Annual Scholarship of Teaching and Learning Conference

Student Academic Success

April 21, 2015
Zayed University, Abu Dhabi and Dubai Campus

Organized by:
Center for Educational Innovation
&
Office for Undergraduate Student Academic Success

www.zu.ac.ae/cei

جامعة زايد
ZAYED UNIVERSITY

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مركـز الإبـتـكـار الأكـاديـمـي

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CEI CERTIFICATE SERIES

SCHOLARSHIP OF TEACHING AND LEARNING

This is an introductory course to the Scholarship of Teaching and Learning (SoTL) that will guide you step by step through the stages of doing an inquiry or research on your own teaching or professional practice.

The course is offered in 5 two-hour weekly modules. The time between the modules is intended to allow you time to reflect on your teaching practice and use the skills taught during each module to develop a research question and start to formulate a proposal for researching your teaching practice.

The topics covered include:

- What is SoTL? How is SoTL different to Scholarly Teaching or Teaching?
- Theories of Learning.
- Pedagogical Frameworks and Approaches.
- Research Designs for classroom research.
- Formulating effective research questions.
- Writing a Research Proposal.
- Creating your data collection instruments.
- Applying for ethical clearance.
- Deciding on appropriate analyses for your data.
- Disseminating your research results.

Course Methods

All sessions incorporate mixed learning methods, including short lectures, discussion and practical exercises.

During the course, guidelines and support will be provided to develop a research proposal. After the course there will be follow up seminars to help complete projects and disseminate results.

Final summary reports for each project will be created. These reports will provide a framework for submission to a peer-reviewed journal. Each participant will also have an opportunity to develop an abstract suitable for submission to a conference (e.g., a poster submission).

The Certificate will be issued by the Center for Educational Innovation indicating the competencies in professional inquiry and research that have been developed.

Dr Christina Gitsaki,
Associate Professor and Research Coordinator
Center for Educational Innovation
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MOBILE LEARNING RESEARCH FUND

SCHOLARSHIP OF TEACHING AND LEARNING

The Mobile Learning Research Fund (MLRF) offers grants to full-time faculty and teaching staff to investigate the impact of mobile learning and mobile enhanced pedagogies on student learning. The grants are designed to fund one year projects to a maximum of AED 20,000 per project.

Possible Research Topics

- Exploring ways to use mobile technology to enhance teaching practice
- Student-centered use of mobile technology
- Formal and informal learning using mobile technology
- Ubiquitous learning opportunities
- Using mobile technology to enhance group collaborative projects
- Just in time learning with mobile technology
- Formative Assessment using mobile technology
- Using Mobile Technology as a data-gathering tool
- Story-telling using smartphones
- Cultural identity, smartphones, and learning
- Pedagogical strategies for mobile enhanced teaching and learning

Here are some of the projects that are currently underway:

http://www.zu.ac.ae/main/en/cei/research/MLRFI/CurrentProjects.aspx

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CEI CERTIFICATE SERIES

- The Center for Educational Innovation (CEI) provides a series of certificate courses designed to provide faculty with a rich, immersive, and interactive experience.
- Each certificate course consists of 5 - 2 hour sessions that are complementary and build upon each other. In this way you have a greater opportunity to discuss and interact with your colleagues and to learn.
- All certificate courses require the completion of a project. Each certificate has its own project and deliverable and all are designed to practice what you have learned and to begin to develop mastery.
- Certificate parchments are awarded upon successful completion of a certificate course and are recognized by your colleges and by Zayed University.
- The following certificates are currently offered:

Title	Description	Offered
Good Teaching, Great Practice	Based on beliefs that we are the experts at what we do and that by working collaboratively, we can offer one another the best ideas, creative techniques and effective classroom practices and instructional strategies.	Fall
Innovative Teaching Practice	Designed to explore teaching strategies and techniques through a series of experiential workshops. it is based on the Pedagogical Framework developed by Zayed University	Spring
Mobile Enhanced Learning Leadership	Provides a thorough understanding of mobile technology affordances and how to link these to improved learning outcomes.	Fall, Spring
Scholarship of Teaching and Learning	This is an introductory course that will guide you step by step through the stages of doing an inquiry or research on your own teaching or professional practice. You will have time to reflect on your teaching practice and use the skills taught during each module to develop a research question and start to formulate a proposal for researching your teaching practice.	Fall, Spring

For more information or to Register, please contact:

Dr Brad Johnson
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Center for Educational Innovation
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ZAYED UNIVERSITY

THE ZU LIBRARY AND LEARNING COMMONS
IN PARTNERSHIP WITH THE OFFICE OF RESEARCH
AND THE CENTER FOR EDUCATIONAL INNOVATION
PROUDLY PRESENT THE

2015 CELEBRATION OF FACULTY SCHOLARSHIP

During the course of the conference,
please take a moment to browse the displays
which feature a sampling of recent research
projects by Zayed University faculty.

To view the complete bibliography of participants' research scan the QR code below or visit:

http://zu.libguides.com/c.php?g=125418

Welcome to the first annual Zayed University conference on teaching and learning - with specific emphasis on student academic success. The basic idea of this conference is to share knowledge among ourselves for the best practices within classrooms and strategies for student success.

We have a number of valuable presentations, across the board, delivered by faculty who have found a an impact on faculty teaching and student learning. Thus, they are indeed eager to share their experiences with other faculty within the Zayed University community. With great pleasure, I would like to invite faculty, from all disciplines, to attend this conference and participate in the beneficial discussions.

Furthermore, I am very honored to witness a number of case studies and best practices, for student academic success, offered by our faculty and student academic advisors. It is without doubt that these efforts would not be possible without the real commitments generated from our newly developed academic advising initiatives, which were implemented last year across the degree granting colleges.

It would be most appreciated if I could receive your valuable comments, on the progress of this conference and on methods to improve our teaching, learning and student academic advising practices for future enhancement.

Finally, I would like to thank our faculty and staff within the Center for Educational Innovation, along with the Office of Student Academic Success, for organizing this valuable conference and looking forward to future ones.

Dr. Abdel-Mohsen Mohamed
Associate Provost
Chief Academic Officer
Office of the Provost
Zayed University

The scholarship of teaching and learning is no longer a minor area on the fringes of the disciplinary research in which most faculty have traditionally been engaged. Rather, it is central (or at least it should be) to our thinking about the work that universities and their faculty do. The two primary activities in which faculty spend most of their time-teaching students and generating knowledge-are brought together in the scholarship of teaching and learning in ways that few other kinds of scholarship can match.

Imagine an environment in which all participants, students as well as teachers, see themselves as learners, as co-creators of knowledge. Imagine an environment in which the classroom is seen as only one of many locations in which students intentionally engage with the subject matter of a course. Imagine an environment in which cutting-edge technology complements directed discussion, peer interaction, focused reading and writing, project creation, and faculty guidance. It is this kind of environment that the scholarship of teaching and learning encourages us to explore, as we reflect on our practice as teachers. That reflection should include a remembrance of the excitement we felt when we decided to embark on academic careers, an excitement that came at least in part from the realization that this would allow us to spend the rest of our lives as learners.

So what makes learning exciting? How can we bring that excitement to the learning experience of students whose daily lives are very different from what ours may have been like when we were students? Do methods that fired our enthusiasm still work with students today? If not, do we have the imagination, the flexibility, the courage, and the good sense to change our methods? Doing so can be a challenge, but it is also our professional duty as educators. The scholarship of teaching and learning is uniquely positioned to help us ask and answer these questions.

I compliment you for your interest in this exciting field of inquiry, and welcome you to this conference.

Dr. Michael Allen, PhD
Assistant Provost, Faculty Affairs and Research

It is my pleasure to welcome you to the 1st Annual Scholarship of Teaching and Learning Conference.

The Scholarship of Teaching and Learning (SoTL) is coming into its own as a legitimate and recognized area of research. We all teach and interact with students, we all have opportunities to conduct research in our classrooms and, with the help of our students, to understand how to become better and improve our practice. SoTL provides a structure to share that understanding with others through evidence and, in turn, to base our practice on evidence.

In my experience, and I'm sure in yours, I have found many, many examples of good and even great teaching practice. However, we haven't been quite so good at documenting our successes in scholarly ways or demonstrating through systematic research the impact our teaching practice is having on our students. That is changing and this conference is evidence of that change.

The work being presented in this conference represents a range of interests but shares one common thread: Student Academic Success. As you will see, we have been doing an incredible job providing students with opportunities to succeed using an evidence-based approach to providing and improving teaching and support.

Sincerely,

Dr Brad Johnson
Conference Chair
Assistant Professor and Director,
Center for Educational Innovation
Zayed University

Biography

Brad is the Director of the Center for Educational Innovation (CEI) at Zayed University in the UAE. The CEI is a multi-service academic unit providing support for faculty in the areas of Innovative Pedagogy, Educational Technology Integration and the Scholarship of Teaching and Learning. As director, he is responsible for providing leadership and direction to the unit and for developing collaborative relationships with academic units across the university and with other post-secondary institutions in the region. This is the second time Brad has been the inaugural director of a new center for teaching and learning, coming to Zayed University from the University of Calgary - Qatar campus in Qatar.

Brad's areas of research include Interprofessional Healthcare Education and Practice, Faculty Orientation Strategies for faculty new to working at transnational institutions, and the development and implementation of Mobile-Enhanced Learning strategies. He has presented on all of these topics at a wide range of conference venues in Canada, the United States, Europe, China, and the Middle East. He has delivered the plenary address at several regional conferences and has been invited to present at local and regional conferences.

Brad teaches when he can using a student-centered guided inquiry as a strategy to help frame instruction in a wide range of fields including Education, Language and Nursing programs. He has taught in classroom settings and online, in Canada and in both Qatar and Zayed University. Brad prefers to co-teach whenever possible, learning how others teach and sharing practice benefits his teaching and provides students with a broader range of student-instructor interactions.

Dear Conference Participant,

As your Co-Chairperson for the first annual Scholarship of Teaching and Learning Conference 2015, it is my pleasure to welcome you! This year's conference theme is Student Success. As the Director of Student Success at Zayed University, I assure you that this will be a very rewarding experience.

There are many issues surrounding student success that are not addressed during the traditional, college educational process. In order to keep you informed and abreast of new developments, the student success conference track provides information and insights about those issues while complementing those on the SoTL conference track that facilitate classroom interactions.

We encourage you to ask questions and fully engage in the discussions that are certain to be intellectually stimulating and empowering. I hope you take advantage of as many of the poster and oral presentations available and encourage you to continue the student success dialog with colleagues after the conference. Most importantly, student engagement is paramount and the adoption of strategies that promote and cultivate an environment of success is essential.

We are also pleased to introduce the work that is being done by our College Academic Success Advisors, a new and very successful Emiratization initiative at Zayed University. The support, encouragement, and professional advising services that they coordinate are best practices in academia and they are contributing to the body of literature on successful advising strategies that positively impact student success in the region.

Thank you for participating in this conference. Please contact me for additional information on Student Success initiatives at Zayed University. Your input and support are critical to our ability to effectively and efficiently meet the needs of our students as they pursue their degrees.

Sincerely,

Dr. Roslyn Trezevant Haley
Conference Co-Chair

Biography

Dr. Roslyn Trezevant Haley is the Director of Student Success and Associate Professor at Zayed University. She has over 30 years of experience in higher Education administration and advising. A former Dean at Antelope Valley College and Professor at the American University of Antigua - College of Medicine, she also served at UCLA for twenty-five years as Director of Student and Counseling Services for the School of Theater, Film and Television. She has a doctorate in education with a specialization in educational Leadership from UCLA. She has a Masters degree in public administration. Dr. Haley is a published author. She won the Editor's Choice Award from the National Library of Poetry and was honored and selected for inclusion in the US Leadership Library, the Cambridge England International Biography of Leaders, Marquis› Who›s Who in American Women, Who's Who in America, and Who›s Who in the World, 2015. She is also listed in Who›s Who Among America›s Teachers. She was selected for inclusion in a book entitled Successful Women Speak Out: A collection of personal experience and wisdom from successful American Women. Special research interests include student success, underrepresented students, gender equity and equal access. She represented the United States on issues of equity for women in education as a Citizen Ambassador to Egypt. In 2012, she was selected to participate in an AAUW research delegation to Cuba to study issues of diversity. Recent presentations include the Sloan Institute 21 ,2014st Century Conference at Harvard 2014, NACADA International 2014, Ellucian Middle East 2014, and American University of Kuwait 2015. All of these presentations outlined developmental academic advising models of success in the United Arab Emirates.

CONFERENCE PROGRAM
ABU DHABI SESSIONS

TIME	SOTL ROOM 1	STUDENT ACADEMIC SUCCESS ROOM 2
Venue	AUH	AUH
9:00 - 9:30 9:00 - 3:00	Light Breakfast, and Refreshments - Foyer Poster Exhibits	
9:30 - 10:00	Plenary Session - Foyer Abu Dhabi - Dr. Bradley Johnson	
10:00 - 11:00	AUH.1.1. Community Service Learning: Successfully Engaging Emirati Business Students Robyn Albers & Dr. Bradley Johnson	AUH.2.1. Panel Academic Success Advisors: A model for Success Maha AlJabri Fatima Al Oraimi Mary Am Al Badi Dr. Roslyn Trezevant Haley Al Anood Al Afeefi
	AUH.1.2. Feasibility of Implementation of Digital Textbooks in Biology at ZU Dr. Heba Barazi & Dr. Janine Tan	
11:00 - 12:00	AUH.1.3. How can Students Write Better Reflections? Dr. Jase Moussa-Inaty	AUH.2.3. An investigation into the relationship between perceived stress, sleepiness, coping and psychological well-being Salama Salem Al Qubaisi & Man Cheung Chung
	AUH.1.4. L2-Stroop: Innovative Assessment of Second Language Reading Automaticity in Emirati College Students Dr. Justin Thomas & Fiza Hameed	AUH.2.4. Teacher Tricks and Magic Words Dr. Toni Briegel
12:00 - 1:00	Lunch - Foyer	
	Celebration of Faculty Scholarship/Scholarship of Teaching and Learning	
1:00 - 2:00	AUH.1.5. Seeing Through Learners' Eyes: Students' Perceptions of Instructor Fairness Dr. Kay Gallagher	AUH.2.5. Making School Relevant: Factors to consider in motivating high-risk college students Dr. Adam Jeffers
	AUH.1.6. Quality Assurance through Analyzing "Closing the Loop" Actions Dr. Kevin Schoepp & Scott Benson	AUH.2.7. Investigating social anxiety amongst young Emirati adults Shamsa Saeed Al Muhairi & Man Cheung Chung
2:00 - 3:00	AUH.1.7. Best Practices for Successful Undergraduate Educational leadership: A Scholarly Activity at Zayed University Dr. Alya A. Arabi	
	AUH.1.8. Middle Eastern University Librarian Perspective on Knowledge Management and Academic Integrity Dr. Judith Mavodza	

CONFERENCE PROGRAM
DUBAI SESSIONS

TIME	SOTL ROOM 1	STUDENT ACADEMIC SUCCESS ROOM 2
Venue	DXB	DXB
9:00 - 9:30 9:00 - 3:00	Light Breakfast, and Refreshments - Foyer Poster Exhibits	
9:30 - 10:00	Plenary Session - Foyer Dubai - Dr. Roslyn Trezevant Haley	
10:00 - 11:00	DXB.1.1. Helping Students Succeed in Chemistry, Mathematics and Electrical Engineering Classes Dr. Cindy Gunn, AUS	DXB.2.1. Student Interaction via Social Media in the Classroom/Advising Amanda Davis & Nekeyla Oliver
	DXB.1.2. Extending the Flipped Classroom Model: Developing Second Language Writing Skills through Student-Created Digital Videos. Dr. Marion Engin	DXB.2.2. Insights into the International Student Experience at Zayed University, Dubai, UAE Dr. JR Ratliff & Sally-Ann Long
11:00 - 12:00	DXB.1.3. The Effect of Using the iPad on Students' Performance in Writing Dr. Marielle Patronis	DXB.2.3. How do self-theories contribute to academic success in college students? Jaqueline Widmer & Joana Stocker
	DXB.1.4. Does the iPad Support Dialogic Teaching? Dr. Marion Engin & Senem Donanci	DXB.2.4. The Role of Academic Advisors in reinforcing academic integrity among students Khadija Mohamed; Nada Al Mansoori; Siham Al Zahidi; Aisha Alketbi; Salwa AlRais
12:00 - 1:00	Lunch - Foyer	
	Celebration of Faculty Scholarship/Scholarship of Teaching and Learning	
1:00 - 2:00	DXB.1.5. Classrooms on the Go: Flipping the Grammar Instruction through Mobile Technology Dr. Zeina Hojeij & Pinar	DXB.2.5. Panel Off-Campus small learning communities: Zayed University and Zabeel Ladies Club - A Case Study Dr. Roslyn Trezevant Haley Dr. Abdel Mohsen Mohammed Duaa Almahri Salama Alketibi Dina Hashim
	DXB.1.6. Using TI-Nspire to Enhance STEM Curricula in the United Arab Emirates Dr. Jason Johnson & Dr. Michael Bartlett	
2:00 - 3:00	DXB.1.7. Influences of Faculty Practices on Student Use of Mobile Learning Tara A. Waller	DXB.2.7. Emirati student and family perceptions of major and career choice Dr. Barbara Harold & Dr. Patricia Robinson
	DXB.1.8. The triple Flip: Using Mobile Technology to Flip Teacher Driven Corrective Feedback to Student-Centered Learning Dr. Zeina Hojeij & Zoe Hurley	DXB.2.8. The Role of Students' LI in Student Success Patricia Abu Wardeh

POSTER SESSIONS
ABU DHABI AND DUBAI

TIME	Student Academic Success
Venue	POS
9:00 - 9:30 9:00 - 3:00	Light Breakfast, and Refreshments - Foyer Poster Exhibits - Foyer
9:30 - 10:00	Plenary Session - Foyer
9:00 - 3:00 Poster Exhibits	POS.3.1. A Comparison of Statistics Course Anxiety of an Emirati University Female Students with the Western and Eastern Countries University Students Asmaa Ahmed Mohamed Ahmed
	POS.3.2. Student attitudes towards the mentally ill in the United Arab Emirates Shaikha Mohamed Saif Saeed Khalfan Al Humairi & Dr. Jacqueline Widmer
	POS.3.3. Motivational profiles and Self-perception in academic settings Jamal Alhaj & Dr. Joana Stocker
	POS.3.4. Eating Disorders Prevalence and Determinants in UAE among Emirati Young Females Alla Mansour Mohamed Yahya Abdulla
	POS.3.5. The Relation Between Generativity And Psychological WellBeing With Boredom As A Mediator Maitha Ahmed Mohamed Abdulrahim Al Fahim & Man Cheung Chung
	POS.3.6 Use of gamification in Emirati classrooms: Its relationship with academic achievement Abdulla Saleh Buali & Dr. Joana Stocker
	POS.3.7. Fostering First Year Students Towards Success Shokha Yusef & Mahee Khalid
	POS.3.8. Student success: Strategies for improving information literacy skills in the first years of college Dr. Nii Sai Doku
	POS.3.9 Maximizing the Use of Technology: BlackBoard Internship Management Dr. Roslyn Trezevant Haley & Layla Khudoom

ABSTRACTS FOR SCHOLARSHIP OF TEACHING AND LEARNING

ABU DHABI SESSIONS

ABU DHABI
SESSION: AUH.I.I.

