

**CURRICULUM VITAE****1. Personal Details**

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**2. Higher Education****A. Undergraduate and Graduate Studies**

Period of study	Name of institution and department	Degree	Year of approval of degree
1989-1991	Haifa University, Mathematics Dep., Israel	B.A	1991
1999-2000	Ort-Pravda College, Mathematics Dep, Carmiel, Israel	A Teaching Qualification Certificate	2000
2000-2002	Haifa University, Mathematics Dep., Israel	M.A	2002
2003-2005	Haifa University, Mathematics Dep., Israel	Ph.D.	2005

**3. Academic Ranks and Tenure in Institutes of Higher Education**

Dates	Name of institution and department	Rank/Position
2001-2003	Haifa University.	Tutorial-assistant in the departments of Mathematics, Statistics and Economics.
2004-2006	Haifa University.	A lecturer in the departments of Mathematics, Statistics and Economics.

2005- present	Sakhnin College.	A lecturer in the departments of Mathematics.
2006- present	Sakhnin College.	Head of Department and a lecturer in the departments of Mathematics.
2008-2011	Arab American College	A lecturer in the departments of Accounting, Economics and Business Administration.
2005-present	Sakhnin College	Pedagogical Guide in the Mathematics Department.
2007-present	Sakhnin College	Senior Lecturer, Sakhnin College

#### **4. Offices in Academic Administration**

2019-Present	Academic Counselor in Arab American College.
2019-Present	Head of the Mathematics Unit of elementary track of M-teach in Sakhnin College.
2018-2019	Head of Academic Retraining unit of Sakhnin College.
2017-Present	Head of the Mathematics Unit of high school track of M-teach in Sakhnin College.
2010-Present	Head of the Mathematics Department for elementary track in Sakhnin College.
2010-2017	Member in Promotion Committee in Sakhnin College.
2006-Present	Chairman of Albayrouni Mathematics Center in Sakhnin College.
2005-Present	Head of the Mathematics Department for high school track in Sakhnin College.

#### **5. Scholarly Positions and Activities outside the Institution**

2019-Present	A Reviewer at Universal Journal of Mathematics and Applications.
2018	A member of leading staff for M-Teach. A staff for reconstructing and restatement the instruction of academy class for M-Teach students. Ministry of Education.
2013-Present	Extracurricular Seminars organizer in Alsindibad Institution.
2008-2017	Head of Al-Bairony Center of Mathematics; a center for mathematical education in Arab society, Sakhnin College.

2008-2010	National guide of Mathematics at Ministry of Education.
2001-2002	Guide in Adults Education at Ministry of Education.
2005-2019	Judge at Almanbar Institute- Kabul, Publication center.

## 6. Participation in Scholarly Conferences

### a1. Active Participation in National Conferences

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
22-12-2020	Mathematics Department Session.	Ort Braude College, Carmiel	Analysis of Average value theorems.	<b>Keynote speaker,</b> <b>Invited lecture.</b>
15-09-2019	Departmental Colloquium activity.	Haifa University.	Non-Isometric space.	<b>Keynote speaker,</b> <b>Invited lecture.</b>
6-04-2018	Combinatorics Seminar	Academic Arab College of Haifa.	Metric space.	<b>Invited lecture.</b>
21-11-2017	Mathematical Sciences activity.	Alqasemi Arab College, Baqa al-Gharbiya	Topological space.	<b>Oral Presentation</b>
18-05-2005	Departmental Colloquium activity.	Haifa University.	The Beckman-Quarles theorem for rational spaces.	<b>Keynote speaker,</b> <b>Invited lecture.</b>
16-01-2005	School of Mathematical Sciences activity.	Tel-Aviv University.	The Beckman-Quarles theorem for rational spaces.	<b>Keynote speaker,</b> <b>Invited lecture.</b>
30-11-2004	Combinatorics Seminar activity.	Technicon, Haifa	On mappings of $Q^d$ to $Q^{d+1}$ and mappings of $Q^d$ to $Q^{d+2}$ that preserve distance 1.	<b>Keynote speaker,</b> <b>Invited lecture.</b>

### a2. Active Participation in International Conferences

<b>Date</b>	<b>Name of Conference</b>	<b>Place of Conference</b>	<b>Subject of Lecture/Discussion</b>	<b>Role</b>
25-28/6/2021	Fourteenth International Conference Financial and Actuarial Mathematics – FAM-2021	Sofia, Bulgaria	Sequences of Topological Spaces: New Results	<b>Oral Presentation</b>
6-10 August 2021	Eleventh International Conference Globalization: business, finance and education GB-2021	IHS Frederic Joliot-Curie, Varna, Bulgaria	Elementary and advanced mathematical thinking	<b>Oral Presentation</b>
5-6/9/2020	Thirteen International Conference Financial and Actuarial Mathematics-FAM-2020	University of Sofia, Bulgaria	Introductory Survey for Recent Restrictive Approximation and Applications of Solutions of Initial Boundary Value Problems for PDE	<b>Oral Presentation</b>
September 18 – 19, 2021	International Online Conference on Economics and Social Sciences (E&SS 2021b)	Cyprus Science University	Teaching fractions to elementary school Points teachers should realize	<b>Oral Presentation</b>
<i>FAM-2021</i>	Eleventh International Conference	Sofia, Bulgaria	Online Teaching Mathematics in the Time	<b>Oral Presentation</b>

	Financial and Actuarial Mathematics, FAM-2021,		of Coronavirus Pandemic in Israel.	
October 22-24, 2021	International Eurasian Conference on Education and Social Studies - IECES	Cyprus Science University	To be a good mathematics teacher corners of the math classroom	<b>Oral Presentation</b>
26-28 August 2022	Eighth International Conference Education, Language Instruction and Technology	Varna, Bulgaria	The effect of interactive learning on the acquisition of knowledge among elementary school students	<b>Oral Presentation (ZOOM)</b>
2-7 September 2022	Twelfth International Conference Globalization: business, finance and education GB-2022	Istanbul, Turkey	The effect of cooperative learning on the development of mental abilities for elementary school students	<b>Oral Presentation (ZOOM)</b>

**b. Organization of Conferences or Sessions**

<b>Date</b>	<b>Name of Conference</b>	<b>Place of Conference</b>	<b>Subject of Lecture/Discussion</b>	<b>Role</b>
19-5-22	Digital tools made by students in the	Sakhrin College.	Mathematical pedagogical education and training	<b>Organizer, Chairman of a discussion group</b>

	Department of Mathematics			
28-02-2021	Geometry and Graph Theory.	Sakhnin College. (Zoom)	Graph theories use to serve geometry.	<b>Organizer</b>
23-11-2020	Pedagogical guidance in Mathematics	Sakhnin College. (Zoom)	Technological use in mathematics teaching.	<b>Organizer, Chairman of a discussion group</b>
15-05-2019	Pedagogical guidance in Mathematics	Sakhnin College.	Mathematical teaching, in between theory and practice.	<b>Organizer</b>
15-04-2018	Extracurricular activities Seminar.	Sakhnin College.	Imagination and Geometry.	<b>Organizer, Chairman of a discussion group</b>
26-05-2016	Algebra Seminar	Sakhnin College.	Teaching Algebra in Middle Schools	<b>Organizer</b>
13-04-2013	Algebra Seminar	Sakhnin College.	Teaching Algebra in Elementary Schools	<b>Organizer, Chairman of a discussion group</b>
23-04-2011	Combinatorics Seminar	Sakhnin College.	Let's play Combinatorics	<b>Organizer</b>
28-05-2009	Combinatorics Seminar	Sakhnin College.	Enjoy Combinatorics.	<b>Organizer</b>
10-04-2007	Geometric Seminar	Sakhnin College.	Enjoyable Geometry.	<b>Organizer</b>
20-05-2006	Geometric Seminar	Sakhnin College.	Learn Geometrics.	<b>Organizer, Chairman of a discussion group</b>

## **7. Invited Lectures\ Colloquium Talks (In Israel).**

<b>Date</b>	<b>Place of Lecture</b>	<b>Name of Forum</b>	<b>Presentation\Comments</b>
03-04-2021	American Arab College, Givat Haviva.	Science Seminar.	The problem of Hamilton in combinatorics.
10-11-2020	Ort Braude college, Carmeil	Department Session	Analysis of Average value theorems.

