

CURRICULUM VITAE

Dr. Randa Abbas

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Date: 25.11.19

Name: Randa Abbas

CURRICULUM VITAE

1. Personal Details

Permanent Home Address: POB 12, 39 Shaked St. Nahariya 2246077.

Cellular Phone: 972-50-8851219

Electronic Address: Randaab@arabcol.ac.il

2. Higher Education

A. Undergraduate and Graduate Studies

Period of Study	Institution and Department	Degree	Year of Approval of Degree
1999-2001	Bar-Ilan University and The Western Galilee College, Department of Education	B.A.	2001
2003-2005	Bar-Ilan University, School of Education	M.A.	2005
2005-2007	Bar-Ilan University, School of Education, Israel	Ph.D.	2007

3. Academic Ranks and Tenure in Institutes of Higher Education

Year	Rank and Tenure	Institution
2010	Lecturer: (Tenure)	The Arab Academic College of Education – Haifa, Israel
2014	Senior Lecturer: (Tenure)	The Arab Academic College of Education – Haifa, Israel

4. Employment History

Dates	Name of Institution and Department	Position/Rank
2007-2008	Oranim Academic College of Education Israel, Ministry of Education	Lecturer
2008 – 2018	Western Galilee College, Department of Education	Senior Lecturer
2010 - 2014	The Arab Academic College of Education – Haifa, Israel	Head of the Education Department, Lecturer
Sep 2013 - Dec 2013	Westminster College PA, USA	Adjunct Lecturer

Dates	Name of Institution and Department	Position/Rank
Sep 2014- Present	The Arab Academic College of Education – Haifa, Israel	Senior Lecturer, Dean of Academic Affairs
Sep 2018 - Present	The Arab Academic College of Education – Haifa, Israel	Senior Lecturer, VP and Dean of Academic Affairs and Head of M.Ed. Programs

5. Offices in Academic Administration

Dates	Name of Institution and Department	Position
March 2019 - Present	The Arab Academic College of Education – Haifa, Israel	Acting College Head
2018 - Present	The Arab Academic College of Education – Haifa, Israel	Vice President, Dean of Academic Affairs and Head of graduate studs.
2016 - Present	The Arab Academic College of Education – Haifa, Israel	Head of M.Ed. Programs in Teaching and Learning
2014 – Present	The Arab Academic College of Education – Haifa, Israel	Dean of Academic Affairs
2017 - Present	The Arab Academic College of Education – Haifa, Israel	Member, Committee on Instruction
2018 - Present	The Arab Academic College of Education – Haifa, Israel	Member, Appeals Committee
2015 - Present	The Arab Academic College of Education – Haifa, Israel	Member, steering committee of the journal "Daruna"
2014 - 2016	Western Galilee College, Israel	Head, Committee for Access to Higher Education for Minorities
2014 - Present	Western Galilee College, Israel	Member, Appeals Committee

7. Scholarly Positions and Activities outside the Institution

7.1 Ad-Hoc reviewer

<p>Journals:</p> <p>2013: <i>Men and Masculinities Journal</i>. SAGE Journals- (IF - 1.863)</p> <p>2018 <i>Intercultural Education</i>. Taylor & Francis (SJR- Q1).</p> <p>2019: <i>Journal of Language and Social Psychology</i>. SAGE Publications (SJR- Q1)</p>
<p>Research proposals:</p> <p>2018: Ministry of Science, Technology and Space. Israel.</p> <p>2011: Center for the Study of Bedouin Society and its Development, Ben Gurion University.</p>
<p>Research proposals for conferences:</p> <p>2017: "The Chad berg Scale –a tool to align expectations in global virtual meetings". SIETAR Europa Congress 2017 organizers.</p>
<p>Pedagogical consulting on educational book publishing:</p> <p>2012: First in science and technology for 1st grades. Student textbook. Ministry of Education.</p> <p>2013: Nurturing scientific skills. A workbook for 4th graders. Science and Technology Center.</p> <p>2013: Nurturing motor skills. A workbook for 5th graders. Science and Technology Center.</p> <p>2018: The young researcher. A workbook for 4th graders. Ministry of Education.</p>
<p>Review of Children’s books</p> <p>2013: Book review of “Sittil’s Secrets”. Randa Abbas, Charlene Klassen Endrizzi, Amy Camardese and Diana Reed. A young girl describes a visit to see her grandmother in a Palestinian village on the West Bank. Review published at: http://wowlit.org/books/dialogues.</p>
<p>Development of international educational projects:</p> <p>2017- Consultant for construction and development of international educational projects" Breaking Boundaries project". Collaboration between Westminster College PA, USA, Western Galilee College and The Arab Academic College</p>

7.2 Membership

2014-2017 - AERA - American Educational Research Association.
2015-2017 WERA – World Education Research Association.

8. Active Participation in Scholarly Conferences

8.1 International Conferences – Held Abroad

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
2011	The annual conference on Religion and Society University Center, University of Chicago	Chicago USA	Guardian of religious tradition and agent of social change: The life journey(s) of an Israeli Druze woman	Presentation
2011	The 3 rd Annual workshop Forging American-Israeli collaboration	Westminster College, New Wilmington, PA	Leadership perceptions among women managers from different worlds	Presentation
2013	The National Conference of the Association for Women in Psychology	Salt Lake City, Utah. USA	Patriarchy, parent-daughter relationships and women's future orientation in the US and Israel	Poster
2013	The 5 th Global Conferences Strangers, Aliens & Foreigners. A Diversity and Recognition Project	Mansfield College, Oxford.	We cannot move forward unless we preserve our traditions: Women principals as leaders in traditional Israeli Druze society	Presentation
2014	AERA- American Education Research Association	Philadelphia USA	Effective New Jersey and Israeli elementary teachers' questioning techniques during mathematics and literacy lessons	Presentation
2014	The 10 th Biennial Society for the Psychological Study of Social Convention	Portland, OR, USA	Role expansion versus role conflict among employed Arab Israel women	Presentation
2015	ECARA - European Conference on Educational Research	Budapest, Hungary	Teachers' communicative strategies for non-native language learners in primary grades: A cross-cultural case study	Presentation
2015	The American Psychological Association Division 35 (Society for the Psychology of Women) International Summit	Toronto	Continuity and change in perceptions of Arab women in the Middle East	Poster

