

Name: Enas Majadley

Date: 06-01-2026

CURRICULUM VITAE

Curriculum Vitae (2025-2026) Dr. Enas Majadley, Ph.D.

1. Personal Details

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2. Higher Education

A. Undergraduate and Graduate Studies

Period of Study	Name of Institution and Department	Degree	Year of Approval of Degree
2018-2024	Adam Mickiewicz University in Poznan-poland	.PHD	6 YEARS
2007-2009	BEIT BERL COLLEGE	M.ED	2 YEARS
1996-2000	Gordon Academic College of Education-HAIFA	B.ED	4 YEARS

2. Offices in Academic Administration

2024-2025-The coordinator for the "Skills 2030: The Teacher of the Future" course is responsible for the course curriculum and the course assessment.

2022-2023- Coordinator for the admissions tests for students - the Arabic language test and the Yael test- Al-Qasemi Academic College, Baka, Israel.

3. Participation in Scholarly Conferences

a. Active Participation

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion

18-11-2025	Education in a Changing Reality - “Change is the only constant.” (Heraclitus)	Al-Qasemi Academy	AI-Based Teaching Strategies and Learning Motivation among Al-Qasemi Academy Students: A Field Study in Higher Education Institutions
29-05-2023	A seminar sponsored by the Department of Special Education, Al-Qasemi Academy- Research horizons, experiences and life challenges	The Department of Special Education, at Al-Qasemi Academy	Attention Deficit Hyperactivity Disorder And Its Relationship To Risk-Taking Behavior Among Adolescents With ADHD During The Covid-19 Pandemic.(Dr- Jihan Alosi Sayid Ahmad, & Dr- Enas Majdley).
11-5-2023	Conference - Academic Echoes Embodied in the Field: Achievements, Excellence and Challenges.	The department of practical training. Al-Qasemi Academy	Fruitful collaboration in the learning community.
11-5-23	Conference - Academic Echoes Embodied in the Field: Achievements, Excellence and Challenges.	The department of practical training. Al-Qasemi Academy	Poster display of a drama therapy room in school.

8. Teaching

a. Courses Taught in Recent Years

Year	Name of Course	Type of Course Lecture/Seminar/ Workshop/High Learn Course/ Introduction Course (Mandatory)	Degree	Number of Students
2025-2026	Students with sensory disabilities - visual impairment and hearing impairment	Lecture		58
2024-2025	The skills of 2030 - the teacher of tomorrow	Lecture		167
2023-2025	Special education-teaching training	Lecture/Seminar		60
2022-2025	Integration and inclusion of students with special needs	Lecture		50
2022-2025	Integration of students with learning and language disabilities in regular classes	Lecture		60

2022-2025	Introduction to complex disabilities, communication disabilities, retardation, blindness, and deafness	Lecture		250
2022-2025	Dealing with complex physical disabilities	Lecture		45
2012-2015 2017-2025	Practical experience in the schools Academy class-	Workshop		150

a. Submission of Research Proposals – Pending

Majadley, E. (2025). Enhancing the integration process of students with visual impairment from the perspective of inclusive teachers in regular schools. International Journal of Modern Education and Computer Science.Q2

Submission of Research Proposals – Pending

Majadley, E. (2025). Exploring the Relationship Between Teachers' Pre-service Training in Special Education and their Attitudes Towards the Integration of Students with Special Needs. Journal of Research in Special Educational Needs for consideration.Q2

(Submission of Research Proposals – Pending)

12. Professional Experience

Professional Experience:

2000-2017- Special education teacher at the special education school "Alrahama" for students with special needs from mild retardation and severe retardation. Requirements: BA in special education, in-depth knowledge of the needs of the special population, patience, understanding, inclusion, and love.

As a teacher of citizenship three years ago, I developed instruction book for teachers about family and three books for students on three levels of functioning, high, intermediate, and low. Drawing on the citizenship books of regular education, I wrote the books on "my family and me". Also, as part of the course, I attended at Al-Qasemi College for curriculum planning, I and some teachers from my school wrote a book for sexual education, which was developed children with special needs.

The central curricular decisions I made as a teacher during the composition of the books are:

1. I have set up a curriculum and an annual work plan.
2. I composed three books for the students and one for the teacher's use.
3. I designed teaching-learning units.
4. I have applied a summary and assessment methods in the middle of the year (formative evaluation) and at the end of the year (summative assessment).

My further roles at my school include a standards-based language education coordinator for two years and an evaluation coordinator at the Alrahama School for two years. I focus on assessing scholastic achievement and providing teachers with guidance for performing evaluation.

Additional Education and Courses:

Promotion of training and learning processes. Al-Qasami College (2016).

Psychodrama - Beit Berl College (2015).

Alternative assessment methods - PSGT Baka (2015).

