

ICT4EDU: Enhancing ICT Competencies of Early Childhood Educators at HEIs in MENA Countries

ERASMUS+ PROGRAMME | Project Number: 101083078

Report on the In-house Training Workshop Mutah University

Event type	In-house Training Workshop (transferring of knowledge and know-how) After Bucharest and Nicosia training
Author(s)	Prof Omer Maaitah
Organisation name(s)	Mutah University
WP Number	4
WP Leader	Polytechnic of Porto
Date	19-3-2025



Contents

1. Introduction

2. In-house Training Workshop Description

2.1. Agenda

2.2. Syllabus and Training Material

2.3. List of Participants

2.3. Dissemination

3. Conclusion

1. Introduction

This report details a workshop held at Mutah University. The Mutah University team organized a two-day seminar on March 18-19, 2025, at the Faculty of Education. This initiative involved a collaborative meeting between the project team and stakeholders, including students, staff, teachers from public and private schools, and school owners. The training materials utilized during this workshop were derived from the TOT programs in Porto and Padova. The dissemination objectives and achievements of the ICT4EDU project were presented. Furthermore, the role of social media networks in education was discussed. Social media networks are playing an increasingly significant role in contemporary education, providing a range of benefits for both students and educators. Their contributions to the learning experience include enhanced communication, with platforms such as Facebook, Twitter, and WhatsApp facilitating rapid and direct communication among students, teachers, and parents.

Number of attendees is 53 students and staff.

2. In-house Training Workshop Description

This training initiative, particularly within the Erasmus Plus framework, is strategically designed to enhance critical aspects of societal support and individual advancement. Specifically, it will:

- (1) reinforce family support systems, acknowledging their fundamental societal importance and fostering their resilience and overall well-being;
- (2) improve the quality and accessibility of counselling services, ensuring individuals can access professional guidance to effectively address personal and professional challenges;
- (3) enhance education and training programs by delivering relevant and high-quality learning opportunities for participants;
- (4) strengthen vocational guidance and employment support services, assisting individuals in identifying viable career pathways and acquiring the skills and resources necessary for sustainable employment; and
- (5) promote cultural engagement and civic participation, cultivating a sense of community belonging and encouraging active involvement in cultural activities.

The proposals must necessarily provide for collaboration with public administration body (schools). All information regarding the project can be found by Prof Omer Maaitah maaitah_noor@hotmail.com.

2.1. Agenda <https://elearning-ict4edu.ju.edu.jo/mod/forum/view.php?id=31>

Day 1: 18-3-2025

9:00 – 10:00	Reception & Registration
	Welcoming words: Dean of Faculty
10:00– 11.00	Speech: Prof. Omer Maaitah Objective and achievement of ICT4EDU
	Engagement and Motivation
11.00-12.00	Development of Digital Literacy Prof. Prof Omer Al Omeri
12.00 - 12:30	Coffee Break
	Personalized Learning
12:30-13.30	Collaboration and Communication Prof. Abdallah Aljarrah
	Prof Hassan Bany Dowmh
13:30-14.30	Access to Resources Support for Different Learning Styles
14:30 - 15:00	Conclusion and discussion

Day 2:19-3-2025

9:00 – 10:00	Raed Sarayerah
10:00– 11.00	Nidal Al-Dmour
11.00-12.00	Prof Omer Al Omeri
12.00 - 12:30	Coffee Break

12.30 – 13.30	Prof Hassan Bany Dowmh
13.30-14.30	Abdallah Azzam A.Qader Aljarrah
14.30-15.00	Conclusion and discussion
14:30 - 15:00	Lunch

2.2. Syllabus and Training Material

Online Courses and Tutorials: Platforms like Facebook Groups or Instagram Live can be used to host mini-courses or tutorials, where teachers offer lectures, and students can participate from any location.

Flipped Classroom Model: Social media can facilitate the "flipped classroom" approach, where students review lessons via shared videos or resources at home and engage in more interactive, hands-on activities in class.

Building a Personal Learning Network (PLN): Teachers and students alike can use platforms like Twitter or LinkedIn to connect with thought leaders, engage in discussions, and keep up with educational trends, research, and job opportunities.

Showcasing Skills and Achievements: Social media serves as a platform for students to showcase their projects, portfolios, or research work, potentially increasing their visibility to future employers or academic institutions.

Interactive Learning: Features such as polls, quizzes, and live streams on platforms like Instagram and Twitter increase student engagement. They make learning more interactive and less monotonous.

Gamification and Challenges: Social media can incorporate game-like elements, where students can participate in challenges, track their progress, and earn badges, making learning more fun and motivational.

Media Literacy Education: With the spread of misinformation on social media, educators use platforms to teach students how to critically assess information, discern credible sources, and avoid falling for misleading content.

Promoting Digital Citizenship: Social media helps instil responsible digital behavior,

teaching students about the ethical use of online platforms, privacy concerns, and the long-term impact of their digital footprint.

Study Groups and Peer Learning: Social platforms allow students to form study groups, share notes, and clarify doubts with their peers. This informal peer-to-peer interaction can supplement formal learning.

