Professional Development Certificate Course 1

Leadership Development Certificate Program

What are best practices for preparing and developing educational leaders in the area of English language education? In recent years there has been much written in the area of educational leadership, but there are few guidelines that address this topic from the point of view of the increasingly expanding English language education profession. In addition, classroom English language teachers have had little access to leadership information. Leadership preparation must be carefully designed to broaden a teacher's knowledge of leadership theories and principles; and, to develop interpersonal, communication and organizational skills. This 9-hour certificate program is designed to fill the gap of information on this important area in our profession and includes presentations by a collection of noted successful leaders in the field who are based in both the region and abroad.

Saturday: October 10, 2020

Session # 1: 10:00-10:30 AM
Introduction and opening activity
Lana Hiasat
Description of this development leadership course
Activity: Kahoot
Trainers available for discussion

Bio:
Lana Hiasat has a doctoral degree in educational leadership with specialization in educational technology. She is currently the Program Coordinator of the General Studies department at Dubai Men's college in addition to being English faculty. Lana is a Senior Fellow HEA (SFHEA) and is certified in intercultural intelligence, emotional intelligence, and Kaizen Creativity to name a few. Lana has published in areas of emotional intelligence, smart learning, blended learning, educational leadership, intercultural intelligence, and online teaching and learning. Lana has co-chaired the first general academic requirement (GARD) conference and is currently on the advisory board for TESOL Arabia in addition to chairing the research committee for her division across all 16 campuses. Lana is also a proud Toastmasters competent communicator and leader. Her research interests are in smart learning, blended learning, education 4.0, e-learning, educational leadership, and voluntary teaching and learning communities.

Session # 2: 10:30 to 11:00 AM
Leadership and Leadership Styles
Peter Davidson, Zayed University, UAE

 In this session we will look at what leadership actually is, and how it differs from management. We will then move on to examine different leadership styles, and consider whether some

leadership styles are better suited for certain contexts than others. In the final part of this session we will attempt to identify the leadership style of the course participants, and consider ways in which course participants can develop their leadership styles.

Bio:

Peter Davidson currently teaches Business Communication at Zayed University in Dubai, having previously taught in New Zealand, Japan, the UK and Turkey. He has co-edited a number of books on testing and evaluation including: *Language Assessment in the Middle East and North Africa* (2017, TESOL Arabia); *The Cambridge Guide to Second Language Assessment* (2012, Cambridge University Press); *The Fundamentals of Language Assessment* (2009, TESOL Arabia); and *Evaluating Teaching Effectiveness in ESL/EFL Contexts* (2007, University of Michigan Press). Peter was recently made a Fellow of the Higher Education Academy (UK).

Session # 3: 11:30-12:00 PM
How Do You Manage Your Stress Levels?
Sufian Abu-Rmaileh, United Arab Emirates University

As people go about the daily business of life, they face challenges that test them at every corner. Teachers are just the same. These work-related challenges lead teachers to become over-worked and stressed out. If this stress is gone un-noticed or neglected over the years, burnout seeps in and ends up with teachers facing professional, behavioral/attitudinal or psychological problems that can lead to them being unable to do their daily work. In this session, the presenter will talk about what teacher stress is and what brings about stress in their lives. He will also discuss some of the symptoms that lead to teacher stress. He will also share some things teachers can do to alleviate some of their stress. Finally, he will talk about how administrators can help reduce teacher stress levels.

Bio:

Dr. Sufian Abu-Rmaileh is the United Arab Emirates University and Zayed Military College Academic Coordinator. He was the External Projects Coordinator for four years. He was also the Professional Development Coordinator for The University General Requirements Unit. For the past thirty-two years, he has been teaching English at various levels, skills and institutions in the United States and the Middle East. He has been an administrator and a team leader for over ten years in the United States, and the UAE. He has an MA in Linguistics and received both his TESL Certificate and his Ph.D. in Educational Leadership from Brigham Young University, USA. Dr. Abu-Rmaileh has also won many awards for his work as a leader, researcher and classroom teacher. He is a frequent presenter, invited and plenary speaker at local, national and international conferences. Dr. Abu-Rmaileh has written on culture, classroom technology, motivation, burnout, communication, business writing, critical and creative thinking, emotional and social intelligences, team building, problem solving, coaching and mentoring and leadership. He is TESOL Arabia past-president, past conference co-chair, 25 years as TA conference planner and other local, regional and international conference planner, and 2017 TA conference co-chair.

