

CURRICULUM VITAE

Personal details

Name: Dr. Nasser Mansour

Director of the Science, Technology, Engineering, and Mathematics (STEM) centre, Exeter University, UK

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Education

- B.Sc. Department of Physics & Chemistry, 1993. Faculty of Education, Tanta University, Egypt, Very Good with Honours.
- Degree of Special Diploma in Education, 1995, Faculty of Education, Tanta University, Egypt, Very Good grade.
- Degree of Master of Education in 'Curriculum and Instruction of Science', 1998, Title of the thesis: The effectiveness of Ausubel's advanced organizers in developing achievement in science and creative thinking abilities of preparatory stage students, Faculty of Education, Tanta University, Excellent grade.
- PhD in Education, Title of the thesis: Science-Technology-Society Education in Egypt: The Beliefs and Practices of Egyptian Science Teachers, 2008 (Supervision: Professor Keith Postlethwaite and Dr. Nigel Skinner. External Examiner: Professor Michael Reiss; Internal Examiner Dr. Flora Macleod), School of Education and lifelong Learning, Exeter University, UK.

- Higher Education Academy (HEA) Fellowship. Postgraduate Certificate in Academic Practice (PCAP), Exeter University, 2010

Research interests

My main research interests are in aspects of teaching and learning in science, including STS (Science, Technology and Society education), Curriculum studies, Inquiry-based learning and teaching, controversial issues, scientific literacy, the relationship between religion and science education; Science, Technology, Engineering and Mathematics STEM, learners' ideas, misconceptions, alternative conceptions and alternative frameworks, constructivism in science education; learner thinking; creative thinking in science, teaching about the nature of science, science teachers' beliefs and practices, teacher professional development; Multi-cultural studies in science education, Grounded Theory, argumentation, debate and dialogue in science education, e-learning, Information Communication Technology ICT, and 21st Century skills

Director of the Science, Technology, Engineering, and Mathematics (STEM) centre, Exeter University, UK

<http://socialsciences.exeter.ac.uk/education/research/centres/sciencemathstechnology/>

Programme director

Programme Director for the MSc in Educational Research, 2014-2017.

Co-ordinator of courses:

Scientific Methodology Module leader (MSc Masters Module)

MSc dissertation Module convenor (MSc Masters Module)

Co-leader of the MEd dissertation module

External Examiner of Master programme

An external examiner for the Master programme at Faculty of Education, British University in Dubai (2015-to date)

A Panel Member in a validation for of Education programmes for the Arab Open University. 2010.

International science trainer

Physics and Chemistry training tutor for Cambridge International Examinations

A member of the scientific committee

A member of the scientific committee Member at the International Conference on Future of Education 2018 to be held in Colombo, Sri Lanka from 26th- 27th June 2018 under the theme “Education at Reach”. <http://tiikmconference.com/>

A member of the scientific committee Member at the International Conference New Perspectives in Science Education Florence, Italy

International scholar visitor

Spring term 2017 Distinguished visiting professor at American University in Cairo AUC

An External Evaluator

- Evaluator for TAR UN Tunku Abdul Rahman University College Internal Grant Assessment, Malaysia
- Evaluator of the Research Proposals for Cyprus Research Promotion Foundation (RPF) <https://iris.research.org.cy>.
- Award of Shick Faisal for educational research in Qatar جائزة الشيخ فيصل للبحث التربوي
- a member of the Advisory Committee meeting for the BRaSSS project at UCL Institute of Education, London.

Serving on international associations

A member on the Distinguished Contributions to Research Award Committee for NARST (National Association of Research in Science Teaching).

Employment experiences

- 2011-ongoing lead on the teacher professional development research group at the Excellence Research Centre of Science and Mathematics Education (ECSME), King Saud University, Saudi Arabia <http://ecsme.ksu.edu.sa/en/>
- 01/2012- Date a Senior Lecturer in Science Education, Graduate School of Education, University of Exeter, UK.
- 01/2013-date a training tutor for Cambridge International Examinations
- 10/2009-02/2012 Lecturer in Science Education, Graduate School of Education, University of Exeter, UK.
- 01/08-09/09 Teaching Fellow, School of Education and Lifelong Learning, University of Exeter.
- 09/08-12/08 Research Fellow, School of Education and Lifelong Learning, University of Exeter.
- 03/08-08/08 Associate Research Fellow, School of Education and Lifelong Learning, University of Exeter.
- 06/04-12/04 Research Assistant, School of Education and lifelong learning, University of Exeter.
- 1998-2002 Assistant Lecturer, Faculty of Education, Tanta University, Egypt.
- 1994-1998 Demonstrator, Faculty of Education, Tanta University, Egypt.

Teaching experiences

- MEd
- EdD
- MSc
- STEM courses
- STEM-CPD
- PGCE secondary science
- Science Teaching Methods
- Using Computer in Science Teaching and Learning.
- Blended learning
- Applied Statistics by SPSS
- Qualitative methodology

- Online discussion
- Educational Technology
- Micro-Teaching
- Research Methods in Education
- Evaluation in Teaching
- The Use of ICT in the classroom
- The use of the Interactive White board in the classroom

Key capabilities

- Training STEM teacher
- Using quantitative research
- Using qualitative research
- Analysing data using SPSS
- Analysing texts using nvivo
- Developing STEM curricula materials
- Teaching academic skills
- Empowering people
- Working in partnership
- Calm, reliable and dependable in meeting objectives
- Decisive and results-driven
- Adaptable and flexible
- Well-organised planner and scheduler
- Effective and selective in use of communications technologies
- Active and dynamic approach to work and getting things done

