Esam Abdul Majeed AL Lawati

The Professional Path in Higher Education

"2011-2024"

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Achievements and Experiences in Teaching Domain

A. Organizes and facilitates learning experiences that assist students to achieve desired outcomes:

- Twelve years teaching in higher education, from 2011 until present. The following details explain. The following table shows that.

Academic year / Semester	Profession	Contract Type	Workplace
Fall 2011 to Summer 2019	Assistant Professor of Psychology	Full time	Mazoon College & A'Sharqiyah University
Fall 2019 to Present	Associate Professor of Psychology	Full Time	A'Sharqiyah University
Fall 2018-Fall2023	HoD of Psychology Department	--	A'Sharqiyah University

Teaching Bachelor and Master levels in Mazoon College and College of Arts and Humanities in A'Sharqiyah. Teaching takes place in two periods: morning and evening.

- Teaching more than twenty different subjects in psychology and non-psychology such as the following:

1. Introduction to Psychology

2. Social Psychology- **Bachelor and Master level**

3. Educational Psychology- **Bachelor and Master level**

4. Organization Psychology- **Bachelor and Master level**

5. Counseling Psychology- **Bachelor and Master level**

6. Theory of learning - **Bachelor and Master level**

7. Psychological reading in English Language – **Master level**

8. Under graduation research

9. Heath Psychology

10. Cognitive Theory- **Bachelor and Master level**

11. Test and Measurement

12. Abnormal Psychology

13. Industrial Psychology- **Bachelor and Master level**

14. History of Psychology

15. Developmental Psychology

16. Personality Psychology

17. Research Methods-**Master level**

18. Learning Methods –**Master level**

19. Neuroscience Psychology (How the human nervous system affects behaviour)

20. Adolescents' development

21. Group Dynamic (Related to how people communicate with each other)

22. Career counseling

23. School mental health

24. Organizational behavior – MBA level

Courses are distributed per semester and academic year as shown in the table:

(Some courses were in Arabic Language and most of them were in English Language)

Teaching Courses From 2012 - 2020			
A' Sharqiyah University	The Academic Year 2019/2020	Fall 2019		Spring 2020
		مدخل الى علم النفس التربوي EDUC 510		علم نفس النمو PSYC 115
		نظريات التعلم وتطبيقاتها في CUTM 616 المناهج		دينامية الجماع COUN223
		سيكلوجية الشخصية PSYC 226		
	Academic Year 2018/2019	Fall 2018		Spring 2019
		مقدمة في الإرشاد النفسي COUN 111		مقدمة في COUN 129 الارشاد المهني
		مدخل الى علم النفس PSYC 100		الصحة EDUC 511 النفسية المدرسية
		مدخل الى علم النفس التربوي EDUC 510		علم نفس النمو PSYC 115
Mazoon College	Academic Year 2018/2017	Summer 2018	Spring 2018	Fall 2017
		PSYCH 270 Social Psychology	PSYCH 155 Educational Psychology	PSYCH 155 Educational Psychology
		PSYCH 50 Introduction to Psychology	PSYCH 270 Social Psychology	PSYCH 374 Organization Psychology

		Summer	Spring	Fall
		PSYCH 210 Counseling Psychology	PSYCH 240 Theory of learning	PSYCH 390 Under graduation research
			PSYCH 390 Under graduation research	PSYCH 390 Under graduation research
Academic Year 2016/2017		Summer 2017	Spring 2017	Fall 2016
		PSYCH 305 Cognitive Theory	PSYCH 371 Group Dynamic	PSYCH 375 Health Psychology
		PSYCH 50 Introduction to Psychology	PSYCH 364 Test and Measurement	PSYCH 50 Introduction to Psychology
		PSYCH 250 Developmental Psychology	PSYCH 270 Social Psychology	PSYCH 365 School mental health
			PSYCH 155 Educational Psychology	PSYCH 390 Under graduation research
Academic Year 2015/2016		Summer 2016	Spring 2016	Fall 2015
		PSYCH 280 Career counseling	PSYCH 390 Under graduation research	PSYCH 390 Under graduation research
		PSYCH 330 Neuroscience Psychology	PSYCH 374Organizational behaviour	PSYCH 365 School mental health
		PSYCH 360 Personality Psychology	PSYCH 330 Neuroscience Psychology	PSYCH 240 Theory of learning
			PSYCH 360 Personality Psychology	PSYCH 140 Research Methods

	Summer 2015	Spring 2015	Fall 2014
	PSYCH 212 Industrial Psychology	PSYCH 50 Introduction to Psychology	PSYCH 50 Introduction to Psychology
Academic Year 2014/2015	PSYCH 155 Educational Psychology	PSYCH 290 History of Psychology	PSYCH 290 History of Psychology
		PSYCH 390 Under graduation research	PSYCH 390 Under graduation research
	PSYCH 270 Social Psychology	PSYCH 360 Personality Psychology	PSYCH 140 Research Methods
		PSYCH 140 Research Methods	PSYCH 212 Industrial Psychology
	Summer 2014	Spring 2014	Fall 2013
	PSYCH 50 Introduction to Psychology	PSYCH 208 Adolescents Psychology	PSYCH 50 Introduction to Psychology
Academic Year 2013/2014	PSYCH 212 Industrial Psychology	PSYCH 262 Abnormal Psychology	PSYCH 290 History of Psychology
		PSYCH 390 Under graduation research	PSYCH 240 Theory of learning
	PSYCH 250 Developmental Psychology	PSYCH 212 Industrial Psychology	PSYCH 140 Research Methods
		PSYCH 270 Social Psychology	PSYCH 212 Industrial Psychology