24-01-2019	American Arab College, Givat Haviva.	Computer Seminar.	Mathematics serving science.
21-03-2018	Alqasemi Arab College, Baqa al-Gharbiya	Teaching Methods.	Middle schools Mathematics.
17-05-2017	Academic Arab College of Haifa.	Graph Theory.	The problem of the city of Königsberg.
08-06-2016	Alqasemi Arab College, Baqa al-Gharbiya.	Economics Seminar.	Numbers Crypts.
15-05-2015	Haifa University.	Colloquium Talk.	Non-Isometric space
04-11-2014	Academic Arab College of Haifa.	Mathematics Seminar.	Mathematical Games.
16-01-2005	Tel-Aviv University.	School of Mathematical Sciences activity	The Beckman-Quarles theorem for rational spaces.
18-05-2005	Haifa University.	Departmental Colloquium activity	The Beckman-Quarles theorem for rational spaces.
30-11-2004	Technicon, Haifa	Combinatorics Seminar activity.	On mappings of $Q^d$ to $Q^{d+1}$ and mappings of $Q^d$ to $Q^{d+2}$ that preserve distance 1.

## 8. Research Grants.

### a. Grants Awarded

Role in Research	Co-Researchers	Topic	Funded by/Amount	Year
PI	-	The Beckman-Quarles theorem of different dimensions.	Advanced Studies Unit of University of Haifa, fund of 112,000 NIS.	2002-2004

PI	-	The Beckman-Quarles theorem.	Advanced Studies Unit of University of Haifa, fund of 48,000 NIS.	2001-2002
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## 9. Scholarships, Awards and Prizes

- 2006 Advanced Research Scholarship, stage a, Haifa University.
- 2005 Advanced Research Scholarship; stage b, Haifa University.
- 2004 Dean's Scholarship for Graduate Studies, University of Haifa, considering the Completion of the Ph.D. Degree as the Dean's outstanding student for graduate studies.

## 10. Teaching

### a. Courses Taught in Recent Years

Year	Name of Course	Type of course Lecture/seminar/Workshop/High Learn Course/ Introduction Course (Mandatory)	Degree	Number of students
2006-2021	Pedagogical Guidance.	Mandatory	B.Ed.	10-15
2010-2021	Combinatorics	Mandatory	B.Ed.	25-30
2017-2021	Pedagogical Guidance.	Mandatory	M.Teach	10-15
2017-2021	Algebraic Structures	Mandatory	M.Teach	15-20
2017-2021	Final Project workshop	Mandatory	M.Teach	15-20
2017-2021	Non-Euclidean Geometry	Mandatory	M.Teach	15-20
2017-2021	Advanced Didactics	Mandatory	M.Teach	15-20
2017-2021	Numeric Analysis	Mandatory	M.Teach	15-20
2020	Complex functions	Mandatory	B.Ed.	20-25



2017-2019	Mathematical thinking	Mandatory	M.Teach	10-15
2005-2019	Topology.	Mandatory	B.Ed.	25-35
2005-2019	Graph Theory	Mandatory	B.Ed.	25-35
2005-2019	Analysis	Mandatory	B.Ed.	25-35
2005-2019	Differential Equations.	Mandatory	B.Ed.	25-35
2005-2019	Geometry.	Seminar	B.Ed.	25-35
2005-2019	Modern Algebra	Mandatory	B.Ed.	25-35
2016-2018	Calculus	Mandatory	B.Ed.	25-35
2016	Groups and Logics	Mandatory	B.Ed.	20-25
2015	Number Theory	Mandatory	B.Ed.	20-25
2013-2014	Linear Algebra	Mandatory	B.Ed.	20-25

**b. Supervision of M.Teach Students**

<b>Name of Student</b>	<b>Title of Thesis</b>	<b>Degree</b>	<b>Date of Completion/ in Progress</b>	<b>Students' Achievements.</b>
Sahar Dardaron	The effectiveness of mathematical modeling in a technological environment and its impact on developing critical thinking skills, and motivation towards mathematics learning among students in schools	M.Teach	2021	92
Manar Sa'dah	Errors in simplifying algebraic expressions and their repetition patterns in the extension classes, and	M.Teach	2021	93

	the thinking strategies associated with these errors			
Fadwah Nasasrah	What is the effect of parents 'participation on educational attainment in mathematics and the value system of their children in school from the teachers' point of view?	M.Teach	2021	89
Mohammed Abu Jodeh	Definitions of the terms proportion and proportion and their relationship to perceptual and supra-cognitive trends in proportional thinking among middle school students	M.Teach	2022	90
Moner Abu Jodeh	Students' beliefs and attitudes about mathematics and their relationship to their school achievement in mathematics	M.Teach	2022	85
Ahd Watad	The effect of life problems in learning linear equations for the seventh grade.	M.Teach	2022	93
Jianah Khoury	The effect of the use of Origami on the	M.Teach	2022	92

	perception of the areas of the square shapes.			
Shireen Mando	The connection between value education and the quality of teaching mathematics and the motivation of teachers to teach mathematics in secondary schools from Arab society.	M.Teach	2022	95
Imad Hijazy	The relationship between: how a lesson closes, a student-teacher relationship and achievement.	M.Teach	2022	91
Malk Abo alaan	Distance learning mathematics competencies for middle school mathematics teachers in the Negev region under the corona pandemic.	M.Teach	In Progress	
Azhar Khawaled	Teaching mathematics in early childhood	M.Teach	In Progress	
Malk Omar mhameed	The effect of reading disabilities on the success of verbal problems in mathematics among ninth-grade students in Negev schools.	M.Teach	In Progress	

Abu Saleh Rashad	Difficulties in the 12th grade exams for Arab students in Israel	M.Teach	In Progress	
Alqawas Tareq	The effect of the use of the "Kahot" software among 7th grade students	M.Teach	In Progress	
Dahamshi Mhamad	Problems in learning bodies in space for elementary school	M.Teach	In Progress	
Dahodi Nareman	The relationship between verbal problems of movement and doubt, in high school students	M.Teach	In Progress	
Hori Dokhi Sahar	Minimum and maximum in non-routine problems	M.Teach	In Progress	

### **C. Supervision of Ph.D. Students**

<b>Name of Student</b>	<b>Title of Thesis</b>	<b>Degree</b>	<b>Date of Completion/ in Progress</b>	<b>Students' Achievements.</b>
Nabel assade	Pre-Service Teachers' Perceptions on Implementing Geogebra Software in Mathematics Teaching and Learning among students in schools	Ph.D	2019	86

