ADVANCING EDUCATION IN MUSLIM SOCIETIES

MAPPING THE TERRAIN

Venue: Istanbul Şehir University

Jointly organised by IIIT and Istanbul Şehir University Center for Higher Education Studies, and MAHYA

26–28 April 2019

Conference Programme

Co-Chairs of the Conference

Dr. Alim Arlı
Dr. Anas S. Al-Shaikh-Ali
Dr. Ilham Nasser

Conference Committee

Saulat Pervez
Hatice Nuriler
Talha Üstündağ
Dr. Harun Şencal
Shiraz Khan
İlknur Bahadır
Suna Sarıhan
Ahmet Arif Günaydın



Friday April 26 2019

1:45—2:00
Registration

2:00—2:45
OPENING SESSION: WELCOME REMARKS

- Dr. Alim Arli (Director, Centre for Higher Education Studies)
- Prof. Peyami Celikcan (Rector, Istanbul Sehir University)
- Mr. Sebahattin İhvan (Chair, Board of Trustees, MAHYA Publishing House)
- Hisham Altalib (President, IIIT)

2:45—4:15
PANEL I: ADVANCING EDUCATION IN MUSLIM SOCIETIES (AEMS) – THEORETICAL AND EMPIRICAL APPROACHES

- Ahmed Alwani, Advancing Education in Muslim Societies: An Overview
- Beddy Ebnou, The New Structure of Basic Research: Setting Up Work Groups
- Ilham Nasser, Mapping the Terrain: Establishing A Well-Being Research Agenda in Muslim Majority Societies

Chair: Anas Al-Shaikh-Ali

4:15—4:45
Break

4:45—6:00
PANEL II: RELIGIOSITY AND VALUES: THEORETICAL AND PRACTICAL MANIFESTATIONS

- Kasım Kopuz, Values in Transition: An Experience Within the Frame of Growing Communal Diversity in a Small City in Upstate New York
- Tuba Işik , Cultural and Religious Diversity Requires an Interaction between Values and Virtues in Education: A German Perspective

Chair: Hızır Murat Köse

6:00—7:30
Dinner

Saturday April 27 2019

9:00—10:00

MALIK BADRI – KEYNOTE SPEAKER

The Psychological Dimensions of Education

10:00—10:15

Break

10:15—12:30

PANEL III: PROMOTING SOCIO-EMOTIONAL WELL-BEING IN EDUCATION: LESSONS FROM INTERNATIONAL SETTINGS

- Carmel Cefai, Social and Emotional Learning: Quality Education for the Twenty-first Century
- Suhailah Hussien, Critical Pedagogy and Identifying Muslim Identity in a Digital Age
- Maryam Saroughi, Predictors of Academic Satisfaction and Life Satisfaction: Exploring the Precursors of Well-being in Immigrant Language Minority Students in the United States
- Andreas M. Krafft, Hope and Well-being in a Multicultural Context

Chair: Ilham Nasser

12:30—2:00

Lunch Break

2:00—3:30

PANEL IV: MAPPING THE TERRAIN: RESULTS AND LESSONS LEARNED I

- India
- Bosnia
- Indonesia

Chair: Leila Almazova

Saturday April 27 2019

3:30—5:00

PANEL V: MAPPING THE TERRAIN: RESULTS AND LESSONS LEARNED II

- Bangladesh
- Tanzania
- Tartarstan

Chair: Mohamed Aslam Mohamed Haneef

5:00—5:15

Break

5:15—6:30

LARGE-SCALE CROSS-COUNTRY RESEARCH

- Jehanzeb Cheema, Lessons Learned from "Mapping the Terrain" Wave 1

6:30—8:00

Dinner

Sunday April 28 2019

9:00—11:00

WAVE 2 ORIENTATION

- Jehanzeb Cheema, Application of Quantitative Methods in Survey Research

11:00—11:15

Break

11:15—1:00

BREAKOUT SESSIONS: ROUND TABLE DISCUSSIONS

- Mapping the Terrain (Wave 2): Focus on Values
- Research Tools to Advance Education: Focus on Policy

1:00—2:30

Lunch Break

2:30—4:00

INTERACTIVE PANEL

- Suhailah Hussien, Tavis Jules, and Elmira Muratova, Qualitative Research Methods in International Settings