Postgraduate Supervision experiences

PhDs

- Sami Alsenaidi, Electronic brainstorming in Saudi primary education (minor corrections, graduated)
- Haisbah Mohammad: Teacher's role change in Kuwait's future schools, (Major corrections, graduated)
- Educators and pre-service teachers' perception of the Islamic art in Kuwait
- Ahmed Alshammari, Evaluation of the science Curriculum at intermediate schools in the state of Kuwait from teachers' viewpoints, (minor corrections, graduated)
- Naser Ali, Integrating technology in the Public Authority of Applied Education and Training PAAET: Preparing teachers to use Learning Management System LMS (Action research), (minor corrections, graduated)
- Hamed Alsaho Teachers' beliefs of and practices for fostering creativity in science classroom in the State of Kuwait Multiple case studies based on sociocultural perspective, (minor corrections, graduated)
- Munthir Abdullah Alblaihed, Saudi Arabian Science and Mathematics Pre-service Teachers' Perceptions and Practices of the Integration of Technology in the Classroom, (minor corrections, graduated)
- Anita Hayes, Students' and Teachers' Views of Transition from Secondary Education to Western-Medical University in Bahrain, (minor corrections)
- Fawzeyya Alghamdi, The Role of Social Media in Developing Online Learning Communities, (minor corrections, graduated)
- Yaser Abdullah Alkhabra, The Pedagogical Affordances of Social Media Twitter, Facebook and WhatsApp in Higher Education in Saudi Arabia, (Major corrections, graduated)
- Jill Noakes, Exploring beliefs about and practices of STEM integration (through project work) among secondary school science, maths, ICT/computing and design technology teachers in England (She has ESRC studentship). (ongoing)
- Sumaiya Al Bulushi, The GLOBE Programme' impacts on science teachers' beliefs and classroom practices in teaching environmental issues in grades 5-10 in Omani schools (ongoing supervision)

- Aiydh Aljeddani, Incorporating Sustainability in Social Studies and Citizenship Education Curriculum: A Collaborative Community of Practice Case Study in a Saudi High School Context, (Major corrections, graduated)
- Naif Al-Sufyan, An exploration of Saudi university teachers' and students' perceptions of problem solving skills in the teaching and learning of physics. (minor corrections, graduated)
- Waeil Alkorashi, Exploring Mathematics Student Teachers' perceptions and practices about lesson planning at university and schools (submitted for examination)

MA dissertations:

- Stuart Palmer, "A case study on secondary school teacher motivation and confidence in light of a move from judgemental notice lesson observation to nonjudgemental non-notice lesson observations". (Merit)
- Katie Partridge, What are a group of Year 1 teacher perception of play-based learning in Year 1? (Merit)
- Sophie Littlewood-Homer, Assessment and identification of daily teaching strategies to improve pupil resilience, (Merit)
- Sian Gibbs, An inquiry into the perception of food education and the importance placed on food literacy within the curriculum? (Pass)
- Bassmah Alosaimi, ICT integration and its use to improve teaching and learning in Saudi Arabia: Teachers' Perspectives. (Merit)
- Chloe Rigby, Students and teachers' perceptions and experiences of the transition between GCSE and AS-Level Mathematics, (distinguish)

MSc

- Zeynep Guler Examining the effects of teaching with scientific argumentation on students' understanding of ideas, concepts and principles about electrical conduction, and their attitudes toward science in Turkey, (Merit)

- Writing in pairs: Exploring how collaborative writing instruction facilitates the internalization of L2 form, (Merit)
- Yaser Abdullah Alkhabra, The influence of sociocultural context on uptake of blended learning at the University of Ha'il in Saudi Arabia, MSc, (Merit)
- Sumaiya Al Bulushi, Construction and development standards of mathematics curriculum in the Sultanate of Oman from the point view of supervisors, members of the curriculum and experts. MSc, (Merit)

External & Internal examiner PhD and EdD

- An External Examiner of a PhD Thesis for University of Sydney University, Australia. 2010: Human values-based Water, sanitation and hygiene education: \a study of teachers' beliefs and perceptions in some Southeast Asian countries.
- An External examiner of EdD thesis "Attitudes of science teachers in primary schools in Kuwait towards the educational reform" for university of Bristol, UK, 2011
- An External Examiner of a PhD Thesis "Co-operative Learning in Saudi Arabia" for Southampton University, UK, 2010.
- An internal Examiner of a PhD thesis "Factors influencing information and communication technology implementation in government secondary schools in Kuwait" for Exeter University, UK. 2012
- An internal Examiner of a PhD thesis "Teaching and Learning thinking skills in the Kingdom of Saudi Arabia: Case studies from seven primary school" for Exeter University, UK. 2012
- An internal Examiner of a PhD thesis "The contribution of theory and practice to the professional development of students learning to become secondary science teachers in Zimbabwe" for Exeter University, UK. 2013
- An External Examiner of a PhD Thesis "Understanding teacher creativity in teaching: ideas from lived experience of upper secondary school Chemistry teachers in Vietnam" for University of Northumbria, UK, 2013
- An internal Examiner of a MSc dissertation: "Saudi secondary school teachers' and students' perceptions of thinking skills in the teaching and learning of Physics" for Exeter University, UK. 2014

