higher Education in Abu Dhabi

The Report: Dubai 2008
The Future of Education in the UAE

Education in the UAE Education hubs are the newest development in the international higher education landscape. Countries, zones and cities are trying to position themselves as reputed centres for higher education and research. But given higher education’s current preoccupation with competitiveness, branding, and economic benefits are education hubs merely a fad, a branding exercise, or are they an important innovation worthy of serious investment and attention? This book tries to answer the question through a systematic and comparative analysis of the rationales, actors, policies, plans and accomplishments for six serious country level education hubs - United Arab Emirates, Qatar, Malaysia, Hong Kong, Singapore and Botswana. The in-depth case studies shows that "one size does not fit all". A variety of factors drive countries to prepare and position themselves as an education hub. They include income generation, soft power, modernization of domestic tertiary education sector, economic competitiveness, need for trained work force, and most importantly a desire to move towards a knowledge or service based economy. In response to these different motivations, three different types of education hubs are being developed: the student hub, talent hub, and knowledge/innovation hub. Scholars, policy makers, professionals, students and senior decision makers from education, economics, geography, public policy, trade, migration will find that this book challenges some assumptions about crossborder education and provides new insights and information.

International Education Hubs The UAE has long prioritized education within its development plans, with the aim of creating a diverse and competitive economy based on improvements in the efficiency and quality of educational output. This book examines the various challenges of educational advancement on which success over the coming decades depends. Such challenges include diversifying the student population, schools, and curricula; improving the quality of the
school environment; overcoming the limitations of traditional methods of education; creating effective approaches to development, evaluation, and assessment; improving educational guidance for students; and achieving greater family involvement in the educational process in an attempt to promote high levels of educational attainment, self-confidence, and a sense of citizenship. By analyzing the present state and future challenges to education in the UAE, this book is essential for all those interested in the development of education in the Gulf, and the wider Middle East.

United Arab Emirates University College of Education Professors' Perception of the Need for Education for Work in Postsecondary Education in the United Arab Emirates (UAE)

Inclusive Education in the Middle East

The 2nd Dubai International Conference in Higher Education This book examines higher education institutions that exemplify gendered success whether in terms of the presence of women in senior positions or attempts to change a gendered organisational culture. It reflects a global perspective, drawing on case studies from eleven countries: Australia, Austria, Ireland, India, New Zealand, Portugal, South Africa, Sweden, Turkey, United Arab Emirates, and the United Kingdom. In each country an organisation has been selected that demonstrate best practice in terms of gendered outcomes or processes. Gendered Success in Higher Education highlights both the importance and the limitations of indicators such as the proportion of women in senior positions. It proposes a new gender agenda, identifies the factors that need to be included in a model of gendered change, and provides important insights into the nature of gendered change globally and how it can be achieved.

The Dubai International Conference in Higher Education 2013 This book addresses issues surrounding writing centers in the Arabian Gulf region. Including a foreword by Professor Ken
Hyland, it brings together a number of thought-provoking chapters on the history, concept, and ground realities coupled with critical comparative discussions of writing centres in the region. The book begins by offering critical historical accounts of writing centers in the Gulf countries, before moving onto empirical research and reports on pedagogical practices that vividly capture the on-the-ground realities faced and experienced by different actors. These accounts serve to highlight how the writing centers vary between countries, as well as how they differ from the more well-known writing centers in the US and the UK. Finally, the book explores what sort of commonalities and differences the current trend of writing centres is producing within and between the six countries of the Arabian Gulf. This book will be highly relevant to those involved with writing centres along with directors, policymakers, researchers and teacher educators in the fields of Education and Sociology, particularly those with an interest in the Arabian Gulf area.

School Effectiveness in the UAE Nowhere in the world is university education expanding as rapidly as in the six-member state of the Gulf Cooperation Council. In two generations the region has gone from having the Middle East's least educated population to boasting a younger generation whose educational achievements are approaching Organisation for Economic Co-operation and Development (OECD) standards. This unique study, with contributions by key decision makers, charts this dramatic development, exploring the challenges faced and placing accomplishments within the social, economic and political context of the region.