## **11. Miscellaneous**

2022-Present	Co-editor in the International Journal of Multicultural Education (IJME), 465-F, Clark Street, Vermillion, South Dakota 57032, United States. ( <a href="http://ijmejournal.org/ijme/index.php/ijme/about/editorialTeam.html">http://ijmejournal.org/ijme/index.php/ijme/about/editorialTeam.html</a> )
2021-Present	Reviewer in the Journal of Multicultural Education, Caddo Gap Press, 3145 Geary Boulevard, PMB 275, San Francisco, CA 94118 U.S.A. ( <a href="https://mc-caddogap.com/editorial-board/">https://mc-caddogap.com/editorial-board/</a> )
2022	Hosting the scientist Prof. Tewfik Mansour from the University of Haifa to the College in Sakhnin during his visit he gave lectures to faculty and students.
2021	Preparing the curriculum of teaching certificates of high school tract for B.Ed. graduates in Sakhnin College.
2020	Preparing the B.Ed. curriculum of teaching certificates of elementary tract for non-mathematics teachers in Sakhnin College.
2019-Present	Reviewer in Universal Journal of Mathematics and Applications
2019	Preparing the mathematics Syllabus to the Unit of elementary track of M.Teach in Sakhnin College.
2019	Preparing mathematics education curriculum for M.Ed. in Sakhnin College.
2019-Present	Academic advisor at American Arab College.
2018	Member of the Examination Committee of Ministry of Education who built an entrance examination for first-degree holders from outside the country who wish to enroll in Arab colleges to obtain a teaching certificate in mathematics.
2018	Taking part in writing proficiency exams for pre-service math teachers in the Arab sector, Israel.
2018	Preparing the curriculum of M.teach for elementary school track in Sakhnin College.
2018	Preparing the mathematics B.Ed. curriculum of high school track of single-discipline mathematics in Sakhnin College.
2017	Establishment of the basic track for mathematics, construction of rationale and syllabi

2017	Adaptation of the upper elementary track in mathematics to the post-primary track, rational construction and a program suitable for the requirements of the Council for Higher Education.
2017	Preparing the curriculum for mathematical high school teachers specializing for 5 units in mathematics
2016	Preparing the curriculum of M.teach for high school track in Sakhnin College.
2015	Hosting the scientist Prof. Yosef Zaks from the University of Haifa to the College in Sakhnin During his visit he gave lectures to faculty and students.
2012	Hosting the scientist Prof. Shlomo Liebskind from the United States for two weeks at a college in Sakhnin During his visit he gave lectures to faculty and students.
2011-2013	I was commissioned by the Mathematics Inspector, at the Ministry of Education, to build a plan to help Arab schools whose mathematics scores were low.
2010	It was commissioned by the inspector of the Bedouin Middle Schools, at the Ministry of Education, to review materials that had been built for excellent students.
2009	Invitation and hosting of the scientist Prof. Gadi Moran from the University of Haifa to the College in Sakhnin. During his visit, he gave lectures to faculty and students.
2009	Establishment of a display for students' products in practical experience, learning materials, learning games, use of innovative technological tools and diverse teaching methods.
2008-Present	Development of teaching materials and mathematical aids, sheets, books used by the students in their studies
2007	Updating the plan and the syllabi for the courses in the Department of mathematics for high school track, College of Sakhnin for Teacher Education.
2006	Writing the general math plan of practicum in the College of Sakhnin for Teacher Education.
2005	Preparing the B.Ed. curriculum for elementary school track in Sakhnin College.

## **12. Professional Experience**

2013-Present	Extracurricular Seminars organizer in Alsandbad Institute, Division of Educational Activities, Kabul.
2009-2010	National counselor of mathematics in the Ministry of Education for the Bedouin Sector.
2007-Present	Events organizer in Alsandbad Institute, Division of Educational Activities, Kabul.
2005-2019	Editor of Educational Mathematical books of Almenbar Cultural Institute, Kabul.
2005-2019	Linguist editor of educational science books of Almenbar Cultural Institute, Kabul.
2003-2019	Editor-in-chief of a monthly magazine “Almanbar Elsager”, a magazine concerned with developing young people's thinking. Almenbar Cultural Institute, Kabul.
2003-2019	Chairman of Almenbar Cultural Institute for publishing textbooks in Arabic language, Kabul.
2001-2002	Counselor and teacher of mathematics in the Ministry of Education for adult education.
1994-1995	Mathematic coordinator at A'mal high school in Zarazer village.
1993-1995	Mathematics teacher at A'mal high school in Zarazer village.
1993-2004	Mathematic coordinator in Deir Elasad High School.
1991-2004	Mathematics teacher in Deir Elasad High School.

## **PUBLICATIONS**

### **A. Ph.D. Dissertation**

Hibi, W. (2005). The Beckman-Quarles theorem for rational spaces. Thesis for a degree of Doctor of Philosophy, Department of Mathematics, Haifa University. [English]

### **A.1 Authored Books- Published**

1. \*Hibi, W. (2022). *Excerpts on mathematics education in the Arab community in Israel*. Caddo Gap Press, 3145 Geary Boulevard, PMB 275, San Francisco, CA 94118, U.S.A ISBN: 874-745-05-5478-3 (eBook). Library Number: 2458796325. (In English). (93 pages).  
chrome-extension://efaidnbmnnnibpcajpcgiclfndmkaj/https://mc-caddogap.com/wp-content/uploads/Excerpts-on-mathematics-education-in-the-Arab-community-in-Israel-Wafiq-Ali-Hibi-1.pdf
2. \*Hibi, W. (2022). *The Book of Mathematical Essays in Graph Theory and Topology*. Caddo Gap Press, 3145 Geary Boulevard, PMB 275, San Francisco, CA 94118, U.S.A ISBN: 895-89-24589-02-2 (eBook). Library Number: 2458796325. (In English). (170 pages).  
chrome-extension://efaidnbmnnnibpcajpcgiclfndmkaj/https://mc-caddogap.com/wp-content/uploads/Book-of-Mathematical-Essays-by-Wafiq-Ali-Hibi.pdf
3. \*Hibi, W. (2020). *Selected subjects in mathematics, for college students*. Tamra: General Library in Tamra. (In Hebrew). (380 pages).
4. \***Hibi, W.**, & Hjazi, A. (2019). *Introduction to complex functions, for colleges and academic institutions*. Tamra: General Library in Tamra. (In Hebrew). (240 pages).
5. \***Hibi, W.**, & Hjazi, A. (2019). *Introduction to Differential Equations, for college students*. Tamra: General Library in Tamra. (In Hebrew). (396 pages).
6. \*Hibi, W. (2018). *Linear algebra, for college students* (2020). Tamra: General Library in Tamra. (In Hebrew). (310 pages).
7. \*Hibi, W. (2018). *Introduction to graphs and functions, for colleges and academic institutions*. Sha'ab: Arkan Publication. (In Hebrew). (360 pages).
8. \***Hibi, W.**, & Hjazi, A. (2017). *Calculus A, for colleges and academic institutions, part 1*. Tamra: General Library in Tamra. (In Hebrew). (280 pages).
9. \***Hibi, W.**, & Hjazi, A. (2017). *Calculus A, for colleges and academic institutions, part 2*. Tamra: General Library in Tamra. (In Hebrew). (215 pages).



