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Education

Ph.D. 1993: The Ohio State University, Columbus, OH, Educational Studies.

M.A. 1989: Ohio University, Athens, OH, Applied Linguistics.

B.A. 1975: American University of Beirut, Lebanon, TESL/TEFL and Teaching
Diploma.

Employment

- August 2005- present, Division of Cultures, Literatures and Languages/Language Center, Stanford University, Lecturer (AFL).
- Summer 2006, Monterey Institute of International Studies, Summer School.
- Summers 1995 and 2005, Middlebury College, Middlebury, Vermont. Foreign Languages Summer Program, Faculty member.
- Summer 2004, University of Maryland. Foreign Languages Summer Program, Faculty member.
- August 2002- May 2005, Department of African and Asian Languages, University of Florida, Lecturer.
- 1999-2002, United States Geological Survey, Project Facilitator, Educational materials writer/curriculum designer (special contract).
- 1995-2001, Department of Education and Psychology, Birzeit University, West Bank, Assistant Professor.
- 1995-2001, Graduate School, Birzeit University, Faculty Member, MA Program in Education.
- 1997-2001, Pedagogical Center, Israeli Ministry of Education and Municipality of Jerusalem, teacher Trainer (part-time).
- 1993-1995, Department of Near Eastern, Judaic, and Hellenic Languages (NJH), The Ohio State University, Columbus, Ohio, USA. Lecturer/Coordinator (Individualized Learning Center).
- 1992 & 1994, Lecturer and teacher trainer, National Language and Culture Institute (summers), The Ohio State University/NJH.
- 1989-1993, Department of NEH, The Ohio State University, Columbus, Ohio. Graduate Teaching Associate.

- 1993-1995, Department of Modern Languages, Denison University, Granville, Ohio. Instructor (part-time).
- 1987-1989, Department of Linguistics, Ohio University, Athens, Ohio. Graduate Teaching Associate.
- 1980-1987, EFL Teacher, Directorate of Education, Jerusalem.
- 1979-1980, ESP Instructor and College Registrar, Hebron Polytechnic (College of Engineering and Technology), Hebron, West Bank.
- 1976-1979, EFL Teacher, St. George's School, Jerusalem. EFL Teacher.
- 1976-1976, English Language Instructor, Arab-American Oil Company (ARAMCO), Dhahran, Saudi Arabia. .

Publications

Books

1. Co-author, "Bridges Over Troubled Water: A Comparative Study." Greenwood Publishing Group, West Port, CT. (October 2004).

Articles in Referred Journals

1. Moore, D. and Salem Aweiss. Strategies of Constructing Social Identities in conflict-Ridden Areas: The Case of Young Jews, Arabs and Palestinians Studies in Ethnicity and Nationalism Volume 7 Issue 1, Pages 2 – 26, March, 2008.
2. Comprehensive Educational Reform. Journal of the Association of Arab Universities (Education and Psychology), Vol. 3(2), pp. 49-77, 2005.
3. Critical Review of Practices in Educational Research: Statistical Analyses (in Arabic). At-Tarbiah (Education Journal), Vol. 146, pp. 142-154, National Commission for Education, Culture and Science, Doha, Qatar, 2004.
4. Confronting History's Interpretive Paradox: Investigating the Past and Practicing History in School. International Textbook Research Journal, 25, pp. 319-342. (December 2003).
5. Moore, D. & Aweiss, S. (2003). Outcome Expectations in Prolonged Conflicts. Sociological Review, Vol. 73(2), pp. 190-211.
6. Rethinking Teacher Development: The Case TEFL (in English). At-Tarbiah, Vol. 143 (Education Journal). National Commission for Education, Culture and Science, Doha, Qatar, 2002.
7. Moore, D. & Aweiss, S. (2002). Hatred of "Others" among Jewish, Arab and Palestinian students in Israel. Analysis of Social Issues and Public Policy, Vol. 2(1), 1-22.
8. Moore, D. & Aweiss, S. (2001). Social Identities of Young Jews, Arabs and Palestinians. The Harry Truman Research Institute for the Advancement of Peace. The Hebrew University, Jerusalem, Gitelson Peace Publications.
9. Education for Peace: Vision and Reality. Palestine-Israel Journal, Vol. VIII (2), 41-45, 2001.
10. Educating for the Future: Dimensions and Implementation of Multicultural Education. Palestine-Israel Journal of Politics, Economics, and Culture, Vol. 3(1), 71-75. 1996.