- **Mental Health and Well-being Support:** Platforms like Instagram and TikTok are also being used by educators and counselors to promote mental health awareness, offering tips and support for student well-being.

Storytelling and Visual Learning: Social media platforms like Instagram or TikTok allow teachers to use storytelling, infographics, and videos as alternative ways to explain complex concepts, catering to different learning styles.

Crowdsourcing and Collaborative Projects: Educators use social media to encourage crowdsourcing for ideas and collaborative projects, fostering a more dynamic learning environment.

Privacy and Security: With the increasing use of social media for education, concerns about data privacy and cybersecurity have risen, requiring institutions to establish clear policies.

Digital Divide: Not all students have equal access to the internet or technology, which can create a gap in opportunities for those from underserved communities.

2.3. List of Participants

Number of attendees is 53 students and staff.

(staff and student)

Name	Position	Institution/ department/ Role
OMER MAAITAH	Contact person	Mutah University
Abd AlNase Qraleh	Dean of Faculty	Mutah University
Nidal Abidal-Hamid Hmoud Al-Dmour	staff	Mutah University
Mohammed Daoud	Vic president	Mutah University

Khaleel Almajali		
Abdallah Azzam A.Qader Aljarrah	staff	Mutah University
Nowf Maaith	assistance	Mutah University
Prof Omer Al Omeri	staff	Mutah University/ Professor in Education Technology
Prof Hassan Bany Dowmh	staff	Mutah University/ Professor in Education Technology
Dr. Raed Sarayerh	staff	Mutah University/ Associated Professor in Education Technology
Prof Mohamed D Majalee	staff	Mutah University/ Professor in Education Technology
Prof Abdallah Aljarah	staff	Mutah University/ Professor in Education Technology

No.	Name	E-mail	Signature
1	Nada Perou Abu Qadwa	Nada20@gmail.com	
2	Bate's Bateh Alshamaitet	bate'sbateshamaiteh@gmail.com	
3	Ruzain Hussien Al-Jadafeen	12023042401@mutah.edu.jo	
4	Nada Mousa Fayez Almutah	120230425017@mutah.edu.jo	
5	Jassem Tarif al-Ajl	120230403020@mutah.edu.jo	
6	Ahmed Ismael Al-Kuback	Habashah.ahmad2000@gmail.com	
7	Ala' Husein Al-Hawari	alahadhuari2005@gmail.com	
8	Lenda Mohammed Abu-Rawas	Lenda.mohammad19@gmail.com	
9	Abdelrahman Barakat Al-Tamach	12020403020@mutah.edu.jo	
10	Saad Khalil Almaradhi	al33saud4@gmail.com	
11	Qusay nazeen albtash	qusaybtash2@gmail.com	
12	Yasser Mohammed Al-Ramash	yammaramash250@gmail.com	
13	Mahmoud R. S.		
14	Mohammad Hashem Al-Bash	Moh44951@gmail.com	
15	Abir al-Bawel	abirabawel@gmail.com	
16	Fahim Marwan Al-Bawel	fahimabawel@gmail.com	
17	Nasr Hassan Al-Akhras	nassrghamleh11@gmail.com	
18	Yaseen Hani Omar Alnebat	yaseenahnebat@gmail.com	
19	Sahar Al-Nadha Ibrahim Alshamaitet	ishamaitet22@gmail.com	
20	Salsabel Mousa Hamed Alkadi	Salsabelmoussah@gmail.com	
21	BARAAH AMAR KALAS	12023042704@mutah.edu.jo	
22	Lujain Amer Salemh Soudi	120230423019@mutah.edu.jo	
23	Nagham Jazan Khalid Al-Saraghi	120230403054@mutah.edu.jo	
24	Shahed Yusef Ahmed Al-Jastreh	120230403034@mutah.edu.jo	
25	Anfal sufyon Al-Kuback	120230403055@mutah.edu.jo	
26	Rami Osama Al-Shamaitet	120230403020@mutah.edu.jo	
27	Ehaba Yaser Al-Hawari	120230423021@mutah.edu.jo	
28	AYAH HAMAD ALQAISI	120230423020@mutah.edu.jo	
29	Ramha Yehia Alshamaitet	ramahyashamaitet@gmail.com	
30	Layan Hani Alnebat	layanahnebat@gmail.com	
31	Sara Ahmad Al-Masadeh	120230403006@mutah.edu.jo	
32	Tyqa Mazen AlRikbat	tyqa91karmal@gmail.com	
33	Leon Mahmoud Shalhamaitet	117119972@gmail.com	
34	Bahad Mahmoud Al-Kalash	bahadalkalash2001@gmail.com	
35	Hala Aref B. Faraf	halahalfaraf97@gmail.com	
36	Waleed Alshamaitet	120230428018@mutah.edu.jo	
37	Hala Husein Al-Saraghi	120230423020@mutah.edu.jo	
38	Lujain Tarek Al-Talhami	120230403051@mutah.edu.jo	
39	Ruba Ahmed Alshamaitet	120230403028@mutah.edu.jo	
40	Omer Maqal		
41	Saif Nawaf		
42			

3. Conclusion

Following the presentation, a robust and insightful open discussion ensued, expertly facilitated by Prof. Omer and Dr. Almajali. Their adept moderation ensured a productive

exchange, with thoughtful responses provided to the diverse questions and perspectives presented by the audience. The key themes and observations emerging from this discussion are summarized below:

A primary focus was the significant potential of Information and Communication Technology for Education (ICT4Edu) to revolutionize the educational landscape. Participants explored how ICT can optimize pedagogical approaches, enrich learning experiences, and mitigate disparities in access to quality education.