Moderator: Kareem Makhlouf

4:00—4:30

Concluding Remarks

- Anas Al-Shaikh-Ali
- Ilham Nasser
- Alim Arli

4:45

End of Conference

SPEAKER BIOS



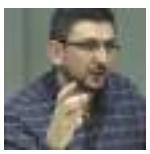
Leila ALMAZOVA is an Associate Professor in the Department of Oriental, African and Islamic Studies at the Federal University of Kazan in the Volga region of Russia. In 2010-2011 she spent an academic year at the University of Michigan (UofM) as a Fulbright Scholar. In 2017 she received a Grant "Algarysh" from the Government of the Republic of Tatarstan and worked at the UofM on her second doctoral dissertation on Modern Islamic Education in the Republic of Tatarstan. Her research expertise is in Muslim philosophy, Islamic education, and Islam in the Russian Federation. She teaches courses on these topics as well as the modern history of the Middle East, ethno-religious conflicts, and conflict resolution.



Hisham ALTALIB is a founding member and the President of the International Institute of Islamic Thought (IIIT). He was born in Mosul, Nineva, Iraq. He holds a B.Sc. in electrical engineering from Liverpool University, and a Ph.D. in electrical engineering from Purdue University. He has held several positions in various Islamic organizations, including the Muslim Students Association, and the International Islamic Federation of Student Organizations. He is the author of *A Training Guide for Islamic Workers*, which has been translated into over 20 languages, and *Parent-Child Relations: A Guide to Raising Children* (IIIT, 2013).



Ahmed ALWANI is the Vice President of the International Institute of Islamic Thought (IIIT). He was the Executive Dean of the Graduate School of Islamic and Social Sciences. He has work experience in business for over 10 years and has led several investment projects to profitability. He is also serving as the Vice Chairman of Mar-Jac Poultry, Inc. Dr. Alwani has a Ph.D. in Human Development from Virginia Tech. He has previously worked on reform of K-12 curriculum at the Ministry of Education in Saudi Arabia.



Alim ARLI is an Associate Professor at Istanbul Şehir University. He completed his BA in Ankara University in 2000 and MA at the Social Sciences Institute in the same university. He received his Ph.D. in 2009 from Istanbul University. His fields of interest are mainly social theory, history of Turkish sociology, urban sociology and higher education.



Malik BADRI is a Distinguished Professor of Psychology at the Faculty of Humanities and Social Sciences at Sabahattin Zaim University. He obtained his Ph.D. from the University of Leicester, England (1961). Apart from being appointed as professor and dean in various universities, such as the Dean of the Faculties of Education in the University of Khartoum, Juba University and the International Institute of Islamic Thought and Civilization in the International Islamic University, Malaysia, he was also the founder of a number of departments of psychology in universities such as Imam Mohammad bin Saud University, Riyadh and the University of Khartoum. He has published numerous articles and books in the field of Research Area Psychology, Clinical Psychology, Islamic Psychology, and Social Psychology.



Carmel CEFAI, PhD (Lond.), FBPS,is the Director of the *Centre for Resilience and Socio-Emotional Health* and Professor at the Department of Psychology at the University of Malta. He is Joint Honorary Chair of the *European Network for Social and Emotional Competence* and joint founding editor of the *International Journal of Emotional Education*. He has led various research projects in mental health in schools and children's wellbeing and resilience, including the development of a resilience curriculum for early years and primary schools, a European Masters in Resilience in Education, and an EU report on how to integrate social and emotional learning in the curriculum.



Jehanzeb CHEEMA is an external consultant and methodologist at IIIT, and an Assistant Professor at the School of Business, George Mason University in Fairfax, Virginia, United States. He teaches graduate and undergraduate courses in Business Analytics, Statistics, and Data Mining. Jehanzeb holds a doctoral degree in economics from University of Wisconsin-Milwaukee, and in education from George Mason University. His research topics of interest include self-efficacy, student literacy, and missing data analysis.



Beddy EBNOU is the Director of the Institute for Epistemological Studies - Europe (IESE), Brussels, (IIIT Europe and Francophones countries), he coordinates the IIIT's International Project on Fundamental Research. He teaches economic and political philosophy as well as international and Islamic finance at Paris-Dauphine University and Cergy-Pontoise University. Dr. Ebnou is editor-in-chief of the journal Cahiers d'Islam and also a member of editorial boards (or scientific committees) of numerous journals and academic institutions. Among his latest publications (in French) are *Islam and Democracy: Facing Modernity, What is Sharia, Has the time come to speak of 'fiqh of minorities', Islamic Finance: Cultural Tool or Financial Alternative?*



Samra FIRDOUS is a Research Projects Coordinator at Institute of Objective Studies, New Delhi, India, where she has been serving since last four years. She looks after coordination and monitoring of all the on-going research projects of the Institute. Besides this, she also assists in organizing international/national programmes of the Institute. She holds a master's degree in commerce and has a Gold Medal in Post-Graduate Diploma in Educational Management, from Jamia Millia Islamia, New Delhi, India.