Information Technology and the Future of Education in the United Arab Emirates

Higher Education in the Gulf States Enhancing Teaching and Learning in Higher Education in the United Arab Emirates: Reflections from the Classroom captures the endeavours that professors from different disciplines at the American University of Sharjah (AUS) have undergone to enhance the learning opportunities for their students. All the authors have deliberately chosen to approach
teaching with inquiry and enthusiasm to do this. In every chapter, the authors take a scholarly, reflective approach to explain and examine the innovative techniques and methods which they have employed to identify the needs of the students in order to offer opportunities for them to better understand the subject material. Through topics ranging from introducing active learning techniques to examining the effect of technology on the learning process, the authors describe, evaluate and reflect upon their teaching practice. The fifteen chapters provide inspiration for teaching excellence by combining insight and experience to invoke enthusiasm for and dedication to outstanding teaching, and a commitment to the Scholarship of Teaching and Learning in institutions of Higher Education world-wide.

Education in U.A.E.

K-12 Special and General Education Teachers' Attitudes Toward the Inclusion of Students with Special Needs in General Education Classes in the United Arab Emirates (UAE)

The Development of Higher Education in the United Arab Emirates The potential of adopting inclusive education to support learning for all is an international phenomenon that is finding its way to the Middle East and the Arabian region. Eman Gaad examines the current status of inclusive education in Arabia and the Middle East through an assessment of the latest international, regional, and local research into inclusive education. With a focus on the more complex areas of related cultural practice and attitudes towards inclusive education in this dynamic and fast-changing part of the world, Gaad offers a research-based analysis of the current educational status of the Arabian Gulf and some Middle Eastern countries that adopted inclusive practice in education, and others that are yet to follow. This book will be of great interest to students, academics, teachers, and therapists in the field of comparative and inclusive education as well as those with an interest in policies of education in the dynamic and culturally distinguished Middle
Eastern Arabian region.

Framework for the Implementation of an Enhanced Virtual Design Studio in the Architecture Education Curriculum of the United Arab Emirates - The Virtual Creative and Collaborative Studio
This multidisciplinary edited volume examines the complexities and challenges of internationalizing education in the GCC. This book is a practical tool and resource to provide educators and schools of education with authentic insights, strategies, and research to further advance teacher education and training in the GCC and globally.

Essentials of School Education in the United Arab Emirates Most experts would agree that creating a first-class, modern education system is essential to achieve comprehensive national development. To this end, the United Arab Emirates has taken initiatives and launched projects that focus on improving the education system in the country, linking them to development, as per international standards, and to the needs of the labor market. As the UAE seeks to implement its ambitious development plans, all concerned parties must focus on enabling the education system to realize these goals. To help serve the UAE's national education and development objectives, the Emirates Center for Strategic Studies and Research (ECSSR) held its 6th Annual Education Conference, titled "Education and Development: Toward a Modern Education System in the UAE," on October 27-28, 2015. Based on the conference's proceedings, this book identifies and analyzes the many challenges linking education to development, including the resistance among students to enroll in vocational education and training courses; building better links between the private sector and higher education and research institutions; and ensuring that the education system meets the needs of the labor market. The scholarly ideas presented within are followed by practical recommendations to develop a modern education system in the UAE.

Education in the United Arab Emirates In this groundbreaking work, the author provides a close
examination of the relationship between gender and education in the Gulf Cooperation Countries (GCC) and reveals that women’s participation and achievement in education is rapidly outpacing that of men’s. Ridge refers to this situation as a “reverse gender divide” and examines the roots and causes of this imbalance, as well as implications for the future. Based on timely material that is largely unavailable to other scholars, the book further describes how GCC countries, in their desire to be perceived as modern nation states, have enacted and embraced education policies that leave no space for local policymakers to acknowledge boys’ deficits and challenges. In addition to the important implications for educational policy and practice, the author also explores wider social and political issues, such as the impact on the workforce and future sustainable development in the region. "This book offers a refreshing perspective on education in the Gulf States. Reframing the conversation about gender equity in education, Natasha Ridge studies how teachers and schools contribute to the growing educational marginalization of young boys in the Middle East. This book should be required reading for anyone interested in the region and in deeply understanding the centrality of gender equity as a goal of modern education." —Fernando M. Reimers, Ford Foundation Professor of International Education, Harvard Graduate School of Education "Focusing on the resource-rich monarchy states of the Arabian Gulf, Natasha Ridge makes a compelling and nuanced case that the international discourse on gender and education has overlooked the growing academic marginalization of boys. Analyzing relevant political, economic, and social factors, she provides a critically important study that dispels myths, examines the impacts of gender-related educational disparity, and offers thought-provoking suggestions relevant in the Gulf countries and beyond." —Ann Austin, professor, Higher, Adult, and Lifelong Education, Michigan State University "This volume provides a well-researched and insightful examination of gender differences in school achievement and retention in the Gulf States. It makes a timely and important contribution as it debunks widely held misconceptions and adds nuance to our understanding of the dynamics of education and employment in the region. This volume in a ‘must-read’ both for those concerned with gender issues in education and those interested in the
social and economic development of the Middle East." —David W. Chapman, professor, University of Minnesota

