

# Rana M. Tamim, PhD

Curriculum Vitae

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## Current Positions

### Sessional Lecturer

Ontario Institute for Studies in Education, University of Toronto, Toronto, Canada

### Affiliate Professor of Educational Technology

Department of Education, Concordia University, Montreal, Canada

### Contract Teaching Faculty

Faculty of Education, Wilfred Laurier University, Waterloo, Canada

### edubridges Founder and CEO

NFPO that connects academic researchers and practitioners with the objective of advancing the field, Dubai, United Arab Emirates <https://www.edu-bridges.com>

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## Education

**May 2009**     **Doctor of Philosophy in Educational Technology**, Department of Education, Faculty of Arts and Sciences, Concordia University, Montréal, Canada.  
Dissertation Title: “Effects of Technology on Students’ Achievement: A Second-Order Meta-Analysis.”

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- Dissertation was nominated for “Canada’s Governor General’s Gold Medal” and for “Quebec’s ADEREQ: Prix de la Meilleure These de Doctorat en Education.”
  - A paper based on the dissertation won the 2010 EdMEDIA Outstanding Paper Award.
  - A paper based on the dissertation was accepted for publication in AERA’s *Review of Educational Research* journal “As Is” and has garnered 1,300 google scholar citations as of 6<sup>th</sup> November 2021.
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**Feb 1997**     **Master of Arts in Science Education**, Education Department, Faculty of Arts and Sciences, American University of Beirut, Beirut, Lebanon.  
Thesis Title: “Effect of Practice in Generation of Analogies and Summaries on Science Achievement and Students’ Perceptions of their Value.”

**July 1992**     **Teaching Diploma in Science Education**, Education Department, Faculty of Arts and Sciences, American University of Beirut, Beirut, Lebanon. The Teaching Diploma is equivalent to the official teaching license.  
Lebanese equivalent of Ontario College of Teachers’ certification

**August 1990 Bachelor of Science in Biology**, Education Department, Faculty of Arts and Sciences, American University of Beirut, Beirut, Lebanon.

### **Academic and Leadership Positions Held**

- 2022-Present ***Sessional Lecturer***; Ontario Institute for Studies in Education, University of Toronto, Toronto, Canada.
- 2021-Present ***Affiliate Professor***; Department of Education, Concordia University, Montreal, Canada.
- 2021-Present ***Contract Teaching Professor***; Faculty of Education, Wilfred Laurier, Waterloo, Canada.
- 2021-2022 ***Adjunct Professor***; College of Education, United Arab Emirates University, Al-Ain, United Arab Emirates.
- 2021-2022 ***Advisor to the Provost***; Provost Office, Zayed University, Dubai, United Arab Emirates.
- 2019-2021 ***Professor***; College of Education, Zayed University, Dubai, United Arab Emirates.
- 2017-2021 ***Dean***; College of Education, Zayed University, Dubai, United Arab Emirates.
- 2016-2017 ***Acting Dean***; College of Education, Zayed University, Dubai, United Arab Emirates.
- 2015-2017 ***Assistant Dean for Research and Graduate Studies***; College of Education, Zayed University, Dubai, United Arab Emirates.
- 2014-2019 ***Associate Professor***; College of Education, Zayed University, Dubai, United Arab Emirates.
- 2012-2014 ***Assistant Professor***; College of Education, Zayed University, Dubai, United Arab Emirates.
- 2010-2011 ***Director of Graduate Programs***; School of e-Education, Hamdan Bin Mohammed e-University, Dubai, United Arab Emirates.
- 2009-2012 ***Associate Professor***; School of e-Education, Hamdan Bin Mohammed e-University, Dubai, United Arab Emirates.
- 2008-2009 ***Educational Trainer***; Centre for Educational Leadership, Department of Integrated Studies in Education, McGill University, Montréal, Canada.
- 2007-2008 ***Lecturer***; Educational Technology Program, Education Department, Faculty of Arts and Sciences, Concordia University, Montréal, Canada.
- 2005-2007 ***Instructor***; Educational Technology Program, Education Department, Faculty of Arts and Sciences, Concordia University, Montréal, Canada.

- 2000-2003      **Head of Department;** Science Department, Kingdom Schools, Riyadh, Kingdom of Saudi Arabia.
- 1997-2000      **Instructor;** Science Department, Private Schools, Beirut, Lebanon.

### **Significant Professional Contributions and Awards**

- 2022              Established *edubridges*, a not-for-profit organization to enable researchers and practitioners to come together to share knowledge and expertise with the aim of advancing the field of education.
- 2021              Led and supervised the process for the College of Education’s international accreditation by the Council for the Accreditation of Educator Preparation (CAEP), including the self-study writeup, addendum to feedback preparation, and planning for the on-site visit. The undergraduate and graduate programs received CAEP accreditation with “No Areas of Improvement” in May 2021 rendering Zayed University the first international institution to receive this accreditation and placing it among the top 10% of entities that receive the CAEP accreditation.
- 2021              Led the development of a three-year training program that received the HSBC’s Corporate Sustainability unit funding of 400,000 USD. The aim of the program is to provide upskilling training by Zayed University to the National Charity Schools’ leadership, faculty, and staff.
- 2021              Achieved more than 6,200 citations on google scholar with my established publication record in top tier peer reviewed journals such as the Review of Educational Research.
- 2020              Led the development of a program with the Abu Dhabi Early Childhood Authority focusing on Child Protection Specialists’ professional development. The program was developed in collaboration with George Town University and delivered by Zayed University faculty members.
- 2020              Chaired the organizing committee for the 3<sup>rd</sup> Annual College of Education Conference, Zayed University, under the theme *Zayed’s Legacy: The Next 50 Years Start Now*. The conference was held in partnership with the United Arab Emirates’ Ministry of Education and Arab Thought Foundation and attended by the United Arab Emirates’ Minister of Education, Minister of State for Public Education, and the Minister of Culture and Youth.
- 2019              Chaired the organizing committee for the College of Education’s 8<sup>th</sup> Students’ Research and Creative Projects Symposium as an end of semester activity where college students presented their research, projects, and internship portfolios to the university community.

- 2019 Chaired the organizing committee for the 2nd Annual College of Education Conference, Zayed University, under the theme *Zayed's Legacy: Shaping the Future with Innovative Quality Teaching*. The conference was held in partnership with the United Arab Emirates' Ministry of Education and Arab Thought Foundation and was attended by the United Arab Emirates' Minister of Education and Minister of Culture and Youth.
- 2018 Chaired the organizing committee for the College of Education's 6<sup>th</sup> and 7<sup>th</sup> Students' Research and Creative Projects Symposium where college students presented their research, projects, and internship portfolios to the university community.
- 2018 Chaired the organizing committee for the 1<sup>st</sup> Annual College of Education Conference, Zayed University, under the theme *Zayed's Legacy: Inquisitive Minds for a Better Tomorrow*. The conference was held in Partnership with the Arab Thought Foundation and was attended by the United Arab Emirates' Minister of Education, Minister of State for Public Education, and the Minister of Culture and Youth.
- 2017 Established the College of Education's Students' Research and Creative Projects Symposium as an end of semester activity where college students presented their research, projects, and internship portfolios to the university community by chairing the 4<sup>th</sup> and 5<sup>th</sup> iterations.
- 2016 Chaired the organizing committee for the College of Education's 2<sup>nd</sup> and 3<sup>rd</sup> Students' Research and Creative Projects Symposium where college students presented their research, projects, and internship portfolios to the university community at the end of the semester.
- 2016 Led and supervised the process for the College of Education's programs' accreditation by the national authorities, namely the United Arab Emirates' Commission for Academic Accreditation for COE's four undergraduate and three graduate programs.
- 2016 Established and oversaw the Ta'alouf Programme, a collaborative project between the Al Jalila Foundation and Zayed University, that provided in-service training for approximately 600 practicing teachers and principals who worked in inclusive classrooms with children with special needs across 8 years. The project impacted the life of more than 40,000 students across government and private schools in the United Arab Emirates.
- 2015 Chaired the organizing committee for the College of Education's 1<sup>st</sup> Students' Research and Creative Projects Symposium where college students presented their research, projects, and internship portfolios to the university community at the end of the semester.
- 2015 Received the Outstanding Faculty Award for Research, Zayed University, Dubai, United Arab Emirates.

