

Graduate Teaching Certificate in Comparative Primary Education (GTC-CPE)

كلية الدراسات الإسلامية
College of Islamic Studies
جامعة حمد بن خليفة
HAMAD BIN KHALIFA UNIVERSITY



Graduate Teaching Certificate in Comparative Primary Education (GTC-CPE)

The Graduate Teaching Certificate in Comparative Primary Education (GTC-CPE) offers a pioneering approach to teacher education in the region. This one-year, 18-credit-hour program integrates comparative pedagogical theory and practice, drawing on Eastern, African, and Western traditions, grounded in an Islamic civilizational framework, preparing educators to teach with excellence, cultural sensitivity, and a global perspective.

Through an innovative blend of classroom learning, teaching practice, mentorship, and action research, students develop both the theoretical understanding and the practical skills essential for effective primary education. Graduates emerge as reflective practitioners capable of designing inclusive, research-driven, and developmentally appropriate teaching strategies aligned with Qatar's National Qualifications Framework and international best practices.

Program Focus

This GTC-CPE program combines theoretical knowledge with applied teaching practice. The curriculum focuses on key areas essential for primary educators, including:

- ▶ **Classroom Teaching Practice and Assessment:** Applying comparative frameworks to create inclusive and effective pedagogical practices.
- ▶ **Curriculum Design:** Developing research-based teaching materials with a comparative approach.
- ▶ **Classroom Leadership:** Cultivating effective management strategies for diverse learning settings and learners' needs.
- ▶ **Action Research:** Strengthening empirical action research skills to inform and enhance educational practices.

Graduates of the GTC-CPE may pursue the MA in Comparative Education at HBKU, transferring 6 credits (two courses) toward one of three routes/concentrations: Curriculum Design, Assessment, and Technology; Educational Leadership; or No Concentration.

Key Features of the Program

- ▶ **Comparative Pedagogical Approach:** Encourages the synthesis of Islamic principles with diverse pedagogical models to foster holistic teaching practices and create dynamic and inclusive learning environments.
- ▶ **Alignment with Qatar's Educational Standards:** Ensures curriculum relevance by adhering to Qatar's National Qualifications Framework (NQF) guidelines and national priorities.
- ▶ **Career Relevance:** Designed to meet the growing demand for professionally qualified primary educators capable of addressing both local educational priorities and global challenges.
- ▶ **Hands-On Teaching Experience:** Includes 150 hours of school-based practicum in schools, ensuring direct classroom experience and reflective professional growth.



- ▶ **Flexible Progression:** Provides a clear pathway to the MA in Comparative Education at HBKU through transferable elective credits.
- ▶ **Language of Instruction:** The main instruction language is English.

Curriculum

An 18-credit, one-year graduate certificate taught in English, that comprises:

Four core courses (12 credits)

- ▶ **Learning and Teaching in Primary Schools:** A Comparative Approach
- ▶ **Comparative Leadership for Equitable Education:** Inclusive Environments, SEN, and Classroom Management
- ▶ **Evidence-Informed Practice:** School-Based Inquiry (Primary)
- ▶ **Teaching a Primary School Subject**

A choice of two electives (6 credits) selected from four MA in Comparative Education courses (3 credits each)

- ▶ Child Development, Pedagogy, and Culture
- ▶ Creative Pedagogies: Play, Narrative, Inquiry, and Dialogue
- ▶ Comparative Curriculum Design and Assessment
- ▶ Technology in Teaching and Learning

Core Courses

Code	Credits	Course Title	Description
CED 500	3 credits	Learning and Teaching in Primary Schools: A Comparative Approach	This introductory course provides students with a comprehensive understanding of primary education pedagogy, drawing on local Qatari educational priorities and comparative insights from global systems. Through theoretical exploration and practical application, students learn to design learner-centered, inclusive teaching practices that cater to diverse classroom needs and developmental stages. Key areas of study include comparative learning theories within a multiplex Islamic civilizational worldview, inclusive classroom management, and effective engagement strategies.
CED 513	3 credits	Comparative Leadership for Equitable Education: Inclusive Environments, SEN, and Classroom Management	This course equips educators with practical skills to foster inclusive, equitable, and supportive learning environments through effective leadership, classroom management, and strategies for addressing the needs of learners with Special Educational Needs (SEN). Grounded in al-Ādamiyyah (universal human dignity) and Islamic civilizational principles, alongside global perspectives, the course emphasizes ethical and culturally responsive practices. Students engage in designing and implementing inclusive teaching strategies, managing classroom dynamics, and creating equitable learning spaces rooted in Islamic values and global best practices.
CED 514	3 credits	Evidence-Informed Practice: School-Based Inquiry (Primary)	This two-term course combines a 150-hour teaching practice with School-Based Inquiry (SBI), blending hands-on teaching with structured action research. As the capstone of the Graduate Teaching Certificate in Comparative Primary Education, it builds practical skills, reflective practices, and research expertise. Trainees complete placements in at least two schools, integrating theory and practice through observation, co-teaching, and independent teaching. Emphasizing reflection, collaboration, and mentorship, the course prepares trainees to apply innovative, culturally responsive strategies in diverse settings.
CED 515	3 credits	Teaching a Primary School Subject	This course focuses on developing subject-specific teaching expertise and practical skills in curriculum planning, lesson delivery, and assessment tailored to primary school learners. It develops students' abilities to plan, teach, and assess a broad, culturally rich primary curriculum while fostering a comparative and research-oriented perspective on professional practice. Students critically evaluate and apply diverse pedagogical strategies, enabling them to respond to context-specific educational challenges.