11. Cooperative Language Learning: Conditions for productive Group Interaction. HANDS ON Language, Vol. 7, 23-28. 1995.
12. Situating Learning in Technology: The Case of Computer-mediated Reading Supports. Journal of Educational Technology Systems, 23 (1), 63-74. 1994.
13. Cognitive Processes in Second and Foreign Language Reading: Reasoning Operations, Knowledge Sources, and Strategy Use. Al-Arabiyyah Journal, 26,1-17, 1993.

Forthcoming

1. Culture of Peace and Education: The Palestinian Context. Invited article to appear in "The Israel-Palestine Conflict: Parallel Discourses" edited by E. Mathews, D. Newman and M. Dajani. Burkle Center Book Series, UCLA, 2009 .

Work in Progress

1. Empirical investigation of the Effect of Using Morphemic and Contextual Strategies on the Learning of New Vocabulary and on Reading Comprehension (final stages). To be submitted to NFLRC/Special Topic Issue (summer 2007).
2. Teachers' Beliefs: Teaching and Learning (data collected from college instructors in 6 languages (Arabic, French, Spanish, Chinese, Russian, and Italian). Data analysis in progress.

ERIC Documents

1. Meaning Construction in Second and Foreign Language Learning. ERIC Clearing-House on Languages and Linguistics. Arlington, VA. Center for Applied Linguistics (CAL), ED 360 850, 1993.
2. Verbal Protocol Data as a Reliable Source of Information About the Reading Behavior and Cognitive Processes. ERIC Clearing-House on Languages and Linguistics. Arlington, VA. Center for Applied Linguistics (CAL), ED 360 851, 1993.
3. The Effects of Computer-Mediated Reading Supports on the Reading Comprehension and Reading Behavior of AFL Learners. ERIC Clearing-House on Languages and Linguistics. Arlington, VA. Center for Applied Linguistics (CAL), ED 366 218, 1994.
4. Comprehension Assessment Measures in Second and Foreign Language Reading. ERIC Clearing-House on Languages and Linguistics. Arlington, VA. Center for Applied Linguistics (CAL), ED 366 225, 1994.

Yearbooks and Proceedings of Conferences

1. Assessment in Language Education. First National Arabic Language Teaching Conference, De Paul University, June, 2009.
2. Educational Reform: Theory into Practice. In Educational Reform in Palestine: Visions and Horizons, pp. 11-19. Educational Network, Ramallah, 1999.

3. Teachers' Professional Development: A Re-Examination in an Era of Reform. International Yearbook on Teacher Education, Vol. II, 1997, pp. 347-362.
4. Second and Foreign Language Reading Comprehension Assessment: The Recall Protocol Revisited. In W. Hatfield (Ed.), Visions and Reality in Foreign Language Teaching: Where we are, Where we are Going. pp. 123-37. Norwood, Ill.: National Textbook Company. 1993.
5. Investigating the Role of Students' Perceptions of Study Strategy and Personal Attributes in Strategy Use. In Perspectives in Foreign Language Teaching, Vol. VII. pp. 33-56, Youngstown State University, 1993.

