



AMMAR ELHASSAN ELMERHBI

Marital Status: Married

Birth Date: 04/10/1977

Phone:

Mobile 00966 5 43437996

Home 00966 2 2611822

Email: mrammar.m@gmail.com
ammarmarmerhbi@eductechalogy.org

Website: <http://eductechalogy.org>

<http://call4teachers.blogspot.com>

E-portfolio: Upon Request

Head of English Department/ Educational Technology Specialist/ Teacher trainer

Summary

Head of English Department and educational technology integration specialist with over 9 years of experience. Successful at introducing English language and literature from different points of view that gain interest and adds didactic value. Strong leadership, communication and student advocacy skills. Excellent teaching credentials and background in teaching High School levels. Experienced instructor and educational leader and senior teacher in creating learning environments that are relaxed and enjoyable. Accomplished at optimizing learning in multi-cultural settings via the innovative integration of technology, the sharing of ideas, and by providing a framework that inspires skills development in learners of all ages and backgrounds. Successful leader as Head of English Department. Experienced in delivering training/teacher development just-in-time workshops and "cognitive apprenticeship" on integrating technology, especially CALL, in classrooms and the curriculum. Designer and developer of school curriculum. Expert in advanced learning technologies/e-learning and their whole-school/classroom integration using sound pedagogy.

Formal Education

2008- 2011 *M.A. in Educational Technology and TESOL, with Merit*

University of Manchester- School of Education - Manchester- UK

Dissertation: *"Exploring the Impact of Online Professional Development Course on English Language Teachers' Technological Pedagogical and Content Knowledge"*

1999- 2003 *B.A. English Language and Literature and Teaching Diploma*

Lebanese University- Faculty of Letters and Human Sciences, Tripoli- North Lebanon- Lebanon

Professional Highlights

Dar Jana International School, Jeddah **2004 to Present**

Head of English Department/ Educational Technology Specialist/ Teacher trainer

Teaching Practice

- T Implemented and infused innovative teaching methods. Implemented PBL (project-based learning) and inquiry-based learning supported by technology in my high school classes (gr. 9-12) from a socio-constructivist approach. Designed and implemented detailed rubrics to assess not only the product but also the process of the group-based projects.
- T Designed and implemented a new course *New Media Literacy* as an add-on to the curriculum for my grade 11 students. The same course evolved to meet the needs of the students in critical thinking that cuts across the disciplines. It is now implemented as a core course for English classes for grade 11 and 12, soon to be implemented in all high school levels.
- T Implemented technology in my classroom instructions. Integrated blogs, wikis and adequate web 2.0 technologies to enhance my students' English language learning from a learning-based approach rather than a technology-based approach. Integrated technology with the goal of normalizing it to enhance student learning.
- T Engaged students in authentic tasks that are meaningful and that enhance their linguistic knowledge as well as sharpen the skills needed for the college and workplace. Transformed the teaching and learning from rote learning and memorization to a meaningful collaborative activities and projects that emphasize on the process and the product.
- T Prepared students for the SAT by integrating it in the curriculum and engaging them in intensive preparation courses. Increased students' SAT results with a steady 3% on a yearly basis. Trained and coached teachers on how to orient students for the SAT preparation as early as grade 9. Proctored and organized the SAT test center.
- T Focused on student autonomy in all classroom activities and fostered it through instructions, resources, environment, and technology.

Leadership and Teacher Development

- T Coached and trained English teachers on English language teaching. Observed classrooms and gave nonjudgmental feedback as part of teacher professional development. Proposed and implemented teacher development strategies such as teaching circles, in-house workshops, and action research. Initiated participatory action research projects for English teachers as part of on-going teacher development. Assigned peer visitation tasks to be discussed in teaching circles in a nonjudgmental, nonthreatening environment. Supported all English teachers in their daily tasks, their classroom instructions, classroom management, and alignment of instruction, curriculum and assessment.
- T Ushered and implemented the use of IWB's (interactive white boards) across all school levels. Trained faculty on the use of IWB from a pedagogically-sound perspective. Planned and designed workshops for training and support for faculty on the use of technology in general and IWB in particular in their classrooms.