- 2015 Received the EdMEDIA Outstanding Paper Award, World Conference on Educational Multimedia, Hypermedia & Telecommunications, Montreal, Canada.
- 2014 Received the Provost's Research Fellowship Award, Zayed University, Dubai, United Arab Emirates.
- 2014 Received the Exemplary Faculty Member Merit Award, College of Education, Zayed University, Dubai, United Arab Emirates.
- 2012 Helped in the establishment of the Undergraduate Research Scholars Program (URSP) at Zayed University which aims at providing undergraduate students with the opportunity to hone their research skills. Students joining the URSP are supervised by dedicated faculty members as they complete their research projects with the majority presenting at the Council for Undergraduate Research's annual conference in the United States.
- 2012 Received the Journal Article Award, Advancing Research. IAP-DDL Distance Education. Awarded by AECT.
- 2010 Received the EdMEDIA Outstanding Paper Award, World Conference on Educational Multimedia, Hypermedia & Telecommunications, Toronto, Canada.
- 2010 Received the Chancellor's Award for Innovation in Online Teaching and Learning 2009-2010. Award presented at HBMeU Chancellor's Reception, Dubai, United Arab Emirates.

### **International Professional Activities**

- 2019 Provided action research training—on service basis—to 245 teachers and principals who were selected to join the United Arab Emirates' Education Ambassadors program, which is an immersive training program that focuses on project-based learning experiences for teachers and exposure to innovative practices within education. The program included 4 delegations of approximately 60 members each that attended a two-week intensive training as per the following tracks:
- *OISE-Toronto University*: Early Childhood Education, Innovation and Practice.
  - *Microsoft USA*: STEM Pedagogy and Design Thinking
  - *National University of Singapore*: Curriculum design and implementation
  - *New York University*: Inclusive Education and Meeting Individual Needs.
- 2018 Invited by the United Arab Emirates' Ministry of Education to join the ministerial delegation to the Early Childhood Education conference held by the Organisation for Economic Co-operation and Development (OECD) in Paris.

- 2018 Invited by United Arab Emirates' Ministry of Education to join the ministerial delegation to the 5-day Ideation and Design event held by EdLab at Teachers' College Columbia University in the USA. The goal of project was to explore various ways of organizing research and innovation labs and develop a blueprint for such a lab for the United Arab Emirates.
- 2017 Invited by United Arab Emirates' Ministry of Education to join the Prime Minister's Office delegation to Tecmilenio University in Mexico. The main objective of the visit was to gain insights about the university's experience in the field of positive education and its application in curriculum, university culture, and campus. The delegation also attended the "Wellbeing & Happiness Summit."

### **Scholarly Contributions**

My established publication record includes more than 30 published articles in high profile peer reviewed journals—including 3 in *Review of Educational Research* (IF=13.551, 5-Year IF=20.558) and 2 in *Computers and Education* (IF=11.182)— 14 book chapters, an edited book, and more than 65 conference presentations in prestigious academic conferences (including 15 presented at the American Educational Research Association). This has resulted in 7,474 citations, based on Google Scholar (December 2022), an h-index of 22, and an i10-index of 32 (<https://scholar.google.ca/citations?user=iF9BflgAAAAJ&hl=en>).

### **Peer Reviewed Journal Publications**

1. **Tamim, R.T.**, Borokhovski, E., Pickup, D., Bernard, R.M., & Schmid, R.F. (Under Review) Beyond technology hype: Evidence for tablet use in educational contexts from innovation triggering to plateau of productivity phases. *Computers and Education*.
2. Ghamrawi, N., & **Tamim, R.M.** (2022). A typology for digital leadership in higher education: the case of a large-scale mobile technology initiative (using tablets). *Education and Information Technologies*, 1-22.
3. Baroudi, S., **Tamim, R.**, & Hojeij, Z. (2022). A quantitative investigation of intrinsic and extrinsic factors influencing teachers' job satisfaction in Lebanon. *Leadership and policy in schools*, 21(2), 127-146.
4. Hojeij, Z., **Tamim, R.**, Kaviani, A., & Papagianni, C. (2021). E-books and digital storytelling for Emirati school children: Project-based learning for pre-service teachers. *Issues in Educational Research*, 31(4), 1067-1087
5. Hojeij, Z., Atallah, F., Baroudi, S., & **Tamim, R.** (2021). Challenges for practice teaching in UAE schools: Supervisors' and pre-service teachers' perceptions. *Issues in Educational Research*, 31(2), 513-536.

6. **Tamim, R.M.**, Borokhovski, E., Bernard, R.M., Schmid, R.F., & Abrami, P.C. (2021). An investigation of meta-analysis methods in the large and expanding literature of educational technology. *Australasian Journal of Educational Technology*, 37(4).
7. Kaviani, A., **Tamim, R.**, & Ghaemi, H. (2020). Teaching and learning during a global pandemic: An ecological approach. *Modern Journal of Language Teaching Methods*, 10(8).
8. El Kouatly Kambris, M., Borokhovski, E., El Saadi, L., Pickup, D.I., Tamim, R., & Lysenko, L. (2020). Use of educational technology in promoting health awareness among school students: Results of a meta-analysis. *Revista Paraguaya de Educación a Distancia [Paraguayan Journal of Distance Education]*, 1(2).
9. Pickup, D. I., Bernard, R. M., Wade A. C., Borokhovski, E., & **Tamim, R.M.** (2018). Systematically searching empirical literature in the social sciences: Results from two meta-analyses. *Russian Psychological Journal [Российский психологический журнал]* 15(4).
10. **Tamim, R.M.** (2018). Blended learning for learner empowerment: Voices from the Middle East. *Journal of Research on Technology in Education*, 50(1), 70-83.
11. Borokhovski E. F., Bernard R. M., **Tamim R.M.**, Schmid R. F. (2016). Technology integration in postsecondary education: A summary of findings from a set of related meta-analyses. *Russian Psychological Journal*, [Российский психологический журнал], 13(4), 284–302.
12. Borokhovski, E., Bernard, R.M., Schmid, R.F., & **Tamim, R.M.** (2016). Technology-supported student-student interaction in postsecondary education: A meta-analysis of designed versus contextual treatments. *Computers and Education*, 35, 15-28.
13. Bernard, R.M., Borokhovski, E., Schmid, R.F., & **Tamim, R.M.** (2014). An exploration of bias in meta-analysis: The case of technology integration research in higher education. *Journal of Computing in Higher Education*, 26(3), 183-209.
14. Bernard, R.M., Borokhovski, E., **Tamim, R.M.** (2014). Detecting bias in meta-analyses of distance education research: Big pictures we can rely on. *Distance Education. Distance Education*, 35(3).
15. Bernard, R.M., Borokhovski, E., Schmid, R.F., **Tamim, R.M.**, & Abrami, P.C. (2014). A meta-analysis of blended learning and technology use in higher education: From the general to the applied. *Journal of Computing in Higher Education*, 26(1), 87-122.
16. Schmid, R.F., Bernard, R.M., Borokhovski, E., **Tamim, R.M.**, Abrami, P.C., Surkes, M.A., Wade, A., & Woods, J. (2014). The effects of technology use in postsecondary education: A meta-analysis of classroom applications. *Computers and Education*.72, 271-291.