		Summer 2013	Spring 2013	Fall 2012
	Academic Year 2013/2014	PSYCH 50 Introduction to Psychology	PSYCH 50 Introduction to Psychology	PSYCH 262 Abnormal Psychology
		PSYCH 212 Industrial Psychology	PSYCH 262 Abnormal Psychology	PSYCH 290 History of Psychology
		PSYCH 250 Developmental Psychology	PSYCH 390 Under graduation research	PSYCH 240 Theory of learning
			PSYCH 212 Industrial Psychology	PSYCH 140 Research Methods
			PSYCH 270 Social Psychology	PSYCH 212 Industrial Psychology

All Course Descriptions of Subjects which are mentioned above are listed as follows:

Sn	Course Code & Title	Course Description
1	PSYCH 250 Developmental Psychology	Developmental psychology involves the study of constancy and change throughout the entire lifespan, from conception to death. The course will cover the relevant history, theories, research, and methods of developmental psychology as well as examine the areas of physical-motor, cognitive, social, and personality development.
2	PSYCH 270 Social Psychology	Social psychology is the scientific study of the way people think about, feel, and behave in social situations; an understanding of the perspectives, research methods, and empirical findings of social psychology. An equally important goal will be to develop critical and integrative way of thinking about theory and research in social psychology.

3	PSYCH 330 Neuroscience Psychology	This course provides basic information related to the study of behavioural neuroscience. It includes a detailed review of the nerve cells, their conduction and neurotransmission. This focuses on the nervous system through the study of neuroanatomy, its structure and functions and how each part of the brain affects behaviour. Topics included will nurture understanding of the neural bases of sensation, perception, cognition and the pathological syndromes that result from damage to these systems
4	PSYCH 140 Research Methods	This course introduces students to several research methods useful for academic and professional investigations of information practices, texts and technologies. By examining the applications, strengths and major criticisms of methodologies drawn from both the qualitative and quantitative traditions, this course permits an understanding of the various decisions and steps involved in crafting (and executing) a research methodology, as well as a critically informed assessment of published research.
5	PSYCH 360 Personality Psychology	Personality Psychology is the scientific study of the psychological forces that make people uniquely themselves. It is a broad sub-discipline that involves various topics including the importance of the unconscious, the role of the self, gender differences, the power of the situation and cultural influences. Topics covered in class will have relevance to students' daily lives. This course is designed to help broaden students' knowledge and understanding of the field of Personality Psychology. The course is designed to be challenging, but also interesting and fun.
6	PSYCH 208 Adolescents Psychology	This course discusses development during the adolescent and early adult years. Contemporary theories and research will be used to help students understand issues central to adolescence including pubertal development, cognitive development, identity, dating and sexuality, family and peer relationships, adolescents at school and work, culture and the media, and challenges faced by adolescents. Adolescence will be discussed both as a distinct stage of life and as an integral component of development across the life span.

7	PSYCH 240 Theory of learning	This course examines the basic process of conditioning and learning, familiarizing students with important classical treatments of the nature of learning it explains how changes in the environment affect the changes in humans. How those changes in the environment bring change in the life of humans and we learn to adopt those changes for our survival. The students will assume that relatively permanent behavioural change is the hallmark of learning and that by studying the independent and dependent variables of human development, therapeutic modification, educational achievement, and another significant form of behavioural change
8	PSYCH 155 Educational Psychology	This course focuses on the principles of psychology relevant to the field of education Topics include the concepts of human growth & development, and cognitive and behavioural views of learning and intelligence. The course also covers motivation, the creation of learning environments, measurement and evaluation of learning.
9	PSYCH 305 Cognitive Theory	This course serves as a general introduction to the field of cognitive psychology. In the most general terms, cognitive psychology is the scientific study of mental processes, of how the mind works (and fails to work). Topics include perception, attention, memory, concept formation, language acquisition, problem-solving, reasoning and decision-making. Throughout the course, theories of mind or mental processes will be discussed and how cognitive psychologists build theories (or models) of mental processes, and how these models are used to understand and predict behaviour.
10	PSYCH 262 Abnormal Psychology	This course provides the students with an understanding of what is an abnormal behaviour. It emphasizes a scientific and empirical point of view. It includes an overview of specific psychiatric disorders (e.g., anxiety, mood, developmental and psychotic disorders) as well as the contributing factors, signs and symptoms relating to the disorder. In addition, treatments of abnormal behavior as well as legal issues are briefly discussed. A case study analysis approach is used to understand these conditions. Class activities such as small group exercises and video recordings are used to understand mental disorders.

