Curriculum Vitae

Prof. Dr./ Ehab Gouda Ahmed Tolba

Mansoura University - Faculty of Specific Education

Department of Educational and Psychological Sciences

A: Personal Information:

- Name: Prof. Dr. / Ehab Gouda Ahmed Tolba
- The Scientific Degree/ Professor " curricula and methods of teaching science"
- Work Place/ Faculty of Specific Education, Mansoura University (Egypt).
- Previously Work/ Curricula and Instruction Department, College of Education - Imam Abdulrahman Bin Faisal University (Saudi Arabia).
- **ORCiD: https://orcid.org/0000-0002-7766-5807**
- **Scopus Author; D: 57847924100**
- https://scholar.google.com/citations?user=DidYdWcAAAAJ&hl=ar
- https://www.researchgate.net/profile/Ehab-Tolba

B: Scientific degrees:

- Master of Education (Curriculum and method of Science Teaching) entitled "the effectiveness of the using environmental approach in teaching physics and its relationship to the Achievement and acquisition attitude towards the environment and towards studying physics at the high school," Faculty of Education, Mansoura University, 1995.
- PhD in Education (Curriculum and methods of Science Teaching) entitled "the effectiveness of use of a proposed strategy in the development of some of the mental capabilities needed to the physical problem solving, reduction of anxiety and its relation to mental capacity with high school students." Faculty of Education, University of Tanta in 1998.
- Associate Professor, Faculty of Education- University of Dammam (Saudi Arabia) and Faculty of Specific Education Mansoura University (Egypt).

C: published Research:

1. The effectiveness of the P^5BL model in teaching biology for developing high school students' deep understanding and academic achievement motivation. International Journal of Education and Practice, Vol. 12, No. 2, pp. 336-354. Scopus (Q3)
2. Conceptual Change and Developing Mental Motivation in Physics: Effects of Transformational Learning Theory. International Journal of Instruction, October 2024 Vol.17, No.4. Scopus (Q2)
3. The effectiveness of using the model-based thinking strategy in developing first-grade high school students' physical concepts and inquiry thinking skills. EURASIA Journal of Mathematics, Science and Technology Education, 2023, 19(1), emXXXX Scopus (Q1)
4. High school science teachers' acceptance of using distance education in the light of UTAUT. EURASIA Journal of Mathematics, Science and Technology Education, 2022, 18(1), emXXXX. ISSN:1305-8223 (online) (Scopus Q1)

5. Investigating Teachers' Beliefs about Entrepreneurship distance education in light of the demographic variables in the kingdom of Saudi Arabia. publication in Journal of Entrepreneurship Education (JEE) in Volume 23, Special Issue 2.
6. Beliefs about Entrepreneurial Distance Education and its Relationship to Teachers' Professional Self-efficacy. publication in Journal of Entrepreneurship Education (Print ISSN: 1098-8394; Online ISSN: 1528-2651) in Volume 24, Special Issue 2.
7. The effect of the interaction between the IMSTRA model and goal orientations on the acquisition of physical concepts and the development of investigative thinking among first-year secondary students.
8. The Effectiveness of Using The Discrete Mental Skills in Teaching According to Costa's Model on Brain Information Processing, Thinking, and Feelings Strategies Development.
9. The effectiveness of using Incubation Model of Creative Teaching and Learning (TIM) in physical concepts achievement, Scientific Processes Skills and Scientific Creativity for the first year secondary students. Ajman Journal of Studies and Research,14 (2),2015.
10. The effect of the interaction between worked – examples Strategy with self-explanations and prior knowledge in the development of scientific concepts and Well –and Ill-Structured physical problems Solving with first-graders secondary students "Interpretations in light of The Expertise Reversal Effect Phenomena". The Arab Journal for Talent Development, 6(11),2015.
11. The effect of the interaction between worked – examples Strategy and prior knowledge in the development of scientific concepts and Well –and Ill-Structured physical problems Solving with first-graders secondary students. The Arab Journal for Talent Development, 6(10),2015.
12. Design and provide physical examples and Problems (the transition from worked - examples study to problem solving) in the light of Cognitive Skills Acquisition Theory, Cognitive Load Theory, Expertise reversal effect and Self-Explanation Effect Phenomenon. Journal of Education and Psychology, Minia University,2014.
13. the effectiveness of using 7E Constructivist learning cycle Model on the acquisition of scientific concepts, Solving different types of physical problems and development of thinking disposition for the first year secondary students. Educational Journal, 2013.
14. The effectiveness of using self-explanations strategy in physical concepts achievement and its related problem solving for the first year secondary students. Ajman Journal of Studies and Research,12 (1),2012.
15. A Proposed Framework for Academic Curriculum Planning in the Light of Citizenship Concept. Journal of Education and Psychology, Minia University,2010.
16. Effectiveness of using Extreme Case Reasoning Strategy in the occurrence conceptual change about Levers concept and resolve Problems their associated with