Guzel Y. GUZELBAEVA is an Associate Professor at the Department of Sociology in Kazan Federal University. Born and raised in Kazan, Russia, she graduated from Kazan Federal University in 1995 where she acquired her degree in Sociology. Afterwards she worked as a researcher in the Russian Academy of Sciences, Moscow. In 2001 she gathered a team for social inquiries and market research in Kazan, which is still active. In 2005 she received her PhD in Sociology (Candidate of Science) from Kazan University. Her research topics of interest include issues of religion and faith in Russia after the years of Soviet radical atheism and today's post secular challenges to Russian Muslims.



Mohamed Aslam Mohamed HANEEF is currently a Professor at the Department of Economics, International Islamic University Malaysia (IIUM). He received his PhD from the School of Development Studies, University of East Anglia, UK. He was Fulbright visiting scholar at the Centre for Muslim-Christian Understanding, Georgetown University, US from September-October 1996, held a Commonwealth Fellowship at the Oxford Centre for Islamic Studies (1999-2000) and Senior Research Fellow, International Institute of Islamic Thought SEA Region since 2010. He has published books and articles and conducted research in various areas of Economics, Development Studies and Islamic economics. His current research interests include socio-economic impact of awqaf and Islamic economic education



Suhailah HUSSIEN is an Associate Professor at the Department of Social Foundations & Educational Leadership, Kulliyyah of Education, International Islamic University Malaysia (IIUM). She has been teaching in the University for almost 20 years at various levels of Teacher Education Programme. She graduated with a PhD at Sheffield University and her areas of specialization are Social Foundations, Philosophy and Teaching Thinking. Among her research interests are: Critical Pedagogy, Moral Philosophy, Multiculturalism and critical research. She is a member of the Philosophy of Education Society of Great Britain (PESGB), International Network of Philosophers of Education (INPE) and Qualitative Research Association of Malaysia (QRAM). She was the Director of Centre for Teaching Thinking (CTT), Kulliyyah of Education in 2013 – 2016. She is a certified trainer for CTT and is actively promoting Hikmah pedagogy (Philosophy for Children/P4C) to educators and professionals. Hikmah pedagogy has been successful in Malaysia and received a Gold award in the IIUM Research, Invention and Innovation Exhibition (IRIIE) in 2013. She is also acknowledged for her expertise in Thinking and HOTS, and has been working closely with District Education Offices, Divisions in the Ministry of Education in training school teachers and Education officers.



Tuba IŞIK is an associate professor at the Institute of Islamic Theology at the University of Paderborn, Germany. I ik holds a master's degree in international public law and pedagogy from Georg-August University of Göttingen (Germany) and a Ph.D. from the University of Paderborn, Germany. She finished recently her „habilitation" about Character Cultivation. She received further instruction in Islamic Religious Education at the University of Osnabrück and studied Islamic Theology in the ilahiyat faculties of Bursa and Ankara in Turkey. She also studied Catholic Theology at the University of Paderborn and the Pontifical

University Urbaniana in Rom. Her research interests include Comparative Theology, Akhlaq; Islamic religious education, Islamic political theology and interfaith music. Previously, she headed the Coalition of Muslim Women in Germany. She was a member of the Council for Religious Education (IRU Beirat NRW). She was a fellow of the Friedrich-Ebert Foundation.



Tavis D. JULES is an Associate Professor Cultural and Educational Policy Studies at Loyola University Chicago, specifically focusing on Comparative and International Education and International Higher Education. His vast professional and academic experiences have led to research and publications across the Caribbean and North Africa. He is *Book Review Editor* for the Caribbean Journal of International Relations and an International Institute if Islamic Thought *Fellow*. His most recent books include: *Educational Transitions in Post-Revolutionary Spaces: Islam, Security and Social Movements in Tunisia* (with Teresa Barton, 2018); *Re-Reading Education Policy and Practice in Small States: Issues of Size and Scale in the Emerging Intelligent Society and Economy* (with Patrick Ressler, 2017); and *The New Global Educational Policy Environment in the Fourth Industrial Revolution: Gated, Regulated and Governed* (2016).



