

# eb | WORKSHOPS

From Ideas to Action

Saturday, April 25, 2026

Sunday, April 26, 2026

Program

edubridges

## Welcome to eb|Workshops

Welcome to eb|Workshops, the professional learning series designed for educators and institutions who want research-informed, practice-oriented growth that feels relevant, supportive, and immediately usable. Our workshops go beyond one-time training by grounding each session in real evidence, translating ideas into classroom-ready strategies, and extending the learning through our community-based model, where educators stay connected, exchange insights, and continue growing well after the workshop ends.

If you are joining to sharpen a specific skill, strengthen your team's capacity, or lead change in your context, we hope you leave with clear tools, renewed confidence, and a network that helps you sustain momentum—because professional development should fit your life, honor your reality, and support meaningful impact.

### Details

**Saturday, April 25, 2026**

10:00 AM – 5:00 PM (Dubai Time)

**Sunday, April 26, 2026**

10:00 AM – 5:00 PM (Dubai Time)

**Platform:**

Online (Zoom)



SCAN TO REGISTER

### Leadership Team

#### eb|Workshops Chair

Prof. Rana Tamim

#### Review Committee

Prof. Sanjai Parahoo

Ms. Rana Bassaj

Ms. Sari Rifaat

Ms. Carine El Yamani

#### Organizational Committee

Ms. Rita Moussalli

Mr. Nader Abou Jaoude

Mr. Alain Abou Monsef

# Saturday, April 25

Concurrent Online Sessions

10:00 AM - 12:00 PM DUBAI TIME

<p><b>Engagement by Design: AI, Gamification, and Feedback</b> Dr. Hanaa Jaber</p>
<p><b>Empowering Learners Through Effective Formative Feedback</b> Dr. Amal Farhat</p>
<p>من الفكرة إلى التميز: رحلتك مع سمات الكتابة 1+6 Mr. Ayman Emara</p>
<p>التعليم العالي المستدام: نماذج عملية لإعادة بناء المحاضرات والمخطط الأسبوعي للمساق Dr. Antonio Cheikhwafa Dr. Rana Karam</p>
<p><b>Beyond English-only: Making Space for Multiple Languages in the Classroom</b> Dr. Fatma Said</p>
<p><b>The Power of Coaching in Inclusive Education</b> Ms. Rabia Khan</p>

Concurrent Online Sessions

12:30 PM - 2:30 PM DUBAI TIME

<p><b>Beyond One-Size-Fits-All: Hands-On Differentiation for Every Learner</b> Ms. Lara Hawash</p>
<p><b>Towards a Responsible Use of AI Tools in K-12 Classrooms: Practical Strategies for Teachers</b> Ms. Rasha Abdulraheem</p>
<p><b>Innovative ESL Teaching: Blending AI Tools With Effective Classroom Techniques</b> Ms. Mary Alfons</p>
<p>التعلم المبني على اللعب في زمن الذكاء الاصطناعي Ms. Randa Mikati</p>
<p><b>Building Inclusive Schools: From Policy to Daily Classroom Practice</b> Ms. Azza Choueiky El Hafi</p>
<p><b>Ways to Promote Intercultural Communication Competence (ICC) in EFL Classes</b> Dr. Grasiella Harb</p>

Concurrent Online Sessions

3:00 PM - 5:00 PM DUBAI TIME

<p><b>Interactive Canva Collaboration: Explore Real-time Learning Activities and Games</b> Ms. Heather Turnbull</p>
<p><b>Flip Without Fuss: Designing Effective Flipped Learning Experiences</b> Dr. Rasha Halat</p>
<p><b>AI &amp; I in the Classroom: A Self-Reflection for Educators</b> Ms. Dina Al-Madhoun</p>
<p>من التنوع إلى التمكين: استراتيجيات وطرائق التعليم والمواءمات والتعديلات الصفية Ms. Siham Hawash</p>
<p><b>Recognizing and Responding to Reading Challenges in the Classroom</b> Ms. Rana Bissat Roustom</p>
<p>التصميم التعليمي: من الفكرة إلى منتج تعليمي Dr. Nadia Abdalla</p>

# Sunday, April 26

Concurrent Online Sessions

10:00 AM - 12:00 PM DUBAI TIME

<p><b>Next-Level Student Engagement: High-Impact Strategies for Online &amp; Hybrid Classrooms</b> Dr. Mariam Rabaa</p>
<p>رحلة نحو صف مستدام: إعادة تصميم الدروس برؤية جديدة Dr. Rana Karam Dr. Antonio Cheikhwafa</p>
<p>الذكاء الاصطناعي شريكاً تربوياً في تعليم العربية: مقاربات عملية Ms. Alaa Hasan</p>
<p><b>From Lesson Plans to Learning Paths: Using AI to Design Personalized Instruction</b> Ms. Najah Issa</p>
<p><b>Beyond the Screen: Multi-Sensory EdTech for Immersive Classrooms</b> Ms. Taghreed El Rayes Ms. Joanna Ghalayini</p>

Concurrent Online Sessions

12:30 PM - 2:30 PM DUBAI TIME

<p><b>Transforming Writing Assignments into Multimodal Learning Experiences</b> Ms. Cherine Sinno</p>
<p><b>Applying to a PhD: Decisions, Strategy, and the Unwritten Knowledge</b> Ms. Rana Bassaj</p>
<p>اللغة العربية كنظام تفكير: حين يصغي الذكاء الاصطناعي أكثر مما يكتب Dr. Maged Abdallah</p>
<p><b>Introducing the Coaching Approach and Its Relationship to School Culture</b> Ms. Aya Barakat</p>
<p><b>The Power of Play: From Game Mechanics to Learning Magic</b> Ms. Anna Saab Ms. Soumaya Rihawi</p>

Concurrent Online Sessions

3:00 PM - 5:00 PM DUBAI TIME

<p>جسور من ورق: الكتب المصورة والمواطنة العالمية Dr. Dalia Abdulrahman</p>
<p><b>Designing AI-Resilient Assignments</b> Ms. Lama Mahmoud Siklawi</p>
<p><b>Building Positive Education: Moving Beyond Wellbeing Initiatives</b> Mr. Hatem Radwan</p>
<p><b>Igniting Science Instruction with AI Tools to Meet Every Need</b> Ms. Loubna Saab Ms. Lamar Hakim</p>
<p><b>Scenario-Based Assessment for Profession ready Skills in the Age of AI</b> Prof. Rana Tamim Prof. Sanjai Parahoo</p>



## Ms. Hanaa Jaber

Coordinator and Ed-tech trainer,  
Lebanese University

General

### Engagement by Design: AI, Gamification, and Feedback

Saturday, Apr 25

10:00 AM - 12:00 PM Dubai Time

#### About the Workshop

Many teachers are overwhelmed by the emerging AI and tech tools, trying to enhance their lessons while maintaining sound pedagogical approaches. Integrating pedagogy, technology, and content plays a major role in promoting learner engagement and motivation, and, consequently, learning. However, how do teachers know that the students have actually learned? This workshop will equip teachers with a pedagogically grounded approach to integrating artificial intelligence, digital tools, and gamification to enhance student engagement while incorporating formative assessment practices without increasing cognitive overload or teacher workload. Rather than focusing on tools in isolation, the session emphasizes instructional alignment: how learning objectives, game mechanics, AI-supported feedback, and formative assessment strategies work together to improve learning outcomes, especially in the language classes.

#### Learning Outcomes

By the end of this workshop, participants will be able to:

- Integrate interactive activities and game mechanics (e.g., levels, challenges, feedback, choice) to sustain cognitive engagement.
- Design formative assessment tasks that use digital tools and AI to provide timely, actionable feedback to learners.

#### Trainer Profile

Hanaa Jaber is an instructional designer, regional language coordinator at the Lebanese University, and EdTech trainer, with over 23 years of experience in education and leadership. Her PhD in applied linguistics is focused on digital language learning and language acquisition. As a lead convener with MEPLI at Harvard University, she leads webinars that spread innovative educational practices to promote equitable learning and teacher empowerment.

#### Target Audience

General



## Dr. Amal Farhat

Teaching and Learning Specialist,  
Qatar University

General

### Empowering Learners Through Effective Formative Feedback

Saturday, Apr 25

10:00 AM - 12:00 PM Dubai Time

#### About the Workshop

The Workshop centers on helping educators understand what effective formative feedback is, how to deliver it, and how to create an environment in which feedback is meaningful, actionable, and used by students. The workshop emphasizes on feedback clarity, characteristics of effective feedback, differentiating feedback for learners, cognitive vs. evaluative feedback, feedback environments, and challenges students face in using feedback.

#### Learning Outcomes

By the end of the workshop, participants will be able to:

- Define and distinguish types of feedback
- Identify characteristics of effective formative feedback
- Apply feedback strategies that promote student learning
- Evaluate classroom conditions that influence feedback effectiveness

#### Trainer Profile

Amal Farhat holds a PhD in Education, a Diploma in Educational Counseling, and is certified in Advanced Educational Leadership by the Harvard Graduate School of Education. Dr. Farhat has extensive experience in educational supervision and has taught in Colleges of Education and Arts and Sciences. She believes that transforming institutions into true learning communities is key to advancing education. Dr. Farhat is a Teaching and Learning Specialist at Qatar University.