Reports and External Evaluation

1. Education Reform in Post-Accord Palestine: A Synthesis of Palestinian Perspective (external reviewer/referee).
2. Final Report/External Evaluation: Children's Tolerance Education Program in the Southern Caucuses. USAID/Swiss Development and Cooperation, Feb. 2006.
3. Final Report # 3: Analysis and Evaluation of the First Palestinian Curriculum. Israel-Palestine Center for Research and Information (IPCRI)/US Public Affairs Office, April 2005.
4. Final Report # 2: Analysis and Evaluation of the First Palestinian Curriculum. Israel-Palestine Center for Research and Information (IPCRI)/US Public Affairs Office, April 2004.
5. Final Report # 1: Analysis and Evaluation of the First Palestinian Curriculum. Israel-Palestine Center for Research and Information (IPCRI)/US Public Affairs Office, March 2003.
6. Level of Achievement in EFL for 5th Graders in Palestine, 1999-2000. Assessment and Evaluation Center, Palestinian MOE, December, 2002.
7. Evaluation of Peace Education Programs (Palestinian Sector). IPCRI, 2002.

Conference Presentations

Forthcoming

1. Heritage Language Learners: Confronting the Challenges. First International Conference on Heritage Community/Languages, UCLA, Feb. 19-21, 2010.
2. Emerging Issues in Heritage Language Learning: Teacher education and professional development. Georgetown University Round Table, April 2010.

Presented Papers

1. Towards Participatory Evaluation Models of FL Programs: The Value of Evaluative Thinking. Presented at the Arabic LEARN Conference at USNA, Annapolis, MD., February 19-21, 2009.
2. Measuring and Assessing the Distinguished Level: Challenges and Promising Avenues. Presented at the Coalition of Distinguished Language Centers' 6th

- Annual Conference on Teaching & Learning Languages to Near-native Abilities. Maritime Institute Conference Center, Linthicum, MD, December 6-7, 2008.
3. Interactive teaching and active learning: The role of measurement and assessment, National Arabic Language Conference, De Paul University, Chicago, ILL. June 13-15, 2008.
 4. Teacher Certification: The post-baccalaureate alternative: Panel sponsored by MoE, Ramallah, August 2006.
 5. Preparing Teachers for Peace Education: The case of Palestine (invited talk); Center for Ed. Technology (CET), The Open University, August 2006).
 6. Instructional Strategies in Content-Based Instruction: The case of Arabic as a foreign language. Presented at the Monterey Institute of International Studies Conference "Meeting the Challenges of Classroom Implementation." Monterey, CA, May 18-22, 2005.
 7. Distance Learning and Classroom Instruction: Implications for the Less Commonly Taught Languages (LCTL). Presented at the 8th LCTL Conference, Madison, WI. April 15-17, 2005.
 8. The Effect of Using Morphemic and Contextual Strategies on the Learning of New Vocabulary and on Reading Comprehension of Readers of Arabic as a foreign language. Presented (poster session) at the 8th LCTL Conference, Madison, WI. April 15-17, 2005.
 9. Storytelling in Education: A Vehicle for Curriculum Integration. Interdisciplinary Conference on Storytelling, Self and Society, Florida Atlantic University, Boca Raton, March 4-6, 2004.
 10. Civic Education Curriculum: The Palestinian Context. Presented at the International Conference on Civic Education, New Orleans, LA, November 17-19, 2003.
 11. A Critical Review of the Palestinian Curriculum: Tolerance and Peace Education, Paper presented at the G. Ekhart Institute, Braunschweig, Germany, Dec. 7-10, 2002.
 12. Hatred and Intolerance in Unjust Situations. Paper presented at the VIII Conference on Social Justice and Social Exclusion, Rishon Lezion/Tel Aviv (International Society for Justice Research), Sep. 18-21, 2000.
 13. Teaching Cognitive and Meta-cognitive Reading Strategies. Paper presented at the First Conference on Teacher Training Competencies. Pedagogical Center, the Ministry of Education in Israeli, Jerusalem, April 2002.
 14. Patterns of Meaning Construction by Readers of Arabic as a Foreign Language. Presented at the APETAU First International Conference, Amman, Jordan, 28-30 August 2000.
 15. Transforming the EFL Classroom: Integrating technology into teaching. Presented at the Sixth EFL skills Conference: Challenges for Y2K, The American University in Cairo, January 25-27, 2000.
 16. Enhancing Critical Thinking in the EFL Classroom. Paper presented at the 5th Annual Symposium of the PATEFL. Jerusalem University, April 23, 1999.
 17. Critical thinking in the curriculum: A Critical Reflective Review. Presented at the 2nd. Annual Conference on Education, (UNRWA/Ramallah). April 8, 1999.