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COMMUNITY SERVICE LEARNING: SUCCESSFULLY ENGAGING EMIRATI BUSINESS STUDENTS

The rationale behind this study was to find out if community service-learning projects successfully engage Emirati business students. It sought to find out what motivated the students and if there was a greater depth of learning than with traditional class projects. Undergraduate Emirati students taking Business Communication (BUS 207) were given two assignments. The first assignment was a traditional research assignment. They had to research a country and present upon the intercultural communication characteristics of said country and how it compares to Emirati intercultural communication. The second assignment was a community service-learning assignment in which they were instructed to use business communication skills to do something good in their community.

Five months after the completion of the course, the students were interviewed about their learning experience with four guiding questions for each assignment. The sample was composed of six female Emirati students from Zayed University between the ages of 20 and 22. All participants had taken Business Communication in Fall 2013. They recounted their experiences with both projects regarding their enjoyment level, motivation, personal and educational learning outcomes and finally changes they would make to the projects. Upon completion of the interviews, the student responses were analyzed to look for common themes.

When asked to summarize the traditional class project, 66% of the students (4 out of 6) reported no impact. Students needed to be reminded about the content of the project because they had forgotten about it. One student stated: "The culture project [traditional class project] did not leave anything with me". On the other hand, when asked about the community service-learning projects, 100% of the students reported significant impact on their learning and personal fulfillment. They were able to discuss at length the details of their project despite six months passing since its completion. They recounted the activities they chose to do and the people they chose to work with. 100% of the case studies described experiencing fulfillment from this service-learning project. The students claimed to have enjoyed the project. They explained that they liked the project because it was real and they were doing something meaningful with the material learned in class. For example, one student said, "We communicated with each other and the community. We saw things and we did real things. I like courses where we go out and do things because these are the projects we will remember."

The results showed that the traditional class assignment had less of an impact on students. They reported less enjoyment and motivation. The main motivating factor was good grades. This research study reveals that students are less engaged with traditional class projects because most students only research what is required with little impact on learning outcomes. On the other hand, 100% of the students reported that the service-learning project had a significant impact on their learning and personal fulfillment. The results indicate that students are motivated by the level of happiness they experience doing the project, the tendency to surpass personal expectations and the projects alignment with Islamic values and responsibilities.

Based on these results, more service-learning projects should be incorporated in curriculum design within Emirati educational institutions. The service-learning projects promote significant impact on learning and personal fulfillment. These results lend themselves to Emirati success and can aid in the Emiratisation of the United Arab Emirates.

Robyn Albers hold a M.Ed. in TESOL from the University of Southern Queensland, BA English Honours from Bishop's University, Certificate in Principles and Practices of Online Teaching. She is an instructor in the College of Business and teaches business communication. Prior to the SoTL course offered at Zayed University in Spring 2014, she had very little experience with research. The SoTL course gave an opportunity for her to use IMG_3235 to conduct action research and publish a paper with Brad Johnson. The paper, Community Service Learning: Successfully Engaging Emirati Business Students, was presented at the 2015 International Conference on Learning and Teaching (ICTL 2015) in Singapore and published in the International Journal of Learning and Teaching.

Dr. Bradley Johnson holds a BA in Philosophy, a BA in Psychology, a MSc in Educational Psychology, and a PhD Education, form the University of Calgary (2006). Brad is the Director of the Center for Educational Innovation (CEI) at Zayed University in the UAE. The CEI is a multi-service academic unit providing support for faculty in the areas of Pedagogical Change, Educational Technology Integration and the Scholarship of Teaching and Learning. Brad's areas of research include Interprofessional Healthcare Education and Practice, Faculty Orientation Strategies for faculty new to working at transnational institutions, and the development and implementation of Mobile-Enhanced Learning strategies. He has presented on all of these topics at a wide range of conference venues in Canada, the United States, Europe, China, and the Middle East.

ABU DHABI
SESSION: AUH.I.2.

DR. HEBA BARAZI

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FEASIBILITY OF IMPLEMENTATION OF DIGITAL TEXTBOOKS IN BIOLOGY AT ZU

Reading and comprehension of complex scientific concepts can be challenging and at times impractical for students through the means of traditional textbooks. Digital books can present the same content as traditional textbooks, with the advantage of larger text fonts, clear visual graphics, fingertip access to word definitions and pronunciations, across book search and links to web searches, and inbuilt chapter summary quizzes providing instant feedback. One of the key advantages is the portability and accessibility of digital books. Students would be able to read intermittently and access material at their own pace during short breaks between classes throughout the day enhancing comprehension and retention of information.

A course teaching biological concepts relating to plant and animal anatomy and physiology implemented the use of a digital version of a course textbook, which was accessed via an app on the iPad. Students across two campuses attending the same course, taught by two Zayed University instructors, one at the Abu Dhabi campus and one at the Dubai campus, using the same course syllabus, course material and final exams were provided with the digital book on an iPad by the institution. This implementation is part of an ongoing study looking at the impact of incorporating mobile technology targeting defined pedagogical opportunities on student learning.

In this report, we describe the design of the implementation, the platform used and address issues encountered. Inkling as a host application for the digital book was chosen for the potential of interaction and collaboration between both instructors and students. The app enabled notes to be shared amongst instructors and students at any point in the book, which was a clear advantage to just a PDF version of the book. A number of finite licenses were purchased and installed on university owned iPads for distribution to students. Short reading assignments covering various topics throughout the course were designed to ensure that students accessed and used the book. Instructors posted questions directly in the digital book using a note feature within Inkling. Students from both campuses could access and respond to questions enabling an interactive discussion prior to the content being covered in class. Instructors then graded students' answers and comments.

There were a number of issues regarding implementation of the digital book using the Inkling application.

1. The general business model for digital books license purchase is based on individual purchase. At ZU instructors are responsible for purchase of licenses, which are then owned by the university. Administration of licenses is arduous and time consuming.
2. The iPads are owned by the CEI adding another layer of administration of the licenses. iPads are returned by students at the end of the semester to the CEI making it impossible to track those with the digital book license for distribution to the next cohort of students the following semester. The time consuming process of iPad set up at the beginning of the semester and subsequent deregistration of licenses and applications are undertaken by instructors.
3. An unfortunate feature of the Inkling app is that notes made within the digital book cannot be deleted. The format of the collaborative reading assignments therefore had to be changed, as in subsequent semesters the digital books owned by ZU would be too crowded with notes. The reading assignments moved to Notability to minimize writing within the digital books and the collaborative forum was lost.
4. Licenses were shared between students due to prohibitive costs, however two students sharing a book license cannot access the book at the same time, restricting access and preventing in class reading exercises.
5. Students on the whole were very receptive to using a digital book and enjoyed the ease of accessibility. A small number vocalized their preference of traditional textbooks and were more resistant to the switch.

Accessibility to information is of key importance for learning. Courses that enable and encourage students to learn at any time throughout the teaching day, without having to wait until they have access to physical textbooks, typically heavy and locked up in the locker, will enhance retention of information and promote independent learning. Additionally visually appealing graphics and fun learning tools will help students grasp key concepts providing different approaches to the content. Digital books have been shown to be effective study tools, however the feasibility of implementation is complicated by the ownership of course licenses residing with ZU instead of students.

Dr. Heba Barazi teaches basic sciences courses within the department of Natural Sciences and Public Health, where she has spearheaded the implementation of mobile technology to increase student learning. Dr. Barazi is actively engaged in scholarly research in Education to evaluate the effectiveness of educational technology and identifying opportunities for leveraging resources to improve student engagements and learning. Prior to joining ZU, Dr. Barazi spent over 14 years doing health related research in an industry setting. This experience drives her to focus on research with direct potential for translation into a health impact. In her current health science research at ZU, she is engaged in two of the major health problems in the UAE, Smoking and Diabetes.

Janine Tan teaches within the NSPH Department courses on Biological Concepts I and II and Ecology and Conservation. She has been involved in application of mobile technology within the majors at ZU since Spring 2013. Janine has worked on a long-term study with collaborator Dr. Heba Barazi at ZU Abu Dhabi looking at incorporation and implementation of iPads within teaching in Biological Concepts II. Janine is presently working on research projects on the dispersal of the Arabian longhorn beetle and arthropod biodiversity within native and non-native tree species within the UAE.

ABU DHABI
SESSION: AUH.I.3.

DR. JASE MOUSSA-INATY

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HOW CAN STUDENTS WRITE BETTER REFLECTIONS?

Reflections are powerful tools for growth and intellectual development. Reflective writing provides a chance to reinforce writing skills especially when written regularly and effectively. It is no surprise that the writing of reflections is common practice at a Federal Institute in the United Arab Emirates (UAE).

The research presented in this session sought to explore possible differences in reflective writing once guidelines were presented to a group of interns in the College of Education. Text analysis of written work samples were used to determine possible differences in reflective writing. Results showed that most students preferred to use the guiding question while writing their reflections.

Results also indicated a significant improvement in the quality of written reflections after reflection-guiding questions were not only presented but also used. This study contributes to the knowledge base of reflective writing of Emirati students and emphasises the importance of support in the form of guiding questions. Educational implications and future research direction are discussed.

Dr. Jase Moussa-Inaty, Australian with a Lebanese background, is Assistant Dean and Associate Professor of Educational Psychology in the College of Education at Zayed University based in Abu Dhabi. She received her MEd degree in Education with an emphasis is Educational Psychology from the University of Sydney, Australia and her PhD in Educational Psychology from the University of New South Wales, Australia. Since 1994, she has had various experiences with students of all age groups through supervising a day care and counseling and teaching school students to lecturing university students. Most of her teaching experience has been in the Middle East, although during her candidacy and prior to completing her PhD, Jase taught at the University of New South Wales for several years. In addition to her teaching duties at ZU which involve undergraduate and graduate students, today Jase is actively engaged in conducting research and offers a wide range of workshops and presentations for professional development on a wide variety of topics including cognitive processes, metacognition, enhancing thinking skills, teacher effectiveness and learning outcomes, instructional design, effective teaching and learning. Though her main area of expertise lies around cognitive load theory, other research interests include science and science anxiety, science and self- efficacy, foreign language acquisition, motivation, multimedia and blended learning, and parental involvement.

ABU DHABI
SESSION: AUH.I.4.

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L2-STROOP: INNOVATIVE ASSESSMENT OF SECOND-LANGUAGE READING AUTOMATICITY IN EMIRATI COLLEGE STUDENTS

Reading automaticity is the ability to rapidly and effortlessly read written words. This skill develops gradually when initially learning to read, however with practice, effortful conscious processing is eventually replaced by an automaticity that is both difficult to suppress, and limited in the demands it places on visual attention (Brown, Gore, & Carr, 2002; Rawson & Middleton, 2009). The positive relationship between reading ability and Stroop interference has received much empirical support. In children learning to read, for example, Stroop interference has been found to initially increase with reading ability (Peru, Faccioli, & Tassinari, 2006).

Similarly, Stroop inference appears to increase with nascent proficiency in a second language. For example, Stroop interference was positively correlated with second language reading ability, in a group of Dutch students learning Japanese (Braet, Noppe, Wagemans, & Op de Beeck, 2011). It should be noted however that there are a few studies that have failed to observe the expected interference effect (Everatt, Warner, Miles, & Thomson, 1997; Faccioli, Peru, Rubini, & Tassinari, 2008; Protopapas, Archonti, & Skaloumbakas, 2007). However, such findings are generally explicable in terms of the population being studied, for instance, older adults or individuals with dyslexia (Braet et al., 2011). Therefore, Stroop interference as an index of reading automaticity is particularly well supported in cognitively unimpaired individuals in the early stages of learning to read a second language. This is likely to be especially the case when the second language has a distinct orthography (for example English and Arabic). If we don't know what the symbol 'red' means, it is highly unlikely to interfere with our color naming ability.

Despite more than 50 years of research into the Stroop effect the ideas have not been harnessed into a standardized assessment of reading automaticity. Computers greatly facilitate this process and this study aimed to develop a simple bilingual, self-administered Stroop test capable of assessing Stroop interference across two languages. To assess the predictive validity of this assessment Stroop interference for Arabic (L1) and English (L2) color words were recorded in two groups of Emirati students; advanced English speakers (senior students) vs. beginners. It was hypothesized that Stroop interference in L2 would be greatest for the senior students, and that there would be no group differences in terms of L1. A between-subjects design was used with an opportunity sample of female college students (N=60). Participants were assessed using a computerized Stroop paradigm (L2-Stroop).

Group 1 were students enrolled in the university's preparatory language program ('beginners', N=30). Group 2 were senior students ('seniors', N=30) at the same university, where the language of tuition is English. Seniors demonstrated significantly slower response times on the English version of the Stroop task. This was interpreted as greater reading automaticity in English. No differences were observed for the Arabic version of the task.

Overall, the findings suggest that the L2-Stroop software appears to have potential as an innovative assessment of second language reading automaticity. The computerized Stroop task clearly discriminated between beginners and seniors in terms of English language reading automaticity. The ease with which participants assessed themselves using L2-Stroop suggest that, with further refinement, it could become a routine aspect of assessing individual learning outcomes in the context of second language learning. Future research might look at exploring larger samples and establishing norms. Similarly, institutions might consider using such a technology to assess program level learning outcomes in the context of second language learning.

Dr. Justin Thomas, Phd. Cpsychol. is presently an Associate Professor of Psychology at Zayed University in the United Arab Emirates (UAE), where he undertakes research, and teaches in both graduate and undergraduate programs. Dr. Thomas has published numerous peer-reviewed articles exploring culture, cognitive processes and psychological well-being. He is also the author of 'Psychological Well-Being in the Gulf States', published by Palgrave Macmillan.

Fiza Hameed, an applied professional in Paediatric Neuropsychology, is a Faculty Instructor at Zayed University since January 2012 teaching psychology courses in both the College of Education and College of Sustainability Sciences and Humanities. Within the research arena, she is currently engaged in community wide initiatives focusing on the development of bilingual screening measures and test batteries for children with learning difficulties and/or special needs. Ms. Hameed is also an active member of the university student affairs committee and is an advocate of student engagement & collaborative inter-collegiate initiatives. Prior to her academic career, Ms. Hameed trained in psychometric testing in clinical psychology for children and early adolescents.

ABU DHABI
SESSION: AUH.I.5.

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SEEING THROUGH LEARNERS' EYES: STUDENTS' PERCEPTIONS OF INSTRUCTOR FAIRNESS

Students' satisfaction with their learning experiences is an important contributory factor in their academic success (Burns & DiPaola, 2013). Because the quality of students' learning experiences is affected by the actions and attitudes of their instructors, students' perceptions of how they are treated by faculty is one important dimension to the measurement of overall student satisfaction. The results of a standardised institutional survey of student satisfaction (the Noel-Levitz Student Satisfaction Inventory) administered in a tertiary institution in the UAE revealed that, although students were generally satisfied with their university experience, many felt that faculty are not always fair in their treatment of them as individuals. This was a surprising finding, and it was important to investigate the students' perception further.