Secondly, the national policy framework governing the integration of ICT within the education sector underwent thorough scrutiny. The current policy's strengths and weaknesses were analyzed, and potential areas for refinement were identified. A consensus emerged regarding the imperative for a more comprehensive and future-oriented national policy to effectively support the implementation of ICT in education.

Furthermore, the discussion highlighted the critical importance of disseminating awareness and promoting ICT4Edu initiatives to all relevant stakeholders in Jordan. A coordinated effort to disseminate information, cultivate understanding, and foster buy-in from educators, policymakers, parents, and the broader community was deemed essential.

The pivotal role of media coverage in expanding the event's reach and impact was also emphasized. Participants acknowledged that extensive media attention is vital to ensure that the event's key messages resonate with all potentially interested individuals and organizations across the nation. Widespread media dissemination was considered a crucial step in stimulating broad engagement and participation.

The event garnered substantial interest from professional Jordanian stakeholders, underscoring a strong desire within the educational community to embrace and leverage the potential of ICT. This high level of engagement reinforces the importance of providing sustained support and resources to empower educators to effectively integrate ICT into their practice.

Many comments and inquiries centered on the practical application of ICT tools and resources within the classroom environment. This highlighted the need for clear guidelines, practical training, and ongoing technical support to ensure that educators are adequately equipped to utilize these technologies effectively.

Significantly, there was unanimous agreement on the necessity for continuous engagement and collaboration with diverse stakeholders within the education sector. Establishing and maintaining robust communication channels between educators, policymakers, technology providers, and other relevant parties was deemed essential for cultivating a collaborative and supportive ecosystem for ICT4Edu initiatives.

The transformative role of social media networks in education was also a prominent topic of discussion, with specific attention given to the following aspects:

1-Collaboration and Communication:** Social media platforms can facilitate seamless collaboration and communication among students, educators, and other stakeholders, fostering a sense of community and shared learning.

2-Access to Educational Resources:** Social media provides access to an extensive repository of educational resources, including articles, videos, tutorials, and online courses, enabling students to broaden their knowledge and explore diverse perspectives.

3-Building a Digital Learning Environment:** Social media can be utilized to create engaging and interactive digital learning environments, allowing students to connect with peers, participate in online discussions, and access learning materials anytime, anywhere.

4-Engagement and Motivation:** Social media can enhance student engagement and motivation by providing opportunities for active participation, peer interaction, and

personalized learning experiences.

5-Professional Development and Networking:** Social media platforms offer educators opportunities for professional development, networking, and the sharing of best practices with colleagues globally.

6-Critical Thinking and Media Literacy:** Integrating social media into education can promote critical thinking skills and media literacy, enabling students to evaluate information, identify biases, and navigate the complexities of the digital world.

7-Student Support and Peer Learning:** Social media facilitates student support and peer learning by providing platforms for students to connect with one another, share knowledge, and offer assistance.

8-Innovative Teaching Methods:** Social media can be integrated into innovative teaching methods, such as flipped classrooms, project-based learning, and gamification, to create more engaging and effective learning experiences.

However, the discussion also acknowledged the potential drawbacks of social media utilization in education. It was recognized that social media can, at times, distract students from their studies or contribute to procrastination, thereby impeding academic progress. Consequently, managing time spent on social networks and ensuring their productive application remains a key consideration. Educators should guide students in developing strategies for utilizing social media responsibly and effectively.

Overall, the consensus was that when implemented thoughtfully and strategically, social media can significantly enhance education. It fosters collaboration, expands access to resources, and stimulates innovation in both teaching and learning, ultimately contributing to a more dynamic and enriching educational experience.

4. Dissemination



<https://elearning-ict4edu.ju.edu.jo/course/index.php?categoryid=18>













ERASMUS+ PROGRAMME | Project Number: 101083078

ومن الدورة التي تلقاها فريق جامعة مؤتة في مدينة بورتو - البرتغال .. في مدينة بانوفيا الايطالية يومى -
الاربعاء -والخميس 102024 - 3/2 - بين الساعة 9 - والساعة 4 -

- المدعو من الاتحاد الأوروبي ضمن مشاريع ايراسموس بلس
- مدير جى ترشيج بالحد الاقصى لشخصين
- المكان -جامعة مؤتة -كلية التربية
- ملاعداد برجي -الاتصال 0796629922

مع تحيات فريق المشروع