Natasha Ridge is the executive director of the Sheikh Saud Bin Saqr Al Qasimi Foundation for Policy Research based in Ras Al Khaimah (RAK), UAE. She has also been an educational consultant for the World Bank, UNICEF, and USAID in Kyrgyzstan, Tajikistan, and Uzbekistan.

Teacher Quality and Teacher Education Quality Education in the Arab World is a critical reference guide to development of education in Algeria, Bahrain, Egypt, Iraq, Jordan, Kuwait, Lebanon, Libya, Morocco, Oman, Palestine, Qatar, Saudi Arabia, Sudan, Syria, Tunisia, the United Arab Emirates and Yemen. The chapters, written by local experts, provide an overview of the education system in each country, as well as discussion of educational reforms and socio-economic and political issues. Including a comparative introduction to the issues facing education in the region as a whole, this book is an essential reference for researchers, scholars, international agencies and policy-makers.

Diversity of Law in the United Arab Emirates

Education and the Reverse Gender Divide in the Gulf States

Inclusive Education in the Middle East

Important Factors to Consider for Bilingual Education in the UAE

Higher Education in the Gulf Master's Thesis from the year 2016 in the subject Pedagogy - The Teacher, Educational Leadership, , language: English, abstract: School inspection is one of the most challenging aspects in education; it represents an approach of accountability in teaching and
learning. Moreover, school inspection provides policy and decision makers with accurate
information about the current state of education in their respective institutions. The main purpose
of this study is to examine and determine the impact of school inspection on teaching and learning
in Dubai-based private schools, and to give some recommendations into how to conduct effective
school inspection that would positively influence teaching and learning. This research included 37
participants; 2 inspectors, 4 head-teachers and 31 teachers, from 4 private schools, who follow
different types of curricula, from all grades of performance according to inspection reports
conducted in the 2014/2015 academic year. The findings show that school inspection has a
significant role in school improvement, especially in teaching and learning. Teachers acknowledge
the feedback that inspectors give to them. However, school inspection also has a negative impact
on teaching and learning; for instance, it forces some schools to show activities they have never
done before. Moreover, the school inspection reports and recommendations, in some cases, are
superficial and are not related to the school context; moreover, they often do not show teachers
how they can respond to criticism in the reality of their teaching practice. Nevertheless, the
relationship between inspectors and teachers is not that positive, especially in some subjects, such
as Arabic language and Islamic Studies. This piece of research suggests some areas for the
betterment in school inspection, such as giving more importance for SSE School-Self evaluations,
shortening the notice period, visiting schools at different times throughout the academic year,
making such visits every three years, as well as ensuring that school inspectors have a high degree
in education and in the subject they inspect. Nevertheless, it recommends establishing an
independent school inspection system. On the other hand, this study suggests further research on
the accountability of teaching and learning in Dubai in specific subjects, such as Arabic and
Islamic studies, because reality shows that the recent intervention and policy have not been as
fruitful as expected

Education in the Arab World

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Gendered Success in Higher Education Aims to explore how education has evolved in the UAE, with a focus on the rapidly expanding higher education sector (including both public and private institutions), in light of global trends in education and the shifting national development aims of the country.

