



www.iefes.sa



وزارة التربية والتعليم
Ministry of Education



المعرض والمنتدى
الدولي للتعليم
INTERNATIONAL EXHIBITION
AND FORUM FOR EDUCATION 2013

TAFLEEM

Bulletin of the 3rd International Educational Exhibition and Seminar

Issue 2 January 2013 / Safar 1434

Under the supervision of
the organizing committee of
International Exhibition and
Forum for Education
Design and editing:
Al Mohtaraf al Saudi



Allocated 25% of the largest ever Kingdom of Saudi Arabia
Financial Budget in 2013...

Education... Investing in Human Capital for Future Success!

Achieving the Eureka Moment through a Creative Classroom Environment

Next Generation Journalism

“Dale Carnegie” Grants a Saudi School the Leadership Prize

Scientific Sponsor:



Diamond Sponsor:



Platinum Sponsor:



Supported by:



Media Partners:





Why Did Nora Ephron Become a Journalist?

Huda Saleh

The journalism teacher, Charles Simms, was teaching his third secondary grade students how to write a prose which is a phrase that comes at the beginning of any news and which explains the meaning of the article.

He entered the classroom and wrote on the blackboard with the chalk:

“Who? What? Where? When? Why? How?”

Then he stated to his students a series of facts: “Kenneth Peters, Director of Beverly Hills High School, announced today that the teaching staff of the school will conduct a trip on Wednesday to Sacramento to attend the conference on the new educational methods. Among the lecturers, will be present the anthropologist Margaret Mead and the Dean of the University of Chicago Robert Maynard Hutchins”.

In front of each student there was an old typewriter considering that this story took place in the sixties of the past century. The teacher had barely finished his sentence that the students began writing the prose of the article on the typewriter: “The well-known anthropologist Margaret Mead and the Dean of the University of Chicago Robert Maynard

Hutchins will be lecturing in front of a teaching staff from Beverly Hills High School next Wednesday in Sacramento about the new educational methods, announced today the High School Director Kenneth Peters”.

The student Nora Ephron remembers very well this session. She says: “We submitted our papers to Professor Charles and we were so proud of our work...But he read each paper quickly before tossing them in the trash”. The teacher said to the angry students: “The news that you should be focusing on in your opening statement is (there will be a holiday Wednesday)”.

Nora remembers

At that moment, Nora remembers that a giant electrical lamp appeared before her. This stunning idea which didn't come to the mind of any of the students made her decide to become a journalist. Indeed, the journalist seeks for the essence of the news, gathering uninteresting facts in order to create a bouquet of priceless information. After several months, she participated in a national competition on writing articles and had to answer the following question: “Why did you decide to become a journalist?” In fifty words or less Nora won the competition and that was the beginning of her real career which lasted more than fifty years where she worked with the most prestigious American newspapers such as the New York Post and the Esquire. She also became a screenwriter and a director of many famous movies such as *Sleepless in Seattle* and *When Harry Met Sally* for which she was nominated for the Academy Awards.

It is a one and unique moment, a surprise followed by the unrevealing of the truth lying behind it through which the teacher can change the life of his students forever. How can you, as a teacher, produce such moments? Follow the instructions in this mini guide to create your own surprising moments.

BOOM!

1- The easiest way to make surprises is to know what others expect from you and then doing the opposite. When the students enter a classroom after their break, they expect to see an empty classroom or at the most to see their teacher waiting for them. That is what they see everyday, every week. What they don't expect to see is the director waiting for them or their fathers each one of them sitting at the place of his child. The definition of the term surprise is simply: doing the unexpected.

2- Explain the surprise by linking it directly to your main idea in paragraph 1. Why the bridge has collapsed? Because sometimes the engineers make a mistake in calculating a small equation while building this kind of bridge. This equation is our lesson for today and it is a very important equation and any mistake can lead to the collapsing of bridges causing the death of passengers and drivers.

3- Think about applying this idea. Let us suppose you are a Math teacher and you want to explain to your students the importance of an equation. Instead of explaining it on the blackboard (an expected move), inform them that you will be all spending half of the session in building a bridge. After finishing this activity, everyone will applaud for this entertaining work. Then just remove one piece that is holding the bridge and the latter will collapse (unexpected move) amid the surprise of your students and maybe their anger.