Dr. Abu-Rmaileh is also a Toastmasters International member, Division Director and Past-President of TA Toastmasters.

Session # 4: 12:00-12:30 PM
Do You Have What It Takes? Assessing Your Leadership Potential,
Christine Coombe, Dubai Men's College

Have you ever wondered if you've got what it takes to be a leader? In this presentation, you'll find out what leadership skills you already possess and learn which ones you'll need to work on before accepting or seeking a leadership or management position. Recommendations and success strategies will be offered for those who are actively seeking leadership or management positions.

Bio:
Christine Coombe has a Ph.D in Foreign/Second Language Education from The Ohio State University. She is currently an Associate Professor of General Studies at Dubai Men's College. Christine is co-editor and co-author of numerous volumes on F/SL assessment, leadership, research methods, teacher effectiveness and TBLT. Her most recent publications include *The Cambridge Guide to Research in Language Teaching and Learning* (Cambridge University Press, 2015), Volume 8 of the TESOL Encyclopedia of ELT (Wiley Blackwell, 2018), and *The Role of Language Teacher Associations in Professional Development* (2018, Springer) and *Innovation in Language Learning and Teaching: The Case of the Middle East and North Africa* (2019, Palgrave Macmillan). Christine's forthcoming books are on research questions in TESOL and Applied Linguistics and professionalism in TESOL.

Christine has lived and worked in the Gulf for the past 28 years. In this capacity, she has served as the President and Conference Chair of one of the largest TESOL affiliates in the world and is the founder and co-chair of its Testing Special Interest Group. She served as TESOL President (2011-2012) and was a member of the TESOL Board of Directors (2005-2007; 2010-2013). Christine received the British Council's International Assessment Award for 2013. Her most recent honors were being named to TESOL's 50@50 which "recognizes professionals who have made significant contributions to the TESOL profession within the past 50 years." Dr Coombe is the 2018 recipient of the James E. Alatis Award which recognizes exemplary service to TESOL

Session # 5: 12:30-1:00 PM
Give me the Money! Tips for Writing Effective Research Grant Proposals
Christine Coombe, Dubai Men's College, HCT
Lana Hiasat, Dubai Men's College, HCT

Obtaining research grants are crucial for academic career advancement. Grants fund research, research leads to publications, and publications result in job security and promotion. not to mention being able to disseminate the results of research to colleagues and the wider academic community. Grants are also important to institutions of higher education because they help the institution develop a reputation for excellence in scholarship. In this session, the presenters will provide their input on what it takes to write a successful research grant application.

Bio:

Christine Coombe has a Ph.D in Foreign/Second Language Education from The Ohio State University. She is currently an Associate Professor of General Studies at Dubai Men's College. Christine is co-editor and co-author of numerous volumes on F/SL assessment, leadership, research methods, teacher effectiveness and TBLT. Her most recent publications include *The Cambridge Guide to Research in Language Teaching and Learning* (Cambridge University Press, 2015), Volume 8 of the TESOL Encyclopedia of ELT (Wiley Blackwell, 2018), and *The Role of Language Teacher Associations in Professional Development* (2018, Springer) and *Innovation in Language Learning and Teaching: The Case of the Middle East and North Africa* (2019, Palgrave Macmillan). Christine's forthcoming books are on research questions in TESOL and Applied Linguistics and professionalism in TESOL.

Session # 6: 1:00 to 1:30 PM
Time Management Strategies for the Busy TESOL Professional
Christine Coombe, Dubai Men's College, HCT

As ES/EFL teachers' jobs get more demanding, teachers often find themselves with more to do but less time to do it in. Find out how well-known, productive TESOLers make the most out of life, their job and the profession. Come to this session to hear how to 'fit it all in'.

Bio:

Christine has lived and worked in the Gulf for the past 28 years. In this capacity, she has served as the President and Conference Chair of one of the largest TESOL affiliates in the world and is the founder and co-chair of its Testing Special Interest Group. She served as TESOL President (2011-2012) and was a member of the TESOL Board of Directors (2005-2007; 2010-2013). Christine received the British Council's International Assessment Award for 2013. Her most recent honors were being named to TESOL's 50@50 which "recognizes professionals who have made significant contributions to the TESOL profession within the past 50 years." Dr Coombe is the 2018 recipient of the James E. Alatis Award which recognizes exemplary service to TESOL.

