1980

A model curriculum for a Syrian experimental master's degree program in education

Walid A. Hawana
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A MODEL CURRICULUM FOR A SYRIAN EXPERIMENTAL MASTER'S DEGREE PROGRAM IN EDUCATION

Iowa State University PH.D. 1980

A model curriculum for a Syrian experimental master's degree program in education

by

Walid A. Hawana

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CHAPTER I. INTRODUCTION

Syrian Arab Republic, one of the fast-growing countries in the Middle East, is showing an increasing interest in education and educational endeavors. An agricultural country with an area of 185,180 square kilometers and estimated 7,355,000 people in 1975,[1] Syria is emphasizing vocational and technical education to meet the needs of the new generation which is becoming aware of the value of being educated to live a better life. Syria is trying hard to erase illiteracy[2] from rural areas which constitutes more than 60 percent of the inhabited area of Syria.

Today the educational structure in Syria is divided into primary, preparatory, secondary, and higher levels. At all levels education is free. The duration of the primary education program is six years and is compulsory. Preparatory and secondary schools offer a general academic education, while vocational and teacher-training schools offer a technical education. Sharia's schools provide religious education at the same level for a six-year period. Control and administration of all public and religious education on all grades 1-12 levels are centralized in the Ministry of Education; however, the agricultural secondary schools are under the control of the Ministry of Agriculture. The Ministry of Education appoints teachers, administrators, and superintendents; decides on text books and standardized curricula; administers nationwide competitive

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[1]For the sake of comparison, Iowa is 145,790 square kilometers and estimated 2,870,000 people in 1975.

[2]The literacy rate in Syria in 1972 was 60 percent for men and 20 percent for women (16, p. 985).

examinations; plans educational development; and allocates budgets to all educational institutions (17, p. 581).

Higher Education Administration

With establishing the Ministry of Higher Education and Universities in 1966, the Ministry of Education relinquished its authority on schools beyond the high school level.

Today the Ministry of Higher Education and Universities maintains legal control over most institutions of higher education; however, the universities of Damascus, Aleppo and Latakia are autonomous. The administration and direction of each of these universities are the responsibility of its rector, who is appointed by the government and the university council for a three-year term. The university council is composed of the rector, two deputy-rectors, the deans of faculties, three representatives of the National Union of Syrian Students, and one delegate from the Ministry of Higher Education. An overall universities board, known as the Council of Higher Education, which is composed of the minister of higher education, rectors of the universities, deputy-rectors for scientific affairs, deputy-rector for administrative and student affairs of the University of Damascus, a representative of the institutes attached to the Ministry of Higher Education, three vice-ministers of education, planning, and higher education, two representative from the Teacher Federation, three specialists from the ministries of industry, agriculture, and health, two representatives of the Students Union, and one general secretary of the council, is responsible to formulate general policy for

higher education and research in Syria, to coordinate studies and degrees, to nominate professors, and to entertain questions of government financial assistance to each institution (26, p. 4046).

History and Background

There are three universities in Syria: the University of Damascus, the University of Aleppo, and the University of Latakia. The nucleus for what is now the University of Damascus was established with the opening of the medical institute in Damascus in 1903.[1] Prior to the establishment of the medical institute, some Syrian students pursued higher studies in Istanbul, Turkey.

During the Ottoman Rule[2] (which dominated almost all the Arab countries for four centuries), "loyal" students could only be trained for civil service or the army; a very few students were admitted to the Imperial School of Medicine. Some students attended the Syrian Protestant College, known today as the American University of Beirut, while others attended the Jesuit College in Beirut, Lebanon. Although some students attended European universities, especially French, during the period 1919 to 1943, it is not known for certain how many students came to America for academic endeavors. But World War I and II halted the Syrian people's thinking of education and focused mainly on surviving these two tragedies.

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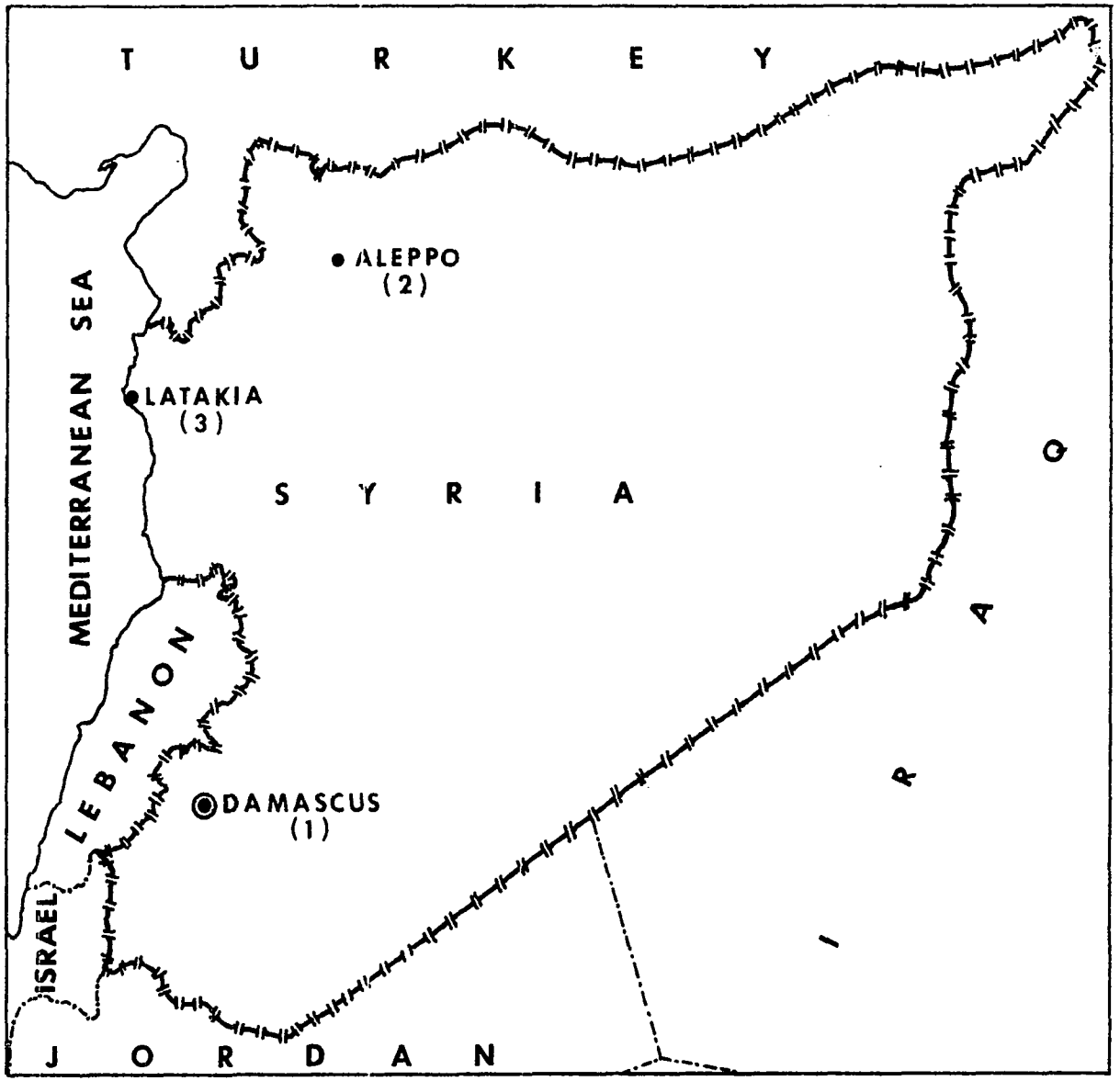
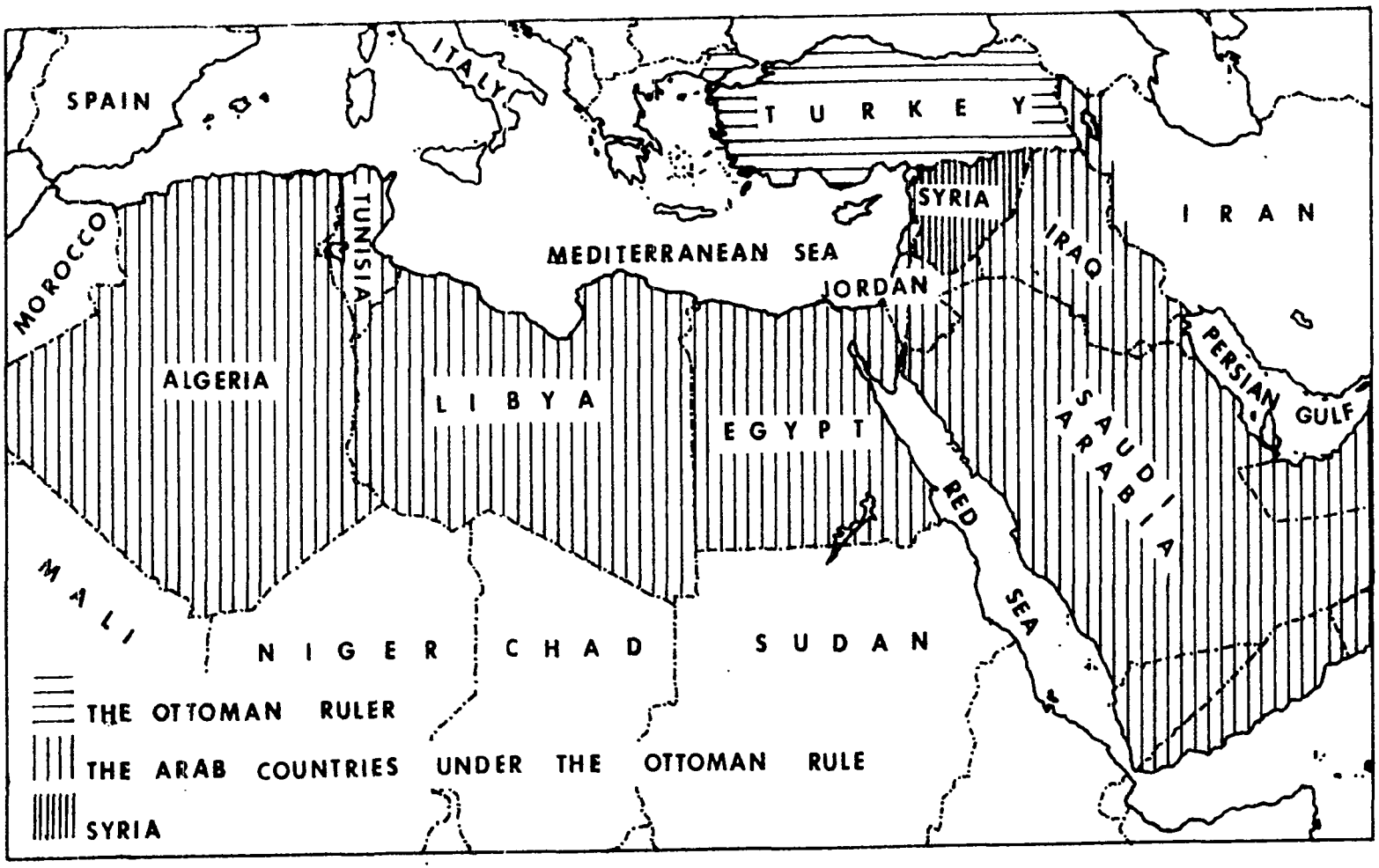
[1] See Map 1, p. 4.

[2] See Map 2, p. 5.



Map 1. Syrian Arab Republic: (1) The University of Damascus, (2) The University of Aleppo, (3) The University of Latakia



Map 2. The Middle East and the Arab World
under the Turkish (Ottoman) rule (1516-1915)

In 1944, Syria gained its independence from France,[1] which had governed that area of the world since 1920, and, consequently, gained full control of its educational system. Since then, the University of Damascus[2] and educational facilities at all levels have expanded rapidly. Subsequently, higher education in Syria became embodied in the three universities and the several higher technical and professional institutes, two teacher training institutes to supply schools with elementary and secondary school teachers, and Petroleum Institute.

The University of Damascus[3]

Presently, the University of Damascus has several faculties, and offers degree programs in engineering, sciences, law, fine arts, letters, medicine, education, Islamic law, agriculture, commerce, dentistry, pharmacy, and mechanical and electrical engineering. The university is witnessing a tremendous increase in the number of students. In 1925, it had no more than 250 students. In 1945, it had 797 students, but the number rose to 44,189 in 1976. Most students are from the neighboring Arab countries, and 21 percent of the students are women. Table 1 shows the student population increase in a ten-year period (13, p. 418).

Graduate programs are centered in the University of Damascus only. Graduates of the University of Aleppo and Latakia may attend the graduate

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[1]After World War I was over, the peace settlement in 1919 put Syria (Syria and Lebanon today) under the French mandate.

[2]It was known as the Syrian University until 1958, but with the unification of Syria and Egypt (1958-1961), the federal government changed the name to the University of Damascus.

[3]See Map 1, p. 4.

Table 1. Development of students in the University of Damascus (1966-1967) - (1975-1976)

Year	Female	Male	Total
1966-1967	4505	22676	27181
1967-1968	4732	22955	27687
1968-1969	5190	24644	29834
1969-1970	5591	25480	31071
1970-1971	5878	25175	31053
1971-1972	7069	28242	35311
1972-1973	7223	29312	36535
1973-1974	8025	30200	38225
1974-1975	9291	32914	42205
1975-1976	10492	33694	44189

school in Damascus. Table 2 shows the development of graduate programs in a ten-year period (13, p. 419).

Table 2. Graduate students at the University of Damascus (1966-1967) - (1975-1976)

Year	Female	Male	Total
1966-1967	450	2300	2750
1967-1968	497	2280	2777
1968-1969	547	2411	2958
1969-1970	549	2547	3096
1970-1971	585	2566	3171
1971-1972	691	1998	3689
1972-1973	756	2889	3645
1973-1974	887	3312	4199
1974-1975	850	3281	4131
1975-1976	982	3276	4258

More than 1200 instructors teach today in the University of Damascus, classified in five categories shown in Table 3. It shows the development of staff members at the University in the same ten-year period (13, p. 420).

Table 3. Staff members at the University of Damascus (1966-1976)

Year	Professor	Assistant professor	Lecturer	Assistant lecturer	Part-time and technical staff	Total
1966-1967	69	43	95	123	60	390
1967-1968	65	48	112	182	51	458
1968-1969	64	60	123	164	78	489
1969-1970	66	64	144	172	87	533
1970-1971	70	86	155	174	96	581
1971-1972	74	100	160	216	117	667
1972-1973	66	84	159	61	136	506
1973-1974	75	78	183	55	149	535
1974-1975	73	95	107	62	151	590
1975-1976	90	107	261	76	202	686

The university has a close contact with other two-year technical schools located in Damascus, the Syrian capital, and home of more than two million people. At the university's faculty of education, teachers for the nation's secondary schools are trained by means of teacher education programs.

In the academic year of 1975-1976, the University of Damascus served 44,189 students from 45 nationalities, thus working toward the achievement of one of its precious goals: Nondiscriminational opportunities in education. But during the academic year of 1976-1977, the university

served 50,566 students from 52 nationalities. Table 4 shows the distribution of students in each faculty for the year 1976-1977 (13, pp. 417-420).

Table 4. The number of students in each faculty (major) in the University of Damascus for the academic year 1976-1977

Faculty	Male	Female	Total
Agriculture	2736	382	3118
Letters	11439	5390	16829
Commerce	3068	1198	4266
Dentistry	845	293	1138
Education	324	116	440
Engineering	3396	539	3935
Fine Arts	414	204	618
Islamic Law	683	306	989
Law	8152	1170	9322
Medicine	2553	599	3152
Pharmacy	496	703	1199
Sciences	3965	1595	5560
Grand total			50566

The University of Damascus is considered the "mother" university to whom other universities and two-year institutes refer for consultation and service. Yet the university's educational resources are poor as compared to those resources found in an average European or American university. Modern teaching apparatus, such as audiovisual aids, are known to the Ministry of Higher Education, but have not yet successfully made their appearance at the Syrian universities (17, p. 581). Furthermore, despite its leading role in education, the library of the University of Damascus contained as little as 103,000 bound volumes, according to a 1975

estimation (16, p. 1001).