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
2016	WERA- World Education Research Association	Washington DC, USA	Primary teachers' communicative strategies for linguistically diverse language learners: A cross-cultural case	Presentation
2016	AERA- American Education Research Association	Washington DC, USA	The use of modern standard and spoken Arabic in math lessons: The case of a diglossic Language	Presentation
2016	The National Conference of the Association for Women in Psychology	Pittsburgh, PA, USA	Transforming the psychology of women and gender from the transnational feminist perspective	Workshop
2017	15th IACCM Academic Track: SIETAR Europa Congress	Dublin, Ireland	What do they want from my life? The perception of parent - child relationships among Druze adolescents in Israel	Poster
2017	The 32nd annual conference of the Society for Industrial and Organizational Psychology	Orlando, Florida, USA	Traditionalism and workplace preferences among Arab and Jewish Israeli women.	Poster
2018	20th Annual International Conference on Education	Athens, Greece	We don't talk about that here: Teachers, religion, and public schools	Presentation
2019	The 2019 Association for Women in Psychology annual conference.	Rhode Island, USA	Across the ocean and in my thoughts: How Arab women living in Israel and women in the United States perceive each other.	Presentation
2019	World Education Research Association 2019, Focal Meeting in Tokyo 10th Anniversary. 6-10 August	Tokyo	Effective Communicative Strategies for Linguistically Diverse Learners: A review of the Literature in Israel, South Korea, and the United States. Global Perspectives on Education Research	Presentation accepted

8.2 Local Conferences

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
2007	Qualitative research	Ben-Gurion University of the Negev, Israel	Reliability and validity of qualitative research, internal investigative perspective	Presentation
2007	Intersectional Observation	Israel, Herzliya, Israel	Empowering women in an intercultural society	Presentation
2009	Maalot-Tarshiha conference for coexistence titled: From Crisis to Growth	Maalot-Tarshiha, Israel	Education in an intercultural society	Presentation
2009	Higher education among the Arabs in Israel	Fulbright Foundation Nazareth, Israel	Higher education among the Druze community, barriers, motivations and pushed to success	Presentation
2010	Inter-Agency Task Force on Israeli Arab Issues	The Academic College of Tel-Aviv Yaffo, Israel	The status of Druze women	Presentation
2010	Tradition Vs. Modernization	Zefat Academic College, Israel	The intercultural aspect in leader women's world	Presentation
2010	The 4 th Israeli Interdisciplinary Conference of Qualitative Research	Ben-Gurion University of the Negev, Israel	Communication patterns between traditional Druze parents and their adolescent children in a postmodern society	Presentation
2010	Legacy Center for Intelligence (M.L.M.).	The Academic College of Tel-Aviv Yaffo, Israel	The Druze in the state of Israel	Presentation
2012	Trends in the Director of Education: Universities and Colleges	Ben-Gurion University of the Negev, Israel	The role of vice-principals in Israeli Arab Schools in the New Horizon Reform. Career satisfaction and relation with school principals.	Presentation
2012	Gender Roles in Traditional Society	Al Kassmi Academic College of Education, Israel	Women directors as leaders in traditional Druze society	Presentation

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
2012	Higher Education	University of Haifa, Israel	Barriers and motivations for higher education among the Druze community in Israel	Presentation
2013	The Sixth Global Nurturing Educational Conference for Teacher Training	The David Yellin Academic College of Education, Jerusalem, Israel	The perception of multi-cultural education among teaching trainees at The Arab Academic College in Israel-Haifa	Poster
2013	The Society for The Protection of Nature.	The Western Galilee College, Israel	Citizenship education and identity formation in a multicultural society	Presentation
2016	Spirituality and Leadership	Bar Ilan University, Israel	Between two worlds - spirituality and leadership	Presentation
2017	Trends in the Direction of Education: Universities and Colleges	Oranim Academic College of Education Israel	Between two worlds – Women leaders of educational and social change in traditional Druze society	Presentation

8.3 Conference Chairman

Chairman, The first scientific conference of master's theses. Jun 16, 2019, The Arab Academic College of Education- Haifa.

9. Invited Lectures (Other than in Scholarly conferences)

Abroad

Date	Place of Lecture	Name of Forum	Presentation/ Comments
2011	University of Nebraska-Omaha, USA	Women in leadership roles: Towards educational and social change	Presentation
2013	Jewish Community Center, Youngstown Ohio	Israel as a rainbow of cultures and traditions	Presentation
2013	Westminster College PA, USA	Violence against women in the Arab community	Presentation
2013	George Washington University, USA	Druze women in leadership roles	Presentation
2013	William Paterson University, USA	Characteristics of the questioning techniques used by effective elementary teachers during mathematics and language arts lessons	Presentation
2013	Kent State University, Ohio	Minority communities in Israel	Presentation
2016	Westminster College, PA, USA	Minorities in Israel	Presentation
2017	Walsh University, Ohio, USA	Israel as a rainbow of cultures and traditions: Druze women as educational leaders in building and shaping Israeli identity	Presentation
2017	Westminster College, PA, USA.	Israel as a rainbow of cultures and traditions	Presentation
2018	Brandeis University, Boston, USA	Israel as a multicultural society: Druze society, culture and the status of women	Presentation

In Israel

Date	Place of Lecture	Name of Forum	Presentation/ Comments
2007	The Western Galilee College	The role of the Druze educational system in shaping the identity and deepening the level of citizenship	Presentation
2010	The Western Galilee College	The Druze society in Israel	Presentation
2019	Ganei Omer Association	Minorities in Israel	Presentation