Technology in Teaching and Learning: Online Practice and Assessment

Friday: October 09, 2020

Schedule
- Session 1: Introduction and Issues (30 minutes)
- Session 2: Theories and Practice for Engagement (30 minutes)
- Session 3: Practical Learning (60 minutes)
- Session 4: Bring it All Together (60 minutes)
- Session 5: Q&A/Wrap Up (30 minutes)

Total scheduled time: 4 hours (including breaks)

Bio:
Samantha McDonald Amara has Master of Applied Linguistics from the University of Southern Queensland, a Cambridge DELTA and a Master of Education in Educational Technology from Memorial University in Canada. After a number of years coordinating and managing computer-based learning programs for adult immigrants in Canada, Samantha moved to the UAE to join the Higher Colleges of Technology as part of the Foundations team at Ras al Khaimah Women's College. After five years in that role, she transferred to the Educational Technologies department where she is currently a Senior Specialist, Teaching with Technology, tasked with supporting faculty in the pedagogically-sound integration of technology into the classroom. In addition to training in educational technology, Samantha earned certification as a Microsoft Distinguished Faculty Fellow/Trainer, and is a Blackboard Certified Expert, an Accredited Facilitator for the Blackboard Digital Teaching and Learning Series and a Higher Education Academy (HEA) Senior Fellow (SFHEA). She also co-developed the PeLCoT Model of Software Evaluation, which has been presented to ICT educators and stakeholders at conferences in Dubai and Karachi. Her foci include Instructional Design, ICT Development, Technology Integration, Course Development, Professional Development and Online and Blended Learning.

Overall Description:
This course will bring together theory and practice to provide participants with strategies and solutions to create engaging, online learning environments that provide opportunities for interaction and assessment. Participants will have the chance to use a number of free tools from a learner perspective, engaging in activities that will both enhance and transform an online learning environment. We will explore a number of ways in which the tools can be used to facilitate learning, foster language skills and development, and serve as assessment tools in the online and/or blended classroom. The course will put theory and practice together in discussions around employing these strategies within participants' contexts, and we will finish the day with a

lesson planning and peer-feedback session. *Participants are encouraged to prepare their mobile devices with apps including Nearpod, Kahoot and Padlet.*

Sessions Offered:
Session # 1 (30 minutes)
Introduction and Issues: Challenges in an Online Language Teaching Environment
The Covid-19 pandemic has pushed online learning to the forefront of global education and this has resulted in some unique issues for language teaching and learning. During this session we will introduce the course and the day's schedule before we move on to a discussion of some of these issues. Participants will be asked to contribute to the conversation, sharing their experiences and challenges, many of which will be addressed throughout the day.

Session # 2 (30 minutes)
Theories and Practice for Engagement: Creating an Interactive Online Learning Environment
Creating and developing an engaging, online learning environment can be challenging for those just beginning their online teaching journey. Understanding the theories and principles of online teaching and learning however can provide the best foundation on which to build a solid practice. During this session we will examine some of these underpinnings and how to apply them as we prepare for hands-on implementation and practice in the next session.

Session # 3 (60 minutes)
Practical Learning: Tools to Use in Your Online Classes
During this session, participants will practice using a number of educational technology tools from the perspective of a student in an online language classroom and will be given a chance to ask questions and offer feedback on their experiences. Use cases and other suggestions for each tool will be discussed, with ideas shared in a collaborative arena that will continue to be developed and shared with participants after the course is finished.

Session # 5 (60 minutes)
Bring it All Together: Lesson Planning and Peer Review
After participants have explored and practiced using a number of educational technology tools from a learner perspective, it will be time to bring it all together. Participants will work in groups, applying their knowledge and practice of technological tools and integration to develop lesson plans for hypothetical online teaching situations. Each group will present their lesson plan for peer review.

Session # 5 (30 minutes):
Final Session: Q&A
We will round out this final session of the day with a Q&A forum where participants can ask questions regarding any of the tools used or scenarios discussed throughout the workshop, or regarding their own specific teaching context.