17. **Tamim, R.M.** (2013). Panel discussion report: The present and future of mobile learning in Gulf higher education. *Learning and Teaching in Higher Education: Gulf Perspectives*. 10(2).
  18. Parahoo, S.; Harvey, H.; & **Tamim, R.M.** (2013). Factors influencing student satisfaction in universities in the Gulf Region: Does gender of students matter? *Journal of Marketing in Higher Education*. 1-20
  19. **Tamim, R.M.** (2013). YouTube in the classroom: A United Arab Emirates perspective. *Computers in the Schools*. 30(4), 329-394.
  20. Tamim, H.M., Al-Kadri, H.M., Zamakhshary, M.F., Al-Alwan, I.A., Al-Moamary, M.S. **Tamim, R.M.**, et. al. (2012). Research as a requirement in a problem-based learning medical curriculum in Saudi-Arabia. *Saudi Medical Journal*. 33(11), 1241-1243.
  21. Parahoo, S., **Tamim, R.M.** (2012). Determinants of student satisfaction in higher education: An empirical study in Dubai. *International Journal of Services, Economics and Management*. 4(4), 282-297.
  22. Borokhovski, E., **Tamim, R.M.**, Bernard, R. M., & Abrami, P. C. (2012). Are contextual and designed student-student interaction treatments equally effective in distance education? *Distance Education*. 33(3), 311-329.
  23. Borokhovski, E., Bernard, R. M., Abrami, P. C., Mills, E., Wade, C. A., **Tamim, R.M.** et al. (2011). An extended systematic review of Canadian policy documents on e-learning: What we're doing and not doing. *Canadian Journal of Learning and Technology*. 37(3), 1-30.
  24. Abrami, P.C., Bernard, R.M., Bures, E.M., Borokhovski, E., & **Tamim, R.M.** (2011). Interaction in distance education and online learning: Using evidence and theory to improve practice. *Journal of Computing in Higher Education*, (Special Issue: Improving Interaction in Distance Education Through Research). 23(2-3), 82-103.
  25. **Tamim, R.M.**, Lowerison, G., Schmid, R.F., & Bernard, R.M. (2011). A multi-year investigation of the relationship between pedagogy and computer use in postsecondary education. *Journal of Computing in Higher Education*. 23(1), 1-14.
  26. **Tamim, R.M.**, Bernard, R.M., Borokhovski, E., Abrami, P.C, & Schmid, R.F. (2011). What forty years of research says about the impact of technology on learning: A second-order meta-analysis and validation study. *Review of Educational Research*. 81(3), 4-28.
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- Paper accepted for publication in *Review of Educational Research* journal "As Is" and has garnered 1,300 google scholar citations as of 6<sup>th</sup> November 2021.
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27. Abrami, P.C., Borokhovski, E., Bernard, R.M., Wade, C.A., **Tamim, R.M.**, Presson, T., Bethel, E.C., Hanz, K. & Surkes, M.A. (2010). Issues in conducting and disseminating brief reviews of evidence, *Evidence and Policy*. 6(3), 371-389.



28. Borokhovski, E., Bernard, R.M., Schmid, R.F., **Tamim, R.M.**, Abrami, P.C., Wade, A.C., & Surkes, M.A. (2009). The practice of meta-analysis and "The great technology debate". *Научные Ведомости Белгородского Государственного Университета: Серия Гуманитарные Науки* [*Scientific Bulletin of Belgorod State University: Social Science Series*], 14(69), 106-122.
29. Schmid, R.F., Bernard, R.M., Borokhovski, E., **Tamim, R.M.**, Abrami, P.C., Wade, A., Surkes, M.A., & Lowerison, G. (2009). Technology's effect on achievement in higher education: A stage I meta-analysis of classroom applications. *Journal of Computing in Higher Education*. 21, 95-109.
30. Bernard, R.M., Abrami, P.C., Borokhovski, E., Wade, A.C., **Tamim, R.M.**, Surkes, M.A., & Bethel, E.C. (2009). A meta-analysis of three types of interaction treatments in distance education. *Review of Educational Research*. 79(3), 1243-1289.
31. **Tamim, R.M.**, Lowerison, G., Schmid, R.F., Bernard, R.M., Abrami, P.C., & Dehler, C. (2008). Assessing computer use and perceived course effectiveness in post-secondary education in an American/Canadian context. *Journal of Educational Computing Research*. 39(3), 221-234.
32. Abrami, P.C., Bernard, R.M., Borokhovski, E., Wade, A., Surkes, M.A., **Tamim, R.M.**, & Zhang, D. (2008). Instructional interventions affecting critical thinking skills and dispositions: A stage one meta-analysis. *Review of Educational Research*. 78(4), 1102-1134.
33. BouJaoude, S., & **Tamim, R.M.** (2008). Middle school students' perceptions of the instructional value of analogies, summaries, and answering questions in life science. *Science Educator*. 17(1), 72-78.
34. Abrami, P.C., Bernard, R.M., Wade, C., Borokhovski, E., **Tamim, R.M.**, et al. (2006). A Review of e-learning in Canada: Rejoinder to commentaries. *Canadian Journal of Learning and Technology*, 32 (3).
35. Abrami, P. C., Bernard, R. M., Wade, A., Schmid, R. F., Borokhovski, E., **Tamim, R.M.**, et al. (2006). A review of e-learning in Canada: A rough sketch of the evidence, gaps and promising directions. *Canadian Journal of Learning and Technology*, 32(3).
36. Tamim, H., **Tamim, R.M.**, Almawi, W., Rahi, A., Shamseddeen, W., Ghazi, A., et al. (2006). Risky weight control among university students. *International Journal of Eating Disorders*, 39, 80-83.
37. BouJaoude, S., & **Tamim, R.** (2000). Analogies generated by middle-school science students: Types and usefulness. *School Science Review*, 82, 57-63.

## Books and Book Chapters

1. **Tamim, R.M.**, Borokhovski, E., & Bernard, R.M. (2019). Methodological Quality of Educational Met-Analyses. In Tatnall, A. (eds). *Encyclopedia of Education and Information Technologies*. New York, NY: Springer Nature.
2. Borokhovski, E., **Tamim, R.M.**, & Bernard, R.M. (2019). Promises and Prospects of Educational Technology, Evidence from Systematic Reviews and Meta-Analyses. In Tatnall, A. (eds). *Encyclopedia of Education and Information Technologies*. New York, NY: Springer Nature.
3. **Tamim, R.M.**, & Colburn, L. (2019). In quest of educational quality in the UAE. In Gallagher, K. (ed). *Education in the UAE: Innovation and Transformation*. Springer.
4. Bernard, R.M., Borokhovski, E., & Tamim, R.M. (2018). The state of research on distance, online, and blended learning: Meta-analyses and qualitative systematic reviews. In Moore, M.G., & Diehl, W.C. (eds). *Handbook of Distance Education*. State College, PA: Pennsylvania State University.
5. Bernard, R.M., Borokhovski, E., Schmid, R.F., & Tamim, R.M. (2018). Gauging the effectiveness of educational technology integration in education: What the best-quality meta-analyses tell us. In Spector, J.M., Lockee, B.B., & Childress, M.D. (eds). *Learning, Design, and Technology. An International Compendium of Theory, Research, Practice, and Policy*. Springer
6. **Tamim, R.M.**, Colburn, L., & Karp, K. (2017). High-quality teachers for high-impact learning. In Mitchell, N., Eldridge, D., Dada, R., Tamim, R.M., & Karp (eds). *Teacher Quality and Teacher Education Quality: Accreditation from a Global Perspective*. Routledge.
7. Colburn, L., **Tamim, R.M.**, & Moussa-Inaty, J. (2017). Evidence and teacher education program improvement. In Mitchell, N., Eldridge, D., Dada, R., Tamim, R.M., & Karp (eds). *Teacher Quality and Teacher Education Quality: Accreditation from a Global Perspective*. Routledge.
8. Mitchell, N. Eldridge, D., Dada, R., **Tamim, R.M.** & Karp, K. (2017). *Teacher Quality and Teacher Education Quality: Accreditation from a Global Perspective*. Routledge.
9. **Tamim, R.M.** (2012). Blended learning for female empowerment: A UAE case study. In Clothey, R., Austin-Li, S., & Weidman, J. (eds.). *Post-Secondary Education and Technology: A Global Perspective on Opportunities and Obstacles to Development*. Palgrave Macmillan Publishing.
10. **Tamim, R.M.** (2012). Enhancing education in the UAE through blended learning. In Albadri, F. (eds.). *Information Systems Application in the Arab Education Sector*. IGI Global.

