

Name: Ahlam Anabousy

Date:21/10/2024

CURRICULUM VITAE

1. Personal Details

Permanent Home Address: P.O. Box 124, Baqa 3010000, Israel

Home Telephone Number: -----

Office Telephone Number:04-6286696

Cellular Phone: +0972502818177

Electronic Address: ahlam_anabousy@qsm.ac.il, ahlammanabosy@gmail.com

2. Higher Education

A. Undergraduate and Graduate Studies

Period of Study	Name of Institution and Department	Degree	Year of Approval of Degree
2016-2022	Tel-Aviv University, School of Education, Tel-Aviv, Israel	Ph.D (Philosophy of Education) Title of master thesis: Mathematics teachers' professional development for technology integration in their teaching practices Supervisor: Prof. Michal Tabach	2022

2014- 2015	Tel-Aviv University, School of Education, Tel-Aviv, Israel	M.A in mathematics education at the upper secondary level Title of master thesis: The Processes of Constructing and Consolidating Abstract Mathematical Knowledge Concerning the Pythagorean Theorem and its Extensions, in a Dynamical Technological Context Supervisor: Prof. Michal Tabach	2016
2010-2013	Al-Qasemi Academic College of Education, Mathematics and Science Department, Baqqa, Israel	B.Ed in teaching mathematics and computer sciences (special track for excellent students)	2013

B. Continuing education courses (with 56 hours and more):

Institute	Course	Hours	Academic year
Al-Qasemi Academic College of Education	Pedagogical guides	60	2023
Teaching Staff Development Center	Workshop for computerized development stuff	36	2020
The Arab College of Education	Pedagogical coordinator	30	2019
Teaching Staff Development Center	Leading teachers at school	30	2018
Teaching Staff Development Center	Robotics A+B	60	2018
The Open University	Algorithmic planning	30	2017
The Open University	Leading an ICT program	30	2016
Mofet institute	Inter-institutional, multicultural digital course: Advanced teaching environments	56	2013

3. Offices in Academic Administration

Place	Position	Years
Al-Qasemi Academic College of Education	Head of Education Department	2024-present
	Head of Preparatory Department	2022-2023
Ibn-Sena elementary school	ICT Coordinator	2018-2022
	Pedagogical coordinator	2020-2022

4. Scholarly Positions and Activities outside the Institution

2023- present: Member of the Program Committee of the Twelfth and Thirteenth Jerusalem Conference on Research in Mathematics Education (JCRME), Jerusalem.

2020- present: Lecturer at Kibbutzim College of Education.

2022-2024: Reviewer for the Educational Studies in Mathematics Journal. I conducted three reviews, with one review per year.

2023-2024: Reviewer for the European Mathematical Society Magazine. I conducted one review.

2021-2023: I was a reviewer for the 10th and 11th Jerusalem Conference on Research in Mathematics Education (JCRME11), I conducted two reviews.

2014-2015: Reviewer for the 'Mahkar Ve'iyen Be'chinuch Matemati' journal. I conducted one review.

5. Participation in Scholarly Conferences

a. Active Participation

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion
June 26-27, 2023	Eighth International Conference on Teacher Education Passion and Professionalism in Teacher Education.	Tel-Aviv, Israel	Community of Inquiry Members' Roles while Developing Mathematics Lessons with Technology