11	PSYCH 212 Industrial Psychology	Industrial Psychology deals with the Psychological Theories and research that can be applied in industrial settings to improve individual, team, and employee performance. Course content includes a broad range of industrial psychology topics including employee selection, training, performance appraisal, job satisfaction and commitment, work motivation, and leadership.
12	PSYCH 290 History of Psychology	An examination of the origin of psychology within the framework of philosophy and science. Trace the major trends, schools and individuals. Major scientific, cultural. Philosophical and personal influences in the development of psychology.
13	PSYCH 374Organizational behaviour	This course provides a foundation of knowledge about the nature and function of behaviour, affect, and cognition in formal organizations. This will expose students to various concepts, theories, and research findings within the field of organizational behaviour. Students will be encouraged to develop skills enabling them to apply theories and research findings to their personal experiences. Principles may be useful for everyday life events as we all are a part of many organizations
14	PSYCH 50 Introduction to Psychology	An introduction to the science of the human mind and behaviour. Topics include brain structure and function, human development, learning and memory, motivation, emotion, personality and psychological health, psychological disorders and their treatment, and social cognition and human relationships
15	PSYCH 365 School mental health	This course provides an overview of multidimensional factors, perspectives, and approaches associated with mental disorders. It surveys major perspectives and reviews the history of the perception of mental disorders in different societies. distribution, diagnosis, therapeutic approaches and institutional responses within the context of social work practice, values and ethics are discussed. Medical, legal, and social issues related to mental health and the treatment of people with mental disorders are addressed.
16	PSYCH 280 Career counseling	Interrelationships among lifestyle, workplace, and career planning are explored. Overview of principles and practices of guidance and counseling in schools as they relate to the curriculum, guidance services, and the counseling process is taught. Techniques for assessment of career aptitudes, interests, values, and personality provide an opportunity for in-depth self-study. Attention

		is given to career theories and techniques for facilitating career development.
17	PSYCH 364 Test and Measurement	A study of the typical methods of assessing student achievement and performance. Emphasis is placed on the interpretation and use of classroom assessment and State-mandated student assessment. Elementary statistical terms and methods are studied such as mean, median standard deviation and others.
18	PSYCH 375 Health Psychology	This course is designed to introduce you to how behaviour can influence health and well-being, as well as the methods used to examine questions related to psychology and health. We will examine the influences of psychosocial factors on mental health (e.g., stress, depression), physical health (e.g., heart disease, chronic illness, pain) and health-related behaviours (e.g., substance use and abuse, aggression, sexual behaviour).
19	PSYCH 371 Group Dynamic	This course focuses on the communication behaviour of individuals within group structures. Didactic and experiential techniques are used to explore the stages of group development, decision-making techniques, group problems and problem solving, resolution skills, norms, structures, leadership, authority, membership, ethics, cultural sensitivity, and the intra-and inter-personal dynamics within small groups.
20	مقدمة في الإرشاد النفسي COUN 111	يهدف هذا المساق إلى تعريف الطلبة بمفهوم النظرية بشكل عام وأهميتها وفائدتها وصفات النظرية الجيدة .كما يهدف إلى التعريف بالنظريات الرئيسة في مجال الإرشاد النفسي من الناحيتين النظرية والعملية .وتشمل النظريات التي تمثل الاتجاهات المختلفة في الإرشاد، كالاتجاه الإنساني والاتجاه المعرفي والاتجاه السلوكي والاتجاه التحليلي والجشتالت. هذا وسيتم دراسة كل نظرية من الجوانب التالية: الفلسفة التي تعتمد عليها، والمفاهيم الأساسية في النظرية ،ومكونات الشخصيــة الإنسانية، وأسباب القلق والاضطرابات النفسية، وأهداف الإرشاد، والعملية الإرشادية، والأساليب الفنية المستخدمة في كل نظرية والانتقادات التي وجهت إليها. كما يتضمن المساق عرضا للبحوث المتعلقة بكل نظرية والانتقادات التي وجهت إليها. كما يتضمن المساق عرضا للبحوث المتعلقة بكل نظرية ومقارنة عام لجميع النظريات ومدى صلاحيتها وملائمتها للتطبيق في المجتمع العماني
21	نظريات التعلم CUTM 616 وتطبيقاتها في المناهج	يعتني هذا المقرر بعرض ومناقشة مفهوم التعلم وضبط المصطلحات المتعلقة كما يعرض لأهم نظريات التعلم التي عرفت في الحقول التربوية وفي علم النفس ومناقشتها وتحليلها ونقدها، كالنظرية الكلاسيكية والنظرية البنائية والنظرية السلوكية والنظرية المعرفية، والبحث في أفضل الممارسات والتطبيقات لهذه النظريات في تأليف المناهج أو تطويرها ومواءمتها للمناهج الموجه للحقل التعليمي بالسلطنة.