10. Research Grants

10.1 Grants Awarded

Role in Research	Co-Researchers	Topic	Funded by	Year
Researcher	Prof. Salman Ilyan and Dr. Taly Nahom	Patterns of communication between traditional Druze parents and their growing children in a postmodern society – 30,000 NIS	MOFET Institute, Tel-Aviv, Israel	2011
Researcher	Prof. Deborah Court and Prof. Joel Walters	Patterns of identity and educational aspirations in Druze adults and adolescents: A cross generational study of attitudes and perceptions – 42,000 NIS	Chief Scientist - Ministry of Education	2012
Researcher	Prof. Deborah Court	Perception of the school by students, socio-economic and demographic background and risk factors for dropping out: Comparison of students in the Arab and Druze educational systems – 30,000 NIS	MOFET Institute, Tel-Aviv, Israel	2013
Researcher	Dr. Sherri P. Pataki	Educational program breaking boundaries, between the United States, Budapest and Israel – \$10,000	Youngstown Area Jewish Federation	2013
Researcher	Dr. Sherri P. Pataki	United States and Middle Eastern Arab women's perception of the "other": Opportunities for dialogue and understanding – \$3,000	Westminster College PA, USA	2017*
Researcher		Jewish and Arab women's perception of the "other": Opportunities for dialogue and understanding in the United States and Israel – \$6,000	Hadassah Brandeis Institute - Brandeis University, USA	2018*
Researcher	Prof. Salman Ilyan Dr. Salman Asmael	Factors affecting students' satisfaction with M-Teach studies, cognitive and affective aspects (achievement, persistence in studies, dropping out, work in the profession, motivation and self-efficacy).	MOFET Institute, Tel-Aviv, Israel	2019*

10.2 Submission of Research Proposals

Role in Research	Co-Researchers	Topic	Funding Source	Date
Researcher	Deborah Court, Dr. Eman Nahhas and Dr. Esmael Salman.	Using learning in a simulation center to strengthen school principals' roles as agents of social and cultural change in the context of violence in Arab Israeli society	Israel Science Foundation	November 2019

10.3 Submission of Research Proposals- Not Funded

Role in Research	Co-Researchers	Topic	Funded by	Year
Researcher	Efrat, P; Riki, G. & Zahava, S.	Developing a gender equality policy in Israel: empowering Arab-Israeli women to integrate into key positions in higher education institutions	Ministry of Science, Technology and Space, Israel	2018
Researcher	O. Akirav	Minority within a minority, gender policy among Arab women in the State of Israel	Ministry of Science, Technology and Space, Israel	2017
Researcher	The International Scientific-Educational Center of the National Academy of Sciences of Republic of Armenia (ISEC), ARMENIA, "Institute for Strategic and Innovative Research" Development NGO (ISIR), ARMENIA, Gordon, The Academic College of Education (GACE), ISRAEL, Hadassah Academic College (HAC), ISRAEL, THE ARAB ACADEMIC COLLEGE OF EDUCATION-HAIFA (AACE), ISRAEL, Taras Shevchenko National University of Kyiv (TSNUK), UKRAINE, Yuriy Fedkovych Chernivtsi National University, Ukraine (CHNU), UKRAINE, LesyaUkrainka Eastern	Promoting principles and integrating methods for fostering gender mainstreaming in HEIs of S. Mediterranean and EaP Countries / "Égalité"	Joint research proposal to the EU and Erasmus	2017

Role in Research	Co-Researchers	Topic	Funded by	Year
	European National University (EENU), UKRAINE, Tallinn University (TU), ESTONIA, Linköping University (LiU), SWEDEN, University of Applied Sciences FH Joanneum (FHJ), AUSTRIA, World University Service – Österreichisches Komitee (WUS AT), AUSTRIA, CESIE (CESIE), ITALY			

11. Scholarships, Awards and Prizes

2004: Graduate Fellowship for outstanding graduate students- Bar Ilan University, 11,000 NIS
2005: Presidential Fellowship Bar-Ilan University for outstanding doctoral students, 11,8800 NIS
2006: Council of Higher Education Doctoral Fellowship (Nehemiah Lev Fellow), 154,800 NIS
2008: Schnitzer Fund Prize for Excellence in doctoral dissertation, Bar Ilan University, 15,000 NIS
2013: Scholar in Residence- Thomas Family Endowment of the Youngstown Area Jewish Federation- Youngstown State University, OH & Westminister College PA- USA, 10,000\$
2017: Western Galilee Academic College, Excellence in Teaching, 12,800 NIS
2018: Helen Gartner Hammer Scholar in residence, Hadassah- Brandeis Institute- Brandeis University. MA- USA, 6,000\$
2019: Western Galilee Academic College, Excellence in Research and Teaching, 23,500 NIS

12. Teaching

12.1 Courses Taught in Recent Years

Year	Name of course	Type of course	Program	Average number of students	Student Evaluations (Average)
The Arab Academic College of Education 2013-2018	Learning theories and teaching strategies	Seminar/ Lecture	M.Ed.	45	4.43/5
	Introduction to teaching theories	Lecture	B.Ed	30	4.05/5
	Learning theories and teaching strategies	Seminar	M.Teach.	42	4.35/5
	Teaching and learning processes: Pedagogical strategies adapted to the differences between learners	Lecture	M.Ed.	80	4.26/5
	Philosophical issues in education	Lecture	M.Teach.	46	4.25/5
Western Galilee College 2014-2018	Civic education and identity in a multicultural society	Lecture	B.A	81	4.1/5

	Theory of education and teaching	Course/ Introduction	B.A	85	4.03/5
	History of Education	Course/ Introduction	B.A	82	4.12/5
	From the World of the Teacher	Seminar	B.A	20	4.41/5

12.2 Supervision of Graduate Students

Name of Student	Title of Thesis	Level	Date of Completion in Progress	Co-Supervisor	Students' grade
Lubna Daher	Free choice in leisure time for people with mental retardation as a source of personal empowerment	M.Ed.	2008		90
Maggi Nevoani	Individual learning as a leader to the student's psychological well-being	M.Ed.	2010		95
Nadia Atallah	Educated women from the Druze sector between exclusion and success	M.Ed.	2012		90
Naheda Khair	The influence of management style and personal factors on the teachers' positions in implementing the scientific and technological reserve program at the school	M.Ed.	2013		90
Nibal Gideon	The character of the teacher, an educational environment, experiential learning and their contribution in imparting knowledge about healthy nutrition among kindergarten children	M.Ed.	2014	Dr. Raaed Moaalem	95
Sulaiman Habib Allah	The impact of learning in an online environment vs. frontal learning on increasing internal motivation among sixth grade students in the Arab sector	M.Ed.	2014		90
Fidaa Taha	The connection between individual learning and the level of security in the report of a violent incident among fifth and sixth grade pupils in an Arab elementary school	M.Ed.	2014		95
Rosa Da'aka	Students' participation in individual hour at learning Hebrew and its effect on their perception of the classroom climate, the motivation for learning and the level of educational achievement in Hebrew among fifth graders in the Arab sector	M.Ed.	2014	Prof. Salman Ilayan	85