In order to understand their perspective, focus group discussions were conducted with students to probe beneath the quantitative survey results, and to uncover the meaning of their lived experience, as focus groups help reveal the meaning of experiences that are not currently understood (Cresswell, 2003; Denzin & Lincoln, 2011). Ten focus group interviews were conducted with students in the pre-baccalaureate program, comprising 7 female and 3 male groups from various levels, representative of the program demographics. All focus groups were conducted in Arabic by experienced bilingual members of the department, and all were audio- recorded for transcription, translation, coding, and analysis by theme afterwards.

Student concerns about three types of fairness emerged from the study: interpersonal, academic, and procedural. The first major theme in terms of frequency is that of interpersonal fairness, which is a central concern for the students. Being treated fairly by faculty - for example, including all students in classroom discussions - is very important for them. Academic unfairness also emerged as a major theme, especially with regard to consistency in faculty grading practices. Providing students with formative feedback on their academic performance is also very important in the students' eyes, as is spending time with individual students. Procedural unfairness was also a major theme, especially with regard to the recording of attendance. Other more minor themes, in terms of frequency, included perceived unfairness in program structure, and issues with campus access and egress.

It has been argued that universities need to listen to what students have to say in their own words, and incorporate such feedback into their priorities (Grebennikov & Shah, 2013). From this study, it is clear that interpersonal relationships with faculty are very important for Emirati students, who possess high levels of emotional intelligence. Providing time for instructors to meet with students as individuals is thus a very important consideration. In a multi-section program, moderation and standardization systems that help with consistency in academic grading from section to section are also important considerations for program planners. Furthermore, the establishment and maintenance of common procedural elements, for example with regard to attendance recording and campus access, are also important institutional considerations.

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Dr. Kay Gallagher is the Associate Director of the Academic Bridge program at Zayed University. She has been a leader in tertiary learning and teaching in the UAE for several years, first at the Higher Colleges of Technology where she was Chair of the Education department at Abu Dhabi Women's College; and later at Abu Dhabi Education Council's teachers' college (ECAE), where she was Head of Education Studies and Acting Head of English. In the past, Kay was the founding Principal of a progressive multicultural school in Ireland, and was a Teaching Fellow in English Language Education at the University of Hong Kong. Kay has published and presented on aspects of learning and teaching at international conferences in the USA, UK, Singapore, Oman, Qatar, Australia, and the UAE. She is a former co-editor of the journal, Education, Business and Society: Contemporary Middle Eastern Issues. She recently completed the international SoTL leadership course from the University of British Columbia. Kay's research interests include language-in-education, language teacher education, teacher professional development, and practitioner research focused on the development of teaching and learning.

ABU DHABI
SESSION: AUH.I.6.

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QUALITY ASSURANCE THROUGH ANALYZING "CLOSING THE LOOP" ACTIONS

This presentation takes the perspective that assessment of student learning outcomes at the program level is an essential component of any quality assurance process for higher education institutions. It uses one institution's learning assessment program to analyze the quality of closing the loop actions and evaluate the degree to which stated actions are actually meaningful as a way to gauge an assessment program's effectiveness.

Closing the loop, or implementing improvement actions based on student learning data, is recognized as the most important aspect of the learning outcomes assessment cycle, but it is also the most challenging. Using content analysis as a method for a meta-assessment, this paper will present data from over 3 years of learning assessment reporting across both undergraduate and graduate levels and, where appropriate, use this data to suggest assessment program enhancements to better create an institutional culture of continuous improvement.

Results indicated that, with acceptable levels of closing the loop actions attributed to 72% of the learning outcomes assessed, this is a very meaningful way to gauge an assessment program's effectiveness and to identify areas for improvement. The study also provides practical solutions for enhancing an institution's learning outcomes assessment program. The institution under study has been commended by the Middle States Commission for Higher Education for its culture of assessment, while the assessment program has been recognized by the National Institute of Learning Outcomes Assessment, the Commission for Academic Accreditation, and various other organizations.

Dr. Kevin Schoepp is the Director of Educational Effectiveness at Zayed University. His role in educational effectiveness includes learning outcomes assessment, accreditation, and program review. He has a doctorate in higher education leadership from the University of Calgary and has presented papers at numerous conferences including the Assessment Institute, the ABET Symposium, and the Arab Network for Quality Assurance in Higher Education. He has published in a variety of journals such as Assessment Update, International Education, and the Near and Middle Eastern Journal of Research in Education. His current research interests are in the development of effective and sustainable assessment and accreditation processes, creating a culture of assessment to foster continuous improvement, and in assessing ABET's professional skills.

Scott Benson serves as Quality Assurance Coordinator in the Office of Organizational Effectiveness in Zayed University. His role in quality assurance involves professional development, learning outcomes assessment and continuous quality improvement. He has a M.S. in Organizational Performance and Workplace Learning from Boise State University and an M.A. in TESOL from Southern Illinois University. He has presented at conferences in Oman, Qatar and the UAE and has published in the International Society for Performance Improvement's journal, Performance Xpress. His current research interests include meta-assessment and facilitating a culture of assessment and learning.

ABU DHABI
SESSION: AUH.I.7.

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BEST PRACTICES FOR SUCCESSFUL UNDERGRADUATE EDUCATIONAL LEADERSHIP: A SCHOLARLY ACTIVITY AT ZAYED UNIVERSITY

Educational leadership is a skill that flourishes with experience in teaching and learning. While some professors have the talent of good teaching practices, talent is often not enough. Research-based practices with evidence are necessary for a successful career in education. Nevertheless, not all scholarly teachers are required to be engaged in the scholarship of teaching with research activities.
This talk will cover two main ideas. First, the talk will elaborate on the best practices for successful undergraduate educational leadership. Then an overview of a scholarly activity conducted at Zayed University in Abu Dhabi, will be presented. The talk will be based on the concept of "What I hear, I forget. What I see, I remember. What I do, I Understand" by Lao Tse, a philosopher and poet of ancient China.

The research activity run at Zayed University is about the use of electronic assessment tools (e.g. quizzes, midterms and exams) with interactive hints and prompt feedback. It is an action research with a pre- and post- intervention design. The goal of the study is to evaluate the importance of an intervention, namely the interactive hints, in the pedagogical experience of students registered in General Chemistry II within the College of Sustainability Sciences and Humanities. Interactive feedback informing the students about their mistakes is expected to improve their knowledge and hopefully inc
A pilot study was conducted during Fall 2014 and preliminary results will be presented. The exams were delivered online through Blackboard. Respondus lockdown browser was used to block students from browsing the Internet or their electronic files and folders while writing the quiz or exam. For this study, quantitative and qualitative analyses were completed for investigating the significance of interactive feedback on the learning experience of undergraduate students. Grades of students who completed the exam with the intervention of hints were compared to grades of students who completed the exam without hints. For the qualitative analysis, students registered in General Chemistry during Fall 2014 completed, on an optional basis, a survey. The questions on the survey asked students for feedback about their overall experience with electronic quizzes or exams. It also explored the extent to which the hints were useful or helpful to them.
Preliminary results showed that the intervention of hints with dynamic electronic assessment tools is effective in helping students improve their grades and expand their knowledge. However, the activity was fraught with difficulties, especially when it comes to technology use and implementation. The multiple barriers faced in this study will be shared along with ways of addressing and overcoming them

Dr. Alya A. Arabi is an Assistant Professor of Chemistry at Zayed University, UAE. She received her PhD in Chemistry from Dalhousie University, Canada in 2012. Prior to starting her graduate studies, in 2008, Alya was awarded a Bachelor of Sciences Honours degree with highest aggregate in 2008 from Mount Saint Vincent University, Canada. Alya is the recipient of prestigious academic awards including the Killam Predoctoral Scholarship (2008-2010), Alexander Graham Bell Canada Graduate Scholarship (2008-2009), and Natural Sciences and Engineering Research Council Graduate Scholarship-Doctoral (2009-2012). In 2012, Alya was lecturer at Mount Saint Vincent University in Canada. She then moved to the United Arab Emirates (UAE) to accept in February 2013 an adjunct faculty position at Abu Dhabi University for one year. In March 2014, she joined the College of Sustainability Sciences and Humanities at Zayed University, UAE. Alya's research interests lie in the investigation of chemical and biochemical systems using computational tools.

ABU DHABI
SESSION: AUH.I.8.

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MIDDLE EASTERN UNIVERSITY LIBRARIAN PERSPECTIVE ON KNOWLEDGE MANAGEMENT AND ACADEMIC INTEGRITY

The difference between knowledge sharing as enabled in a knowledge management (KM) environment, and academic honesty continuously needs clarification and reinforcement in academic institutions. In the United Arab Emirates (UAE) education system, as in most countries around the world, academic integrity is considered as very important in determining the quality of students and faculty that come out of a university. According to Kirk (2010, p.41), among UAE plans is an emphasis on the significance of "academic integrity policies to give value to awarded degrees".

One of the UAE Ministry of Higher Education Strategic goals for 2011-2013 is to "support scientific research and encourage innovation". Supporting innovation carries with it a KM agenda. The UAE National Qualifications Authority (2013, p.11), in a document giving an overview of performance in the education system clearly explains that a knowledge agenda implies a shift in the education system, mainly in the teaching-learning process. Because the current information environment broadly uses internet-based applications that come in a variety of formats, academic institutions concern themselves with how the availability of these resources impact teaching and learning.

This presentation uses a KM approach in discussing the academic integrity topic. The view is that good academic conduct or academic integrity helps students learn, and the academe guides them in order to attain high quality qualifications. This is a review of literature relevant to the Middle East, and specifically the UAE. Academic integrity concepts are introduced and discussed for relevance and importance. It is clear that the academic integrity concerns in academic institutions in the UAE are shared elsewhere. What varies is how different places cope with the challenges they face. There are issues to do with region, language, age, internet, social expectations involved. The better the quality of perceived products of a university, the more likely employers are encouraged to provide internship opportunities, hire the graduating students, and the more the reputation of the university is perceived to be superior.

The discussion that results is about its corporate image - making a case for aligning higher education policy with how teaching and learning is taking place at an individual institution. Furthermore, the ground is fertile for the use of KM principles to strategically position academic institutions and their libraries in the UAE in a changing information environment. KM theory, with its emphasis on creativity and innovativeness, is suited for current library practice that focuses on user-oriented services. As a part of an academic institution, the library should be exemplary in championing and strengthening the existing KM practices and use of information technologies to maximize the use of information and knowledge, especially in academic integrity initiatives and guidance.

Dr. Judith Mavodza is Associate Professor, Instruction Reference Librarian at Zayed University, Abu Dhabi Campus. She has 28 years' experience as an academic librarian in Zimbabwe, Austria, US, and UAE. Her Current work includes instruction and working as liaison librarian for supporting research needs of the academic and research community. Her areas of research interest include reference and information literacy instruction, academic library services, marketing and assessment of library services, professional development of librarians, and knowledge management. She is an editorial advisor to the Evidence Based Library and Information Practice Journal, and is a published author of several scholarly journal articles, book chapters, as well as a presenter at a number of professional/ academic conferences. She completed a BSc (Honours) Sociology at the University of Zimbabwe (Harare), a Post-Graduate Diploma in Library Studies at the University College London (UK), M.A. in Library Studies at the University of London (UK), and a Doctor of Literature and Philosophy in Information Science at the University of South Africa (Pretoria).

ABSTRACTS
FOR
SCHOLARSHIP OF TEACHING AND LEARNING

DUBAI SESSIONS

DUBAI
SESSION: DXB.I.I.

DR. CINDY GUNN

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HELPING STUDENTS SUCCEED IN CHEMISTRY, MATHEMATICS AND ELECTRICAL ENGINEERING CLASSES

This presentation will outline three recent SoTL research projects undertaken at American University of Sharjah (AUS) investigating ways to enhance the learning opportunities provided to AUS students in first year Math and Chemistry classes and second year students in Electrical Engineering classes.

The first project, entitled, Using iPads in University Mathematics Classes: What Do the Students Think? investigated regular use of iPads in two classes of undergraduate AUS students enrolled in Math 001 "Pre-Calculus for engineers" over the course of one semester. Overall, the students reported positive impressions regarding the use of iPads in their Mathematics classes and noted that they could see both the value and the drawbacks that the use of iPads in their Mathematics classes would provide. However, only 47% stated that they would join an iPad class in future semesters. The findings suggest that as supplement to instruction the use of iPads has the potential to enhance the learning process, but classes delivered using iPads only would not meet the educational requirements or expectations of the study's participants.

In the second project entitled, Utilizing active learning strategies to enhance learning in first year university chemistry courses, active learning activities were introduced in two sections of the non-science general chemistry course during the Spring 2012 semester to enhance students' understanding of chemistry to ultimately help them raise their grades and their interest in the subject. Results from the semester long investigation indicate that in spite of a few drawbacks, the introduction of active learning techniques in the courses was a successful endeavor. Given that the subject matter is challenging for non-science majors, the incorporation of active learning techniques allowed students to show the areas they needed help with in a non-threatening manner. This, in turn, helped encourage the students to take risks and become active, engaged participants in the class.

Finally, the third project entitled, Lecture Capture in Engineering Classes: Bridging Gaps and Enhancing Learning, lecture capture was used in Engineering classes to provide students with the opportunity to enhance their understanding of the course content. Every class during the semester was recorded and the videos were made available to the students 24 hours a day, seven days a week thus allowing students to bridge the gap between what they have understood in the formal class setting and what they are able to better understand after reviewing the videos in a more informal, relaxed environment. The results show that the students consider lecture capture an effective tool to help them succeed in the course. In addition, most of the students indicated that the availability of the videos did not encourage them to skip or miss any classes. The main drawback was associated with technical difficulties, which resulted in some wasted time

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Dr. Cindy Gunn is the Director of the Faculty Development Center (FDC) and Professor in the Department of English at the American University of Sharjah (AUS). Before joining AUS in 2001, she lived and taught in Canada, Japan, New Zealand, Thailand, Turkey and the United States. While a member of the English Department at AUS, she helped to develop the MATESOL program and the Education minor. Her main research paradigm is Exploratory Practice focusing on the contributions teachers and learners make to classroom research. Her main research interests are reflective teaching and learning, materials development and technology use in Education. In her role as Director of the FDC she facilitates a topic-based learning community and offers workshops devoted to the Scholarship of Teaching and Learning. Numerous SoTL projects have emerged from the learning communities and the workshops many of which can be found in the edited volume entitled, Enhancing Teaching and Learning in the United Arab Emirates: Reflections from the Classroom.

DUBAI
SESSION: DXB.I.2.

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EXTENDING THE FLIPPED CLASSROOM MODEL: DEVELOPING SECOND LANGUAGE WRITING SKILLS THROUGH STUDENT-CREATED DIGITAL VIDEOS

Technology has become a significant part of university life (Goode, 2010), and students are immersed in a multimodal environment both inside and outside the classroom. The challenge facing educators in higher education is how to leverage the students' interest and experience of technology in fulfilling the learning outcomes of a course. In a second language learning context, this means incorporating technology to develop the learners' writing skills in terms of linguistic accuracy, fluency, organization, and lexical appropriacy. Kirkwood and Price (2013) call for a scholarly approach to examining the impact of technology on learning. Drawing on a review of the literature, they conclude that instructors tend to choose a technology and teacher-led approach, rather than a learning and learner-led approach. Thus, a scholarly approach to exploring the impact of technology on learning involves inquiry and evidence, as well as reflection of one's own teaching practice and learning within one's own context (ibid, 2013).

This presentation describes a project which aimed to leverage the students' interest and experience of technology and multimodal environments to develop their academic writing skills and second language learning. Students were expected to follow a model, research a topic, and craft a digital video tutorial on an aspect of academic writing which would form part of the already established flipped classroom model. Feedback from students suggests that there was tension between students as producers, and students as consumers. Student-created videos promoted second language learning through research, simplification, explanation, and encouraged more focus on form, promoting accuracy in English. However, it was also noted that students prefer a teacher explanation than a peer explanation and there were concerns over the "trustworthiness" of a peer-produced video tutorial.

Dr. Marion Engin has been teaching and training for over 26 years. She has an Ed.D. from the University of Bath. She has worked in primary, secondary and tertiary education, as a teacher and teacher trainer in the UK, Turkey, and the United Arab Emirates. She has trained on CELTA and DELTA courses, and has taught on M.Ed. programmes in Turkey. In Turkey she worked extensively with pre-service teacher trainees in secondary and high schools. Her research interests lie in the application of sociocultural theory to second language learning and teacher education. She has published articles and book chapters in the areas of sociocultural theory, scaffolding of teaching knowledge, peer observation, flipped classroom, and motivation for studying at higher education.

DUBAI
SESSION: DXB.I.3.

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THE EFFECT OF USING THE IPAD ON STUDENTS' PERFORMANCE IN WRITING

The potential for enhancing teaching and learning through technology has been particularly of interest to Higher Education. This session will present a pilot study, which examined the pedagogical potential of integrating mobile tablets, the iPad, into academic writing at Zayed University undergraduate courses. Since spring semester 2011, mLearning technologies have been introduced to students and faculty at this university. The purpose of this study was to ascertain the extent to which iPads can aid students in their writing.