the first-grade middle school students. Journal of Scientific Education, The Egyptian Society for Science Education, 12(3),2009.

17. The impact of the interaction between Analogical Reasoning strategy and levels of information processing in achieving the conceptual understanding and physical problems solving with the first year secondary students. XIII Scientific Conference of scientific education for citizenship, The Egyptian Society for Science Education, 2009.
18. The effectiveness of using both the physical text cohesion, Pre – Existing Domain – Specific Knowledge Variables and Strategic Content Learning Model to build Text base and Situation Model with the first year secondary students. Egyptian Council for Curriculum & Instruction, 140,(2),2008.
19. Metacognitive Awareness of Reading Strategies Inventory (MARSI). Egyptian Association Reading and Literacy. 77,2008.
20. The effectiveness of using the semantic map strategy in the development of reading comprehension levels of physical texts and physical problems solving with the first year secondary students. Egyptian Council for Curriculum & Instruction,129,2007.
21. The effect of using Suchmans' Inquiry Training Model in physical concepts achievement and the development of Creative Cognitive Abilities and Creative Feeling at first secondary grade students. Journal of Scientific Education, The Egyptian Society for Science Education, 10(1),2007.
22. The effectiveness of Cognitive Conflict Maps in the correct alternative conceptions of some physical concepts and physical problems solving with the first year secondary students. Journal of Scientific Education, The Egyptian Society for Science Education, 9(1),2006.
23. The relationship between cognitive style (reflection-impulsivity) and physical problems solving skills and produce solutions at a first-grade secondary students. Research Journal Specific Education- Faculty of Specific- Education, 3,2004.
24. The effect of using the (Reception - Selection –Unorganized Materials) learning models at Brunner in physical concepts achievement and acceleration of cognitive development at first year secondary students. Journal of Scientific Education, The Egyptian Society for Science Education, 6(4),2003.
25. Study of the interaction between academic self-concept and the synchronization of size and time feedback and its impact on achievement in Physics at first year secondary students. Journal of Scientific Education, The Egyptian Society for Science Education, 6(2),2003.
26. A comparative study Between experts and novices students In the achievement and solving physical problems and the survival of learning impact in first grade secondary students. Fourth Scientific Annual Conference "Professional development for workers in the field of pre-university education", Center For Educational Research and Development National (NCERD),2003.

27. The effect of using both of the task analysis Approach and memory model in the acquisition of concepts and chemical problems solving in the first year secondary students with learning difficulties. Journal of psychological and educational Research, College of Education, Minufiya University, 16(2),2001.
28. The effect of variables of formulation the physical problems on Student performance during the physical problems solving in the secondary stage. Fifth Scientific Conference of scientific education for citizenship, The Egyptian Society for Science Education, 2001.
29. The impact of the use of both oral questions with different cognitive levels and prolong waiting time on each of the academic achievement in Chemistry and the reduction of anxiety. Journal of psychological and educational Research, College of Education, Minufiya University, 15(2),2000.
30. Knowledge, Attitude, and Practice Toward Epilepsy Among Group of Egyptian School Teacher. The new Egyptian Journal of Medicine,12(5),1999.

D: Writing Books:

1- Model-Based Thinking Strategy: Developing Physical Concepts and Inquiry Thinking Skills (ISBN: 978-620-6-73926-5 Publisher: LAP LAMBERT academic publishing, Translated into 6 languages (German/ Spanish/ French/ Italian/ Portuguese/ Russian).
2- Spiritual Intelligence and Science Teaching: Human Journey Towards Highness.
3- The COVID-19 pandemic and the domino theory: The world at the edge “Education in the face of crises”.
4- Global Citizenship: Absent dimension in the planning of educational curricula.
5- Dispositional Theory of Thinking and Teaching Strategies.
6- New trends in teaching of physics.
7- Psychology of scientific texts Understanding.
8- Recent trends in the teaching of science.
9- Physics problems solving strategies and the development of mental abilities.