22	EDUC 511 الصحة النفسية المدرسية	يصف المقرر الى تزويد الطلاب بالمعلومات الضرورية والكافية حول مفهوم الصحة النفسية بشكل عام والصحة النفسية المدرسية بشكل خاص ، وايضا يصف مظاهر الصحة النفسية واهمية الصحة النفسية ، كذلك يسعى المقرر الى تزويد الطلاب بالمعلومات الضرورية حول معايير السلوك السوي واللاسوي والاضطرابات النفسية وكيفية معاجلتها ، بالاضافة الى التعرف على نماذج من المشكلات النفسية وكيفية التعامل معها.
23	COUN 129 مقدمة في الارشاد المهني	يهـدف هذا المساق إلى :اثراء الطالب وتبصيره بمفهوم الارشاد والتوجيه المهني بشكل عام ، كذلك تبصيره بنشأة وأهداف الانسان والمجتمع والبيئة التي تدور من حوله. ويهدف المساق إلى التعرف على أساليب وخطوات التوجيه المهني وأهم المتطلبات التي تساعد في تحقيق اهداف المؤسسة التعليمية وغير التعليمية بشكل عام ، والوقوف على المشاكل والتحديات التي تجابه هذه المؤسسات. بالاضافة الى ان المساق يساهم في توضيح دور النظريات الحديثة والمعاصرة في المجال المهني ، ودور الادوات التي تساعد في جميع البيانات والتي تعتبر ذات اهمية قصوى في مجال الارشاد المهني . ايضا هذا المساق يسلط الضوء على كيفية خلق بيئة إيجابية سواء على مستوى الافراد او مجتمع العمل والتي من شأنها المساعدة في تحقيق الاهداف العامة للمؤسسة (التربوية وغيرها)

This course "Personality Psychology" is an example of course description and learning outcomes;

- Course Description and learning outcomes for subject **Personality Psychology** (Example): Personality Psychology is the scientific study of the psychological forces that make people uniquely themselves. It is a broad sub-discipline that involves various topics including: the importance of the unconscious, the role of the self, gender differences, the power of the situation and cultural influences. Topics covered in class will have relevance to students' daily lives. This course is designed to help broaden students' knowledge and understanding of the field of Personality Psychology. The course is designed to be challenging, but also interesting and fun. At the end of this course, students will be able to:

1) To stimulate an interest in the contribution of personality and differential psychologists to the understanding of the individual, their attitudes, motives, behavior and thought across the lifespan, and the foundations of differential group differences.

(2) Ability to describe, explain and evaluate research studies and theories in the area of personality and differential psychology.

(3) Ability to describe the course of personality and intelligence development, their foundations, function and consequences.

(4) Evaluate the quality of information, including differentiating empirical evidence from speculation.

(5) Evaluate issues and behaviour using different theoretical and methodological approaches.

- A course plan for the subject "Personality Psychology".
- Students achieved the objectives of the course" Personality Psychology as an example"; all students achieved the expected outcomes from the course.

B. Creates learning experiences and assessments that reflect the integration of discipline and transferable skills

- Directed learning is considered one of the most important strategies which enhance students to teach him/herself, relaying to student needs and motivation. This conception is a proposal and conduct assessment of a learning project directed by the student. I am using a model of directed learning, this model was developed by (Maurace, 2002) which is translated to Arabic language by me.

- Always teaching based this concept: "To understand the learner as a human being and ideas that can be used to try to find the best fit between our teaching goals and the learners in our classroom". This concept of learning shows how to integrate teaching and practice. Always give students more than 15 minute to have problems (based on content) and advise them to solve it.

- Teaching as group is one of Teaching groups is one of the most important methods that are used in teaching psychology courses, due to the nature of psychology specialization courses that depend on group discussion and peer learning.

- Technical Assignment Report.

C. Provides appropriate feedback to students on progress and assessment which is directed toward individual need.

- Feedback is provided in two modes: the first is after the completion of the discussion of each sub-topic and the second after the end of the whole class. The assessment includes two directions, the continuous assessment and the final assessment for each class. If the

- If the teacher encounters a problem with the duration of the lesson, we extend the time to give them notes and in case they are unable to, we resort to an additional lesson and/or discuss it in the office.

- Student Feedback: there are several types of student feedback which are I use in my classroom such as verbal feedback (either individualism or collectivism) also, writing comments on exam papers and discussing with students (Individually) and used reports prepared from the psychology department.

- For master and capstone design or research projects, I normally write report to the student and discuss entire report (merits and demerits comments).

D. Responds to students in a variety of settings with sensitivity to background and learning style

- Teaching disabled students: In every semester, I learned that I found one or two "students with disabilities", and this disability is different, some of them are visually impaired, others are hearing impaired, others are sitting in a

wheelchair, and so on. All of these "handicapped" students must teach them in different ways, either related to where to sit in the classroom, giving them opportunities to repeat explanations and/or giving them opportunities to participate and many other methodologies. It is not possible to stand up to this point, but rather to communicate with their parents to find appropriate ways to overcome the difficulties he/she faces, whether in class or college life completely.