In spring semester 2014, 77 students from Composition III course were assigned a writing activity in which the same groups used a traditional bound print text and pen on one occasion and iPads on another to access equivalent text through Blackboard content. Standardized teacher assessment grades and survey data were gathered from students who had been using iPad in the classroom for a minimum of 2 semesters. While the majority of students strongly felt that iPads could assist them in their writing performance, their standarised test results revealed no significant positive impact on their performance

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Dr. Marielle Patronis is an Assistant Professor in the Department of English and Writing Studies at Zayed University. Marielle holds a Doctorate Degree in Educational Studies from the University of Sheffield in the UK. Her research interest lies in the field of elearning and language acquisition. Her research has been published in many international conferences such as Computer Aided Language Learning (CALL), EDULEARN International, CamTESOL, AILA and Online Learning Consortium Conferences. Marielle has over 30 years experience as a language teacher at a university and tertiary level and over 15 years experience in blended learning design, development and delivery of courses. Prior to joining Zayed University in 1998, Marielle was a Lecturer in teaching English as a Second Language in the University of Sheffield, and in Leicester Tertiary College and Sheffield in the UK

DUBAI
SESSION: DXB.I.4.

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QUALITY ASSURANCE THROUGH ANALYZING "CLOSING THE LOOP" ACTIONS

Despite the challenge of coining a single definition due to its rapidly changing nature, mobile learning, also referred to as " learning with handheld devices" (Hockly, 2013, p.80-81) can be defined as the "processes (both personal and public) of coming to know through exploration and conversation across multiple contexts among people and interactive technologies" (Sharples et al., 2009, p.225). Recent decades have witnessed a huge change in teaching practices with the entry of mobile learning into the global education scene in all fields and at all levels and contexts. Their wide availability, choice and continuous advancement have made technology inseparable from teaching and has necessitated a thorough understanding of '21st Century Learning' and the use of learning tools and theories that need to be reviewed in accordance with it (Stillar, 2012). In fact, mobile technology is now "in the DNA" of present and future generations, and most of the current college students are referred to as the 'Net generation' who prefer a dialogue to a lecture and who expect to be more active participants in the way they interact with the world and as a result; in the way they are educated (Geist, n.d., 758-759).

These advancements have also made it necessary for the teaching professionals to re-consider their role to be more of a facilitator or guide rather than a lecturer who has full authority (Stillar, 2012). Accordingly, in an effort to utilize mobile learning, Zayed University incorporated the use of iPads into teaching from 2012-2013 Academic Year onwards. This presentation will describe a research project which aimed to explore the impact of iPad use on classroom talk and classroom interaction in an ESL and EAP context in the United Arab Emirates.

Firstly, the presenters will briefly summarize the principles of dialogic teaching. Dialogic teaching "harnesses the power of talk to stimulate and extend pupils' thinking and advance their learning and understanding" (Alexander, 2010, p.1). The fundamental principles of dialogic teaching are that it is cumulative, reciprocal, supportive, purposeful, and collective. There will be specific reference to the relevance of dialogic teaching to second language learning. The presenters will briefly explain the methodology used in the research.

Data were collected from lesson observations, lesson audio recordings, and interviews. The main focus of the presentation will be a presentation of the data which emerged from the study, in the form of transcripts of classroom talk and classroom interaction. There will be discussion of the data, and links made to dialogic teaching. The presenters will focus on the extent to which the use of iPads creates opportunities for dialogic teaching, and the extent to which the iPad inhibits opportunities dialogic teaching.

To conclude, the presenters make recommendations on how teachers and students can adopt a more dialogic stance in the classroom, which creates opportunities for purposeful, academic, and pedagogic discourse.

Dr. Marion Engin has been teaching and training for over 26 years. She has an Ed.D. from the University of Bath. She has worked in primary, secondary and tertiary education, as a teacher and teacher trainer in the UK, Turkey, and the United Arab Emirates. She has trained on CELTA and DELTA courses, and has taught on M.Ed. programmes in Turkey. In Turkey she worked extensively with pre-service teacher trainees in secondary and high schools. Her research interests lie in the application of sociocultural theory to second language learning and teacher education. She has published articles and book chapters in the areas of sociocultural theory, scaffolding of teaching knowledge, peer observation, flipped classroom, and motivation for studying at higher education.

Senem Donanci has worked in the areas of ESL and EAP in various capacities as an instructor, syllabus coordinator, teacher trainer and examiner in tertiary contexts in Turkey and the UAE for over 20 years. She holds a Master of Applied Linguistics degree in Language Program Management from Macquarie University, Sydney, and a Bachelor of Arts degree in English Language Teaching from The Middle East Technical University, Ankara. She is a certified teacher trainer and International English Language Testing System (IELTS) examiner. Her areas of interest are curriculum development with a focus on the Common European Framework of Reference for Languages (CEFRL), the impact of mobile learning on second language learning, the flipped classroom model, motivational attitudes with a focus on Generation Y, dialogic teaching and exploratory talk. She currently teaches English composition courses in University College, Department of English and Writing Studies.

DUBAI
SESSION: DXB.I.5.

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CLASSROOMS ON THE GO: FLIPPING THE GRAMMAR INSTRUCTION THROUGH MOBILE TECHNOLOGY

This research project focuses on the effectiveness of flipped classrooms. We have found there is a need for more research studies on the practices, opportunities and quality of instruction in flipped classrooms, and on the role of the teaching faculty as well as the learners in these types of classes. As the available research on the effectiveness of flipped classes is still limited, the researchers will use the general guidelines for effective teaching practices in referring to a framework of best practices.

The aim of this action research is to lead to developments in teaching practice by examining an alternative approach to teaching using mobile technology. This research also aims to develop alternative methodology addressing time constraints instructors experience in class. Class time is used to cover topics that could easily be dealt with by the learners on their own time outside the classrooms whereas class time could be saved employing mobile technologies in an alternative teaching approach.

This project is a problem-based learning analysis of faculty and students' attitudes, perceptions and practices towards flipped classrooms. The purpose of this project is to identify the claimed benefits of flipped classrooms and to evaluate whether research-based principles of effective teaching and learning are achieved. The researchers themselves teach the classes for this project. Lessons are divided equally among flipped and traditional method. Then after each lesson (grammar point) is completed, the students will be tested. There are two groups of students involved. Each group has an equal number of flipped lessons and traditional lessons, enabling the researchers to expose all students involved to both teaching methods. The data for this project is collected anonymously from student exam results, surveys using Survey Monkey as well as from faculty journals. Comparative analysis of the effectiveness of the chosen methodology is made based on the exam scores. In addition, attitudes and opinions about the flipped classroom are gathered through the survey. The participants are all ZU female ABP students in intermediate level Academic English classes. The sample consists of 50 students.

This project is divided in three stages. Stage one involves making professional videos inserted in iBooks, each focusing on a certain aspect of English Language grammar. These iBooks are disseminated to students as assignments prior to actual class time. To achieve this stage, first of all flipped classroom material are created; short 2-4 minute videos explaining the content of the English Language area (controlled practice activities are also prepared for each video using widgets, to be used in stage 2). We preferred not to use any human voice or human characters to avoid student distraction that may be caused by different English accents, voice tone or human outlook. We have chosen not to combine human voice with music, as we are aware that some students do not listen to music due to religious preferences. Music on its own is used in the content background of the videos so students have the option to mute if they prefer not to listen to music.

To further respect the culture and to make the videos appeal to everyone cartoon characters are specifically chosen, which helps us avoid stereotypes and cultural mishaps. To keep the students interested, we have decided to move some videos into context. Therefore a story line has been created and these videos are scattered among the other videos. This will aid us maintain a flow as well as variety addressing different student learners. Having context in some of the videos will help student participants feel engaged and motivated.

All relevant videos are inserted into iBooks. Therefore, there are 6-8 iBooks that cover the grammar curriculum objectives of ABP intermediate classes, used as part of flipped teaching practice. The iBooks are placed in class folders on webdav and students are asked to download the relevant iBook on to their iPads/mobile devices before they leave campus. They are asked to watch the videos and take notes about the content area before they come to class the next day. This is a crucial point in our research as we have noted that some of the female students either do not have internet access at home or are assigned to do other chores at home. Thus, they are not able to spend time on studying. Having them download the iBooks on to their mobile devices will bring flexibility to this issue. They will be able to watch the videos without internet connection and they will be able to study any time even on their way back and forth to school. Stage two is the actual implementation of the classes.

Each term, two intermediate level classes will participate in this study. One class will have flipped instruction for the first half of the term, while the other will follow traditional instruction. In the second half of the term the process will be switched. This will allow each class to be given equal learning opportunities. Having watched the videos and taken notes, once the students come to class they will be allowed to do the widgets and further semi-controlled practice. As such, language production will take place during actual class time. Stage three comprises of data collection.

The data collection process is founded on various evidence collection tools. The first one is data based on the results of grammar activities that will be prepared using widgets. The website sends the data to our emails once a student completes the activities. Secondly, the data collection will include test scores from both models of instruction for comparison. Thirdly, researchers will keep journals and note down carefully their experience and observations. Finally, a survey on student preferences and experience will be conducted at the end of each course and they will be given the option to reflect in Arabic, as the co-investigator of this research is an Arabic speaker. This, we hope, will increase the amount of communication between students and researchers.

Dr. Zeina Hojeij joined Zayed University in August 2013 as an Assistant Professor in ABP and an Adjunct in the College of Education. She currently teaches undergraduate and graduate courses in the CoE. She is an EdTech Mentor in ABP and is involved in supporting colleagues in the use of mobile technology. She also serves on the ABP's Research Committee. Dr. Hojeij completed her Doctorate of Education, in Educational Leadership and Administration at Saint Louis University in Missouri, USA in 2012. She earned a Master of Arts in Applied Linguistics and TEFL from Notre Dame University, Lebanon. She also has a Bachelor of Arts in English Language and Literature with a Teaching Diploma from the Lebanese University (UL). She is also a Certified Online Instructor (COI), CELTA and CELTYL certified, and an IELTS examiner. Dr. Hojeij has taught and coordinated a variety of courses across a range of levels of English and Education courses in higher education in Lebanon and the United Arab Emirates. Her research interests include Mobile Learning Technology, Educational Leadership, Applied Linguistics and Teaching & Learning. Her latest publication titled "Learning to Listen Effectively in EFL Classes" was in July 2013 in the International Journal of Bilingual & Multilingual Teachers of English. Dr. Hojeij is currently conducting research into the use of mobile technology for self/peer editing in process writing as well as flipping grammar instruction. She is also involved in an ongoing collaborative research project on using research to support mobile learning integration into curriculum. Her research was presented at the ACTA 2014 International Conference, in Melbourne and at the 21st Century Academic Forum at Harvard, Boston in March 2015.

Ms. Pinar Ozdemir-Ayber has been in the field of education since 1992. She has worked in Ankara, Istanbul and Dubai. At ZU she has taught in the ABP and she has also taught classes in COL and ICE. She received a BA in English Language and Literature from Hacettepe University, in her native country Turkey and later completed a Masters in TESOL at Aston University. She is a certified NLP practitioner and an IELTS examiner. Over the years, she has taught all age groups and has gained extensive experience in teaching across various contexts from secondary schools to MBA ESAP programs, Turkish Ministry of Education Teacher Training programs and the ZU Institute for Community Engagement (ICE) program. Her professional experience includes teacher training, curriculum and material development, level coordinating and Ed-tech mentoring. Her research interests lie in the areas of teacher feedback and error correction, development and evaluation of language teaching materials, cultural aspects of language in multicultural settings, technology-based teaching and M-learning. She has presented at major international conferences including TESOL Arabia, IATEFL and 21st Century Academic Forum at Harvard, in March 2015 and published in conference proceedings. She is the chair of ABP research committee and currently she is engaged in two research projects, on designing effective flipped ML material and on implementing ML into curriculum.

DUBAI
SESSION: DXB.I.6.

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USING THE TI-NSPIRE TO ENHANCE STEM CURRICULA IN THE UNITED ARAB EMIRATES

Smartphone, iPad, and Android are sample mobile devices that have such features as texting, voice command, and multimedia capabilities; and many mathematics educators are making use of them. The popularity of mobile devices has prompted education reformers to shine the light on these mobile technologies as vehicles suitable for transforming education and learning for the 21st century. Research questions for the current study are:
Are students able to make sense of mathematics using a mobile device?
Which features on the mobile device do students make use of to make sense of mathematics?

The current study is in the implementation stage. The study will examine four sections of COL 112 Mathematical Modeling for Business at Zayed University, Dubai campus. This course is designed solely for students who have a desire to major in business. The unit of analysis will be the four sections of COL 112 - two female and one male. Each member of the research team will be the instructor of record. For the study, each student would be required to download the TI-Nspire App. Qualitative data would be most appropriate to answer the research questions. Data for the research study will be: student completed teacher-created activities, pre- and post-survey, & pre- and post-questionnaire. All data will be triangulated with both research questions. All data will then be scrutinized by looking for emergent themes.

The current project will employ the framework designed by Vavoula and Sharples (2009). The framework, M3, is designed to effectively evaluate mobile learning. The framework consists of 3 levels: micro, meso, and macro. The first level, micro, examines the individual activities of the technology users and assesses the usability and utility of the educational technology system; second level, meso, examines the learning experience as a whole, to identify learning breakthroughs and breakdowns; third level, macro, examines the impact of the new technology on established educational and learning practices and institutions. This framework will allow the research team to analyze data based on these three levels. Since the purposed research study will be the first of its kind, the benefits of the research study are limitless. One such benefit is numerous research studies have examined Texas Instrument's calculators in the teaching and learning of mathematics (Johnson, 2009; Lapp, 2003); yet, no research study has examined mobile learning with TI-Nspire App in the teaching and learning of mathematics. Conversely, anecdotal evidence for the App can be found online. The current research study would start the conversation at the academic level for mobile learning - Nspire App - in the college classroom.

Dr. Jason Johnson teaches mathematics and mathematics for prospective teachers. He is especially interested in teaching mathematics for social justice, ethnomathematics, and effective use of technology in the teaching and learning of mathematics. Dr. Jason is from Buffalo, New York (USA) and has experience teaching mathematics at the elementary, middle grades, and secondary levels in the United States. A sample of Dr. Jason's works is featured in such journals as: Mathematics Teaching in the Middle School, Journal of Mathematics and Culture, New England Mathematics Journal, and Journal of Mathematical Sciences & Mathematics Education. Dr. Jason's work is also presented in the National Council of Teachers of Mathematics (NCTM) book series: Empowering The Mentor Teachers. Dr. Jason is currently an Associate Professor in the department of Mathematics and Statistics at Zayed University (UAE). Prior to joining Zayed University, he was promoted and tenured at Middle Tennessee State University (USA) where he worked with undergraduates, masters and doctoral students. He received his Ph.D. in Mathematics Education from The Florida State University (USA).

Dr. Michael S. Bartlett is a teacher of teachers. He is using this part of his career to show teachers many practical ways of using technology in the teaching and learning in a mathematics and science classroom. Michael is from Post, Texas (USA) and has experience teaching mathematics and science at the elementary, middle grades, and secondary levels in the United States as well as in the International Baccalaureate Programs in the United Arab Emirates. Michael has been instrumental in the Texas Instruments (n)spirelearning as well as Mathematics in Motion - STEM Activities with the NSpire. Michael is currently Executive Principal/Special Advisor to the Chairman at Al Wanda PS - American Academy in the UAE as well as the Professional Development Coordinator for Texas Instruments in the Middle East.

DUBAI
SESSION: DXB.I.7.

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INFLUENCES OF FACULTY PRACTICES ON STUDENT USE OF MOBILE LEARNING

It is sometimes heard amongst faculty of language teaching that they like to teach a particular skill over another. This may affect the way in which they teach that skill in the classroom. With the integration of mobile devices in modern society, we also have our own particular ways of using these devices. For example, an instructor may not like to read for pleasure on a mobile device herself. Then, she may not see the value or have the pedagogical knowledge of using the mobile device when teaching reading in the classroom.

However, to best prepare students for the changing learning environment, all methods are important to explore. Therefore, the investigator proposes to research the following question: What are faculty practices in teaching language using mobile devices in the classroom and how do these practices influence student use of mobile learning both within the language-learning environment and on their own?

Data will be collected from faculty and students using a semi-grounded qualitative approach. Faculty will be interviewed or participate in focus groups regarding their beliefs and perceptions of the use of mobile devices to aid their teaching of language as a pre-intervention marker. At the same time, students will be given a survey regarding their use of mobile devices for learning and their perception of the teachers' beliefs. During the intervention provided, data will be collected via observations, video recordings of classes, interviews and possibly diary entries by the participants to gauge how or if beliefs are changing. Once the intervention period is complete, participants will again be interviewed or surveyed to assess if any change in their beliefs regarding teaching and learning of language on a mobile device has occurred.

Likewise, the students will participate in focus groups or surveys to analyze if their own perceptions of language learning with a mobile device has changed based on the instructor's shift in teaching. As this study has been funded by the CEI's Mobile Learning Research Fund, the results have not yet been formed. However, it is hypothesized that instructor beliefs on the efficacy of mobile learning along with his/her knowledge of pedagogical practices using mobile devices have significant influence on student perceptions of learning with these devices.