18. Educational Reform: Theory into Practice. Presented at the First Conference on Education, November 26, 1998. Sponsored by Educational Network, Friends School, Ramallah.
19. The Future of Teacher Training Programs in the Arab World. Paper presented at the Meeting of the Deans of Colleges of Education in the Arab World. Doha, State of Qatar, Sept. 27-30, 1998.
20. Teaching Language as Communication. Paper presented at the III PATEFEL Conference, Hebron University, April 24, 1998.
21. The School Principal as an In-house Supervisor. Educational Center, Al-Bireh Municipality, July 19, 1997.
22. Interactive Teaching Strategies: A Cognitive Perspective. Presented at The First Educational Conference on Elementary Education (UNRWA/Ramallah). May 1-2, 1997.
23. Enhancing Critical Thinking and Problem-Solving Skills in the Language Classroom. Presented at the Third IATEFL Conference. Bethlehem University, 28 March 1997.
24. Teachers' Professional Development: A Re-Examination in and Era of Reform. Presented at the 43rd International Council on Education for Teaching World Assembly, Amman, Jordan, 16-21 December, 1996.
25. Exemplary Curriculums for the 21st Century. Presented at The Second International Conference on Palestinian Studies (Palestinian Curriculum Development Center) December 13-15, 1996. Birzeit University.
26. Cognitive Constructive Activity: An Alternative Assessment measure of Listening Comprehension. Presented at The Third EFL Skills Conference, American University of Cairo, 3-5 December, 1996. (Presented on behalf of author by a panel member).
27. Listening Comprehension Instruction in the EFL Classroom: A Strategies Approach. Presented at The Third EFL Skills Conference, American University of Cairo, 3-5 December, 1996. (Presented on behalf of author by a panel member).
28. Anchored Instruction: The Case of Teaching on the Internet. Paper presented at the Birzeit University Workshop for the Improvement of Instructional Practices. Birzeit, June 4, 1996.
29. Professional Development of the Second/Foreign Language Teacher Through Reflective Teaching. Paper presented at the Second Annual Symposium of IATEFL-Palestine. Birzeit University, Birzeit, Palestine, April 19, 1996.
30. Meaning Construction Processes in Reading Foreign Languages. Paper presented at the MESA 1995 Annual Meeting, Washington, DC, 7-10 Dec. 1995. (Read on behalf of author).
31. Code-switching Patterns and Linguistic Constraints: The Case of Arabic-English Bilingualism. Paper presented at the Ninth Annual Symposium on Arabic Linguistics, Georgetown University, Washington, DC, March 10-12, 1995.
32. Engaging Students in Learning: Teaching and Assessing for Understanding. Paper presented at the 1995 Annual Meeting of the American Association for Applied Linguistics in Long Beach, CA., March 25-28, 1995 (Read on behalf of the author by panel member).