11. **Tamim, R.M.** (2012). Technology integration in UAE Schools: Current status and way forward. In Albadri, F. (eds.). *Information Systems Application in the Arab Education Sector*. IGI Global.
12. Abrami, P.C., Bernard, R.M., Bures, E.M., Borokhovski, E., & **Tamim, R.M.** (2011). Interaction in distance education and online learning: Using evidence and theory to improve practice. In Moller, L. & Huett, J.B. (eds). *The Next Generation of Distance Education: Unconstrained Learning*. NY: Springer.
13. **Tamim, R.M.**, Bernard, R.M., Borokhovski, E., & Abrami, P.C. (2011). The value of interaction treatments in distance and online learning. In Cooper, J. & Robinson, P. (Eds.). *Small Group Learning in Higher Education: Research and Practice*. Oklahoma City: New Forums Press.
14. Senteni, A., **Tamim, R.M.**, Holmes, B. (2011). A ‘Smart’ technology-enhanced learning for the post-oil Arab Gulf. In Sultan, N., Weir, D. & Karake, Z. (eds.). *The New Post-Oil Arab Gulf: Managing People and Wealth*. London: Al-Saqi.

### Reports

1. Borokhovski, E., Pickup, D. I., El Saadi, L., Rabah, J., & **Tamim, R. M.** (2018). *Gender and ICT: Meta-Analysis and Systematic Review*, Burnaby: COL. Retrieved from <http://oasis.col.org/handle/11599/3089>
2. **Tamim, R.M.**, Borokhovski, E., Pickup, D., Bernard, B., & El Saadi, L., (2015). *Tablets for Teaching and Learning: A Systematic Review and Meta-Analysis*. Commonwealth of Learning.
3. **Tamim, R.M.**, Borokhovski, E., Pickup, D., & Bernard, B. (2015). *Report on National Tablet Computer Initiatives*. Commonwealth of Learning.
4. Abrami, P. C., Bernard, R. M., Wade, A., Schmid, R. F., Borokhovski, E., **Tamim, R.M.**, et al. (2006). *A review of e-learning in Canada: A rough sketch of the evidence, gaps and promising directions*. Canadian Council on Learning.

### Selected Conference Presentations

1. Gallagher, K., Dillon, A., & Tamim, R. (2022). *Globalization, accreditation, and teacher education in the Emirates*. Paper presented at the ICERI Annual Conference, Virtual.
2. Borokhovski, E., **Tamim, R.M.**, Bernard, R.M., Schmid, R.F, & Pickup, D. (April, 2021). *Does student-centered pedagogy contribute to effective educational technology use? Insights From a Meta-Analysis*. Paper presented at the American Educational Research Association Conference, Virtual.
3. Borokhovski, E., Moussa-Inaty, J., **Tamim, R.M.**, El Saadi, L., & Bernard, R., M. (July, 2019). *Implementing principles for extraneous cognitive load reduction improves learning outcomes: Research evidence from a meta-analysis*. Paper presented at the

16<sup>th</sup> European Congress of Psychology, Moscow, Russia.

4. Borokhovski, E., Pickup, D. I., El Saadi, L., Rabah, J., **Tamim, R.M.**, & Obukhova, Ju. V. (Juna, 2019). *Gender-based “digital divide”: The latest update from meta-analytical research*. Paper presented at the EdMedia Annual Meeting in Amsterdam, Netherlands.
5. **Tamim, R.M.**, Borokhovski, E., El Saadi, L., Kanaan, S., Heilder, M., Pickup, D. I., & Bernard, R. M. (April, 2019). *Scoping educational technology research: Critical review of publications in selected journals from 2011 to 2017*. Paper presented at the American Educational Research Association Conference, Toronto.
6. Borokhovski, E., Bernard, R.M., **Tamim, R.M.**, & Schmid, R.F. (June, 2018). *Achievement and attitudes in technology-supported postsecondary education: Complexity of relationships through the lens of meta-analysis*. Paper presented at the World Conference on Educational Multimedia, Hypermedia and Telecommunications, Amsterdam.
7. Moussa-Inaty, J., Borokhovski, E., **Tamim, R.M.**, Bernard, R. M., & El Saadi, L. (2017, November). *How much does reduction in extraneous cognitive load translates into learning performance improvement? A meta-analysis of research evidence*. Paper presented at the International Cognitive Load Theory Conference (ICLTC2017), University of Wollongong, Australia.
8. **Tamim, R.M.**, Borokhovski, E., Pickup, D., Bernard, R.M., & Saadi, L. (April/May, 2017). *Tablets and mobile devices in the classroom: Implications from a systematic review and meta-analysis*. Paper presented at the American Educational Research Association Conference, San Antonio.
9. **Tamim, R.M.**, Colburn, L., Saadi, L., & Qunnies, S. (November, 2016). *What’s up with WhatsApp in the classroom?* Paper presented at the 9<sup>th</sup> International Conference of Education, Research and Innovation, Seville.
10. Colburn, L., & **Tamim, R.M.** (November, 2016). *Bringing down the walls: Interdisciplinary teaching and learning using mobile devices*. Paper presented at the 9<sup>th</sup> International Conference of Education, Research and Innovation, Seville.
11. **Tamim, R. M.**, Borokhovski, E., Pickup, D.I., Bernard, R. M., & El Saadi, L. (2016, April). *Tablets and smart mobile devices for teaching and learning: A systematic review and meta-analysis*. Paper presented at the 2016 meeting of the American Educational Research Association Conference, Washington, DC.
12. Borokhovski, E., Bernard, R.M., **Tamim, R.M.**, Abrami, P.C., & Schmid, R.F. (September, 2015). *Can we measure the comparative effects on learning of the student-centered and teacher-centered pedagogical practices? Preliminary results of a meta-analysis*. Paper presented at the European Conference on Educational Research, Budapest.

13. Borokhovski, E., Bernard, R.M., **Tamim, R.M.**, & Schmid, R.F. (June, 2015). *Technology integration in postsecondary education: A summary of findings from a series of meta-analytical research*. Paper presented at the World Conference on Educational Multimedia, Hypermedia and Telecommunications, Montreal.

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\* **Note:** This paper won the 2015 EdMEDIA Outstanding Paper Award.

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14. **Tamim, R.M.**, Borokhovski, E., Pickup, D., & Bernard, R.M. (June, 2015). *Tablet initiatives around the world: The good, the bad, and the ugly*. Paper presented at the World Conference on Educational Multimedia, Hypermedia and Telecommunications, Montreal.
15. Bernard, R.M., Borokhovski, E., & **Tamim, R.M.** (June, 2015). *Consumers' guide to meta-analysis: Bias detection and prevention*. Paper presented at the World Conference on Educational Multimedia, Hypermedia and Telecommunications, Montreal.
16. **Tamim, R.M.**, Colburn, L., Atallah, F., & Saadi, L. (June, 2015). *Making a massive tablet initiative work: Perspectives from a United Arab Emirates case study*. Paper presented at the World Conference on Educational Multimedia, Hypermedia and Telecommunications, Montreal.
17. **Tamim, R.M.**, Borokhovski, E., Bernard, R.M., Schmid, R.F., & Abrami P.C. (2015, April). *A methodological quality tool for meta-analyses: The case of educational technology literature*. Paper presented at the American Educational Research Association Conference, Chicago.
18. **Tamim, R.M.**, Borokhovski, E., Bernard, R.M., & Schmid, R.F. (2015, April). *Technology use in post-secondary STEM courses: Findings and implications from a meta-analysis*. Paper presented at the Annual Conference of the National Association for Research in Science Teaching, Chicago.
19. Atallah, F., **Tamim, R.**, Colburn, L., & El Saadi, L. (2015, March). *iPads in UAE university classrooms: Implications for teaching and learning*. Paper presented at Society for Information Technology and Teacher Education International Conference (Vol. 2015, No. 1, pp. 1576-1581).
20. Colburn, L., & **Tamim, R.M.** (2014, June). *The iPad: Another gadget or a tool for constructive Learning?* Paper presented at the World Conference on Educational Multimedia, Hypermedia and Telecommunications, Tampere.
21. **Tamim, R.M.**, Borokhovski, E., Bernard, R. M., Schmid, R. F., & Abrami, P. C. (2014, April). *Technology use in teacher training programs: Lessons learned from a systematic review*. Paper presented at the American Educational Research Association Conference, Philadelphia.
22. Tamim, R.M., Colburn, L., Attalah, F., Essary, J., Doiron, G., & Dada, R. (2014, September). *Mobile devices in the university classroom: A United Arab Emirates perspective*. Paper presented at the International Educational Technology Conference, Chicago.