A general look at mobile device use in relation to general teaching and learning beliefs is wanted as much as possible. The adoption of mobile devices in the classroom at our institution was not necessarily voluntary. However, there are a number of benefits to it. Therefore, if faculty can shift their understanding and alter their beliefs regarding the effectiveness of applying mobile devices to their teaching practice, then students may also begin to shift their study practices to learn more on the devices. As language learning is a challenging subject with or without mobile devices, effectively shifting beliefs that mobile devices can enhance learning beyond the classroom and paper-based activities, will be very important for this particular group of learners.

Tara Waller teaches in the Academic Bridge Program at Zayed University in Abu Dhabi, UAE. Currently, she is working for the university's Center for Educational Innovation (CEI) supporting faculty development and training in research, best teaching practices and mobile learning. She has experience working with a variety of age groups and levels in primary, secondary and tertiary education in Japan and the US, where she has K-12 certification. Tara is near completion of her PhD in Linguistics with a focus on Educational Leadership training and development. Her other research interests are in teacher perspectives, scholarship of teaching and learning, innovative and best teaching practices, curriculum development, content/task/project-based learning and teaching, mobile learning, professional development and leadership training.

DUBAI
SESSION: DXB.I.8.

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THE TRIPLE FLIP: USING MOBILE TECHNOLOGY TO FLIP TEACHER DRIVEN CORRECTIVE FEEDBACK TO STUDENT-CENTERED LEARNING

The limitations of teacher driven corrective feedback on student writing have been extensively studied as has research emphasizing the value of student self- editing based on the Noticing Hypothesis. This research projects investigates how mobile learning and use of the three apps: Explain Everything (and Powtoon), Notability and Edmodo aid self-editing to enhance ownership of the writing process. Flipping corrective feedback becomes a win-win situation for both teachers and learners. Many teachers consider themselves digital immigrants who struggle to keep up student digital natives. In addition, there are so many apps available that it is difficult to know where to begin. This presentation explains how mobile technology in the classroom can be harnessed to improve the learning experience by utilizing varying functions of specific apps to promote self-editing skills.

Drawing on Interactionist Approaches to language and the Noticing Hypothesis, mobile applications can be very effective tools for self-editing writing as they aid the students in noticing their errors, assist acquisition, and encourage learner ownership and autonomy. Qualitative research methods will be triangulated to include action research unstructured interviews and narrative practice.

The central issue of the action research is to investigate how students may take a more active role in the assessment of their writing and how the range of apps can function as a dynamic tool to facilitate this. Student experiences are at the center of the project to ensure that the initiative is dialogic and learners' interpretations are paramount. A pilot sample will run in the first instance and findings arising from this will tested further. Systematic and thematic analysis of research findings will occur to identify arising trends whilst allowing authentic voices and opinions of the participants to be heard. Broad themes arising from the data will be identified and then tested again to investigate their validity and relevance. The central issue of the action research is to investigate how students may take a more active role in the assessment of their writing and how the range of apps can function as a dynamic tool to facilitate this. Student experiences are at the center of the project to ensure that the initiative is dialogic and learners' interpretations are paramount. Student opinions will be collected through a survey on Survey Monkey, which is a secure tool.

The participants are all ZU female ABP students in intermediate level Academic English classes. The sample consists of 35 students. At the initial stage of the research, the apps Explain Everything, Notability and Edmodo were explored to facilitate peer and self-editing to enhance ownership of the writing process. Subsequently, in view of the expanding market of apps, the research will incorporate a wider range of apps that are categorized according to function. The overall process is termed the 'triple flip' and seeks to comprehend the integration of specific features of apps to trigger collaborative and self-editing skills that students' academic writing will benefit. The study is in three stages (Three Flips):
The research investigates apps that allow teachers to flip the learning environment and provide materials and videos offering careful cues and models to guide students' peer and self-editing through structure, content and language.
The research considers apps that engage students in the peer and self-editing process through features including: annotation, voice commentaries and stickies.
The research postulates how apps and mobile learning platforms, such as Edmodo and Schoology, provide authentic publishing platforms, audience and peer discussion forums, and motivate learners to improve their writing.

Dr. Zeina Hojeij joined Zayed University in August 2013 as an Assistant Professor in ABP and an Adjunct in the College of Education. She currently teaches undergraduate and graduate courses in the CoE. She is an EdTech Mentor in ABP and is involved in supporting colleagues in the use of mobile technology. She also serves on the ABP's Research Committee. Dr. Hojeij completed her Doctorate of Education, Ed.D. in Educational Leadership and Administration at Saint Louis University in Missouri, USA in 2012. She earned a Master of Arts in Applied Linguistics and TEFL from Notre Dame University, Lebanon. Dr. Hojeij has taught and coordinated a variety of courses across a range of levels of English and Education courses in higher education in Lebanon and the United Arab Emirates. Her research interests include Mobile Learning Technology, Educational Leadership, Applied Linguistics and Teaching & Learning. Her latest publication titled "Learning to Listen Effectively in EFL Classes" was in July 2013 in the International Journal of Bilingual & Multilingual Teachers of English. Dr. Hojeij is also involved in an ongoing collaborative research project on using research to support mobile learning integration into curriculum. Her research was presented at the ACTA 2014 International Conference, in Melbourne and at the 21st Century Academic Forum at Harvard, Boston in March 2015.

Zoe Hurley has taught at Zayed University since August 2013 as an instructor in the ABP and an adjunct for CCMS and CTI. She has a Bachelor of Arts in English and American Studies, a PGCE, and a Master of Arts in Applied Linguistics. Zoe is a licensed teacher trainer in ESL and language across the curriculum and has published in this area. Zoe has been teaching ESL and Media Studies for over 17 years and has taught in the UK, Malaysia, Kuwait, Brunei and the UAE. Her interests include mobile learning technology; reading and writing pedagogy; peer and self-assessment; online identity and assessment for learning. Zoe is an Edtech Mentor and is involved in supporting and training her peers in the use of mobile learning technology. She is currently conducting research into the formative assessment of writing using a range of mobile learning applications. This project was presented at the ACTA 2014 International Conference, in Melbourne. Zoe is also taking a presentation focusing on group work and mobile learning entitled: Collaborite - App Smashing to Enhance Group Dynamics to the 21st Century Academic Forum at Harvard, Boston in March 2015.

ABSTRACTS FOR STUDENT ADVISING

ABU DHABI SESSIONS

ABU DHABI
SESSION: AUH.2.I.

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ACADEMIC SUCCESS ADVISORS: A MODEL FOR SUCCESS

Based on a review of the literature, an Academic Success Advisor workflow logic model was designed to show the advising process from orientation to graduation with a focus on retention, referrals, interventions, and collaboration. Disconnects in academic advising were eliminated and processes consistent across disciplines that connect university, general education, and major requirements throughout a student's program of study were identified. This paper describes the new developmental advising process, the first cohort of Academic Success Advisors, program transition from general education to majors, and the continuous cycle of quality review and program assessment.

Fatima Al Oraimi is the Academic Success Advisor for the College of Education at Zayed University on the Abu Dhabi campus. She is a member of NACADA and participated in the International conference in Minneapolis, Minnesota and the regional conference in Qatar, 2014.

Maryam AlBadi is an Omani who was born and raised in Sohar, Oman, where she lived and attended school until 1992. She then transitioned to college life in Muscat, Oman, where she studied English Literature and translation. In 1996, she graduated from the Sultan Qaboos University in Muscat with a Bachelors of Arts in English Literature. In 1996, she joined Mua'ata University in Jordan to take her Higher Diploma in Educational Sciences and graduated in 1997. She worked as an English teacher in different schools in Oman from 1997 to 2009. During that period she served as an instant translator between UNESCO's president and the Minister of Education in Oman during the international conference on the reform of secondary education, as a career Advisor in 2008, as a Scientific Research trainer in 2008 / 09, as a translator in 2002 (Translated outcomes and recommendations of the conference to the local press), as a UNESCO coordinator in 2008 /09. She entered a partnership with a German school in 2008 and organized an exhibition to show the expressions of Peace. She also participated in lots of conferences about education in and outside her country and translated scripts of a performance held in the school directed by British actresses. She founded the free reading library based on the donations of used books, magazines and dictionaries. Maryam Al Badi joined Zayed University Abu Dhabi in February 2012 . She recently achieved her Masters in Educational Leadership from Abu Dhabi University. She joined CCMS in April 2014 as the College Academic Advisor.

Al Anood Al Afeefi is the Academic Success Advisor for the College of Education at Zayed University on the Abu Dhabi campus.

Maha AlJabri is the Academic Success Advisor for the College of Education at Zayed University on the Abu Dhabi campus. She is a member of NACADA and participated in the International conference in Minneapolis, Minnesota and the regional conference in Qatar, 2014.

Dr. Roslyn Trezevant Haley

Dr. Roslyn Trezevant Haley is the Director of Student Success and Associate Professor at Zayed University. She has over 30 years of experience in higher Education administration and advising. A former Dean at Antelope Valley College and Professor at the American University of Antigua - College of Medicine, she also served at UCLA for twenty-five years as Director of Student and Counseling Services for the School of Theater, Film and Television. She has a doctorate in education with a specialization in educational Leadership from UCLA. She has a Masters degree in public administration. Dr. Haley is a published author. She won the Editor's Choice Award from the National Library of Poetry and was honored and selected for inclusion in the US Leadership Library, the Cambridge England International Biography of Leaders, Marquis' Who's Who in American Women, Who's Who in America, and Who's Who in the World, 2015. She is also listed in Who's Who Among America's Teachers. She was selected for inclusion in a book entitled Successful Women Speak Out: A collection of personal experience and wisdom from successful American Women. Special research interests include student success, underrepresented students, gender equity and equal access. She represented the United States on issues of equity for women in education as a Citizen Ambassador to Egypt. In 2012, she was selected to participate in an AAUW research delegation to Cuba to study issues of diversity. Recent presentations include the Sloan Institute 2014, 21st Century Conference at Harvard 2014, NACADA International 2014, Ellucian Middle East 2014, and American University of Kuwait 2015. All of these presentations outlined developmental academic advising models of success in the United Arab Emirates.

ABU DHABI
SESSION: AUH.2.3

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AN INVESTIGATION INTO THE RELATIONSHIP BETWEEN PERCEIVED STRESS, SLEEPINESS, COPING AND PSYCHOLOGICAL WELL-BEING

Purpose of research

Much has been documented that perceived stress is associated with poor psychological well-being. However, recent research looking at perceived stress together with sleepiness may help us better understand this outcome variable. Little is known about whether fatigue can influence the relationship between stress, sleepiness and well-being. Taking account of fatigue (physical and mental) is important since it is interrelated with sleepiness, despite the fact that they both are distinct constructs. Also, it is unclear whether coping strategies could impact on the preceding relationship, although the role of coping on well-being has been postulated in the transactional model of stress. This study therefore aimed to investigate the impact that fatigue and coping could have on the relationship between perceived stress, sleepiness and psychological well-being.

Research design and methods

The present study was an internet-based study which comprised 84 (F=64, M=20) individuals recruited on-line. It was also made aware through using the snow-ball sampling technique. Participants gave consent to the study by completing a demographic questionnaire, the General Health Questionnaire-28, the Perceived Stress Scale, the Fatigue Scale, the Epworth Sleepiness Scale and the Brief Cope.

Findings of Research

On average, the participants were 22 years old (mean=22.48, SD=7.18). They were mostly single (80%), university graduates (94%) and did not suffer from any major illnesses. A large proportion (40%) lived in the Gulf nations whilst the rest mainly lived in Europe (24%), the United States (21%) and others. Using the General Health Questionnaire-28, 80% met the cutoff for a probable general psychiatric disorder. Regression analyses showed that after controlling for demographic differences (e.g. ethnicity) and a history of minor medical complaints, perceived stress, physical fatigue and coping predicted poor psychological well-being. Sleepiness became a non-significant predictor when fatigue was entered into the regression model. In terms of coping, problem-focused was a protective coping strategy, while emotion-focused was a maladaptive one. Further mediational analyses revealed that physical fatigue influenced well-being via emotion-focused coping.

Conclusions and implications

To understand the relationship between perceived stress, sleepiness and psychological well-being, it is important to differentiate between sleepiness and fatigue and to take account of coping strategies. This has a clinical implication in that to treat people with psychological difficulties, one needs to monitor the levels of (and deal with the effects of) stress and fatigue, physical fatigue in particular. At the same time, people should be encouraged to foster abilities to confront and change the stressful situations which give rise to psychological difficulties.

Salama Al Qubaisi is a Psychology major student at Zayed University, Abu Dhabi, who is graduating this year in 2015. After joining and completing the Zayed University Undergraduate Research Scholars Program (ZU URSP), Salama was able to improve her research skills with the help of the program. With the knowledge gained, Salama aims to be an active Emirati researcher by combining the skills learned in the course along with her major to try and expand psychological knowledge in the culture, as Psychology is a deep area filled with discoveries.
Salama is the president of the Psychology Club at Zayed University.

Man was born in Hong Kong and earned his BA in Psychology and Sociology (University of Guelph, Canada), PhD in Psychology (University of Sheffield, UK) and PhD in Philosophy (University of Durham, UK). He is an Associate Fellow of the British Psychological Society. He is also a Chartered Scientist and Psychologist. His research focuses on health/clinical psychology and philosophical psychology.

ABU DHABI
SESSION: AUH.2.4.

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TEACHER TRICKS AND MAGIC WORDS

Successful teachers do and say things a little bit differently than other teachers do. Much of what successful teachers do revolves around establishing clear classroom procedures and routines. If students understand what a teacher wants, they are likely to do it. It is not that easy, however, for most of us. We must train ourselves to think about students in specific ways, to plan our lessons in ways that invite the interest of students, and we must avoid certain phrases when we speak to students. Some phrases are almost magic in their power to invite students to pay attention or to help students solve problems. Good teachers know more than content. They know what's going on in their classroom. They know when to take breaks. They capitalize on the "teachable moment." They follow the State curriculum, but they find ways to make it relevant to their students. They know why they teach what they teach. This session will examine some simple things that good teachers do that make huge differences in their classrooms. Students work harder for good teachers and good teachers work less or rather they work on things of value rather than spending their time obviously managing students. Simple tricks and the right words make the difference.

Dr. Toni Briegel is an Associate Professor at Zayed University in the College of Education. She earned her Ed.D. in Curriculum and Instruction from the University of Arkansas in the United States where she also interned at the University of Arkansas Press. She is a certified teacher and taught English, journalism, and reading for 16 years in the United States. Dr. Briegel is a K-12 reading specialist and is an expert in early adolescent education. She has published extensively in the areas of classroom management and strategies for the improvement of teaching and learning. Her workshops, tailored to meet the needs of workshop participants, are full of activities, practical suggestions, and spiced with humor to keep them interesting. She has spent 15 years living and working in the Middle East. Her books Soul of Sand and Soul of Sea, are collections of poetry about the United Arab Emirates that complement the photography of Gloria Kifayeh. Current research projects examine and compare teaching strategies between male and female teachers in single gender middle schools in the UAE and explore classroom management practices in area schools.

ABU DHABI
SESSION: AUH.2.5

ADAM R. JEFFERS

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MAKING SCHOOL RELEVANT: FACTORS TO CONSIDER IN MOTIVATING HIGH-RISK COLLEGE STUDENTS

This research examines academic experiences of six high-risk males (ages 18-25) who attended public schools in the Southern California region of America. All six young men were first generation students who were suspended or expelled from school for non-academic reasons. The participants were selected because their academic experiences reflected those of many young high-risk male students who attend public schools in America.

The guiding research questions for this study were the following: What are the academic experiences of young African American males? How do African American males perceive themselves and develop identity within California's public schools? What perceptions do African American male students have of their public schoolteachers' expectations? Data were collected through individual interviews, a group interview, questionnaire, short writing responses, and observations. It was found that early academic experiences of young high-risk African American males profoundly impact their social, cultural, and psychological development as well as life choices.

The presenter will engage attendees in a discussion examining the relevance of academics as it relates to student interest and motivation. As faculty, we acquire certain assumptions and expectations of our students based on our direct or indirect experiences. Most of us are unaware of cultural implications that may impact the level of motivation in our students. What we know about our students and how we relate to them may significantly impact their perceptions of education and assist them in making significant contributions in their society. A short presentation will look at what the literature says about student perceptions of education as well as things to consider in motivating students in higher education. The goal is to examine student thought and develop innovative methods of instruction that explore the internalized concepts that students have of themselves and their ability to be successful in higher education and future careers.

Adam Jeffers was born in Queens, New York and raised in Southern California. He received a Bachelor of Arts in Liberal Studies and Master of Arts in Education from San Diego State University. Adam received his Doctorate of Education with an emphasis in Teacher Education in Multicultural Societies from the University of Southern California. His dissertation entitled, "Early Academic Experiences of Recently Incarcerated African American Males" received a nomination for dissertation of the year at USC in 2010. Adam works extensively with at-risk males in higher education and conducts research in the areas of student motivation, identity development and culturally relevant pedagogy. He has taught multicultural counseling and counseling theory at the University of San Diego and is presently Assistant Professor in the Academic Advising Department at Zayed University in the United Arab Emirates. In addition to his academic background, Adam has thirteen years experience in Career Development and has co-facilitated presentations on education and the American criminal justice system for New York University, Abu Dhabi.