- Teaching Different Nationalities: I teach different nationalities either from Arabian (from Iraq, Syria, Lebanon, Jordan, Sudan, Egypt, Yamen, Saudi Arabia, UAE, Palestine etc) or Non-Arabian (from India, Pakistan, Bangladesh, Chania, Turkey, Iran, USA, France etc). all these nationalities with different cultures but I found it very interesting to learn more about other cultures and they also found many interesting values, customs and traditions in Oman cultures. The most important amendments that I made during my classes is to consider the different cultures in the classroom, consider the feelings and values that their culture holds and

- The most important adjustments that I made during the lesson were to consider the different cultures in the classroom, look at the feelings and values that their culture holds, and not to touch religions or offend beliefs. In addition to using respectable dealing like the rest of their Omani colleagues, so that he/she does not feel that he/she is foreign or negligent in the university environment.

- Diversification is made in teaching methods: such as Self – Self-regulated learning, these include effective learning strategies, reflection on one's thinking and learning (metacognition), and motivation and engagement with college tasks. Another method is Problem–based learning is a strategy that creates a "culture of inquiry" and presents learners with real-life problems to solve such as how to overcome unemployment. Besides, I used other methods

such as class discussion, student presentation, report style, feedback style, and research method.

E. Generates and fosters student enthusiasm for learning.

The variety of teaching methods used increases enthusiasm and enjoyment in the classroom. Each lesson has its specificity in teaching, and this is what is characterized by the psychological counselling specialization, as it relies heavily on case studies, self-reports and field examples, and the lessons are sent via the model, and students are also sent to psychological counselling centres and mental inquiries such as Al Masarah Hospital in Muscat Governorate.

The most important aspects of enthusiasm that arise among students are the following: weak absence, wide participation in activities, whether inside or outside the university, all students race in their presentations, obtaining degrees above the average, professor's discussion of topics related to specialization and is outside the lesson

Many of the praises Reach us from students, whether from students currently studying with us or students who were studying with us and have graduated from the university.

F. Supports the development of students' ability to learn independently and with others.

I supervised graduation projects for students of the Department of Psychology for nearly five years, and the projects varied between unilateral, bilateral, triple, and quadruple as a maximum the following table from my previous college:

Students ID	Students Names	Semester	Research Title
2010223064	Nasra Aziz Khalaf Al Riyami	Fall - 2014	A Study of effect of the illegal romantic relationship on academy achievement among adolescent students in Mazoon College.
2011223013	Hana Hashim Salim Al Nabhani		
2010223043	Maryam Musabah Abdllah Al Shehi		
2010223025	Asma Abdullah Al Blushi	Fall - 2014	Effectiveness of Peer Pressure Among Teenagers.
2010223020	Iman Ahmed Said Al Sarhani	Fall - 2014	Personal and Job-Related Predictors of Teachers Stress and Job Performance Among Mazoon College Teachers.
2009223011	Maryam Nasir Alfarsi		
2006223022	Salha Juma Al Alwai		
2009223025	Omaima Yahaya Al Alawi	Fall - 2014	A Study of Effectiveness of Emotional Intelligence on Adolescence in Muscat schools.
2010223065	Abeer Salim Abdullah Al Hadrami		
2010223066	Asma Ibrahim Saleh Al Shehi	Spring - 2015	Learning Disability Awareness Among Primary School Teachers in Muscat.
2010223023	Aysha Ahmed Al Wahabi		
2010223019	Wania Salim Al Rubaiai		
2011223006	Shamama Saifuddin	Spring - 2015	Effects of Emotional, Physical and Financial Abuse on Children.
2011223021	Sarah Sultan		
2011223005	Suad Salim Kalfan Al Wahabi	Spring - 2015	A Study of the Effect of Punishment and Reward Methods on Learning in Primary School in Muscat
2011211111	Wafaa Ali Saif Al Gharbi		
2011223041	Bushra Yousuf Al Kindi	Spring - 2015	The Impacts of Woman Work Stress Their Family Relationship in Sultanate of Oman.
2010223058	Manal Mohammed Al Zadjali		
2010223004	Marwa Hamood Al Hasni	Spring - 2015	The Effect of Negative Thinking on Mental Health
2012102531	Manal Suleiman Al Badi		
2010223009	Nasra Nasser Al Amri		

- Student graduation projects help them that I supervised to relying individually on the methodology of scientific research as well as on how to prepare a plan

for scientific research, in addition to developing the student's ability to communicate with data and how to deal with it, and the extent to benefit from and employing results in the career field that it will contribute to employee development, work and performance.

- Graduation research also helped students develop intellectual and educational skills, as well as contributed to enhancing self-confidence among students after the student relied on himself/herself to search for scientific resources and references that would contribute to self-reliance and the emergence of independence.

G. Refines teaching practice based on self-assessment and reflection, and feedback from students and peers.

- Students assess the professor once in each semester and through their feedback, we acquire many various comments, and these observations are varied between positive and negative. Personally, I found it very useful to reinforce myself and my students by making more positive additions to teaching methods. While it is possible to take advantage of the negative points that have been observed by students or colleagues, by reviewing these points and working hard towards adjusting them.