The Wiley Handbook of Global Workplace Learning This book examines the law and its practice in the United Arab Emirates (UAE). The objective is to understand the logic of the legal system in the UAE through a rounded analysis of its laws in context. It thus presents an understanding of the system on its own terms beyond the accepted Western model. The book shows how the Emirati law differs from the conventional rule of law. The first section of the book deals with the imperial, international, and cultural background of the Emirati legal system and its influences on some of the elements of the legal system today. It maps the state’s international legal obligations according to core human rights treaties showing how universal interpretations of rights may differ from Emirati interpretations of rights. This logic is further illustrated through an overview of the legal system, in federal, local, and free zones and how the UAE’s diversity of legal sources from Islamic and colonial law provides legal adaptability. The second section of the book deals mainly with the contemporary system of the rule of law in the UAE but at times makes a detour to the British administration to show how imperial execution of power during the British administration created forerunners visible today. Finally, the debut of the UAE on the international scene contributed to an interest in human rights investigations, having manifestations in UAE law. The work will be a valuable resource for researchers and academics working in the areas of Comparative Constitutional Law, Legal Anthropology, Legal Pluralism, and Middle Eastern Studies.

Examining The Impact of School Inspection On Teaching and Learning. Dubai Private Schools as a Case Study Accreditation of teacher education programs is increasingly embraced internationally
Access Free Education In The U.A.E

and is being modeled after the American experience, despite criticisms from some in the field of teacher education in the United States. This book examines the transformation of accreditation and the interest and perception of nations and regions choosing to use the model in their own culture, including the Middle East and Gulf Region, South America, and the United Kingdom. Its distinctive edge is the juxtaposition of three sectors: quality assurance/accreditation, teacher preparation, and global/international experiences. The authors address how the adoption of a universal requirement for accreditation embraces a particular view of what teacher quality means. The emphasis on the development of teacher preparation in concert with accreditation is of academic interest to scholars in the United States and abroad. The experiences and voices of teacher educators as international colleagues in a global climate of accountability brings a fresh perspective on shared challenges.

A Summary Report on Education in the U.A.E. in 1979-1980 Summarizes the education and labor market initiatives implemented or under way in four countries in the Arab region--Lebanon, Oman, Qatar, and the United Arab Emirates--to address the human resource issues they each face as they prepare their countries for a place in the 21st century global economy. Together, these countries highlight the variety of challenges faced by countries in the region and responses to those challenges.

Writing Centers in the Higher Education Landscape of the Arabian Gulf This book will be of value to those in the West and in the Middle East with an interest in the contemporary state of the higher educational system in the region and in comparative education in general. It concentrates on the Gulf, but the problems of control, development, curriculum and purpose in higher education are general throughout the Middle East. Its contributors are mainly academics working in universities in the Gulf region. Higher Education in the Gulf stresses the need for engagement with the problems of the Gulf States as developing countries and the roles which practical, locally-based
research can play in promoting balanced, self-reliant development. For too long, work in the West relating to the Gulf has concentrated on oil, military and political issues, and this book looks beyond these to the neglected areas of social, cultural and human capital aspects of modernisation. It is deliberately intended to suggest and promote research.

Cultural Border Crossings in the UAE

Information Technology and the Future of Education in the United Arab Emirates

English Language Education Policy in the Middle East and North Africa The potential of adopting inclusive education to support learning for all is an international phenomenon that is finding its way to the Middle East and the Arabian region. Eman Gaad examines the current status of inclusive education in Arabia and the Middle East through an assessment of the latest international, regional, and local research into inclusive education. With a focus on the more complex areas of related cultural practice and attitudes towards inclusive education in this dynamic and fast-changing part of the world, Gaad offers a research-based analysis of the current educational status of the Arabian Gulf and some Middle Eastern countries that adopted inclusive practice in education, and others that are yet to follow. This book will be of great interest to students, academics, teachers, and therapists in the field of comparative and inclusive education as well as those with an interest in policies of education in the dynamic and culturally distinguished Middle Eastern Arabian region.

Gender, Equality and Education from International and Comparative Perspectives With more than one quarter of the population of the UAE under the age 14, the future of school education in this Emirate is of enormous importance. Essentials of School Education in the United Arab Emirates examines various vital issues at play in the educational sector, including the role of national
policies and legislation in developing the education system and the relationship between Emirati society and the education process. It also explores domestic and international advances in the philosophy and practice of education, as well as the fundamentals of teacher training and student development, identifying necessary reforms with respect to the role of technology in education and efforts to maintain high educational standards. By highlighting the importance of research and development related to education in the UAE, this book is essential for all those interested in the development of the Gulf, and the wider Middle East.