10. \*Hibi, W. (2017). *Calculus B, for colleges and academic institutions, part 1*. Tamra: General Library in Tamra. (In Hebrew). (186 pages).
11. \*Hibi, W. (2017). *Calculus B, for colleges and academic institutions, part 2*. Tamra: General Library in Tamra. (In Hebrew). (172 pages).
12. Hibi, W. (2016). *Introduction to infinitesimal calculus, for college students*. Tamara: General Library in Tamra. (In Hebrew). (190 pages).
13. \*Hibi, W. (2012). *Ordinary differential equations First and second order*. Sakhnin: Sakhnin College for Teacher Education. (In Hebrew). (60 pages).
14. \*W. Hibi. (2015). *Topology metric spaces*. Sha'ab: Arkan Publication. (2015). (In Hebrew). (80 pages).
15. \*Hibi, W. (2005). *The Beckman-Quarles theorem for rational spaces. v, 36 leaves, Number in the system 205171*, University of Haifa. (In English). (50 pages).

#### **A.2. Authored Books- Published (Mathematics Textbooks for Elementary School)**

1. \*Hibi, W. (2012). *Almusa'id for the First Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (90 pages).
2. \*Hibi, W. (2012). *Almusa'id for the Second Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (100 pages).
3. \*Hibi, W. (2012). *Almusa'id for the Third Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (105pages).
4. \*Hibi, W. (2012). *Almusa'id for the Fourth Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (110 pages).
5. \*Hibi, W. (2012). *Almusa'id for the Fifth Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (118pages).
6. \*Hibi, W. (2012). *Almusa'id for the Sixth Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (115 pages).

#### **A.3. Authored Books- Published (Mathematics Textbooks for Elementary School-1<sup>st</sup> Grade)**

1. \*Hibi, W. (2019). *Au'd wa ahsab – Mathematics, The First Volume, The First Grade*. Sakhnin: Science College. (In Arabic). (116 pages).
2. \*Hibi, W. (2019). *Au'd wa ahsab – Mathematics, The Second Volume, The*

*First Grade*. Sakhnin: Science College. (In Arabic). (124 pages).

**A.4. Authored Books- Published (Mathematics Textbooks for Elementary School- 1<sup>st</sup>-6<sup>th</sup> Grades, For the curriculum of the Ministry of Education)**

1. \*Hibi, A., & **Hibi, W.** (2018). *Hisabi – Mathematics, the First Volume, the fourth Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (130 pages).
2. \*Hibi, A., & **Hibi, W.** (2018). *Hisabi – Mathematics, the Second Volume, the fourth Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (124pages).
3. \*Hibi, A., & **Hibi, W.** (2018). *Hisabi – Geometry, the fourth Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (110 pages).
4. \*Hibi, A., & **Hibi, W.** (2018). *Hisabi – Mathematics, the First Volume, the Fifth Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (144 pages).
5. \*Hibi, A., & **Hibi, W.** (2018). *Hisabi – Mathematics, the Second Volume, the Fifth Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (136 pages).
6. \*Hibi, A., **Hibi, W.** (2018). *Hisabi – Geometry, the Fifth Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (124 pages).
7. \*Hibi, A., & **Hibi, W.** (2018). *Hisabi – Mathematics, the First Volume, the sixseth Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (186 pages).
8. \*Hibi, A., & **Hibi, W.** (2018). *Hisabi – Mathematics, the Second Volume, the sixseth Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (168 pages).
9. \*Hibi, A., & **Hibi, W.** (2018). *Hisabi – Geometry, the sixseth Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (132 pages).
10. \*Hibi, A., & **Hibi, W.** (2018). *"Murshid Hisabi" – Mathematics, the First Volume, the First Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (130 pages).
11. \*Hibi, A., & **Hibi, W.** (2018). *"Murshid Hisabi" – Mathematics, the Second*

- Volume, the First Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (124 pages).
12. \*Hibi, A., & **Hibi, W.** (2018). *"Murshid Hisabi" – Geometry, the First Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (110 pages).
  13. \*Hibi, A., & **Hibi, W.** (2018). *"Murshid Hisabi" – Mathematics, the First Volume, the Second Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (144 pages).
  14. \*Hibi, A., & **Hibi, W.** (2018). *"Murshid Hisabi" – Mathematics, the Second Volume, the Second Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (136 pages).
  15. \*Hibi, A., & **Hibi, W.** (2018). *"Murshid Hisabi" – Geometry, the Second Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (124 pages).
  16. \*Hibi, A., & **Hibi, W.** (2017). *Hisabi – Mathematics, the First Volume, the First Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (118 pages).
  17. \*Hibi, A., & **Hibi, W.** (2017). *Hisabi – Mathematics, the Second Volume, the First Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (124 pages).
  18. \*Hibi, A., & **Hibi, W.** (2017). *Hisabi – Geometry, the First Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (120pages).
  19. \*Hibi, A., & **Hibi, W.** (2017). *"Murshid Hisabi" – Mathematics, the First Volume, the First Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (118 pages).
  20. \*Hibi, A., & **Hibi, W.** (2017). *"Murshid Hisabi" – Mathematics, the Second Volume, the First Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (124 pages).
  21. \*Hibi, A., & **Hibi, W.** (2017). *"Murshid Hisabi" – Geometry, the First Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (120pages).

22. \*Hibi, A., & **Hibi, W.** (2017). *Hisabi – Mathematics, the First Volume, the Second Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (140 pages).
23. \*Hibi, A., & **Hibi, W.** (2017). *Hisabi – Mathematics, the Second Volume, the Second Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (158 pages).
24. \*Hibi, A., & **Hibi, W.** (2017). *Hisabi – Geometry, the Second Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (134 pages).
25. \*Hibi, A., & **Hibi, W.** (2017). *"Murshid Hisabi" – Mathematics, the First Volume, the Second Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (140 pages).
26. \*Hibi, A., & **Hibi, W.** (2017). *"Murshid Hisabi" – Mathematics, the Second Volume, the Second Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (158 pages).
27. \*Hibi, A., & **Hibi, W.** (2017). *"Murshid Hisabi" – Geometry, the Second Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (134 pages).
28. \*Hibi, A., & **Hibi, W.** (2017). *Hisabi – Mathematics, the First Volume, the third Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (174 pages).
29. \*Hibi, A., & **Hibi, W.** (2017). *Hisabi – Mathematics, the Second Volume, the third Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (162 pages).
30. \*Hibi, A., & **Hibi, W.** (2017). *Hisabi – Geometry, the third Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (138 pages).
31. \*Hibi, A., & **Hibi, W.** (2017). *"Murshid Hisabi" – Mathematics, the First Volume, the third Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (174 pages).
32. \*Hibi, A., & **Hibi, W.** (2017). *"Murshid Hisabi" – Mathematics, the Second Volume, the third Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (162 pages).