The University of Aleppo[1]

The second largest institution of higher education in Syria is the University of Aleppo. It is located in the northern part of the country in the city of Aleppo, whose population is well over 1.5 million. The faculty of engineering and of agriculture became, in 1960, the nucleus for the University of Aleppo. The university was expanded later. In 1975, there were 13,926 students and 431 instructors (16, p. 1001). A comparison between two academic years shows a substantial 200 percent increase in enrollment, and indicates a rapid development of student population per faculty during a three-year period (51, p. 158).

Table 5. Development of student population per faculty in the University of Aleppo

Faculty	1968-1969		1971-1972	
	Male	Female	Male	Female
Engineering	935	62	2532	222
Sciences	426	50	1040	203
Letters	459	286	1792	1021
Medicine	229	23	561	83
Veterinary Medicine	--	--	132	1
Agriculture	356	33	1288	116
Economic Sciences	328	39	720	74
Total	2733	493	8065	1720
Grand total		3226		9785

[1]See Map 1, p. 4.

In addition to its seven faculties, the University of Aleppo oversees four research institutes: Agricultural Research Center, Intermediate School of Medicine, Technical Institute for Agriculture, and Technical Institute for Engineering (26, p. 4045). Unlike other institutions of higher education in Syria, the University of Aleppo uses three languages of instruction: Arabic, English, and French; other institutions in Syria use Arabic as the sole language of instruction. The university's general library contains 93,000 volumes in those three languages (16, p. 1001); however, each faculty has its own library in which bulletins, periodicals, and journals are available. For instance, the Library of Letters embraces roughly a total of 12,000 volumes out of which 7,500 are in Arabic, 3,000 in French, 1,500 in English, and 55 bulletins in different languages (51, p. 150).

The University of Latakia[1]

The third and most recent university in Syria is the University of Latakia.[2] It is located in the city of Latakia, the fastest growing city in northwest Syria, whose population is roughly 750,000. It opened in 1971 with faculties of arts, agriculture, and sciences, and has since added faculties of engineering and medicine. The student population, however, was still as small as 2,153 and there were 50 instructors in 1975.

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[1] See Map 1, p. 4.

[2] It is known also as the University of Tishreen. "Tishreen" in Arabic is the month of October, thus referring to the October War of 1973 between Syria and Israel.

Yet with limited resources and 3,600 bound volumes in the university's library, the University of Latakia operates an agricultural institute and provides programs primarily in the science and technology fields (16, p. 1001).

Admission Requirements

As far as the admission requirements are concerned, all institutions of higher education in Syria admit students who have completed twelve years of study and passed the baccalaureate examination. Students with a baccalaureate specialty in letters may attend faculties of letters, law, commerce, and Islamic Law; while students with a baccalaureate specialty in sciences may attend any faculty they wish, if they have the required grades to enter a specific faculty, and if there still are many openings left (26, p. 4046). But to be eligible for admission to a course of study leading to a master's degree,[1] a student must hold a bachelor's degree with an average of "good"[2] in the senior year (13, p. 23).

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[1]Postgraduate programs in Syria are only offered at the University of Damascus. Programs in other institutions end at the bachelor's level or below.

[2]The grading system at the Syrian higher education institutions is as follows:

Honors	Excellent	Very Good	Good	Fair
more than 90%	80-89%	70-79%	60-69%	50-59%

Vocational and Technical Schools

In addition to the three universities of Syria, there are several two-year institutes. Recently some two-year technical institutes came into existence, increasing the awareness of the importance of, and opportunity for, studying beyond the high school level. Consequently, the number of students in higher education has increased rapidly, and there were 65,000 students in 1974 (26, p. 4043) and about 1,200 instructors (16, p. 1001). All over Syria the need for technical and vocational education is obvious, and thus the rapid development witnessed in higher education is due both to the need for professional and career education and to the increase in university-age population.

Teaching Staff

The teaching staff in Syrian higher education institutions is classified as professors, associate professors, assistant professors, lecturers, and assistant lecturers; however, each university may differ in its own classification from the other.[1] All staff members should be Syrian and should hold at least a postgraduate degree. Researchers and technicians may be exempted from this requirement. The staff are considered civil servants, thus salary is determined according to the government salary scale.

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[1]The University of Damascus has the categories of professor, assistant professor, lecturer, and assistant lecturer, while the University of Aleppo has the categories of professor, associate professor, and lecturer.

The Statement of the Problem

The overall student-instructor ratio in Syrian higher education institutions is 1/54, which is very high compared to other nations of the world, indicating a severe shortage of college teachers. A classroom at the first year of college, in most departments, may have more than one thousand students at one time. The teaching process takes place in a most traditional way: merely lecturing. Individualized instruction has no chance with this larger number of students. The learning process remains largely one of uncritical memorization of long lists of facts; and discussion of the subject matter is almost nil except at the graduate level, or a little bit earlier in a few departments.

It is generally held that the most important years that would help produce good graduate students are the first two years of college, i.e., freshman and sophomore years. The stress on the importance of the first two years of college was recognized in America very early with the establishment of a junior college in the University of Chicago by its president, William Rainey Harper, at the end of the nineteenth century. Because of the importance of this level, qualified teachers should teach the masses of students and not graduate students. Unfortunately in Syria, because qualified teachers are busy teaching at higher levels and conducting research, assistant lecturers are assigned for most of mass teaching. Graduate students more and more are teaching introductory courses in the Syrian institutions of higher education, and experience in teaching at these levels is the sole opportunity that they will have to learn how to teach as future college instructors.

Qualified college teachers are in great demand and short supply. The need to select and prepare able young people for careers as college teachers is urgent. Because of the critical need for teachers, there is no time to start with undergraduate students. There is a need to create a postgraduate program in education, similar to the United States' Master of Arts in Teaching (MAT), to prepare and train more productive college teachers. The program should be intended to solve the shortage problem of college teachers, and not to be an end by itself. Moreover, Syria has a supply of unemployed[1] college graduates who could serve as college teachers if properly trained in pedagogy.

Specifically, the problem of this investigation is to answer the following questions:

1. Which disciplines should be included as required core subjects in a master's degree program in education, the main purpose of which is the preparation of Syrian college teachers?
2. What should be the role of research, thesis writing, and practicum in the preparation of college teachers?
3. Should a "retooling" or "career renewal" be provided for teachers who are not trained in pedagogy and who have obtained their positions as college teachers long ago?
4. What requirements are needed to enter this program?
5. What competencies are expected of college teachers by teaching

[1]Unemployed college graduates are due to heavy concentration of enrollment in the humanities, law, and social sciences to the neglect of engineering, sciences, medicine, and agriculture; the areas in which manpower is most urgently needed.

area?

6. What methods and materials of instruction are needed to achieve these competencies?
7. What criteria should be used for the evaluation of the competencies?
8. What elements of competency-based instruction could be first incorporated into the experimental program?
9. What kind of supervision should be available for future graduates of the program?
10. What elements of the well-established U.S. model for the Master of Arts in Teaching (MAT) could effectively be adopted/adapted for the Syrian culture?

Purposes of the Study

The study was primarily done to achieve three purposes:

1. To develop a model curriculum of an experimental master's degree program in education with emphasis on preparation of the college teacher.
2. To identify the needs of graduate students who are interested in becoming qualified for teaching in college, using proper methods of instruction and interaction with college students in freshman and sophomore years.
3. To test the transportability of the MAT components from the U.S. to the Syrian culture.

Objectives of the Study

In addition to the previous general purposes of this study, there were several objectives:

1. To describe the current curriculum in the college of education in Syria, existing equipment, audio-visuals, library resources, and other educational materials.
2. To identify students' needs.
3. To use ideas of United States experts to identify educational principles that will transfer from one culture to another.
4. To define skills expected of college teachers by teaching area.
5. To set the needed requirements to enter the new program.
6. To define methods and materials of instruction needed for the achievement of these skills.
7. To define criteria that should be used for the evaluation of achievement of these skills.
8. To determine whether or not research, thesis writing, and practicum should be in the proposed program.
9. To outline courses which will follow the recommended strategies to produce qualified college teachers.
10. To propose methods of evaluation for the training program.

Sources of the Data

Three major sources were used to collect data for this study. American experts in curriculum planning and development were asked, by a questionnaire, about the basic international principles of curriculum and instruction that could be transferred from the U.S. to Syria, with some modifications if needed. Another questionnaire was also sent to Syrian students studying in the United States. A final source was the American colleges and universities who offer MAT programs. The reason for this last source was to gain from the experiences of these institutions as much as possible and to integrate them in the new program.

Delimitations

The study was limited, as far as time was concerned, to the academic year 1979-1980. The age and the sex of the respondents were not of any importance to the study. The study was limited to Syrian students who were attending U.S. colleges and universities and had attended Syrian universities prior to coming to this country. But no specific level of education and no specific department were desired. The same was true in selection of American experts where no specific level of education was sought, but professors, associate professors, and assistant professors in curriculum development, teacher education, and faculty development.

The new program proposed to prepare Syrian college teachers was based on competency-based curriculum. The program expects its graduates, however, to carry these competencies:

1. Ability to relate knowledge.

2. Ability to communicate effectively.
3. Ability to counsel students.
4. Analytical capability.
5. Ability to develop learning objectives.
6. Ability to arouse students' interest.
7. Ability to solve problems.
8. Ability to identify students' needs.
9. Ability to motivate students.
10. Ability to develop methods of college teaching.
11. Ability to conduct research projects.
12. Ability to interpret data and results of a study.
13. Ability to form value judgments.
14. Ability to properly evaluate students' achievement.
15. Familiarity with dependable sources of information.
16. Ability to develop the curriculum.

CHAPTER II. LITERATURE REVIEW

The review undertaken here will examine: (1) Syrian graduate education programs; (2) traditional graduate education programs; (3) teaching assistant preparation programs; (4) Master of Arts in Teaching programs; (5) competency-based teacher education; and (6) problems of competency-based teacher education.

Syrian Graduate Education Programs

The Syrian graduate education programs were founded in 1946 with the establishment of the Higher Teachers' College to train the teachers needed for the rapidly expanding secondary school system. The faculty of education at the University of Damascus took the lead among other Syrian universities, emphasizing "advanced study and research" in the following degrees in education: general diploma, special diploma, master, and doctor. Candidates for the general diploma in education were required to hold either a Licentiate of Education,[1] a Licentiate of Letters, a Licentiate of Islamic Law, or a Bachelor of Science degree. After completion of the required courses, one year in duration, the students were then required to undertake practice teaching under the supervision of a staff member.

Students desiring to enroll in the one-year program leading to the special diploma in education are required to have a general diploma with a minimum average of "good", viz., 60-69 percent, upon requesting

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[1]The term "Licentiate" is a French one and means "bachelor's degree" in general; however, some faculties at Syrian universities use "bachelor" instead.

admissions.[1] Unless a student has a special diploma with a minimum average of "good", he may not enroll in the master's program. The following are the core subjects studied in each of these programs (13, pp. 175-79):

General Diploma in Educational Proficiency

1. General Education and Philosophy of Education
2. Comparative Education and Education in the Arab World
3. Methods and Curricula
4. Audio-Visual Aids
5. Teaching Special Subjects
6. Educational Psychology
7. Child and Adolescent Psychology
8. Mental Health
9. Measurement and Evaluation in Education
10. Practice Teaching

Special Diploma in Administration and Supervision

1. School Administration and Supervision
2. Instruction and its Aids
3. Teacher Training
4. Counseling and Educational and Vocational Guidance
5. Learning
6. Research in Education

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[1] See footnote 2 on page 12.

Special Diploma in Methods and Curricula

1. Curricula and Textbooks
2. Instruction and its Aids
3. Educational Planning
4. Foundations of Education
5. Learning
6. Research in Education

Special Diploma in Special Education

1. Education of the Superior Pupil
2. Education of the Backward Pupil
3. Counseling and Educational and Vocational Guidance
4. Psychological and Educational Measurements
5. Learning
6. Research in Education

Special Diploma in Educational Planning

1. Educational Planning
2. Economics of Education
3. Comparative Education
4. Foundations of Education
5. Demography
6. Research in Education

Special Diploma in Kindergartens

1. Kindergartens
2. Developmental Psychology
3. Teaching Methods and Aids in Kindergartens
4. Psychological and Educational Measurements in Kindergartens
5. Learning
6. Research in Education

Master of Education (26, p. 4048)

1. Statistics in Human Sciences
2. Educational Research
3. Systems of Scientific Research in Education and Psychology

In recent years the Ministry of Education in Syria has been deeply concerned with improving quality of education, thus the Ministry has emphasized the following strategies (50, p. 1111):

1. The improvement of teaching standards by inservice training courses, study grants, professional guidance and educational publication.
2. Reform of curricula and courses by bringing them into line with the results of scientific developments and national expansion.
3. Revision of school textbooks and increased use of teaching aids.
4. Reduction in class numbers and greater attention to the pupil as an individual.

Today the general educational trend in Syria aims at increasing the effectiveness of the teaching process. Furthermore, the educational periodicals in Syria all echo the call of the Ministry of Education to

improve the quality of teaching. Table 6 contains the titles of these periodicals and their location and date of initial publication (49, p. 106).

Table 6. The educational periodicals in Syria

Title	Place and date of publication
1. Al-Muallim Al Arabi (The Arab Teacher)	Damascus - 1948
2. Majallat As-Sihha Wat-Talim (Magazine of Hygiene and Teaching)	Damascus - 1950
3. Majallat Al-Fatat Al-Arabiyah (The Arab Girl Magazine)	Damascus - 1954
4. Majallat Kulliat At-Tarbiyah (Magazine of the College of Education)	Damascus - 1955
5. Saout Dar Al-Muallimin (The Voice of the Teachers' School)	Damascus - 1955

As far as thesis writing is concerned, without exception, all Syrian graduate programs include, as a final requirement for the award of the master's degree in education, a written project (26, p. 4048). In addition, practical field training is an integral part of all graduate programs in education, under the supervision of a staff member of a recognized school (26, p. 4047).

Traditional Graduate Education Programs

Traditionally, graduate programs in the United States and in Syria are divided into two stages: the master's degree, and the doctorate degree. Generally speaking, the master's degree programs in education have been regarded as a means to produce teachers for elementary and secondary schools, while the doctorate degree programs have been geared at producing college teachers. The Ph.D. has, for many years, been regarded as almost indispensable in obtaining a position on a university faculty in the United States. This is not yet the case in Syria.

Intensive research into the nature of the American doctorate degree in education has been undertaken by the American Association of Colleges for Teacher Education (Moore, Russel and Ferguson, 31). Moore et al. (31) were mainly concerned with the growing problem of providing institutions of higher education in the United States with qualified teachers. Robertson and Sistler (38) replicated the study and reported on the following: comparisons between Ed.D. and Ph.D. programs; profile of admissions requirements; profile of curricula requirements; related conditions such as recruitment, housing, financing covering scholarships, assistantships, fellowships, and internships; and dropout factors. Only the findings related to the core subjects were examined in this study. Table 7 illustrates the top ten disciplines ranked by requirement frequency by the institutions surveyed in both studies (38, p. 47).

After examining several programs of various levels, viz., doctoral programs, master's of art in teaching programs, and teaching assistant preparation programs, it was clear that an important course is frequently

Table 7. Core subjects required by selected American doctorate programs in education, by percent

Subjects	Moore et al. (31) institutions	Robertson and Sistler (38) institutions	All institutions
	%	%	%
Educational Research	68.7	76.7	70.8
Educational Statistics	62.7	76.7	63.4
Educational Psychology	53.1	56.7	54.0
Philosophy of Education	48.2	56.7	50.4
History of Education	43.4	53.3	46.0
Administration and Supervision	21.7	26.7	23.0
Educational Sociology	18.1	20.0	18.6
Guidance and Counseling	15.7	13.3	15.0
Curriculum	9.6	13.3	10.6
Foundations of Education	6.0	13.3	8.0

offered under different titles from one institution to another. For example, "Instructional Technology" was frequently mentioned as "college teaching," "teaching methods," "teaching strategies," and also as "techniques of instruction"; however, other titles may have occurred in catalogs of other institutions (American Association of State Colleges and Universities, 1; Dressel and DeLisle, 14; Heiss, 21).