June 26-27, 2023	Eighth International Conference on Teacher Education Passion and Professionalism in Teacher Education.	Tel-Aviv, Israel	The Development of Teachers' Pedagogical Technological Knowledge in an Inquiry Context
July 11-18, 2021	The 14 th International Congress in Mathematics Education (ICME14)	Shanghai, China	The Development of Technological Craft Knowledge Within a Community of Inquiry
July 7-12, 2019	The 43 rd Conference of the International Group for the Psychology of Mathematics Education: PME43	Pretoria, South Africa	Teachers' Knowledge Development after Participation in a Community of Inquiry Professional Development Program
April 28-May 1, 2018	The International Conference on Education in Mathematics, Science & Technology: ICEMST	Marmaris, Turkey	Preparation phases for developing pre-service mathematics teachers' metacognitive thinking skills in learning and teaching
September, 5-7, 2018	The 5th ERME Topic Conference MEDA	Copenhagen, Denmark	Educating Pre-Service Teachers in Metacognitive Activities
September, 5-7, 2018	The 5th ERME Topic Conference MEDA	Copenhagen, Denmark	Processes that a Community of Inquiry Undergo towards Developing Mathematics Lessons with Technology
July 3-8, 2018	The 42nd Conference of the International Group for the Psychology of Mathematics Education: PME42	Umeå, Sweden	The effectiveness of integrating GeoGebra hot activities on the development of creative mathematical thinking
July 3-8, 2018	The 42nd Conference of the International Group for the Psychology of Mathematics Education: PME42	Umeå, Sweden	Links between Teachers pedagogical technological knowledge and their personal characteristics
July, 3-6, 2017	The thirteenth International Conference of Technology in Mathematics Teaching (ICTMT13)	Lyon, France	Pre-service teachers' preparation as a catalyst for the acceptance of digital tools for teaching mathematics and science

July, 3-6, 2017	The thirteenth International Conference of Technology in Mathematics Teaching: ICTMT13	Lyon, France	Students' expanding of the Pythagorean theorem in a technological context
May 18-21, 2017	The International Conference on Education in Mathematics, Science & Technology (ICEMST).	Kusadasi, Turkey	The effect of meta-cognition on positioning and emotions in authentic mathematical activities.
February 1-5, 2017	The Tenth Congress of the European Society for Research in Mathematics Education: CERME10	Dublin, Ireland.	The development of pre-service teachers' TPACK in the use of digital tools.
July 24-31, 2016	The 13 th International Congress in Mathematics Education: ICME-13	Hamburg, Germany	Flexibility of pre-service teachers in problem posing in different environments.
July 24-31, 2016	The 13 th International Congress in Mathematics Education: ICME-13	Hamburg, Germany	Using GeoGebra to enhance students' inquiry activity
August 3-7, 2016	The 40th Conference of the International Group for the Psychology of Mathematics Education: PME40	Szeged, Hungary	Coping with the erroneous use of the intuitive rule "more A – more B" using mathematical cases
August 3-7, 2016	The 40th Conference of the International Group for the Psychology of Mathematics Education: PME40	Szeged, Hungary	Identifying mathematics teacher routines that may facilitate student learning: A case study
July 13-18, 2015	The 39th Conference of the International Group for the Psychology of Mathematics Education: PME39	Hobart, Australia	Constructing and Consolidating Mathematical Knowledge in a Geogebra environment by a pair of students

b. Local conferences

Date	Name of Conference	Place of Conference	Subject of paper

March, 3-4, 2024	Jerusalem Conference on Research in Mathematics Education: JCRME 12	Jerusalem College of Technology, Machon Lev	Teaching Mathematics with Technology: The Case of Expert Educators
March, 3-4, 2024	The 12th Jerusalem Conference on Research in Mathematics Education: JCRME 12	Jerusalem College of Technology, Machon Lev	Constructing Mathematical Knowledge Related to Cartesian Coordinate Systems in a Scratch Environment
February, 15-16, 2023	The 11th Jerusalem Conference on Research in Mathematics Education: JCRME 11	Jerusalem College of Technology, Machon Lev	Analysis of STEM Teaching Units Designed by Mathematics Education Students
July, 3, 2022	The National Conference on Mathematics Education in Elementary Schools.	Haifa University	Fifth Grade Students' Use of the Intuitive Rule 'More t A, More B': The Case of the Sum of Interior Angles in Polygons.
May, 25, 2022	A study day of the Department for Mathematical, Scientific and Technological Education: educational technological discourse	Tel-Aviv University	Professional Development in Technology Integration for Mathematics Teachers
February, 9-10, 2022	The 10th Jerusalem Conference on Research in Mathematics Education: JCRME 11	Jerusalem College of Technology, Machon Lev	Novice Teachers' Professional Development in Integrating Technology into Their Classroom Practices
May, 20, 2022	A study day of the Department for Mathematics Education: Emotional and Social Aspects of Teaching and Learning Mathematics	Al-Qasemi Academic College of Education	Using Technological Tools to Foster Social-Emotional Learning.