#### Target Audience

General

# Mr. Ayman Emara

Arabic HOD,  
Charter Schools



## من الفكرة إلى التميّز: رحلتك مع سمات الكتابة 1+6

10:00 AM - 12:00 PM Dubai Time

Saturday, Apr 25

### وصف الورشة

تهدف هذه الورشة إلى تمكين المعلمين ومصممي المناهج بأسلوب واضح ومنظم لتعليم مهارات الكتابة وتعزيزها. إطار العمل 1+6 سمات (الأفكار، التنظيم، الأسلوب، اختيار الكلمات، سلاسة الجمل، القواعد، والعرض) يُعد أداة عملية لتعليم وتقييم وتحسين الكتابة عبر جميع المراحل الدراسية ستتضمن الورشة استكشاف كل سمة من السمات من خلال أمثلة واقعية، وأنشطة تفاعلية، وتأملات موجهة. سواء كان هدفك رفع مستوى تعلم الطلاب أو تطوير أدواتك التعليمية، هذه الورشة تقدّم لك الإلهام والاستراتيجيات العملية المبنية على الأبحاث والخبرات الميدانية

### مخرجات التعلّم

بنهاية الورشة، سيكون المشاركون قادرين على:

- فهم عميق لكل سمة من سمات الكتابة وأهميتها في العملية التعليمية
- دعم الطلاب في تطوير أسلوبهم ووضوح أفكارهم وترابطها في الكتابة
- استخدام أدوات وتقنيات مبتكرة لتقييم وتحسين مستوى كتابة الطلاب
- دمج نموذج 1+6 بشكل فعّال ضمن المناهج التعليمية لتعزيز النتائج

### نبذة عن المدرب

أيمن ميدان هو معلم لغة عربية ومدرب يعمل في مدارس الشراكة في دولة الإمارات العربية المتحدة. يركّز في عمله على تصميم دروس تفاعلية تتمحور حول المتعلم، ودعم المعلمين من خلال ورش عمل عملية. سيشارك في هذه الجلسة استراتيجيات فعّالة لتدريس مهارة الكتابة باستخدام نموذج Traits 1+6، بما يتناسب مع صفوف اللغة العربية. ويهدف من خلال عمله إلى جعل تعليم الكتابة أكثر وضوحًا، وإبداعًا، وأثرًا.

### الفئة المستهدفة

التعليم المدرسي



## التعليم العالي المستدام: نماذج عملية لإعادة بناء المحاضرات والمخطط الأسبوعي للمساق

10:00 AM - 12:00 PM Dubai Time

Saturday, Apr 25

### وصف الورشة

يأتي تقديم هذه الورشة انطلاقاً من الحاجة المتزايدة إلى إعادة النظر في الممارسات التدريسية في مؤسسات التعليم العالي، في ظل التحوّلات العالمية التي تُؤكّد أن دور الجامعة لم يعد مقتصرًا على نقل المعرفة، بل أصبح معنيًا ببناء وعي نقدي ومسؤول لدى الطلبة، وتعزيز قدرتهم على التفاعل مع قضايا المجتمع والبيئة والتنمية المستدامة. وتؤكد التقارير الصادرة عن منظمة اليونسكو أن التعليم العالي يُعدّ ركيزة أساسية لتحقيق أهداف التنمية المستدامة، لما له من دور محوري في إعداد أجيال قادرة على التفكير المنهجي، واتخاذ قرارات أخلاقية، والمساهمة في بناء مجتمعات أكثر استدامة وتهدف هذه الورشة إلى تمكين أعضاء هيئة التدريس في الجامعات من دمج مبادئ الاستدامة في تصميم المحاضرات الجامعية، والمخططات الأسبوعية للمساقات، وأساليب تقييم الطلبة، من خلال تقديم رؤية عملية تُحوّل مفهوم الاستدامة من إطار نظري عام إلى ممارسات تدريسية فعّالة وقابلة للتطبيق داخل القاعات الجامعية، سواء في المساقات اللغوية أو الإنسانية أو المهنية. وتسعى الورشة إلى سدّ الفجوة بين الخطاب الأكاديمي حول الاستدامة والممارسة التدريسية اليومية، عبر تدريب المشاركين على تحليل خطط دراسية جاهزة، وتحديد فرص تطويرها، ثم إعادة تصميمها وفق منظور مستدام يقوم على التعلم النشط، والتكامل بين الأبعاد البيئية والاجتماعية والمعرفية

### مخرجات التعلّم

بنهاية الورشة، سيكون المشاركون قادرين على:

- تفسير مفهوم الاستدامة التربوية وتبيان أهميتها في تعليم اللغة العربية
- تحليل الدروس التقليدية وتحديد فرص دمج الأبعاد البيئية والاجتماعية والمعرفية فيها
- تصميم درس وتخطيط أسبوعي مستدام قائم على التعليم النشط والتقييم المستدام
- توظيف العمل التعاوني والأدوات الرقمية لإعادة تصميم الدروس، وتقديم تغذية راجعة بناءة تقلّل الهدر وتعزز التعلّم

### نبذة عن المدرب

د. رنا كرم: حائزة على شهادة دكتوراه في اللغة العربية وآدابها من "الجامعة اليسوعية في بيروت". كما نالت هذه السّنة شهادة من "الجامعة الأميركية في بيروت" و"أكاديمية الملكة رانيا في الأردن" ضمن برنامج "علم للمستقبل" عملت في الإمارات العربية المتحدة لمدة 8 سنوات شاركت خلالها في مؤتمرات عالمية. بالإضافة إلى خبرة في التعليم الثانوي لمدة 16 سنة

د. أنطونيو الشيخوفا: متخصص في اللغة العربية وآدابها، يعمل حاليًا محاضرًا في كلية الدراسات متعددة التخصصات بجامعة زايد في دولة الإمارات العربية المتحدة. يتميز بخبرة تربوية وأكاديمية تمتد لأكثر من عقد من الزمن. يحمل درجة الدكتوراه في الأدب العربي واللسانيات من الجامعة اللبنانية

درس أيضًا مادة الغناء الشرقي في المعهد الوطني العالي للموسيقى - لبنان، إضافة للعزف على آلة العود يُعرف بنهجه التدريسي المبتكر، القائم على دمج الموسيقى والفنون الأدائية في تعليم اللغة بما يتناسب مع صفوف اللغة العربية. ويهدف من خلال عمله إلى جعل تعليم الكتابة أكثر وضوحًا، وإبداعًا، وأثرًا

### الفئة المستهدفة

التعليم العالي



## Dr. Fatma Said

Associate Professor,  
Zayed University

K-12

### Beyond English-only: making space for multiple languages in the classroom

Saturday, Apr 25

10:00 AM - 12:00 PM Dubai Time

#### About the Workshop

This Zoom-based professional development session supports teachers in early years, primary, and English-medium settings to rethink how languages are used in their classrooms. It invites educators to move beyond English-only approaches and adopt research-informed, policy-aligned practices that strengthen learning through learners' full linguistic repertoires while supporting long-term bilingual development.

This workshop is not about removing English. Rather, it focuses on sequencing languages more thoughtfully so that learning, identity, and academic achievement are supported rather than compromised. The session is organised around three interconnected phases. It begins by examining current research and regional policy developments that challenge the effectiveness of early English-medium instruction and highlight the benefits of mother tongue-based multilingual education. The second phase translates this evidence into classroom practice, offering concrete strategies for drawing on Arabic and other home languages to support comprehension, reduce cognitive load, and maintain academic rigour across subjects. The final phase centres on application, guiding participants to reflect on their own teaching contexts and identify realistic, immediately actionable changes.

#### Learning Outcomes

By the end of the workshop, participants will be able to:

- Explain why English-only instruction can hinder learning in early and primary years
- Describe the evidence behind delayed EMI and MTB-MLE, especially in Gulf contexts
- Identify concrete ways to make space for Arabic and other home languages alongside English
- Design one classroom activity that supports additive bilingualism without increasing workload

#### Trainer Profile

Dr Fatma is an Applied linguist supporting teachers worldwide in building practical, inclusive, multilingual classrooms grounded in research on bilingual development. She is particularly interested in bilingual education contexts and in translating theory into practical strategies that teachers can implement. At heart, her goal is simple: to equip teachers with manageable tools to create inclusive multilingual learning environments, in the Gulf and beyond.

#### Target Audience

K-12 teachers



**Ms. Rabiaa Khan**

SENCO,

American School of Creative Science

K-12

## The Power of Coaching in Inclusive Education

Saturday, Apr 25

10:00 AM - 12:00 PM Dubai Time

### About the Workshop

Inclusion often exists as a powerful idea in school policy, yet its translation into daily classroom practice remains inconsistent. This paper positions coaching as the critical bridge that moves inclusive education from ideas to action. Within mainstream settings, educators frequently encounter diverse learner needs that require more than one-off training or superficial differentiation. Coaching offers a sustained, relational, and practice-embedded model that empowers teachers to implement meaningful strategies with clarity, confidence, and purpose. Drawing on doctoral research and real-world application in an inclusive school context, this paper demonstrates how structured coaching cycles, centered on co-planning, modelling, observation, scaffolded feedback, and reflective dialogue, build teacher efficacy, strengthen IEP alignment and implementation, and enhance instructional design for Students of Determination. Beyond improving individual practice, coaching cultivates a culture of collaboration, accountability, and psychological safety, enabling schools to operationalize inclusion effectively and sustainably. The paper argues that coaching functions not merely as a professional development approach, but as a systemic driver that transforms inclusive ideals into measurable actions and lasting impact. Recommendations are provided for leaders seeking to embed coaching within school structures to advance purposeful, equitable, and high-quality inclusion.

### Learning Outcomes

By the end of the workshop, participants will be able to:

- Analyze how coaching functions as a bridge between inclusive education policy and classroom practice, enabling educators to move beyond superficial differentiation toward purposeful, student-centered inclusion.
- Apply key coaching structures, such as co-planning, modelling, observation, and reflective feedback, to strengthen teacher efficacy, improve IEP alignment, and enhance inclusive instructional design.
- Evaluate the role of coaching in promoting psychological safety, collective responsibility, and sustainable inclusive school cultures, with clear implications for leadership and system-level implementation.

### Trainer Profile

Rabia Khan is a SENCO and Gifted & Talented Coordinator with extensive experience leading inclusive practice in mainstream school settings. Beginning her career as a teaching assistant, she has progressed into leadership through a strong commitment to coaching, collaboration, and capacity building. Rabia is currently pursuing a Doctorate in Education, with research focused on purposeful and meaningful inclusion beyond superficial differentiation. As part of her doctoral work, she has developed the Inclusive Support Framework (ISF), a structured, practice-oriented model designed to bridge the gap between inclusive education policy and classroom implementation. Her areas of expertise include coaching educators and LSAs, inclusive curriculum design, individualized planning, and building sustainable, school-wide systems of support. Rabia is an award-winning conference presenter, licensed TEDx organizer, and author of a children's book called 'Being Different is Awesome!', and hopes to continue advocating for translating inclusive education from ideas into action through coaching-led inclusive leadership.