Theoretical courses were also emphasized, such as Educational Psychology, The Profession of Teaching, and The History and Sociology of Higher Education (AASCU, 1; Dressel and DeLisle, 14; Anderson, 2). Not much emphasis was placed on Research Methodology, apparently because research was not thought to be of great importance in helping to prepare

college teachers (AASCU, 1; Dressel and DeLisle, 14; Heiss, 21).

The role of research

According to Stratemeyer (48), who emphasized teaching techniques rather than research techniques, a teacher must, nonetheless, possess the research potentials in order for him to understand, and help others understand, a specific application of any research in his field. He says (48, p. 275):

> Good teaching necessarily includes some research activity, but technical research is not its central purpose. The teacher . . . seeks knowledge of the findings of research, discovers relationships among those findings, subjects them to critical analysis, and through skillful interpretation helps others and himself to understand their implications for use in life situations.

In supporting Stratemeyer's view regarding the status of research in preparation of college teachers' programs, Heiss asserts (21, p. 238):

> The programs for college teachers should be designed for synthesizers and disseminators of research rather than for researchers per se.

Going beyond the statements of Stratemeyer (48) and Heiss (21), the Council of Graduate Schools in the United States (12) stated that research abilities should be processed by the college teacher in order to provide for personal scholarship reflected in publications and participation in educational societies and organizations. However, the college teacher's main concern should be the application of research of the teaching-learning process (12, p. 10).

The Committee on Graduate Studies of the American Association of State Colleges and Universities (1) emphasized applied research and problem-solving approaches related to teaching and curriculum, instead of

the discovery of new knowledge.

The role of thesis writing

Generally, a thesis is regarded as a piece of work, done by a graduate student, whether at the master or doctorate level, to show his/her capabilities in conducting basic research in specific problems, and to add new concepts to the existing body of knowledge in the field. However, Berelson (5) adds to this general idea that the first criterion to evaluate a thesis should be "whether it contributed to the student's knowledge, not the world's (5, p. 174)." According to Dressel and DeLisle (14), the research project for the future college teacher should: (a) be based on the discipline the prospective college teacher should be teaching upon graduation; (b) have relevance to undergraduate teaching; and (c) be limited in scope. The research project should reflect knowledge of teaching and curriculum relative to one's area of concentration. Dressel and DeLisle indicated what the ideal research project for a future college teacher would be (14, pp. 86-87):

> The ideal would be an independent scholarly investigation and a written report which demonstrates a synthesis of the discipline and the professional experiences in courses, seminars, and internship.

Similarly, the Council of Graduate Schools in the United States (11) indicated that a suitable thesis for a prospective college teacher should take the form of independent investigation concerned with teaching problems relevant to the individual's area of concentration.

The role of practicum

The practicum in college teaching is generally conducted as either a supervised teaching practice or a teaching assistantship. Today the problem of the lack of training for college teaching is clearer than ever, especially when one realizes that teaching assistants are more and more teaching the beginning courses in universities. The experience of the majority of them is the only opportunity they will have to learn how to teach. Furthermore, Stockdale and Wochok indicated how poorly the graduate students were prepared as college teachers (47, p. 85):

> Universities generally are credited with doing a good job in training graduate students in research, but it is difficult to find someone who will assert that universities are doing a good job in the training and preparation of teachers. Indeed, the American college teacher is the only high level professional person who enters his career with little or no practice and experience in using the tools of his profession.

According to Berelson (5), the teaching experience gained in graduate school is not enough to qualify a prospective college teacher to perform his role properly; it is neither sufficiently planned nor supervised. Teaching toward objectives is more efficient and demands less time than teaching by a broad disseminations of knowledge, the approach which almost all teaching assistants follow.

The Council of Graduate Schools in the United States (11) was aware that teaching assistant programs were not sufficient, and, consequently, established guidelines to prevent their shortcomings (11, p. 78):

> The internship will normally be held for one year and it will be supervised, criticized and evaluated by experienced faculty members and reinforced by relevant course work in teaching methods which are applicable to the student's particularly discipline.

Heiss (21) stated that since teaching behavior could be analyzed, modified, and improved, therefore, the practicum should be organized in such a way as to observe, analyze, and evaluate different teaching styles, and then evaluate their success in providing better teaching learning atmosphere, the main criteria of which would be student achievement.

Focusing on the importance of teaching experience for prospective college teachers, the American Association of State Colleges and Universities (1) stated that under no circumstances should teaching experience be completely omitted from any program. Supporting the previous views related to the importance of teaching experience, Stratemeyer (48, p. 273) had mentioned as early as 1956 that

> The college student learns what he experiences. . . . Whether the student's experiences are fully educative depends in no small measure upon the degree to which his college teachers in their own teaching exemplify sound educational principles. . . . The actual experiences which students have under the guidance of their teachers play a significant part in determining their convictions and practices.

Furthermore, Dressel and DeLisle (14) justified the inclusion of a practicum in programs of teacher education (14, pp. 46-47) because

> Since students learn mainly what they practice, the teaching method selected should give practice in the kinds of activities . . . the prospective college teacher needs practice in all varieties of methodology during the pre-service preparation, doing all the kinds of things that college teachers do in their particular discipline.

The importance of experiencing sound educational practices by students was greatly stressed by Lindquist. Students experience these practices, and live to their educational principles by copying their teachers (28, p. 3):

> The roots of college teaching lie in undergraduate school.

> . . . The tree which springs from that base is a replica of what the professor experienced as a student, the experience of a particular subject taught a particular way. . . . There are other trees in postsecondary education, . . . but they are overshadowed by the forest of traditional teaching.

So much has been introduced concerning the traditional doctoral programs in education that another view on teaching assistant training programs may help in understanding why United States college teaching today does not equal that of research produced at institutions of higher education in the United States.

Teaching Assistant Preparation Programs

Almost all colleges and universities in the United States have some kind of teaching assistant programs, aiming to provide college teaching experience for the inexperienced graduate students. Usually the employment of teaching assistants is geared toward providing basic introductory courses, or slightly more advanced ones. Also, some universities, especially major ones, offer some seminars, or the like, for their teaching assistants in order to equip them with basic teaching skills. Halliburton indicates that schools, where teaching assistants are working, generally show the following deficiencies (18, pp. 7-8):

1. Few clearly articulated policies concerning the role of TAs,
2. Little orientation, either on the university, division, or departmental level
3. Little preservice preparation or in-service assistance
4. Few opportunities to collaborate in the design of courses, sections, or labs
5. Little guidance in test construction or grading

6. Little exposure to current concepts about learning or the effectiveness of teaching methods

7. No supervision of teaching, advising, or grading

8. No regular visitation by faculty or peers

9. Little guidance through swampy areas such as student cheating or plagiarism

10. Little preparation for the transition from TA to faculty member

11. No channels through which to seek assistance to air academic grievances or to exercise political leverage

12. No handbook or materials on teaching techniques, instructional resources, and other practical matters.

A quick look at some of these programs shows how limited and narrow in scope they are, especially in providing experience for college teaching, as compared with professional teacher education programs.

In the academic year of 1975-76, Indiana University outlined five basic approaches to train teaching assistants (25): orientation prior to the term; courses through the term; ongoing supervision; classroom visitation; and, programs conducted by extradepartmental organizations. The program included a description of all the freshman courses offered by the department: microteaching sessions, test construction and grading, observation of each trainee by a more advanced teacher, a written evaluation of each student, and follow-up supervision by a faculty member. The courses offered throughout the program covered educational theory, Fortran computer language, and tutelage opportunities for slow students.

Northwestern University (32) which does not provide any formal teaching assistant program, has teaching assistants who teach, run laboratoties, proctor examinations, and serve as learning consultants. Their

knowledge and experience in college teaching comes from a seminar offered to all graduate students in college teaching. "It explores the history of higher education and the purposes and techniques of teaching and learning; it also includes micro-teaching sessions."

Perhaps the most expensive teaching assistant program in the United States is that of the University of California. With a budget of $472,000 in 1978, the program covered techniques for leading discussions employing videotapes of classroom performance; seminars on higher education; using published materials collected by the Teaching Resources Center of the University; and attending a campus orientation on the humanities and social sciences, laboratory teaching, science and mathematics, and foreign languages. The university also offers two workshops on teaching skills every quarter (19, pp. 54-55).

Training programs for teaching assistants at the University of Massachusetts (53) are developed and operated individually by their related departments. However, the only university-wide program is the orientation program through the university Center for Instructional Resources and Improvement. A typical departmental training program includes "meetings, videotaping of classroom performance, review of evaluation data, and special workshops."

The Harvard-Danforth Center for Teaching and Learning, which was established in 1975, offers a variety of programs which include: videotaped practice teaching, microteaching, and workshops. Another project which takes place in the university over a five-week period examines innovative methods of teaching history. In addition, the Harvard Center works

closely with the Video Center of the university which permits teaching assistants "to practice lectures before a camera, to view tapes on teaching problems and skills, and to participate in microteaching" (19, pp. 56-57).

At Stanford University (45), the teaching assistants in the Department of English prepares themselves by taking courses in pedagogy and in teaching composition. However, each department deals with its teaching assistants in a different way. A $246,000 grant from the Danforth Foundation in 1975 enabled the university to create a Center for Teaching and Learning. The Center organizes workshops on practical topics relevant to teaching assistants' preparation, such as: How to Give a Lecture, Differences and Similarities in Teaching the Sciences and Humanities, Grading--The Agony and Equity, and High Anxiety--Coping with Graduate Student Life.

However, the most elaborate program of teaching assistant preparation was developed at the University of Michigan during the period 1967-71 (47, p. 88). The program involved the departments of Botany, History, Philosophy, Physics, and Psychology. It had three objectives (47, p. 89):

1. The development of a coordinated multi-departmental plan for training college instructors
2. The elevation of the status and image of the teaching assistant to a level consistent with the maturity and responsibility attendant to the role
3. The development of reliable procedures and instruments for evaluating the effectiveness of teaching activities and the training programs.

The new teacher has to develop, with the help of the training process and under the supervision of an experienced faculty member, a rationale for

decisions about any course content in his field and its hierarchical organization.

From this short review of the teaching assistant training programs at some of the major universities, it can simply be stated that a qualified college teacher could not be prepared by means of teaching assistant programs alone, since all programs surveyed provide little information concerning pedagogy. Even when pedagogical techniques are offered, they are not, timewise, enough to qualify and equip the new teacher to become an effective teacher. Students at the freshman and sophomore years, moreover, do not need semiqualified teachers, with little or no experience in college teaching nor in the understanding of human development, but rather they need experienced teachers in order to equip them with the proper "tools" in their fields, and in order to become able graduate students.

Master of Arts in Teaching Programs (MAT)

Many colleges and universities today are offering teacher education programs, especially for elementary or secondary levels, but very few MAT programs are concerned with producing college teachers. The master's degree is generally looked upon as a secondary school "teaching license", while the doctorate degree is regarded as the "teaching license" in colleges and universities. However, some MAT programs are designed to produce college teachers.

In the Fall of 1960, the University of Chicago, one of the pioneers in the Master of Arts in teaching programs, enrolled the first student

in its program. Originally conceived as a way to prepare K-12 teachers, the concept soon was adapted to prepare college instructors. The basic premises of the MAT program were (4, pp. 113-15):

1. Effective teaching requires not only the possession of a substantial body of knowledge in the subject taught, but also an understanding of the methods of inquiry through which knowledge is discovered, tested, revised, and extended

2. The practice of teaching can be engaged in on a professional level only when the teacher had developed productive ways of thinking about the learning process.

3. Proficiency in the arts of teaching is most likely to develop when there is extended opportunity for observation of skilled practitioners, . . . and analysis of the observations and experience in the light both of the particular discipline and of different philosophies of education and theories of learning.

Beck concluded that education is not the sole concern of a single department, but rather it depends on a variety of disciplines for new ideas. "It is a fruitless task to try to determine which portion of the education of teachers belongs to the education department and which belongs to the academic tradition" (4, p. 120). Therefore, teacher education is an invitation to inquiry that embraces a number of disciplines.

Today, the University of Chicago offers several MAT programs in teaching English, French, German, Russian, Spanish, geography, history, mathematics, science, and social sciences. The duration of each of these programs is five consecutive quarters, during which the following interrelated components are studied and experienced: (1) the subject matter which the student plans to teach upon graduation, (2) theories of education, and (3) a practicum.

The MAT program for the preparation of secondary school teachers at

Rice University is, relatively speaking, a comprehensive program (37, pp. 148-50). The enrolled students are given introductory courses in education under the guidance of master teachers and university faculty. Moreover, the students are offered courses in educational theory, teaching strategies, educational objectives, and evaluation. Supervised teaching internship for one semester in a cooperating public school system and practicum in simulated sessions are greatly stressed for a full semester of graduate study in the subject matter. However, the practicum is more supervised, during which teachers are to design and implement the courses for teaching and for evaluation. The MAT program of study at Rice University consists of: (1) Seminar in Teaching (for health and physical education, English, social sciences, and foreign languages majors); (2) Historical and Philosophical Foundations of Education; (3) Human Development: The Psychology of Human Learning; (4) Seminar in Teaching: Media Techniques; (5) Principles of Teaching; and (6) Seminar in Innovative Teaching.

The MAT program at the School for International Training in Vermont is a twelve-month program for teaching languages: English to non-English speakers, French, Spanish, and Bilingual Bicultural Education (BBE). The program functions as follows: In the Fall term, a fifteen-week period of course work is spent on introducing and exploring theories, issues, ideas, and information essential to developing an approach to subject-matter teaching. In the Winter term, a six- to ten-week period of internship is provided, during which methods and techniques of subject-matter teaching are developed experientially under the supervision of staff

members. Also, in the Spring term, ten weeks of course work are spent again on the subject matter. And in the Summer term, students with a double major, such as English and French together, have a second teaching internship. Students with single concentration, however, must work independently on a final professional paper (44, pp. 16-19).

At Cornell University, the MAT program offers students course work in agriculture, English, and home economics. During a three-semester period students are required to demonstrate a skill in teaching the subject matter in a supervised field experience (10, pp. 13-14).

At Purchase, New York, the Manhattanville College offers a MAT program during a period of time ranging from three to nine semesters. The student must take, however, 34 credits distributed as: (1) sixteen credits in major subjects, (2) ten credits in professional study of education, and (3) eight credits in student teaching or internship (29, pp. 30-31).

The Wayne State University MAT program is virtually covered when students finish a minimum of 60 credits in three areas of study: subject matter, professional education, and internship. The internship period, however, has been given more emphasis than the other two areas of study. Although a student may take up to 75 credits, yet the major bulk of which might be in internship, thus putting more emphasis on the practical side of the program. The areas of concentration offered in the program are: elementary education, English, mathematics, sciences, social studies, vocational and applied arts (54, p. 65).

A similar program to Wayne State's is the MAT program offered at the

State University of New York at Binghamton, though it demands fewer credit hours. A minimum of 36 semester credit hours should be completed as a whole, out of which a minimum of 16 credits must be spent in professional study in education. Four credits have to be spent in practice teaching. The other remaining credits are concentrated in graduate level work in the intended field of teaching, i.e., the subject matter (46, p. 218).

The last MAT program to be mentioned here is the Roosevelt University program. A balance is made between the number of semester credits offered as course work, and the number of semester credits of practicum that the student has to experience. After a student finishes 33 hours in "Early Childhood Education," he will experience another 33 hours in elementary school teaching (39, pp. 61-66).