Name of Student	Title of Thesis	Level	Date of Completion in Progress	Co-Supervisor	Students' grade
Nizheh Hamza	Science in the garden: Learning through research and its contribution to acquiring knowledge, developing curiosity and raising the level of motivation for learning	M.Ed.	2014		95
Safa Karouani	Students' perception of the role of the good teacher in comparison to the first degree students and Master degree students	M.Ed.	2014		95
Jihan Karouani	The relationship between teachers' knowledge, perceptions and the sector in which they teach to their use of alternative assessment	M.Ed.	2014	Dr. Raaed Zedan	95
Nibal Aziza	The teacher's perception of Leadership style of the school principal, and the educational climate and their impact on the change of teaching methods among teachers in primary schools	M.Ed.	2014	Dr. Raaed Zedan	85
Amira Hajj	Pupils' attitudes towards mathematics and their relation to motivation and achievements in mathematics	M.Ed.	2015		95
Neven Amer	The relationship between parental behaviors and attitudes toward reading and the attitudes of their children and their attitude to reading	M.Ed.	2015	Dr. Vered Vaknin	90
Tony Hala	Fostering literacy in kindergarten by listening to stories	M.Ed.	2015	Dr. Vered Vaknin	88
Hiba Marzouk	Mathematics teachers' attitudes towards integrating humor in mathematics and the extent of the motivation to combine humor in teaching	M.Ed.	2015		95
Bibar Rothie	Education students' self-regulated learning in an excellence path compared to self-regulated learning in a regulated path as a function of personal and environmental characteristics	M.Ed.	2015		80

Name of Student	Title of Thesis	Level	Date of Completion in Progress	Co-Supervisor	Students' grade
Jamal Abbas	The integration of educational games in the teaching of Hebrew as a second language and its contribution to improving scholastic achievement and raising the level of motivation to acquire Hebrew as a second language among the students	M.Ed.	2015	Dr. Ebrahem Basal	85
Randa Arayda	The perception of Druze parents of their involvement in the education of their children in the home and kindergarten	M.Ed.	2015	Dr. Zvika Artzi	90
Samera Hosen	The role of traditional learning approach and experiential learning approach on knowledge assimilation of environmental literacy and environmental behavior among preschool children	M.Ed.	2015	Dr. Naje Kortam	91
Aesmat Zaher	Parents' perception of educational leadership qualities of the kindergarten teacher	M.Ed.	2015		87
Khuloud Atreya	Teachers' perceptions of their professional development	M.Ed.	2016		86
Nazimiya Hajaj	The relationship between personal and social background and educational climate perception and the risk factors for dropping out among 10th graders in schools in the Arab sector	M.Ed.	2016		90
Linda Kaddura	The connection between the cooperative and raising the educational achievement level of teaching Arabic	M.Ed.	2017		88
Manal Frague	Online games and their contribution to the acquisition of Hebrew language skills among fourth graders	M.Ed.	2017	Dr. Ebrahem Basal	95
Missona Hasarma	The relationship between emotional intelligence and empathy of teachers and classroom climate among students in Arab primary schools	M.ED.	2017		88

Name of Student	Title of Thesis	Level	Date of Completion in Progress	Co-Supervisor	Students' grade
Amal Slame	The relationship between motivation and willingness to change among elementary school teachers and the degree of diversity in teaching methods	M.Ed.	2017		88
Ganan Hana	Theater as a tool for learning in the teaching of mathematics and its impact on scholastic motivation and self-efficacy among sixth graders	M.Ed.	2017		88
Hanan Othman	Perception of the good teacher - a comparison between generations, parents and their children	M.Ed.	2017		88
Suleiman Mohammad	The relationship between teachers' perceptions of principal leadership styles, educational climate and organizational commitment	M.Ed.	2017		90
Eva Khriesh	The relationship between leadership style, self-efficacy and school climate among Arab teachers in primary schools in the Arab sector.	M.Ed.	2017		95
Yassmin Bsoul	Perceptions of beginning and new teachers of the difficulties of teaching in their first year of work	M.Ed.	2017		95
Rem Saed	The perception of dialogue teaching among teachers and its contribution to improving the individual time-a case study	M.Ed.	2018		90
Rasha Abbas	Conflicts in team work in Arab kindergartens- the voice of kindergarten assistants	M.Ed.	2018	Dr. Zvika Artzi	95
Yassmin Ayasha	The relationship between learning in the clubhouse and level of dropout, violence and self-image	M.Ed.	2019		90
Abla Saffouri	Professional identity and self-efficacy of teachers in junior high schools in the Arab sector	M.Ed.	2019	Dr. Zvika Artzi	95

Name of Student	Title of Thesis	Level	Date of Completion in Progress	Co-Supervisor	Students' grade
Hiba Atallah	The Connection between Strategies for Coping with Stressful Situations and the Manner in which Teachers Cope with Behavior and Disciplinary Problems	M.Ed.	2019		95
Abu Tareef Heyam	Kindergarten Teachers' Attitudes toward the Mathematics Curriculum, the Extent of its Implementation in the Field and their Expectations from the New Curriculum	M.Ed.	2019	Mr. Saliman Salame	95

13. Miscellaneous

13.1 Development and writing of academic programs

2010	Advisor , constructing and developing the program: "Strategies and Teaching Skills for Teachers in Technological Schools". The Arab Academic College of Education – Haifa, Israel. Program approved by the Ministry of Industry and the Ministry of Education, Israel.
2011	Advisor , constructing and developing the program "Professional development - Training Vice Principals (Ofek Hadash Reform) for the school system". The Arab Academic College of Education. The program was approved by The Ministry of Education, Israel
2011	Co Advisor , constructing and developing the M.Ed. program in "Teaching and Learning". The Arab Academic College of Education. Program advisor - Prof. Miriam Ben-Peretz. The program was approved by the Council of Higher Education, Israel
2016	Co Advisor , constructing and developing the M.Teach. program for Primary School. The Arab Academic College of Education – Haifa, Israel. Program advisor Prof. Meir Meidav. The Program was approved by the Ministry of Education and the Council of Higher Education, Israel
2017	Advisor , constructing and developing of B.Ed. program "Teaching the Druze heritage". The Program was approved by the Ministry of Education, Israel.
2017	Co-Advisor , B.Ed. program "Music and Arabic". The program was approved by the Ministry of Education, Israel and Council of Higher Education, Israel
2017	Co-Advisor , B.Ed. Changing Double Major programs into single Major in Arabic . The Arab Academic College of Education – Haifa, Israel. Co Advisor – Dr. Husein Hamza.