### Target Audience

K-12 teachers



## Ms. Lara Hawash

IB PYP Educator,  
Rafic Hariri High School

K-12

### Beyond One-Size-Fits-All: Hands-On Differentiation for Every Learner

Saturday, Apr 25

12:30 PM - 2:30 PM Dubai Time

#### About the Workshop

This workshop equips elementary teachers with practical tools to implement differentiation effectively. Participants will leave with ready-to-use templates for tiered activities, flexible grouping strategies, and differentiated assessment options tailored for Grades 1–5. The session includes hands-on design challenges, ensuring teachers can immediately apply these strategies in their classrooms.

#### Learning Outcomes

By the end of this workshop, participants will be able to:

- Explain the core principles of differentiated instruction and how they support diverse learners in elementary classrooms.
- Design a short differentiated mini-lesson or assessment using tiered activities, flexible grouping, and learning profiles.
- Apply practical strategies and templates to make differentiation manageable and impactful in their own teaching context.

#### Trainer Profile

Lara Hawash holds an MA in Science Education from the American University of Beirut (AUB) and has over three years of experience as an educator and leader. She currently serves as an IB-PYP Teacher at Rafic Hariri High School, where she focuses on curriculum development and teacher mentorship. A dedicated professional, Lara also contributes to academic research at AUB and is fluent in multiple languages, bringing a global and research-backed perspective to her practice.

#### Target Audience

K-12 teachers



## Ms. Rasha Abdulraheem

Lead Teacher and Lecturer,  
Ministry of Education

K-12

### Towards an Ethical Implementation of AI Tools in Education

Saturday, Apr 25

12:30 PM - 2:30 PM Dubai Time

#### About the Workshop

The workshop will focus on how teachers can use AI tools in classrooms, including how to support SEND learners by leveraging diverse AI tools to enhance teaching and learning. In this workshop, teachers will learn how to orchestrate AI prompts to produce high-quality teaching materials. This will be done by taking them on a journey to learn how to utilize the latest AI tools, which can be used to prepare lesson plans, generate worksheets, grade assignments, personalize learning, create formative assessments, and support students at various levels. Moreover, teachers will learn to use these AI tools responsibly and ethically by receiving guidelines that enable them to do so by embracing valuable tips that will benefit their work.

#### Learning Outcomes

By the end of the workshop, participants will be able to:

- Learn how to leverage the use of AI tools in K-12 learning environments and identify the positives and limitations of the available AI tools.
- Analyze AI's various prompts that can be used to generate educational content.
- Create comprehensive AI materials that can be used to enhance the learning and teaching processes.

#### Trainer Profile

Rasha Abdulraheem is a dedicated educator with over 21 years of experience in school inspection, assessment leadership, and teacher training. She is currently pursuing a doctorate at UCAM University, with research focused on empowering educational leaders to improve inspection outcomes through sustainability, innovative technology, and emerging pedagogical approaches such as gamification, flipped classrooms, project-based learning (PBL), and AI in education.

#### Target Audience

K-12 teachers



## Ms. Mary Alfons

PYP and ESL Educator,  
Al Hussan Academy International

K-12

### Innovative ESL Teaching: Blending AI Tools With Effective Classroom Techniques

Saturday, Apr 25

12:30 PM - 2:30 PM Dubai Time

#### About the Workshop

This presentation explores effective approaches for teaching ESL learners and identifying who the class is designed to support. What is the ESL class, how to prepare an individual plan and how to follow your students' progress. It highlights practical strategies for integrating AI tools with instructional techniques to create an interactive, engaging, and student-centered learning environment.

#### Learning Outcomes

By the end of the workshop, participants will be able to:

- Identify what is the ESL class and design an academic individual plan.
- Implement new strategies in reading and writing and learn how to follow their students' progress.
- Enhance AI tools in ESL class to make it fun and interactive reading, writing, and speaking.

#### Trainer Profile

Mary Alfons is a proud mother of two, an educator, trainer, and ESL specialist with 17 years of experience teaching students from KG to Grade 12. She is deeply committed to understanding each child's personality, needs, and learning style, and continuously develops her practice through ongoing professional learning and modern teaching approaches. Mary designs teacher-training workshops, creates individualized ESL plans, and integrates AI into learning. Her training with Frisby College, Edu-Insights, and edubridges has significantly enriched her professional journey.

#### Target Audience

K-12 Teachers



## التعلم المبني على اللعب في زمن الذكاء الاصطناعي

12:30 PM - 2:30 PM Dubai Time

Saturday, Apr 25

### وصف الورشة

تحوّل هذه الورشة العملية تجربة التعلّم داخل الصف من أنشطة تقليدية متكرّرة إلى مغامرة تعليمية ممتعة وذات معنى. تهدف الورشة إلى تمكين المعلمين من فهم جوهر التعلّم المبني على اللعب وكيف يختلف عن التلعيب السطحي القائم فقط على النقاط والمكافآت، مع توظيف الذكاء الاصطناعي كأداة داعمة للتصميم تنطلق الورشة من واقع يعيشه معظم المعلمين اليوم: تشتت الطلاب، ضعف الدافعية، والملل السريع من الأساليب التقليدية. كثيرًا ما يحاول المعلمون معالجة ذلك بإضافة تطبيق أو لعبة سريعة في نهاية الحصة، لكن غالبًا ما تكون النتائج محدودة. تشرح هذه الورشة لماذا لا تنجح الأدوات وحدها، وتكشف أن الحل الحقيقي يكمن في فهم دوافع الطلاب النفسية، وتصميم تجربة تعلّم متكاملة ترتبط بأهداف تعليمية واضحة خلال الورشة وبطريقة التعلّم المبني على اللعب، سيتعرّف المشاركون على مبادئ التحفيز الداخلي والخارجي، وكيف يمكن للذكاء الاصطناعي ومنصات متخصصة أن تساعد في ابتكار سيناريوهات لعب، شخصيات، تحديات، ومسارات تعلّم تتناسب مع مستويات الطلاب المختلفة. كما تتضمن الورشة أنشطة تطبيقية تفاعلية، يعمل فيها المشاركون على تصميم فكرة لعبة تعليمية وربطها مباشرة بهدف دراسي حقيقي يمكن تنفيذه في الصف

### مخرجات التعلّم

بنهاية هذه الورشة، سيكون المشاركون قادرين على:

- التمييز بوضوح بين التلعيب والتعلّم المبني على اللعب، وفهم متى ولماذا يُستخدم كل منهما بما يخدم الأهداف التعليمية
- تطبيق مبادئ التحفيز الداخلي والخارجي في تصميم أنشطة تعليمية قائمة على اللعب، تعزّز دافعية الطلاب ومشاركتهم الفعّالة
- تصميم تجربة لعب تعليمية متكاملة مدعومة بالذكاء الاصطناعي وربطها بهدف دراسي واضح يمكن تطبيقه مباشرة داخل الصف

### نبذة عن المدرب

رندة ميقاتي خبيرة في تكنولوجيا التعليم، متخصصة في تقنيات التعليم والذكاء الاصطناعي في التعليم، مع تركيز قوي على الابتكار العملي المرتكز على الإنسان. تعمل مع المعلمين والمؤسسات التعليمية على تصميم تجارب تعلم ذات معنى تُعلي من شأن (البيداغوجيا)، والتفاعل، والأثر التعليمي تمتلك رندة خبرة واسعة في تقديم ورش التطوير المهني حول دمج الذكاء الاصطناعي، والبيداغوجيا الرقمية، وأساليب التقييم المبتكرة

### الفئة المستهدفة

التعليم المدرسي



## Ms. Azza Choueiky El Hafi

Head of Academic Department,  
Saint Mary's Orthodox College

K-12

### Building Inclusive Schools: From Policy to Daily Classroom Practice

Saturday, Apr 25

12:30 PM - 2:30 PM Dubai Time

#### About the Workshop

Inclusive education is no longer an option but a fundamental right and responsibility within modern educational systems. However, many schools struggle to translate inclusive policies into effective daily practices. This workshop aims to bridge the gap between theoretical frameworks of inclusion and practical, school-based implementation.

Participants will explore what an inclusive school truly looks like beyond labels and accommodations. The session will address roles and responsibilities of teachers, coordinators, shadow teachers, and families in supporting learners with diverse needs (learning difficulties, ADHD, ASD, language delays, and emotional regulation challenges).

Through real-life school examples, structured tools, and interactive activities, participants will gain concrete strategies to foster inclusive classroom environments while maintaining academic rigor, learner dignity, and collaboration among stakeholders.

#### Learning Outcomes

By the end of this workshop, participants will be able to:

- Define inclusive education beyond integration and accommodation.
- Identify key characteristics of an inclusive school culture.
- Distinguish between differentiation, accommodation, and modification.

#### Trainer Profile

Azza Choueiky El-Hafi is an orthopedagogue specializing in inclusive education, holding a Master's degree in Orthopedagogy (Visual Impairment) and a Teaching Diploma from Saint Joseph University of Beirut.

She is the Head of the Learning Support Department at Saint Mary's Orthodox College, where she leads a multidisciplinary team and oversees individualized interventions, accommodations, and differentiated practices for learners with diverse needs.

She also works as a Special Educator at the Child and Adolescent Psychiatry Department of American University of Beirut Medical Center, collaborating with mental health professionals to support children and adolescents facing neurodevelopmental, emotional, and learning challenges.

In addition, she is a university instructor at Saint Joseph University of Beirut, supervising orthopedagogy learners during their internships. She is recognized for her expertise in educational assessment, adapted pedagogy, interdisciplinary collaboration, and her strong commitment to inclusive education.

