as Perceived by Teachers and Parents (2006) Osama Abo Muhareb, PhD thesis, School of Graduate Studies, University of Jordan.
- Foundations of Effective Educational Dialogue and The Degree of its Assimilation among Secondary Scholl Teachers in Irbid Governorate, (2006) Faysal Al Hamorey, PhD thesis, School of Graduate Studies, University of Jordan.
- The Family Educational Practices for Enhancing the Scientific Achievement of Students at the First Six Classes in Directorate of Education for Amman 3d as Perceived by Teachers and Parents, (2006) Esa, Musa, PhD thesis, School of Graduate Studies, University of Jordan.
- The Degree of Interest of the Basic Stage Teachers in the Governmental Schools of Amman Directorates of Education, in Educational Technology, and The Attitudes of Students Towards it, (2004), Rema, Gheshan, PhD thesis, School of Graduate Studies, University of Jordan.
- Developing a Suggested Model in Political Development for Civic Education Teachers in Jordanian Secondary Schools, (2004), Maloh, Sulehat, PhD thesis, School of Graduate Studies, University of Jordan.
- An Analytic Study of Values Set on Embodied in JTV Children's Programmes (Channel 3) For School Children Aged Between Six to Nine Years, (2004), Ahamed, Khawasmeh, PhD thesis, School of Graduate Studies, University of Jordan.
- The Concept of Political Development Among Students of Educational Sciences Colleges in Jordanian Universities, (2004)Al Awamlah, Abdulah, PhD thesis, School of Graduate Studies, University of Jordan.

- The Basic Characteristics of the Future Secondary School and Development of a Model for the Future School, (2005) Alrashed Ala, PhD thesis, School of Graduate Studies, University of Jordan.
- The Degree of Understanding and Practicing Modernity Concept by Teachers in the Teaching Process at the Secondary Stage in Amman Governorate, (2005) Al Ghazaley, Safa, PhD thesis, School of Graduate Studies, University of Jordan.
- The Degree of Upper Basic Stage Teacher's Assimilation of Selected Modern Concepts in Public Schools in Jordan and Students Attitudes Towards it, (2005) Nimer, Hamdan, PhD thesis, School of Graduate Studies, University of Jordan.
- The Status of National Values of Secondary School Students in Jordan and the Role of Teachers in its Development, (2005), Masaadeh, Husam, PhD thesis, School of Graduate Studies, University of Jordan.
- The Concept of Social Control in Islam and Western Educational Thought, (2005), Semren, Hamzah, PhD thesis, School of Graduate Studies, University of Jordan.
- The Degree of Secondary School Teachers' Assimilation of Civic Concepts and the Attitudes of Students Towards these Concepts in the State of Kuwait, (2005), Alrashedey, Brak, PhD thesis, School of Graduate Studies, University of Jordan.
- The Degree of Interest of UNRWA High Basic Schools Teachers in Problem-Solving and Learning Strategies, and Student's Opinions, (2005), Ateyah, Khalel, PhD thesis, School of Graduate Studies, University of Jordan.
- A Suggested Model for the Role of the Jordanian State Universities in Social Awareness Among Students from the Perspective View of School Members and Students, (2005), Shaldan, Fayez, PhD thesis, School of Graduate Studies, University of Jordan.
- The Philosophical and Social Foundations of Political Education for Peace and Democracy, (2005) , Jarar, Amani, PhD thesis, School of Graduate Studies, University of Jordan.

- Educational Thought of Haji Abdul Malik Abdul Karim Amrullah (Hamka) and its Application in the Field of Education, (2007), Ismail Bin Mamat, PhD thesis, School of Graduate Studies, University of Jordan.
- Moslem Personality in the Islamic Educational Thought (2008). Alarabey, Maher Mahmoud, PhD thesis, School of Graduate Studies, University of Jordan.
- Educational Curriculum for Peace in the Holy Quran (2008) Yaseen, N'emah Abdulsalam, PhD thesis, School of Graduate Studies, University of Jordan.
- Levels of Practicing the Guided Extra-Curricular Activities and its Relationships to Developing Students Self-Independence in Secondary Schools in the Directorate of Private Education in the Capital Governorate, (2008). Al-Rabadi, Hiam, PhD thesis, School of Graduate Studies, University of Jordan.
- The Non-educational Behaviors of the Students of High Educational Foundations in Tabuk Area and the Role of these Foundations to Treat them from the Teaching Staff Point of View, (2008). Al-Zahrani, Ahmad Bin Gharamah, School of Education, Mu'ta University.

### **Interviews**

- Jordan University Radio (2021) Admission Policy and the need of improvement.
- Jordan TV "New Day Programme (2020) Deanship of Students affairs exhibitions.
- Jordan Arabic Language Radio (2020) The Rule of Law.
- Roya TV interview, Peace Education, 2016,
- Al Hakeka Adawleya TV interview, The Culture of Shame, 2016
- Interview with the Jordanian TV: political Education in Jordan, 12/4/2004.
- Interview with the Jordanian TV: the educational options in solving certain social problems, 16/8/2004

- Interview with the Jordanian TV: the society role in preventing gun shoot habit in the Jordanian social occasions, 25/7/2004.
- Interview with Petra News Agency regarding the social and cultural reasons behind students weaknesses in English language, 11/1/2005.
- Interview with Petra News Agency: the educational opportunities for children in schools summer holyday, 10/7/2004.
- Interview with Jordan Radio Station: the internet cafes and its effects on the Jordanian families and society, 14/2/2005.
- Interview with the Al Arab Al Yum Daily News Paper: the role of civic society organization in preventing youth stray in Jordan, 15/2/2005.
- Interview with the Adustour Daily News Paper: the impact of military service in Jordan on youth character (educational perspective), 7/3/2007.
- Interview with Abu Dhabi TV: The Launch of the International Conference on Special Education, 28/10/2010.