E: Practice Experiences

1- Supervision, discussion, examination Masters and PhDs.
2- Participation in several work and training workshops.
3- Teaching many of the courses at the postgraduate level.
4- Participation in many scientific conferences.
5- Reviewer in many international Journals (Scopus Q1, Q2, Q3, Q4) such as: EURASIA Journal of Mathematics, Science and Technology Education/ Education and Information Technologies/ Cypriot Journal of Educational Sciences (CJES)/ International Journal of Information and Education Technology.

F: Awards and certificates of appreciation

1- Outstanding Scientist Award (Education / Science Teaching) - Venus International Foundation (2015) – India.

2- Certificate of Appreciation as reviewers of international journals (Scopus Q1, Q2, Q3) such as: EURASIA Journal of Mathematics, Science and Technology Education/ Thinking Skills and Creativity/ Education and Information Technologies/ Journal of Turkish Science Education/ The International Journal of Science, Mathematics and Technology Learning/ International Journal of Cognitive Research in Science, Engineering and Education/ The International Journal of Literacies/ The International Journal of Technologies in Learning/ The International Journal of Pedagogy and Curriculum/ International Journal of Learning, Teaching and Educational Research/ e-Learning and Innovative Pedagogies Research Network/ Journal of Infrastructure, Policy and Development/ Cypriot Journal of Educational Sciences (CJES).

3- Certificate of Appreciation from the Department of Education, Faculty of Arts - the seventh of October University (Libya) in recognition of the effort expended in the success and activating the educational process and research at the (2009).

4- Award for the best scientific research published in the Journal of Science Education - Egyptian Association for Science Education (2006).

5- A letter of thanks from the President of Imam Abdulrahman Bin Faisal University as an appreciation for writing two books: The First: Global Citizenship: Absent dimension in the planning of educational curricula. The Second: The COVID-19 pandemic and the domino theory: The world at the edge “Education in the face of crises”.

G: Membership of scientific associations:

1- The Egyptian Society for Science Education

2- The Egyptian Association for Psychological Studies.

H: Management positions in the Faculty of Specific Education

Head of Educational and Psychological Science Department " Since 24/11/2009 until 07/30/2010" .

I: The most important scientific expertise in out of country:

1- Travel to the University of 7 October, the state of Libya at the Faculty of Arts in Graduate Studies - Education Department in the period from 1/1/2009 to 30/7/2009.

2- Travel to Misrata University - the state of Libya, Faculty of Education in the period from 1/4/21012 to 30/7/2012 (Curriculum - an educational management and planning - the entrance to the Education - Economics of Education), Teaching graduate studies at the Faculty of Arts (teaching aids and technology education).

3- Travel to the College of Education - Imam Abdulrahman Bin Faisal University, Saudi Arabia from 2014 to 2022.

4- Member of the Postgraduate Studies Committee(Curricula and Instruction Department , College of Education - Imam Abdulrahman Bin Faisal University, Saudi Arabia).
5- Chairman of the Program Development Committee, Department of Curricula and Teaching Methods (Curricula and Instruction Department , College of Education - Imam Abdulrahman Bin Faisal University, Saudi Arabia)
6- Building a number (7) master's programs in the disciplines of curricula and various teaching methods (science - mathematics - Arabic language - Sharia sciences - computer - general curricula - social studies).
7- Building a number (7) professional master's programs.
8- Building a number of (7) Ph.D. programs in the disciplines of curricula and various teaching methods (science - mathematics - Arabic language - Sharia sciences - computer - general curricula - social studies).

J: Participate in the development and modification of regulations and development projects at the Faculty of Specific Education - Mansoura University:

1- Development of Regulation of Graduate Studies, Educational and Psychological Sciences Department, and convert it to a system of credit hours.
2- Visualizing proposal to create a diploma in the Faculty of Specific Education - the credit hour system.