#### Target Audience

K-12 Teachers



## Dr. Grasiella Harb

Associate Professor,  
Rafik Hariri University

General

### Ways to Promote Intercultural Communication Competence (ICC) in EFL Classes

Saturday, Apr 25

12:30 PM - 2:30 PM Dubai Time

#### About the Workshop

Intercultural Communication Competence (ICC) has become an essential skill as the world increasingly expects global learners who can not only communicate properly across languages but also across cultural difference. However, EFL curriculum design still remains limited to cultural knowledge and facts. As a result, learners are linguistically equipped but interculturally struggle when values, emotions, and expectations with the “different other” clash. Similarly, most EFL teacher trainings focus on language skills, assessment, and technology with little focus on intercultural communication and sensitivity.

This workshop offers EFL teachers will the tools on how to promote ICC through safe, structured and experiential learning tasks. They will learn how to design and facilitate intercultural activities that move beyond knowledge toward reflection, empathy, and perspective-taking. Through hands-on practice, teachers will engage with scenario-based and narrative-based methodologies, exploring how these approaches can be adapted to their own classroom contexts. The workshop aligns with global educational priorities on dialogue and social cohesion, global citizenship education, as well as 21st century communication skills.

#### Learning Outcomes

By the end of the workshop, participants will be able to:

- Engage in open, appropriate and effective interactions with participants from diverse cultural and social backgrounds
- Reflect on their emotions, assumptions, and reactions during intercultural communication group work
- Develop knowledge and facilitation strategies for intercultural learning activities that encourage dialogue, suspend judgement, and support perspective-taking in EFL classrooms

#### Trainer Profile

Dr. Grasiella Harb is an Associate Professor in the Languages and Liberal Arts Unit at Rafik Hariri University, Lebanon. She holds a Ph.D. in Applied Linguistics and Literature and has extensive experience teaching and coordinating undergraduate courses in writing, communication, linguistics, and literature. Her teaching and research focus on intercultural communication competence, sociolinguistics, and experiential approaches to EFL teacher professional development.

#### Target Audience

General



## Ms. Heather Turnbull

Educator and consultant,  
Independent contractor

K-12

### Interactive Canva Collaboration: Explore real-time learning activities and games

Saturday, Apr 25

3:00 PM - 5:00 PM Dubai Time

#### About the Workshop

This hands-on workshop is designed to help educators and professionals enhance engagement through collaborative digital tools. The purpose of the session is to equip participants with practical skills to create and facilitate interactive games, brainstorming pages, whiteboards, and shared activities using Canva, fostering active learning and teamwork in real-time. The workshop is structured around guided exploration and practice through participation in games and simultaneous document editing. The session encourages experimentation with templates and multimedia integration. Key outcomes of this workshop include the ability to create real-time collaborative activities that promote participant involvement and immediate feedback. Attendees will gain confidence in managing shared Canva projects, facilitating group work, and incorporating interactive elements to transform passive observation into active participation. By the end, participants will understand how to leverage Canva's collaboration features to design effective, engaging, and inclusive learning or work environments.

#### Learning Outcomes

By the end of the workshop, participants will be able to:

- Manage shared Canva projects
- Facilitate group work utilizing Canva
- Incorporate interactive elements into Canva documents

#### Trainer Profile

Heather Turnbull (MEd, BEd, BSc) specializes in online education with learners of all ages. With extensive experience working in virtual learning environments, Heather focuses on building synchronous online classrooms, where students and teachers feel comfortable communicating and working through a variety of digital tools. She combines her expertise in educational research and pedagogy to support supportive, effective, inclusive online learning practices.

#### Target Audience

K-12 teachers



## Dr. Rasha Halat

Assistant Professor,  
Lebanese International University

General

### Flip Without Fuss: Designing Effective Flipped Learning Experiences

Saturday, Apr 25

3:00 PM - 5:00 PM Dubai Time

#### About the Workshop

Flipped Learning is a powerful strategy for shifting classrooms from passive reception to active engagement. However, many educators struggle with where to begin and how to manage the process efficiently. This professional development workshop offers a practical, research-informed introduction to flipped learning using TED-Ed and a small set of high-impact digital tools that simplify lesson design and implementation.

Participants will explore how TED-Ed provides a ready-made structure for flipping the classroom by allowing teachers to curate or share content, embed guiding questions, facilitate discussions, and track learner engagement within a single platform. The workshop also introduces supportive tools such as Nearpod, EdPuzzle, and simple recording apps to help streamline the flipped learning process.

Through guided examples and hands-on practice, educators will learn how to design engaging pre-class tasks, maximize in-class time for application and collaboration, and build a flipped lesson aligned with sound pedagogical principles. By the end of the session, participants will feel confident implementing flipped learning in a manageable, purposeful, and learner-centered way.

#### Learning Outcomes

By the end of the workshop, participants will be able to:

- Define the core principles of flipped learning and distinguish it from traditional instruction.
- Identify when and why flipped learning is appropriate for their subject and students.
- Use TED-Ed to curate videos, embed questions, and monitor student engagement.
- Design a complete flipped lesson using TED-Ed or similar tools (Nearpod, EdPuzzle).

#### Trainer Profile

Rasha Halat is an assistant professor, education consultant, and teacher trainer with 30 years of experience. She has worked extensively with teachers and educational organizations across Lebanon and the MENA region. Alongside her academic role at the Lebanese International University, she has served as a senior consultant for GoLead, World Learning, AMIDEAST, and International Alert. Her work focuses on teacher professional development, curriculum design, and purposeful technology integration.

#### Target Audience

General



## Ms. Dina Al Madhoun

ECE Lecturer,  
McGill University

Higher Education

### AI & I in the Classroom: A Self-Reflection for Educators

Saturday, Apr 25

3:00 PM - 5:00 PM Dubai Time

#### About the Workshop

In this two-hour, interactive and reflective workshop, educators are invited into a rich detour from everyday practice so they might listen more closely to the stories they carry and to the voices that continue to shape their teaching. We work with the method of *currere*, the Latin infinitive of “curriculum” and a concept introduced by William Pinar and Madeleine Grumet to describe curriculum as lived rather than planned. *Currere* becomes a way of exploring how lived experience moves with us into our present practice. Participants will explore the four moments of *currere*: regression, progression, analysis, and synthesis. Through meaningful conversation, short autobiographical writing prompts, and gentle memory-work, we will experiment with the autobiographical “I” and consider what it means to write and teach in a fast-evolving world of AI, a world that can sometimes overshadow the slower, more authentic self that needs time and reflection to be heard. This workshop asks: How does the past continue to shape your present teaching? How might visiting those past selves with care open new possibilities for practice? We will also consider how *currere* can be adapted for students’ assignments and assessments in ways that invite a more authentic voice and deeper critical reflection, especially in an age of AI-generated text.

#### Learning Outcomes

By the end of this workshop, participants will be able to:

- Engage in *currere*-based self-study to trace how past experiences as learners and teachers shape their current practice.
- Use structured, relational dialogue to reflect together on autobiographical writing and notice shifts in their sense of self as educators.
- Design at least one assignment or assessment that foregrounds student voice, lived experience, and meaningful critical reflection.

#### Trainer Profile

Dina Al-Madhoun is a Course Lecturer and PhD Candidate in the Department of Integrated Studies in Education (DISE) at McGill University. Her research and teaching focus on autobiography, teacher identity, and ethical self-reflection in higher education, grounded in more than fifteen years of experience in colleges and other post-secondary institutions across the Middle East and Canada.

#### Target Audience

Higher Education

## من التنويع إلى التمكين: استراتيجيات وطرائق التعليم والمواءمات والتعديلات الصفية

**3:00 PM - 5:00 PM Dubai Time****Saturday, Apr 25**

### وصف الورشة

تتناول هذه الورشة استراتيجيات وطرائق التعليم المعاصرة، مع التركيز على المواءمات والتعديلات التعليمية بوصفها ممارسات أساسية لضمان تعليم شامل يستجيب للفروق الفردية بين المتعلمين. وتهدف الورشة إلى دعم المعلمين والممارسين التربويين في تطوير ممارسات صفية مرنة تُسهم في تحسين مشاركة المتعلمين وتقديمهم الأكاديمي، ولا سيما الطلبة ذوي صعوبات التعلم والاحتياجات التعليمية المتنوعة

### مخرجات التعلّم

- بنهاية الورشة، سيكون المشاركون قادرين على:
- تحديد استراتيجيات وطرائق التعليم المناسبة وفق أهداف التعلّم وخصائص المتعلمين
  - التمييز بين المواءمات التعليمية والتعديلات التعليمية في السياق الصفّي
  - توظيف استراتيجيات تعليمية مرنة تراعي الفروق الفردية
  - إعداد مواءمات وتعديلات تعليمية قابلة للتطبيق ضمن التخطيط اليومي للدروس

### نبذة عن المدرب

سهام حواش مستشارة تربوية متخصصة في التربية الخاصة، تتمتع بخبرة واسعة في دعم المتعلمين ذوي الاحتياجات التعليمية المتنوعة. تعمل بالتعاون مع المدارس والمعلمين والأسر على تطوير استراتيجيات تعليمية دامجة، وخطط تعلم فردية، وتدخلات عملية تسهم في تحسين نواتج تعلم الطلبة

### الفئة المستهدفة

التعليم المدرسي



## Ms. Rana Bissat Roustom

Speech Language Pathologist,  
AARRCO

K-12

### Recognizing and Responding to Reading Challenges in the Classroom

Saturday, Apr 25

3:00 PM - 5:00 PM Dubai Time

#### About the Workshop

This workshop is designed for primary and elementary teachers who seek to better understand reading development and feel more confident supporting students with reading difficulties. Many children struggle quietly in the early grades, and without appropriate tools, these challenges can be mistaken for inattention, lack of motivation, or behavioral concerns. This session equips educators with knowledge and practical strategies rooted in evidence-based reading instruction.