### **Workshops:**

- Leadership and Management, PROJECT MANAGEMENT CONGRESS Sharjah, 24/4/2014.
- How to be a Charismatic Leader in your Professional Life Al-Khawarizmi International College Abu Dhabi, UAE, 12/4/2014.
- The Impact of Globalization on the Arabic Culture, Beijing International University, Beijing, China, 13/9/2012.
- Action Research for School Teacher Educational, Center for Educational Planning, Sharjah, UAE.
- Assessment Tools for Learning Outcomes, Abu Dhabi University, 7/10/2010.
- Digital Measures, Abu Dhabi University, 10/10/2010.
- The Impact of Globalization on University Student Personality, (2008). School of Education Scientific Day, University of Jordan.
- Teaching Citizenship Education in Jordanian Universities, Yarmouk University, Irbid, Jordan 1/2/2007.
- The Status of Teaching Human Rights in Jordan, 5/1/2006, National Center of Human Rights, Radisson SAAS Hotel, Amman.
- Evaluation general outlines for Citizenship and Civic Education Curriculum, Ministry of Education, 9/10/2004.

## Membership:

- Study Plan (Syllabi) Committee, School of Educational Science, Jordan University, 2015/2016.
- CAEP Accreditation Committee, School of Educational Science, Jordan University, 2015/2016.
- Abu Dhabi University Graduate Council, 2011/2012.
- Abu Dhabi University Research Council, 2010/2011.
- Abu Dhabi University Graduate Council, 2010/2011.
- Abu Dhabi University Undergraduate Council, 2010/2011,
- Abu Dhabi University Accreditation Committee, 2009/2010-2011.
- Abu Dhabi University Task Force committee- Evaluation and Promotion, 2009/2010.
- Jordan Scientific Research Association, 2004-2010.
- University of Jordan Students Affairs Committee, 2003-2007.
- Chair, School of Education Social Committee, 2004/2005.
- Graduate Studies Committee, School of Education, Jordan University, 2006/2007.

## Conferences:

- International Journal Conference on Education and Sports (IJCES'13) Aug. 17-18, 2013 paper presented: ADU Students' Perspective Toward Active Learning, **London (United Kingdom).**
- The International Journal of Arts & Sciences' (IJAS) International Conference for Academic Disciplines, paper presented: UAE Schools as Learning Communities, 27-31/5/ 2012, **Harvard University, USA.**
- The International Conference on the Development of the Gulf Countries, China International Studies University 9-13/11/ 2012, **Beijing, China.**
- Asian Conference on Education, 2-5/12/2010, paper presented Democracy Promotion in the Arab Countries, **Osaka, Japan.**
- London International Conference on Education 9-12/11/2009, paper presented: Twenty First Century Education Leadership and its Challenges, **London, UK.**
- Arab Education Forum: Education and Globalization. (2008). The Impact of Globalization on Arab Culture, **Rabat, Morocco.**
- External Democracy Promotion towards the Middle East – Potentials and Risks: Berlin 30/11/2007-1/12/2007: paper presented: “Arabs Citizens and Democracy, **Berlin, Germany.**

- UK National Commission for UNESCO Annual Conference: 13-14/7/ 2007: **Cardiff, UK.**
- The National Conference of Admission policy to Syrian Universities, Syria, Hums, Ministry of Higher Education, 18-19/3/2007, paper presented: “Admission policy to the Jordanian Universities”, **Hums, Syria.**
- The Seventh International Conference of Education: 20-22 May 2005: Paper presented “The Perception and Practice of Political Education in Jordan”, **Athens Greece.**
- Academic Freedom in the Arab World, 15- 16/ 11/2004, Amman Centre of Human Rights Studies, **Amman, Jordan.**

### **Published Article**

- International Accreditation of Colleges of Education (CAEP), (2021), <https://educationalaffairs.net/>
- The practices and ethics of leaders make the difference (2021), <https://educationalaffairs.net/>
- Decoding the Jordanian high school General Exam (2021), <https://educationalaffairs.net/>
- Jordanian universities and the culture of excellence in scientific research (2021), <https://educationalaffairs.net/>
- Laws and instructions of universities and the wishes of students (2021), <https://educationalaffairs.net/>
- University admission policy and the need for development (2021), <https://educationalaffairs.net/>
- The rule of law is a moral and ethical education (2021), <https://educationalaffairs.net/>
- Community violence and educational solutions (2021), <https://educationalaffairs.net/>
- Beauty and Aesthetic Education (2021), <https://educationalaffairs.net/>
- Online bullying (2021), [https://educationalaffairs.net](https://educationalaffairs.net/)