- Some advantages of student assessment such as study a lot of chapters and /or lack of references. Such as these comments are solved directly by ordering several textbooks from LRC, besides, send through MOODL and Emailing a soft copy to entire students.

H. Utilises theory and publications on teaching and learning to develop course design, teaching and assessment.

The successful professor is constantly following educational developments, whether at the local or international level. Therefore, the specialization that I carry, which is

educational psychology, requires us to continue to see references and scientific journals, especially those related to the learning and teaching process. there is a lot of information and knowledge acquired from different references and educational sources, as follows:

- Improving teaching methods
- Improving student motivation towards learning
- Striking an equilibrium between education and student needs
- Considering the student from psychological and social aspects
- How to develop the teaching process skills
- Integration between the teaching process and educational theories.
- Enrolment contemporary theories in education such as cognitive theory, needs theory, behavioural theory and other theories.
- Achieving student's exceptional learning needs
- The effects of development stages on the learning process.

And many other aspects that affect the entire teaching and learning process. It may be supported by the following list of references:

- Chance, Paul (2006). **Learning & Behavior**. (6th edition). Wadsworth.
- Elizabeth Jordan & Marion Porath (2006). *Educational Psychology: A Problem-Based Approach*, Pearson.
- Anita Woolfolk (2004). *Educational Psychology*. Prentice Hall, 4th ed., Wadsworth.
- Kelvin Seifert and Rosemary Sutton (2009). *Educational Psychology*. Jacobs Foundation, Zurich, Switzerland.

Secondly: Achievements and Experiences in the Research Domain

Several scientific papers have been published, which have been judged by scientific committees, some of these studies were individual (Five research papers are individual and two are shared with colleagues), while others were jointly with college colleagues. Four research papers were conducted after joining A'Sharqiyah University while three research papers were conducted at my previous college (Mazoon College). All the research that was published was in the English language only because I was taught all Psychology and other subjects in the English language, in addition to the spread of international scientific journals vary widely. This is a list of research which I conducted;

1. **Esam, Al lawati, Al Soudi, Sharif** (2024). The Prevalence of Obsessive-Compulsive Disorder among Students at A'Sharqiyah University in Sultanate of Oman. Presented at the 6[Th] International Conference on Education, Psychology & Social Sciences. The Ibero-American Journal of Psychology and Health (Accepted & Under Press).

2. **Esam, Al lawati**, Amina Benkouider, Jokah Al Masrori (2024). The contribution of cognitive distortions in predicting achievement motivation among grade 11th students in Al Sharqiyah North Governorate, Sultanate of Oman. Journal of School Psychology, Q2.

3. Fouad, AL Dawash, **Esam, Al lawati** (2023). The Referential activity analysis of the psychological research Directions about COVID-19 pandemic, Educational Journal of Education College, Suhaj – Egypt, Vol, 144 Nu 114, pp 755-785.

4. Fouad, AL Dawash, **Esam, Al Lawati,** AL Habsi, Amur (2023) The Reference activity analysis of cognitive/emotional responses to COVID-19 related to the Big Five personality factors: a clinical psychometric study. Journal of Studies in psychological and educational counselling, Education College, Egypt, Vol. 6, No: 04. Pp 107-158.

5. Amina Benkouider**, Esam, Al lawati** (2023). Early Maladaptive Schemas as a Risk Factor for Breast Cancer in Algerian Women, Journal of Southwest JIAOTONG University, Vol. 58.3 June, DOI: 10,35741/issn.0258-2724.3.53,ISSN:0258-2724. http://jsju.org/index.php/journal/article/view/1690

6. **Esam, Al lawati,** Fatemeh Al Mukhaini (2022). *The Psychological Development of the Early Childhood Language in Sultanate of Oman.* Journal of Positive School Psychology, Vol. 6, No. 8,6364-6374. https://journalppw.com/index.php/jpsp/article/view/10941/7061

7. Amjad Juma, Audrey G-Heon, Olivier Arvisais**, Esam Al Lawati** (2022). *The effectiveness of educational practices for developing critical thinking skills in basic school students: A Systematic Review*. The Researchers, Vol V111, Issue 1. ISSN: 24551503.

8. **Al-Lawati, Esam**. (2022). *The Relationship between Cultural Socialization and Mental Health among Higher Education Students in A'Sharqiyah University in the Sultanate of Oman*, The Sixth International Educational Conference: Insights and ideas for hot issues in the development of education, Jordan, March.

9. Al – Sawafi, Jokha, **Al – lawati, Esam**(2022). The feeling of isolation among Spouses the relationship the educational level of the spouses and the family income. Journal of Media and Social Studies for Specialized Research (JMSSSR) VOL: 05Issue:0. E-ISSN: 22899065.

10. **Al-Lawati, Esam**. (2020) *The Impact of psychological anxiety on academic achievement at A'Sharqiyah University in the Sultanate of Oman*. Asian Mirror - International Research Journal, Vol VII, Issue I, March 2020.