Participants will first explore how language and reading skills typically develop and what happens when parts of that process break down. Later, the focus will shift to recognizing early indicators of struggle. Finally, we emphasize classroom application, offering realistic, teacher-friendly strategies and activities to strengthen phonological awareness, decoding, vocabulary, and comprehension.

By the end of the workshop, teachers will gain clearer insight into why some students struggle, confidence in recognizing early warning signs, and a practical toolkit of activities and supports they can integrate into daily instruction. Ultimately, this workshop aims to empower educators to intervene earlier, communicate effectively with families and specialists, and create classrooms where all students have meaningful opportunities to become successful, engaged readers.

#### Learning Outcomes

By the end of the workshop, participants will be able to:

- Develop a clear understanding of how foundational language skills support the development of reading.
- Recognize early, observable indicators of reading difficulties in primary and lower elementary students.
- Present practical, evidence-based classroom activities that promote reading development and offer additional support for struggling readers.

#### Trainer Profile

Rana Bissat Roustom is a speech-language pathologist with more than thirty years of experience working with children and adults of average to above-average intelligence who have specific learning challenges and/or speech and language difficulties. She specializes in literacy, particularly reading challenges, as well as oral and written language development.

#### Target Audience

K-12 Teachers

# Dr. Nadia Abdalla

Instructional Designer,  
and Developer

## التصميم التعليمي: من الفكرة إلى منتج تعليمي



3:00 PM - 5:00 PM Dubai Time

Saturday, Apr 25

### وصف الورشة

تهدف هذه الورشة إلى تقديم إطار منهجي للتصميم التعليمي قائم على النماذج العلمية والمبادئ التربوية المعتمدة، بما يمكن المشاركين من تحويل الفكرة التعليمية وأهدافها إلى تجربة تعليمية إلكترونية متكاملة ومنظمة. وتنطلق الورشة من اعتبار التصميم التعليمي عملية تخطيط منهجي تتضمن خطوات منظمة لإعداد عناصر المنهج النظرية، وتشمل الأهداف التعليمية، والمحتوى، والأنشطة، وأساليب التقويم، تمهيدًا لتحويلها إلى تجربة تعلم فعّالة قابلة للتنفيذ. تتناول الورشة مفهوم التصميم التعليمي بوصفه خارطة طريق توجّه المصمم التعليمي في الانتقال من تحديد المشكلة أو الاحتياج التعليمي، إلى تصميم سيناريو تعليمي متكامل، وفق أحد نماذج التصميم التعليمي المعتمدة. كما تميّز بين مرحلتي التصميم التعليمي والتطوير التعليمي، حيث يركّز التصميم على التخطيط وبناء السيناريو، بينما يركّز التطوير على تنفيذ وإنتاج مصادر التعلم الإلكترونية والوسائط التعليمية المختلفة وتجمع الورشة بين الجانب النظري والتطبيقي، إذ يطبق المشاركون مراحل التصميم على فكرة تعليمية واقعية، وصولاً إلى إعداد تجربة تعليمية إلكترونية متكاملة قابلة للنشر والاستخدام، مع التركيز على جودة التصميم، وملاءمته للأهداف التعليمية، وفاعليته في تحقيق نواتج التعلم المرجوة.

### مخرجات التعلّم

- نهاية الورشة، سيكون المشاركون قادرين على:
- التمييز بين نماذج التصميم التعليمي.
- الربط بين المحتوى التعليمي والتصميم التعليمي.
- تطبيق مرحلة التصميم للتطوير التعليمي.
- إنتاج وتطوير تجربة تعليمية متكاملة

### نبذة عن المدرب

الدكتورة ناديا عبد الله حاصلة على درجة الماجستير في تكنولوجيا التعليم وإعداد المواد التعليمية، من قسم المناهج وطرق التدريس بكلية التربية - جامعة عين شمس. تعمل حاليًا على إعداد رسالة الدكتوراه، وهي مصممة ومطوّرة تطبيقات ويب، ومتخصصة في تصميم وتطوير المناهج التعليمية، وتعمل بشكل مستقل (Freelancer).

### الفئة المستهدفة

القطاع التربوي والتعليمي



## Dr. Mariam Rabaa

School Principal,  
AbdulKader Kabbani High School

K-12

### Next-Level Student Engagement: High-Impact Strategies for Online & Hybrid Classrooms

Sunday, Apr 26

10:00 AM - 12:00 PM Dubai Time

#### About the Workshop

This workshop equips educators with high -impact strategies to create student-centered classrooms. It combines demonstrations with hands-on practice, allowing participants to explore engagement routines, collaborative tasks, and structured interaction patterns using interactive boards. This workshop is grounded in current research on online engagement, cognitive presence, and interactive digital pedagogy. It connects theories of student engagement with practical tools that educators can apply immediately in their classrooms.

#### Learning Outcomes

By the end of the workshop, participants will be able to:

- Apply high-impact engagement strategies specifically designed for online and hybrid classrooms.
- Design interactive lesson components that improve student attention, participation, and understanding.
- Implement routines that sustain engagement without relying on breakout rooms.

#### Trainer Profile

Dr. Mariam Rabaa is a school principal, science coordinator, and professional trainer with over 18 years of experience in the education sector.

Dr. Rabaa has delivered numerous training sessions on pedagogy, online and hybrid teaching, and student engagement strategies tailored for young learners. She specializes in designing practical, high-impact learning experiences that teachers can immediately implement to enhance instruction and student outcomes.

#### Target Audience

K-12 teachers



## رحلة نحو صفّ مستدام: إعادة تصميم الدروس برؤية جديدة

10:00 AM - 12:00 PM Dubai Time

Sunday, Apr 26

### وصف الورشة

تأتي هذه الورشة في ظلّ الحاجة المتزايدة إلى تطوير الممارسات الصّقيّة في المرحلتين المتوسطة والثانوية، بما يواكب التحوّلات التربوية المعاصرة التي تؤكّد أن دور المعلم لم يعد مقتصرًا على تقديم المحتوى، بل أصبح معنيًا ببناء وعي لدى الطلبة، وتنمية مهارات التفكير المسؤول، وتعزيز ارتباط التعلم بحياة المتعلّم وقضايا مجتمعه وبيئته. ومن هذا المنطلق، يبرز إدماج مفاهيم الاستدامة في التخطيط الصّقيّ اليومي والأسبوعي بوصفه مدخلًا تربويًا فاعلًا لإحداث تعلم ذي معنى وأثر طويل المدى تهدف هذه الورشة إلى تمكين معلمي اللغة العربية في المرحلتين المتوسطة والثانوية من الانتقال من التحضير التقليدي للدروس إلى تخطيط صّقيّ مستدام، يراعي الأبعاد المعرفية والاجتماعية والبيئية في المحتوى والأنشطة وأساليب التقويم. وتسعى الورشة إلى تقديم إطار عملي واضح يساعد المعلم على دمج مفاهيم الاستدامة في دروسه دون تحميل إضافي أو تعقيد في التحضير، من خلال نماذج تطبيقية وأنشطة تفاعلية قابلة للتنفيذ داخل الصفّ ومن خلال المشاركة في هذه الورشة، سيكتسب المعلمون مهارات تحليل الدروس الجاهزة واكتشاف فرص تطويرها، وإعادة تصميم أنشطة تعليمية تعزّز التعلّم النشط، وتدعم مشاركة الطلبة، وتربط مهارات اللغة العربية بقضايا واقعية من حياة المتعلّمين. كما سيتمكّن المشاركون من بناء خطط دراسية أسبوعية أكثر توازنًا ومرونة، وتوظيف أساليب تقييم بديلة تشجّع التفكير النقدي والعمل الجماعي، بدل الاقتصار على الأساليب التقليدية ومن المتوقع أن يحدث هذا التحوّل في التخطيط الصّقيّ أثرًا إيجابيًا في العملية التعليمية عمومًا، يتمثّل في رفع دافعية الطلبة للتعلّم، وتعزيز شعورهم بالمسؤولية تجاه ذواتهم ومجتمعهم، وتحسين جودة التفاعل داخل الصفّ، فضلًا عن تمكين المعلم من ممارسة دوره التربوي بوعي أعمق وأثر أكثر استدامة. وبذلك، تسهم الورشة في بناء صفوف أكثر حيوية وفاعلية، يكون فيها التعليم تجربة مستمرة تتجاوز حدود الحصة الدراسية إلى حياة المتعلّم اليومية

### مخرجات التعلّم

بنهاية الورشة سيكون المشاركون قادرين على:

- تعريف مفهوم الاستدامة ومكوّناتها في السياق التربوي وتحديد أهميتها لمعلم اللغة العربية
- تحليل درس تقليدي واكتشاف فرص تضمين عناصر الاستدامة فيه
- تصميم درس مستدام للغة العربية يتضمن أهدافًا وأنشطة تعكس الأبعاد البيئية والاجتماعية والمعرفية
- توظيف أدوات رقمية تساعد على تقليل الهدر وتعزيز التعلم القائم على المشاركة

### نبذة عن المدرب

د. رنا كرم : حائزة على شهادة دكتوراه في اللغة العربيّة وآدابها من " الجامعة اليسوعيّة في بيروت ". كما نالت هذه السّنة شهادة من " الجامعة الأميركيّة في بيروت " و "أكاديميّة الملكة رانيا في الأردن " ضمن برنامج "علم للمستقبل" عملت في الإمارات العربيّة المتحدّة لمدة 8 سنوات شاركت خلالها في مؤتمرات عالميّة . بالإضافة الى خبرة في التعليم الثانوي لمُدّة 16 سنة