October, 6, 2021	National Seminar for PhD Students in Mathematics, Science, and Technology Education	Ben-Gurion University	Professional Development of Mathematics Teachers in Integrating Technology into Their Teaching Practices
May, 28, 2021	A study day of the Department for Mathematics Education: Emotional and Social Aspects of Teaching and Distance Learning	Al-Qasemi Academic College of Education	Elementary school teachers' selection and use of technological tools in order to improve student involvement in distance learning in emergency situations
November, 27, 2017	A study day of the Department for Mathematical, Scientific and Technological Education: educational technological discourse	Tel-Aviv University	Processes of abstracting mathematical knowledge in a dynamic technological environment
February, 27-28, 2017	The 5th Jerusalem Conference on Research in Mathematics Education: JCRME 5	Jerusalem College of Technology, Machon Lev	Coping with the erroneous use of the intuitive rule "more A – more B", Is It Successful?
February, 27-28, 2017	The 5th Jerusalem Conference on Research in Mathematics Education: JCRME 5	Jerusalem College of Technology, Machon Lev	Positions and emotions of mathematics students in a technological environment
February, 8-9, 2016	The 4th Jerusalem Conference on Research in Mathematics Education: JCRME 4	Jerusalem College of Technology, Machon Lev	Mathematics teacher actions that facilitate learning: a case study
February, 6-17, 2014	The 3th Jerusalem Conference on Research in Mathematics Education: JCRME 3	Jerusalem College of Technology, Machon Lev	Processes of abstracting mathematical knowledge in a dynamic technological environment: the case of a pair of 7th grade students dealing with the

			Pythagorean theorem and its extensions.
April, 17, 2012	A Study Day of the Department for Mathematics Education: Innovations In Learning and Teaching Mathematics	Al-Qasemi Academic College of Education	Using GeoGebra to Develop Tools for Enhancing Mathematics Instruction
April, 21, 2012	A Study Day of the "Big Head in Education" track	Al-Qasemi Academic College of Education	Mathematical thinking development workshop
2011	A Study Day of the "Big Head in Education" track	Levinsky College	The Schmid project (teenagers at risk): experience and reflection

c. Organization of Conferences or Sessions

Date	Name of Conference	Place of Conference	Subject of Conference	Role
February 17-18, 2025	the Thirteenth Jerusalem Conference on Research in Mathematics Education (JCRME 13)	Jerusalem College of Technology, Machon Lev	Research in Mathematics Education	Member of the Program Committee
March 3-4, 2024	the Twelfth Jerusalem Conference on Research in Mathematics Education (JCRME 12)	Jerusalem College of Technology, Machon Lev	Research in Mathematics Education	Member of the Program Committee

March 3-4, 2024	the Twelfth Jerusalem Conference on Research in Mathematics Education (JCRME 12)	Jerusalem College of Technology, Machon Lev	Research in Mathematics Education	Organization and chair of five sessions
May, 28, 2023	Study Day: "If you have a dream, we're the place to make it happen."	Al-Qasemi Academic College of Education	Steps Towards Success	Academic Organizer
May, 1, 2016	The Fourth Educational Conference	Al-Qasemi Academic College of Education	Issues And Innovations In Learning, Teaching, And Teacher Training	Facilitator for a study day
April, 21, 2012	Study Day of the "Big Head in Education" track	Al-Qasemi Academic College of Education	Voluntary Project for the Academic Year 2011-2012	Facilitator for a study day

8. Scholarships, Awards and Prizes

Type	Source	Time	Purpose	Amount
Fund by me: "Creating Fun: Middle School Students Design Math Games" initiative	Al-Qasemi Academic College of Education	2023-2024	A site that contains various educational games on mathematics, designed by middle school students (Four games for each participant).	6000 Shekel
Award: Ten certificates of recognition for quality courses according to the standard's requirements	Kibbutzim College of Education	2021-2024	Compliance with the requirements of the standard for quality digital teaching	-