	The program was approved by the Ministry of Education, Israel and Council of Higher Education, Israel
2017	Co-Advisor , B.Ed. Changing Double Major programs into single Major in Hebrew . The Arab Academic College of Education – Haifa, Israel Co Advisor – Dr. Ibrahim Basal The program was approved by the Ministry of Education, Israel and Council of Higher Education, Israel
2017	Co-Advisor , B.Ed. Changing Double Major programs into single Major in Mathematics . The Arab Academic College of Education – Haifa, Israel Co Advisor – Dr. Amal Raslan Sharif The program was approved by the Ministry of Education, Israel and Council of Higher Education, Israel
2018	Co-Advisor , constructing and developing the M.Teach. program for Elementary School. The Arab Academic College of Education – Haifa, Israel. Program advisor Prof. Meir Meidav.

13.2 Development of international educational projects:

2017	Co-Advisor , constructing and developing of International Educational Project "Breaking Boundaries Project". Joint Program with Westminster College PA -USA, Western Galilee Academic College and The Arab Academic College of Education, Haifa, Israel
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14. Professional Experience/Social Involvement

- (1) Board member - Northern Goals of the Rashi foundation, Israel.
- (2) Board member - Sheikh Amin Tarif Foundation for the Advancement of the Druze, Israel.
- (3) Board member - Future Horizons in the Druze community, Israel.
- (4) Board of Education member - Ministry of Defense, Israel.
- (5) Board member - Druze Zionist Movement, Israel.

15. PUBLICATIONS

(* publications since last promotion- Sep 2014)

15.1 Ph.D. Dissertation

Abbas, R. (2007). The role of the school system in shaping the personality, identity and level of citizenship of its students: An ethnographic case study in two Druze high schools, Bar-Ilan University, 267 pages. (Hebrew).

Supervisors: Prof. Yaksubov Iram & Dr. Deborah Court

15.2 Articles in Refereed Journals

15.2.1 Published

- (1) Court, D., & **Abbas, R.** (2010). The role of Druze high schools in Israel in shaping students' identity and citizenship. *Education, Citizenship and Social Justice*, 5(2), 145-162. (SJR H index: 16, Ranking: Q2, IF=0.38). Lead author: Abbas, R. 4 citations.
- (2) Court, D., & **Abbas, R.** (2011). The view from the bridge: An Israeli Druze woman as guardian of religious tradition and agent of social change. *International Journal of Religion and Spirituality in Society*, 1(1), 135-146. (SJR H index: 1, Ranking: Q2, IF=0.12). Lead author: Abbas, R.
- (3) **Abbas, R.**, & Nabwane, M. (2011). Individual learning and its contribution to the development of interaction between teacher and student at school - a case study among fifth grade students. *Daruna*, 40, 152-175. (Hebrew).
- (4) **Abbas, R.** (2012). The difference between students who learn in technical school and students who learn in regular school regarding the level of Arab self-estimation. *Daruna*, 41, 34-42. (Hebrew).
- (5) **Abbas, R.** (2012). Cooperative learning, leading to academic achievement and personal development of relations between heterogeneous classes. *Daruna*, 40, 22-33. (Hebrew).
- (6) **Abbas, R.**, & Court, D. (2012). We cannot move forward unless we preserve us traditions: Women principals as leaders in Israel Druze society. *Education and Society*, 30(2), 67-82. (Era) B. Lead author: Abbas, R. 3 citations
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18 citations
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- (11) *Court, D., & **Abbas, R.** (2015). Future orientation in a traditional society: Higher education and the Israeli Druze. *International Journal of Religion and Spirituality in Society*, 5(3),4-17. (SJR H index: 1, Ranking: Q2, IF=0.12). Leading author: Abbas, R.
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- (12) ***Abbas, R.** & Court, D. (2015). Two ethnographers embark on a narrative journey. *The Qualitative Report*, 20(9), 1448-1457. (SJR H index: 13, Ranking: Q3, IF=0.27). Equal contribution
2 citations
- (13) ***Keller, T.**, Camardese., A., & **Abbas, R.** (2017). "We don't talk about that here": Teachers, religion, public elementary schools and the embodiment of silence, a national United States and Israel study. *Journal of Childhood and Religion*, 7, 1-41. (Ranking was not found- a peer-reviewed online journal). Equal contribution
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- (14) ***Abbas, R.**, Pataki, Sh., & Vaknin-Nusbaum, V., & Ilaiyan, S. (2018). What do they want my life? The perception of Parent - child relationships among Druze adolescents in Israel. *Journal of Adolescent Research*. 1-21.
<https://doi.org/10.1177%2F0743558418764088> (SJR. H index: 72. Ranking: Q1-Q2 IF= 0.7). Leading author: Abbas, R.
- (15) ***Abbas, R.**, Vaknin-Nusbaum, V., Neuman, A., Mongillo, G., Feola, D., & Kaplan, R. (2018). The use of modern standard and spoken Arabic in math lessons: The case of a diglossic language. *Culture and Education*, 30(4), 730-765 (SJR H index 12. Ranking Q2-Q3 – IF-0.29). Leading author: Abbas, R.
- (16) *Mongillo, G., Feola, D., Kaplan, R., Vaknin-Nusbaum, V., & **Abbas, R.** (2019). Primary teachers' use of communicative strategies for linguistically diverse learners: A cross-cultural case study. *The Language and Literacy Spectrum*. Vol. 29 : Iss. 1 , Article 5. Available at: <https://digitalcommons.buffalostate.edu/lls/vol29/iss1/5> (peer reviewed journal). Equal contribution
- (17) *Abbas, R. & Court, D. (In press 2019). Inside out or outside in? On the issue of dress for teachers of religion, and the case of the Druze. *Religious Education*. (SJR H index:

13, Ranking: Q3, IF=0.27). Equal contribution
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15.2.2 Accepted for publication

- (1) ***Abbas, R.**, Vaknin-Nusbaum, V. & Ilaiyan, S. (2020). Attitudes of Arabic-speaking Druze pupils to literary Arabic and Hebrew. *Pragmatics and Society*. Volume. 1. (SJR H index: 9. Ranking: Q2, IF=0.15). Accepted for publication. Lead author: Abbas, R.
- (2) ***Abbas, R.** & Ilaiyan, S.(2020). Is there indeed a commitment in trainee teachers of Israel's Arab sector to education for multiculturalism? *Intercultural Education*. Volume 31.5,. (SJR H index: 12, Ranking: Q1-Q2, IF= 0.42). Lead author: Abbas, R.