د. أنطونيو الشيوخوفا: متخصّص في اللغة العربية وآدابها، يعمل حاليًا محاضرًا في كلية الدراسات متعدّدة التخصصات بجامعة زايد في دولة الإمارات العربية المتحدّة. يتميّز بخبرة تربوية وأكاديمية تمتد لأكثر من عقد من الزمن. يحمل درجة الدكتوراه في الأدب العربي واللسانيات من الجامعة اللبنانية  
درس أيضًا مادّة الغناء الشرقيّ في المعهد الوطنيّ العالي للموسيقى - لبنان، إضافة للعزف على آلة العود يُعرف بنهجه التدريسي المبتكر، القائم على دمج الموسيقى والفنون الأدائيّة في تعليم اللغة بما يتناسب مع صفوف اللغة العربية. ويهدف من خلال عمله إلى جعل تعليم الكتابة أكثر وضوحًا، وإبداعًا، وأثرًا

### الفئة المستهدفة

التعليم المدرسي

**Ms. Alaa Hasan**Arabic Instructor,  
Zayed University**الذكاء الاصطناعي شريكاً تربوياً  
في تعليم العربية: مقاربات عملية**

10:00 AM - 12:00 PM Dubai Time

Sunday, Apr 26

**وصف الورشة**

تناول هذه الورشة كيفية دمج الذكاء الاصطناعي بصورة هادفة في تعليم اللغة العربية بما يعزز خبرات التعلّم ويدعم التدريس التواصلي القائم على الكفاءة اللغوية. وتتجاوز الورشة توظيف الذكاء الاصطناعي بوصفه أداة إنتاجية، لتقدّمه كشريك تربوي يدعم تنمية اللغة، واستقلالية المتعلّم، والتفاعل داخل الصف. وتنطلق الورشة من أسس تربوية مستندة إلى البحث العلمي في تعليم اللغات، حيث تربط بين النظرية والتطبيق من خلال عرض نماذج عملية توضّح كيفية مواءمة أدوات الذكاء الاصطناعي مع الأهداف المنهجية، ومستويات الكفاءة اللغوية، وممارسات التقويم في صفوف تعليم العربية صُمّمت الجلسة بوصفها ورشة تفاعلية تطبيقية بالدرجة الأولى. تبدأ بعرض موجز لأهم المبادئ التربوية التي تحكم الدمج الفعّال للذكاء الاصطناعي في تعليم اللغات، مثل أصالة المهام، والدعم التدريجي (السقالات التعليمية)، والتغذية الراجعة الداعمة لنمو الكفاءة اللغوية. ويتبع ذلك عروض إرشادية لأدوات مختارة من الذكاء الاصطناعي تُستخدم لدعم المهارات اللغوية الأساسية: الاستماع، والمحادثّة، والقراءة، والكتابة، مع تركيز خاص على تعليم العربية للناطقين بغيرها. وتشمل الأمثلة تغذية راجعة مدعومة بالذكاء الاصطناعي، وتكييف النصوص وفق المستويات اللغوية، والممارسة الحوارية، وتصميم مهام تشجّع على الاستخدام اللغوي الهادف بدل التلقّي السلبي بعد ذلك، يشارك المتعلمون في أنشطة تطبيقية عملية، يعملون فيها بشكل فردي أو ضمن مجموعات صغيرة على إعادة تصميم مهمة تعليمية مألوفة في تعليم العربية باستخدام الذكاء الاصطناعي، بما يعزّز التفاعل والتأمل واستقلالية المتعلّم. وطوال الورشة، سيتم تقديم نماذج جاهزة للاستخدام الصفي، إلى جانب أطر عملية وتوجيهات تساعد المشاركين على تكييف الأدوات مع سياقاتهم التعليمية المختلفة

**مخرجات التعلّم**

- بنهاية الورشة، سيكون المشاركون قادرين على:
- تقييم دور الذكاء الاصطناعي في تعليم اللغة العربية تقييماً نقدياً
- تصميم أنشطة مدعومة بالذكاء الاصطناعي ومتوافقة مع مستويات الكفاءة اللغوية ومخرجات التعلّم
- تطبيق استراتيجيات عملية تُحوّل الذكاء الاصطناعي من مجرد أداة إلى شريك تعليمي فاعل

**نبذة عن المدرب**

آلاء حسن معلمة لغة عربية تتمتع بخبرة تزيد عن 15 عامًا في تدريس اللغة العربية للناطقين بها ولغير الناطقين بها. تعمل حاليًا في جامعة زايد، وقد قادت برامج تعليم اللغة العربية لغير الناطقين بها. تحمل آلاء درجة الماجستير في تعليم العربية لغير الناطقين بها، وهي زميلة في هيئة التعليم العالي (FHEA) تركز خبرتها في التدريس التواصلي القائم على الكفاءة، والذي يربط بين اللغة والثقافة والاستخدام الواقعي

**الفئة المستهدفة**

التعليم العالي



## Ms. Najah Issa

Math Coordination ICT Facilitator,  
Al Bayader School

K-12

### From Lesson Plans to Learning Paths: Using AI to Design Personalized Instruction.

Sunday, Apr 26

10:00 AM - 12:00 PM Dubai Time

#### About the Workshop

Personalized learning is often talked about as a powerful way to improve student engagement and achievement, yet many teachers find it difficult to apply consistently in real classrooms. Limited time, varied student needs, and heavy planning demands can make personalization feel more like a goal than a practical strategy. This interactive workshop responds to that reality by showing how artificial intelligence can support teachers as a practical teaching assistant, helping them design personalized learning experiences that remain aligned with curriculum goals and classroom realities.

#### Learning Outcomes

By the end of the workshop, participants will:

- Design differentiated lesson pathways using AI to support diverse learners while maintaining alignment with curriculum standards and learning objectives.
- Create and refine effective AI prompts that generate usable, high-quality instructional materials and adapt them responsibly to real classroom needs.
- Apply a repeatable planning workflow that integrates AI ethically into lesson design, enabling immediate implementation of personalized instruction.

#### Trainer Profile

Najah Issa is an educator and trainer passionate about making learning engaging and meaningful. She focuses on innovative teaching, EdTech integration, and empowering teachers and students to reach their full potential. She serves as a Math Coordinator and ICT Facilitator at Al Bayader School and is an accredited trainer with ATU.

#### Target Audience

K-12 Teachers



## Ms. Joanna Ghalayini

Math Teacher,  
Saint Mary's Orthodox College

## Ms. Taghreed El Rayes

Science Teacher,  
Saint Mary's Orthodox College

K-12

## Beyond the Screen: Multi-Sensory EdTech for Immersive Classrooms

Sunday, Apr 26

10:00 AM - 12:00 PM Dubai Time

### About the Workshop

Hosted and supported by the Educational Technology Department at Saint Mary's Orthodox College, this session showcases the department's commitment to moving beyond traditional screen-based learning toward interactive, 3D, and tactile educational environments.

In an era where digital distraction is a constant challenge, the Educational Technology Department is pioneering a shift toward "Embodied Learning." This workshop moves beyond passive observation by integrating Virtual Reality (VR), Augmented Reality (AR), iTheater, and iSand. Participants will explore how to bridge the gap between physical and digital worlds. From the storytelling magic of iTheater (integrating digital puppetry and literacy) to the spatial transformations of the iSand interactive sandbox, this session provides a hands-on roadmap for meaningful curricular integration. We focus on "tactile" digital learning—allowing educators to manipulate physical elements that trigger digital responses, ensuring that technology serves the pedagogy, not the other way around.

### Learning Outcomes

By the end of this workshop, participants will be able to:

- Differentiate between immersive (VR/AR) and tactile (iTheater/iSand) applications and their specific pedagogical strengths.
- Evaluate multi-sensory tools for specific subject areas
- Design a mini-lesson plan that utilizes the Educational Technology Department's suite of tools to solve a "learning bottleneck."
- Address logistical challenges, including physical setup, equipment maintenance, and learner rotation strategies.

### Trainer Profile

Joanna Ghalayini has been teaching early elementary math for 5 years at Saint Mary's Orthodox College. She believes that for young children, math should feel like a game. She uses different tools to help her students develop a strong "Math sense." Her goal is to make sure every child leaves the classroom feeling confident and excited about math.

Taghreed El Rayess has been teaching middle school science for 3 years at Saint Mary's Orthodox College. She is passionate about making science come alive through hands-on experiments and interactive labs. She believes that students learn best when they are curious and "doing" science rather than just reading about it.

### Target Audience

K-12 Teachers



## Ms. Cherine Sinno

Academic Writing Instructor,  
American University of Sharjah

General

### Transforming Writing Assignments into Multimodal Learning Experiences

Sunday, Apr 26

12:30 PM - 2:30 PM Dubai Time

#### About the Workshop

As generative AI becomes more accessible in writing classrooms, educators are increasingly challenged to support meaningful learning and genuine student engagement, while still preserving academic integrity. One powerful response has been the integration of multimodal projects, which blend writing with media elements that promote richer communication literacies. These projects enable students to express their ideas using different communication modes and stay engaged throughout the learning process. This interactive workshop guides participants through the key steps involved in transforming traditional text-based assignments into process-oriented multimodal learning experiences. Participants will examine how to redesign writing tasks that invite creativity and encourage stronger student voices. They will also explore practical ways to build in checkpoints for feedback, revision, and reflection. In addition, participants will learn how to create simple, flexible rubrics for multimodal projects that support learning without overburdening instructors. Through hands-on activities, sample student work, and adaptable templates, participants will gain tools for rethinking assessment in their own educational contexts. Whether participants aim to strengthen their academic integrity or bring more engaging and authentic writing experiences into their classroom in the age of AI, this workshop will offer concrete and flexible strategies for making that shift.

#### Learning Outcomes

By the end of this workshop, participants will be able to:

- Redesign a traditional writing assignment into a multimodal project that combines writing with suitable media to support different communication skills.
- Build in scaffolding and checkpoints that guide students through the multimodal composing process, including opportunities for feedback, revision, and reflection.
- Create or adapt simple, clear assessment criteria for multimodal assignments that align with learning goals and help maintain academic integrity in the age of AI.

#### Trainer Profile

Cherine Sinno is an educator with 15 years of experience in educational leadership, curriculum design, and foreign language instruction, as well as a background in visual communications. She is currently an academic writing instructor at American University of Sharjah. Cherine holds a B.A. in Liberal Arts from University of Waterloo and an M.A. in TESOL from American University of Sharjah. Her areas of interest include student motivation, reflective teaching, and writing pedagogy in the AI era.