Fund by me: "Animate the story" initiative	Al-Qasemi Academic College of Education	2022-2023	Model lesson plans on the topic of designing and producing purposeful story-telling videos	5000 Shekel
Award: The inspiring lecturer	Kibbutzim College of Education, Student Association	2021-2022	Obtaining the first degree in the assessment criteria of the student association	-
Award: Highly commended paper by a Doctoral Student. Paper title: Processes that a community of inquiry undergoes towards developing mathematics lessons with technology	Committee of the 5 th ERME conference	2017-2018	A high-quality research paper authored by a doctoral student, showcasing rigorous analysis and original insights.	-

9. Teaching

a. Courses Taught in Recent Years

Year	Name of Course	Type of Course	Degree	Number of Students
2024-2025/ 2023-2024	Pedagogical Training for Mathematics Students	Workshop	B.Ed	10-20
2024-2025/ 2020-2021	Euclidean Geometry	Lecture	B.Ed	18-35
2021-2025	Number Theory	Lecture	B.Ed	8-24
2021-2025	Numbers, sets and Operations	Lecture	B.Ed	18-32
2023-2025	History of Mathematics	Lecture	B.Ed., M. Ed	20-25

2023-2025	Sequences and Series	Lecture	B.Ed	15-24
2023-2025	Basics of Mathematics	Lecture	B.Ed	19-24
2023-2025	Adapted Teaching of Mathematics	Lecture	B.Ed	19-26
2023-2025	Instructional Strategies for Teaching Mathematics	Lecture	B.Ed	29-30
2023-2025	Technology and Creativity in Teaching Mathematics	Lecture	B.Ed	21-30
2023-2024	Psychological aspects in teaching mathematics	Lecture	B.Ed	32
2023-2024	Arithmetic Instruction	Lecture	הסבות	50
2022-2023/ 2021-2022	Pedagogical Training for Computer Science Students	Workshop	B.Ed	7-12
2022-2023	Introduction to Analysis	Lecture	B.Ed	16
2022-2023	Arithmetic Operations	Lecture	B.Ed	18
2022-2023	Data Exploration Analysis	Lecture	B.Ed	5
2021-2023	Introduction to Functions	Lecture	B.Ed	18-29
2021-2022	Set Theory	Lecture	B.Ed	19-25
2020-2021\ 2021-2022	Introduction to STEM education	Lecture	B.Ed	7-35
2020-2021	From Arithmetic to Algebra	Lecture	B.Ed	25
2020-2021	Natural to Rational Numbers	Lecture	B.Ed	35

4. 2021-2023: Selfie

As a pedagogical supervisor for computer science prospective teachers at Al-Qasemi College, I and the group I mentor participated in the "Selfie" project, which enables the professional development of prospective teachers within a research community. As part of the project, the prospective teachers filmed segments of their lessons in practice classrooms, and the filmed lesson became the focus of inquiry for the entire group.

5. 2017-2021: Scratch-Based Robotics and Programming Project

In my role as Iben-Sina School's technology coordinator, I successfully secured funding from the Ministry of Education to launch a programming and robotics initiative. This project involves teaching grades 4-5 the fundamentals of robotics and coding.

6. 2018-2020: Establishing mathematics teacher communities to foster increased enrollment in five-unit mathematics

During my doctoral studies at Tel Aviv University, I was involved in a three-year program that supported the development of professional learning communities for mathematics teachers in 20 middle schools. As a teacher educator, I collaborated with teachers from Kfar Qara, Um al-Fahem, and Salem to promote student-centered instructional practices. The program resulted in the creation of several artifacts, including (1) Technology-rich mathematics lessons implemented by teachers in each school, and (2) A collection of lesson plans and reflective notes compiled by each school's teaching team.

7. 2015-2016: Developing Model for Training Teachers to Effectively Integrate Digital Tools into Their Instruction

As a teaching and research assistant, I participated in a project conducted at Al-Qasemi College, led by a team of experts in mathematics education and technology. The project aimed to develop a model for training teachers to effectively integrate digital tools into their instruction. Participants, primarily pre-service teachers, were introduced to a wide range of digital tools and supported in creating innovative lesson plans. My specific responsibilities included assisting with the design and implementation of workshops, providing individual guidance to students, and contributing to the research component of the project. The research, conducted by Dr. Wajeeh Daher and Dr. Nimer Bayaa, investigated the impact of the project on teacher knowledge, beliefs, and practices.

