Samya Matouk
Graduate Teaching Assistant, Science/Math Education
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PROFESSIONAL PREPARATION

Ph.D. candidate 2020. Washington State University. Math & Science Education.

MAEd. 2009. University of Phoenix. Curriculum & Instruction; specialization in Elementary School Education.

CELTA (Cambridge Certificate in Teaching English Language to Adults) 2008 International House.

Post Graduate Certificate 2006. University of Gloucestershire; specialization in Leadership Skills.

Post Graduate Certificate 2002. University of Sunderland; specialization in K-12 Instruction.

B. Sc. 1998 Applied Science University. Biomedical Sciences.

EDUCATIONAL WORK EXPERIENCE

2017-present **Teaching/Research Assistant**, Science/Math Education, Washington State University Vancouver. Assisted in planning, teaching, and assessing undergraduate-level secondary and elementary math and science education courses.

2015-2017 **Instructor**, Higher Colleges of Technology, Department of Education. Sharjah, United Arab Emirates. Developed and taught undergraduate level courses in science/math education and general education. Developed elementary school math and science pre-service teacher stream.

2010-2015 **Regional Coordinator**, Elementary Math and Science, Ministry of Education. Dubai, United Arab Emirates. Developed curriculum and monitored/supported instruction in national reform project Madares Al Ghad.

2007-2010 **Advisor**, Reform Projects. Nord Anglia, Al-Ain and Dubai, United Arab Emirates. Supported accreditation and curriculum planning and development initiatives of reform projects Assisted in planning, teaching, and assessing graduate-level secondary and elementary science education and technology courses. Mentored graduate students in developing professional electronic portfolios.

1998-2007 **Teacher,** Elementary Classroom. Sharjah, United Arab Emirates.

Teacher, Middle School English and Science. Dubai, UAE.
Teacher, High School Chemistry and Biology. Dubai, UAE.

SCHOLARLY ACTIVITIES

My research interests relate to development of pre-service STEM teacher preparation for the elementary school level and transitions to integrated STEM instruction.

Additionally, I have an interest in researching the role of language in math and science instruction for second language learners, with a focus on Content Language Integrated Learning (CLIL).

PRESENTATIONS AT PROFESSIONAL MEETINGS

Matouk, S., Haberlach, M., & Morrison, S. (2019) Mathematics and language learning: an international tour of promising instructional practices. Session Presentation at the 58th Northwest Mathematics Conference. Tacoma, WA.

Holmlund, T., Huggins, K, Haberlach, M. & Matouk, S. (2019). STEM education as systemic change: A rural district case study. Poster paper presentation at the Washington State University Vancouver Research Showcase .Vancouver, WA.

Matouk, S., Haberlach, M., & Morrison, S. (2019) Mathematics and language learning: an international situated, sociocultural review of CLIL applications in mathematics classrooms. Poster Presentation at the Washington State University Vancouver Research Showcase .Vancouver, WA.

Holmlund, T. D., Huggins, K. S., Matouk, S., & Haberlach, M. (2019). STEM education as systemic change: A rural district case study. Poster Presentation at the Washington State University Vancouver Research Showcase .Vancouver, WA.

Holmlund, T., Huggins, K, Haberlach, M. & Matouk, S. (2019, April). STEM education as systemic change: A rural district case study. Poster paper presentation at the NARST Annual International Conference. Baltimore, MD.

Matouk, S., Haberlach, M., & Morrison, S. (2019, March) Mathematics and language learning: a situated, sociocultural review of CLIL applications to the mathematics classroom. Poster Presentation at TESOL International Conference. Atl, GA

Matouk, S., Haberlach, M., & Morrison, S. (2019) Bridging CLIL with math standards through instructional practices. Poster Presentation at the 15th Annual International Globalization, Diversity, and Education Conference. Spokane, WA.

Matouk, S., Haberlach, M., & Morrison, S. (2018). Mathematics and language learning: a situated, sociocultural review of CLIL applications to the mathematics classroom.

Holmlund, T. D., Huggins, K. S., Matouk, S., & Haberlach, M. (2018). STEM education as systemic change: A rural district case study. Poster presentation at the WSU Tri-Cities/STCU Education Summit.

SERVICE

Service to the Department (WSUV)

2019	BA program application reviewer
2019	MIT-E program application reviewer

COURSES TAUGHT/CO-TAUGHT

MTH 351	Algebraic Thinking for Middle School Teachers (BA)
T&L 434/534	Proportional Reasoning for Elementary School Teachers
T&L 371	Elementary School Science Methods (K-8) (BA)
MIT 537	Math Practicum
EDU 1003	Introduction to Theories of Learning 1a
EDU 1503	Introduction to Theories of Learning 1b
EDU1703	Learning to Teach in Contemporary UAE
EPR 2203	Language Arts B
EDU 2303	Language and Development: Second Language Acquisition
EPR 3203	Mathematics Teaching for Elementary School Teachers
EPR 3003	Mathematics for the Elementary School Teacher
EPR 3703	Science Teaching for Elementary School Teachers
EPR 3503	Science for the Elementary School Teacher
EPC 3403/3903	Practicum3a/3b

PROFESSIONAL MEMBERSHIPS

National Science Teachers Association (NSTA)
National Council of Teachers of Mathematics (NCTM)