In 1973, a research completed at the University of Southern California had focused on developing a Brazilian experimental master's degree program in education, with emphasis on preparation of college teachers (33). The findings of the research were:

1. The model curriculum included the following core subjects: Studies of Brazilian Problems; Behavioral and Psychological Aspects of Teaching; Humanistic and Social Aspects of Teaching; The Teaching Process; and Procedures of Investigation and Report

2. The role of research was considered to be one of support for the college teacher's functions represented by his abilities to criticize, interpret, apply, and eventually carry out investigations. The role of thesis writing was considered to be that of an opportunity for students to demonstrate ability to interpret and organize knowledge as well as training and potential for future scholarly work. The practicum role was considered to constitute the opportunity for students to demonstrate teaching competencies in real or simulated classroom situations.

3. In its first phase of implementation, the model adapted

only the basic characteristics of competency-based instruction: statement of objectives in behavioral terms.

Aiming to improve instruction in Malaysia, an issue which exhausted all possible alternatives in many countries, a research was undertaken at Southern Illinois University at Carbondale. Ibrahim (24) had two purposes for his study concerning instructional supervision. First, to determine what instructional supervisory competencies are most important in order to improve instruction; and second, to determine which of these competencies are most needed for inservice education for Malaysian teachers.

Competency-Based Teacher Education

During the past decades, teacher education has been characterized with many projects, demonstrations, and innovations. In fact, many colleges and universities have adopted educational programs, aiming to prepare academically and pedagogically, teachers for the various levels of teaching. Teaching certification became a medium to enter the field; consequently, mere experience was diminishing as a basis for entering the teaching profession (Sarason et al., 42; Borrowman, 6; Rosner, 41; Cooper and Weber, 9; Peter, 35). Knowledge of methods of teaching, understanding of human development, knowledge of the subject matter, and appreciation of human relations became the basis for a better teaching-learning atmosphere. However, to get prepared in these and other relevant areas, the prospective teacher needs to enroll in a program offering such an opportunity to become a well-equipped and methodological teacher. An example of such programs is the competency-based teacher education program

in which, and probably for the first time, teachers are held accountable for achieving specific objectives while performing specified teaching behaviors.

The use of competency-based criteria for teacher preparation programs holds students and, ultimately, teachers accountable for the realization of these criteria, based on acquired knowledge, demonstrated performance, and predictable products. Professional licensure to teach is based on demonstrated competencies defined in terms of the previous criteria. Generally, competency-based criteria are known, and in fact traditional, in many professions like medicine, dentistry, and architecture, where proof of possessing knowledge is not alone accepted without demonstration of mastery of specific professional skills (35, p. 7).

Competence is ordinarily defined as the possession of some professional abilities; in education it includes both "the ability to perform specific teaching functions, and the ability to demonstrate acquired knowledge and higher level conceptualizations" (35, p. 8). According to Houston and Howsam, there are two characteristics essential to the concept of competency-based instruction (22, p. 4):

> First, precise learning objectives--defined in behavioral and assessable terms--must be known to learner and teacher alike. . . . The second essential characteristic is accountability.

Other aspects of competency-based programs are the following: (a) personalization or individualization. It has emerged from the student self-paced concept, but does not imply that "instruction should be oriented toward independent activities." Group and man instructional processes, in some cases, may be the most effective and efficient options; (b) criterion referenced evaluation or accountability, where the learner's

achievement is compared with the stated objectives and the specified criteria, not with the achievement of other students in the classroom; (c) shifting the emphasis "from the teacher and the teaching process to the learner and the learning process." Whereas, in the traditional curriculum the learning experiences are chosen according to the teacher's preferences or needs, in competency-based instruction the learning experiences represent a means to accomplish the student's needs and objectives (22, pp. 4-5).

Furthermore, while in a traditional program, time is held constant and achievement varies, in a competency-based program, achievement is held constant and time varies. This ensures that no student will graduate without really mastering the objectives set for his future career, no matter how much time he or she may spend in a given program. Therefore, while traditional programs emphasize entrance requirements, competency-based programs place heavy emphasis on exit requirements (22, p. 9). Competency-based programs tend to be more field oriented than traditional programs; consequently, students spend a great deal of time in actual teaching, while students in traditional programs usually spend their time in college classrooms (55, p. 60).

Studies employing observations of teacher performance by experienced supervisory personnel indicate the irrelevancy of teacher training in traditional programs (35, p. 5).

On the basis of the assumption that the most important role of teachers is to create and promote useful changes in students, Popham (36) published the results of a study of teaching skills in which he employed 57

teachers and 57 nonteachers to teach social science, automechanics, and electronics to 2,326 students. Popham found that there was no significant difference between the outcomes achieved by students taught by certificated teachers and noncertificated teachers.

In spite of the increased interest in teaching toward acquiring specific competencies and achieving specific objectives (Peck and Brown, 34; Houston and Howsam, 22; Schmieder, 43; Peter, 35), there is no solid foundation for research into teacher preparation, because of the lack of a sufficient body of empirical observation and the lack of a single defensible theoretical framework. Consequently, most competencies stated in model teacher education programs, according to Rosenshine and Furst (40), "represent 'expert opinion' derived from experience and from interpretations of the results of descriptive studies of classroom teaching" (p. 39). However, one basic element of competency-based education has received positive feedback from the findings of empirical studies. "Training procedures which focused on denotable, specific behaviors were more effective than traditional methods courses in changing teacher behavior" (40, p. 38).

Howsam and Houston (22), and Weber and Rathbone (55) stated the importance of providing explicit objectives in teacher education programs. Such programs should make explicit what the certified teacher is able to do. Thus, the teacher's credentials in a competency-based program do not include grades, letters of reference, or check lists on personal interaction skills. Instead, they include "a listing of the competencies he has demonstrated and a comparison of these with the expected competencies"

that have to be achieved (22, p. 8).

Cooper and Weber (9) have attempted to define the criteria that have to be used in order to determine the level of achievement of the competencies. The criteria were three: (1) knowledge criteria, which are to be used to assess the cognitive understandings of the student; (2) performance criteria, which are to be used to assess the teaching behaviors of the student; and (3) consequence criteria, which are to be used to assess the student's teaching effectiveness by examining his students' intellectual growth (p. 15).

From this review of the importance and benefits of the competency-based teacher education programs, it could be stated that competency-based education, probably, is the solution to the press for accountability demanded by society in general. John Dewey expressed his sentiment well when he said that if any professional should ever be held accountable, the teacher should be.

Problems of Competency-Based Teacher Education

Competency-based education generally is not immune from problems which require attention by teacher educators. Some of these problems were reported by Broudy (7), Elam (15), Massanari (30), Houston and Howsam (22), and Paixão (33). From the philosophic side, competency-based instruction may focus on specific teaching behaviors at the expense of a comprehensive getaltic approach to teaching. From the assessment side, questions may rise: Is it possible for an evaluator or a senior teacher to evaluate the competencies in the affective domain as effectively as in the

cognitive and psychomotor domains? Another question arises concerning the proper procedures and instruments that ought to be used to evaluate the attainment of the teaching competencies. Furthermore, how could educators set up minimum criteria for teaching competencies? The practicum period is far from being a real situation; therefore, evaluation on the basis of proper teaching behaviors during the practicum may not be indicative of the teaching behaviors in a real teaching situation.

On the other hand, teacher educators share a real fear that a competency-based program may produce a single-track system of ordered learning experiences. Many express fear that such a program will isolate students from each other and from professors. Last, there is strong institutional resistance to any change in the patterns, from administrators and teachers as well (22, pp. 46-54).

Summary

In this chapter an attempt was made to gather data for the treatment of the research problem and for the design of its proposed model curriculum to prepare college teachers in Syria. With these objectives in mind, the Syrian graduate education programs were reviewed. It was very important to understand what type of graduate programs were offered in Syria in order to design the new program congruent with the existing system. The credit system was completely different in Syria from that of the United States. In Syria, thesis writing was found to be a final requirement for the award of master's degree in education. Improving instruction was greatly stressed at all levels of education in Syria, though little

attention was provided to practicum and practice teaching.

The American system of graduate education was also reviewed with the main focus being on the role of research, practica, and thesis writing in the preparation of college teachers. It seemed that research was the main concern of many of the institutions, although the traditional triology of the faculty member is "Teaching, Research, Service." Practica were considered necessary to provide basic teaching experience for the new college teacher, while thesis requirement was seen as mandatory only at the doctoral level. Furthermore, courses such as "Educational Research", "Educational Statistics", "Educational Psychology", and "Philosophy of Education" seemed to be common courses among most graduate programs in education. Teaching assistant programs were generally considered unsatisfactory in preparing college teachers because they do not provide enough information and skills in pedagogy. A review of selected teaching assistant preparation programs indicated that most had little or no effect on the subsequent methodology of teaching assistants used in teaching college students.

Master of Arts in teaching programs were thought to be a tool to prepare secondary school teachers; however, some programs were geared toward preparing college teachers. Examples were cited of different types of programs in selected institutions of higher education in the United States. Furthermore, competency-based teacher education was examined with the discovery that realization of specific teaching-learning objectives by teachers and learners was an important part of competency-based programs. Exit requirements were found to be stressed while the grading

system was not considered particularly important in this kind of program. The problems of competency-based programs appeared to be related to assessment difficulties and to the fear of students' isolation from each other and from professors. Some difficulties may also arise when trying to introduce the concept of competency-based programs while maintaining other existing traditional programs.

CHAPTER III. METHODS AND PROCEDURES

The problem of this study was to investigate the methodological background of the Syrian education at the college level, and secure opinions of Syrian students studying in the United States concerning preparation of college teachers through a master's degree program in education. The students surveyed were previously employed as assistant lecturers or were former students at one of the three Syrian universities, viz., the University of Damascus, The University of Aleppo, and the University of Latakia.

Another group utilized as a resource group was a random sample of fifty American experts in building and development of curricula. Their contributions were of great value in shaping the proposed program.

This chapter describes the methods and procedures that were used to gather and analyze the data required for the study. It was divided into five parts: (1) Selection of the Sample, (2) Description of the Instruments, (3) Construction of the Instruments, (4) Collection of the Data, and (5) Treatment of the Data.

Selection of the Samples

Since it was not possible to survey the complete population of Syrian college students in the United States, a judgment sample of one hundred students was surveyed out of the long list of names furnished by the Syrian embassy in Washington, D.C. Long-distance phone calls were made to many Syrian students in the United States, explaining the nature of

the research, and asking them whether or not they were ready to participate in responding to the questionnaire. Though many of them turned the researcher down, many others accepted to take part in this process. The Syrian students in the United States, however, were asked whether or not they attended any of the Syrian universities; only those who had been in Syrian universities before were to answer the questionnaire. Moreover, there was no specific level or department required, rather, the survey included graduates and undergraduates of any department.

Description of the Instruments

Two instruments were used in collecting the data for this study (see the Appendix). The first instrument, the American scholars' questionnaire, consisted of twenty-one questions concerning establishing a program to prepare college teachers in Syria. The questions were related to admissions requirements; transferring educational principles from the United States to another culture; identifying elements of the United States MAT programs that could be adopted/adapted for Syria; identifying elements of CBI to be incorporated in the program; identifying courses and academic preparation; identifying the five most important competencies that a college teacher should possess; identifying materials, activities, and methods of instruction; identifying criteria of evaluation; identifying methods of supervision; and suggesting courses for inservice education.

The second instrument was the questionnaire for the Syrian students studying in the United States. It consisted of sixteen questions which

sought personal information; students' opinions concerning establishing a program for preparation of college teachers; students' opinions concerning various methods of college teaching; ideas concerning their previous Syrian institutions and their academic facilities; and the nature of the past relationship between the students and their Syrian instructors in Syria.

For recommendations and suggestions from both groups, spaces were provided throughout both questionnaires for personal views and experiences. Several respondents from each survey group used these blanks to report extensive suggestions for improving higher education.

Construction of the Instruments

One of the basic assumptions underlying this study was that Syrian college students in the United States were able to identify their academic needs because their previous experience as students in Syrian institutions allows them to review and evaluate the problem of teaching and learning in these institutions. Because of their previous experiences, it was also decided that their judgment should be adequate in order to help build the new master's degree program in education. The first section of the students' questionnaire sought personal information; the next section sought suggestions for the proposed program; and the last section sought furnishing the researcher with their views of the academic facilities at the Syrian universities (see the Appendix).

As far as the questionnaire of the American scholars was concerned, it was assumed that their ideas and suggestions concerning building the

new program may be of a great value, since their experiences in the same field, viz., curriculum building, were numerous and beneficial. A survey of a sample of American institutions that offered similar programs, also was used to form questions concerning type of courses to be offered in the new program, methods of evaluation, and program components (see the Appendix).

Collection of the Data

One hundred Syrian students were selected in the United States and fifty-two American scholars were also selected from American universities campuses. It was decided that mailed questionnaires serve as the best means of obtaining information for this study. Letters were mailed to the American scholars explaining to them the nature of the study, and requesting their help and participation in it (see the Appendix). A short memo was printed on the first page of the students' questionnaire explaining the study and asking for their participation as well. The data collected from the respondents provided a more current and complete background of information pertinent to college teacher preparation program, viz., preservice and inservice education.

Treatment of the Data

After the collection of the data, tables were constructed for each question of the American scholars' questionnaire and for most of the questions in the students' questionnaire. Tabulation of responses were reported in counts and in percentage of the number of respondents.

Other untabulated responses were not seen necessary to tabulate since they were mere yes-no answers; thus, they were reported in essay type.

CHAPTER IV. FINDINGS

The field research used two instruments in order to create some background for building a master's degree program to prepare college teachers in Syria. The American scholars questionnaire was mailed in December 15, 1979, and the Syrian students questionnaire was mailed in January 15, 1980. Follow-up letters were sent after three weeks of the initial mailing dates of both questionnaires. The answered questions, and the various types of suggestions and comments of the American scholars and the Syrian students in the United States were tabulated. Each question of the two questionnaires was treated and reported individually in their order of appearance in the forms.

The American Scholars Questionnaire

The questionnaire was sent to fifty-two American scholars, of whom only thirty-four responded. Some responded to all questions while some skipped one or two of them. Table 8, however, describes the number of returns by area of the United States. Two questions were asked concerning admission requirements into the experimental program. Twenty-one respondents decided that a student must possess a bachelor's degree and have previous teaching experience, while ten others were satisfied with possession of a bachelor's degree. Only three respondents, however, said otherwise, suggesting competence in the area of interest, and knowledge of pedagogy. On the other hand, some twenty respondents decided that to enter the experimental program, a student needs to pass an achievement

Table 8. Returns of the American scholars questionnaire by areas of the United States

Area	Number surveyed	Number of returns	Percent
East	14	8	57.1
Midwest	24	14	58.3
West	14	12	85.7
Total	52	34	65.4

test, while eleven favored an aptitude test, and five favored a personality test. One respondent suggested some kind of entry-level exam to ensure consistency of student background; another suggested that exit requirements be emphasized, while another suggested a communication skill test plus knowledge of pedagogy. Furthermore, although several respondents had chosen more than a single test to qualify a student to enter the programs, such as mental and intelligence quotient tests, four respondents had asked that no test ought to be required from students interested in college teaching. Table 9 shows the findings of both questions of admission requirements.

Transferring educational principles from one culture to another was an issue by itself. To determine which principles could effectively be transferred from the United States to Syria, using an expert opinion, a question was asked to the American scholars concerning this point. Eight educational principles were provided for them to choose from, as well as providing space for personal views, suggestions, and comments. The most

Table 9. Academic requirements for the experimental program

Required academic background	N[a]	Percent	Required tests	N[a]	Percent
B.A. or B.S. + teaching experience	21	61.8	Achievement	20	58.8
B.A. or B.S.	10	29.4	Aptitude	11	32.4
Other			Personality	5	14.7
			Intelligent quotient	3	8.8
			Mental	1	2.9
			Other	4	11.8
			None	4	11.8

[a]Total N = 34.

important educational principles that could be transferred from one culture to another was "using evaluation data for improvement." One suggestion was made "to continuously reconsidering objectives with a view to identify better goals as emerging learning experiences may reveal." The findings of this question, however, are shown in Table 10.