- An External Examiner of a PhD “Information and communication technology (ICT) practices within Jordanian Early years education”, for Swansea University, UK, 2014
- An External Examiner of a Master Thesis “The effects of discussions in educational blogs on the developing the basic science processes in sciences subject for elementary school pupils in state of Kuwait”, for Kuwait University, Kuwait, 2015.
- An external Examiner of a PhD “An investigation of the effectiveness of professional learning activities for Physics teachers in Saudi Arabia” for Victoria University, Australia, 2015.
- An internal Examiner of a PhD “Designing a continuing professional development framework for enhancing the teaching skills of teachers of the Arabic language”, for Exeter University, UK, 2015.
- An internal Examiner of a PhD “Reform of higher education within the context of the knowledge economy and social change in Egypt”, for Exeter University, UK, 2015.
- An internal Examiner of a PhD “English as a medium of instruction in Tertiary education setting of the UAE: The perspectives of content teachers”, for Exeter University, UK, 2016.
- An external Examiner of a PhD “Investigating problem-based learning inn Saudi Arabian Mathematic education: A TIMSS-related study” for University of Glasgow, 2016.
- An external Examiner of a PhD “Secondary school mathematics teachers’ perspectives of continuing professional development (CPD): The case of a selected district in central Zambia, for Reading University, UK, 2016
- An internal Examiner of a PhD “The problematic nature of everyday language in IGCSE Chemistry”, for Exeter University, UK, 2017.
- An external Examiner of a PhD “Development of Entrepreneurial Core Competencies: E-STEM Model Implementation for High School Students in the UAE” for the Faculty of Education, British University in Dubai, United Arab Emirates, 2019
- An external Examiner of a PhD “Investigating the effects of Inquiry-based Learning on the Development of High School Biology Students’ Critical Thinking Skills in the UAE ” for the Faculty of Education, British University in Dubai, United Arab Emirates, 2019

Supervision of students on school-based work

- 1994-2002 I have supervised prospective science teachers at secondary education in Egypt.
- 2009-date I am supervising PGCE science students in UK

Professional skills

- Quantitative data analysis using SPSS programme;
- Qualitative data analysis using Nvivo programme;
- Mixed research methods;
- ICT and computer skills.

Keynote speaker and public talks:

- Learning and Teaching in the Knowledge Society: Challenges and Potentials at The International Exhibition and Forum for Education “The teacher and shifting to knowledge society.” **In Riyadh International Convention & Exhibition Centre, 13-17 February, 2012.**
- Networking at Conferences and students’ mobility **at Week of Science and Academic Research 2011 in the period of December 5-10, 2011 at St Petersburg Polytechnic University, Russia**
- Design-Based Research: Uncovering the Interplay between Theory and Practice. **at Week of Science and Academic Research 2011 in the period of December 5-10, 2011 at St Petersburg Polytechnic University, Russia.**
- Learning and Teaching in the Knowledge Society: Challenges and Potentials at The International conference in Education “Education in the 21st Century: Responding to Current Issues”. In Malang, East Java, Indonesia from November 22-24, 2016.
- Education for STEM thinkers in the Knowledge Society: Challenges and Potentials at the American University in Cairo, Egypt, 20 March, 2017.

- Science Education for STEM thinkers in the Muslim-knowledge society, The 4th international conference on education in Muslims society (ICEMS) 2018 hosted by Islamic State University (UIN) Jakarta on 24 and 25 October 2018
- Workshop on : Integration of Islamic Values in Teaching Science, The 4th international conference on education in Muslims society (ICEMS) 2018 hosted by Islamic State University (UIN) Jakarta on 24 and 25 October 2018.
- Scientifically Literate Citizens for a Thriving Economy: A Science Education Perspective, the 3rd International conference on Scientifically Literate generation for a Thriving Economy, Riyadh, Saudi Arabia, 12-14 March, 2019.
- Integration of Islamic Values in Teaching Science and Math the 3rd International conference on Scientifically Literate generation for a Thriving Economy, Riyadh, Saudi Arabia, 12-14 March, 2019.
- Science Education for STEM thinkers in the knowledge-Based society, The New Perspectives in Science education Conference, in Florence, Italy on 21-22 March 2019.
- Trends in the Development and Integrating of STEM in to TVET Education programmes: Issues, Concerns and Prospects”, College of the North Atlantic-Qatar, October 13-15, 2019,
- the International Dialogue on STEM Education (IDoS) 2019, Berlin, Germany, 5-6 December, 2019

Reviewer

- Regular reviewer for BERA and EERA conferences
- Reviewer for international journals:
- Journal of Public Understanding of Science
- Cultural Studies of Science Education
- International Journal of Science Education
- International Journal of Environmental and Science Education
- Science Education Review
- Science Education
- Public Understanding of Science

- SAGE publications

Chair of JURE 2011 Conference

- Chair of JURE 2011 Pre-conference of EARLI Monday 29 and Tuesday 30 August 2011, Exeter, UK. http://www.earli2011.org/nqcontent.cfm?a_name=jure
- Chair of GSE 2015, Graduate School of Education Annual Research Conference, Exeter, 28th April 2015.