33. \*Hibi, A., & **Hibi, W.** (2017). *"Murshid Hisabi" – Geometry, the third Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (138 pages).
34. Hibi, A., Uthman, A., Hugayrat, M., Agha, N., Zeidan, R., **Hibi, W.**, & Abbod, A. (2007). *Bawakeer for the First Grade, First Section*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (128 pages).
35. Hibi, A., Uthman, A., Hugayrat, M., Agha, N., Zeidan, R., **Hibi, W.**, & Abbod, A. (2007). *Bawakeer for the First Grade, Second Section*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (130 pages).
36. Hibi, A., Uthman, A., Hugayrat, M., Agha, N., Zeidan, R., **Hibi, W.**, & Abbod, A. (2007). *Bawakeer for the Second Grade, First Section*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (138 pages).
37. Hibi, A., Uthman, A., Hugayrat, M., Agha, N., Zeidan, R., **Hibi, W.**, & Abbod, A. (2007). *Bawakeer for the Second Grade, Second Section*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (142 pages).
38. Hibi, A., Uthman, A., Hugayrat, M., Agha, N., Zeidan, R., **Hibi, W.**, & Abbod, A. (2007). *Bawakeer for the Third Grade, First Section*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (154 pages).
39. Hibi, A., Uthman, A., Hugayrat, M., Agha, N., Zeidan, R., **Hibi, W.**, & Abbod, A. (2007). *Bawakeer for the Third Grade, Second Section*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (148 pages).
40. Hibi, A., Uthman, A., Hugayrat, M., Agha, N., Zeidan, R., **Hibi, W.**, & Abbod, A. (2007). *Bawakeer for the Fourth Grade, First Section*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (168 pages).
41. Hibi, A., Uthman, A., Hugayrat, M., Agha, N., Zeidan, R., **Hibi, W.**, & Abbod, A. (2007). *Bawakeer for the Fourth Grade, Second Section*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (170 pages).
42. Hibi, A., Uthman, A., Hugayrat, M., Agha, N., Zeidan, R., **Hibi, W.**, & Abbod, A. (2007). *Bawakeer for the Fifth Grade, First Section*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (164 pages).
43. Hibi, A., Uthman, A., Hugayrat, M., Agha, N., Zeidan, R., **Hibi, W.**, & Abbod, A. (2007). *Bawakeer for the Fifth Grade, Second Section*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (150 pages).

44. Hibi, A., Uthman, A., Hugayrat, M., Agha, N., Zeidan, R., **Hibi, W.**, & Abbod, A. (2007). *Bawakeer for the Sixth Grade, First Section*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (178 pages).
45. Hibi, A., Uthman, A., Hugayrat, M., Agha, N., Zeidan, R., **Hibi, W.**, & Abbod, A. (2007). *Bawakeer for the Sixth Grade, Second Section*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (172 pages).

**A.5. Authored Books- Published (Mathematics Textbooks series for kindergarten)**

46. \*Hibi, W. (2019). *Bostan alhorof – Arabic Mathematics, Kindergarten*. Kabul: Al-sendibad. (In Arabic). (118 pages).
47. \*Hibi, W. (2019). *Bostan alhisab – Mathematics Arabic, Kindergarten*. Kabul: Al-sendibad. (In Arabic). (114 pages).

**A.6. Authored Books- Published (Mathematics Textbooks for Junior High School- 7<sup>st</sup>-9<sup>th</sup> Grades, For the curriculum of the Ministry of Education)**

1. \*Hibi, A., & **Hibi, W.** (2014). *Alma'ali for junior-high schools, Section A, Seventh Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (176 pages).
2. \*Hibi, A., & **Hibi, W.** (2014). *Alma'ali for junior-high schools, Section B, Seventh Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (168 pages).
3. \*Hibi, A., & **Hibi, W.** (2014). *Alma'ali for junior-high schools, Section A, Eighth Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (150 pages).
4. \*Hibi, A., & **Hibi, W.** (2014). *Alma'ali for junior-high schools, Section B, Eighth Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (160 pages).
5. \*Hibi, A., & **Hibi, W.** (2014). *Alma'ali for junior-high schools, Section A, Ninth Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (180 pages).
6. \*Hibi, A., & **Hibi, W.** (2014). *Alma'ali for junior-high schools, Section B, Ninth Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (170 pages).
7. \*Hibi, A., & **Hibi, W.** (2014). *Alma'ali for Weak Learnerss, Seventh Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (138 pages).
8. \*Hibi, A., & **Hibi, W.** (2014). *Alma'ali for Weak Learnerss Eighth Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (146 pages).
9. \*Hibi, A., & **Hibi, W.** (2014). *Alma'ali for Weak Learnerss, Ninth Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (150 pages).

10. \*Hibi, W. (2014). *Murshid Alma'ali (The Teacher's Guide), Section A, Seventh Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (176 pages).
11. \*Hibi, W. (2014). *Murshid Alma'ali (The Teacher's Guide), Section B, Seventh Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (168 pages).
12. \*Hibi, W. (2014). *Murshid Alma'ali (The Teacher's Guide), Section A, Eighth Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (150 pages).
13. \*Hibi, W. (2014). *Murshid Alma'ali (The Teacher's Guide), Section B, Eighth Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (160 pages).
14. \*Hibi, W. (2014). *Murshid Alma'ali (The Teacher's Guide), Section A, Ninth Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (180 pages).
15. \*Hibi, W. (2014). *Murshid Alma'ali (The Teacher's Guide), Section B, Ninth Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (170 pages).

**A.7. Authored Books- Published (Mathematics Textbooks for High School- 10<sup>st</sup>-12<sup>th</sup> Grades, For the curriculum of the Ministry of Education)**

1. \*Hibi, A., & **Hibi, W.** (2014). *Alrafeeq 801, 3 study units, Tenth Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (148 pages).
2. \*Hibi, A., & **Hibi, W.** (2014). *Alrafeeq 802, 3 study units, Eleventh Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (178 pages).
3. \*Hibi, A., & **Hibi, W.** (2014). *Alrafeeq 803, 3 study units, Twelfth Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (240 pages).
4. \*Hibi, W. (2014). *Murshid Almu'alim (The Teacher's Guide), three study units, Tenth Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (148 pages).

**A.8. Authored Books- Published (Mathematics Textbooks for High School- 10<sup>st</sup>-12<sup>th</sup> Grades)**

1. \***Hibi, W.**, & Hejazi, A. (2019). *Almomiz in Mathematics, Module 804, part 1*. Tamra: General Library in Tamra. (In Arabic). (132 pages).
2. \***Hibi, W.**, & Hejazi, A. (2019). *Almomiz in Mathematics, Module 804, part 2*. Tamra: General Library in Tamra. (In Arabic). (130 pages).
3. \***Hibi, W.**, & Hejazi, A. (2019). *Almomiz in Mathematics, Module 805, part 1*. Tamra: General Library in Tamra. (In Arabic). (200 pages).

4. \*Hibi, W., & Hejazi, A. (2019). *Almomiz in Mathematics, Module 805, part 2*. Tamra: General Library in Tamra. (In Arabic). (170 pages).
5. \*Hibi, W. (2019). *Math easily, Module 806, part 1*. Tamra: General Library in Tamra. (In Hebrew). (364 pages).
6. \*Hibi, W. (2019). *Math easily, Module 806, part 2*. Tamra: General Library in Tamra. (In Hebrew). (224 pages).
7. \*Hibi, W. (2019). *Math easily, Module 806, part 3*. Tamra: General Library in Tamra. (In Hebrew). (320 pages).

**A.9. Authored Books- Published (Arabic and Mathematics Textbooks for Elementary School- 3<sup>st</sup>-6<sup>nd</sup> grades)**

1. \*Hibi, W. (2019). *Aktub wa O'aber [Writes and expresses], The Third Grade*. Sakhnin: Science College. (In Arabic). (100 pages).
2. \*Hibi, W. (2019). *Aktub wa O'aber [Writes and expresses], The fourth Grade*. Sakhnin: Science College. (In Arabic). (110 pages).
3. \*Hibi, W. (2020). *Aktub wa O'aber [Writes and expresses], The fifth Grade*. Sakhnin: Science College. (In Arabic). (118 pages).
4. \*Hibi, W. (2020). *Aktub wa O'aber [Writes and expresses], The sixth Grade*. Sakhnin: Science College. (In Arabic). (126 pages).