Commenting on the elements of the Program of Master of Arts in Teaching that could be used in Syria, the American scholars responded mostly in favor of the inclusion of "practicum" in the experimental program, with slightly less support for the "course work". One suggestion was made to include comprehensive exams at the end of the program in order to ensure exit level and consistency of "production". The number of respondents for each element of the MAT program is revealed in Table 11.

Table 10. Transferable educational principles

Common educational principles	N[a]	Percent
Using evaluation data for improvement	32	94.1
Establishing broad-in-scope goals based on needs	30	88.2
Building the course content according to clearly defined objectives	28	82.4
Teaching toward specific educational objectives	27	79.4
Periodic needs assessment surveys	25	73.5
Evaluating students' achievement of the specified objectives	25	73.5
Writing specific educational objectives	23	67.6
Defining required behavioral objectives to students	19	55.9
Other	1	2.9

[a]Total N = 34.

Table 11. Adoption of elements of the MAT program

Elements of the MAT program	N[a]	Percent
Practicum	26	76.5
Course work	24	70.6
Practice teaching	18	52.9
Thesis writing	9	26.5
Other	1	2.9

[a]Total N = 34.

If the experimental program was supposed to use elements of competency-based instruction (CBI), it was necessary to know which element, or elements, should be incorporated first. Twenty-four scholars (Table 12) responded in favor of "field experience" as an important CBI element, and fewer recommended "stating learning objectives in observable and measurable behavior."

Table 12. Incorporation of CBI elements in the experimental program

Elements of competency-based instruction	N[a]	Percent
Field experience	24	70.6
Stating learning objectives in observable and measurable behavior	23	67.6
Microteaching	21	61.8
Simulated sessions	16	47.0
Course work	16	47.0
Other	0	0.0

[a]Total N = 34.

As far as the course work was concerned, the American scholars were asked to check which offerings, from the provided list of twenty-six courses, should be included in the experimental program. Although there seemed to have been an agreement on some well-known courses, such as "Curriculum Construction", "Educational Psychology", and "Educational Research", surprisingly, other common U.S. courses scored comparatively low, e.g., "Philosophy of Education" and "Motivation Techniques". The courses listed in Table 13 are in rank order of their frequency, with

Table 13. Suggested offerings in the experimental program

Course title	N[a]	Percent
Curriculum Construction	24	70.6
Educational Psychology	19	55.9
Educational Research	18	52.9
Learning Theories	17	50.0
Supervised Teaching Experience	16	47.0
Methods of College Teaching	16	47.0
Clinical Supervision	15	44.1
Educational Media	14	41.8
Human Development	13	38.2
Individual Differences	13	38.2
Philosophy of Education	11	32.4
Educational Sociology	10	29.4
Motivation Techniques	9	26.5
Psychological Measurement	9	26.5
Counseling Skills	8	23.5
History of Education	7	20.6
The Profession of Teaching	7	20.6
History and Sociology of Higher Education	6	17.6
Administration and Supervision	5	14.7
Value Development in Education	4	11.8
Seminar in Higher Education	4	11.8
Counseling Theories	3	8.8
Comparative Education	3	8.8
College Administration	1	2.9
Community Colleges	1	2.9
Consumer Psychology	0	0.0
Other	2	5.9

[a]Total N = 34.

two suggestions: offering a course titled "Instruction", and another titled "Educational Statistics" for two quarters.

In Syria, the academic background of an average graduate student is thought to qualify him/her to perform the duties of teaching, but it is not known whether or not each graduate student could really make a change in the behavior of his/her students. Thus, a question was raised concerning the five most important competencies that an effective college teacher should possess. One scholar suggested that the college teacher should possess a potential for creativity; another scholar suggested that he or she possess "the ability to teach". The American scholars put much emphasis on the ability "to communicate effectively" while they put little emphasis on the "ability to solve problems", as Table 14 indicates.

In order to develop the needed competencies of students, specific materials should be used and different activities should be performed and experienced by the new teachers. The questionnaire contained an item concerning these two points; the American scholars had a consensus on using "Course Work" and as the means for achieving these competencies of great importance also was the utilization of "Professional Journals and Books". There were no written suggestions for this question as shown in Table 15.

The experimental program was supposed to provide a variety of methods of college teaching for the new teachers. To determine what methods of instructions are needed, the instrument provided sixteen methods of teaching, where one method or more could be checked. The most frequently

Table 14. Important competencies of a college teacher

Suggested competencies	N[a]	Percent
Ability to communicate effectively	30	88.2
Ability to relate knowledge	23	67.6
Ability to properly evaluate students' achievement	17	50.0
Ability to motivate students	14	41.8
Familiarity with dependable sources of information	12	35.3
Ability to arouse students' interest	12	35.3
Analytical capability	8	23.5
Ability to identify students' needs	8	23.5
Ability to develop methods of college teaching	7	20.6
Ability to counsel students	7	20.6
Ability to develop learning objectives	7	20.6
Ability to conduct research projects	6	17.6
Ability to develop the curriculum	6	17.6
Ability to interpret data and results of a study	3	8.8
Ability to form value judgment	3	8.8
Ability to solve problems	2	5.9
Other	2	5.9

[a]Total N = 34.

Table 15. Means of achieving the college teacher competencies

Materials/activities to be used	N[a]	Percent
Course work	27	79.4
Professional journals and books	26	76.5
Practice teaching	21	61.8
Audio-visual aids	20	58.9
Demonstration teaching	16	47.0
Workshops	15	44.1
Research projects	11	32.4
Special projects	9	26.5
Computers	6	17.6
Field trips	5	14.7
Other	0	0.0

[a]Total N = 34.

chosen methods of instruction reported (Table 16) were "Supervised Field Experience" and "Examinations". No suggestions, however, were made of another method of teaching.

In order to make sure that a new college teacher has really changed and is able to create change in his or her students, a question was asked relating to the evaluation of achievement of the competencies. Nine criteria were provided as measuring tools (Table 17) for this purpose, yet the American scholars added three more criteria, viz., "Analysis of

Table 16. Methods of instruction in the experimental program

Suggested methods	N[a]	Percent
Supervised field experience	22	64.8
Examinations	22	64.8
Formal lectures	21	61.8
Informal lectures	21	61.8
Small group discussions	20	58.8
Assignments	19	55.9
Mastery learning	17	50.0
Lab activities	15	44.1
Large group discussions	13	38.2
Media resources	13	38.2
Seminars	13	38.2
Simulated sessions	12	35.3
Workshops	12	35.3
Audio-tutorial instruction	9	26.5
Personalized System of Instruction (PSI)	9	26.5
Tutoring	8	23.5
Other	0	0.0

[a]Total N = 34.

Teaching", "Peer Evaluation", and "Student Evaluation". Two criteria, "Achievement of Students Taught" and "Written Examination", appeared to be of most importance for evaluating the achievement of the competencies.

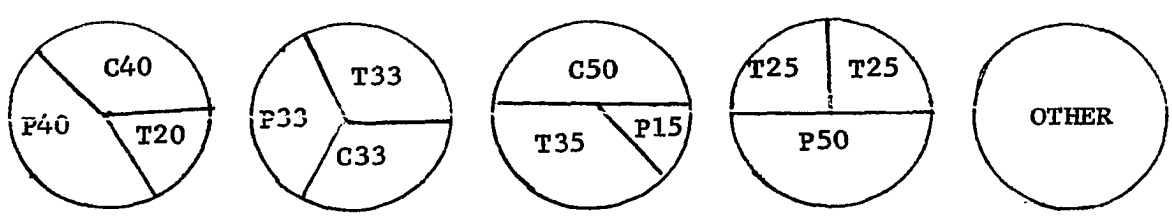
Table 17. Criteria for evaluating the achievement of competencies

Suggested criteria for evaluation	N[a]	Percent
Achievement of students taught	20	58.8
Written examination	20	58.8
Supervised field experience	17	50.0
Objectives achievement by teacher	11	32.4
Oral examination	11	32.4
Critical incidents during practicum	8	23.5
Special projects	7	20.6
Simulated sessions	6	17.7
Research outcome	4	11.8
Other	3	8.9

[a]Total N = 34.

Students in the experimental program were to be prepared to qualify as college teachers by means of two areas: educational methods and the subject matter to be taught. Next, the respondents were questioned regarding the relative emphasis needed for the three programs of study, viz., coursework, practicum, and thesis writing. Fifteen scholars

decided on dividing the emphasis as 40-40-20 percent respectively. Suggestions were made, however, to do away with the thesis writing and thus divide the emphasis between the course work and practicum 60-40; while another simply put it as 75-25. One scholar suggested that the practicum period be cancelled and then divide the time 90-10 between coursework and thesis writing. Another suggestion was made to divide the time as 50-30-20 percent for coursework, practicum, and thesis writing. In addition to this distribution, one scholar suggested that the time should be divided as 60-25-15 percent for coursework, practicum, and thesis writing. Another scholar suggested them to be distributed as 50-35-15 percent, while another suggested 60-20-20 division. Four scholars didn't provide answers, as Figure 1 reveals.

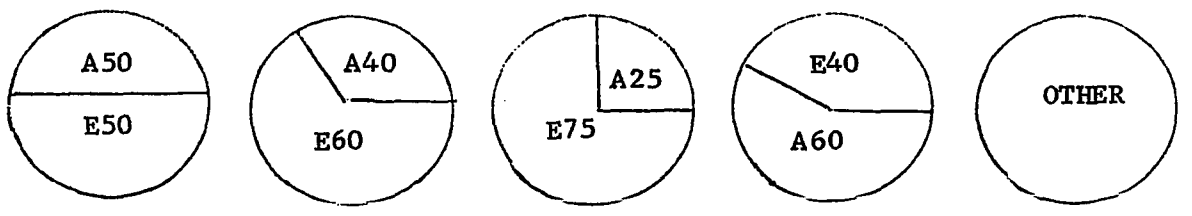


N	15	3	3	2	7
Percent	44.1	8.8	8.8	5.9	20.6

Note: (C) = Coursework; (P) = Practicum; (T) = Thesis writing.

Figure 1. Emphasis on the components of the experimental program

The questionnaire contained a question as to whether or not should the experimental program contain some courses in the area of concentration of the future college teacher. Ten scholars decided that the time in the experimental program be divided 50-50 between education and the area of concentration. There were three written suggestions made to this question: two suggestions were made that the time be divided as 80 percent for education and 20 percent for the area of concentration; one scholar suggested the division to be as low as 10 percent in education to 90 percent in the area of concentration. Figure 2 summarizes the findings of this question.



N	10	6	6	4	3
Percent	29.4	17.6	17.6	11.8	8.8

Note: (A) = Area of concentration; (E) = Education

Figure 2. Emphasis on education versus area of concentration

On the questions of preference of the credit systems for the experimental program, fifteen scholars preferred the semester system over the quarter system with eight of them recommending a 36-credit semester hour program. One course should be no more than three credits, nine scholars recommended. On the other hand, twelve scholars preferred the quarter system over the semester system, with eleven of them recommending a 45-credit quarter hour program. Similarly, twelve respondents recommended that a course should not be more than three credits. Some respondents checked more than one choice; some didn't check at all but wrote a suggestion instead. Two suggestions were made, in both systems, to offer a 48-credit hour program, as it is described in Table 18.

As far as the thesis requirement was concerned, the survey instrument contained a question pertinent to the topic of the thesis: the question of whether or not it should include a problem related to the area of concentration of the student, the teaching-learning process, or both, viz., applied research. There seemed to be a consensus on the applied research (Table 19) which received twenty-two "yes" responses. One suggestion was made that the thesis topic "should relate the area of concentration to other areas, topic, goals, public and personal, as well as the above".

Supervision of the practicum period was raised in a question which provided six options for the American scholars to choose. Fifteen scholars agreed that supervision should be provided by both a senior teacher in education and another in the subject matter of the student. One scholar required that student teachers be included under the supervision

Table 18. Recommendations for credit system (semester vs. quarter)

Type									
For semester	S.H. N credit	N[a]	S.H./ course credit	N[a]	For quarter	Q.H. N credit	N[a]	Q.H./ course credit	N[a]
15	36	8	3	9	12	45	11	3	12
	45	6	Variable	6		36	2	Variable	5
	60	3	2	2		30	1	2	1
	30	1	1	1		54	1		
	Other	1				Other	1		

[a]The numbers do not match those who responded to this question (27 respondents) because few provided suggestions; others showed no preference to one system over the other.

Table 19. Recommendations for research emphasis

Thesis topic	N[a]	Percent
Teaching-learning process (education)	4	11.8
Area of concentration (subject matter)	3	8.9
Both (applied research)	22	64.8
Other	1	2.9

[a]Total N = 34.

of other students like themselves (similar to the American "clinical supervision"; moreover, a suggestion was made that knowledge of supervision and observation procedures should be possessed by the supervisor, no matter who that person was. Table 20 outlines the findings of the question of total supervision of the practicum.

Table 20. Total supervision of the practicum period

Supervisors	N[a]	Percent
Senior teacher of the subject matter	2	5.9
Senior teacher in education	8	23.5
Both	15	44.1
Student teacher	0	0.0
All	1	2.9
Other	1	2.9

[a]Total N = 34.

In addition to total supervision of the practicum period, another question offered the alternative of partial supervision (Table 21). Partial supervision may well be an impetus for innovation on the part of the teacher by not "breathing down his neck". But surprisingly, only five scholars decided that supervising one practicum class period per week was enough, while three more decided that it should be one practicum period every other day. Only two scholars suggested that partial supervision for the practicum period should be provided only when needed.

Table 21. Partial supervision of the practicum period

Mode of supervision	N[a]	Percent
One whole practicum class period per week	5	14.7
One whole practicum class period every other day	3	8.9
Fifteen minutes of a practicum class period daily	0	0.0
Fifteen minutes of a practicum class every other day	0	0.0
Fifteen minutes of a practicum class period per week	0	0.0
Other	2	5.9

[a]Total N = 34.

The proposed experimental program, as a whole, needs some sort of evaluation process in order for the responsible educators to know whether or not the program was meeting its objectives, and achieving what it was supposed to achieve. What sort of evaluation should be provided? Fifteen scholars decided that proper evaluation could be done by "visiting

curriculum evaluation teams from Syrian universities"; fourteen scholars also decided that it could best be done by "senior teacher evaluation". Four suggestions were made: one suggested a combination of Syrian and American curriculum evaluation team, another suggested a criterion-referenced type of evaluation, another suggested an evaluation of the demonstrated ability of the graduates, and another suggested evaluation to be carried on by the college supervisor. Surprisingly enough, one scholar suggested no evaluation of the training program ought to be provided (Table 22).

Table 22. Methods of evaluation for the experimental program

Suggested methods of evaluation	N[a]	Percent
Visiting curriculum evaluation team from the Syrian universities	15	44.1
Senior teachers evaluation	14	41.8
Student teachers evaluation	10	29.4
National examination (Syria)	7	20.6
Visiting curriculum evaluation team from the U.S.A.	7	20.6
Visting curriculum evaluation team from the Syrian Ministry of Education	6	17.6
None	1	2.9
Other	4	11.8

[a]Total N = 34.

Further supervision for graduates of the experimental program is an effective way to provide consultation and share opinions with the new teachers. A question was concerned with the type and time of postsupervision to be provided. Ten American scholars decided that direct supervision should be available for a period of one year after graduation. Ten more indicated that periodic visitation once every four weeks was enough. One suggestion made was that a periodic visitation should be made once each quarter during the first year of service; another suggestion was that postsupervision should be only provided as needed. Table 23 describes the responses for this question.