#### Target Audience

General



## Ms. Rana Bassaj

Program Coordinator,  
edubridges

General

### Applying to a PhD: Decisions, Strategy, and the Unwritten Knowledge

Sunday, Apr 26

12:30 PM - 2:30 PM Dubai Time

#### About the Workshop

This workshop offers an introduction to the PhD application journey, with a focus on decision-making, preparation, and navigating institutional processes that are often left unexplained. Rather than treating doctoral applications as a set of technical steps, the session frames them as a strategic process that requires clarity of purpose, alignment with academic environments, and informed engagement with faculty and funding systems. Participants are guided to examine what doctoral study entails in practice, how programs differ in structure and expectations, and how these differences shape the application and supervision experience. The workshop draws attention to how applications are read and interpreted, emphasizing coherence across materials and the importance of demonstrating research readiness rather than accumulated credentials. Throughout the workshop, participants are encouraged to reflect on readiness, timing, and next steps, leaving with a clearer understanding of how to approach the PhD application process in a way that is informed, realistic, and aligned with their academic goals.

#### Learning Outcomes

By the end of the workshop, participants will be able to:

- Assess their readiness to pursue a PhD by articulating a clear rationale for doctoral study and identifying gaps that require further preparation.
- Evaluate doctoral programs and potential supervisors using concrete criteria related to research fit, supervision models, institutional expectations, and funding structures.
- Approach the PhD application process strategically by communicating with faculty appropriately, presenting a coherent academic profile across application materials, and asking informed questions about funding and program conditions.

#### Trainer Profile

Rana Bassaj is pursuing a Doctor of Education (EdD) in Leadership for Educational Equity at the University of Colorado Denver, specializing in Executive Leadership. With over five years of experience in education and corporate sectors, she has held leadership roles in teaching, research, and organizational management. Her research focuses on crisis management, organizational change, systems thinking, and leadership development, to foster meaningful and sustainable change through innovative practices.

#### Target Audience

General

# Dr. Maged Abdallah

Deputy principal,  
Greenfiled international school



## اللغة العربية كنظام تفكير: حين يصغي الذكاء الاصطناعي أكثر مما يكتب

12:30 PM - 2:30 PM Dubai Time

Sunday, Apr 26

### وصف الورشة

تقدّم هذه الورشة مقارنة جديدة لدمج الذكاء الاصطناعي في تعليم اللغة العربية، من خلال إعادة تعريف دوره من أداة لإنتاج المحتوى إلى شريك حواري. فعوضاً عن توظيفه في الكتابة أو التصحيح أو تقديم نماذج لغوية جاهزة، تهدف هذه الورشة إلى إعادة تموضع الذكاء الاصطناعي بوصفه مستمعاً متفاعلاً يدعم بناء المعنى، وإعادة الصياغة، والتأمل أثناء استخدام المتعلمين للغة

تهدف الورشة إلى إعادة تأطير اللغة العربية كنظام للتفكير، حيث يحدث التعلّم عبر التحدث، وتوضيح الأفكار، والتفاوض حول المعنى، لا عبر المنتج الكتابي النهائي فقط. سيستكشف المشاركون كيف يمكن للذكاء الاصطناعي أن يصغي للغة المتعلمين، وي طرح أسئلة كاشفة، ويظهر مواطن الالتباس دون تقديم إجابات جاهزة، بما يجعل التعلّم مرئياً أثناء عملية استخدام اللغة نفسها

تُبنى الورشة على مدخل تصوري موجز، يليه عرض مباشر لمهمة لغوية بالعربية بوساطة الذكاء الاصطناعي، ثم تركيز تقويمي. سيتعرّف المشاركون على كيفية توظيف مراحل التفاعل بوصفها أدلة ثرية على التقدّم في الوضوح، والبناء، والمستوى اللغوي، والوعي باللغة، حتى في غياب نص مكتوب مكتمل. وتُختتم الورشة بمبادئ تصميم عملية وضوابط أخلاقية تضمن أن يعزّز استخدام الذكاء الاصطناعي فاعلية المتعلم ونزاهته الأكاديمية

### مخرجات التعلّم

بنهاية الورشة، سيكون المشاركون قادرين على:

- إعادة تموضع الذكاء الاصطناعي بوصفه مستمعاً حواريّاً يدعم التفكير وبناء المعنى في اللغة العربية، بدلاً عن الاقتصار على الكتابة أو التصحيح اللغوي
- تصميم مهام لغوية تجعل التعلّم مرئياً من خلال الحوار، وإعادة الصياغة، وشرح المتعلم لأفكاره
- توظيف أدلة التفاعل مع الذكاء الاصطناعي في تقويم تطوّر اللغة، مع الحفاظ على فاعلية المتعلم ونزاهته الأكاديمية

### نبذة عن المدرب

الدكتور ماجد عبد الله هو نائب المدير لبرامج البكالوريا الدولية (IB) ورئيس قسم المواد العربية. يحمل درجة الدكتوراه في التربية، ويتمتع بخبرة واسعة في تصميم المناهج، والتطوير المهني للمعلمين، وثقافة التقييم، مع تركيز خاص على تعليم اللغات والتدريس المفاهيمي. ويشغل حالياً عدة أدوار ضمن شبكة معلمي البكالوريا الدولية (IB Educator Network)، من بينها قائد ورش عمل، وقائد برنامج، وقائد تقييم، وممتحن في برنامج السنوات المتوسطة (MYP).

### الفئة المستهدفة

التعليم المدرسي



## Ms. Aya Barakat

Educational consultant,  
Skill Up YOU

K-12

### Introducing the Coaching Approach and Its Relationship to School Culture

Sunday, Apr 26

12:30 PM - 2:30 PM Dubai Time

#### About the Workshop

Schools increasingly face classrooms where students appear passive, hesitant, or disengaged, often reflecting the emotional and relational climate rather than academic ability. Teachers' daily communication practices play a decisive role in shaping how safe, motivated, and engaged students feel.

This workshop introduces a coaching-informed approach to communication that supports positive school culture through intentional language, non-verbal awareness, curiosity-driven dialogue, and active listening. Participants explore how small, realistic shifts in everyday interactions can strengthen trust, student agency, and engagement. Through brief case studies, guided reflection, and applied exercises, educators examine the connection between communication habits and the broader cultural dynamics of their school environment. The session emphasizes practical strategies that can be immediately transferred to classroom and leadership contexts to support engagement, wellbeing, and relational learning.

#### Learning Outcomes

By the end of this workshop, participants will be able to:

- Explain how teacher communication influences classroom climate and school culture, particularly in relation to student engagement and motivation.
- Apply core coaching attitudes (empathy, authenticity, assertiveness, and open-mindedness) to everyday interactions with students.
- Use curiosity-based questioning and active listening techniques to reduce resistance and strengthen student connection.
- Identify and adjust non-verbal communication habits that impact trust, psychological safety, and participation.

#### Trainer Profile

Aya Barakat is an educational consultant and ICF-certified executive and career coach with over 24 years of experience in teacher development, instructional improvement, and learner-centered school transformation. Her work focuses on strengthening classroom communication, cultivating emotionally supportive learning environments, and advancing inclusive education frameworks.

#### Target Audience

K-12 Teachers



## Ms. Soumaya Rihawi

Arabic Teacher,  
Saint Mary's Orthodox College

## Ms. Anna Saab

Science Teacher,  
Saint Mary's Orthodox College

## The Power of Play: From Game Mechanics to Learning Magic

K-12

Sunday, Apr 26

12:30 PM - 2:30 PM Dubai Time

### About the Workshop

In the rapidly evolving landscape of e-learning, "play" is often dismissed as a reward for finished work rather than a vehicle for the work itself. This workshop, The Power of Play, reframes digital play as a rigorous pedagogical tool. Participants will explore the psychological drivers of engagement, such as autonomy, mastery, and purpose, and learn how to embed these into their virtual classrooms. The session focuses on two distinct but related paths: Gamification (applying game elements like points and badges to traditional lessons) and Game-Based Learning (using actual games to teach specific content). A key pillar of this workshop is the integration of Socio-Emotional Learning (SEL), demonstrating how structured digital play can build resilience, empathy, and collaborative problem-solving skills in learners across all grade levels.

### Learning Outcomes

By the end of the workshop, participants will be able to:

- Distinguish between gamification and game-based learning and identify when to use each strategy.
- Apply the Self-Determination Theory to design digital activities that promote intrinsic motivation.
- Utilize e-learning tools to create a gamified "learning quest."
- Evaluate the impact of play-based activities on learners' socio-emotional development, specifically regarding persistence and collaboration.

### Trainer Profile

Anna Saab has been teaching Science in middle school for 12 years at Saint Mary's Orthodox College. Her teaching style focuses on helping students discover the 'why' behind the world around them. She is dedicated to helping her students become inquisitive, critical thinkers, and responsible citizens who stay curious about the planet.

Soumaya Rihawi has been teaching Arabic for 13 years at Saint Mary's Orthodox College. She believes that the foundation of language learning is joy, which is why her classroom is filled with movement and interactive games. She is passionate about making Arabic accessible and fun for the next generation.