ABU DHABI
SESSION: AUH.2.7.

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INVESTIGATING SOCIAL ANXIETY AMONGST YOUNG EMIRATI ADULTS

Purpose of research
Much has been documented on the prevalence of social anxiety among young adults. Literature suggests that collectivism and family coherence play a role in influencing it. Whilst greater collectivist orientation is associated with greater social anxiety (stringent norms hypothesis), greater family coherence is associated with lower social anxiety. These factors are particularly relevant for Emirati living predominately in a collectivist society with a large family network. Surprisingly, little has been done to focus on this population. The current study therefore aimed to examine whether degree of collectivism and family coherence would predict social anxiety among young Emirati adults. We hypothesized that an elevated degree of collectivism and stronger family coherence would be positively and negatively associated with social anxiety respectively.

Research design and methods
Data collection for this study is ongoing. Students are being recruited from a university in a city of the United Arab Emirates. The research has been advertised in the Faculty where the researchers of the present study are based. Upon consent, students are invited to complete a demographic questionnaire, the Cultural Orientation Scale, Liebowitz Social Anxiety Scale and the Family Sense of Coherence Scale.

Findings of Research
Preliminary data analyses were based on 31 young adults (M=3, F=28) with a mean age of 20.97 (SD=1.79). They were all Emirati, most of whom were single (87%) and lived with their parents (90%). A large proportion lived with siblings and their immediate family members (61%). A small proportion (8%) also lived with their grandparents. Using the cutoff from Liebowitz Society Anxiety Scale, 65% revealed a severe degree of social anxiety. After controlling for family background variables, regression analyses showed that neither collectivism nor family coherence predicted society anxiety. The results stayed the same even when analyses were carried out on subscale levels.

Conclusions and implications
Given that the results were based on preliminary analyses with a small sample size, conclusions need to be drawn cautiously. Seemingly, among these Emirati adults, social anxiety was independent of their collectivist orientation (i.e. whether they emphasized interdependence but did not submit easily to authority or whether they emphasized interdependence and competition with out-groups). Neither was it influenced by their belief as to whether their family environment was structured or predictable, whether family resources were available to meet demands and whether the demands were worthy of investment. The implication is that the significance of collectivism and family coherence on psychological well-being needs to be re-visited.

Shamsa Al Muhairi, a Zayed university student-Abu Dhabi, majored in Psychology and Human Services who will be graduating this year, has great interest in psychology as it helps in answering various questions regarding the human mind and behavior. In order to find answers to these questions, psychology depends heavily on research with its diverse methods and different types. The Undergraduate Research Scholars Programs (URSP) provided the opportunity for Shamsa to develop her own questions that she want to further investigate, helped to expand her research skills and also encouraged her to present her research in several conferences nationally and internationally.
Shamsa's in her first trip to Turkey in 2014 assisted Dr. Man Chung with his research "The Psychological Trauma Among the Syrian Refugees" this special experience played a major role to further understand research, and to aim for her own future researches in order to help people that are in need.

Man was born in Hong Kong and earned his BA in Psychology and Sociology (University of Guelph, Canada), PhD in Psychology (University of Sheffield, UK) and PhD in Philosophy (University of Durham, UK). He is an Associate Fellow of the British Psychological Society. He is also a Chartered Scientist and Psychologist. His research focuses on health/clinical psychology and philosophical psychology

ABSTRACTS FOR STUDENT ADVISING

DUBAI SESSIONS

DUBAI
SESSION: DXB.2.I.

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STUDENT INTERACTION VIA SOCIAL MEDIA IN THE CLASSROOM/ADVISING

With higher education institutions constantly seeking new methods to attract and retain students, the use of technology and social media is not a new phenomenon. According to Leece and Campbell (2011), "...the debate about the use of social media in higher education is redundant..." (p.10). Therefore, the argument should not revolve around the whether social media should be used but should focus more on how it is utilized and for what purpose. When asked many university students would tell you that they communicate best with their friends, family and society not by interactions used in the past but instead with social web and social networking applications. Such applications like twitter, Instagram, Snapchat and Facebook replace the face-to-face connections with peer-to-peer networking that circulates information and encourages students to engage in activities (Leece & Campbell, 2011).

Thanks to the invention of smart phones students are more connected now with each other than ever before. The research will examine the impact of social media on the advising process and student engagement among the Emirati female students at Zayed University, a publicly funded institution located in Dubai, United Arab Emirates. For the project, two groups of students will be provided with different means of accessing and receiving information related to course instructions, advising meetings and university sponsored seminars. One group will predominantly utilize email while the other will use social media networks, primarily Twitter and Instagram. The aim is to determine if the use of social media provides a better response and more engagement from students.

Leece, R., & Campbell, E. (2011). Engaging students through social media. Journal Of The Australian New Zealand Student Services Association, 38, 10-14

Amanda Davis a Baltimore, Maryland, USA native but moved to Tampa, Florida, USA to complete her under-graduate and graduate degrees at St. Leo University and the University of South Florida. Her past experience as a Residence Hall Director for the Office of Housing & Residence Life at Old Dominion University in Norfolk,Virginia, USA helped prepare her for her current position at Zayed University in Dubai, UAE as an instructor and advisor. Amanda enjoys reading classics, running, and updating her website, www.strongerwomen4tomorrow.wordpress.com, a website designed to bring awareness, connectivity and a better tomorrow for women everywhere.

Nekeyla Oliver joined Zayed University in 2013 as an Instructor in the Department in Advising and Academic Development. Prior to coming to Zayed University, she instructed courses in the areas of Sociology and Psychology in the US. She received her BA in Criminal Justice/Sociology from Louisiana State University-Shreveport. She started her graduate career in the area of Sociology and went on to earn her MA in Counseling from Louisiana Tech University. Currently, she is completing her dissertation to receive a Doctorate of Management/Organizational Leadership with her work focusing on the advancement of women in higher education.

DUBAI
SESSION: DXB.2.2.

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INSIGHTS INTO THE INTERNATIONAL STUDENT EXPERIENCE AT ZAYED UNIVERSITY, DUBAI, UAE

Introduction: The purpose of this pilot project is to investigate the perceptions female International Students have with regard to their academic transitions and sociocultural adjustments while studying on the Dubai Campus of Zayed University.

Method: Via data collection from the Registrar's Office and the Office of Institutional Research, we established who are international students are in terms of numbers, gender, funding and nationalities.

Sample: We invited female international students on the Dubai campus at different stages of their undergraduate program and from differing nationality backgrounds for interviews.

Instrumentation: 14 individual interviews were conducted by the two investigators at the beginning of the fall semester 2014 with the sample students. Students had the opportunity to see the interview questions ahead of time. We utilized an interpretative analysis approach (IPA). As Smith (2004) explains, IPA is used to explore in detail how participants are making sense of their world and specific events they have experienced, and in the case of the proposed study, their experience as international students.

Results: While the vast majority of students would recommend Zayed University as an institution to attend, many reported needing to make significant academic adjustments to their new environment and reported facing language proficiency issues. In the sociocultural sphere, some students did feel integrated to the student body and others less so. Several students reported some significant negative experiences. Finally, the area that most of the interviewees cited as their biggest challenge was that of employment opportunities. Discussion: Zayed University has been admitting International students since 2009. With the exception of admissions services in the Office of Enrollment Management, there are no special provisions for these students in terms of Student Orientation, Student Services, Career Services, nor Academic Induction as would often be the case in the UK (Burnapp, 2009) and other countries admitting international students. The literature indicates that these students frequently have differing additional needs (to those of a domestic student) and that specific strategies can be developed to expedite their acclimation (Nguyen, 2013; Gebhard, 2012). In view of this, we would recommend that the institution become more purposeful in supporting these students in order to promote wellbeing, engagement and ultimately student success.

Practical Implications: As Academic Advisors in University College we have an important part to play in supporting these international students especially with regard to their academic adjustments and in encouraging them to engage in campus based activities. Student Affairs and the Office of Enrollment could offer specific orientations for this student cohort and organize support groups and activities. The Careers Office and Internship supervisors could develop more opportunities for these students to gain work experience and support them in obtaining graduate employment. Further Research Implications: It is our intention to develop a survey to ascertain the experiences of international students across Dubai and Abu Dhabi campuses both male and female to see if findings are consistent or if the additional needs of these student populations differ.

Sally-Ann Long graduated from Middlesex University and Warwick University, UK. She has taught in England, Greece and Oman and has been located in the UAE for the past twenty years working with undergraduates. She has extensive experience of both TEFL and teaching content areas through English as the medium of instruction (EMI) at university level including: study skills, information literacy, public speaking and career exploration. She has been an Academic Advisor for the past 8 years. Her professional interests include: EMI; assessment of learning; advising "at risk" students and nontraditional students; the international student experience; materials development for nonnative users of English.

JR Ratliff is an assistant professor at Zayed University in the department of Advising and Academic Development. He has researched and worked in international education since 2005. Internationalization of higher education is of great academic and professional interest to him; as such he has worked as an immigration advisor and program manger for international students studying in the USA. He has worked as a career and academic advisor at a variety of institutions. He is a graduate of BYU-Idaho, Michigan State University, and Bowling Green State University.

DUBAI
SESSION: DXB.2.3.

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HOW DO SELF-THEORIES CONTRIBUTE TO ACADEMIC SUCCESS IN COLLEGE STUDENTS?

A 2012 survey conducted by the Office of Institutional Research, Planning and Assessment (IRPA) at Boston College showed that while male undergraduate students gained self-confidence over their four years in college, female students actually experienced a significant drop in self-confidence during their undergraduate studies. The results were shocking and engendered heated debates about the possible causal factors of this gender inequality and the concerning drop in self-confidence for female students.

More recently, a report published by OECD (2015) showed that educational systems around the world continue to be unable to develop a sufficient number of girls with strong mathematical and science skills, partly because of female students' lack of confidence in their own abilities.

These findings resonate with the general public as concepts like "self-esteem" and "self-confidence" have become household words. Teachers, parents, therapists often indiscriminately agree that efforts to boost self-confidence and self-esteem in young people will put them on a path towards success, with many positive outcomes and benefits.

Indeed, a plethora of studies have shown that academic success is not simply a function of intelligence or academic abilities. Rather, important "soft" factors come into play. But it is important to carefully identify the mechanisms through which academic performance is improved, as indiscriminate praise and other well-intentioned efforts at increasing student's self-confidence are only modestly linked to academic success.

The literature dedicated to academic success is divided across blurred theoretical lines as different, but also sometimes overlapping, concepts have been investigated.

Self-confidence and self-esteem are two closely related concepts that are sometimes used interchangeably. They both refer to thoughts and feelings about the self (e.g. beliefs and feelings about how worthwhile one is). In the 1980s and 1990s, a flurry of literature promoted self-esteem as a panacea to many modern-day ailments by promising academic, professional and social success to those who managed to raise their self-esteem levels. More recently, self-confidence and self-esteem have come under the crossfire of criticism from the research community, with some researchers going as far as to contend that "efforts to boost people's self-esteem are of little value in fostering academic achievement or preventing undesirable behavior" (Baumeister, Campbell, Krueger, & Vohs, 2005). Nevertheless, while there is a consensus that it is not enough for researchers to focus exclusively on global self-esteem to predict socially important outcomes like academic success, there is a significant body of research that shows that self-esteem can have a predictive validity when the level of specificity of the predictor and criterion variables are matched (Swann, Chang Schneider, & McClarty, 2007).

Judging that self-confidence and self-esteem are constructs that lack precise definitions and that feeling highly self-confident does not necessarily encompass the same degree of high confidence in all abilities, Albert Bandura (1986) proposed the concept of self-efficacy as a behavior-specific construct. In order to understand the role of self-efficacy, one has to investigate the particular type of self-efficacy related to the particular construct studied. In the case of academic success, it is therefore important to look at the specific way in which students judge their own ability to achieve a desired result. Research generally shows that self-efficacy is strongly positively correlated with academic performance.

The empirical evidence behind some of these major concepts proposed as predictive factors for academic success will be reviewed. Other important factors that may contribute to college student's academic success will be suggested. Finally, the presentation will conclude by outlining a proposal for assessing how these factors are predictive of academic success in undergraduate students.

Dr. Jacqueline Widmer is an Assistant Professor in the College of Sustainability Sciences and Humanities at Zayed University. She currently teaches students in the Psychology and Human Services program and conducts research on the assessment and clinical correlates of emotion regulation strategies. She is also a Clinical Psychologist with an extensive experience in the field of mental health. She has worked in numerous psychiatric clinics in the USA and Switzerland, and more recently owned and operated her own private practice in Cyprus. She holds a B.A. in Psychology from the University of Geneva (Switzerland) and a Psy.D in Clinical Psychology from Long Island University (U.S.A.).

Dr. Joana Stocker is a PhD holder in Psychology (College of Psychology and Sciences of Education of University of Porto - Portugal) and her research focuses, generally, on Educational Psychology, and, specifically, on motivational factors related to the learning process and academic success. Constructs related to self-theories, as self-concept, personal conceptions of intelligence, causal attributions, self-efficacy, and emotional competence, are the core of her investigation. At the moment she is involved in two research projects: Computational approach to analyze eye tracking data to diagnose early Autism Spectrum Disorder in young children in UAE, and Academic self-concept and high school academic success: A study with Emirati students. At Zayed University she teaches courses related to counseling and psychological assessment.

DUBAI
SESSION: DXB.2.4.

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THE ROLE OF ACADEMIC ADVISORS IN REINFORCING ACADEMIC INTEGRITY AMONG STUDENTS

This research provides a review of literature to support the assertion that academic dishonesty is a problem in higher education that requires advisor interventions. The role of the Academic Advisor in reinforcing the importance of Academic Integrity among college students is examined.

The article is organized in four sections. The first section provides a definition of academic integrity. The second section outlines the reasons that students violate academic integrity and the honor code. The third section outlines the role of academic advisors in reinforcing academic integrity among students. The fourth and final section outlines five intervention strategies and initiatives for the effective delivery of services that promote and cultivate an environment of academic integrity and deter academic dishonesty.

Khadija Mohamed is the Academic Success Advisor in the College of Sustainability Sciences and Humanities. Khadija received her Bachelors of Science in Education, English Studies with Honors in June 2009 from Zayed University. She started her career as an Administrative Assistant in the Department of Natural Science and Public Health until September 2014. During her role as Administrative Assistant, she organized many events that promoted health such as Health Fair Day, Breast Cancer Awareness Day & Diabetes Awareness Day. In October 2014 she joined the team of Student Success Office and became Academic Success Advisor.

Siham Al Zahidi is the Academic Success Advisor for the College of Communication and Media Sciences. She earned a Masters degree in Human Resources Management from Hamadan Bin Mohammed Smart University, 2013. She earned a Bachelors degree in Communication and Media sciences from Zayed University, 2003. She worked in the private sector for four years before joining Zayed University in 2010. She worked in the Library and Human Capital departments and joined the College of Communication and Media Sciences as Academic Advisor in 2014.

Aisha Alketbi is the College of Business Academic Success Advisor in Dubai. She has a Masters degree in organizational excellence and a Bachelors of Science in Human Resource Management from Zayed University.

Nada Al Mansoori is the Academic Advisor for the College of Business. She is a UAE national and was born and raised in Ras Al Khamaih. She was a double major and graduated from the Higher College of Technology in Ras Al Khamaih with degrees in Business Administration and Information Technology in 2009. She joined Zayed University in 2010 as an Administrative Assistant in the College of Art and Creative Enterprises. She was promoted to the position of Academic Advisor in the College of Business in 2014. Her research interests are personal and career development that focus on family and community.

Salwa AlRais is the Academic Advisor for the College of Art and Creative Enterprises. She graduated from Zayed University with a Degree in Business with a specialization in Human Resources. She also worked in the Human Resources Department at Zayed University. She previously worked for Emirates Airlines with the National Development team, Dubai Customs, and Immigration. She is a certified trainer, ISO certified analyst, and has earned certificates in leadership. She is a UAE national and resides in Dubai. Her research interests focus on career and personal development.

DUBAI
SESSION: DXB.2.5.