15.2.3 Revised and resubmitted

- (1) ***Abbas, R.** & Ilaiyan, S. (2019). Styles of intra-familial communication and their impact on the level of self-image among adolescents of the Druze community. Submitted to: *Dapim, Study and Research in Education*. (Hebrew). Leading author: Abbas, R.
- (2) *Folberg, A., **Abbas, R.**, & Pataki, S. (2019). The role of traditionalism in Arab women's culturally versus gender-role congruent workplace preferences. Submitted to *Journal of Social Issues* (Impact factor: 2.225).

15.2.4 Submitted - Under review

- (1) *Pataki, Sh., **Abbas R.**, Carey S. R., & Clayton J. (2019). Balancing work, family, and community roles among Arab women living in Israel. Submitted to *Journal of Cross-Cultural Psychology*. (SJR H index: 94, Ranking: Q1, IF=1.02).
- (2) ***Abbas, R.**, Khriesh, E. (2019). The relationship between leadership style and self-efficacy and school climate among Arab teachers in primary school in the Arab sector. Submitted to *The Journal of Studies in Educational Administration and Evaluation*, University of Haifa (Hebrew).
- (3) ***Abbas, R.**, Neumann and Gutermen, O. (2019). Why is there is no homeschooling in the Druze society? Choice of homeschooling from the perspective of the status of women and social historical characteristics. Submitted to *Journal of Research in Childhood Education* SJR H index: 25, Ranking: Q3IF:0.38).

15.3 In Preparation

- (1) **Abbas, R.** *The contribution of participation in individual learning on violence reports amongst students in Arabic elementary schools..*

- (2) **Abbas, R. & Pataki, S.** . *Cultural stereotypes between Arab and non-Arab populations in the United States and Israel.*
- (3) **Abbas, R. & Pataki, S.** *Perceptions of the “other” between US American and Arab Israeli women: Misunderstandings and opportunities for dialogue.*
- (4) Sarid, M., Vaknin Nusbaum, V., **Abbas, R.**, & Darrick, W. *Statistical Literacy and Reading Among Hebrew Second College Students: the role of language in statistical literacy.*

15.4 Articles or Chapters in Scientific Books

15.4.1 Published

- (1) ***Abbas, R.**, Ilaiyan, S., & Zedan, R. (2015). Trainees’ perceptions of multi-cultural education in the Arab Academic College of Education in Israel- Haifa. In Kh. Arar & E. Keinan (Eds.), *Identity, narrative and multiculturalism in Arab education in Israel* (pp. 265-298). Haifa: Pardes. (Hebrew). Equal contribution.
- (2) *Ilaiyan, S., Toren, Z., & **Abbas, R.** (2017). Teacher training in the Arab sector in Israel: The story of the Arab Academic College of Education in Israel, Haifa. In. M. Ben- Peretz & S. Feiman-Nemser (Eds.), *The role of ideology and political movements in designing teacher education programs* (Chapter 3). Lanham, MD: Rowman & Littlefield with the MOFET institute.. Equal contribution.
- (3) ***Abbas, R.** (2017). Running between the raindrops: Research, culture, and my life in two worlds". In D. Court, *Qualitative research and intercultural understanding: Conducting qualitative research in multicultural settings* (93-97). London and New York: Routledge.
- (4) *Vaknin-Nusbaum, V., Sabah, S., & **Abbas, R.** (2018). The contribution of morphological awareness in Arabic reading comprehension. In B. Makhoul & E. Olshtain, (Eds.). *Development of language among Arabic speakers in a multilingual society MOFET Institute* (45-66). Equal contribution.

15.4.2 Articles in Conference Proceedings

- (1) * *Primary teachers’ communicative strategies for linguistically diverse language learners: A cross-cultural case* (with Vered Vaknin-Nusbaum, Rochelle Goldberg Kaplan, Geraldine Mongillo, & Dorothy Feola).
AERA: American Educational Research Association. Washington, USA, April 2016.
<https://eric.ed.gov/?id=ED592258>

15.5 Other Scientific Publications

15.5.1 Published Research reports

- (1) *Ilaiyan, S., Abbas, R., & Nahum, T.* (2012). *Communication patterns in a changing Druze community: Traditional parents versus adolescents exposed to post-modern society- a case study among Druze adolescents.* MOFET Institute, Tel-Aviv.

- (2) Court, D., **Abbas, R.**, & Walters, Y. (2012). *Identity patterns and educational aspirations among Druze adults and adolescents: inter - generational research on attitudes and perceptions*. Final Report to the Chief Scientist, the Ministry of Education, Israel.

15.5.2 International Research Network (IRN)

Effective teachers' communicative strategies when working with linguistically diverse learners. *World Education Research Association (WERA)*.

<https://www.weraonline.org/page/IRNCommunicativeStra?&hhsearchterms=%2522dorothy%2522>

Members of IRN:

Carrie E. Hong, Ph.D. *William Paterson University, NJ USA*

Vered Vaknin-Nusbaum, Ph.D. *Western Galilee College, Akko, Israel*

Randa Abas, Ph.D. *The Arab Academic College of Education & Western Galilee College, Israel*

Margaret Funke Omidire, Ph.D. *University Pretoria, South Africa*

Jinsook Won, Ph.D. *Seoul National University of Education, S. Korea*

15.5.3 Editor of Conference Booklet

- (1) Editor of the conference booklet (2019). *The teacher at the forefront of research - The first scientific conference of the thesis*". June 1st, 2019. The Arab Academic College of Education.