What is the most important idea you want to give to your students? Is it general idea or a general concept that includes all the details of the other lessons? Define this information in only one sentence.



Achieving the Eureka Moment through a Creative Classroom Environment



In preparation for the International Education Exhibition and Seminar, we interviewed Dr. Jonathan Plucker*, who says: “We need a continuous developed evaluation of education, closely related to the student’s performance, and his abilities, whatever his age; an evaluation not subject to traditional patterns that proved unsuccessful, in order to dispense the student from the killing routine of memorizing, and set free his creative hidden imagination.” Here is the interview’s text:

* Dr. Plucker is presenting a paper in the International Exhibition and Forum for Education 2013 in Riyadh

How do teachers evaluate their performances after each session? If there is one question that the teacher should ask himself after the end of the session to evaluate his performance, what would that question be?

Actually, I would have the teachers ask the students one question: At the end of every session, ask each student to write one or two sentences about what they learned in class that day, or even what the most interesting or important idea was for the session. Even better, the teacher can sometimes ask students to write the most important idea from the session in the MIDDLE of the session. Students shouldn’t put their names down – it should be as anonymous as possible. This one simple technique helps teachers identify what their students are actually thinking, as opposed to what the teacher feels happened during a specific class; the students responses are often quite surprising.

What are the most significant methods used by the tele-education services such as Khan Academy, to evaluate their class performance?

Evaluation of on-line or virtual education is usually inadequate, involving satisfaction surveys and other self-reported data. Even looking at student learning growth during the experience is insufficient, because you do not know if the growth is better or worse than the student could have experienced via another instructional method. Evaluation of tele-education services is an area of program evaluation that needs significant improvement.

There’s a lot of talk about the “Aha!” moments or in other terms “Eureka!” used by Archimedes and which are unforgettable moments. How do teachers, through their performances, create such moments to each one of their students ?

Scholars who study learning, creativity, intelligence, and psychology all agree that these moments are real and also very important for human development. A range of recommended strategies exist, but I believe they can be summarized by noting that allowing students to create something meaningful is the best way to develop talent and have ownership over their own learning. So rather than sit in a classroom and memorize information for a test, how are we helping them learn the information so that they can then use it to build something for themselves – an idea, an invention, a new understanding of a complex topic. If we provide students with environments in which this creation can occur, the “Aha!” moments usually emerge fairly quickly.

How are the talented students dealing with the routine during the whole semester? We mean here by routine the daily expected activities undertaken by the teacher? How do teachers break this routine by integrating the element of “surprise” in order to boost their students and detect their understanding towards new concepts?

Many studies provide evidence that the majority of our talented students are bored in school, primarily due to lack of challenge in the classroom. In some cases, bright students know almost the entire year’s curriculum BEFORE they start the school year. We recommend several strategies for educators: First, students should be allowed to move through the curriculum at their own pace. If a 10-year-old student is ready for the curriculum of the average 14-year-old, the younger student should be allowed to complete the more advanced curriculum. Think of it this way: If we had a student who was a very good football player, much better than other students his age, would we ask him to keep playing with the younger students? No, we would normally have him practice and play with the older students who are playing at his skill level, therefore accelerating his development. Why should intellectual learning and development be different from athletic learning and development? Second, teachers can test students BEFORE they teach specific material. If some students already know the material, they should be allowed to either accelerate into new, more advanced material, or participate in additional activities that allow them to learn advanced skills or develop a deeper understanding of the curriculum. This helps prevent the students from becoming bored, and it promotes student enthusiasm and creativity.

Allocated 25% of the largest ever Kingdom of Saudi Arabia Financial Budget in 2013... Education... Investing in Human Capital for Future Success!

