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Entitled

Investigating Teachers' and Lead Teachers' Perspectives on the Impact of STREAM in Enhancing Teaching, Learning, and Professionalism in the Emirates Schools Establishment

By

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Abstract

STREAM education is the latest development of STEAM and STEM education in the UAE and the world. It is presently gaining traction because of massive economic and technological advancement in the global market, as STREAM employment is in growing demand, and expansion in STREAM output and research across the economy has significant societal advantages. Educational policymakers and educational leaders in the UAE advocate for the development and implementation of STREAM to enhance Innovation and entrepreneurship, which are rapidly altering the globe and leading to a drastic shift in teaching, learning, and professionalism. According to the study, STREAM education enhances teachers' professionalism as well as students' creative skills and learning 21st-century survival skills such as communication, collaboration, creativity, critical thinking, digital competency, as well as innovation, and entrepreneurship skills. It teaches students problem-solving-based lessons, and project-based lessons to acquire design and technology skills to make them ready for the changing future job market. This study aims to investigate teachers' and lead teachers' perspectives on the impact of STREAM on enhancing teaching, learning, and professionalism in the Emirates Schools Establishment. The study uses a mixed approach of concurrent research methods with qualitative and quantitative analysis that includes a survey and interviews with public school teachers in the Emirates Schools Establishment (ESE) in the United Arab Emirates (UAE). The study based the investigation on six domains, namely: (1) professional knowledge, (2) instructional planning, (3) instructional delivery, (4) student learning assessment, (5) learning environment, and (6) professionalism. The survey sample was 462 participants who responded to the study survey with different genders, years of STREAM experience, qualifications, and years of experience in teaching, etc. The sample of the qualitative phase involved five participants; three were teachers, and two of them were lead leaders. According to the study results, participants have favorable perspectives on the Impact of STREAM in enhancing teaching, learning, and professionalism in the Emirates Schools Establishment. The findings also revealed high awareness among ESE teachers about STREAM's impact on teaching, learning, and professionalism. Stakeholder preparation and involvement, and STREAM professional development. Above all, the study discloses the challenges that face STREAM teachers in implementation including integrating curriculums, teaching loads, and resources. Finally, the study offers managerial and research implications for future study and for policymakers and educationalists to enhance the application of the STREAM approach in schools at an early age and for all grade levels in the United Arab Emirates schools.

keywords: STREAM, perspectives, student learning assessment, instructional planning, learning environment, professional, instructional delivery, professionalism, ESE, UAE.