**A.10. Authored Books- Published (Science Textbooks Series for Elementary School, For the curriculum of the Ministry of Education)**

1. \*Hibi, A., & Hibi, W. (2016). *alkanz [The Treasure]– Science, The First Volume, The First Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (144 pages).
2. \*Hibi, A., & Hibi, W. (2016). *Alkanz [The Treasure] – Science, The Second Volume, The First Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (160 pages).
3. \*Hibi, A., & Hibi, W. (2016). *Alkanz [The Treasure] – Science, The third Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (170 pages). (184 pages).



4. \*Hibi, A., & **Hibi, W.** (2016). *alkanz [The Treasure]– Science, The First Volume, The fourth Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (188 pages).
5. \*Hibi, A., & **Hibi, W.** (2016). *Alkanz [The Treasure] – Science, The Second Volume, The fifth Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (180 pages).
6. \*Hibi, A., & **Hibi, W.** (2016). *Alkanz [The Treasure] – Science, The sixth Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (194 pages).
7. \*Hibi, A., & **Hibi, W.** (2016). *Murshid alkanz [Treasure guide] – Science, The First Volume, The First Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (144 pages).
8. \*Hibi, A., & **Hibi, W.** (2016). *Murshid alkanz [Treasure guide] – Science, The Second Volume, The First Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (160 pages).
9. \*Hibi, A., & **Hibi, W.** (2016). *Murshid alkanz [Treasure guide] – Science, The third Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (170 pages).
10. \*Hibi, A., & **Hibi, W.** (2016). *Murshid alkanz [Treasure guide] – Science, The First Volume, The fourth Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (188 pages).
11. \*Hibi, A., & **Hibi, W.** (2016). *Murshid alkanz [Treasure guide] – Science, The Second Volume, The fifth Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (180 pages).
12. \*Hibi, A., & **Hibi, W.** (2016). *Murshid alkanz [Treasure guide] – Science, The sixth Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (194 pages).

**A.11. Authored Books- Published (Arabic Textbooks Series for Elementary School, For the curriculum of the Ministry of Education)**

1. \*Hibi, A., & **Hibi, W.** (2015). *Altakween [Composition], The First Volume, The First Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (118 pages).

2. \*Hibi, A., & **Hibi, W.** (2015). *altakween [Composition], The Second Volume, The First Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (124 pages).
3. \*Hibi, A., & **Hibi, W.** (2015). *Murshid altakween [Composition guide], The First Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (242 pages).
4. \*Hibi, A., & **Hibi, W.** (2015). *altakween [Composition], The S Volume, The Second Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (128 pages).
5. \*Hibi, A., & **Hibi, W.** (2015). *altakween [Composition], The Second Volume, The Second Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (132 pages).
6. \*Hibi, A., & **Hibi, W.** (2015). *Murshid altakween [Composition guide], The Second Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (260 pages).
7. \*Hibi, A., & **Hibi, W.** (2015). *altakween [Composition], The First Volume, The Third Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic) (160 pages).
8. \*Hibi, A., & **Hibi, W.** (2015). *altakween [Composition], The Second Volume, The Third Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (168 pages).
9. \*Hibi, A., & **Hibi, W.** (2015). *Murshid altakween [Composition guide], The Third Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (328 pages).
10. \*Hibi, A., & **Hibi, W.** (2015). *altakween [Composition], The First Volume, The Fourth Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (170 pages).
11. \*Hibi, A., & **Hibi, W.** (2015). *altakween [Composition], The Second Volume, The Fourth Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (174 pages).
12. \*Hibi, A., & **Hibi, W.** (2015). *Murshid altakween [Composition guide], The*

*Fourth Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (344 pages).

13. \*Hibi, A., & **Hibi, W.** (2015). *altakween [Composition], The First Volume, The Fifth Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (176 pages).
14. \*Hibi, A., & **Hibi, W.** (2015). *altakween [Composition], The Second Volume, The Fifth Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (180 pages).
15. \*Hibi, A., & **Hibi, W.** (2015). *Murshid altakween [Composition guide], The Fifth Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (356 pages).
16. \*Hibi, A., & **Hibi, W, W.** (2015). *altakween [Composition], The First Volume, The Sixth Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (182 pages).
17. \*Hibi, A., & **Hibi, W.** (2015). *altakween [Composition], The Second Volume, The Sixth Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (178 pages).
18. \*Hibi, A., & **Hibi, W.** (2015). *Murshid altakween [Composition guide], The Sixth Grade*. Kabul: Almanbar Institute of Culture, the Publication Center. (In Arabic). (360 pages).

**A.12. Authored Books- Published (English Textbooks Series for High School – Preparation for the matriculation exam)**

1. \***Hibi, W.,** & Asadi, J. (2019). *Module A – English*. Kabul: Al-sendibad. (In English). (108 pages).
2. \***Hibi, W.,** & Asadi, J. (2019). *Module C – English*. Kabul: Al-sendibad. (In English). (118 pages).
3. \***Hibi, W.,** & Asadi, J. (2019). *Module E – English*. Kabul: Al-sendibad. (In English). (124 pages).
4. \***Hibi, W.,** & Asadi, J. (2019). *Module G – English*. Kabul: Al-sendibad. (In English). (112 pages).

**A.13. Authored Books- Published (Physics Textbooks Series for High School – Preparation for the matriculation exam)**

1. \* **Hibi, W.**, & hjazi, A. (2020). *Electricity and magnetism for five study units*, Tamra: General Library in Tamra. (In Hebrew). (266 pages).
2. \***Hibi, W.**, & hjazi, A. (2020). *Mechanics for five study units*. Tamra: General Library Tamra. (In Hebrew). (318 pages).

**A.14. Authored Books- Published (Arabic and Mathematics Textbooks Series for Elementary School – 1<sup>st</sup> Grade)**

1. \*Hibi, W. (2019). *Horufi wal-noun – Arabic & Mathematics, The First Volume, The First Grade*. Sakhnin: Science College. (In Arabic). (98 pages).
2. \*Hibi, W. (2019). *Horufi wal-noun – Arabic & Mathematics, The Second Volume, The First Grade*. Sakhnin: Science College. (In Arabic). (112 pages).
3. \*Hibi, W. (2019). *Horufi wal-noun – Arabic & Mathematics, The Third Volume, The First Grade*. Sakhnin: Science College. (In Arabic). (114 pages).

**A.15. Authored Books- Published (Books of literature and poetry)**

1. \*Hibi, W. (2021). *The Waiter - a book of prose*. Dar Kaleem for printing, distribution, and publishing - Cairo, Egypt. Deposit number: 3572, ISIN: 987-977-455-943-9. (In Arabic). (102 pages).
2. \*Hibi, W. (2021). *There is nobody- Poetry Book*. Dar Kaleem for printing, distribution, and publishing - Cairo, Egypt. Deposit number: 3452, ISIN: 987-977-455-949-6. (In Arabic). (98 pages).
3. \*Hibi, W. (2020). *I call you- Poetry Book*. Dar Kaleem for printing, distribution, and publishing - Cairo, Egypt. Deposit number: 3552, ISIN: 987-977-455-942-6. (In Arabic). (116 pages).
4. \*Hibi, W. (2019). *The sky is blue- Poetry Book*. Kafr Qasem Press for Distribution and Publishing. (In Arabic). (78 pages).
5. \*Hibi, W. (2018). *Your Table - Poetry Book*. Kafr Qasem Press for Distribution and Publishing. (In Arabic). (66 pages).