23. **Tamim, R.M.** (2014, March). *Emirati female net generation, connectivity, and cultural identity*. Paper presented at the 5<sup>th</sup> Annual Forum on e-Learning excellence in the Middle East, Dubai.
24. **Tamim, R.M.** & Colburn, L. (2013, November). *iTeaching for teacher-training in the United Arab Emirates*. Paper presented at the 6<sup>th</sup> International Conference of Education, Research and Innovation, Seville.
25. **Tamim, R.M.** & Colburn, L. (2013, October). *iPads for project-based inter-disciplinary collaborative learning*. Paper presented at the AACE E-Learn Conference, Las-Vegas.
26. Bernard, R. M., Borokhovski, E., & **Tamim, R. M.** (2013, April). *Teacher-centered and student-centered pedagogy: A meta-analysis of classroom practices and processes*. Paper presented at the American Educational Research Association Conference, San Francisco.
27. Borokhovski, E., **Tamim, R. M.**, Bernard, R. M., Schmid, R. F., & Sokolovskaya, A. (2013, April). *Does educational technology work better when designed for collaborative learning?* Paper presented at the American Educational Research Association Conference, San Francisco.
28. **Tamim, R.M.**, Doiron, G., Colburn, L., Atallah, F., Essary, J., & Dada, R. (2013, April). *iPads in the university classroom: Educational change in the United Arab Emirates*. Paper presented at the Asian Conference on Technology in the Classroom, Osaka.
29. **Tamim, R.M.** (2012, October). *Virtual classrooms for student-centered learning in the UAE: A qualitative exploratory Study*. Paper presented at the AACE E-Learn Conference, Montreal.
30. **Tamim, R.M.** & Ghamrawi, N. (2012, February). *Technology integration: A comparison of teachers' perceptions and practices in a Lebanese/UAE Context*. Paper presented at the 5<sup>th</sup> Annual Forum on e-Learning excellence in the Middle East, Dubai.
31. Balfaqeeh, A. & **Tamim, R.M.** (2012, February). *Teachers' perceptions of technology integration: A mixed method study in Abu Dhabi female public secondary schools*. Paper presented at the 5<sup>th</sup> Annual Forum on e-Learning excellence in the Middle East, Dubai.
32. Parahoo, S., & **Tamim, R.M.** (2011, July). *Achieving learner loyalty in HE: Empirical design of a learner-centric model*. Paper presented at the 2<sup>nd</sup> International Research Symposium in Service Management (IRSSM-2), Yogyakarta.
33. Senteni, A., & **Tamim, R.M.** (2011, June). *Online collaboration empowering minds for the future*. Paper presented at the World Conference on Educational Multimedia, Hypermedia and Telecommunications, Lisbon.

34. **Tamim, R.M.** & Senteni, A. (2011, May). *Empowering female learners through blended learning in the UAE*. Paper presented at the Annual Conference of the Comparative and International Education Society (CIES), Montreal.
35. **Tamim, R.M.** (2011, April). *YouTube in the science and math classrooms: A UAE case study*. Paper presented at the Thirteenth Annual Science and Math Educators' Conference, Beirut.
36. Borokhovski, E., **Tamim, R.M.**, Bernard, R.M., & Abrami, P.C. (2011, April). *Are all student-student interactions in DE born equal? Preliminary results of a meta-analysis*. Paper presented at the American Educational Research Association Conference, New Orleans.
37. **Tamim, R.M.** & Parahoo, S. (2011, February). *Achieving student-centred learning in technology enabled environment: A case study of e-learning in the UAE*. Paper presented at the Second International Conference of E-Learning and Distance Education, Riyadh.
38. Parahoo, S., & **Tamim, R.M.** (2011, February). *Achieving sustainable service provision in a dynamic HE environment: Can a learner-centric model be the solution?* Paper presented at the 5<sup>th</sup> Quality Congress in the Middle East, Dubai.
39. Parahoo, S., **Tamim, R.M.**, & Crane, K. (2010, August). *An innovative approach to HRD in UAE: A case study of e-learning in Dubai*. Paper presented at the International Research Symposium in Service Management, Mauritius.
40. **Tamim, R.M.**, Bernard, R.M., Borokhovski, E., Schmid, R.F., & Abrami, P.C. (2010, June). *Technology and Student Achievement: What do 40 Years of Research and 25 Years of Systematic Reviews Have to Tell*. Paper presented at the World Conference on Educational Multimedia, Hypermedia & Telecommunications, ED-MEDIA, Toronto.

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\* **Note:** This paper won the 2010 EdMEDIA Outstanding Paper Award.

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41. Borokhovski., Bernard, R.M. Abrami, P.C., **Tamim, R.M.**, Wade, A., Mills, E., Bethel, E., Lowerison, G., & Surkes M.A. (2010, May). *Looking behind the obvious: A systematic review of Canadian policy documents on e-Learning*. Paper presented at the Congress of Humanities and Social Science (CHSS), Montreal.
42. **Tamim, R.M.**, Lowerison, G., Schmid, R.F., Bernard, R.M., & Abrami, P.C. (2010, April). *Computer use and perceived course effectiveness: Is the relationship changing over time?* Paper presented at the American Educational Research Association Conference, Denver.
43. **Tamim, R.M.**, & Shaikh, K. (2010, April). *Impact of a science teaching methods course on pre-service elementary teachers' science anxiety*. Paper presented at the 12<sup>th</sup> Annual Science and Math Educators' Conference, Beirut.
44. **Tamim, R.M.** (2010, March). *Learner-centered use of a virtual classroom in the United Arab Emirates*. Paper presented at the Higher Education in the Gulf: Research insights in learning and teaching Symposium, Dubai.

45. **Tamim, R.M.** (2010, February). *The use of virtual classrooms in blended learning in the United Arab Emirates*. Paper presented at 1<sup>st</sup> National Education Research Forum, Sharjah.
46. **Tamim, R.M.** (2010, February). *Meta-analytic findings and blended-learning: Hamdan Bin Mohammed e-Learning University's case study*. Paper presented at the Global Education Forum, Dubai.
47. **Tamim, R.M.** (2009, June). *A team-based approach to solving educational problems with evidence: The science of systematic reviews*. Paper presented at Concordia University's 40<sup>th</sup> Anniversary of Educational Technology Conference, Montreal.
48. **Tamim, R.M.**, Bernard, R.M., Borokhovski, E., Abrami, P.C., & Schmid, R.F. (2009, May). *Second-order meta-analysis: Effects of technology on students' achievement*. Paper presented at the annual Campbell Collaboration Colloquium, Oslo.
49. Borokhovski, E., Bernard, R.M., **Tamim, R.M.**, & Abrami, P.C., (2009, May). *Establishing the direction of effect in meta-analyses with multiple treatments (and no obvious control)*. Paper presented at the Annual Campbell Collaboration Colloquium, Oslo.
50. **Tamim, R.M.** (2009, April). *YouTube in learner centered classrooms*. Paper presented at the Designing and Delivering Blended Learning in Second Language Context Symposium, Dubai.
51. **Tamim, R.M.**, Lowerison, G., Schmid, R.F., & Bernard, R.M. (2009, April). *Technology use and students' perceptions in science and art courses: Has there been any change lately?* Paper presented at the Annual Conference of the National Association for Research in Science Teaching, California.
52. Schmid, R.F., Borokhovski, E., **Tamim, R.M.**, Bernard, R.M., Abrami, P.C., Wade, A., Surkes, M.A., Lowerison, G., Lysenko, L. & Galofre, C. (2009, April). *Effect of Computer-based technology use in post-secondary education: preliminary findings of a meta-analysis*. Paper presented at the American Educational Research Association Conference, San Diego.
53. El Tartoussi, I., **Tamim, R.M.** (2009, January). *Networked readiness in the United Arab Emirates*. Paper presented at the 2<sup>nd</sup> Annual Forum on E-learning in the Middle East, Dubai.
54. Borokhovski, E., Abrami, P.C., Bernard, R.M., Wade, A., Surkes, M.A., **Tamim, R.M.**, Bethel, E., Presson, T., and Zhang, D. (2008, May). *Instructional interventions affecting critical thinking skills and dispositions: A stage one meta-analysis of empirical evidence*. Paper presented at the Annual Campbell Collaboration colloquium, Vancouver.
55. **Tamim, R.M.**, Lowerison, G., Schmid, R. F., Bernard, R. M., & Abrami, P. C. (2008, March). *Assessing computer use and perceived course effectiveness in post-secondary education in an American/Canadian context*. Paper presented at the American Educational Research Association Conference, New York.