33. Language and Culture in the Foreign Language Textbook: Socio-cultural, Socio-linguistic, and Curriculum Design Perspectives. Paper presented at the Conference on "Islamic and Arabic Studies in American Universities" sponsored by the Institute of Islamic and Arabic Sciences in America, Fairfax, VA., April 15-16, 1995.
34. Beyond Small Group Learning in the Second and Foreign Language Classroom: Conditions for Productive Interaction. Paper presented at the Central States Conference on the Teaching of Foreign Languages, Denver, CO, March 30 - April 2, 1995.
35. Reforming Second and Foreign Language Teacher Education: Focus on New Knowledge and New Conceptualization of Teaching. Presented at the 1994 MESA Annual Conference in Tucson, AZ, Nov. 19-22, 1994.
36. Collaborative Language Learning: Variables in Productive Small-Group Interaction. Paper presented at the 1994 Ohio TESOL Annual Fall Conference, Cincinnati, Ohio, Nov. 11-12, 1994.
37. Teaching for Understanding: Components of Successful L2 Comprehension Programs. Presented at the 1994 TESOL Midwest Conference, St. Louis, MO, Nov. 3-5, 1994.
38. Integrating Grammar into the Communicative Language Classroom. Paper presented at The National Language Institute, The Ohio State University, Columbus, July 29, 1994.
39. Content Knowledge and Procedural Knowledge in Teacher Preparation. Paper presented at the Conference on "Teacher Training in the American Universities." Sponsored by the Institute of Islamic and Arabic Studies in America. Fairfax, VA., March 26-27, 1994.
40. The Effect of Computer-Mediated Reading Supports on Measures of Comprehension and Reading Behavior of AFL Readers. Paper presented at the 1993 ACTFL Annual Meeting in San Antonio, TX., Nov. 20-22, 1993.
41. Investigating the Role of Students' Perceptions of the Study Strategy and Personal Attributes in Strategy Use. Paper presented at the 17th. Annual Conference on the Teaching of Foreign Languages. Youngstown State University, Ohio, October 29-30, 1993.
42. Meaning Construction in Foreign Language Reading: A Study of Readers of Arabic as a Foreign Language (AFL). Paper presented at the Annual Conference of the American Association for Applied Linguistics (AAAL) in Atlanta, GA., April 16-19, 1993.
43. Second and Foreign Language Reading Comprehension Assessment. Paper presented at the Central States Conference on Teaching of Foreign Languages, Des Moines, IA, March 25-28, 1993.
44. Recent Developments in Language Testing: Fundamental Linguistic and Psychometric Considerations. Paper presented at the 1992 Midwest TESOL Conference. Indianapolis, IN, October 22-24, 1992.
45. Second Language Reading: Cognitive and Psychometric Perspectives. Paper presented at the 1992 Midwest TESOL Conference. Indianapolis, IN, Oct. 22-24, 1992.

46. Learner Errors: A new way to Look at Them. Paper presented at the Fall 1992 Ohio TESOL Conference. University of Findlay, OH, Oct. 2-3, 1992.

Invited Presentations

1. Political Reform in the Arab World. Middlebury College, Arabic Summer School (Mills College, CA). July 22, 2009.
2. Developing International Components in language, literature and culture college courses. Title VI-A "Citizens of the World" Project. Santa Fe Community College, Gainesville, FL, March 9, 2005).
3. Teaching Critical Thinking in the Language Classroom. Teaching Support Group, University of Florida, January 27, 2004.
4. Linguistic Features of the Arabic Language: The Classical-Colloquial Continuum, Department of Linguistics, University of Florida, Nov. 14, 2003.
5. Civilizations, Religions, and Languages of the Middle East. Guest speaker, College of Human Ecology, The Ohio State University, October 20, 1994.