### Target Audience

K-12 Teachers

# Dr. Dalia Abdulrahman

EC Assistant Professor,  
Cairo University

## جسور من ورق: الكتب المصورة والمواطنة العالمية



3:00 PM - 5:00 PM Dubai Time

Sunday, Apr 26

### وصف الورشة

تُترجم هذه الورشة الأطر النظرية المبنية على البحث العلمي إلى أدوات عملية يمكن للمعلمين تطبيقها فورًا في بيئات الطفولة المبكرة. تستكشف الورشة كيف يمكن للكتب المصورة المختارة بعناية أن تكون "جسورًا" فعالة تساعد الأطفال الصغار (3-6 سنوات) على فهم التنوع، وتنمية التعاطف، والتعامل مع القضايا الاجتماعية بطرق مناسبة لأعمارهم. تستند الورشة إلى استعارة "المرايا والنوافذ والأبواب المنزلة" لرودين سيمز بيشوب، ونظرية التعلم الاجتماعي لباندورا، ومبادئ القراءة النقدية، لتنتقل من الأفكار إلى التطبيق من خلال تزويد المشاركين بمنهجية واضحة خطوة بخطوة لاختيار الكتب المصورة وتحليلها وتوظيفها في الفصول الدراسية. تبدأ الورشة باستكشاف تفاعلي لكيفية عمل الكتب كمرآيا (تعكس الهوية)، ونوافذ (تطل على حياة الآخرين)، وأبواب منزلة (تدعو للانغماس في تجارب الآخرين). ثم يتعلم المشاركون إطار القراءة النقدية المبسط والمُكَيَّف للطفولة المبكرة، يليه تحليل جماعي تعاوني لكتب مصورة تعالج قضايا اجتماعية معاصرة تشمل: دمج اللاجئين، وقبول ذوي الإعاقة، والهوية العرقية، والتنوع الديني، والفروق الاقتصادية، والتغيرات الأسرية.

### مخرجات التعلم

- نهاية الورشة، سيكون المشاركون قادرين على:
  - تطبيق معايير عملية لاختيار كتب مصورة شاملة وعالية الجودة تعالج التنوع والقضايا الاجتماعية بشكل مناسب للأطفال الصغار
  - استخدام إطار القراءة النقدية المبسط لتوجيه تفكير الأطفال إلى ما وراء القراءة السطحية نحو فهم أعمق وتعاطف حقيقي
  - تصميم استراتيجيات صفية وأنشطة متابعة تربط القصص بالوعي الاجتماعي الواقعي والسلوكيات الإيجابية

### نبذة عن المدرب

أستاذة مساعدة بكلية التربية للطفولة المبكرة - جامعة القاهرة، متخصصة في أدب الطفل ونمو الطفولة المبكرة. حاصلة على درجة الدكتوراه في التربية من جامعة القاهرة، وكذلك درجتي الماجستير والبيكالوريوس في تخصصات مرتبطة بأدب الطفل والتعليم. كما تحمل شهادة معتمدة في منهج مونتيسوري للتعليم، ودبلوم في السياسات العامة وحقوق الطفل، ودبلوم في دراسات المتاحف.

### الفئة المستهدفة

التعليم المدرسي



## Ms. Lama Mahmoud

University Instructor,  
Lebanese International University

General

### Designing AI-Resilient Assignments

Sunday, Apr 26

3:00 PM - 5:00 PM Dubai Time

#### About the Workshop

This workshop responds to a growing challenge in higher education: students' increasing reliance on generative AI tools such as ChatGPT for completing written assignments. Based on the facilitator's direct experience teaching university students, the session highlights how traditional assessment formats are becoming less effective at measuring authentic learning and critical thinking. Academic integrity is also being questioned. Rather than focusing on AI detection or restriction, the workshop promotes a proactive shift toward performance-based assessments that emphasize meaningful engagement and real-world application. By the end of the workshop, participants will gain practical strategies for designing assessments that measure higher-order thinking rather than recall, remain resilient to AI misuse, and support authentic student learning.

#### Learning Outcomes

By the end of the workshop, participants will be able to:

- Redesign traditional assignments into performance-based assessments that students cannot complete by relying solely on ChatGPT.
- Implement a ready-to-use assessment template or checklist to evaluate performance-based assignments, including clear criteria for higher-order thinking, authenticity, and real-world application.

#### Trainer Profile

Lama Mahmoud is an educational specialist and instructional designer with over 10 years of experience across local and international organizations in Lebanon, Saudi Arabia, and the Netherlands. Lama believes in the power of continuous learning to drive progress and growth for both educators and learners. Her work focuses on empowering educators through professional development and building positive learning environments that adapt to diverse cultural contexts.

#### Target Audience

General



## Mr. Hatem Radwan

Education Strategy Director,  
NetDragon Websoft

General

### Building Positive Education: Moving Beyond Wellbeing Initiative

Sunday, Apr 26

3:00 PM - 5:00 PM Dubai Time

#### About the Workshop

This workshop explores the shift from traditional wellbeing initiatives toward Positive Education as a whole-school, system-level approach. While wellbeing programs often focus on isolated activities or short-term interventions, Positive Education integrates wellbeing into the culture, policies, leadership, and daily practices of a school to ensure sustainable impact. Grounded in the science of wellbeing, neuroscience, and positive psychology, the workshop explains how emotions, relationships, and mindset directly influence learning, behaviour, and social development. This scientific foundation provides a clear rationale for Positive Education as an educational framework rather than a standalone initiative. The workshop also highlights the role of positive character development, strengths, and values in shaping student behaviour and school culture. Participants will explore how Positive Education can support students holistically, reduce bullying and misbehaviour, and strengthen belonging and engagement.

#### Learning Outcomes

By the end of the workshop, the participants will be able to:

- Distinguish between wellbeing initiatives and Positive Education, understanding Positive Education as a whole-school, systemic approach.
- Understand the scientific foundations of Positive Education, including how emotions, relationships, and character strengths influence learning and behaviour.
- Identify practical ways to embed Positive Education across school culture, policies, and classroom practices to support students and reduce negative behaviours.

#### Trainer Profile

Hatem Radwan is an Education Strategy Director and educator with over 18 years of experience in K-12 education. He currently works on designing and leading education strategy, teacher development, and system-level transformation initiatives, supporting schools and ministries in building human-centered learning models.

Hatem has worked as a classroom teacher and served as a Wellbeing Coordinator, leading initiatives in social-emotional learning, student wellbeing, and positive school culture.

#### Target Audience

General



## Ms. Lamar Hakim

Science Teacher,  
Saint Mary's Orthodox College

## Ms. Loubna Saab

Science Teacher,  
Saint Mary's Orthodox College

K-12

## Igniting Science Instruction with AI Tools to Meet Every Need

Sunday, Apr 26

3:00 PM - 5:00 PM Dubai Time

### About the Workshop

Science is often perceived as "rigid" subject, yet it requires the most flexibility to accommodate diverse learners. This workshop explores how Artificial Intelligence can serve as a "differentiation co-pilot" for science teachers. Participants will move beyond theory to explore how AI can instantly adjust the complexity of any Science lesson.

The session focuses on the Model of Differentiation, specifically using AI to tailor Content (what learners learn), Process (how they make sense of it), and Product (how they demonstrate knowledge). We will specifically look at how AI tools can automate the creation of choice boards and tiered assignments, allowing teachers to meet individual learner needs without the traditional hours of manual preparation.

### Learning Outcomes

By the end of this workshop, participants will be able to:

- Identify specific AI tools that facilitate science differentiation.
- Apply prompt-engineering techniques to "tier" a single science or math objective into three levels of complexity.
- Design an AI-generated digital Choice Board that offers learners multiple pathways to master a science concept.

### Trainer Profile

Loubna Saab has been teaching elementary science for 8 years at Saint Mary's Orthodox College. She focuses on 'active science' and STEAM teaching, using simple experiments and creative building projects to teach foundational concepts. By blending engineering, art and science, she makes big ideas easy for children to understand. She is passionate about making STEAM inclusive for all students.

Lamar Hakim has been teaching elementary science for 7 years at Saint Mary's Orthodox College. Her mission is to turn every classroom into a "discovery lab" where students feel free to explore the world around them. She believes that promoting a sense of wonder at a young age is the key to a lifelong love of learning.

### Target Audience

K-12 Teachers



## Prof. Rana Tamim

Founder & CEO,  
edubridges

Higher Education

## Prof. Sanjai Parahoo

Professor of Service Management & Innovation,  
Hamdan Bin Mohammed Smart University

## Scenario Based Assessment for Profession Ready Skills in the Age of AI

Sunday, Apr 26

3:00 PM - 5:00 PM Dubai Time

### About the Workshop

This workshop draws on research and practice showing that scenario-based assessment supports authentic and reliable assessment while motivating the development of critical thinking and profession ready skills. It addresses current challenges in higher education related to assessing applied learning and data-driven decision-making in AI enabled learning environments. Drawing on examples from higher education and professional disciplines, the workshop will highlight how scenario-based assessment makes learning visible by focusing on process, reasoning, and contextualized application rather than right or wrong answers. Participants will explore how to design scenario-based activities that require learners to engage with realistic and often ambiguous situations, apply theoretical knowledge, make defensible decisions, and justify their reasoning. Emphasis will be placed on how these assessments foreground critical thinking, decision making, communication, and ethical judgment, while generating richer evidence of student learning.

### Learning Outcomes

By the end of the workshop, participants will be able to:

- Discuss the value of scenario-based assessment in the age of AI.
- Identify key features of effective scenario-based assessments.
- Develop a grading rubric for the activity.
- Recognize evidence of learning generated through scenario-based assessment.

### Trainer Profile

Dr. Tamim is the Founder and CEO of edubridges. She is a Professor of Educational Technology and the former Dean of the College of Education at Zayed University in the United Arab Emirates, where she also served as Advisor to the Provost. Currently, Dr. Tamim offers graduate courses at OISE, University of Toronto, and the Faculty of Education, Wilfred Laurier University. Her experience spans more than 30 years in the field of education with an established publication record in top-tier peer-reviewed journals.

Dr. Sanjai Parahoo is a Professor of Service Management & Innovation with over 25 years of extensive experience in academia. He served as the Program Chair at Hamdan Bin Mohammed Smart University in Dubai, UAE, where he gained significant expertise in cutting-edge online learning platforms. He has successfully led multiple academic accreditation cycles for the UAE Ministry of Education, showcasing his strong leadership in academic quality assurance and institutional advancement. His consulting and educational initiatives span over fourteen African countries and the Gulf Region, where he has made impactful contributions to educational development.

### Target Audience

Higher Education