Kasım KOPUZ graduated from the School of Law and Sharia at Al-Azhar University, and from the Law School of Istanbul University. He has studied history and sociology at Binghamton University (SUNY) where he earned his MA in Ottoman History. Currently he is working on his dissertation. He was part of the research group for the Structures of Social Sciences at Fernand Braudel Center for the Study of Economies, Historical Systems and Civilizations. His academic concentration is on reproduction of legal culture in Ottoman society during the 17th and 18th centuries. His main areas of interest are Ottoman history, fiqh, usul al-fiqh, Islamic legal thought, social theory, cultural studies, knowledge production, world systems, civilizations, and history of world religions.



Hızır Murat KÖSE is an Associate Professor in the School of Islamic Studies at Istanbul ehir University. He received his BA from Marmara University in Theology (1988), his MA from stanbul University in Sociology and his PhD from Warwick University in Sociology. He taught at Fatih University. His research has focused on Political Sociology, Multiculturalism, Ibn Khaldun's Political Thought, Ottoman Political Thought, Sociology of Law, Sociology of Work and Organizations. He is currently running a project called Islam Political Thought.



Andreas M. KRAFFT is associate researcher and lecturer at the Institute for Systemic Management and Public Governance of the University of St. Gallen (Switzerland) and lecturer at the University of Zürich in the field of work and health. He is Co-President of the Executive Board of swissfuture, the Swiss Society of Futures Studies and responsible for the International Network of the Hope-Barometer Research Program. He has a specialization in Social Psychology of Organizations, Work and Health Psychology as well as in Positive Psychology at the University of Zürich. He published two scientific books on the psychology of hope at Springer Nature in addition to several scientific articles and book chapters on organizational health management and hope. As a keynote and invited speaker, he could present his research findings in several international scientific conferences on health and positive psychology. He has been nominated as a member of the executive board of the International Hope Institute in the US in 2019.



Kareem MAKHLOUF is an International Development and Nonprofit expert, with over 20 years of experience in organizational development, learning and change with the World Bank Group and the European Commission. Mr. Makhlouf is also an educator, Doctoral researcher and lecturer, specializing in education reform, leadership development, and change management. His research interests revolve around meaningful work; spirituality, leadership and learning. Mr. Makhlouf is currently Director of Organizational Development and Strategic Engagements at IIIT, and Adjunct Lecturer on Education Reform in the Middle East and North Africa at the George Washington University in the United States.



Mirzeta BRKIĆ was born in 1989 in Bosnia and Herzegovina. She enrolled at the University of Sarajevo – Faculty of Philosophy, Psychology study group in 2008. She successfully completed her studies in 2013 with her master thesis *Psychometric validation of questionnaire for measurement of five dimensions of personality in children (IPIP 50 Junior S)*. Brkić is currently working as an assistant at the Faculty of Islamic Sciences of the University of Sarajevo at the Department of Religious Pedagogy and Psychology. Her fields of interest are psychology of religion and educational psychology.



Jaha MULEMA is a lecturer at Muslim University of Morogoro. He serves as Quality Assurance Coordinator of the University. He earned a degree in education from Muslim University of Morogoro, his Master of Arts (Demography) from University of Dodoma and currently he is a PhD candidate in Demography at the University of Dar es Salaam. He authored three books and two journal articles. His research interest is in education, population dynamics, spatial analysis and geoinformatics. He currently lives in Morogoro, Tanzania, with his wife and two children. You can reach him at:
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Elmira MURATOVA is a Senior Lecturer of Political Science at Taurida National University (Crimean Federal University) of Simferopol. She holds a Ph.D. in Political Science from Taurida National University (2005). Her major research topics include Crimean Tatars, ethnic and religious relations and conflicts in Crimea; history and nowadays development of Islam in Crimea. She writes on various topics of Islamic development in Crimea, Ukraine and Russia. Her monograph "Islam in Contemporary Crimea: Indicators and Problems of the Process of Revival" was published in 2008. In 2010-2014 she was a co-author of the Yearbook of Muslims in Europe. Her last publications devoted to various issues of ethnic and religious developments among the Crimean Tatars in contemporary Crimea.



Ilham NASSER is an educator who spent over 25 years in teacher training and research in different educational settings in the U.S., Africa, and the Middle East. She completed her Ph.D. in Human Development and Child Study at the University of Maryland-College Park and worked for several years as a classroom teacher and a school counselor. She has researched and published on the topic of teacher development including teachers' motivation, teacher preparation and professional development with focus on exploring classroom practices and pedagogies to promote peaceful behaviors and attitudes. Ilham Nasser is the Director of Pedagogy at IIIT- AEMS project. Previously she has been an associate professor in education and teacher training at George Mason University in Virginia, United States. Dr. Nasser is the Chair of the Peace Education Special Interest Group at the American Education Research Association for the academic year 2018-2019. She previously served as the program Chair for that group.