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OFF-CAMPUS SMALL LEARNING COMMUNITIES: ZAYED UNIVERSITY AND ZABEEL LADIES CLUB - A CASE STUDY

The purpose of this Case Study Analysis is to document the collaboration between an institution of higher education and private organization in the development of an Off-campus Small Learning Community (OLC) and the effects of meaningful collaboration on student success. Although the influence of Learning Communities (LC) varies, the data show that groups of students across disciplines who study, live, and learn with others who share and understand their aspirations maximize both their academic and personal experiences. The question that guides this research is: How can a non-residential University create and cultivate an environment of student success in the areas where students live? The study addresses the relationship between the OLC and university culture. The methodology involves (a) development of a theoretical framework which includes the areas of small learning community, student success, and retention; and (b) a qualitative case study approach designed to gain information regarding the university and organization's journey toward developing an off-campus small learning community. Findings will reveal the evolution of the OLC and the success and challenges that emerged and will identify some of the intricacies in building cultures of learning for students in the areas where they live that compliment their studies, increase retention, and promote success. It is unlikely to be able to describe discrete steps or stages but will identify some categories of activities and issues that must be developed before others can emerge. We acknowledge that since this is a new area of research we will identify challenges to be addressed and additional research to be conducted. In addition, we will offer some concluding statements and attempt to relate findings to the literature on LCs and its impact on student success

Dr. Roslyn Trezevant Haley - Principal Investigator

Dr. Roslyn Trezevant Haley is the Director of Student Success and Associate Professor at Zayed University. She has over 30 years of experience in higher Education administration and advising. A former Dean at Antelope Valley College and Professor at the American University of Antigua - College of Medicine, she also served at UCLA for twenty-five years as Director of Student and Counseling Services for the School of Theater, Film and Television. She has a doctorate in education with a specialization in educational Leadership from UCLA. She has a Masters degree in public administration. Dr. Haley is a published author. She won the Editor's Choice Award from the National Library of Poetry and was honored and selected for inclusion in the US Leadership Library, the Cambridge England International Biography of Leaders, Marquis' Who's Who in American Women, Who's Who in America, and Who's Who in the World, 2015. She is also listed in Who's Who Among America's Teachers. She was selected for inclusion in a book entitled Successful Women Speak Out: A collection of personal experience and wisdom from successful American Women. Special research interests include student success, underrepresented students, gender equity and equal access. She represented the United States on issues of equity for women in education as a Citizen Ambassador to Egypt. In 2012, she was selected to participate in an AAUW research delegation to Cuba to study issues of diversity. Recent presentations include the Sloan Institute 2014, 21st Century Conference at Harvard 2014, NACADA International 2014, Ellucian Middle East 2014, and American University of Kuwait 2015. All of these presentations outlined developmental academic advising models of success in the United Arab Emirates.

Dr. Abdel-Mohsen Mohamed - Contributor

Prof. Dr. Eng. Abdel-Mohsen Onsy Mohamed, Associate Provost and Chief Academic Officer; Professor of Geoengineering, Zayed University, UAE. Prof. Mohamed earned his M. Eng. in 1983 and Ph.D. in 1987 from the Department of Civil Engineering and Applied Mechanics, McGill University, Montreal, Canada. From 1981 to 1998 Prof. Mohamed was employed by McGill University, and was the Associate Director of the Geotechnical Research Centre (GRC) and a Lecturer in the Department of Civil Engineering and Applied Mechanics. From 1998 to 2011, Prof. Mohamed was employed by the United Arab Emirates University, where he served as the Deputy Assistant Provost for Research, Research Director of the University, Advisor to the Assistant Provost for Research, Director of Research Support and Services Unit, Research Affairs Sector, and Professor of Geotechnical and Geoenvironmental Engineering, Faculty of Engineering. From July 2011 to June 2013, Prof. Mohamed was employed by Abu Dhabi University, UAE, as the Dean of College of Research and Graduate Studies (CRGS), Acting Dean of College of Arts and Sciences, and Acting Dean of the University College.

Prof. Mohamed filed and published Seventeen 17 patents; authored and coauthored seven (7) books; edited eleven (11) Books; and published over 240 papers in refereed journals and international refereed conference proceedings. He supervised 27 graduate students (M. Sc., M. Eng. and Ph.D.) in UAE and McGill Universities.

Prof. Mohamed is currently the Editor-in-Chief of Developments in Arid Regions Research (DARE) Series Published by Taylor and Francis, UK; the President of the Gulf Society for Geoengineering (GSGE); Board member, International Association for Computer Methods and Advances in Geomechanics (IACMAG); the Editorial Board member, International Journal of Recent Patents on Engineering (ENG); Regional Editor, Journal of Applied Sciences, Pakistan; Executive Board Member, Arab Healthy Water Association; A member of the Geotechnical and Geoenvironmental Engineering Technical Committee of International Society of Offshore and Polar Engineering (ISOPE); and the former Editor-in-Chief of the Emirates Journal for Engineering Research Published by UAE University. Prof. Mohamed also served as a member of the International Advisory Board for various international conferences.

Prof. Mohamed awarded the College of Engineering Best Performance Award for Excellence in Scholarship, UAE University (2007); the Outstanding Performance and Distinction Award in Research in the College of Engineering, UAE University (2004), the Outstanding Performance and Distinction Award in University and Community Services in the College of Engineering, UAE University (2004), the Best Interdisciplinary Research Project Award in the College of Engineering, Research Affairs Sector, UAE University (2004), the Decree of Merit for Outstanding Contribution to the Geoengineering Field from International Biographical Center (IBC), Cambridge, England (2002), and the Outstanding Performance and Distinction Award in Research in the College of Engineering, UAE University (2001).

Duaa Almahri - Panelist

Duaa is the Corporate Communication director for the Zabeel Ladies Club Dubai and co-author of the Memo of Understanding that outlines the scope of the off-site location for the study.

Salama Alkitbi - Panelist

Salama graduated from Zayed University with a Bachelors degree in Communication and Media Sciences, Integrated Strategic Communication. She was a trainee in the Career Center as a Student Employment Coordinator at Zayed University.

Dina Hashim - Panelist

Dina Hashim is the Public Relations Senior Executive for the Zabeel Ladies Club Dubai and co-author of the Memo of Understanding that outlines the scope of the off-site location for the study.

DUBAI
SESSION: DXB.2.7.

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EMIRATI STUDENT AND FAMILY PERCEPTIONS OF MAJOR AND CAREER CHOICE

The Emirati education system differs from that of other countries in that its public teaching force predominantly comprises expatriate teachers brought into the country after federation in 1972, rather than local teachers. Recently, the development of Emirati educators has emerged as a key government strategic goal to ensure that Emirati culture, identity, language and values are upheld and sustained. While anecdotal evidence exists about why few Emiratis are choosing teaching as a career, there is a dearth of published empirical research on the topic. More needs to be known to support recruitment and retention of Emirati teachers. This paper reports on a project that aimed to investigate, in depth, perceptions of young female Emiratis and their families about career choice in general and teaching in particular.

Participants comprised 150 first year female students from the Dubai campus in regular Careers classes. In addition 300 family members were interviewed by the student participants to ascertain family views.

The following questions underpinned the study:

1. What factors influence Emirati students in their career decision-making (e.g. family, peers, salary, work conditions, social status)?
2. What are student views about teaching as a career (and the basis for these views), private and public education in the UAE, and their own education and its importance?
3. What are students' families' perceptions about teaching as a career?

The study used a mixed methods design with a quantitative perspective gained from descriptive statistics and a qualitative focus from identification of themes and patterns in the participants' responses. Data were collected via a mixed Likert scale and qualitative item survey for students and families, semi-structured interviews by students with family members and focus groups interviews with students by members of the faculty project team. Data were analysed using SPSS software.

Findings from the study are analysed and discussed within a framework of theories of social learning, community interaction and motivation. The findings will contribute to planning for career pathways classes and will inform student recruitment into the College of Education to align with the UAE's strategic directions and goals.

Dr. Barbara Harold is an experienced educator with a background in elementary teaching followed by over 28 years in the tertiary sector as a teacher educator. Since joining Zayed University in 2001 she has continued teaching, research and publication in the areas of leadership, educational reform, and professional learning and she is experienced in qualitative methodology, ethnographic research and Grounded Theory development. Dr Harold has also been the Director of the College of Education Centre for Professional Development and has led workshops and seminars in the UAE and wider Gulf region. In addition she has disseminated her research at national, regional and international conferences in the US, UK, UAE, Saudi Arabia, New Zealand and Australia. Her current position is Associate Dean of the College of Education.

Dr. Patricia Robinson joined Zayed University in 2001 as the Assistant Dean of Students. She currently is an Assistant Professor in the Advising and Academic Development Department. She has over forty years experience as a Student Affairs practitioner in the United States, Saudi Arabia and the U.A.E. Pat worked for over half of her career at Iowa State University in the Department of Residence and was responsible for hiring and training professional and student staff. She also served as an adjunct professor in the ISU Educational Leadership program. Pat's training interests are in leadership, diversity issues and personality assessment using the Myers-Briggs Type Indicator. She is active in professional organizations and a founder of the NASPA Middle East Conference.

DUBAI
SESSION: DXB.2.8

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THE ROLE OF STUDENTS' LI IN STUDENT SUCCESS

An important part of the advisor's job is to ensure students are motivated. Therefore the advisor should support any institutional initiative which actively works towards this goal. At Zayed University, PALs (Peer Assistance Leaders) is one such initiative, defined by Kerr (2013) as "an established tutoring and mentoring initiative…servicing the academic needs of both female and male students." The advantages of having students tutored by carefully-selected peers are obvious: familiarity, cultural awareness, willingness of students to ask questions. However, an important resource which exists but has not been overtly acknowledged or encouraged, is the use of LI and translation. The PALs at ZU help their tutees understand by the judicious use of Arabic.

In this paper, an overview of the PALs concept at Zayed University will be given, and justifications for the relaxation of the English-only rule will be discussed, partly from a historical perspective - why was the rule banning LI introduced in the first place? Results of surveys among PALs tutors and student tutees will be offered. Example content texts will be shown and the audience will be asked to select words which they believe could pose problems for non-native speakers of English. It is hoped that these techniques will raise awareness among advisers and faculty of the hurdle that academic language can present to the growing overseas cohorts of students at English-medium universities.

Patricia Ryan Abu Wardeh is British, currently working at Zayed University as an Academic Adviser and Instructor of academic and research skills. She has an MA in TESOL (London) and an LLM in Intellectual Property Law (Liverpool). Most of her experience has been teaching English in the Arabian Gulf. She has edited and published in academic journals, including short stories and articles on matters educational. Her chief areas of interest are assessment of English Proficiency and language maintenance. She was an IELTS examiner for some years but quit for ethical reasons. Those same reasons led to her TED Talk which now has over 1.24 million views. She was also invited to participate in 'Debating Europe' for their debate on the topic of whether English should be the only official language of the European Union.

http://www.ted.com/talks/patricia_ryan_ideas_in_all_languages_not_just_english

http://www.debatingeurope.eu/2014/12/09/english-official-language-eu/#.VPrfUkIs2aA

POSTERS

DUBAI
SESSION: POSTER POS3.I

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A COMPARISON OF STATISTICS COURSE ANXIETY OF AN EMIRATI UNIVERSITY FEMALE STUDENTS WITH THE WESTERN AND EASTERN COUNTRIES UNIVERSITY STUDENTS

Introduction
Statistics is an extremely important field in the current digital world. Many studies have recently addressed different issues regarding teaching statistics. The aim of this study is to compare various factors that lead to statistics anxiety between a number of countries and the United Arab Emirates (UAE).

Method
Seventy-three undergraduate female students at Zayed University (ZU) from both Abu Dhabi (n=48) and Dubai (n=25) campuses participated in the Statistical Anxiety Rating Scale (STARS) during Spring 2014. The Statistical Anxiety
Rating Scale (STARS) is a 51-items questionnaire used to measure statistical anxiety within six factors: worth of statistics, interpretation anxiety, test and class anxiety, computation self-concept, fear of asking for help, and fear of statistics teachers. The data were analyzed with SPSS software.

Results
By comparing the performance of females in different studies in the USA and Turkey, it was evident that female students in the UAE had the highest anxiety in four factors. Nevertheless, Test and Class Anxiety was the highest factor among female students in the UAE, the US and Turkey. When comparing both males and females in the UK, the US, the UAE, Germany and China, students in the UAE reported moderate values within the range of all studies. The students' anxiety level in the six factors was not listed as the highest or the lowest.

Conclusion and Implications
It is recommended that further research examine the psychometric properties of the STARS in an Emirati population in order to test the validity and reliability of results. Also, it is important to collaboratively undertake the research in different countries by using the same methodology with a larger sample of students to validly compare and contrast students' statistics anxiety.

Asmaa Ahmed Al-Dhawi is an undergraduate student in the College of Education at Zayed University, specializing in Teaching Mathematics and minoring in Applied Psychology. During her undergraduate studies, she has actively been involved in several programs, such as the Peer Assistance Leaders where she worked in the Office of Accessibility at the university for three semesters and was selected as a mentor in this program. She volunteered in different programs (e.g. Syrian Campaign) and events (e.g. the White Cane Day). She worked as a research assistant and teacher assistant at Zayed University. Her first conference presentation was in the First AUS Regional Students' Conference on Mathematics at the American University of Sharjah. Currently, she is participating in the Sheikh Mohamed bin Zayed Scholarship Program at New York University Abu Dhabi and the Undergraduate Research Scholar Program at Zayed University. She has been awarded several times as Zayed Scholar and listed in the Dean's List. According to the StrengthFinder assessment, Asmaa's four domains of leadership are: achiever, learner, restorative, input and connectedness.

DUBAI
SESSION: POSTER POS3.2

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STUDENT ATTITUDES TOWARDS THE MENTALLY ILL IN THE UNITED ARAB EMIRATES

INTRODUCTION:

Since the 1970s, public attitudes towards the mentally ill have been the focus of several research projects that support efforts to improve public sentiment towards mental health service users.
Little research has been conducted in the Middle East, and particularly in the United Arab Emirates, a country in full economic and demographic expansion, but with public attitudes toward mental illness very strongly rooted in traditional beliefs. It was therefore interesting to find out what attitudes Emirati nationals held about people with mental illness.

Methodology:
Participants completed a modified Arabic version of the Community Attitudes towards the Mentally Ill (Taylor & Dear, 1981), a 40-item self-report questionnaire containing 4 scales that assess Authoritarianism, Benevolence, Restrictiveness, and Community Mental Health Ideology. For the purpose of this study, some of the original items were modified to correspond to the socio- political background in the UAE. Translation of the questionnaire into Arabic was completed by official translators.

Participants:
377 female Emirati undergraduate students from different majors were recruited at a university in the United Arab Emirates.

Results:
Descriptive data for each questionnaire item will be provided, allowing for a visual analysis of responses. Correlations and t-tests were completed.
As expected, Social Restrictiveness was positively correlated with Authoritarianism, $r=.380$ ($p<.005$) and negatively correlated with Benevolence, $r=-.280$ ($p<.005$), indicating that respondents who believed that the activities of people with mental illness should be restricted, held less benevolent attitudes and perceived people with mental illness as requiring more coercive handling.

Shaikha AlHemeiri is a student at Zayed University majoring in Psychology and Human services. She is very passionate about psychology as a field and is interested in Clinical psychology and Neuropsychology. As she is an aspiring future psychologist, she believes that it is so important to change how the society look at psychology and decrease the stigma related to it. Thus, she started a psychology club back in 2013, the main club goal is to raise awareness about psychology and organise awareness events regarding mental health issues and educate people about the social stigma regarding mental illness. In addition, she is currently the editor of the student psychology biannual newsletter and the Psychology and human services student representative.
Shaikha is in the 4th cohort of Undergraduate Research Scholar Program (URSP), this research program gave me the opportunity to conduct my own research and be a research assistant in couple of research projects that was done by Zayed University professors (ex: student perceptions about technology use and Computational approach to analyse eye tracking data to diagnose early Autism Spectrum Disorder in young children in UAE.) Finally, she is the Co-editor in chief of TQ, an undergraduate research journal initiative to start up the first undergraduate research journal in the U.A.E.

Dr. Jacqueline Widmer is an Assistant Professor in the College of Sustainability Sciences and Humanities at Zayed University. She currently teaches students in the Psychology and Human Services program and conducts research on the assessment and clinical correlates of emotion regulation strategies. She is also a Clinical Psychologist with an extensive experience in the field of mental health. She has worked in numerous psychiatric clinics in the USA and Switzerland, and more recently owned and operated her own private practice in Cyprus. She holds a B.A. in Psychology from the University of Geneva (Switzerland) and a Psy.D in Clinical Psychology from Long Island University (U.S.A.).

DUBAI
SESSION: POSTER POS 3.3

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MOTIVATIONAL PROFILES AND SELF-PERCEPTION IN ACADEMIC SETTINGS

Motivation is what drives one to take action, or the inspiration for doing something (Williams, 2014). Over the years it has been stated that motivation can be conceptualized into two different forms or profiles, each one with diverging outcomes and consequences for the individual: extrinsic and intrinsic motivation. In this context, Williams defines extrinsic motivation as an action that is put into practice for the sake of some external outcome, being the motivation that one gets from the outside, whether it is from family, friends, or teachers (appraisals, rewards, etc.). As for intrinsic motivation, it refers to the motivational profile or drive that comes from within a person. It is also defined as the performance of an action or behavior because one enjoys doing the activity itself (Williams, 2014). Many psychologists and experts believe that extrinsic motivation isn't as beneficial as in contrast to intrinsic motivation. In fact, in the academic setting, an extrinsic motivational profile has shown to have negative effects on students' academic achievements (Mueller & Dweck, 1998).

On the other hand, self-perception is defined as how each person sees him or herself, or the perception each person has of him or herself in different areas of existence, being an important component of personality development (Sánchez & Roda, 2015). It is not new the assumption that having a positive self-perception is usually linked to higher academic achievements, as well as more satisfactory levels with life in general.

Therefore, the purpose of this study is to analyze the motivational profiles of Emirati undergraduate university students as well as their self-perception levels, and understand how they are related: do students with intrinsic motivation present higher levels of self-perception as well? Finally, it is also our aim to investigate the potential impact that both motivational profiles (intrinsic vs. extrinsic) and self-perception levels may have on students' academic achievement (GPA).