8. 2014-2015: Empowering Sixth Graders as Digital Leaders

At Ibn Sina Elementary School, I conducted a project with a group of 15 sixth-graders, teaching them how to use cutting-edge digital tools such as Prezi for presentations, Stupeflix for video editing, and Google Sites for website creation. This process aimed to develop students' digital literacy, fostering their creativity and leadership skills.

9. 2012-2013: Designing Mathematics Activities within GeoGebra to Construct Mathematical Concepts Related to Function Transformations

During my undergraduate studies at Al-Qasemi College, under the guidance of Dr. Wajeeh Daher, I initiated the development of a unique learning unit to teach function transformations to ninth-grade students. This unit, which integrated GeoGebra software and collaborative computer lab work, sought to investigate the influence of technology-enhanced learning on students' learning of function transformations.

10. 2012-2013: Developing a Website for GeoGebra Integration in Mathematics Classrooms

In collaboration with Dr. Wajeeh Daher and my colleague, Rawan Anabousy, we created a website aimed at promoting the integration of GeoGebra into high school mathematics classrooms. The website offers a rich collection of tutorials, interactive applets, lesson plans, articles, and external links to support teachers in effectively using GeoGebra in their classrooms.

11. 2012-2013: Creating a Website Named 'The Mathematics Teacher's Assistant'

Under the guidance of Dr. Nimer Bayaa, Dr. Wajeeh Daher, and Mr. Othman Jaber, we created an online platform as part of our undergraduate studies at Al-Qasemi Academic College. This platform, designed to support mathematics teachers, offers a range of resources including interactive lessons, technological tools, a mathematical glossary, math games, unique mathematics activities, and links to other digital projects.

PUBLICATIONS

A. Thesis and Dissertations

Title	Supervisor	B. Degree
Mathematics teachers' professional development for technology integration in their teaching practices	Michal Tabach	Ph. D. Dissertation Published at Tel-Aviv University Library.
The Processes of Constructing and Consolidating Abstract Mathematical Knowledge Concerning the Pythagorean Theorem and its Extensions, in a Dynamical Technological Context	Michal Tabach	M.A. Thesis

B. Articles in Refereed Journals

Published

1. Daher, W., Alfahel, E., & **Anabousy**, A. (2023). Students' motivation to study science: The case of Arab students in Israel. *Eurasia Journal of Mathematics, Science and Technology Education*, 19(7), em2291.
<https://doi.org/10.29333/ejmste/13299>
Rank: Q1
2. **Anabousy**, A., Daher, W., & Bassan-Cincinatus, R. (2023). Scratch as an Environment for Learning the Coordinate System by Elementary School Students. *Education Sciences*, 13(7), 724.
<https://doi.org/10.3390/educsci13070724>
Rank: Q1
3. **Anabousy**, A., & Tabach, M. (2022). In-Service Mathematics Teachers' Pedagogical Technology Knowledge Development in a Community of Inquiry Context. *Mathematics*, 10 (19), 3465.
<https://doi.org/10.3390/math10193465>
Rank: Q1
4. **Anabousy**, A., & Daher, W. (2022). Pre-service teachers' design of STEAM learning units: STEAM capabilities' analysis. *Journal of Technology and Science Education*, 12(2), 529-546.
<https://doi.org/10.3926/jotse.1621>
Rank: Q2
5. Daher, W., **Anabousy**, A., & Alfahel, E. (2022). Elementary teachers' development in using technological tools to engage students in online learning.

European Journal of Educational Research, 11(2), 1183-1195.
<https://doi.org/10.12973/eujer.11.2.1183>

Rank: Q2

6. Daher, W., Baya'a, N., & **Anabousy**, A. (2021). Emotions and Self-efficacy as Mediators of Pre-Service Teachers' Adoption of Digital Tools. *Emerging Science Journal*, 5(5), 636-649.