56. Shaikh, K., **Tamim, R.M.**, & Bernard, B. (2007, November). *Reviewing the instructor's role in a contextualized educational setting*. Paper presented at the LORNET Network Annual International Conference, Montreal.
57. Bernard, R. M., Abrami, P. C., Borokhovski, E., Wade, A., **Tamim, R.M.**, Surkes, M. A., & Bethel, E. (2007, October). *What works in distance education*. Presidential Session at the 2007 AECT Convention - Anaheim, California
58. **Tamim, R.M.**, Shaikh, K., & Schmid, R. (2007, October). *The online chat and the e-mail: Alternative interview formats in a science teaching methods course*. Paper presented at the AACE E-Learn Conference, Quebec.
59. **Tamim, R.M.**, Shaikh, K., & Bethel, E. (2007, October). *EDyoutube: Why not*. Paper presented at the AACE E-Learn Conference, Quebec.
60. Bernard, R. M., Abrami, P. C., Borokhovski, E., Wade, A., **Tamim, R.M.**, Surkes, M. A., & Zhang, D. (2007, October). *Beyond the obvious in the "what works in distance education" question: Results of a meta-analysis of DE vs. DE comparative studies*. Paper presented at the AACE E-Learn Conference, Quebec.
61. Shaikh, K., **Tamim, R.M.**, & Bernard, B. (2007, October). *Observing change in learner attitudes and group dynamics through the contextualization of mathematics instruction*. Paper presented at the AACE E-Learn Conference, Quebec.
62. Bernard, R. M., Abrami, P. C., Borokhovski, E., Wade, A., **Tamim, R.M.**, Surkes, M. A., & Zhang, D. (2007, April). *Beyond the obvious in the "what works in distance education" question: An in-progress meta-analysis of DE vs. DE comparative studies*. Paper presented at the American Educational Research Association Conference, Chicago.
63. **Tamim, R.M.**, Schmid, R., & Lowerison, G. (2006, May). *Computer use in post-secondary education and students' perception of its effectiveness*. Paper presented at the Association for Media and Technology in Education in Canada Conference, Montreal.
64. **Tamim, R. M.**, Schmid, R. F., Bernard, R. M., Lowerison, G., & Abrami, P. C. (2006, April). *Computer use and perceived course effectiveness in post-secondary science courses*. Paper presented at the Annual Conference of the National Association for Research in Science Teaching, San Francisco.
65. Lowerison, G., **Tamim, R.M.**, Nicolaidou, I., & Schmid, R. F. (2006, April). *Implications of student technology use for knowledge building*. Paper presented at the American Educational Research Association Conference, San Francisco.
66. Abrami, P. C., Bernard, R. M., Borokhovski, E., Wade, A., Surkes, M. A., Zhang, D., & **Tamim, R.M.** (2006, April). *Instructional interventions affecting critical thinking skills and dispositions: The preliminary results of a meta-analysis*. Paper presented at the American Educational Research Association Conference, San Francisco.

67. **Tamim, R.M.** (2002, May). *Super science with simple stuff*. Paper presented at the 6<sup>th</sup> Science and Math Teachers' Conference, American University of Beirut, Beirut.
68. BouJaoude, S., & **Tamim, R.M.** (1998, April). *Analogies, summaries, and question answering in middle school life science: Effect on achievement and perceptions of instructional value*. Paper presented at the Annual Conference of the National Association for Research in Science Teaching, San Diego, California.

## **Research Grants and Contracts**

Throughout my academic career, I have secured research funds that amount to a total of 2,219,042 USD, with \$938,016 as PI, \$431,674 as Co-PI, and \$849,352 as Collaborator. Full details are provided in the following table.

<b>Project</b>	<b>Funding Agency Category</b>	<b>Role</b>	<b>Start Date Duration</b>	<b>Amount USD</b>
Examining transformational leadership, change management, and perceived self-efficacy among UAE female leaders	RIF ZU RO	Collaborator PI: Dr. Sandra Baroudi	2021 2 years	\$54,779
Systematic Review on Arabic diglossia	Queen Rania Foundation	Co-PI	2020 1 year	\$40,920
Parenting and Early Academic Trends in the UAE: Perceptions and Realities of Practice	RIF ZU RO	Collaborator PI: Dr. Asia Foster	2020 2 years	\$71,500
A blended learning program and platform for teacher education and development	RIF ZU RO	Collaborator PI: Dr. Jenny Eppard	2020 2 years	\$77,400
Tracing Arabic-English bilingual development of early years children in the Gulf: The role of social interaction	RIF ZU RO	Collaborator PI: Dr. Fatma Said	2020 2 years	\$74,840
Evidence based practice in blended learning: A systematic review and meta-analysis	RIF ZU RO	PI	2018 2 years	\$40,500
An in-depth look at the challenges of field experience: Faculty Supervisors' and pre-service teachers' perspectives	RIF ZU RO	Collaborator PI: Dr. Hojeij	2018 2 years	\$41,700
ZU- BilArabi	Cluster ZU RO	Co-PI with Dr. Thomure	2018 3 years	\$325,000
Dual language education in early childhood	Cluster ZU RO	Collaborator PI: Dr. Dillon	2017 3 years	\$81,000
InSPIRE: Innovative Scholarly Projects Informed by Research in Education	Cluster ZU RO		2016 3 years	\$132,800
Prospects and Problems of Implementing Blended Learning in Higher Education as Viewed Through the Lens of Systematic Review and Meta-Analysis	Social Sciences and Humanities Research Council of Canada (SSHRC)	Collaborator PI: Dr. Bernard	2016 3 years	\$83,150

<b>Project</b>	<b>Funding Agency Category</b>	<b>Role</b>	<b>Start Date Duration</b>	<b>Amount USD</b>
Student-Centered versus Teacher-Centered Pedagogical Models: A Meta-Analysis of Technology-Enhanced Instructional Events and their Impact on Students' Achievement	RIF ZU RO	PI	2015 2 years	\$39,900
Student-Centered versus Teacher-Centered Pedagogical Models: A Meta-Analysis of Technology-Enhanced Instructional Events and their Impact on Students' Achievement	RIF ZU RO	PI	2015 2 years	\$39,900
Cognitive Load and Language Learning	RIF ZU RO	Collaborator PI: Dr. Inaty	2015 2 years	\$39,700
The art of building a relationship between students and teacher: UAE Preservice Teachers' Voices	RIF ZU RO	Collaborator PI: Dr. Nichols	2015 2 years	\$40,000
A Systematic Review of STEM Education in the MENA Region	RIF ZU RO	Collaborator PI: Dr. Atallah	2015 2 years	\$39,400
Student-Centered versus Teacher-Centered Pedagogical Models	RIF ZU RO	PI	2015 2 years	\$39,900
Peer Assistance Leaders (PALs): A Leadership and Peer Success Program for Teaching and Learning	RIF ZU RO	Collaborator PI: Mr. Kerr	2015 2 years	\$38,800
Center for Human Innovation and Lifelong Learning	ZU RO Infrastructure	PI	2015	\$672,300
iPads for educational change	RIF ZU RO	PI	2013, 2 years	\$10,800
iPad App-Play for Young Children	RIF ZU RO	Co-Investigator Dr. Essary	2013, 2 years	\$13,500
Emirati Female Net Generation and Cultural Identity	Startup ZU RO	PI	2013, 1 year	\$1,730
Gauging the effects of student-centered versus teacher-centered pedagogy in technology-rich distance education, online and blended learning environments: Quantitative and qualitative syntheses	Social Sciences and Humanities Research Council (SSHRC)	Collaborator PI: Dr. Bernard	2012, 3 years	\$183,596
Technology's role in different pedagogical models: Examining the evidence for facts, fictions and guidance	Social Sciences and Humanities Research Council (SSHRC)	Collaborator PI: Dr. Bernard	2008 3 years	\$106,640