The final question for the American scholars was concerned with how to provide for some of the present college teachers in Syria, who are not trained in pedagogy but obtained their job long ago (Table 24). Inservice education, seminars, and workshops were offered as choices in the questionnaire; however, fourteen scholars agreed on some inservice formal college courses for periods of 1-3 years. Two scholars suggested that some sort of combination between all these options should be made, with some emphasis on establishing a separate training program for teachers to enroll in every three years.

Summary

In this instrument, an attempt was made to gather data which provided information and contained implications for the research questions of this study and for the design of its proposed model curriculum. As far as the admission requirements were concerned, the American scholars recommended

Table 23. Postsupervision for graduates of the experimental program[a]

	Kinds of supervision										
	Direct supervision for					Periodic visitation every					
	1 wk	2 wks	3 wks	4 wks	1 yr	1 wk	2 wks	3 wks	4 wks	No visitation	Other
N	0	1	0	1	10	1	0	6	10	3	2
%	0.0	2.9	0.0	2.9	29.4	2.9	0.0	17.6	29.4	8.9	5.9

[a]Total N = 34.

Table 24. Recommendations for present untrained teachers[a]

	Alternatives														
	Inservice education for			Seminars N					Workshops N					Do not use them as teachers in the program	Other
	1 yr	2 yrs	3 yrs	1	2	3	4	5	1	2	3	4	5		
N	3	6	5	3	1	3	2	3	1	1	2	3	8	0	2
%	8.9	17.6	14.7	8.9	2.9	8.9	5.9	8.9	2.9	2.9	5.9	8.9	23.5	0.0	5.9

[a]Total N = 34.

that a student should possess a bachelor's degree, with previous teaching experience, and must pass an achievement test. They generally agreed on most of the provided educational principles but agreed unanimously on the principle of "using evaluation data for improvement". Moreover, it was recommended that the experimental program must contain practicum period and field experience as basic components of the model curriculum. The new college teacher should be equipped at least with knowledge of curriculum construction, educational psychology, and educational research. "The ability to communicate effectively" was the most checked competency. This and other competencies could best be achieved through coursework, supervised field experience and examinations, and evaluated by means of written examinations and achievement of students taught.

The time spent in the program, according to the respondents, should be divided equally between education and area of concentration; the education section should be divided 40-40-20 percent for coursework, practicum, and thesis writing, respectively. The thesis topic, however, should be concerned with applied research. The U.S. survey group recommended that the program be offered on the semester system with 36 credit hours; program courses should not weigh more than three credits per course. As far as supervision was concerned, total supervision of the practicum period and periodic visitation for graduates once every month were recommended. Present teachers, who were not trained in pedagogy, ought to enroll in either inservice education programs for two years, or attend seminars and workshops in pedagogy and the art of teaching. Evaluation for the program as a whole should be performed periodically by curriculum

evaluation teams from the Syrian universities, the American scholars recommended.

Syrian Students' Questionnaire

The questionnaire was sent to one hundred Syrian students studying in the United States, of whom seventy-five responded. The students had been exposed to the atmosphere of one or more of the three Syrian universities, either by being former students, or assistant lecturers. Table 25 describes the level of educational attainment of students surveyed, and the amount of time exposed to a Syrian university. Twenty-six respondents were either employed as assistant lecturers, research assistants, or graduate students preparing their master's or doctoral degrees, while twenty-four students spent more than four years at a certain institution. These experiences add considerable weight to their descriptions of the present status quo of the Syrian institutions of higher education.

Table 25. Level of education of students and years spent in university

Level	N	Percent	Time spent	N	Percent
Freshman	16	21.3	Less than one year	18	24.0
Sophomore	14	18.7	1 to 2 years	22	29.3
Junior	10	13.3	2 to 4 years	11	14.7
Senior	9	12.0	More than 4 years	24	32.0
Graduate	26	34.7			
Grand totals	75		Grand totals	75	

Students were asked whether or not they would be interested in the proposed program. Fifty students showed their interest while twenty-five did not; some because their future plans were not to become college teachers, others because they thought any one who earned his Ph.D. could be an effective college teacher in his or her field. When asked about the time expected to spend in the program to graduate, seventeen students decided that a three-year program was enough to prepare a college teacher with a master's degree. Nine suggestions were made, however: two suggested such a program should continue more than three years; two more suggested the contrary, viz., to offer a shorter program of a six-month period; two others suggested a short program consisting only of workshops; two suggested a two-year program divided equally between coursework and practicum and/or practice teaching; and one student suggested that another program should be established to help graduates of the experimental program continue advancing in pedagogy and area of concentration. Table 26 contains the data for this question.

Table 26. Willingness to enroll in program and time expected to graduate[a]

Answer	Program time expected	N[a]	Percent
Yes		50	66.7
	One year	9[b]	12.0
	Two years	15[b]	20.0
	Three years	17[b]	22.7
	Other	9[b]	12.0
No		25	33.3

[a]Total N = 75

[b]These numbers are breaks of the number 50 above.

In order to check the importance of introducing a formal program to prepare college teachers in Syria, the students were asked how they prefer to learn methods of college teaching. Fifty-eight students responded (Table 27) in favor of a formal program, while sixteen were in favor of real experience (practice teaching). One suggestion was made to enroll in a short program while teaching in the university.

Table 27. Recommended means for acquiring methodology in teaching[a]

Means	N	Percent
Formal program	58	77.3
Practice teaching	16	21.3
Other	1	1.3

[a]Total N = 75.

Syrian students were asked, furthermore, about the components they would like to see in the experimental program. They had been offered a list of the major components of a similar program, currently being used, in some United States universities. The list of the components and the findings of this question are outlined in Table 28. Fifty students recommended that the experimental program should contain all these components. Two suggestions were made, however, to lengthen the practice teaching period more than the practicum period, and to let the student himself specify which components he wishes to go through and which are not provided that the time to complete the program stays fixed to all

Table 28. Recommendations for the contents of the experimental program[a]

Suggestions	N	Percent
Eliminate practice teaching	1	1.3
Eliminate course work	2	2.7
Eliminate practicum	8	10.7
Eliminate thesis writing	14	18.7
Keep all	50	66.7
Other	0	0.0

[a]Total N = 75.

students.

Positive relationships between students and their teachers is seen as effective in helping students face their academic problems, thus reducing the rate of dropouts (Astin, 3; Wilson et al., 56; Chickering, 8). A question was asked pertinent to this matter; forty-six students responded favorably that the graduates of the proposed program may build a good relationship with their students. Twenty-four students did not know whether a mere preparation program could make a difference, with four respondents denying the possibility of success in building a good relationship between the two groups. Suggestions were made, however, that a college teacher should know more about psychology of teaching-learning process than his/her subject matter. Another suggested that a good relationship could only be built if the number of students in the classroom be reduced to a "reasonable" number!

The assistant lecturers may benefit the most from the program if

they enroll in it. The validity of this statement was reinforced by sixty of the seventy-five respondents. Nine students denied that the program would be of any value to the assistant lecturers, and five more answered "don't know". One suggestion was made to enroll the present assistant lecturers in a one-year program where courses and practice teaching could be divided equally.

Employment of the graduates of the experimental program would be important to the continuity of the program itself. The Syrian students were asked whether or not they thought the graduates of the program would have a better chance in getting employed by a Syrian institution of higher education. Thirty-one students agreed that they would have a better chance in getting employed than other teachers who had little or no knowledge of pedagogy. Moreover, eighteen students, as Table 29 shows, strongly agreed on this point.

Table 29. Students' opinions regarding the job market of the graduates of the experimental program[a]

Type of responses	N	Percent
Strongly agree	18	24.0
Agree	31	41.3
Disagree	7	9.3
Don't know	19	25.3

[a]Total N = 75.

Popular support as well as the participant support is vital to the success of a new idea. The Syrian students were asked if they support the program, even if they had no plans to become college teachers in Syria (Table 30). Thirty-six students will support the program, though they do not wish to be college teachers, and thirty-five students will support the program also, because they want to be college teachers.

Table 30. Syrian students' show of support for the program[a]

Suggested responses	N	Percent
I do not want to be a college teacher yet will support the program	36	48.0
I want to be a college teacher and will support the program	35	46.6
I do not want to be a college teacher and won't support the program	3	4.0
I want to be a college teacher but won't support the program	1	1.3

[a]Total N = 75.

The question of methodology of teaching was raised and the Syrian students reported their preferences. Of the seven methods of college teaching provided in the questionnaire, "informal lectures" was selected by fifty-two students. Two suggestions were made to alternate informal lectures and simulated sessions. As Table 31 shows, "formal lectures" received the least credit in this question.

Table 31. Various methods of teaching demanded by Syrian students[a]

Teaching method	N	Percent
Informal lecture	52	69.3
Media resources	41	54.7
Small group discussions	40	53.3
Simulated sessions	24	32.0
Seminars	23	30.7
Audio-tutorial instruction	7	9.3
Formal lecture	2	2.7
Other	2	2.7

[a]Total N = 75.

The Syrian college teachers, in general, depend on the textbook itself more than on outside readings in referring to specific academic issues or examples. More than ten students reported this case; but surprisingly, and probably it was a misunderstanding, three students said that they did not observe teachers depending on the textbooks, while studying in Syria. Twenty-six students reported they depended very much on the textbooks for their study, and twenty-nine reported the textbook emphasis was fairly heavy. Seventeen students, however, reported little dependence on the textbooks, while studying in Syrian universities.

The library resources at the Syrian universities are relatively poor, as it was indicated in Chapter I. Thirty-three students, however, reported that their college and university libraries contained enough journals and reference books in their field of study. Twenty-two students reported

that the references and journals were not up-to-date and the libraries did not have recent editions of many publications. Moreover, twenty students reported that both the college and the university libraries were not well-furnished, if not below the level of an average academic institution in the Middle East, one student mentioned.

There was little dependence on the references and journals found in the libraries of Syrian universities reported by twenty-eight students. On the contrary, twenty students reported that they depended very much on the contents of the library, and eighteen others mentioned that they fairly depended on them. Eight students, however, reported that they did not depend on any of them at all during their stay at the Syrian universities. One student mentioned that in the college of medicine he heard nothing of any journal in his field; even worse, another student reported that the teacher's supplementary notes to the textbook generally were neither clear nor well-documented.

The Syrian students studying in the United States reported great difficulties in trying to read articles in another language while they studied in Syria. The foreign language requirement was not found in any college, yet many references were found in Russian, Italian, English, French, and German languages. When they were asked if they would like to know a foreign language in order to keep up-to-date in their fields, seventy-three out of seventy-five students agreed. Two students suggested that publishing houses should make necessary arrangements to translate the educational and scientific articles from any language into Arabic. One student required the foreign language to be introduced at

all levels of education so that students would not find difficulties when studying abroad.

The question of establishing a good relationship between students and teachers came up again from a different angle. The students were asked to report with whom they felt at ease in their relationships with teachers. Twenty-seven reported that they felt at ease when they dealt with the instructor himself, as opposed to the assistant lecturer. On the contrary, nine students preferred to deal with the assistant lecturer as opposed to the instructor. However, twenty-six students reported that they had no preference between the two, while nine others reported that they did not feel at ease in their relationship with any of them. One respondent suggested, in order to break the barrier between students and their teachers, that more social contacts be allowed through parties, trips, and by introducing the system of assigning an advisor for each student, similar to that in the United States and many European universities. Presently, in Syrian universities, students may have an advisor only when preparing their master's or doctoral thesis, but not at the undergraduate level.

Thirty-one students reported that if they had the opportunity to meet three times with their teachers per month, they would. Seventeen students decided that meeting with teachers twice per month is enough; nine others decided on meeting with teachers once per month. Although eleven students decided that it was not necessary to meet with teachers outside the classroom, five suggestions were made to specify office hours for every teacher, and, if possible, to meet with them more than three

times per month. Eight students suggested that meeting with teachers should only be for purely academic reasons. One student went so far as to suggest meeting with the teacher twice per week.

Summary

Through this instrument, an attempt was made to gather data for the research questions of this study, and to help design the model curriculum from the student's viewpoint. A great percentage of the students surveyed were exposed to one or more of the Syrian universities for more than one year. Their answers were considered reliable descriptions of the real situation and atmosphere at the Syrian universities.

The experimental program was accepted by the majority of students to prepare college teachers in Syria in a three-year period. They even recommended not eliminating any of the components of a traditional MAT program, viz., coursework, practicum, practice teaching, and thesis writing. Good relationships were expected to grow between students and teachers graduated from the proposed program. Presently, they reported that they feel at most ease in their relationship with the teacher vis-à-vis the assistant lecturer. They had no chance to meet with their teachers on a regular basis, so they feel that there was a barrier between themselves and the teachers in general. They wished the teachers would give them more of their time.

Present assistant lecturers may benefit the most from such a program, the students believed; they even may have a better chance to find a job upon graduation than those who had no exposure to pedagogy. A great

majority of the students were enthusiastic about the idea of establishing the program, and thus showed their willingness to support the program. The students were greatly in favor of "informal lectures" and "small group discussions" as two methods of college teaching. They reported great dependence on the textbook to the neglect of references and journals, if available. Furthermore, they reported a felt need to learn a foreign language, and even recommended that it be incorporated in the proposed program itself.

CHAPTER V. MODEL CURRICULUM FOR AN EXPERIMENTAL MASTER'S DEGREE PROGRAM IN EDUCATION

In this chapter a model for a Syrian experimental master's degree program in education, with emphasis in preparing college teachers, was developed. The model was built in accordance with answers to the research questions raised in Chapter I, other relevant information gathered and reviewed in Chapter II, and answers and recommendations of American experts in education and Syrian students cited in Chapter IV.

Answers to the research questions were taken as main specifications for the construction of the model. They were concerned with: (1) selection of courses; (2) the roles of research, thesis writing, and practica; (3) providing "career renewal" as inservice education for present, untrained teachers; (4) admissions requirements; (5) expected competencies of college teachers by teaching area; (6) relevant methods of and materials for instruction; (7) criteria for evaluating the competencies; (8) incorporation of elements of CBI in the experimental program; (9) mode and type of supervision for graduates of the program; and (10) adoption/adaptation of elements of the American MAT program for Syrian culture.

Treatment of the Research Question

Selection of courses

Recommendations for selection of courses depended on reviewing selected American MAT and doctorate programs in education, Syrian graduate programs in education, and recommendations of American scholars in

education. "Curriculum Construction,"[1] "Educational Psychology," "Educational Research," "Learning Theories," "Methods of College Teaching," and "Philosophy of Education" were suggested as the foundation of course offerings for the proposed program. They were suggested by (1) agreement between the investigated sources: Educational Psychology, Educational Research, Learning Theories, and Philosophy of Education; and (2) by authoritative opinions: Methods of College Teaching, and Curriculum Construction. Two practica and three seminars should be also offered to students and untrained college teachers interested in the varied topics discussed in these seminars. Students would gain much from the experience of the untrained teachers present in the same sections.

The roles of research, thesis writing, and practica[2]

The literature seemed to indicate that research skills are necessary for a college teacher in order to understand and help others understand a specific application of any research in his/her field. Research knowledge should not be an end by itself, but a means to effective teaching. The course "Educational Research" should serve the purpose of preparing new college teachers in this matter by providing the basic knowledge of interpreting, applying, and carrying out simple research problems.

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[1]Curriculum is defined as the structured set of learning experiences aiming at achieving specific learning outcomes; thus it may encompass all supervised activities in an institution.

[2]Practicum is the period spent by a student teacher in a simulated classroom situation in order to practice teaching skills under the supervision of an experienced teacher. It should be distinguished from practice-teaching (student teaching) period in which a student teacher is teaching in a real classroom situation in an affiliated school with little or no supervision of a master teacher.

Educational statistics should be introduced in the same course at a medium level of difficulty.

A study of Syrian graduate programs, several American graduate programs as well as recommendations from Syrian students and some American scholars suggest requiring a thesis to contribute to the existing body of knowledge. It was considered important to show the ability of the new college teacher to collect and organize knowledge related to his/her field. On the other hand, the thesis requirement was included in all Syrian graduate education programs, centering on concerns with teaching problems related to the individual area of concentration. It was recommended that educational statistics and research would serve the purpose of orientation of students toward working on a specific problem in their field, with the help of two academic advisors, one in the area of concentration, and the other in the area of education.