- T Trained and supported teachers, especially English teachers, on the use of technology in their teaching and their student learning. Guided English teachers on the use of CALL.
- T Implemented and integrated Google Apps web tools suite for faculty and students. Trained and supported faculty and students on the use of the online school web services (and its add-ons) in just-in-time workshops and by developing an online self-access learning center. Conducted workshops and presentations as part of ongoing teacher development in technology. Trained and supported English teachers on the use of online school tools to collaboratively design tests and worksheets.
- T Played an integral role as a member in the steering committee for the NCA school accreditation self-study. Headed the *Curriculum Standard* for the self-study. Member of the planning committee for the CIWA school accreditation. Headed the “*Assessment and Evidence of Student Learning*” standard. Acted as an advising member and implementer in the following school-wide action plans: *professional development action plan*, *critical reading action plan*, and *e-learning action plan*, as part of the ongoing school development.
- T Conducted quantitative and qualitative research to improve practice for all teachers within the educational institution (e.g. vocabulary level, learning preferences, writing skills, teacher beliefs etc.) and shared the data with all faculty to enhance our instructional practice.
- T Initiated and supported COAPT (Community for the Advancement of Pedagogical Technology) to create a community of practice in term so of improving teachers’ use of technology in education with a focus on empowering students.
- T Initiated and conducted series of workshops for all faculty on curriculum mapping and unit planning based on UbD (Understanding by Design) approach.
- T Initiated, supported, and followed up all faculty on adapting Common Core Standards to our school needs.

Educational Technology

- T Designed, renovated, and maintained the school website (www.djis.edu.sa) to enhance the two-way communication in an interactive environment. Developed the online faculty portal and school portal for blended learning support.
- T Used corpus linguistics and concordance programs to inform and enhance my English language Teaching. Implemented DDL (data-driven learning) to enhance students’ linguistic knowledge, foster student autonomy, and support inquiry-based learning. Used corpus linguistics as an error analysis of student writing to inform later instructions.
- T Piloted virtual learning environments such as Moodle, OpenClass, and e-portfolios (Google Sites, Mahara, Digication) to enhance student engagement and help them make sense of their learning process. Expert in Moodle as an online component for classroom instructions. Expert in blending learning in school and online to increase student engagement.
- T Conducted needs analysis on the use of technology in education among faculty members and conducted workshops on technology integration.

Curriculum Design and Development

- T Evaluated and ordered textbooks as part of the continuous improvement of the curriculum based on student needs and abilities.
- T Initiated, planned, and designed school curriculum mapping and curriculum mapping online system (<http://djis.edu.sa/curriculum>) with Common Core Standards adaptation for English and Mathematics and Understanding by Design Unit Planning approach.

Professional Development

- T Extensive in-service training workshops in teaching English Language and classroom management
- T Conducting action research projects as part of my ongoing professional development. Action research projects were often done collaboratively with other teachers.
- T Reflective teaching in-practice, on-practice, and of-practice (teaching log, lesson report, critical incident) that inform my practice and turn it into praxis.
- T Attending yearly conferences such as the TESOL Arabia Conference.
- T Attending and conducting webinars (online seminars) on English language teaching and integrating technology in the English classroom and the curriculum.
- T Ongoing professional journals and books readings
- T Engaging in OCP (online community of practice) by connecting with other educators around the globe discussing best practices, answering questions, and debating on issues in our field of English language teaching, CALL, e-learning, and teacher education.
- T Membership in professional organizations in the field such as TESOL International Organization, TESOL Arabia Organization, and ISTE (International Society for Technology in Education)
- T AdvancEd Global Conference , on a yearly basis

Professional Organizations

- T Member in the ISTE International Society for Technology in education www.iste.org (special interest groups: leading and learning with technology, teacher education, Moodle users) . *An Ad Hoc ISTE volunteer*
- T Member in the TESOL International Organization www.tesol.org (special interest groups: CALL, teacher education, reading)
- T Member in the TESOL Arabia Organization www.tesolarabia.org

Certificates (Including MOOCs)

- T Google Apps certified teacher
- T “Designing a New Learning Environment”.-Stanford University
 - Served as the project team leader and with distinction. The result of the work was the initiation of COAPT (Community for the Advancement of Pedagogical Technology).

Skills

- T Advanced technologies for teaching and learning
- T Rapid e-learning (Captivate, articulate, Snap!, Ispring....)
- T Leader, team worker
- T Interpersonal and intrapersonal skills
- T Strategic planning
- T Project management
- T Problem solving
- T Change Agent
- T Speeding the diffusion of innovation rate
- T Enhancing teacher/employee performance through instructional design and job aides

References

Upon Request

Contact: mrammar.m@gmail.com • Mobile 00966 5 43437996