Awards

- The Best Paper Award of the Postgraduate and Young Researchers conference 2007 . The awarded paper titled: “Religious beliefs: A hidden variable in the performance of science teachers in the classroom”.
- The University of Exeter ‘Merit Award 2011’
- The University of Exeter ‘Above & beyond Award 2015’

Editorships and Editorial board membership

- Editor-in-Chief for Social Science and Humanities Open Journal
<https://www.journals.elsevier.com/social-sciences-and-humanities-open>
- Associate Editor for Thinking Skills and Creativity Journal
<http://www.journals.elsevier.com/thinking-skills-and-creativity/>
- The Editorial Review Board for the Journal of Science Teacher Education
- The Editorial Board for the Science Education Review
- The Editorial Board for Disciplinary and Interdisciplinary Science Education Research (DISER) journal
- The Editorial board for Eurasian Journal of Physics and Chemistry Education
- The Editorial board for the International Journal of Environmental and Science Education

- The Editorial board for Journal of Research and Reflections in Education (JRRE) <http://ue.edu.pk/jrre/>
- The Arab Journal for Talent development <http://www.ust.edu/tdaj/advisory.htm>
- International Journal of Applied Educational Studies
- Saudi Journal of Educational Sciences <http://gesten.ksu.edu.sa/en/About-Journal-en>
- Journal of Environmental Science and Technology <https://pubs.acs.org/toc/esthag/current>
- Disciplinary and Interdisciplinary Science Education Research <https://diser.springeropen.com/about/editorial-board>

Membership of professional bodies/associations

- 2004-date British Educational Research Association (BERA), Notts, UK
- 2004-date European Science Educational Research Association (ESERA). Utrecht, Netherlands
- 2004-date British Association for the Advancement of Science (BAAS), London, UK
- 2005-date National Association for Research in Science Teaching (NARST), Baltimore, USA
- 2008-date Science, Technology, Engineering, and Mathematics Education (STEM) Education coalition
- Association for Science Teacher Education (ASTE)
- 2008-date The Math and Science Partnership network (MSPnet)
- 2008-date European Association for Research on Learning and Instruction (Earli), Leuven, Belgium
- 2009-date Science, Technology, Engineering and Mathematics (STEM) ambassador, UK

Membership of social associations

2004-2006 President of Egyptian Students Union in Exeter, UK.

Successful grant applications

09/2008 – 12/2008– INTERLOC project investigating the possibilities of an online discussion tool for education. I was the main researcher on this project in Exeter. Interloc project was funded through grants from rounds 1 and 2 of the Joint Information Systems Committee JISC.

2010-2012: Science Education for Diversity SED.

I am Co-PI at Exeter University, UK of an EU international project.

- Project title: Science Education for Diversity SED.
- Sponsor: European Commission, the Seventh Framework Programme.
- Funding Awarded: £875,000.
- Date: January 2010-December 2012.

2016-2019: Connecting science and mathematics instruction in schools through exploratory talk and inquiry

University of Waikato, New Zealand and National Priority Research Program NCED, Qatar University

- Funding Awarded to Exeter: £24507
- Dates: 10 August 2016 - 10 August 2019
- Sponsor(s): Qatar National Research Fund

2017 entitled “Developing STEM education for marginalised groups in low-income communities” GW4 Building Communities Programme. Accelerator Fund with Bristol University, Bath University and Cardiff University.

2017-2020: Strategic Partnership for innovation in Data Analytics in Schools SPIDAS, €300k ERASMUS.

Submitted grant applications

PI of Horizon 2020 bid entitled: Science Everywhere and Science for All SESA, H2020-SwafS-2017-1, EU. € 2989476, 25.

Publications

Books

1. Mansour, N. (2008). *Models of Understanding Science Teachers' Beliefs and Practices: Challenges and Potentials for Science Education*. VDM Verlag Dr. Mueller e.K.
2. Mansour, N. & Wegerif, R. (2013). *Science Education for Diversity: Theory and Practice*, New York: Springer.
3. Mansour, N. & Al-Shamrani, S. (2015). *Science Education in the Arab Gulf States: Visions, Sociocultural Contexts and Challenges*. Rotterdam: Sense Publishers.
4. McComas, W. (2016). لغة التربية العلمية : مسرد موسع للمصطلحات الرئيسية في تدريس العلوم وتعلمها. (Translated by H. Al-Mazroa, S. Alshamarani, N. Mansour, & M. Alsabarini, Trans.), Rayiadh, King Saud University press. Trans. of The language of science education an expanded glossary of key terms and concepts in science teaching and learning, The Netherlands: SensePublishers, 2014.
5. Mansour, N. & EL-Deghaidy, H. (ongoing work) STEM in science education and S in STEM: from Pedagogy to learning. To be submitted to Sense Publishers

Book chapters

1. Mansour, N. (2009). Religion and Science Education: An Egyptian Perspective. In S. Boujaude and Z. Dagher (Eds.) *The World of Science Education: Handbook of Research in the Arab States* (pp. 107-132). Rotterdam: Sense Publishers.
2. Wegerif, R., McLaren, B.M., Chamrada, M., Scheuer, O., **Mansour, N.**, Mikšátko, J. (2009). Recognizing Creative Thinking in Graphical e-Discussions using Artificial Intelligence Graph-Matching Techniques. In Malley CO, D DS, Reimann P, Dimitracopoulou. *Recognizing Creative Thinking in Graphical e-Discussions using Artificial Intelligence Graph-Matching Techniques*. Vol. I: 108-112. International Society of the Learning Sciences, Inc. 2009.
3. McLaren, B. M., Wegerif, R., Miksatko, J., Scheuer, O., Chamrada, M., **Mansour, N.** (2009). Are Your Students Working Creatively Together? Automatically Recognizing Creative Turns in Student e-Discussions. In Dimitrova V, Mizoguchi R, Boulay BD,