## Conference Travel Funds

<b>Date</b>	<b>Conference</b>	<b>Paper</b>	<b>Funding</b>	<b>City</b>	<b>Amount</b>
2019 April	AERA	Scoping educational technology research	ZU-RO*	Toronto	\$ 2,250
2017 April	AERA	Tablets and mobile devices in the classroom	ZU-RO*	San Antonio	\$ 2,000
2016 April	AERA	Tablets and smart mobile devices for teaching and learning	ZU-RO*	Washington, DC	\$ 2,300
2015 Sept	European Conference on Educational Research	Comparative effects of student-centred and teacher-centred pedagogical practices	ZU-RO*	Budapest	\$ 1,500
2015 June	EdMEDIA	Technology integration in postsecondary education Consumers' guide to meta-analysis: Bias detection and prevention Massive tablet initiative: A United Arab Emirates case study	ZU-RO*	Montreal	\$1,800
2015 April	AERA	A methodological quality tool for meta-analyses	ZU-RO*	Chicago	\$ 2,000
2015 April	National Association for Research in Science Teaching	Technology use in post-secondary STEM courses	ZU-RO*	Chicago	\$ 1,000
2014 April	AERA	Technology use in teacher training programs	ZU-RO*	Philadelphia	\$ 1,800
2014 Sept	International Educational Technology Conference	Mobile devices in the university classroom: A United Arab Emirates perspective	ZU-RO*	Chicago	\$ 2,000
<b>Date</b>	<b>Conference</b>	<b>Paper</b>	<b>Funding</b>	<b>City</b>	<b>Amount</b>
2013 Sept	International Conference of Education, Research, and Innovation	iTeaching for teacher-training in the United Arab Emirates	ZU-RO*	Seville	\$ 1,500
2013 April	AERA	Teacher-centered and student-centered pedagogy Educational technology and collaborative learning	ZU-RO*	San Francisco	\$ 2,000
2012 Oct	AACE E-Learn Conference	Virtual classrooms for student-centered learning in the UAE	HBMeU-RO**	Montreal	\$ 1,800
2011 May	Comparative and International Education Society	Empowering female learners through blended learning in the UAE	HBMeU-RO**	Montreal	\$ 1,800

2011 April	Science and Math Educators' Conference	YouTube in the science and math classrooms: A UAE case study	HBMeU- RO**	Beirut	\$ 500
2011 April	AERA	Are all student-student interactions in DE born equal?	HBMeU- RO**	New Orleans	\$1,800
2010 June	EdMEDIA	Technology and student achievement	HBMeU- RO**	Toronto	\$ 2,000

\* Zayed University Research Office

\*\* Hamdan Bin Mohammed e-University Research Office

### **Courses Taught**

<b>University</b>	<b>Course</b>	<b>Level</b>	<b>Maximum Enrollment</b>
OISE University of Toronto 2022-Present	CTL7006: Educational Research 1	Graduate; 3 credits	30 students
	CTL7015: Educational Research 1	Graduate; 3 credits	20 students
Wilfred Laurier 2022-Present	EU530: Integrating Technology, Pedagogy, and Content	Graduate; 3 credits	10 students
UAEU 2021-Present	FOED702: Organizational Theory and Practice	Graduate; 3 credits	20 students
	EDC395: Computer Technology Education	Undergraduate; 3 credits	25 students
	EDC315: Observation and Assessment	Undergraduate; 3 credits	25 students
	EDC460: Learning Technologies in the Content Area	Undergraduate; 3 credits	25 students
	EDC366: Introduction to Research and Measurement	Undergraduate; 3 credits	25 students
	EDC350/350A: Education Studies I: The Learner	Undergraduate; 3 credits	25 students
	EDC352: Early Childhood Mathematics and Science I	Undergraduate; 3 credits	25 students
	EDC352: Early Childhood Mathematics and Science II	Undergraduate; 3 credits	25 students
	EDC316: Parents as Educators	Undergraduate; 3 credits	25 students
	EDC380: Practicum I	Undergraduate; 3 credits	25 students
	EDC390: Practicum II	Undergraduate; 3 credits	12 students
	EDC399: Internship	Undergraduate; 3 credits	6 students
	EDC662: Using Technology in the Classroom	Graduate; 3 credits	20 students
	EDC645: Leadership, Entrepreneurship, and Learning	Graduate; 3 credits	20 students
EDC601: Introduction to Educational Research	Graduate; 3 credits	20 students	
Zayed University 2012-2016	210CIL216: Contemporary Issues in e-Learning	Graduate; 3 credits	20 students
	210EDT102: Introduction to Educational Technology	Graduate; 3 credits	20 students
	210LTE107: Learning Theories for Online Education	Graduate; 3 credits	20 students
Hamdan Bin Mohammed e-University 2009-2012	111RMS204: Research Methods	Graduate; 3 credits	30 students

University	Course	Level	Maximum Enrollment
Hamdan Bin Mohammed e-University 2009-2012	210RME104: Research Methods in e-Education	Graduate; 3 credits	30 students
	210ADC106: Adult Development and Collaborative Learning	Graduate; 3 credits	20 students
	210PEA214: Principles of Education Administration and Leadership	Graduate; 3 credits	20 students
	210PID105: Principles of Instructional Design	Graduate; 3 credits	20 students
	210CME213: Innovation and Change Management in e-Education	Graduate; 3 credits	20 students
	215PEE216: Planning and Evaluating Educational Programs	Graduate; 3 credits	20 students
	210QAS207: Quality Assurance Strategies for e-Learning Material	Graduate; 3 credits	20 students
Concordia University 2005-2008	EDUC305: Technology for Educational Change I	Undergraduate; 3 credits	40 students
	EDUC382: Teaching Science Concepts in Elementary Classroom	Undergraduate; 3 credits	40 students
	EDUC405: Children and Technology	Undergraduate; 3 credits	50 students
	ETEC548/648: Fundamental Methods of Inquiry	Graduate; 6 credits	40 students
	ETEC555/655: Global Perspectives in e-Learning	Graduate; 3 credits	20 students
ETEC592/702: Fundamentals of Distance Education	Graduate; 3 credits	30 students	

## **Students' Supervision**

### *Graduate Thesis*

Student	Degree	Role	Title of proposition
Laila Mohebi	Ed.D., 2018 Education, British University in Dubai	Co-Supervisor	Perceptions of Leadership and Management Towards ICT Integration: An Exploratory Study about Dubai Private Schools
Khalid Khamis Ali Al-Saadi	Ph.D., 2012 Education, Queensland University, External	Committee Member	Promoting Integration of Educational Technology among Teacher Educators
Lateifa Al-Blooshi	M.A., 2012 Online Education Leadership and Management, Hamdan bin Mohammed e-University	Supervisor	The Use of Social Networks to Overcome Transactional Distance in Online Learning
Aalya Mesmar	M.A., 2012 Online Education Leadership and Management, Hamdan bin Mohammed e-University	Supervisor	The Use of Blogs with Elementary Students: A UAE perspective

Laila Mohebi	M.A., 2012 Online Education Leadership and Management, Hamdan bin Mohammed e-University	Supervisor	ICT Integration in Dubai Schools, Leadership and Management Role: Status, Challenges and Future Perspectives
Asma Balfaqqeh	M.A., 2011 Online Education Leadership and Management, Hamdan bin Mohammed e-University	Supervisor	Teachers' Perceptions of Technology Integration: A Mixed Method Study in Abu Dhabi Female Public Secondary Schools
Amal Al-Ali	M.A., 2011 Online Education Leadership and Management, Hamdan bin Mohammed e-University	Supervisor	Teachers' Perceptions Regarding the Integration of ICT in Teaching Students with Special Needs at Zayed Higher Organization