11. **Al-Lawati, Esam**. (2019) *A Study of Self-Actualization among High Education Students in Sultanate of Oman,* The Researchers' - Volume V, Issue I, 28 March 2019

12. **Al-Lawati, Esam.** (2019) *Self-esteem among Counselling Students in High Education in Sultanate of Oman.* The Researchers' - Volume V, Issue III, PP 65-76-2019.

13. Basha, S., **Al-Lawati, Esam,** Dr. A. Mohamed Abbas (2019). *An Effect of Social Media on Behaviour of Higher Education Students in Sultanate of Oman, International Journal of Engineering Research and Technology. ISSN 0974-3154, Volume 12, Number 3, pp. 419-433.*

14. **Al-Lawati, Esam,** & Basha, S. (2016). Omani Adults Crying: Causes and motivations: A Mathematical Analysis. *Journal of Humanities and Social Science*, Volume 21, Issue 8, Ver.1 (Aug. 2016) PP48-54

15. Basha, S., **Al-Lawati, Esam**, Nhattacharya, G.(2014). Influence and Role of Technology on Stress: A Mathematical Analysis. *International Journal of Emerging Technologies in Computational and Applied Sciences,* 11(2), 134-139.

16. **Al-Lawati, Esam**, Basha, S., Bhattacharya, G., & Hashmi, J. (2013) Mathematical Model and Unitization for the Behaviour of the Intrinsic Recreation Hackers. *International Journal of Innovative Research in Advanced Engineering,* 1(8), 132-138.

- Some researchers have used the results of my research, such as the research presented by researcher Khadija Said Al Balushi, whose study is entitled "The Big Five Factors of a Personality- SQU".

- Attending and participating in the following conferences:

  I. The 6Th International Conference on Education, Psychology & Social Sciences. Istanbul, Turkey (2023)

  II. The Sixth International Educational Conference: Insights and ideas for hot issues in the development of education, Jordan, March 2022

  III. International Academic Conference on Humanities & Social Sciences– Antalya – Turkey - March 2020 (online).

  IV. Conference on Family Counseling, UAE, January 2020

  V. The National Symposium of Education in the Sultanate of Oman: "The Path to the Future- Palace Hotel – Muscat -September – 2014.

  VI. Psychology and Quality of Life, SQU, Oman, 2012.

- All editors of the above-mentioned journals are international. The editors board from Different countries such as USD, UK, FINLAND, INDIA, CHINA, THAILAND, and many other countries. The Journals are:

  I. International Journal of Innovative Research in Advanced Engineering.

  II. International Journal of Emerging Technologies in Computational and Applied Sciences.

III. Journal of Humanities and Social Science. RG Journal Impact: 0.25

IV. International Journal of Engineering Research and Technology.

V. The Researchers. International Research Journal.

VI. Asian Mirror - International Research Journal

- External examiner at the Department of Psychology, Faculty of Education, Sultan Qaboos University (SQU) and Nizwa University - Master's level. Besides that, External Examiner to Queen's University Belfast in the UK:

  1. Abdullah Al Habsi – Queen's University Belfast – 10/08/2022 (Ph, D External Examiner)

  2. Hamad Khalfan AL Bedwawi– Nizwa University- 09/03/2022

  3. Ahmad Khalfan Al Meqbali - Nizwa University- 05/04/2021

  4. Sereyah Joma AL Siyabi – Nizwa University- 27/01/2020

  5. Asma Yaqoob AL Siyabi – SQU- 03/09/2019.

  6. Fahimah Hammad Al Saadi – SQU- 02/10/2018

  7. Khadijah Said Al Balushi – SQU- 13/07/2017

  8. Fatemah Hammad Al Hanai – SQU 19/11/2015

- Authored a Textbook entitled: **Dimensions and Patterns of Personality**.
- Authored a textbook entitled: **Group Dynamic**- under press.

University and Community Service

Training courses and general lectures

1. Ministry of Social Development, the symposium is entitled: The Omani Family in a Changing World, The Role of Educational Institutions in Creating Society and the Family, Nov 2024.

2. Ministry of Education, the symposium is entitled: Job Loyalty in the Work Environment, Dec 2023.

3. The Psychological effects of distance learning under the Pandemic COVID-19- Muscat – Online workshop- April 2020 (A'Sharqiyah University).

4. Work environment, how to achieve employee satisfaction- The Supreme Council for Planning – March – 2020. (A'Sharqiyah University).

5. The characteristics of university student- Students Affaire –February -2020 (A'Sharqiyah University)

6. Work environment, Unlimited energies –HR-ASU - February -2020. (A'Sharqiyah University)

7. Self-esteem and the promotion of self-confidence with the student- LRC - ASU - Jun /2019. (A'Sharqiyah University)

8. Personality Analysis- Students Affaire – ASU - March /2019. (A'Sharqiyah University)

9. Job Satisfaction- Omantel Company- Muscat – November-2019. (A'Sharqiyah University)

10. Contemporary methods in upbringing adolescents- Somayia School- Ibra-October 2019. (A'Sharqiyah University)

11. Higher Education student Ambition- LRC - ASU – December – 2019. (A'Sharqiyah University)

12. Modern Family and Upbringing Children - Samad Al-Shan Cultural Centre-Al Mudaybi- June -2019. (A'Sharqiyah University)