- Graesser AC (Eds.). Vol 200, 317-324, *Frontiers in Artificial Intelligence and Applications*: IOS Press.
4. Wegerif, R. & **Mansour, N.** (2010) A dialogic approach to technology-enhanced education for the global knowledge society. In M. Khine, & I. Saleh (Eds.) *New Science of Learning: Cognition, Computers and Collaboration in Education* (pp.325-340), New York, Springer.
 5. **Mansour, N.** & Wegerif, R. (2013). Why science education for diversity? In N. Mansour & R. Wegerif (Eds.). *Science Education for diversity: Theory and practice* (pp.ix-xx).. New York, Springer.
 6. Mansour, N. (2013). Science teachers' cultural beliefs and diversities: A sociocultural perspective to science education. In N. Mansour & R. Wegerif (Eds.). *Science Education for diversity: Theory and practice* (pp.205-230). New York, Springer.
 7. Wegerif, R., Postlethwaite, K., Skinner, N., **Mansour, N.**, Morgan, A., & Hetherington, L. (2013). Dialogic Science Education for Diversity. In N. Mansour & R. Wegerif (Eds.). *Science Education for diversity Theory and practice* (pp. 3-22). New York, Springer.
 8. Chen, J., Morris, D., **Mansour, N.** (2014) Science Teachers' Beliefs: Perceptions of Efficacy and the Nature of Scientific Knowledge and Knowing. In H. Fives & M. Gill (Eds.). *Handbook of Research on Teachers' Beliefs*. New York: Routledge.
 9. Mansour, N. & Al-Shamrani, S. (2015). The context of science education in Arab Gulf States Gulf. In N.Mansour and S. Alshamrani (Eds.). *Science Education in the Arab Gulf States: Visions, Sociocultural Contexts and Challenges* (pp. xiii-xxi). The Netherlands: SensePublishers
 10. Hayes, A. **Mansour, N.**, & Fisher, R. (2015). Adopting Western Models of Learning to Teaching Science as a Means of Offering a Better Start at University? In N.Mansour and S. Alshamrani (Eds.). *Science Education in the Arab Gulf States: Visions, Sociocultural Contexts and Challenges* (pp. 109-188). The Netherlands: SensePublishers
 11. Alshammari, A., **Mansour, N.**, & Skinner, N. (2015).The Socio-Cultural Contexts of Science Curriculum Reform in the State of Kuwait. In N.Mansour and S. Alshamrani (Eds.). *Science Education in the Arab Gulf States: Visions, Sociocultural Contexts and Challenges* (pp. 205-224). The Netherlands: SensePublishers.
 12. Gholam, G. & **Mansour, N.** (2015). Highlights of STEM education in Egypt. In. O. Renn, N. Karafyllis, A. Hohlt, and D. Taube (eds) *International Science and*

Technology: Exploring Culture, Economy and Social Perceptions (p.p. 94-111). New York: Routledge.

13. Adel El Sayary, A., Forawi, S. & **Mansour**, N. (2015). STEM Education and Problem-Based Learning. R. Wegerif, Li Li, J. C. Kaufman (Eds). *The Routledge International Handbook of Research on Teaching Thinking*. New York: Routledge.
14. **Mansour**, N. (2019). Science, religion and pedagogy: Teachers' perspectives in Billingsley, Chappell, K. and Reiss, M. (Eds.). *Science and Religion in Education*. New York, Springer.
15. Calder, N., Murphy, C., Mansour, N. Abu-Tineh, A. (accepted). Using WebQuests to transform pedagogy in mathematics and science in Qatar: A study of teacher and student perspectives. In A. MacDonald (Ed.) *STEM education across the learning continuum*, Springer Publications.
16. Murphy, C., Abu-Tineh, A., Calder, N., & Mansour, N. (under review). Teachers and students' views prior to introducing inquiry-based learning in Qatari science and mathematics classrooms. *Teaching and Teacher Education*.

Published papers

- 1) Mansour, N. (2007) Challenges to STS: Implications for science teacher education. *Bulletin of science, technology and society*. 27, (6), 482-497.
- 2) Mansour, N. (2008) the experiences and Personal Religious Beliefs of Egyptian science teachers as a framework for understanding the shaping and reshaping of their beliefs and practices about Science-Technology-Society (STS). *International Journal of Science Education*, 30 (12), 1605-1634.
- 3) Mansour, N. (2008).Religious beliefs: A hidden variable in the performance of science teachers in the classroom. *European Educational Research Journal*. 7 (4) 557-576.
- 4) Mansour, N. (2009). Science-Technology- Society (STS): A new paradigm in Science Education. *Bulletin of science, technology and society*. 29(4), 287-297.
- 5) Mansour, N. (2009). Science teachers' beliefs and practices: issues, implications and research agenda. *International Journal of Environmental and Science Education* 4(1), 25-48.
- 6) Mansour, N. (2010).Science teachers' interpretations of Islamic culture related to science education Vs. the Islamic epistemology and ontology of science. *Cultural studies of Science Education*. 5(1), 127-140.