Figures talk eloquently, and while education people take pride with their country having the biggest ever budget in history, they note with honor that this country has given them priority, by appropriating education with 204 billion SR. that is 25% of GDP. Spending on education is very instructive about trends adopted by countries, and the Kingdom of Saudi Arabia comes on the forefront, in the world, as to spending on education. The educational budget has risen 21% compared to the budget of 2012. This cannot be seen as a usual aspect of spending, but as a strategic orientation, where the Kingdom stresses on one of its highest values: investing in human. It is anticipated that this growing orientation will set the foundation of an educational rising that comprises all vital educational instruments and institutions, and that responds to

the kingdom’s aspirations to develop national abilities, into being a science producer, and a maker of the concept of knowledge economy. According to an economic analysis published concurrently with the budget, public education will sustain its ambitious strategy, through the project decided by King Abdullah bin Abdulaziz, to develop education with a budget of 9 billion SR. through the “Tatweer Holding” Company. The budget intends to build 539 new schools, for boys and girls, all over the country, for 3,9 billion SR. over and above 1900 schools actually under construction. This year 750 new schools have been handed over, reducing to 22% the number of leased school buildings, as compared to 41% the year 1430 AH. In order to create an appropriate educational environment, this year’s budget provides for habilitating 2000 schools for boys and girls, for building repair and maintenance, adding class rooms, providing schools and labs with instruments, teaching aids, laboratories, and computers, for 3,2 billion SR. The budget also provides for building administrative educational buildings, multifunctional auditoria, and educational centers, for public education. Safety and security in schools and administrative buildings have been allocated 800 million SR.

A Premiere in the Middle East

“Dale Carnegie” Grants a Saudi School the World Leadership Prize 2012

The world renowned Dale Carnegie has been known for his setting rules that have been propagated through his books, but more important was the creatively applying his rules in schools so as to benefit the whole society. A Saudi school was the first school in the Middle East that succeeded to deserving one of the most prestigious programs by “Dale Carnegie Institute”, and to receive their leaders in Riyadh, to grant this honor to the school.

The Islamic Schools for Girls have been granted the “Dale Carnegie World Leadership Prize” 2012, for having applied the “Watheq Program Skills for Life and Success”, a specialized cognitive and training project for building students personality, that has been added to the curriculum of more than 900 students, and to the teacher training schedule, for effective communication.

Watheq Program is based on “Dale Carnegie

Programs” and has been designed to promote girls personality, by learning the art of dealing with others, facing the learning stresses, adapting to the quick change in life, enhancing the convincing skills, gaining other people’s cooperation and generously accepting their views, and building oneself confidence. These programs provide girls with effective means to fulfill their aspirations in a creative way. Zuha’ al Sunaidi, the Carnegie director of the program said: “These programs are based on the necessity of acquiring skills for life and success, and they are not less important than the general curriculum. They help the student in her daily life forever. The program has had a great success by the students and their parents. They showed their attachment to attend, not missing any session”. In fact Latifah bin Mahfuz, the educational development intendant, assured that the rate of absence during the days of the program has decreased a lot.



Photo: Peter Handel, CEO of Dale Carnegie Institute delivers the prize to the representative of the Islamic Education Schools.

Al Ahmadi: Teaching Technology

is Cheaper and More Effective!

It is hard for a person to summarize in few words all what he expects from his work. Even harder is to provide expectations that are not strictly personal. But Laila al Ahmadi, who is an English teacher in the elementary stage in Medinah, finds enough time in the Saturday busy hours, to talk about expectations that surpass her personal ones, and that look like comprehensive plans and suggestions for the teaching process.

using compacted means, or giving a tab to every student will be more effective

“Coming from inside the experience, views are more practical” says Laila who thinks that many teachers agree with her view that the mission of teaching is capable of creativity in a motivating environment. She does not hide her optimism with the developing trend adopted by the Ministry of Education. But she adds: “teachers need in such a stage, more stimulation and concentration. And I think their dedication to only teaching will be beneficial, for they need not to do other assignments that might affect the teacher’s performance and the students”.



Exams are approaching and Laila is preparing a set of questions, but she is doubtful, and hopeful at the same time, that using this amount of paper will not last in the coming years, and that it is about time to shift to the electronic means of teaching. She adds in an asserting manner: “I think that using compacted means, or giving a tab to every student will be more effective and maybe cheaper. Look at this expense of books twice a year, whereas a tab lasts years, and we do not have to bother about carrying books with the expenses of printing”.