Last, practica were considered to be of great value by the American scholars, American MAT programs, and Syrian students. The practicum should be planned and supervised by senior teachers in education and the area of concentration. The model curriculum adopted "Practicum" as an integral part of the program because the competency-based approach was followed. The practicum can help students to demonstrate the required competencies under the supervision of senior teachers, where they can also apply learning theories, educational psychology, and methods of college teaching.

Inservice education

Present teachers who are willing to take a role in the proposed program should enroll in the three seminars[1] presented in the model curriculum to students and teachers alike. A continuous progress approach is contemplated, i.e., the time spent to achieve the competencies in those seminars is not constant, the achievement of proper competencies is.

Admissions requirements

The admissions requirements for the experimental program were set at possession of a bachelor's degree (with average of 60-69 percent as minimum undergraduate grades), with or without teaching experience (though the American scholars' recommendations were for a student to have had a previous teaching experience). The rationale behind this was that, since time was variable and learning was constant in the program, exit requirements would play a major role in identifying the competent college teacher; previous teaching experience, therefore, offers no "yardstick" for success. Achievement tests, on the other hand, would work as check points to ensure consistency of background in the student's concentration.

Expected competencies by teaching area

The graduates of the proposed program should demonstrate certain abilities which distinguish them from other graduates of traditional programs. The five most important abilities are: to communicate effectively; to relate knowledge; to be able to properly evaluate students' achievement; to motivate students; and to be familiar with dependable

[1] A seminar is a conference composed of a number of sessions characterized with a high degree of participation and discussion among students and/or between students and seminar leader(s).

sources of information. Each course would have its own competencies to be mastered by students before its completion. The teacher should use evaluation data for improvement and should establish educational goals based on needs. Expected competencies by teaching area will be discussed later in the model curriculum under "Description of courses and competencies required."

Instructional methods and materials

Selection of the methods of teaching depended on American scholars' and Syrian students' responses in this matter. The experimental program recommended that teachers adopt "informal lectures," use "media resources" more often, involve in "small group discussions," and give "assignments" on weekly basis. However a teacher may choose the method he/she sees relevant for the subject provided that the basic required competencies expected from each student upon the completion of the course be dealt with in a comprehensive manner. The application of all that had been learned by students in the practica and the field experience was greatly stressed as an integral part of the program both as a method of teaching and as a test of what had been mastered of competencies and knowledge. Up-to-date books, journals, and audio-visual aids should be the means to master knowledge of the area of concentration. Recent publications and research outcomes should be at the teacher's as well as the student's reach. Supplementary printed materials, films, slides, transparencies, microfilms, charts, graphs, recorders, and other displays and instructional resources should be also available for teachers' and students' use.

Evaluation of competencies achievement

Evaluation methods related to achievement of prescribed competencies were selected because of recommendations of the American scholars. The experimental program will adopt three methods for evaluation of competencies achievement by the prospective college teacher: (1) achievement of students taught (during practice-teaching period); (2) written examinations; and (3) supervised field experiences. These methods are not static, but rather open for discussion and/or change in the future if they are proven ineffective, or if a better alternative is offered.

Incorporation of CBI elements in the program

The CBI elements most frequently recommended by the American scholars for the program would be incorporated by the program later. Field experience, i.e., practice teaching should be utilized and learning objective should be stated before each course taught. Microteaching should also be used as a preparation step before the practicum period.

Mode of supervision for the student teachers and the program

While in the practicum period, students would have full-time supervision and evaluation by a senior teacher in education and by another in the area of concentration. While in the practice teaching period, students would be periodically supervised and evaluated by the two teachers, once every month for a one-year period. The experimental program as a whole would be evaluated by a curriculum evaluation team from the Syrian universities and by senior teachers both in education and the areas of concentration involved.

Adoption of MAT elements

The responses of the American scholars, Syrian students and the survey of MAT programs advocate the inclusion of the practicum (which is a new idea to be adopted/adapted to fit the Syrian educational goals), course work, practice teaching, and thesis writing in a program to prepare college teachers. Therefore, the proposed program would include the four elements without elimination of any of them.

The Model Curriculum

The design of the model curriculum is to include purposes; specifications; curriculum profile; description of courses, competencies required, and course content; foreign language requirement; and program orientation.

Purposes

The main purpose of this program is to prepare college teachers for undergraduate students in Syria. The prospective college teachers should be able to possess and evaluate educational principles with relation to the objectives of the learner, institution, teacher, and moral and social objectives of society. The program should equip the prospective teacher with general characteristics that make him/her able to: (1) show evidence of mastery of the area of subject concentration; (2) show possession of an educational philosophy consonant with the culture; (3) relate educational and social problems to teaching practices and area of concentration; (4) identify individual ability differences of students; (5) constantly evaluate students and follow proper feedback procedures; (6) define and state course objectives and plan related experiences; and (7) be aware of the need to keep informed of new development in the field of specialization.

Specifications

The model curriculum is based upon the following specifications:

1. The program at each university should have a coordinator with experience in competency-based instruction and graduate curriculum vis-à vis design, planning, implementation and evaluation.

2. The program should be defined with regard to specific competencies required for college teaching.

3. The core subjects' competencies should be developed by experienced and responsible teachers, under the supervision and guidance of the coordinator of the program.

4. Most students should be able to conclude the program in six semesters of full-time course work.

5. Credits could be earned toward the total number of credits required to complete the program if some students had had previous teaching experience and skills.

6. Exit requirements, i.e., achieving required competencies by teaching area and the total program, should be an integral part of the program requirements.

7. The courses, practica, seminars, and thesis writing experienced in the program should equip the new college teachers with the basic skills for effective college teaching.

8. Evaluation should be a built-in component of the program with constant evaluation of students through feedback, achievement tests and direct supervision. Program evaluation also should be done in two forms: formative, and summative evaluation processes (Hass, 20; Lewy, 27).

9. The graduates of the experimental program would be trained for the entry-level competencies involved in college teaching.

Curriculum profile

The duration of the program will be six semesters. The total number of program credits will be 36 credit hours broken into 12 credits in education and 12 credits in the areas of concentration (six courses in each section), six credits for three seminars, four credits for two practica, and two credits for thesis writing. Three noncredit courses of foreign language should be taken by students to fulfill the requirement of the program. Practice teaching should be required in the last year of the program where students will practice, under minimum supervision, what they had learned, and also earn money as teaching assistants. The proposed six-hour semester load is considered enough on the premise that each course will, at least, require one outside reading and/or one written assignment per week. A semester consists of 18 weeks of study which may or may not include lab activities in some courses in the area of concentration.

First Semester

Course	Credit
Program Orientation	R
Graduate Course in Area of Concentration	2
Educational Research	2
Philosophy of Education	2
	6

Second Semester

Course	Credit
Graduate Course in Area of Concentration	2
Learning Theories	2
Educational Psychology	2
	6

Third Semester

Course	Credit
Graduate Course in Area of Concentration	2
Methods of College Teaching	2
Seminar I	2
	6

Fourth Semester

Course	Credit
Graduate Course in Area of Concentration	2
Curriculum Construction	2
Seminar II	2
	6

Fifth Semester

Course	Credit
Graduate Course in Area of Concentration	2
Seminar III	2
Practicum I	2
	6

Practice Teaching

Sixth Semester

Course	Credit
Graduate Course in Area of Concentration	2
Practicum II	2
Thesis Writing	2
	6

Practice Teaching

Description of courses and competencies required

The courses are listed in order of their occurrence in the "Curriculum Profile." Each course will be described; expected competencies of each course will be listed; and, last, course units and suggested duration of each unit will be provided in a chronological sequence in a manner consistent with the expected competencies.

1. Program Orientation

Before entering the program, students should attend three orientation sessions during which they will receive the necessary background of the nature of the program. The program coordinator will be in charge of the orientation sessions. The duration of each session will be two hours, and each session will contain units related to the general outlooks of the MAT program.

Session One will contain the following units:

(1) Introduction of the Coordinator's Qualifications and Role
(2) Introduction of Students, their Majors and Interests
(3) A Historical View of the MAT Movement
(4) General Questions from Students

Session Two will contain the following units:

(1) A Comparison Between Traditional Preparation and a MAT Program
(2) The Roles and Responsibilities of the Teacher in the Program
(3) The Roles and Responsibilities of the Student in the Program
(4) General Questions from Students

Session Three will contain the following units:

(1) Introduction and Discussion of MAT Program Components
(2) General Questions from Students

2. Course: Educational Research

This course is primarily concerned with providing students with knowledge of principles of research and statistical tools in order to prepare the new college teacher to be competent in locating, criticizing, and interpreting research studies, and to plan and conduct own research in his/her field. It is important to start with this course, in order to give students a basic understanding of the scientific method which will help them write sound research reports for other courses.

Expected Competencies:

Upon the completion of the course in "Educational Research" students must be able: (1) to list the basic steps of the scientific methods and provide examples for each step; (2) to describe (and use in term papers) various types of educational research methods and their corresponding statistical tools; (3) to list and describe major sources of information available in education and psychology; (4) to describe and avoid common errors occurring while conducting research; (5) to describe important tests in education and psychology and their major advantages and disadvantages; and (6) to write a research proposal in the area of concentration.

Course Content by Units and Weeks:

"Educational Research" will contain the following:

	Unit	Time/wks
(1)	Types of Educational Research	One
(2)	Selection of a Research Problem	One
(3)	Outlining a Research Plan	Two
(4)	Purposes and Techniques of Reviewing Literature	One
(5)	Sampling Techniques	One
(6)	Types of Standardized Tests	One
(7)	Critical Evaluation of Research	Two
(8)	Statistical Analysis and Research	Seven
(9)	Preparing a Research Report	Two

3. Course: Philosophy of Education

This course is basically concerned with philosophical concepts and models of education using the comparative approach between and among these concepts; historical backgrounds focusing on educational practices; and the application of various philosophical positions to contemporary educational problems. It is important to understand the theories and applications of the educational philosophies before implementing changes in the teaching process.

Expected Competencies:

Upon the completion of the course in "Philosophy of Education", students must be able: (1) to list major concepts of educational philosophy and describe their pros and cons; (2) to describe the ends that philosophy of education is trying to achieve; (3) to specify the significance of a school curriculum to the society and the relationship between them; and (4) describe their own philosophy of education and identify the influences that each philosophical concept have had on it.

Course Content by Units and Weeks:

"Philosophy of Education" will contain the following:

	Unit	Time/wks
(1)	The Theoretical Groundwork of Education	Three
(2)	Educational Values and Ideals	Three
(3)	Major Arabic Concepts of Educational Philosophy	Three
(4)	Major Western Concepts of Educational Philosophy	Three
(5)	Educational Philosophy and the School Curriculum, Teaching-Learning Process, and Organization of the Educational System	Six

4. Course: Learning Theories

This course is primarily concerned with reviewing selected theories of learning and how learning takes place, the various means of discovering knowledge, and the mental abilities to solve problems encountered in school and society. It is essential to understand how human growth and emotions are involved in learning before proposing methods of teaching.

Expected Competencies:

Upon the completion of the course in "Learning Theories", students must be able: (1) to list and describe selected learning theories with their critical evaluations; (2) to understand human growth and development and individual differences with regard to acquisition of knowledge and education; and (3) to stimulate, motivate, and arouse students' interest in learning.

Course Content by Units and Weeks:

"Learning Theories" will contain the following:

	Unit	Time/wks
(1)	The Psychology of Learning	Four
(2)	Biological Maturation and Learning Abilities	Two
(3)	Learning Processes: Behavior Modification, Cognitive Changes	Two
(4)	Acquisition, Retention, and Transfer of Knowledge	Two
(5)	Problem-Solving and Creative Thinking	Three
(6)	Discussion of problems confronting conditioned reflex theory, trial and error theory, and Gestalt Theory, sequential learning, associationism, etc.	Five

5. Course: Educational Psychology

This course is mostly concerned with knowledge of personality traits and human growth as the basis for effective teaching; knowledge of psychological concepts, theories, and major research and researchers in the teaching-learning process; and knowledge of basic psychological measurements and evaluation tools of students' achievement. Methods of teaching should be designed based on the philosophies of education, theories of learning, and the principles of educational psychology.

Expected Competencies:

Upon the completion of the course in "Educational Psychology", students must be able: (1) to study individual students in order to determine which principles explain their behavior in a given situation; (2) to analyze his/her own teaching procedures; (3) to adjust methodology according to the students' needs and their mental level; and (4) to be familiar with present knowledge and important principles concerning human growth in intellect, interests, emotions, character traits, and attitudes.

Course Content by Units and Weeks

"Educational Psychology" will contain the following:

	Unit	Time/wks
(1)	Human Growth and Development: Adolescence in the Young Adults	Three
(2)	Techniques and Effects of Motivation, Reinforcement, and Corrective Feedback on Learning	Three
(3)	Diagnostic Tools and their Interpretations	Two
(4)	Expressing Educational Goals as Behavioral Objectives	One
(5)	Evaluation of Learning and Teaching	Two
(6)	Planning for Instruction	Two
(7)	Group Processes in the Classroom	Two
(8)	Professional Growth of the Teacher	Two
(9)	Teacher Self-Appraisal	One

6. Course: Methods of College Teaching

This course is greatly concerned with systems approach to instruction, statement of objectives in behavioral terms, design of instructional strategies, selection of media, problems of higher education, college teachers' roles, student-teacher interaction, and summative evaluation of the present methods of college teaching. Special skills should be provided for students who will lead seminars, especially those skills concerned with teaching adults and curriculum design.

Expected Competencies:

Upon the completion of the course in "Methods of College Teaching", students must be able: (1) to list and describe present methods of college teaching and discuss their strengths and weaknesses; (2) to design instructional strategies to fit different students' needs and their capacity of learning; (3) to develop or create a method of college teaching; and (4) to use one-way, two-way, and self-instructional media in

classroom presentation.

Course Content by Units and Weeks:

"Methods of College Teaching" will contain the following:

	Unit	Time/wks
(1)	Goals of College Teaching	One
(2)	Academic Freedom and Social Limitations	One
(3)	Professional Responsibilities of the College Teacher	Two
(4)	Principles of Teaching Method	Two
(5)	Developing Instructional Goals and Course Objectives	Three
(6)	Techniques of Instruction	Two
(7)	Preparing Assignments and Examinations for Students	One
(8)	Evaluating Learning and Teaching	Two
(9)	Simulated Sessions and Microteaching Experiences	Four

7. Course: Seminar I, II, and III

In these seminars the focus is mostly on issues and practices of teaching in higher education. Each seminar will discuss few educational issues and try to offer practical solutions for each one of them. The seminars may be divided into (1) discussion sessions on the nature and directions of college teaching with the purpose of acquainting prospective college teachers with the philosophical and social issues attendant to the profession of teaching and (2) individualized conferences for development of teaching skills which will focus on preparation of a format and materials for an undergraduate course and simulated teaching experience. A variety of seminar topics may be discussed by the participants such as: instructional design and development learning objectives, teaching strategies, evaluation procedures; psychological foundations of teaching; the college teachers' roles and responsibilities; research on

college teaching; instructional technology; and future directions of higher education.

Expected Competencies:

Upon the completion of these seminars, a student must be able: (1) to identify a specific issue or topic related to his/her area of concentration, formulate a problem, state its importance and limitations, raise questions or hypotheses and answer them through a formal research project; (2) to evaluate projects done by other members of the seminar; (3) to recognize the relationships between the learning objectives, teaching strategies, and evaluation of students and grading procedures; (4) to understand the psychological principles of effective teaching including human learning and interpersonal relations; and (5) to recognize the role of teaching in higher education in relation to faculty responsibilities and roles.