- 7) Mansour, N. (2010). The representation of scientific literacy in Egyptian science textbooks, *Journal of Science Education*, 11 (2), 91-95.
- 8) Mansour, N. (2010). The impact of the knowledge and beliefs of Egyptian science teachers in integrating a STS based curriculum: A Sociocultural Perspective. *Journal of Science Teacher Education*. 21(4), 513- 534.
- 9) Mansour, N., & Wegerif, R. (2010). التعلم في مرحلة الطفولة المبكرة في مجتمع المعرفة (Early childhood learning in the knowledge society). *Journal of Arab Children (Kuwait)*, 11 (43), 8-28.
- 10) Mansour, N. (2010). Exploring science teachers' beliefs, intentions and practices about teaching and learning Science-Technology-Society (STS) issues, *Eurasian Journal of Physics and Chemistry*, 2(2):123-157.
- 11) Wegerif, R., McLaren, B., Chamrada, M., Scheuer, O., **Mansour, N.**, Mikšutko J. & Williams, M. (2010). Exploring creative thinking in graphically mediated synchronous dialogues. *Computers and Education*. 54(3), 613-621.
- 12) Mansour, N. (2011). Egyptian science teachers' views of science and religion vs. Islamic perspective: conflicting or complementing?. *Science Education*, 95 (2), 281-309.
- 13) Mansour, N. (2012). Learning and Teaching in the Knowledge Society: Challenges and Potentials. at The International Exhibition and Forum for Education "The teacher and shifting to knowledge society." In Riyadh International Convention & Exhibition Centre, 13-17 February, 2012.
- 14) Mansour, N. (2013). Modelling the Sociocultural Contexts of Science Education: The Teachers' Perspective. *Research in Science Education*. 43:347–369, DOI 10.1007/s11165-011-9269-7
- 15) **Mansour, N.** (2013). Consistencies and inconsistencies between science teachers' beliefs and practices. *International Journal of Science Education*, 17(3), 1230-1275. DOI: 10.1080/09500693.2012.743196
- 16) **Mansour, N.**, Alshamrani, S., Aldahmash, A., & Alqudah, B. (2013). Saudi Arabian science teachers and supervisors' views of professional development needs. *Eurasian Journal of Educational Research*. 51, 1-27.
- 17) **Mansour, N.**, Albalawi, A., Macleod, F. (2014) Mathematics Teachers' views on CPD provision and its impact on their professional practice, *Eurasia Journal of Mathematics, Science and Technology Education*. 10(2), 69-82.

- 18) Sabah, S., Fayez, F., Alshamrani, S., **Mansour, N.** (2014). Continuing professional development (CPD) provision for science and mathematics teachers in Saudi Arabia: Perceptions and experiences of CPD providers. *Journal of Baltic Science Education*. 13(1) 91–104.
- 19) **Mansour, N.**, EL-Deghaidy, H., Alshamrani, S., & Aldahmash, A. (2014). Rethinking the theory and practice of continuing professional development: Science teachers' perspectives. *Research in Science Education*. 44(6), 949-973. DOI: 10.1007/s11165-014-9409-y
- 20) van Griethuijsen, R., van Eijck, Michiel W., Haste, H., den Brok, P., Skinner, N., **Mansour, N.**, Gencer, A., BouJaoude, S. (2015). Global Patterns in Students' Views of Science and Interest in Science. *Research in Science Education*. 45 (4), 581-603. DOI: 10.1007/s11165-014-9438-6
- 21) EL-Deghaidy, H., **Mansour, N.**, & Alshamrani, S. (2015), Science teachers' typology of CPD activities: A socio-constructivist perspective. *International Journal of Science and Mathematics Education*. 13(6), 1539-1566. DOI: 10.1007/s10763-014-9560-y.
- 22) Hayes, A., **Mansour, N.**, & Fisher, R. (2015). Understanding intercultural transitions of medical students. *International Journal of Medical Education*. 6, 28-39. DOI: 10.5116/ijme.54e7.b57f 28
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Working papers

1. **Mansour, N.** "The dissonance between scientific evidence, diversity and dialogic pedagogy in the science classroom" **submitted to International Journal of Science Education**
2. Murphy, C., Calder, N., **Mansour, N.** & Abu-Tineh, A. "An exploration of teachers and students' views about introducing inquiry-based learning in science and mathematics in Qatar" submitted to **Teachers and Teacher Education**.

3. **Mansour, N.** Promotion of STEM Education through partnerships: An agenda for research in STEM education to be **submitted to International Journal of STEM Education**
4. Hayes, A., & **Mansour, N.** Exploring EAL students 'coping strategies' when learning science and transition to medical university: A socio-cultural perspective to be **submitted to Studies in Science Education**
5. Alsenaidi, S., & **Mansour, N.** The pedagogical affordances of Electronic Brainstorming EBS Forum to promote creativity in Primary Islamic Education: Students and Teachers' perspectives. **Near and Middle Eastern Journal of Research in Education.**

Research reports

Wegerif, R; Chamrada, M; De laet, M., Williams, M., **Mansour, N.**, & Hever, R (2008). *Patterns of interaction and intervention rules*. D5.2, Argonaut, Project number: 027728, a Project funded by the European Commission within the Sixth Framework Programme.

Asterhan, C., Wichmann, A., **Mansour, N.**, Wegerif, R., Hever, R., Schwarz, B., & Williams, M. (2008). *Evaluation report on the pedagogical content of ARGUNAUT system*. D6.3, Argonaut, Project number: 027728, a Project co-funded by the European Commission within the Sixth Framework Programme.

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evaluation of digital dialogue games for inclusive and personalised learning. JISC Final Project Report.