Rank: Q1

7. Daher, W., Alfahel, E., & **Anabousy**, A. (2021). Moderating the Relationship between Student's Gender and Science Motivation. *EURASIA Journal of Mathematics, Science and Technology Education*, 17(5).

Rank: Q1

8. Baya'a, N., Daher, W., & **Anabousy**, A. (2019). In-service mathematics teachers' integration of ICT in the frame of a community of practice: Teaching-in-Context theory. *International Journal of Emerging Technologies in Learning (iJET)*, 14(01), 125-139.

Rank: Q1

9. Daher, W., & **Anabousy**, A. (2018). Creativity of Pre-service Teachers in Problem Posing. *Eurasia Journal of Mathematics, Science and Technology Education*, 14(7), 2929-2945. doi:10.29333/ejmste/90994.

Rank: Q1

E. Articles or Chapters in Scientific Books

Published

1. Daher, W., & **Anabousy**, A. (2018). Flexibility of pre-services teachers in problem posing in different environments. In F. M. Singer (Ed.), *Mathematical creativity and mathematical giftedness*. New York: Springer.

F. Articles in Conference Proceedings

Published

1. **Anabousy**, A., & Tabach, M. (2019). Teachers' Knowledge Development after Participation in a Community of Inquiry Professional Development Program. In M. Graven, H. Venkat, A. Essien & P. Vale (Eds.). *Proceedings of the 43rd Conference of*

the International Group for the Psychology of Mathematics Education (Vol. 2, pp. 17-24). Pretoria, South Africa: PME.

2. Daher, W., Baya'a, N., **Anabousy**, A., & Jaber, O. (2019). Development of pre-service teachers' perceptions of using metacognitive skills in teaching and learning mathematics. *Paper presented at the International Conference on Education in Mathematics, Science & Technology (ICEMST)*, Cesme, Turkey, April 28-May 01, 2019.
3. **Anabousy**, A., & Tabach, M. (2018a). Links between Teachers pedagogical technological knowledge and their personal characteristics. In E. Bergqvist, M. Österholm, C. Granberg, & L. Sumpter (Eds.). *Proceedings of the 42nd Conference of the International Group for the Psychology of Mathematics Education* (Vol. 2, pp. 27-34). Umeå, Sweden: PME.
4. **Anabousy**, A., & Tabach, M. (2018b). Processes that a Community of Inquiry Undergo towards Developing Mathematics Lessons with Technology. In Hans-Georg Weigand, Alison Clark-Wilson, Ana DonevskaTodorova, E. Faggiano, N. Rønbaek and J. Trgalova (Eds.). *Proceedings of the 5th ERME Topic Conference MEDA 2018* (pp. 17-27). Copenhagen, Denmark: University of Copenhagen.
5. Baya'a, N., Daher, W., Abu-Moch, D., & **Anabousy**, A. (2018). The effectiveness of integrating GeoGebra hots activities on the development of creative mathematical thinking. In E. Bergqvist, M. Österholm, C. Granberg, & L. Sumpter (Eds.). *Proceedings of the 42nd Conference of the International Group for the Psychology of Mathematics Education* (Vol. 2, pp. 27-34). Umeå, Sweden: PME.
6. Baya'a, N., Daher, W., Jaber, O., & **Anabousy**, A. (2018). Educating Pre-Service Teachers in Metacognitive Activities. In Hans-Georg Weigand, Alison Clark-Wilson, Ana DonevskaTodorova, E. Faggiano, N. Rønbaek and J. Trgalova (Eds.). *Proceedings of the 5th ERME Topic Conference MEDA 2018* (pp. 17-27). Copenhagen, Denmark: University of Copenhagen.
7. Baya'a, N., Daher, W., Anabousy, R., & **Anabousy**, A. (2017). The development of pre-service teachers' TPACK in the use of digital tools. In T. Dooley & G. Gueudet, (Eds.), *CERME10* (pp. 2350-2357). ERME.