Mohammed Ataur RAHMAN has been serving the Institute of Objective Studies, New Delhi, India, since 1997 and is presently looking after administration as well as the Chairman's secretariat. He holds a bachelor's degree in science with a post-graduate diploma in personnel management and industrial relations. His major responsibilities at the Institute include: management of overall administrative functions; supervision and follow-up of research projects, programme, translation and publication etc. He has successfully represented the Institute at various national and international forums.



Md. Mahfuzar RAHMAN completed his B. Sc. (Honours) and M. Sc. Degree with Thesis from the Department of Population Science & Human Resource Development of Rajshahi University. He received his Master of Philosophy degree with his dissertation 'A Study on Infant and Under-five Mortality in Bangladesh' from the same department and university. Mr Rahman started his career in a Social Research Institute as Research Associate. He jointed Bangladesh Institute of Islamic Thought (BIIT) as an Assistant Director. Mr Rahman has contributed to numerous research articles published in various national & international refereed journals. Currently, he is serving Bangladesh Institute of Islamic Thought (BIIT) as Senior Assistant Director. He can be reached at mahfuzar2010@gmail.com



Maryam SAROUGHI has received her doctoral degree from George Mason University, College of Education and Human Development with specialization in educational psychology. Her research interests include; intercultural communication, social justice, advancing education and students' success and well-being with a focus on students affective, cognitive and social variables. Previously, she has taught undergraduate courses at George Mason University and has worked as a graduate research assistant. Currently she works at IIIT as a researcher focusing on advancing education in Muslim society.



Mohammad SIDDIK was born in Acheh province of Indonesia in 1942. He studied Economics and Political science at the National University, Jakarta (1962-67) and at the International Institute for Development Studies at the Fairleigh Dickinson University (1970-71). He has worked with the Organization for Islamic Cooperation (OIC) in Jeddah and with the Islamic Development Bank (IsDB) in Jeddah, mostly dealing with human resource development. He was the IsDB Regional Director for East Asia and Pacific in Kuala Lumpur and joined IIIT in 2008 as its coordinator for Indonesia.



Rowshan ZANNAT is a research fellow of Bangladesh Institute of Islamic Thought (BIIT) and is currently serving as a teacher at Bangladesh International School and College. She has completed her B. Ed. (Honours) and M. Ed. at the Institute of Education and Research, Dhaka University. One of the Director of Academia Publishers Limited, Zannat was a lecturer of Asian University of Bangladesh. She is the co-author of 3 books namely, 'Value Education', 'Research Methodology' and 'Effective Teaching Learning'. She has edited and translated several books, compilations and articles. She is accessible at rzannat79@gmail.com.

Advancing Education in Muslim Societies: Mapping the Terrain Conference

April 26-27, 2019

Şehir University, Istanbul

VALUES IN TRANSITION: AN EXPERIENCE WITHIN THE FRAME OF GROWING COMMUNAL DIVERSITY IN A SMALL CITY IN UPSTATE NEW YORK

Presented by Kasım Kopuz

Abstract:

At first, from 1960s to 1990s, the Binghamton Muslim community was small and relatively protected by virtue of inability to have endless access to the outside world such as the inner city communities would have had to the outside world. In such settings, "the value based" educational services for the young generation was mainly in the *mosque* as community center within the frame of "Sunday school," "after school" programs or within the frame of community activities, and informal gatherings. These programs are defined here as institutionally based educational services. Response to these institutional based educational services varied amongst the sub-communal entities in terms of intensity and integrity of the consumption of the value-based services that are provided.

By the time of the early 2000s community grew larger, and moved to new mosque and established a full capacity elementary school. At the same time, the "outside world" also grew in its "presence" within Islamic community by virtue of increasing focus on Islam as "a system of values" within the larger American public discourse and also by virtue of the increased Internet accessibility to the outside world. With such growth emerged new concerns; top amongst them being the values that are more effectively framed as Islamic universal discourse compared to the earlier frame of more ethno-culturally rooted Islamic teachings. During this process of changes, the mosque played a role that could be descriptively, if not analytically, viewed as "culture broker" for the integrality and coherence of the community to appropriate and re-process the values. This presentation will focus on the experiences of variations of the internal and external dynamics in the process of such transition.