13. The Power of Emotional Intelligence, ASU, December 2018. (A'Sharqiyah University)

14. Self-esteem and confidence-building methods for higher education students, A Sharqiyah University, November 2018. (A'Sharqiyah University)

15. Raising children Reality and ambition, April, Ezki, 2017. (Mazoon College)

16. Methods of work searching in Sultanate of Oman, April, Mazoon College, 2016. (Mazoon College)

17. Methods and techniques to build a resume, May, Mazoon College, 2016. (Mazoon College)

18. Methods of work searching in Sultanate of Oman, Mazoon College, 2016. (Mazoon College)

19. Methods and techniques to build a resume, Mazoon College, 2016. (Mazoon College)

20. Professional development of the contemporary school, Sophana School, Ministry of Education, 2015. (Mazoon College)

21. Brainstorming and Innovation, ALHadarah School, Muscat, Ministry of Education, 2015. (Mazoon College)

22. Brainstorming and career creativity, Masandam governorate, Ministry of Religious Affairs, 2014. (Mazoon College)

23. Methods of dealing with adolescence, Nursing College, Muscat, Ministry of Health, 2014. (Mazoon College)

24. Brainstorming and creative thinking, Mazoon College, 2014. (Mazoon College)

25. Positive personal impact on the development of social relationships, Mazoon College, February 2014. (Mazoon College)

26. Methods of dealing with teenagers, Middle East College, 2013. (Mazoon College)

27. Educational environment and their role in the emotional stability of the university students, students of the Faculty Mazoon November 2013. (Mazoon College)

28. Psychological stress and how to deal with it? Mazoon College, April 2013. (Mazoon College)

29. Change in the organization, Manamah, Bahrain, October 2012. (Bahrain).

30. Rights and duties of the employee in the work environment in the Sultanate of Oman, Mazoon College, November 2012. (Mazoon College)

31. Methods of dealing with adolescents, Nizwa University, September 2012. (Mazoon College)

32. Brainstorming and creative thinking, Ministry of Interior, 2012. (Mazoon College)

33. Contemporary trends in school management, Shamsa Shcool, Muscat, Ministry of Education, 2012. (Mazoon College)

34. Communication with media skills, Human Resource Development Department, Ministry of Education, 2008.

35. Modern Educational Leadership Skills, Human Resource Development Department, Ministry of Education, 2006.

36. Supervisors Seven Habits "the most memorable and successful", Human Resource Development Department, Ministry of Education, 2006

37. Challenge and Change Management, Ministry of Education, 2006.

38. Recent trends in human resources management, Directorate General for Administrative Affairs, Ministry of Education, 2005.

39. School and Classroom Management, Sur, Ministry of Education, 2001.

40. Workshop titled: Access, Training Department, Ministry of Education, 1999.

Membership in

- Acting Dean of College of Arts and Humanities- Two times (A' Sharqiyah University).

- University Academic Board – ASU- 2018-2020. (A' Sharqiyah University)

- College Administration Board – ASU – 2018 to Present. (A' Sharqiyah University)

- URIC – ASU- 2018-2019. (A' Sharqiyah University)

- Industrial & Community Engagement -2018-Now. (Mazoon College).

- Recruitment Committee – 2013-2018. (Mazoon College).

- QA Committee – 2015-2018. (Mazoon College).

- Chairmen of student Disciplinary Committee. (Mazoon College).

- Chairmen of Industry Advisory Committee. (Mazoon College).

- Research Committee of CoAH - ASU. (A' Sharqiyah University)

- Member of the recruitment committee in CoAH- (A' Sharqiyah University)

- Member of the Learning Committee in CoAH- (A' Sharqiyah University)

- Member of the CoAH Accreditation Steering Committee. (A' Sharqiyah University)

- Member of the University Promotion Committee Since 2019 to Present (A' Sharqiyah University)

- Member of exam moderation- CoAH (A' Sharqiyah University)

I. Supervising the academic staff in the psychology department at Mazoon College and in A' Sharqiyah University.

II. Participations in Psychology and education curriculum from 2013 until Now. (Mazoon College and in A' Sharqiyah University).

III. Responsible for the university psychological counselling program. (Mazoon College and in A' Sharqiyah University).

IV. Coordinator of the Psychology program, at Mazoon College

V. Conducting Two workshops in both Omantel company and Supreme Council for Planning

VI. Organize many workshops, symposiums, and exhibitions from 2016 to now (Mazoon College and CoAH in ASU).

VII. Establish a new department in Mazoon College under the name Sociology which include two specialties: Criminal Justice & Psychology.

VIII. Member of the editorial board of A' Sharqiyah University Journal of Education and Humanities. Ibra, Sultanate of Oman.

IX. Member of the editorial board of "The Researchers" journal, International Research Journal, India.

X. Member of the editorial board of International Journal of Research and Innovation in Social Science (IJRISS), England.

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With my sincere regards

Dr. Esam Al Lawati - 99878282