8. **Anabousy, A., & Daher, W.** (2016, August 3-7). Coping with the erroneous use of the intuitive rule “more A – more B” using mathematical cases [Short oral presentation]. *PME40*, Szeged, Hungary.
9. **Anabousy, A., & Tabach, M.** (2015). Constructing and Consolidating Mathematical Knowledge in Geogebra environment by a pair of students. In K. Beswick, T. Muir & J. Wells (Eds.), *Proceedings of the 39th Conference of the International Group for the Psychology of Mathematics Education* (Vol. 2, pp. 41-48). Hobart, Australia: PME.

G. Other Scientific Publications

1. Daher, W., Gierdien, F., & **Anabousy, A.** (2021). Self-efficacy in creativity and curiosity as predicting creative emotions. *Journal of Research and Advances in Mathematics Education*, 6(2), 86-99.
2. Daher, W., & **Anabousy, A.** (2020). Flexibility processes of pre-service teachers in problem-solving with technology. *International Journal of Technology in Education and Science (IJTES)*, 4(3), 247-255.
3. Daher, W., Nimer, B., **Anabousy, A.**, & Jaber, O. (2019). Development of Pre-service Teachers' Perceptions of Using Metacognitive Skills in Teaching and Learning Mathematics. *The Eurasia Proceedings of Educational and Social Sciences*, 14, 109-116.
4. Daher, W., Nimer, B., Jaber, O., & **Anabousy, A.** (2018). Developing pre-service mathematics teachers' metacognitive thinking for learning and teaching with mobile technology. *The Eurasia Proceedings of Educational & Social Sciences*, 9, 245-255.
5. Daher, W., **Anabousy, A.** & Jabarin, R. (2018). Metacognition, positioning and emotions in mathematical activities. *International Journal of Research in Education and Science (IJRES)*, 4(1), 292-303. DOI:10.21890/ijres.383184
6. Daher, W. & **Anabousy, A.** (2015). Students' conceptions of function transformation in a dynamic mathematical environment. *International Journal for Mathematics Teaching and Learning*, 6, 1-31. From <http://www.cimt.org.uk/journal/daher.pdf>.
7. Daher, W., & **Anabousy, A.** (2015). Students' recognition of function transformations' themes associated with the algebraic representation. *Journal of Research in Mathematics Education*, 4(2), 179-194.

8. **Anabousy, A., Daher, W., Baya'a, N., & Abu-Naja, M.** (2014). Conceiving Function Transformations in Different Representations: Middle School Students Working with Technology. *International Electronic Journal of Mathematics Education*, 9(2), 97-112.

b. Researches and scientific articles in local refereed journals:

In Arabic:

1. **Anabousy, A., & Daher, W.** (2014). Grade Nine Students Conceptions of Function Transformation. *Jamea'a*, 18 (1), 1-22.
<http://ojs.qsm.ac.il/index.php/jamiaa/article/download/857/906>
מוכר במודל תקצוב ות"ת
2. Daher, W., **Anabousy, A.**, & Anabousy, R. (2013). What if not Strategy: Significance, types and Functions in the Mathematics Classroom. *Jamea'a*, 17 (1), 81-220.
<https://staff-old.najah.edu/sites/default/files/what%20if%20not%20strategy.pdf>
מוכר במודל תקצוב ות"ת
3. **Anabousy, A.**, & Abu-Asba, Kh. (2013). The Perception of Teacher Educators at Al-Qasami College About The Characteristics of a Good Teacher. *Jamea'a*, 17(2), 1-28.
https://www.qsm.ac.il/mrakez/asdarat/jamiea/17_2/1--ara--anabosi_asbi--.pdf
מוכר במודל תקצוב ות"ת
4. **Anabousy, A.; Daher, W. & Baya'a, N.** (2012). Geogebra in the Mathematics Classroom. *Jamea'a*, 16, 3-54.
<https://ojs.qsm.ac.il/index.php/jamiaa/article/view/268>
מוכר במודל תקצוב ות"ת

In Hebrew:

1. **Anabousy, A., & Tabach, M.** (2016). Analysis of classroom educational discourse on the subject of the circle through two theoretical lenses: Sfard's commognition and Halliday's SFL. *Mahkar Ve'iyon Be'chinuch Matemati*.
<https://www.shaanan.ac.il/wp-content/uploads/2016/03/%D7%A0%D7%99%D7%AA%D7%95%D7%97-%D7%A9%D7%99%D7%97-%D7%9C%D7%99%D7%9E%D7%95%D7%93%D7%99.pdf>
מוכר במודל תקצוב ות"ת

c. Other scientific local articles:

In Arabic:

1. **Anabousy, A.; Daher, W. & Baya'a, N.** (2012). Geogebra in the Mathematics Classroom. *Wamadat phi Al-Riyadiyyat*, 8. 44-60.