15.6 Other Publications

- (1) **Abbas, R.** (2005). Factors affecting the school culture. *Albustan*, periodical on education, society and culture in the Druze and Circassians Sectors. Jerusalem: The Ministry of Education, Culture and Sport. (Hebrew).
- (2) **Abbas, R.** (2009). *Education in a multicultural society*. In the 3rd Maalot-Tarshiha conference for coexistence life indicated from crisis to growth (pp. 57-59), Western Galilee Academic College, Maalot-Tarshiha Municipality. Conference book. (Hebrew).
- (3) **Abbas, R.** (2009). The educational system in Israel, *Paideia*, pp. 1- 7.
- (4) **Abbas, R.** (2010). Druze women's status in society- between tradition and progress. In S. Avivi (Ed.). *Druze in Israel* (pp. 26-29). Ramat Hasharon: Legacy Center for Intelligence (MLM.). (Hebrew).

16. Summary of my Activities and Future Plans

Academic Profile

My academic and research career was initiated by preparing my thesis and moved to my doctoral dissertation, in which I investigated gender issues and educational aspects of conservative traditional society (see details below). As a woman that was brought up in a traditional Druze community, and won the title of “the first Druze woman to be awarded the degree of Doctor of Philosophy from Bar-Ilan University,” I believe that the influence of the type of education I received within the traditional Druze community laid the groundwork for the course of research I have pursued.

In my Masters thesis, I conducted research concerning culture and educational climate among Druze teenage students in comparison with teenage students in the traditional Arab society. Findings from this research indicated differences in several aspects between the two traditional societies regarding school management, budget distribution, and the student-teacher and management relationships. These differences originated in the nature and characteristics of two related but different traditional societies. Druze schools were characterized by extrovert relationships between principal, staff and students. Druze schools also maintained a moral education approach rather than an achievement-oriented approach. Arab schools, however, were characterized by an achievement-oriented education system with confined relationships between principal, staff and students.

Based on these findings, the focus of my doctoral dissertation involved investigating the role of the Druze educational system in shaping the identity and deepening the sense of citizenship among its teenagers. Findings of this research suggested that the Druze educational system works to shape the personal identity, particularly the Israeli Druze identity, together with supporting the sense of citizenship among teenagers. The research revealed how the approaches used were implemented in all domains of education at school.

These findings provided the basis for constructing an educational model consisting of three main elements: “community goodness”, critical theory, and meaningful learning, which all fulfill mutual relationships, and characterize different layers in the school texture (such as: revealed and concealed educational programs, official state ceremonies in both formal and informal education, etc.).

For the past seven years, following completion of my Ph.D., I have been continually concerned with issues related to aspects of gender and education in traditional societies, and in qualitative methodological topics. It can be said that my research focuses on three domains:

1. Education for minority communities, the Druze society in particular.
2. Female leadership in a traditional society.

3. Reflective qualitative methodology and its contribution to the field of research.

(1) Education for minority communities and for the Druze community

Educational institutions can be seen as operative manifestations of the social and values commitment of the education system to undertake responsibilities, to create significance for the co-existence and legitimate norms and cultures of other co-existing communities with different views. My papers approach the contribution of curriculum for shaping identity and entrenching the sense of citizenship among Druze adolescents; the role schools play in shaping identity; heritage and tradition in Druze education; education for pluralism in institutions of teacher training; and how teaching methods may support teacher-student interactions. Findings from my research have contributed to better understanding of processes taking place inside schools, and to developing applied educational tools to help educators introduce and instruct identity related topics, citizenship issues and improving teacher-student relations.

I tackled the multicultural issue also from the view of apprentice teachers attending institutions for training. My research in this domain reviewed how students conceive education for multiculturalism in their college and whether multicultural academic colleges are actually enhancing and promoting tolerance and multicultural concepts. This research contributed to understanding of how to train new teachers who can educate for pluralism and social tolerance in a multicultural society.

Related Articles

Section in CV	Section Name	Article No.
15.2.1	Published articles	1, 2, 6, 7, 11, 14, 17

(2) Women's leadership in traditional society

Women are often disadvantaged in traditional societies, where their perceived main role is providing care and support for their families. This traditional view of women's positions in society has changed over the last few decades: women have gone to work outside the home and attend higher education institutions, building their own careers. These changes were strongly opposed at the beginning by many parties, especially by religious scholars and men in general who seek to preserve their advantage. In spite of all oppositions and social obstructions, some women have broken through to the highest levels of social and educational leadership positions in traditional societies. As a Druze woman raised in a traditional society, my research has focused on examining processes and factors which positively or negatively affect professional development of leading women, and reviewing how a traditional society interacts with such women. The purpose of these studies is to suggest tools for assisting and supporting other women in traditional societies, who are at the beginning of their professional careers. Findings indicated that those women who succeeded in developing their professional direction were those women who usually were able to preserve and integrate tradition and

cultural heritage with a personal view, and received support from their families (parents and husbands). These findings were introduced and discussed in my published articles under the topics: women in traditional society, between openness and orthodoxy; women managers as leaders in traditional society.

Related Articles

Section in CV	Section Name	Article No.
15.2.3	Revised & resubmitted articles	2
15.2.4	Submitted-under review articles	1, 3
15.6	Other publications	4

(3) Methodological interpretation

When using qualitative research, the need to explore researched communities and illuminate deep layers of their moral and cognitive world entails scientific understanding of processes, associated with personal interpretation, but also personal experience and reflective learning. Integrating personal interpretation and reflective learning for better understanding of research issues was discussed in a paper I prepared with my colleague Prof. Deborah Court from Bar-Ilan University. The paper tackled the question: who is the researcher (within an interview carried out in three languages) and what is his/her role in the process of qualitative research. I am currently preparing a paper in which I discuss the reflective processes that we experienced as researchers while conducting narrative analysis of the interview that we undertook as part of research aimed at exploring generation gaps among members of the Druze community.

Related Articles

Section in CV	Section Name	Article No.
15.2.1	Published articles	9, 12
15.4.1	Published articles or chapters in scientific books	3
15.4.2	Articles in conference proceedings	1
15.5.1	Published research reports	2

(4) Education and Teacher Education

Education and teacher education occupy a central place in my professional and academic life - research, teaching and educational administration. I see them as a natural combination aimed at improving student teaching and raising the level of academic staff in teacher education institutions. As I am involved in the higher education system in key management positions, I see myself actually implementing educational and scientific principles and seeing the results of my work with both students and colleagues. I will continue my involvement in the professional, administrative and academic fields.