Conferences

- 1) Mansour, N. (2004). *Does the Egyptian preparatory science curriculum provide for the development of the Scientific Literacy (SL)?* A paper presented at The School's Annual Staff Student Research Conference, at Exeter University, UK, May 14.
- 2) Mansour, N. (2006). *The mediating factors between Egyptian science teachers' beliefs and practices concerning teaching science through Science-Technology-Society (STS): Implications for teacher education.* A paper presented at the British Educational Research Association (BERA) annual conference at Warwick University, UK, September 6 - 9.
- 3) Mansour, N. (2007). *Exploring Science teachers' orientations towards teaching and learning of science.* A paper presented to the European Educational Research Association (EERA) annual conference at Faculty of Psychology and Educational Sciences, University of Ghent, Belgium (Ghent), 17th to 21st September.
- 4) Mansour, N. (2007). *Grounded Theory and the existing theories: A call for a step further.* A paper accepted at The School's Annual Staff Student Research Conference, at Exeter University, UK, May 12.
- 5) Mansour, N., & Alhodithy, A. (2007). *Teacher motivation to implement cooperative learning (CL) and social constraints in Saudi Arabia (SA) secondary schools.* A paper accepted at The Saudi Innovation Conference, University of Newcastle, Newcastle, UK, May.
- 6) Mansour, N. (2007). *Investigating science teachers' beliefs, intentions and practices about teaching/learning science-technology-society (STS) issues.* A paper accepted at the British Educational Research Association (BERA) annual conference at Institute of Education, University of London, UK, 5th – 8th September.
- 7) Mansour, N. (2007). *Models of the relationship between science teachers' beliefs and practice in the classroom.* A paper accepted at the British Educational Research Association (BERA) annual conference at Institute of Education, University of London, UK, 5th – 8th September.
- 8) Mansour, N. (2007). *Religious beliefs: a hidden variable in the performance of teachers in the science classroom.* A paper presented at the European Educational Research

- Association (EERA) annual conference at Faculty of Psychology and Educational Sciences, University of Ghent, Belgium (Ghent), 17th to 21st September.
- 9) Mansour, N., & Alhodithy, A. (2007). *Cooperative Learning in Saudi Arabia schools: teachers' understanding and intentions*. A paper presented at the British Educational Research Association (BERA) annual conference at Institute of Education, University of London, UK, 5th – 8th September.
 - 10) Mansour, N. (2007). *Secondary school teachers' views of the Multiple Intelligence theory as an inclusive pedagogy*. A paper presented to the European Educational Research Association (EERA) annual conference at Faculty of Psychology and Educational Sciences, University of Ghent, Belgium (Ghent), 17th to 21st September.
 - 11) Mansour, N. (2007). *Exploring Science teachers' orientations towards teaching and learning of science*. A paper presented to the European Educational Research Association (EERA) annual conference at Faculty of Psychology and Educational Sciences, University of Ghent, Belgium (Ghent), 17th to 21st September.
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 - 13) Mansour, N., & Skinner, N. (2008). *Multi-Grounded Theory as a research methodology for theory development in education*. A paper accepted for presentation at the European Educational Research Association (EERA) annual conference at University of Cöteborg, Sweden, 8th to 12th September.
 - 14) Mansour, N. (2008). *Interplay of Science teachers' pedagogies and experiences with ICT*. A paper accepted for presentation at the European Educational Research Association (EERA) annual conference at University of Cöteborg, Sweden, 8th to 12th September.
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 - 16) Mansour, N. (2008). *Socio-cultural context of Egyptian science teachers as a framework for understanding their beliefs and practices*. A paper accepted for presentation at the British Educational Research Association (BERA) annual conference at Heriot Watt University, Edinburgh from 3-6th September.

- 17) Mansour, N. (2009). *Challenges and Opportunities for Science Education in Arab States'* the symposium proposal has been accepted for presentation at the NARST 2009 Annual Conference in Garden Grove, California on April 17th –21st.
- 18) Wegerif, R., McLaren, B.M., Chamrada, M., Scheuer, O., Mansour, N. & Mikšůtko, J. (2009). *Recognizing Creative Thinking in Graphical e-Discussions using Artificial Intelligence Graph-Matching Techniques*. Accepted for presentation at the 8th International Conference on Computer Supported Collaborative Learning (CSCL-09), June 8-13, University of the Aegean, Rhodes, Greece.
- 19) McLaren, B.M., Wegerif, R., Mikšůtko, J., Scheuer, O., Chamrada, M., & Mansour, N. (2009). *Are Your Students Working Creatively Together? Automatically Recognizing Creative Turns in Student e-Discussions*. Accepted for presentation at the 14th International Conference on Artificial Intelligence in Education (AIED-09), July 8-10, Brighton, UK.
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- 21) Mansour, N. (2009). *An online structured dialogue environment in exploring and supporting the conceptual change of science teachers' thinking of the Nature of Science*, ESERA conference, August 31st - September 4th 2009, Istanbul, Turkey.
- 22) Mansour, N. (2010). *Sharing knowledge using text-based structured dialogue environment in understanding and promoting the conceptual change of science teachers' thinking of the Nature of Science*. the NARST 2010 Annual International Conference Research into Practice: Practice Informing Research in Philadelphia, on March 21st – 24th.
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- 24) Mansour, N. & Al-Shamrani, S. (2011). *Perceived Professional Development Needs for Saudi Arabian Science Teachers*. A Paper presented at ESERA conference, France, Lyon, September 5th -10th.