Professional Development

- Heritage Learners Research Institute, University of Illinois, June 21-26, 2009.
- ACTFL Workshop: OPIc Training workshop, Monterey, CA, Feb. 7-8, 2009.
- ACTFL Workshop: ILR Master Q/A Tester project, White Plains, NY, Dec. 1-2, 2007
- Pilot project between ACTFL and DLI/ September 07 (aligning the ACTFL and DLI OPI ratings for Arabic).
- Linguistics Institute, Linguistic Society of America (LSA) held at Stanford University, July 1-27.
- National Capital Language Resource Center's institute on Teaching Arabic to College and Upper High School Students, May 21-25, Georgetown University, Washington, DC.
- AAA 2007 Annual Conference, Costa Mesa, CA (attended selected sessions).
- ASCD 2007 Annual Conference, Anaheim, CA, March 2007 (one day for ticketed session on teacher training).
- Designed and developed two placement tests (levels 1 and 2).
- Course development of a course on Islamic cultures (AME 213).
- ACTFL/ILR OPI Re-norming workshop, June 2006, Burlingame, CA
- Certified ACTFL/ILR OPI tester, 2005.
- "Familiarization with the National Standards for Foreign Language Instruction" ACTFL Workshop, June K. Phillips, Feb. 4, 2006. Language Center, Stanford University.
- "Crossing Major Borders: Speaking Proficiency Development from Novice to Advanced," ACTFL workshop, Chantal Thompson, Friday September 16, Language Center, Stanford University.

- “Teaching and retaining the first year student,” UCET, University of Florida, February 18, 2005.
- Foreign language workshop: “Training in Vista (WebCT)”, Center for Educational Technology, University of Florida, February 16, 2005.
- “How to wake up millennial brain,” University Center for Excellence in Teaching (UCET), University of Florida, January 31, 2005.
- “ACTFL/ILR Oral Proficiency Interview Tester Training Workshop”, White Plains, NY, January 20-22, 2004.
- “ACTFL/ILR Oral Proficiency Interview Tester Training Workshop”, White Plains, NY, October 13-17, 2004.
- “Reflections on educational leadership: Who, when and how,” UCET, University of Florida, September 3, 2004.
- “SERMEISS/Emory University Arabic Workshop”, University of North Carolina/Wilmington, March 24, 2004.
- “Critical thinking tests and the improvement of instruction,” UCET, University of Florida, October 7, 2003.
- Technology in Education. “Salzburg Seminar, Salzburg, Austria.” Sept. 1999.

Project Coordination and Other Administrative Experience

1. Member, National Testing Initiative (Consensus Meeting), sponsored by ACTFL and Arabic Flagship Programs. University of Maryland, MD, April 3-4, 2009.
2. Team Leader, External evaluation of CTEP (Southern Caucasus), USAID/SDC, Feb. 2006
3. Team Leader, Project on "Reviewing Palestinian Textbooks and Tolerance Education Programs, Israel-Palestine Center for Research and Information/USA Public Affairs Office, 2003, 2004, 2005.
4. Coordinator/Facilitator and Educational Consultant, WaterCare Project, United States Geological Survey (USGS), 1999-2002.
5. Palestinian Coordinator: Project “Living in the Holy Land: Respecting Differences.” Implemented by NOOR Center for Information and Research (Ramallah) and Center for Educational Technology (Tel Aviv).
6. Chair, Department of Education and Psychology and Coordinator, MA program in Education at Birzeit University, 1998-2000.
7. Chair and member of several boards of trustees (NGOs), 1996-2002.
8. Chair, National Committee for the Development of English Language Test, Ministry of Education, Palestinian-Finnish Education Program, 1999-2001.
9. Coordinator and Principal Investigator, Project “Bridges Over Troubled Waters: Political, Social and Economic Attitudes.” Joint Israeli-Palestinian Project funded by the Truman Institute, Hebrew University in Jerusalem.
10. External evaluator of several uni-national and bi-national programs in peace education and education for democracy and human rights, 1998-2002.
11. Member of several local, regional and international steering committees (e.g., VIII Conference on Social Justice and Social Exclusion (ISJR), Israel, 2000; Conference on “To Live Together: Shaping New Attitude to Peace Through