H. Submitted Publications

1. Daher, W., Anabousy, A., Amer, A., & Eisa, N. (submitted). Students' motivation for online learning of English as a second language: the lens of the self-determination theory. *Higher Learning Research Communications*.

I. Summary and Future Plans

I have established a distinguished career as a mathematics education leader and researcher. Since 2024, I have served as the Head of the Education Department at Al-Qasemi Academic College of Education, where I previously led the Preparatory Department from 2022 to 2023. My academic pursuits have been characterized by a dedication to fostering innovative teaching practices and leveraging technology to enhance mathematics education.

My teaching career has encompassed a broad spectrum of mathematics courses, from foundational concepts to pedagogical approaches and technology integration. I have taught courses in Euclidean Geometry, Number Theory, History of Mathematics, and STEM Education, among others. I have consistently demonstrated excellence in teaching, earning recognition as an inspiring lecturer and receiving multiple certifications for quality digital course delivery.

My research contributions are particularly noteworthy, with numerous publications in high-ranking peer-reviewed journals. My work has been published in several Q1-ranked journals, including Eurasia Journal of Mathematics, Science and Technology Education, Education Sciences, and Mathematics. My research focuses on critical areas including mathematics education, technology integration in teaching and teacher professional development. In mathematics education, I have conducted groundbreaking studies on students' conceptual understanding, particularly in areas such as function transformation and the Pythagorean theorem. In technology integration and professional development, my 2022 publication on mathematics teachers' pedagogical technology knowledge development in a community of inquiry context has made significant contributions to understanding how teachers develop technological pedagogical knowledge.

I have actively participated in prestigious international conferences such as the International Congress in Mathematics Education (ICME), the International Group for the Psychology of Mathematics Education (PME), the European Society for Research in Mathematics Education (ERME) and the Congress of the European Society for Research in Mathematics Education (CERME). My influence in this field is further evidenced by my role in organizing and chairing academic conferences. As a member of the Program Committee for both the Twelfth and Thirteenth Jerusalem Conference on Research in Mathematics Education (JCRME), I have helped shape the direction of mathematics education research in Israel. My work has included organizing and chairing five sessions at these conferences.

I have initiated and led several innovative educational projects that showcase my commitment to practical applications of educational theory. Notable among these is the "Creating Fun" project (2023-2024), which engaged middle school students in designing mathematical games, and the "Herb Plants" project (2023-2024), which combined environmental education with multicultural learning. I also pioneered the "Animate the Story" project (2022-2023), integrating digital animation into pedagogy, and the "Selfie" project (2021-2023) for professional development of prospective teachers.

My technological integration initiatives have been particularly impactful, including the implementation of a Scratch-based Robotics Program (2017-2021) for elementary students and the development of a comprehensive Digital Tools Integration Model (2015-2016) for teacher training. Earlier projects such as the Digital Leaders Program (2014-2015) and various GeoGebra Integration Projects (2012-2013) demonstrated my early commitment to incorporating technology in mathematics education.

My plans involve pursuing advanced studies in mathematics education, particularly exploring innovative technology integration, such as artificial intelligence, into the classroom. I aim to secure external funding to support my research and initiatives. Furthermore, I will continue to be an active member of prestigious international conferences like ICME, PME, and ERME, taking on leadership roles and contributing to their committees. Additionally, I am committed to designing and implementing innovative teacher professional development programs that prioritize technology integration and effective teaching practices. Throughout my career, I have consistently demonstrated a passion for initiating and leading educational projects that align with contemporary trends in teaching and learning. I will continue to do so by proposing and implementing initiatives that integrate innovative approaches to teaching and learning.