

Ibrahim Nnass PhD

May 2023

A: Southport, QLD 4215

P: +218 925 342 508

E: i.nnass@cqumail.com

E: alnnass76@yahoo.com

E: ibra.nnass@sebhau.edu.ly

OVERVIEW

I am an information technologist with a keen interest in educational technology and technology ubiquity in the digital age, especially as it relates to develop and use any programming skills to help novices and the specific needs of novice programmers from non-English speaking backgrounds. I am currently looking at how to help novice programmers from non-English speaking to learn programming more effectively.

I am a Microsoft Certified Professional, Systems Administrator and Systems Engineer, and have previously worked as a member of Teaching Staff at the Department of Computer Technology at Sebha Higher Institute, Sebha, Libya for 10 years teaching Programming Languages PHP, HTML, CSS, Python, C & C++, C#, Java, Java Script, Systems analysis, Databases, Data Structures, Information Systems.

Currently, I am a lecturer at College of Information Technology, Sebha University and responsible for teaching the following courses: PHP, HTML, CSS, C & C++, Java, Java Script, Systems analysis, Databases.

Consultant with the Informational Development Project (IDP) at Sebha University.

Research examiner at College of Information Technology, Sebha University

Consultant with the Prime Minister's Office in the southern region.

Member of the Scientific Committee, College of Technical Sciences, Ministry of Technical & Vocational Education, State of Libya.

I have a passion for the practical application of technology in the classroom, Human-Computer Interaction and educational software development, with a focus specifically on not just bolting technology onto a classroom setting. I look at my work as a way to help novice programmers to innovate with technology to improve their learning outcomes, leveraging technology as a tool to improve the overall education process.

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EDUCATION

February 2020 – **Doctor of Philosophy**, discipline: Information and communication technologies (ICT)

Central Queensland University, Brisbane, QLD.

- Thesis Title: "Identifying and Solving Issues with Acquiring Skills in Computer Programming for Non-English Speakers"

Nov 2012 – July 2013 **Master of Information Technology**,

Central Queensland University, Gold Coast, QLD

July 2012 – Sep 2012 **Graduate Diploma of Information Technology with Distinction**,

Central Queensland University, Gold Coast, QLD

Feb 2012 – June 2012 **Graduate Certificate in Information Technology**,

Central Queensland University, Gold Coast, QLD

Sep 1994 – Mar 1998 **Higher Diploma in Computer Programming**,

Sebha Higher Institute, Sebha, Libya

TRAINING COURSE

2008 MCP **Microsoft Certified Professional**

2008 MCSA **Microsoft Certified System Administrator**

2008 MCSE **Microsoft Certified System Engineer**

EXPERIENCE

Feb 2022 until now **Lecturer at Sebha University**, Sebha, Libya

Oct 1999-Oct 2009 **Member of Teaching Staff at Department of Computer Technology**, Sebha Higher Institute, Sebha, Libya

Aug 2000 – Feb 2004 **Computer Programmer**, Telecommunications Company, Libya

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RESEARCH PAPER REVIEWS

Expert Reviewer – African Journal of Research in Mathematics, Science and Technology Education

Expert Reviewer – Ministry of Technical & Vocational Education, State of Libya.

EXAM MARKING

COIT20247 Exam Marking T2 2017 CQUniversity

COIS11011 Exam Marking T3 2016 CQUniversity

COIT11226 Exam Marking T3 2014 CQUniversity

EXPERIENCE SKILLS

- Excellent experience **Teaching Programming Languages (more than 10 years)**; PHP, HTML, CSS, Python, C & C++, C#, Java, Java Script, Systems analysis, Databases, Data Structures, Information Systems.
- A polite manner and patience when dealing with non-technical people.
- Excellent communication skills.
- Excellent experience to help, work and dealing with multicultural work environments.

Knowledge, Skills and Abilities:

- Communications Skills (listening, verbal, written)
- Analytical/Research Skills
- Flexibility/Adaptability/Managing Multiple Priorities
- Leadership/Management Skills
- Multicultural Sensitivity/Awareness
- Planning/Organizing
- Problem-Solving/Reasoning/Creativity
- Teamwork

RESEARCH FIELDS OF INTEREST

- Technology Innovations in Learning & Teaching; Innovations in Academic Management

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- Mobile Computing; Ubiquitous Computing; Cloud Computing
- Computational Intelligence :- Pattern Recognition, Artificial Intelligence, Neural Networks
- Cybersecurity in practice, cybersecurity program development and management and cyber risk management

LANGUAGES

Arabic – native language

English – Speak, Read, Listen and Write with high proficiency

CONFERENCES

2-5 February 2016 **Eighteenth Australasian Computing Education Conference - Canberra, Australia**