- 25) Mansour, N. & Al-Shamrani, S. (2012). Rethinking the theory and practice of continuing professional development: Science teachers' perspectives. A Paper presented at ASTE conference, Florida, USA, January 5th -8th.
- 26) Mansour, N. (2012). Symposium - Science Education for Diversity: An International Perspective. the NARST 2012 Annual International Conference Re-Imagining Research in 21st Century Science Education for a Diverse Global Communi. JW Marriott Indianapolis, 10 S. West Street, Indianapolis, Indiana, USA. March 25 - Wednesday, March 28, 2012
- 27) Mansour, N. (2013). Models of continuing professional development and practices: Science teachers' perspective. Paper presented at NARST 2013 Annual International Conference in Puerto Rico, on April 5th-9th.
- 28) Mansour, N. (2013). Secondary Science Teachers Views of 21st Century Content Themes and Skills in England: Perceived importance and coverage by the science curricula. Paper presented at NARST 2013 Annual International Conference in Puerto Rico, on April 5th-9th.
- 29) Mansour, N. & Al-Shamrani, S. and Aldahmash, A. (2013), Science teachers' views and experiences of CPD activities and their impact on professional practices, Paper presented at 10th Conference of the European Science Education Research Association (ESERA 2013), Nicosia, Cyprus, 2-7 September 2013.
- 30) Mansour, N. (2014). Investigating and promoting trainee science teachers' conceptual change of the nature of science with digital dialogue games "InterLoc". "International Trends in Research in NOS and Teacher Professional Development" 2014 International Seminar of Science Education Research Center in Korea National University of Education KNUE, in Daegu, South Korea, Feb 11, 2014.
- 31)** Mansour, N. (2014). Learning and Teaching Science in the Knowledge Society: Challenges and Potentials, 2014 KASE International Conference in Daegu, South Korea, 13-15 Feb.
- 32) Mansour, N. (2014). Science teachers' perceptions towards STEM education: Possibilities and challenges. Paper presented at NARST 2014 Annual International Conference in Pittsburgh, on April 1st-5th.
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- 36) Mansour, N. (2016). Science Teachers' Cultural Beliefs and Views of Scientists and Scientific Inquiry: A Call for Scientist-Science Teacher Partnerships to Promote Inquiry-Based Learning. Paper presented at NARST 2016 Annual International Conference in Baltimore, MD, on April 14th -17th.
- 37) Mansour, N. (2016). Learning and Teaching in the Knowledge Society: Challenges and Potentials at the International Conference in Education "Education in the 21st Century" In Malang, East Java, Indonesia from November 22-24, 2016.
- 38) Mansour, N. (2017). Science teachers' stereotypes of the relationship between religion, scientists and scientific inquiry. New perspectives on science and religion in society, Chancellors Hotel and conference centre, Manchester, UK. 29th June-1st July, 2017.
- 39) Mansour, N. (2017). Science, religion, scientists and pedagogy: The teachers' perspectives vs. the Islamic Perspective. Science Education in the Muslim World: The Gulf in Comparative Perspective 9-10 December 2017, College of Islamic Studies, Hamad Bin Khalifa University.
- 40) Calder, N., Murphy, C., Abu-Tineh, A., & Mansour, N. (2018). Supporting inquiry-based teaching in Qatari classrooms. Making Waves, Opening Spaces: 41st Annual Conference of the Mathematics Education Research Group of Australasia, University of Auckland, NZ.
- 41) Murphy, C., Calder, N., Mansour, N., & Abu-Tineh, A. (2018). Transforming pedagogy in science and mathematics in Qatar: Issues and perspectives. 5th International STEM Conference, Queensland University of Technology, Brisbane. November 21-23, 2018
- 42) Murphy, C., Calder, N., Mansour, N. & Abu-Tineh, A. (2018). Transforming pedagogy in science and mathematics in Qatar: Issues and perspectives. Australian Association for Research in Education (AARE) Conference 2018, University of Sydney, Australia.
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- Exploratory Talk” in Science” International Conference New Perspectives in Science Education Florence, Italy, 21 – 22 March 2019.
- 44) Mansour, N., Murphy, C., Calder, N., & Abu-Tineh, A. (2019). Qatari teachers and students' perceptions and experiences of inquiry-based learning in science” Paper accepted at NARST 2019 Annual International Conference in Baltimore, on March 31st –April 03rd 2019.
 - 45) Calder, N., Murphy, C., Mansour, N. Abu-Tineh, A. (2018). Inquiry-based teaching in Qatari mathematics classrooms: Conference presentation at Mathematics Education Research Group of Australasia (conference), Massey University, Auckland, New Zealand, 1-5 July 2018.
 - 46) Murphy, C., Calder, N., Mansour, N. & Abu-Tineh, A. (2018). Transforming pedagogy in science and mathematics in Qatar: Issues and perspectives. Australian Association for Research in Education (AARE) Conference 2018, University of Sydney, Australia.
 - 47) Murphy, C., Calder, N., Abu-Tineh, A., & Mansour, N. (2019). Changing students' attitudes to mathematics through WebQuests: Evidence from Qatar. Short Communication at Mathematics Education Research Group of Australasia (conference), Curtin University, Perth, Australia, 30 June – 4 July.
 - 48) Murphy, C., Abu-Tineh, A., Calder, N., & Mansour, N. (2019). Teachers and students’ views about introducing WebQuests into elementary mathematics classrooms in Qatar. Poster presentation at International Symposium Elementary Mathematics Teaching, Charles University, Prague, Czech Republic, 18 – 22 August.
 - 49) Abu-Tineh, A., Murphy, C., Calder, N., & Mansour, N. (2019). The use of WebQuests in developing inquiry-based learning: Views of teachers and students in Qatar. Presentation at International Conference on Science Education and Research Training in Schools, Cape Town, South Africa 4 – 5 November.
 - 50) Murphy, C., Abu-Tineh, A., Calder, N., & Mansour, N. (submitted). Qatari students’ attitudes towards and engagement in dialogic inquiry in mathematics. The 14th International Congress on Mathematical Education, Shanghai, 12 – 19 July, 2020.