Elective Courses

Code	Credits	Course Title	Description
CED 603	3 credits	Child Development, Pedagogy, and Culture	This course explores child development, pedagogies, and learning environments within cultural contexts, emphasizing the educator's role. It examines key theorists (Islamic, Eastern, Western) and asks how learning, development, and culture intersect. Character development is studied as socio-spiritual etiquette (akhlāq) toward self-realization. Students observe schools, engage in pedagogical activities, and analyze research on human development. The course equips educators, curriculum designers, and leaders with a broad understanding of how pedagogy and learning environments shape development.
CED 604	3 credits	Creative Pedagogies: Play, Narrative, Inquiry, and Dialogue	This course explores four pedagogical approaches—play, narrative, inquiry, and dialogue—to enhance creative teaching methods in real-world settings. These approaches actively engage learners, fostering imagination, creativity, and holistic development, with specific ties to Islamic tradition. The course examines their impact on cognitive, social emotional, physical, and spiritual growth across childhood stages. Students analyze, design, and experiment with pedagogical strategies, engaging in peer evaluations and practical implementation, and ensuring relevance to their teaching contexts and professional development.
CED 606	3 credits	Comparative Curriculum Design and Assessment	This course examines key theories, models, and principles of curriculum design and assessment, emphasizing their impact on pedagogy. Students critically analyze philosophical paradigms, influential factors, and ethical considerations in curriculum innovation. A key component is designing an original curriculum proposal for specific educational settings. The course fosters critical reflection on global education challenges and opportunities, equipping graduates to engage in scholarly debates and contribute to curriculum development while balancing their Islamic worldview with global educational trends.
CED 608	3 credits	Technology in Teaching and Learning	This course examines the role of digital technology in education, exploring its ethical, pedagogical, and systemic impacts. Students critically analyze technology's potential, challenges, and evolving influence on learning and assessment. They trace its development from Islamic civilization to artificial intelligence (AI), exploring philosophical, historical, and contemporary debates. Engaging with empirical research, ethical issues, and hands-on experimentation, students critically assess and design digital learning strategies, blending theory with practical applications in education.

Faculty

Dr. Fella Lahmar	Program Director and Assistant Professor of Education
Dr. Elif Medeni	Assistant Professor of Education
Rayan K. Khalil	Research Fellow and Admin Program

Admission Requirements

Applicants seeking admission to the Graduate Teaching Certificate in Comparative Primary Education should have a bachelor’s degree with a minimum GPA of 2.0 out of 4.0 from any relevant field. Applicants with previous teaching experience are preferred.

Please refer to the following table for a summary of the admission criteria:

Program	Graduate Teaching Certificate in Comparative Primary Education (GTC-CPE)
Required Field of Study	All fields
Language Proficiency	IELTS: 6.5 or TOEFL: 79 Applicants may be exempt from this requirement if they provide an official letter confirming that they obtained their degree from a university where the medium of instruction is English.

Application Requirements

A completed online application form: admissions.hbku.edu.qa

Academic transcripts

Official electronic copies of transcripts should be submitted as part of the online application. Final transcripts and graduation statements are required for all previous university studies. All transcripts submitted should include an explanation of the grading system. Transcripts in languages other than English or Arabic must be accompanied by an official translation.

Standardized test results

Official copies (where required) must be sent directly to HBKU. Please refer to the institutional codes below:

- GRE: 7551
- GMAT: H6S
- TOEFL: 4981
- IELTS: No code required. Students should ask the IELTS center where they tested to send the IELTS TRF to HBKU

Applicants should also submit copies of their test scores with the online application.



Letters of recommendation

Applicants should submit two letters of recommendation, one of which must be from an academic referee. Applicants should include their referees' names and email addresses in the online application. Referees will receive an email requesting them to complete their references.

Personal statement of interest

Applicants should submit a personal statement as part of the online application. The statement should explain why the candidate is applying to the program, and how their studies will contribute to the achievement of their personal objectives, including information about the applicant's research interests and achievements (minimum of 300, maximum of 500 words).

Resume/Curriculum vitae

Applicants should submit a copy of their current resume or curriculum vitae as part of the online application. This should include the following information:

- ▶ Academic Qualifications
- ▶ Academic Awards or Honors
- ▶ Conference Presentation
- ▶ Professional Experience
- ▶ Publications
- ▶ Research Projects

Identification document

Applicants should submit an electronic copy of their passport as part of their online application. Nationals and residents of Qatar should also submit their valid Qatar ID.


Tuition fees


Program	Graduate Certificate in Islamic Psychology and Psychotherapy (GCIPP)
Total Program Tuition Fees	QAR 36,000
Tuition Fees per Credit Hour	QAR 2,000
Total Program Credit Hours	18
Program Duration	1 year

Contact Information


Admission inquiries

admissions.cis@hbku.edu.qa

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