- Education,” Geneva Foundation, Annecy/France and Geneva/Switzerland, 1997; Teacher Education Programs in the Age of Information Technology, October 1998, Doha, Qatar.
12. Member, National Committee for Assessing Academic Performance of Colleges of Education in the Gaza Strip, Ministry of Higher Education, PA, 2000.
 13. Member, National Committee on “Teacher Education Programs for the 21st Century.” Ministry of Education, PA, 2000-2001.
 14. Member, National Committee “Success for All Students.” Ministry of Higher Education and National Organization for Education, Culture, and Sciences, 2000.
 15. Educational Consultant/Team of Experts, Ministry of Labor, PA. Project “Human Resource Development for Vocational and Technical Education and Training, 1999-2001, Funded and Administered by GTZ/Germany.
 16. Member, Organizing Committee for the First Conference on “Educational Reform in Palestine.” 1998.

Professional Societies

American Association for Teachers of Arabic (AATA)
 Association of the Less Commonly Taught Languages (NCOLCTL)
 American Educational Research Association (AERA)
 Association for Supervision and Curriculum Development (ASCD)
 American Council on Teaching Foreign Languages (ACTFL)
 Middle East Studies Association (MESA)

Scholarships, Fellowship and Awards

- 1970-1975, United States Agency for International Development (USAID) Scholarship. *The American University of Beirut (AUB)*
- 1987-1989, Fulbright Scholarship, *Ohio University*

Grants applied for/received

- 2006 Abbasi Program/Language Center, Stanford University, Development of instructional materials in Arabic (Islamic Cultures).
- 2004 International Center, University of Florida, Internationalizing the Curriculum
- 2003 US Department of Education Grant for developing instructional materials (three-year proposal for developing instructional materials in Colloquial Arabic).
- 2002 US Institute of Peace grant: develop instructional materials for peace education and conflict resolution programs.
- 2002 European Union Grant for interfaith dialogue project
- 1999 Harry Truman Institute for Peace, The Hebrew University, Investigating High School Students’ National, Religious and Social Identities
- 1992 Graduate Student Alumni Research Award, The Ohio State University

Writing and Editing Experience

1. Thesis Advisor, co-advisor, and theses committee member: about 20 MA theses in education and linguistics (1996-2002).
2. Member, National English Language Team, Curriculum Center, Ministry of Education, Palestinian Authority (PA), 1998-2001.
3. Member, Authorship Advisory Committee (English as a foreign language). Ministry of Education, PA, and McMillan Publishing Company, 1999-2002.
4. Educational Consultant (curriculum designer, materials writer, and teacher trainer). Peace and Democracy Education Program. Israel-Palestine Center for Research and Information (IPCRI), 1997-2001.
5. Editor, Report on indicators of civil society in the West Bank, 2001-2, Alpha/Tamkeen (NGOs).
6. Reviewer, pilot materials "International Humanitarian Law." International Committee of the Red Cross, 2000.
7. Writer and curriculum designer for Education for Peace: Teaching Materials for Arabic, English, and Social Studies. Peace Education Program. Published by IPCRI, Jerusalem, 1998.
8. Reviewer, Referred Journals (Bethlehem, Hebron, and Birzeit Universities).
9. Columnist, The Jerusalem Times, The Only English Language Palestinian Weekly (3 years). Weekly column on topics in teaching, learning, and research.

Translation Experience

- Translation from English to Arabic and Arabic to English of several books, articles, general materials, and publications in civics, educational psychology, peace education, education for democracy and human rights, environmental awareness, interfaith dialogue.

Community-Oriented Activities (1995-2001)

- Chair, board member, and educational Consultant: Educational Network (NGO), Al-Mustaqbal Schools, Noor Center for Information and Research, YWCA, Ma'an Human Resource Development Center, Boy and Girl Scout Association, PTA.
- Chair and Member of several organizing and steering committees for local, regional, and international conferences.

Language Proficiency

Arabic (native language)

English (fluent)

Hebrew (speaking, reading, writing/functional)

French (reading and comprehension/functional, intermediate level speaking)

German (speaking/minimally functional).