2 February 2016 **ACE Doctoral Consortium - Australian National University, Canberra, Australia**

30 January - 2 February 2018 **Australasian Computer Science Week (ACSW) Conference - Brisbane, Australia**

3 October 2022 - **Fifth International Conference on Science and Technology, Sebha University, Sebha, Libya**

SYMPOSIUMS

12 - 13 October 2015 **School of Engineering and Technology Research Symposium_ CQUniversity Rockhampton**

7 - 8 April 2016 **National Postgraduate students and higher education (PGSE) Symposium- Bond University Gold Coast.**

2 – 3 November 2016 **School of Engineering and Technology Research Symposium_ CQUniversity Rockhampton.**

21 – 22 November 2017 **School of Engineering and Technology Research Symposium_ CQUniversity Rockhampton.**

PUBLICATIONS

Nnass, I, Cowling, M, & Hadgraft, R 2022, 'identifying the Difficulties of Learning Programming for Non-English Speakers at CQUniversity and Sebha University', Fifth International Conference on Science and Technology, vol. 21, no. 4,

<https://sebhau.edu.ly/journal/index.php/jopas/article/view/2258>

Nnass, I, Cowling, M, & Hadgraft, R 2016, 'Exploring the difficulties of teaching programming to non-native English speakers at an Australian Regional University', *National Postgraduate students and higher education (PGSE) Symposium- Bond University Gold Coast*, <https://postgraduatestudentexperience.com/symposium-posters/>

Nnass, I, Cowling, M, & Hadgraft, R 2018, 'Identifying the Difficulties of Learning Programming for Non-English Speakers at an Australian University and a Libyan University', *Australasian Computer Science Week (ASCW 2018)*, http://acsw.org.au/wp-content/uploads/2018/01/ACSW-2018-Poster_Ibrahim-Nnass.pdf

Referees

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| <ul style="list-style-type: none">▪ Professor Roger Hadgraft, FIEAust
Director, Educational Innovation & Research
Faculty of Engineering & Information Technology
University of Technology Sydney
Broadway, NSW 2007
E-mail: Roger.Hadgraft@uts.edu.au
Phone: +61 2 9514 7482 | <ul style="list-style-type: none">▪ Associate Professor. Michael A. Cowling
Senior Lecturer / Discipline Leader, Mobile Computing & Apps
CQUniversity, School of Engineering and Technology, Brisbane Campus
E-mail: m.cowling@cqu.edu.au
Phone: +61 414 278 515 | <ul style="list-style-type: none">▪ Dr. Michael Li
Senior Lecturer
School of Engineering and Technology
CQUniversity,
Rockhampton, QLD 4701, Australia
E-mail: m.li@cqu.edu.au
Phone: 07 49306337 |
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STATEMENT OF TEACHING

I have been an academic and teacher for more than ten years. In that time I feel that I have demonstrated a passion for learning and for helping others to learn. I feel I am a dedicated,

hardworking teacher and this is evidenced by the positive reaction I receive from students met in the classroom.

From my beginnings as a student in a Bachelor of Information Technology at Sebha Higher Institute, Sebha, Libya, I quickly discovered the joys of teaching. Specifically, the interaction with students and the feeling that you were contributing to the world amazed me, especially when, looking at a student at the beginning and end of term, you could really see how they had learnt from you and now understood an aspect of computing or business better.

I reject the idea of norm-referenced assessment, where students are rated against each other and think that each student should be considered as an individual, and each student should be given the opportunity to pass a class. I feel that given the right preparation, environment, and assessment, the ability to pass or fail should come down to a choice for the student, not a choice by the lecturer.

I strive to build a student-centred learning environment where students are not afraid to take risks and challenge the teacher. I feel that my practical experience in the field shows students that the theory they are learning has a great amount of practical value, and demonstrates the paths they could follow when they leave. Finally, through development of my own lecture and tutorial material, I work diligently to address all three learning styles (visual, auditory, and kinaesthetic) and ensure that every student has an equal opportunity to learn.

STATEMENT OF RESEARCH

Past Research

My PhD research focussed on how to find practical solutions to help novice programmers to understand programming languages effectively and efficiently, with minimal knowledge of English. The most important aspect of this aim is to obtain a better understanding of the challenges of computer programming for non-English speakers, allowing for more appropriate learning strategies and objectives that will improve outcomes for novice programmers. The theoretical framework research is designed based on the literature review and previous research findings. This research study contributed to the field by identifying the issues that have a high impact when non-English speakers learn programming and finding a method to help novices to understand programming languages comprehensively. The outcome of this work provided a practical method to novice programmers in order to improve the learning and understanding of programming.

Future Research

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I hope to expand my research based on experimental results, to help novice programmers to become more effective at debugging, through a guided understanding of error messages and also finding better ways to use any suitable technology that might help novice programmers to learn and understand programming concepts in general.

Then, in order to help non-English speakers to deal effectively with error messages in different programming environments, further focused research should be conducted to follow up the situation of this category of programmers who have difficulties in reading and understanding English language.