### Graduate Internship Supervision

Spring 2016

- Maitha AlMarri—Master of Education in Teaching and Learning
- Mahra AlShamsi—Master of Education in Teaching and Learning
- Huda AlMadhaani—Master of Education in Teaching and Learning
- Basant Hammad—Master of Education in Teaching and Learning

Fall 2015

- Aisha AlSuwaidi—Master of Education in Educational Leadership and Administration
- Khalifa AlNuaimi—Master of Education in Educational Leadership and Administration
- Salwa AlAjeeli—Master of Education in Educational Leadership and Administration
- Sandra Baroudi—Master of Education in Educational Leadership and Administration
- Shaima AlMansoori—Master of Education in Educational Leadership and Administration

### Undergraduate Internship Supervision

Undergraduate internship includes a 12-week placement at a school where the undergraduate students assume increasingly significant teaching or counseling roles. Each student is expected to conduct a small-scale action research study over an extended number of consecutive weeks to demonstrate her readiness to graduate and join the teaching or counseling profession. The faculty supervisor provides extensive support and mentorship to the student by:

- Supporting the students their professional development during the internship
- Providing constructive and timely feedback to students on their lesson plans prior to conducting an observation
- Provide constructive and timely oral and written feedback to students on their taught lessons after conducting an observation
- Supervise students' progression on the action research project

Following is a list of the students I supervised:

#### Spring 2015

- Fatima Al Rais—Bachelor of Education in Early Childhood Education
- Amna Mohamed— Bachelor of Education in Early Childhood Education
- Maryam Al Mehairi—Bachelor of Education in Early Childhood Education
- Sara Al Shaibani—Bachelor of Education in Early Childhood Education

#### Fall 2014

- Shaikha Khamis—Bachelor of Education in Early Childhood Education
- Hind AlAraie— Bachelor of Education in Early Childhood Education
- Marwa AlAttar—Bachelor of Education in Early Childhood Education

#### Spring 2013

- Dalal Ibrahim—Bachelor of Education in Early Childhood Education
- Hiba AlAghbari— Bachelor of Education in English Language Teaching
- Maitha AlFalasi—Bachelor of Education in Early Childhood Education
- Asma AlHosani—Bachelor of Education in Early Childhood Education

#### Fall 2013

- Afra AlKaabi—Bachelor of Education in Early Childhood Education
- Alia Juma— Bachelor of Education in Early Childhood Education
- Mahaba AlTeneiji—Bachelor of Education in English Language Teaching
- Saleema Al Hashimi—Bachelor of Education in School Social Work
- Latifa Buhaleeba—Bachelor of Education in School Social Work

### **Service to the College, Univeristy, Community, and Profession**

- |              |   |
|--------------|---|
| 2021-Present | <i>Founder and CEO edubridges</i> , a not-for-profit organization to enable researchers and practitioners to come together to share knowledge and expertise with the aim of advancing the field of education.                                 |
| 2021- 2022   | <i>Member</i> ; Students' Moderation Committee, Provost Office, Zayed University, Dubai, United Arab Emirates   |
| 2020-2022    | Member; Zayed University and Abdullah AlGhurair Foundation for Education partnership committee for developing and delivering high quality accredited online learning programs, Zayed University, Dubai, United Arab Emirates                  |
| 2019-2022    | <i>Member</i> ; Zayed University and Princess Noura's collaborative agreement as part of the higher education twinning programs between Saudi Arabia and the United Arab Emirates universities, Zayed University, Dubai, United Arab Emirates |



- 2019 Provided action research training to 245 teachers and principals who were selected to join the United Arab Emirates' Education Ambassadors program. The program is an immersive training that focuses on project-based learning experiences for teachers with a focus on innovative practices in education. The program included 4 delegations of approximately 60 members each that attended a two-week intensive training as per the following tracks:
- *OISE-Toronto University*: Early Childhood Education, Innovation and Practice.
  - *Microsoft USA*: STEM Pedagogy and Design Thinking
  - *National University of Singapore*: Curriculum design and implementation
  - *New York University*: Inclusive Education and Meeting Individual Needs.
- 2019-2020 *Member*; Graduate Studies Dean Hiring Committee, Zayed University, Dubai, United Arab Emirates
- 2017- 2022 *Member*; Institutional Survey Committee, Zayed University, Dubai, United Arab Emirates
- 2017- 2020 *Member*; Board of Governors, Al Shohoub Private School, Abu Dhabi, United Arab Emirates
- 2014- 2018 *Member*; Innovative Teacher Award Judging Committee, Khalifa Educational Award, Abu Dhabi, United Arab Emirates
- 2015- 2017 *Member*; College of Education Graduate Studies Committee, Zayed University, Dubai, United Arab Emirates
- 2014-2016 *Member*; College of Education Hiring Committee, Zayed University, Dubai, United Arab Emirates
- 2014- 2017 *Chairperson*; College of Education Research Committee, Zayed University, Dubai, United Arab Emirates
- 2014- 2017 *Member*; University Research Ethics Committee, Zayed University, Dubai, United Arab Emirates
- 2014- 2017 *Member*; University Research Standing Committee, Zayed University, Dubai, United Arab Emirates
- 2011- 2014 *Chairperson*; College of Education Educational Technology Committee, Zayed University, Dubai, United Arab Emirates
- 2011- 2014 *Member*; University Educational Technology Standing Committee, Zayed University, Dubai, United Arab Emirates
- 2011- 2014 *Member*; College of Education Research Committee, Zayed University, Dubai, United Arab Emirates
- 2011- 2014 *Member*; College of Education Graduate Studies Committee, Zayed University, Dubai, United Arab Emirates

- 2011- 2013      *Member*; College of Education Professional Development Committee,  
Zayed University, Dubai, United Arab Emirates
- 2009 – 2012      *Member*; Editorial Board, International Journal of Excellence in e-Learning,  
Hamdan Bin Mohammed e-University, Dubai, United Arab Emirates
- 2010 – 2011      *Member*; Academic Council, Hamdan Bin Mohammed e-University, Dubai,  
United Arab Emirates
- 2010 – 2011      *Member*; The 4<sup>th</sup> Annual Forum on e-Learning Excellence in the Middle East  
Committee, Hamdan Bin Mohammed e-University, Dubai, United Arab  
Emirates
- 2010 – 2011      *Member*; Master of Arts in Educational Leadership Proposal Committee,  
Hamdan Bin Mohammed e-University, Dubai, United Arab Emirates
- 2010 – 2011      *Member*; Post-Graduate Diploma in Technology Enhanced Education  
Proposal Committee, Hamdan Bin Mohammed e-University, Dubai, United  
Arab Emirates
- 2009 – 2010      *Member*; Bachelor of Education in Learning and Teaching with Technology  
Proposal Committee, Hamdan Bin Mohammed e-University, Dubai, United  
Arab Emirates
- 2009 – 2010      *Chairperson*; Foundation Program Proposal Committee, Hamdan Bin  
Mohammed e-University, Dubai, United Arab Emirates
- 2009 –2010      *Member*; The 3<sup>rd</sup> Annual Forum on e-Learning Excellence in the Middle East  
Committee, Hamdan Bin Mohammed e-University, Dubai, United Arab  
Emirates
- 2007- 2009      *Executive Board Member*; Centre for the Study of Learning and  
Performance, Concordia University, Montréal, Canada

### **Professional Memberships**

American Educational Research Association  
 Association for the Advancement of Computing in Education  
 National Association of Research in Science Teaching  
 Centre for the Study of Learning and Performance

### **Reviewer**

Review of Educational Research  
 Teaching and Teacher Education  
 Journal of Educational Computing Research  
 Journal of Research in Rural Education  
 International Journal of Excellence in e-Learning  
 International Journal of Excellence in Education  
 Campbell Collaboration