Related Articles

Section in CV		Section Name	Article No.
15.2.1		Published articles	3,4,5,8, 9, 10, 13, 15, 16
15.2.2		Accepted for publication	2
15.4.1		Published articles or chapters in scientific books	1, 2, 4
15.4.2		Articles in conference proceedings	1
15.5.1		Published research reports	2
15.6		Other publications	1, 2, 3

5) My contribution to Israeli Arab Society in General and to the Israeli Druze Community in Particular

My academic and professional activities, as demonstrated in this document, are accompanied by community and social involvement in the Arab sector in general and in Druze society in particular.

Knowledge-sharing is encouraged and promoted in the tight-knit Druze community, especially when it concerns pioneering and groundbreaking accomplishments by members of the community, in both the social and the academic fields. The affiliation of the Druze community to "external" communities is an expression of the "unit pride" principle, a central pillar of the Druze faith, which necessitates the importance of contributing to the society in which you live. I have never wavered in my dedication to my community. I continue to invest heavily in its advancement. My academic activities outside the Druze community are a concrete expression of my unhindered willingness to make pioneering breakthroughs, and this work has resulted in the high rank and position I have attained today. This twofold success manifests the popular slogan "yes, we can," and boosts the representation of the Druze community on the national and international levels. My work is both academic and practical, contributing to knowledge about the Druze community as well as generating educational and social programs and solutions. This manifests in the following aspects:

- A. Raising awareness and promoting knowledge of the unique status of the Druze community and its position in Israeli society.
 - (1) Some of my academic studies have made exceptional contributions to research into the Druze community. Some of the various aspects of the Druze community studied in my research include the status of women in a traditional society, intergenerational disparity in the Druze sector, language and identity, transformations in the Druze society, and the exploration of social and

educational phenomena that are not understood or accepted by non-Druze community members. Studies of these aspects have made a unique contribution to understanding educational and social processes in the Druze society.

- (2) My extensive research on the various aspects of the Druze community has qualified me to lead teams in the education system in developing suitable curricula for schools in the Druze sector. I have also taken part in building the educational and social visions for the education system in the Druze sector.

B. Raising awareness and promoting knowledge of the gender, ethnic and national aspects

- (1) The classifications of 'woman,' 'Druze' and 'Israeli,' and their combination in the context of the nature of Arab society, has constituted an intriguing factor for local and international platforms. The curiosity around the combination of these classifications has brought forth numerous invitations for me to present and explain the various aspects embodied in the concepts. Presenting my research and data in the context of my own "personal narrative" has led to the exposure of the Druze society, as well as shedding new light on the complex social realities in the State of Israel, in unfamiliar aspects and contexts. The feedback which I receive concerning my views, attests to the truthfulness and meaningfulness of my representations of the Israeli reality. The international feedback I receive indicates the contribution of my research to increasing the positive representation and understanding of the State of Israel. I have received calls from Israeli envoys in the United States and various countries in Europe to appear before local communities to present my work. My appearance in communities overseas brought to the minds of my audiences not only the existence of the Druze community but its characteristics as well. My personal journey is an integral part of this, giving life and spirit to academic material. My academic and educational breakthrough as a woman from a traditional society has led me to make theoretical contributions and offer insights regarding the role of women in other traditional societies. In the Israeli context, my academic, social, and national contributions brought me to the World Zionist Movement to speak at a multifaceted meeting on Mount Herzl to showcase the Israeli education system and the contribution of the Druze education system to shaping the identity of proud adolescents in the country and in the community.
- (2) Being the first woman Druze Doctor of Philosophy to graduate from Bar-Ilan University, located far from the north, has gained me the admiration of young women from northern Druze, Arab and Jewish communities. My decision to study at Bar-Ilan in Ramat Gan has asserted three core principles before women of different ethnic and cultural backgrounds. First, women can convert

unorthodox decisions into socially acceptable ones. Second, women from a traditional setting can take part in and contribute to professional and social communities. Last of all, Northern residents can also study in the center of the country.

- (3) Journals, academic institutions and research institutes contact me regularly to evaluate research projects and proposals in the fields of minority education and study of traditional societies.
- (4) Parents of children, and especially of girls, in the Druze society, come to consult me in connection with the education of their children in their attempts to bridge tradition with modernity. Some of the concerns addressed by parents involve making unorthodox decisions by allowing their daughters to receive higher education or by allowing them to leave home and live on campuses for example, instead of commuting.
- (5) My being part of the academic establishment continues to bring members of the Druze community to academic studies. My research contributions have also provided members of academia with ideas and initiatives for lectures, seminars, theses and doctorates, both in education and in socio-cultural fields. My female students, especially from the Arab sector, see me as a role model for my pioneering endeavors to bridge the academic and modern world with the traditional world. I am asked to advise PhD students of the Arab sector, who see me not only as a professional figure but as someone who embodies their culture as well.
- (6) My studies have provided traditional parents with tools and knowledge to address the gaps between them and their children. In addition, my research has also provided tools for beginning school administrators to understand and cope with the transformations that are taking place in the Druze education system and in Arab society.

These accomplishments, commitments and beliefs are demonstrated in my ongoing contributions to promoting higher education among Arab and Druze adolescents, especially women, in addition to building the vision of the Druze education system and playing a leading role in developing the system.

Future research

I am looking forward to continued investigation of educational issues in society and to expanding my work to study of linguistic issues. Some examples are, Druze adolescents' attitudes towards Hebrew language as a foreign language, and the way teachers of elementary classes use literary and spoken Arabic language.

With collaboration of my colleagues from Peterson University of New Jersey, we are currently considering the use of effective teaching methods for developing understanding of multicultural concepts. Other research has already been conducted with colleagues from Westminster College, USA, in the domain of education for tradition and religion in public schools in the United States and around the world, and the role of education in breaking boundaries. I plan to continue researching linguistic, gender, social and educational issues in the coming years for the sake of reaching better understanding and enhancing educational and instructional processes in different societies.

Vision

As a woman educator that was brought up in a traditional Druze society, with private and professional experience in educational institutions in the country, from elementary schools to colleges and universities, I believe that in shaping a healthy, prosperous, creative, valiant and caring society, we need to be committed to investing in preparing our future leadership without gender differentiation; creating leadership that emphasizes values and vision with capacity for dealing with crises and problems, leaders who can at the same time lead innovative educational and social change.