Learning community for evaluation coordinators - PSGT University (2014).

Personal development and empowerment - Beit Berl College (2013).

Positive Assertiveness Techniques- Beit Berl College (2012).

Personal image and self-marketing - Beit Biral College (2012).

Study Planning and Evaluation – Al-Qasami College (2010).

Standards-Based Language Education (2005).

A. Ph.D. Dissertation

TOPICE-ATTITUDES OF TEACHERS IN PRIMARY SCHOOLS IN THE
ARAB SECTOR IN ISRAEL TOWARDS INCLUSION OF STUDENTS
WITH SPECIAL NEEDS

YEAR-2024

LANGUAGE- ENGLISH

University – Adam Mickiewicz University in Poznan •

SUPERVISOR: PORF, SYLWIA JASKULSKA •

Published Articles

Majadley, E., & Aloshi, J. (2026). Family-school collaboration for students with learning disabilities: Parental perspectives on inclusive education. *Power and Education*, 0(0)
<https://doi.org/10.1177/17577438261474752>

Majadley, E., Ismail, I. A., Aloshi, J. M., & Nuri, A. B. (2026). The Evolution of Educational Inclusion: A Cross-Cultural Analysis of European and Middle Eastern Perspectives on Disability Integration. In N. Phasha (Ed.), *Mental Health, Disability, and Combating Marginalization in Education* (pp. 231-272). IGI Global Scientific Publishing. <https://doi.org/10.4018/979-8-3373-7163-4.ch010>

Majadley, E. (2025). Improving the Inclusion of Students with Autism Spectrum Disorder as Perceived by Inclusive Education Teachers in Mainstream Schools. *Educational Process: International Journal*, 19, e2025542. Q1-
<https://doi.org/10.22521/edupij.2025.19.542>

Majadley, E. (2024). The Effect of Teachers' Professional Specialization on Their Attitude towards SEN Integration in Arab Schools in Israel. *Human Research in Rehabilitation*, 14(2) p. 323-Impact factor-Q4. <http://dx.doi.org/10.21554/hrr.092408>

Dr- Jihan Aloschi Sayid Ahmad, & Dr- Enas Majdley. (2024). Attention Deficit Hyperactivity Disorder And Its Relationship To Risk-Taking Behavior Among Adolescents With ADHD During The Covid-19 Pandemic. *Educational Administration: Theory and Practice*, 30(4), 8320–8333.
<https://doi.org/10.53555/kuey.v30i4.970>- Impact factor-Q4
<https://kuey.net/index.php/kuey/article/view/970>

Majadley , E. . (2023a). Integrating Students with Learning Disabilities into Regular Classrooms . *International Journal of Membrane Science and Technology*, 10(1), 1679-1691- Impact factor-Q4
. <https://doi.org/10.15379/ijmst.v10i1.3061>

Majadley, E. (2023). Teachers' Perspectives toward Integrating Special Education Need Learners in Normal Classrooms: A Case Study of Arab Teachers in Israel. *International Journal of Education and Practice*, 11(1), 120-128. Impact factor-Q3.
<https://doi.org/10.18488/61.v11i1.3269>

Majadley, E. (2021). Inclusion of children with disabilities from the Palestinian-Arab community in the Israeli education system. *Pedagogical Yearbook*, 43, 197-210.
<https://doi.org/10.2478/rp-2020-0012>

Majadley, E. (2019). Attitudes of teachers in the Arab schools in Israel towards integration of students with special needs. *Pedagogical Yearbook*, 41, 171-181.
<https://doi.org/10.2478/rp-2018-0012>

Edited Books and Special Journal Issues - Accepted for Publication

Evaluations

- Type

Source
Manuscript

Requested
Submitted
ORCID

- Chapter

Book
[Paralympic Games \(PG\) as a New Communication to Develop Social justice for Disabled People in the Society: Paralympic Games](#)

10/28/2024
10/30/2024

• Chapter	
Book	
<u>Enhancing Access for Visually Disabled Individuals in India Addressing Discrimination and Implementing the Indian Copyright (Amendment) Act, 2012</u>	
	3/6/2025
	3/8/2025

L. Summary of my Activities and Future Plan

I am a lecturer in both the Department of Special Education and the Department of Education. Previously, I held the position of Entrance Exam Coordinator at Al Qasimi Academy. Currently, I coordinate the *Skills 2030: Tomorrow's Teacher* course.

In addition, I lecture students majoring in Special Education and serve as a mentor in the Academic Audience program, guiding students within this specialization. My course evaluations by students consistently range from good to very good.

My vision is to publish more scientific articles in high-impact, peer-reviewed international journals in Q1-Q2 categories.

This year, I am also participating in an educational guidance lab focused on the use of artificial intelligence skills.