**Authored Books - Accepted for Publication**

1. \*Hibi, W. (2022). *Excerpts on mathematics education in the Arab community in Israel*. Caddo Gap Press, 3145 Geary Boulevard, PMB 275, San Francisco, CA 94118, U.S.A ISBN: 895-89-24589-02-2 (eBook). (In English). (90 pages).

## **B. Articles in Refereed Journals**

### **Published**

1. \*Hibi, W. (2016). Average distances in General connected graphs. *Journal of Optoelectronics Laser*. Volume 35 Issue 12, 2016. 105-109. ISSN: 1005-0086.  
<http://www.gdzjg.org/index.php/JOL/article/view/52>  
**(Q2, H-index 23, IF 0.36).**
2. \*Hibi, W. (2017). Beliefs and attitudes about mathematics among students and their relationship to their achievement in mathematics. *Journal of Harbin Institute of Technology*. Vol. 49 Iss. 11 (2017), 47-57. ISSN: 0367-6234.  
<http://hebgydxxb.periodicales.com/index.php/JHIT/article/view/879>  
**(Q3, H-index 23, SJR 0.21)**
3. \*Hibi, W. (2018). The effect of origami's educational and geometrical interaction on sixth graders. *Journal of Harbin Institute of Technology*. Vol. 50 Iss. 11 2018, 33-40. ISSN: 0367-6234.  
<http://hebgydxxb.periodicales.com/index.php/JHIT/article/view/735>  
<http://hebgydxxb.periodicales.com/index.php/JHIT/article/view/735>  
**(Q2, H-index 23, SJR 0.21)**
4. \*Hibi, W. (2019). Coloring index of the line graph and the complete two-sided graph and extensions. *Yantu Gongcheng Xuebao Chinese Journal of Geotechnical Engineering*. Vol. 41(2019), 1-6. ISSN:1000-4548.  
<http://ytcgxb.periodicales.com/index.php/CJGE/article/view/56>.  
DOI:10.11779/CJGE2019.41.1.  
**(Q2, H-index 52, IF 1.8)**
5. \*Hibi, W. (2019). Expansion of the Beckman-Quarles theorem for rational space, on mappings of  $Q^d$  to  $Q^{d+1}$ . *Yantu Gongcheng Xuebao Chinese Journal of Geotechnical Engineering*. Vol.41(2019),7-17.  
<http://ytcgxb.periodicales.com/index.php/CJGE/article/view/65>.  
DOI:10.11779/CJGE2019.41.2.  
**(Q2, H-index 52, IF 1.8)**
6. \*Hibi, W. (2019), Non-Isometric between general metric spaces. *Journal of Harbin Institute of Technology*. Vol.51,Iss.112019,37-39.ISSN:0367-6234.

<http://hebgdxxb.periodicales.com/index.php/JHIT/article/view/736>.

**(Q2, H-index 23, SJR 0.21)**

7. \*Assadi, N., & Hibe, W. (2019). Using concrete strategies and representations to solve verbal Problems in multiplication and division in grades 1 and 2. *Al Nibras Journal of Education, Science & Society*, 10, 79-109. (In Hebrew). Sakhnin College.
8. \*Hibi, W. (2020). Order- graph over a group. *Yantu Gongcheng Xuebao Chinese Journal of Geotechnical Engineering*, Vol. 42 (2020), 5-11.  
<http://ytcxb.periodicales.com/index.php/CJGE/article/view/66>.  
DOI: 10.11779/CJGE2020.42.2.

**(Q2, H-index 52, IF 1.8)**

9. \*Hibi, W. (2020). Polynomial coloring applications. *Yantu Gongcheng Xuebao Chinese Journal of Geotechnical Engineering*. Vol. 42 (2020), 1-4. ISSN: 1000-4548.  
<http://ytcxb.periodicales.com/index.php/CJGE/article/view/58>.  
DOI: 10.11779/CJGE2020.42

**(Q2, H-index 52, IF 1.8)**

10. \*Assadi, N., & Hibi, W. (2020). Developing Pre-Service Teachers' Mathematics TPACK through an Integrated Pedagogical Course. *Creative Education*, 11, 1890-1905.  
[https://www.researchgate.net/publication/346245674\\_Developing\\_Pre-Service\\_Teachers'\\_Mathematics\\_TPACK\\_through\\_an\\_Integrated\\_Pedagogical\\_Course](https://www.researchgate.net/publication/346245674_Developing_Pre-Service_Teachers'_Mathematics_TPACK_through_an_Integrated_Pedagogical_Course)  
**(H-index 17, IF 1.01)**

11. \*Hibi, W. (2021). General uses in intermediate value theorems. *Multicultural Education*, Volume 7, Issue 8, 2021, 7(8), 436-439.  
<http://ijdri.com/me/wpcontent/uploads/2021/08/48.pdf>

**(Q3, H-index 16, IF 1.24).**

12. \*Hibi, W. (2021). Girth inequality in planar graphs. *Multicultural Education. Volume 7, Issue 9*, 2021. 7(9), 74-79. <http://ijdri.com/me/wp-content/uploads/2021/09/8.pdf>  
**(Q3, H-index 16, IF 1.24).**

13. \*Hibi, W. (2021). Isometric between spaces  $l_\infty$ ,  $l_1$ . *Advances in Mechanic*, 9(3), 432-439.  
<https://advancesinmech.com/index.php/am/article/view/137>

**(Q3, H-index 16, IF 1.61)**

14. \*Hibi, W. (2021). Mapping between  $Q^d$  and  $Q^{d+2}$ . *Multicultural Education*, 7(6), 34-39.  
<http://ijdri.com/me/wp-content/uploads/2021/06/4.pdf>  
**(Q3, H-index 16, IF 124)**
15. \*Hibi, W. (2021). Non-isometric between the Topological spaces  $(R^n, d_2), (R^n, d_\infty)$  for every dimension,  $n \geq 2$ . *Middle East Comprehensive Journal for Education and Science Publications (MECSJ)*, 2021 (43).[https://www.mecsaj.com/uplode/images/photo/Non-isometric\\_between\\_the\\_Topological\\_spaces\(R%5en,d\\_2\\_\),\(R%5en,d\\_%e2%88%9e\\_\).pdf](https://www.mecsaj.com/uplode/images/photo/Non-isometric_between_the_Topological_spaces(R%5en,d_2_),(R%5en,d_%e2%88%9e_).pdf)
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#### **Accepted for Publication**

43. Hibi, W. (2022). Connections between the color index and the line graph, *Oeconomia Copernicana*, Instytut Badan Gospodarczych/Institute of Economic Research (Poland). **(Q1, H-index 19).**
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#### **Submitted Publications**

### C. Articles in Conference Proceedings:

#### **Published:**

1. Abd Algani, Y., & **Hibi, W.** (2020). Introductory Survey for Recent Restrictive Approximation and Applications of Solutions of Initial Boundary Value Problems for PDE. *Thirteen International Conference Financial and Actuarial Mathematics – FAM*, Sofia, Bulgaria, 8, 18-30. **(Q4, H-index 3, IF 0.86).**
2. \*Abd Alagni, Y., & **Hibi W.** (2021). Sequences of Topological Spaces: New Results. *Fourteenth International Conference Financial and Actuarial Mathematics, FAM-2021*, Sofia, Bulgaria. 3- 5. **(Q4, H-index 3, IF 0.86).**
3. \*Abd Algani, Y., Eshan, J. & **Hibi, W.** (2021). Online Teaching Mathematics in the Time of Coronavirus Pandemic in Israel. *Ninth International Conference on Education, Language Instruction and Technology, ELIT-2021*, Sofia, Bulgaria. 27 **(Q4, H-index 3, IF 0.86).**

#### **Abstracts in conferences:**

1. \*Hibi, W. (2021). Teaching fractions to elementary school Points teachers should realize *International Online Conference on Economics and Social Sciences (E&SS 2021b)*, to be Held in Cyprus Science University on September 17 – 18, 2021.
2. \*Hibi, W. (2021). To be a good mathematics teacher corners of the math classroom. *International Eurasian Conference on Education and Social Studies - IECES*".