The Future of Education in the UAE Inclusive Guide Provides Practical Applications for Workplace Education Theory from Diverse Perspectives The Wiley Handbook of Global Workplace Learning explores the field of workplace education using contributions from both experts and emerging scholars in industry and academia. Unlike many previously published titles on the subject, the Handbook focuses on offering readers a truly global overview of workplace learning at a price point that makes it accessible for independent researchers and Human Resources professionals. Designed to strike a balance between theory and practice, the Handbook provides a wealth of information on foundational topics, theoretical frameworks, current and emerging trends, technological updates, implementation strategies, and research methodologies. Chapters covering recent research illustrate the importance of workplace learning topics ranging from meditation to change management, while others give pragmatic and replicable applications for the design, promotion, and implementation of impactful learning opportunities for employees at any company, regardless of industry. A sampling of topics addressed includes: “Using an Experiential Learning Model to Design an Assessment Framework for Workplace Learning” “Measuring Innovative Thinking and Acting Skills as Workplace-Related Professional Competence” Multiple chapters specifically addressing international business, such as “Competency in Globalization and Intercultural Communication”, “Global Strategic Planning” and “Global Talent Management” Research and recommendations on bridging generational and cultural divides as well as
addressing employee learning disabilities With its impressive breadth of coverage and focus on real-world problem solving, this volume serves as a comprehensive tool for examining and improving practices in global workplace learning. It will prove to be a valuable resource for students and recent graduates entering the workforce and for those working in Human Resources and related fields.

Facing Human Capital Challenges of the 21st Century The IT education during the formative years has become a major priority for the UAE. This is underlined by the success of the Sheikh Mohammed bin Rashid IT Education Project (ITEP), which was launched in 2000. As well as installing computer labs in all participating schools, and creating a comprehensive cutting-edge curriculum, ITEP also provides an invaluable online educational resource at www.itep.ae. ITEP now provides courses in 40 high schools in the UAE (20 in Dubai, 20 in Abu Dhabi) and over 13,000 students pass through the programme every year. ITEP’s trainee pupils achieved 97 per cent success rate in courses in the 2005/06 academic year. []

Teacher Training and Education in the GCC This volume offers insights on English language education policies in Middle Eastern and North African countries, through state-of-the-art reports giving clear assessments of current policies and future trends, each expertly drafted by a specialist. Each chapter contains a general description of English education policies in the respective countries, and then expands on how the local English education policies play out in practice in the education system at all levels, in the curriculum, in teaching, and in teacher training. Essays cover issues such as the balance between English and the acquisition of the national language or the Arabic language, as well as political, cultural, economic and technical elements that strengthen or weaken the learning of English. This volume is essential reading for researchers, policy makers, and teacher trainers for its invaluable insights in the role of each of the stakeholders in the implementation of policies.
Enhancing Teaching and Learning in Higher Education in the United Arab Emirates

Education and Development Investigates the often controversial relationship between gender, equality and education from international and comparative perspectives. This volume also investigates whether gender equality in education is really being achieved in schools around the world or not.

Education and Development

The Role of IT in higher Education in Abu Dhabi Over one academic year, the author documented the experiences of new first-year male Emirati students at a college of higher education in the United Arab Emirates. He described and attempted to explain the gamut of transition experiences as young male Emirati school-leavers moved from their pre-dominantly Arabic life-world associated with their families and schooling to the pre-dominantly Western culture found in higher education. He also investigated factors affecting student learning and assessed best practices in the college administrative and academic areas which appeared to facilitate smoother border crossing transitions. Adopting a multi-paradigmatic research design that drew methods and quality standards from multiple paradigms to create a methodology that enabled an artful, critical and interpretive exploration of complexity supplemented by a descriptive analysis of general social patterns, a Border Crossing Index was found to broadly correlate with student placement levels indicating that those students placed in the lower levels were much more likely to leave college and seek full-time employment within the first semester - 66% of the new students left in the first year.

The Report: Dubai 2008 This book provides an overview of the evolution of education in the United Arab Emirates from its humble beginnings in palm frond huts, to today’s proliferation of
prestigious international schools and global university branch campuses. The chapter authors are academic experts who have extensive first-hand experience of contemporary developments in the country’s various educational sectors. The book addresses innovations and transformations in Early Childhood Education, Higher Education, K-12 Schooling, Language Education in Arabic and English, Quality Assurance, Special Needs, STEM Education, and Teacher Education and Professional Development.

The Future of Education in the UAE

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