The instruments that will be used are: Intrinsic Versus Extrinsic Orientation in the Classroom, and Self-Perception Profiles For Adolescents, both by Susan Harter (1981, 2012), and a social-demographic questionnaire developed for this study.

As for the data collection, different colleges from Zayed University will be contacted in order for questionnaires to be administrated to students in their classrooms. Finally, students' grades will be provided by ZU with the respective informed consent from the students.

Although there are no evidences of studies in the UAE that integrate such relevant variables for academic achievement and engagement, according to western research, we expect that students who achieve higher scores on intrinsic motivation, as well as higher levels of self-perception (positive self-perception) would also present higher academic achievements.

Jamal Alhaj is an undergraduate student in Zayed university's college of Sustainability Science and Humanities majoring in International Studies. He is a in the Undergraduate Research Scholars Program (URSP) and works as Peer Assistance Leader (Pal). His research interests include Motivational Profiles & Self-Concept, Medieval Europe & Middle East, Semitic Languages, Cultural Anthropology, Gender & Identity, History of Art, Colonial History of Africa & the Philippines.

Dr. Joana Stocker is a PhD holder in Psychology (College of Psychology and Sciences of Education of University of Porto - Portugal) and her research focuses, generally, on Educational Psychology, and, specifically, on motivational factors related to the learning process and academic success. Constructs related to self-theories, as self-concept, personal conceptions of intelligence, causal attributions, self-efficacy, and emotional competence, are the core of her investigation. At the moment she is involved in two research projects: Computational approach to analyze eye tracking data to diagnose early Autism Spectrum Disorder in young children in UAE, and Academic self-concept and high school academic success: A study with Emirati students. At Zayed University she teaches courses related to counseling and psychological assessment.

DUBAI
SESSION: POSTER POS3.4

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EATING DISORDERS PREVALENCE AND DETERMINANTS IN SHARJAH

Objective: To assess the prevalence of Disordered Eating Attitude (DEA), and to investigate the cultural determinants of eating disorders in a representative sample of Emirati young females.

Methods: A cross sectional study of a sample of 508 adolescent females were chosen through a stratified randomization technique; where one section from each of the grade 10, 11 and 12 was chosen from each public school (n-6) located in Sharjah in the UAE. All consenting students in the selected classes filled the Eating Attitudes Test (EAT-26) and Body Figure Rating Scale (BFR). From the latter, body dissatisfaction score was calculated. From the students who scored 20 or above on EAT 26 (cut off point for eating disorder) and high on body dissatisfaction, a small sample was selected (n=52) and were included into one to one interviews for further investigation on determinants of DEA.

Results: From the study sample, 37.8% scored at least 20 on EAT-26, and 65.2% had body dissatisfaction. Significant relationships were seen between the following pairs: 1) EAT-26 and body dissatisfaction, 2) BMI and body dissatisfaction, 3) occurrence of vomiting and EAT-26. After the in-depth interviews, the following factors were noted as pre-detriments of eating disorders: 1) family has negatively influenced 76.9% of the adolescent by emphasizing on thinness, verbal insults, and non-satisfaction with girls shapes and appearances; 2) Media has negatively influenced 73.1% adolescents (western view of women, models, and celebrates); 3) bullying at either home or school, because of either shape or weight negatively influenced 71% of the participants.

Conclusion: The study shows a high prevalence of eating disorder and body dissatisfaction among schools girls in Sharjah. Additionally, interviews showed that the major leading factors to these conditions are family, media, and bullying. Finally, future studies should start prioritizing educational campaigns in schools and within families targeting eating disorders to prevent further deterioration in health of the young generation in UAE.

Alla Mansour Mohamed A graduated from Zayed University, Majored in Nutrition and Health Sciences in JUN 2014. Nutritionist working recently in Supreme Counsel for Family Affairs- Health Promotion Department in Sharjah. Master student in Hamdan Bin Mohamed Smart University- Public Health Science. Have presented in many different conferences such as Innovation for Arabia 8 by HBMSU in Dubai 2015, and the UAE GSRC which will be in AD. I am seeking to improve the health awareness and practices among residents in the UAE by researches and different programs. I am interested in health fields so the researches that I am really interested in are health based, anything that will lead to new knowledge, or to improve the health statues in the UAE.

ABU DHABI
SESSION: POSTER POS 3.5

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THE RELATION BETWEEN GENERATIVITY AND PSYCHOLOGICAL WELL-BEING WITH BOREDOM AS A MEDIATOR

Purpose of research

Generativity is one stage of Erikson's psychosocial developmental theory whereby people are concerned with making a contribution to society and caring for future generations. Research has linked generativity with psychological well-being for which three observations are noteworthy. Firstly, a better understanding of different aspects of generativity and well-being is needed. Secondly, the effect of boredom has been neglected in the foregoing investigation. Thirdly, little investigation of generativity has been done among Arabic people. Thus, the present study investigated whether generativity would influence psychological well-being among Emirati adults, with boredom as a mediator. We hypothesized that generativity and boredom would be negatively and positively associated with poor psychological well-being respectively. We also hypothesized that boredom would be a mediator for generativity affecting the outcome.

Research design and methods

This study is a cross-sectional study for which data are still being collected. A snow-ball sampling technique is being used to recruit participants in a city in the United Arab Emirates. They are within the age range of 25 to 65, specified for this stage of development according to Erikson. Upon their consent, participants are asked to complete the Boredom Proneness Scale, the Ochse and Plug Erikson Scale and the General Health Questionnaire-12.

Findings of Research

Preliminary analyses were based on 46 (F=40, M=6) participants. They were Emirati, half of whom were married, had completed university education and received a high income. Using the General Health Questionnaire-12, 64% were shown to have probable general psychiatric disorders. After controlling for relevant demographic variables, regression analyses partially supported the hypotheses. Whilst boredom was positively associated with poor psychological well-being, surprisingly, generativity was also positively associated with it. Mediational analyses showed that boredom mediated the relationship between generativity and poor psychological well-being.

Conclusions and implications

Since the analyses were preliminary, conclusions need to be drawn cautiously. Feeling bored about one's life and striving for a contribution to society and caring for future generations could be psychologically distressing, affecting one's health. These two processes are closely related. The striving process could impact negatively on health which, however, depended on the degree of boredom felt during it. One clinical implication is that in helping patients to deal with their psychological difficulties, health professionals could address the effects of boredom in their lives. Alongside that, if professionals wish to empower patients to make a difference to society as a form of intervention, they need to be mindful of the potential stressful effects resulting from it.

Maitha was born in the United Arab Emirates and earned her high school diploma. She is a Psychology and Human Services 4th Year, Senior Student. She is one of the Psychology Major Student representatives. She is currently enrolled in the Undergraduate Research Program (URSP). She has volunteered for The Future Center for Special Needs and the EWAA Shelter for human trafficking.

Man was born in Hong Kong and earned his BA in Psychology and Sociology (University of Guelph, Canada), PhD in Psychology (University of Sheffield, UK) and PhD in Philosophy (University of Durham, UK). He is an Associate Fellow of the British Psychological Society. He is also a Chartered Scientist and Psychologist. His research focuses on health/clinical psychology and philosophical psychology.

DUBAI
SESSION: POS 3.6

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USE OF GAMIFICATION IN EMIRATI CLASSROOMS: ITS RELATIONSHIP WITH ACADEMIC ACHIEVEMENT

"Gamification" is defined as the use of game design elements in non-game contexts (Deterding, Dixon, Khaled, & Nacke, 2011) that can be used amongst different settings. In fact, there was even a successful attempt in gamifying recycling in Sweden. Here an arcade bottle bank was created that would make the process of inserting plastic bottles into a game by awarding points to the user. In one day only, the arcade bottle bank attracted around one hundred people while the regular bottle bank nearby only attracted two people (Kim, 2015). In the academic setting in particular recent research revealed that there has been success in improving students' engagement when applying gamfication elements to a course (Goehle, 2013).

Therefore, the main goal of this research is to develop a game and a video adventure type of game that would be applied to a Math course in order to analyze if the use of the game and video developed would improve students' achievement and engagement.

Regarding the participants, there will be two control groups and three experimental groups each one being a whole class from Zayed University (ZU).

A focus group was conducted with the Math professors in order to analyze what should be focused on when developing the video and choosing the game. The game that will be used is Zap Zap Fractions, which is available for free on the Apple store. The game is accessible to students who have an iPhone or iPad. The video adventure game will be developed using www.adventr.tv, as it has various analytic tools which are useful when collecting and analyzing the data.

We will analyze the impact of the use of gamification on the students' academic performance by comparing their grades before and after the introduction of the game and video. At the end of the course, students and professors of the experimental group will be presented with a survey where they will grade how effective was the system. The survey will also ask them to rate whether they enjoyed more the video or the game. The expectations are that students that use the game and video systematically will improve their grades, engagement, and understanding of the course.

Abdulla Saleh Buali is an undergraduate student at Zayed University studying Bachelor of Science in Information Technology - Specialization in Security and Network Technologies. He is an administrative assistant at the Peer Assistant Leader program at the University where he tutors students after hours. He also works with the department of advising as an adviser's assistant. Abdulla is also doing undergraduate research with the Undergraduate Research Scholars Program at Zayed University. Abdulla was recently selected as a TEDx speaker, his topic will be about why Education needs to change. Abdulla enjoys helping others, learning about upcoming technologies, learning computer programming, film making, and updating his personal website www.abdulla.it where he blogs about his experience as a student and many other things.

Dr. Joana Stocker is a PhD holder in Psychology (College of Psychology and Sciences of Education of University of Porto - Portugal) and her research focuses, generally, on Educational Psychology, and, specifically, on motivational factors related to the learning process and academic success. Constructs related to self-theories, as self-concept, personal conceptions of intelligence, causal attributions, self-efficacy, and emotional competence, are the core of her investigation. At the moment she is involved in two research projects: Computational approach to analyze eye tracking data to diagnose early Autism Spectrum Disorder in young children in UAE, and Academic self-concept and high school academic success: A study with Emirati students. At Zayed University she teaches courses related to counseling and psychological assessment.

DUBAI
SESSION: POSTER POS 3.7

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FOSTERING FIRST YEAR STUDENTS TOWARDS SUCCESS

First-year student success is when students fully transition, both academically and personally, into their first year of college. It is believed that this happens when students are able to fully move from the thought of "I think I can do this" to "I am doing this", and aren't second-guessing their return for the spring semester. From past experiences this happens at different times for different students. Some students seem to transition very easily and with little effort; for other students, it can take some time to adjust, not knowing anyone else, and getting used to the demands of college level courses.

Students should be encouraged to seek help and find a strategy that works for them. Students' success comes from students' exposure to different materials. Students should be encouraged to attend, take notes, read notes and review them. They should be helped to create study sheets for their works. Emphasis should be on no procrastination, time management and asking them to make sure they prioritize their time wisely and balance between studying and extra curricular activities. The first year experience is extremely important to achieve a high GPA, which will build up strong foundation for their future success. Encouraging seeing their professors on regular basis. Making them aware of the resources available on campus because happy students achieve better grades, therefore they should be channelized to take advantage of the opportunities provided by the University like joining clubs, volunteer works and field trips. As advisors are their first contact on University, students need to be advised to turn to them for any problems or conflicts.

This Poster Presentation describes ZU's Advising Faculty efforts to cultivate students' success in First Year experience courses and Academic Advising. The Presenters will share results from a survey of Academic Advisors regarding methods applied thus far to support First Year Experience. Also, we will combine results of our First Year Students' Expectations. This research will help us to look deeper at their needs, because every student is vastly different about expectations and their current reality.

Shokha Yusef

Academic Advisor - Zayed University

Earned Master degree in Education from Manchester University - United Kingdom. Has over 13 years experience in teaching field.

January 2002 - June 2008, Shokha worked with Diversity and Inclusion Team, Manchester City Council, Manchester, UK. She was employed as a Language Teacher Assistant working with non-English speakers to raise standards of achievement for minority ethnic pupils at risk of under-achieving, and to meet the particular needs of EAL students.

Currently Shokha is working with Zayed University as an Academic Advisor in Advising and Academic Development Department. In August 2010, she joined Advising Department at Zayed University.
Shokha works with First and second Year Students, teaching COLI20 'Colloquium' and COLI05 ' Career Exploration'. She works closely with students and her duties are:

1. Introducing students to academic study through learning and applying academic and information literacy skills to everyday global and local problems.
2. Guiding students through the process of exploring careers and provides the strategies and skills necessary for a lifetime of career-related decision-making.
3. Helping Students exploration for future careers by engaging in four activities:
   a. Investigating the world of work
   b. Considering the career-planning process
   c. Recognizing the relation between various academic majors and career choices.

Mahe Khalid has got many years of teaching experience .She has spent, about 10 years in teaching Emarati students, in the UAE. She holds a master's degree in International Relations, from Quaid -i- Azam University and a CELTA diploma from the British council, which has really helped her to be more effective in her teaching Emarati students. Most of the educational institutional institutions that she has worked with had educational technologies, therefore she is well aware with it, and uses it effectively. She has also helped organize huge science fairs and workshops and has collaborated with educational institutions to hold Math and English Clubs for special needs kids.
Mahe has been working as an instructor and academic advisor and she provides meaningful learning experiences to students and always includes a student-centered approach to steer the students towards success. She has a lovely rapport with the students and keeps herself actively involved in different projects.
The students find her an inspirational and enthusiastic instructor.

ABU DHABI
SESSION: POSTER POS 3.8

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STUDENT SUCCESS: STRATEGIES FOR IMPROVING INFORMATION LITERACY SKILLS IN THE FIRST YEARS OF COLLEGE

Student acquisition of information literacy skills is a key 21st century skill. Efficiency in these skills is a vital part of navigating the globalized world in which we live. The purpose of this presentation is to explore the strategies I use with my undergraduate students at Zayed University, to facilitate their achievement of the ZU learning outcome of information literacy. Drawing on a socio-cultural perspective, which posits that people's use of information "cannot be meaningfully separated from the tools that are an integral part of social practices" (Limber, Sundin & Talja, 2014 p. 95), I define information literacy as a way of learning (Bruce, 2008). The poster will describe how I use digital technologies to help undergraduate students at ZU learn and improve basic research skills. Digital technologies that I use include practicing how to search using A Google A Day; vocabulary learning through the use of sites such as vocabulary.com, google images and the tap tap function on iPad. The use of visuals, youtube and digital strategies in particular, also help build student critical thinking skills. An examination of student presentations since my use of these strategies demonstrates an improvement in the content of their presentations.

Nii Sai Doku is an Assistant Professor in the Department of Advising in the University College at Zayed University. His research interests are culturally responsive pedagogy, and student motivation and retention. He particularly enjoys mentoring students and getting them to think outside of the box.

ABU DHABI
SESSION: POSTER POS 3.9.

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LAYLA KHUDOOM

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MAXIMIZING THE USE OF TECHNOLOGY: BLACKBOARD INTERNSHIP MANAGEMENT

Effectively managing and placing college students on internship assignments requires structure and easy access to information. It should clearly define who, what, and where and provide a regular forum for interns to ask questions, voice concerns, and receive feedback. The structure should be supported by technology that is user friendly and aligned with the academic program. Blackboard technology provides a solution that facilitates placement, provides a secure repository for documents, manages the data collection process, and creates a forum for communication, placement opportunities, and journal submissions for faculty review. This research is a review of the literature and identifies best practices in Internship placements. The emerging themes were used to design a model for the utilization of BlackBoard as a tool for college internship placements and management.

Dr. Roslyn Trezevant Haley - Principal Investigator
Dr. Roslyn Trezevant Haley is the Director of Student Success and Associate Professor at Zayed University. She has over 30 years of experience in higher Education administration and advising. A former Dean at Antelope Valley College and Professor at the American University of Antigua - College of Medicine, she also served at UCLA for twenty-five years as Director of Student and Counseling Services for the School of Theater, Film and Television. She has a doctorate in education with a specialization in educational Leadership from UCLA. She has a Masters degree in public administration. Dr. Haley is a published author. She won the Editor's Choice Award from the National Library of Poetry and was honored and selected for inclusion in the US Leadership Library, the Cambridge England International Biography of Leaders, Marquis' Who's Who in American Women, Who's Who in America, and Who's Who in the World, 2015. She is also listed in Who's Who Among America's Teachers. She was selected for inclusion in a book entitled Successful Women Speak Out: A collection of personal experience and wisdom from successful American Women. Special research interests include student success, underrepresented students, gender equity and equal access. She represented the United States on issues of equity for women in education as a Citizen Ambassador to Egypt. In 2012, she was selected to participate in an AAUW research delegation to Cuba to study issues of diversity. Recent presentations include the Sloan Institute 2014, 21st Century Conference at Harvard 2014, NACADA International 2014, Ellucian Middle East 2014, and American University of Kuwait 2015. All of these presentations outlined developmental academic advising models of success in the United Arab Emirates.

Layla Khudoom is the Internship Coordinator for Zayed University in the Office for Student Success on the Abu Dhabi campus. She is a Zayed University graduate and has worked at the University in this capacity for several years.

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