### **Summary of my Activities and Future -Plans**

#### **Summary of my Activities:**

I got my Ph.D. certificate at Haifa University with excellence degree in 2004, after managing to solve a 51-year- old unsolved mathematical problem. Following that, I was invited to The Technion Institution (Israel), Haifa University (Israel) and Tel Aviv University (Israel) to do a series of lectures about my findings in presence of the heads of mathematics departments.

In 2002, I started working as a lecturer, at the department of mathematics and economics, and the department of accounting at Haifa University until 2005.

Since 2005, I have been working at Sakhnin College for Teacher Education until nowadays. In addition to teaching, I chair the Department of Mathematics.

As the head of the department, I have developed and established the following programs:

1. When I started working at Sakhnin College, it had a mathematical department that is shared with the computer science department and it included the secondary education. After hard working procedures, I succeeded in obtaining a separated mathematical department for the secondary education, in order to focus more successfully on the teaching of the students and therefore to have well trained teachers.
2. An elementary teaching track.
3. A program for Master's degree "M.Teach" for elementary and secondary mathematics teaching.
4. A program for elementary teachers without a teaching license.
5. A program for BA holders in mathematics or a similar fields and subjects, who are university graduates. The goal is to give these graduates a license in teaching mathematics for high-school students.
6. A program for the Master degree in mathematical education.

During my work at Sakhnin College, I have established the following centers:

1. "The Bairony" center for mathematics: a center whose main purpose is to develop the mathematical teaching, understand the mathematical curriculum and help in building up tools to assist and facilitate the learning process.
2. "The mathematical club": a club that offered a monthly lecture by either a college or a university lecturer, a college student or a book writer (from the mathematical field), which dealt with new updates in mathematical curriculum and different methods for teaching.
3. Establishing a center for trainee student's productions in schools, such as computer programs, worksheets, educational games, technological tools, in addition to exchanging experiences and benefiting mutually among the trained students.

In addition, I have established a yearly mathematical conference, in which, we, at Sakhnin College, invite mathematic teachers, school headmasters to discuss teaching methods and matters in the mathematical field.

It is noteworthy that I composed and co-authored dozens of educational and assistance books in mathematics at diverse levels, and on various tracks of education from the early childhood, elementary, middle school and high school tracks while taking the requirements of the Ministry of Education into consideration.

Additionally, I wrote many books and assisting materials for university and college students, which are useful for various courses such as Algebra, Geometry, and Analysis.

In the recent years, I have started writing many articles on mathematics and mathematical education and publishing them in various peer-reviewed journals.

It should be mentioned that I worked as a co-president of the Al-Manbar Association, an educational institution whose aim is to develop mathematics in the Arab sector, between the years 2005-2019.

I worked as a general guide in the Ministry of Education in the Arab sector between the years 2008-2009.

Moreover, I have offered a number of courses on the subject of mathematics at various levels in elementary, middle and high schools, explaining curricula, teaching methods, and improvement methods.

It is noteworthy that I have some other interests, in the fields of science and physics, which was reflected in my being active in writing some books for the elementary and high school tracks. I have also published textbooks for helping students doing the bagrut examination in the English language. Likewise, I have written additional helping books for teaching Arabic to elementary schools.

Furthermore, I have also written many books of poetry and literature.

Finally, it should be noted that throughout my professional work, I have vowed to raise education in general and mathematics education in particular in the Arab sector. I am helped by a broad and innovative vision that combines pure mathematical knowledge with new teaching methods, such

as combining technology in mathematics teaching, using digital aids, and developing learning games.

### **Future -Plans:**

My present success motivated me to devise future- plans in several fields.

The plans for my job in Sakhnin College:

1. To continue with developing educational materials that benefit the students like: reference books for the different courses, presentations, helping materials, digital and technological aids and learning games, especially in this period, the period of corona epidemic and distance learning.
2. to develop new mathematical educational programs that aim at providing a solution to the needs of the community that surrounds the college for example:
  - a) Establishing a teacher-training program for teaching 5 points in mathematics. This program is of great importance in society as a whole in general and in Arab sector in particular, as there is a significant shortage in the number of these teachers.
  - b) The construction of a master's degree program in mathematical education, for the elementary track and for high school. This project is significant in the light of the growing demand for this program, which helps to produce a quality teacher with proper knowledge.
  - c) Developing a math-training program for kindergarten teachers, based on educational games, computer games and digital aids to instill this approach in students from an early age.
  - d) Establishing a unique center of mathematics at the college, which addresses different and unconventional mathematical thinking. The goal is to locate students who have difficulty with the conventional education approach even though they are good, and even gifted.
  - e) Editing a mathematical journal every six months that will be managed by students and lecturers at various academic institutions, which deals with mathematical education.

### **The plans at the level of society and education:**

1. Writing textbooks in mathematics that correspond to the program of the Ministry of Education, published by Sakhnin College, also developing reference booklets for current study material and building handouts for teachers of mathematics about how to use the textbooks and the booklets.
2. Establishing a website for studies of mathematics, which will provide study material; various practice pages, a database for exams, mathematical games and various technological aids.
3. Developing parallel mathematical approaches alongside conventional and routine learning, to encourage thinking outside the box, learning by experiment, playing, drawing, and paper folding.

The goal is to try to instill these approaches in teachers and educators in order to pass them on to students.

4. I also started writing educational mathematics books for high school level, with more emphasis on Bagrut materials, to make the subject easier for student and to facilitate the teaching process with teachers.
5. I also want to reformulate the mathematical books for the middle school, which I previously wrote, to be in line with the new curriculum of the Ministry of Education.
6. In addition, I intend to continue building teaching materials for students in the Department of Mathematics, textbooks and technological aids.

#### **The plans at the level of research:**

1. In recent years and alongside the professional experience I have gained, I have shown interest in the field of research, so I will continue to write articles and study new problems. It is my plan to collaborate with local and global researchers in both pure mathematics, which is my field of knowledge, and in mathematics education.
2. I will participate more in local and global mathematical conferences.
3. I will continue to organize mathematical seminars at Sakhnin College, and invite professionals and academics from other colleges.
4. I will collaborate with departments of mathematics from other colleges and academic institutions from Israel and the world in order to be exposed to different approaches and to pass information and knowledge.

Finally, in conjunction with all my mathematical work, I will not abandon my hobbies; I will continue to write literature and poetry.

I will combine math and languages, math and education, math and science, math and technology, math and humans ... because math for me is the whole world.