Course Content by Units and Weeks:

The three seminars will contain the following:

	Unit	Time/wks
(1)	Introduction to Seminar	One
(2)	Selection of Seminar Topics by Participants	One
(3)	Personal Meetings with the Seminar Leader(s) for Discussion of Report Procedures and Problem Limitation	One
(4)	Preparation of Reports	Two
(5)	Presentation of Reports and Discussion	Ten
(6)	Evaluation of Each Topic Presented	Two
(7)	Evaluation of, and Recommendations for, the Seminar	One

8. Course: Curriculum Construction

This course is primarily concerned with vital curriculum planning components' goals, and objectives in relation to social goals, social change, human development and the nature of learning. Technical skills in curriculum development will be included in the course, i.e., designing, implementing, and evaluating the curriculum. It is necessary to possess basic skills of curriculum construction and development before attempting the practicum because students, for the first time, will assume the role of the teacher.

Expected Competencies:

Upon the completion of the course in "Curriculum Construction", students must be able: (1) to describe and analyze a curriculum with respect to current social problems, human development, and learning theories; (2) to formulate and justify a set of criteria for evaluating a curriculum; (3) to justify the roles of various persons in curriculum planning and change; (4) to identify, describe, and evaluate characteristic trends and innovations of education programs; (5) to propose change in a present curriculum or teaching plan, based on valid reasons and rationalized alternatives; and (6) to create content and experiences which lead learner to objectives.

Course Content by Units and Weeks

"Curriculum Construction" will contain the following:

	Unit	Time/wks
(1)	Current Issues Demanding Curriculum Responses	One
(2)	Principles of Curriculum Organization	Two
(3)	Determining Curriculum Ends	One
(4)	Developing Curriculum Means	Three
(5)	Implementing Curriculum	Three
(6)	Evaluating the Curriculum	Two
(7)	Curriculum Organization in Practice	Three
(8)	Developing Learning Activities	Three

9. Course: Practicum I and II

In these practicum periods student-teachers will observe and practice teaching in simulated classroom situations, and apply knowledge acquired from courses in education and the area of concentration.

Expected Competencies:

Upon the completion of the practicum period, the student teacher is expected to be able: (1) to assume the roles and responsibilities of a college teacher (teaching, advising students, research, community services, and consulting); (2) to apply competencies developed on other courses of the curriculum; (3) to apply his/her knowledge of pedagogy in real classroom situations; (4) to apply his/her knowledge of human development and intellectual growth to his/her students; (5) to build a sound relationship with students based on mutual recognition of one's role; and (6) to use stimulation and motivation techniques with low motivated and uninterested students.

Course Content by Units and Weeks

"Practicum I" will contain the following:

	Unit	Time/wks
(1)	Introduction to Practicum Activities	One
(2)	Writing Behavioral Objectives	Two
(3)	Simulated Sessions	Two
(4)	Role Playing	Two
(5)	Microteaching Sessions	Ten
(6)	Evaluating Practicum Experiences and Recommendations	One

"Practicum II" will contain the following:

	Unit	Time/wks
(1)	Group Discussion Techniques	One
(2)	Small Group Discussions	Two
(3)	Large Group Discussions	Two
(4)	Writing Behavioral Objectives	Two
(5)	Microteaching Sessions	Ten
(6)	Evaluating Practicum Experiences and Recommendations	One

Foreign language requirement

Learning a foreign language while in college was highly recommended by the Syrian students studying in the United States, because of the great difficulties they encountered during their study. Their weak preparation in the English language was related to insufficient interest and motivation by and from almost all Syrian faculty members, students, and administrators. Perhaps this statement could be generalized to all foreign languages taught at Syrian institutions of higher education. The suggested program thus requires students to take three noncredit foreign language courses in which emphasis should be one: (1) reading and comprehension drills; (2) writing short reports; (3) short oral presentations; (4) conversation; (5) translation drills from and into Arabic;

and (6) technical writing. The main purpose of including foreign language requirement is to help the new teachers to keep up-to-date on international developments in their field of specialization. Accurate and fast translation of research into Arabic is not available in Syria. The three courses, however, should be divided into primary, intermediate, and advanced levels where chronological sequence and articulation should be considered.

CHAPTER VI. SUMMARY, CONCLUSIONS, LIMITATIONS, DISCUSSION, AND RECOMMENDATIONS

Summary

Purpose

The purpose of this study was to develop a model curriculum for a Syrian experimental master's degree program in education, with special emphasis on preparing college teachers. The main concern of the model was to define knowledge, skills, and experiences that were appropriate to the job of preparing qualified college teachers. The design of the model was guided by answers to the ten research questions of the study: (1) Which disciplines should be included as required core subjects in a master's degree program in education, the main purpose of which is the preparation of college teachers? (2) What should be the role of research, thesis writing, and practica, in the preparation of college teachers? (3) Should a "retooling" or "career renewal" be provided for teachers who are not trained in pedagogy and who have obtained their positions as college teachers long ago? (4) What requirements are needed to enter the program? (5) What competencies are expected of college teachers by teaching area? (6) What methods and materials of instruction are needed to achieve these competencies? (7) What criteria should be used for the evaluation of the competencies? (8) What elements of competency-based instruction could be first incorporated into the experimental program? (9) What kind of supervision should be available for future graduates of the program? (10) What elements of the well-established U.S. model for

the Master of Arts in Teaching (MAT) could effectively be adopted/ adapted for the Syrian culture?

Findings

The findings of this study were gathered from American scholars, Syrian students studying in the United States, surveys of MAT programs and teaching assistant programs and reinforced by literature review. Given the main purpose of the model curriculum to prepare college teachers, the recommendations were: (1) The model curriculum should include the following disciplines content: Educational Research; Philosophy of Education; Learning Theories; Educational Psychology; Methods of College Teaching; Curriculum Construction; three seminars; two practicum periods; and Thesis writing; (2) The research skills were seen as an important tool for a college teacher to possess in order to understand (and help others understand) specific applications of any research findings in his/ her field, and carry out investigations. Thesis writing was seen necessary to help a student collect, organize data, and add new concepts to the existing body of knowledge in the student's field; the inclusion of a practicum in the model curriculum was found necessary to help the students observe and practice teaching in a controlled classroom situation; (3) Inservice education was deemed necessary for untrained college teachers to be accomplished by three proposed seminars; (4) Entrance requirements included possession of a bachelor's degree and passing an achievement test; (5) Expected competencies for each subject by teaching area were described in Chapter V. In general, the five basic competencies were: to communicate effectively; to relate knowledge; to properly

evaluate students' achievement; to motivate students; and to be familiar with dependable sources of information; (6) To achieve the expected competencies, the following methods and materials were found to be needed: informal lectures; media sources; small group discussions; assignments; up-to-date books and journal articles; and supplementary printed materials; (7) Evaluation of the achievement of required competencies could be accomplished by: observing the achievement of the students taught by the new teacher (during practice-teaching period); written examinations; and supervised field experience; (8) Incorporation of competency-based instruction could be started by incorporating field experience; stating learning objectives in observable and measurable behavior; and use micro-teaching sessions; (9) Continuous supervision should be provided during the practicum period, followed by periodic supervision (once per month for one year) during the practice teaching period; and (10) The inclusion of practicum, course work, practice teaching, and thesis writing was seen necessary for the program.

Conclusions

The findings of this study led to the following conclusions:

1. The recommended offerings included in the model curriculum may not be taken for granted to ensure effective college teaching procedures.

2. The program may not suffice, by itself, as a sole tool to prepare college teachers.

3. The participation of student teachers and present untrained Syrian teachers in the proposed seminars may be seen as a great

opportunity for students to benefit from their classroom practices.

4. Admissions requirements could be changed in the future according to students' and institutional goals.

5. Competencies other than those recommended may be added to the required competencies by the program and by teaching area.

6. Methods and materials of instruction may vary but should include use of up-to-date books, journal articles, and research publications.

7. Appraisal of student teachers during practicum periods is the most practical evaluation of their teaching effectiveness.

8. Competency-based instruction is best represented by supervision of satisfactory field experience where every student is required to demonstrate all required competencies at a specific performance level.

9. Supervision is an essential part of the program to ensure consistent exit level of students.

10. Course-work, practicum, thesis writing, and practice teaching are indispensable to prepare effective college teachers.

Limitations

The undertaken study had three limitations which might have effected its findings: First, the study used two mail surveys, one of which was addressed to Syrian students studying in the United States. It could be assumed that some of them didn't fully understand some of the questions asked in the instrument. Personal interview would have been better than mail survey, but it would be very costly and time-consuming since the Syrian students were dispersed over many campuses. Second, the study was

conducted in the United States rather than in Syria. Perhaps the findings of this investigation would have differed had it been conducted in Syria. Third, because of political considerations, limited help was obtained from Syrian students in the United States. Even worse, when the questionnaire was sent to Syria the complications encountered were so numerous that it was decided to focus solely on available students studying in the United States. Furthermore, the literature for this study was mainly American, with the exception of two references borrowed from the Syrian embassy in Washington, D.C.

Discussion

An important factor in the success of the program is to have a coordinator (or director) of the program who should have adequate information and training in the nature of competency-based teacher education programs, who should have basic administrative skills, and who should have extensive experience in human as well as public relations.

The program is expected to encounter some difficulties, especially in securing the universities' acceptance because it is a totally new idea. Political considerations, faculty resistance, and probably administrative and bureaucratic inertia are of great concern. The success of the program could be only proven when the first graduates assume their responsibilities as college teachers. The idea of the adoption could best be sold to the universities if some kind of meeting, or a series of meetings, could be arranged with the deans, department chairmen, faculty members, and representatives of national student union in which the goals and the

objectives of the proposed program could be discussed, and an overall model curriculum could be proposed, considered and drawn. On the other hand, the program could possibly be adopted after initial experimentation in a Syrian university or college. Many graduate students and teaching assistants would be interested in the program, as the questionnaire of the Syrian students indicated, which would make the program a consumer-oriented program, rather than an imposed program by the college on their students.

Of course, not every student who will enter the program will be of the same caliber; thus, evaluation of the student's background should be done. Deficiencies in undergraduate preparation, however, may be made up through prerequisite courses before, or concurrent with, admission; these courses will not be credited toward the degree.

In addition to this master's degree program, a following doctoral program should be created in order to further prepare and equip graduates for the master's program in advanced theories and practices of college teaching and research, and also to offer the opportunity to students who hold master's degree from different programs.

Recommendations

Recommendations for practice

The findings and the conclusions of this study led to the following recommendations:

1. Prior to the implementation of the model it is of great importance to specify the minimum performance level of each required

competency by teaching area and for the total program. This would require considerable on-site experimentation and perhaps the utilization of a pilot project with one or more departments.

2. The implementation of the model should be followed by evaluation of the performance of teachers graduated from the program, and comparison, by evaluation results, with the performance of teachers graduated from traditional programs.
3. The grading system in the program should be centered on mastery of required competencies at a minimum performance level, hence the grades of pass-incomplete are recommended.
4. The proposed program should ultimately be adopted by all three universities in Syria and an effort should be made toward securing cooperation among and across departments and colleges.

Recommendations for further research

The possibilities for further investigation for development of curricula are numerous. Further research may include:

1. Developing programs, at various levels, of competency-based nature for developing nations asking questions with regard to Syrian students' needs and professional development of Syrian faculty within the social context.
2. Developing MAT programs in the universities of the Arab countries, with special consideration to the status and needs of the Arab women to further their education, and attention to the existing programs in the U.S.A. and Syrian universities.

3. Developing programs for faculty development as far as methods of teaching, developing the curricula (traditional and pragmatic), community services, and research are concerned. This should be done by securing data and cooperation from Syrian sources in Syria.

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APPENDIX

College of Education
Educational Administration
230 Curtiss Hall
Ames, Iowa 50011

Telephone 515-294-5450

IOWA STATE
UNIVERSITY

December 15, 1979

Dear Fellow Educator:

I am a Ph.D. candidate at Iowa State University, Ames, Iowa. Currently, I am conducting a research study in cooperation with Dr. Richard P. Manatt of ISU and seeking academic information concerning general transportable principles related to curriculum building, for a graduate school of education overseas.

The study requires the participation of American experts in education, Syrian students in the U.S., and Syrian teachers, administrators, and students in Syria. After compilation of the results of this study it is my intention to develop a model curriculum for a Syrian experimental Master's degree program in education with emphasis on preparation of college teachers.

Your cooperation is requested in answering the questions found in the next pages. For your convenience, a self-addressed stamped envelope has been enclosed; your participation is sincerely appreciated. Thank you.

Thanks for the professional courtesy,

Respectfully,

Richard P. Manatt
Professor & Section Leader

Walid A. Hawana
Iowa State University
Ames, Iowa

Enclosures

Iowa State University
College of Education
Educational Administration
230 Curtiss Hall
Ames, Iowa 50011

CODE_____

QUESTIONNAIRE

For the purpose of the undertaken research please answer all of the questions. Provide us with your comments in every occasion you deem necessary throughout this process. You can use a separate sheet, if desired. Assume that you have the responsibility of setting up a Master's Program in Education for the preparation of college teachers in an emerging nation (Syria). What would it be like?

1. What academic requirements are needed from students to enter the program? (please check one)

   _____B.A. or B.S.

   _____B.A. or B.S. plus teaching experience

   _____Other (please state)

   Comments:

2. Does a student need to pass a specific test to enter the program? (please check one or more)

   _____Achievement

   _____Aptitude

   _____I.Q.

   _____Personality

   _____Mental

   _____None

   _____Other (please state)

   Comments:

3. What common educational principles could be transferred from the U.S. culture to another? (please check one or more)

   _____Periodic needs assessment surveys

   _____Establishing broad-in-scope goals based on needs

   _____Writing specific educational objectives

_____Building the course content according to clearly defined objectives

_____Defining behavioral objectives required to students

_____Teaching toward specific educational objectives

_____Evaluating students' achievement of the specified objectives

_____Using evaluation data for improvement

_____None

_____Other (please state)

Comments:

4. What elements of the U.S. Master of Arts in Teaching program could effectively be adopted/adapted for the Syrian culture? (please check one or more)

_____Course Work

_____Practice Teaching

_____Practicum

_____Thesis Writing

_____None

_____Other (please state)

Comments:

5. What elements of competency-based instruction could be first incorporated in the experimental program? (please check one or more)

_____Stating learning objectives in observable and measurable behavior

_____Course Work

_____Field Experience

_____Microteaching

_____Simulated Sessions

_____None

_____Other (please state)

Comments:

6. Which offerings should be included as required core subjects? (please check as many as you see relevant for the program)

_____Administration and Supervision

_____Clinical Supervision

_____College Administration

_____Comparative Education

_____Community Colleges

_____Consumer Psychology

_____Counseling Skills

_____Counseling Theories

_____Curriculum Construction

_____Educational Media

_____Educational Psychology

_____Educational Research

_____Educational Sociology

_____History of Education

_____History and Sociology of Higher Education

_____Human Development

_____Individual Differences

_____Learning Theories

_____Methods of College Teaching

_____Motivation Techniques

_____Philosophy of Education

_____The Profession of Teaching

_____Psychological Measurement

_____Seminar in Higher Education

_____Supervised Teaching Experience

_____Value Development in Education

_____Other (please state)

Comments:

7. What are the five most important competencies that a college teacher should possess? (place in rank order 1, 2, ...5)

_____Ability to relate knowledge

_____Ability to communicate effectively

_____Ability to counsel students

_____Analytical capability

_____Ability to develop learning objectives

_____Ability to arouse students' interest

_____Ability to solve problems

_____Ability to identify students' needs

_____Ability to motivate students

_____Ability to develop methods of college teaching

_____Ability to conduct research projects

_____Ability to interpret data and results of a study

_____Ability to form value judgements

_____Ability to properly evaluate students' achievement

_____Familiarity with dependable sources of information

_____Ability to develop the curriculum

_____Other (please state)

Comments:

8. What materials/activities of instruction are needed for the achievement of these competencies? (please check one or more)

_____Audio-Visual Aids

_____Computers

_____Course Work

_____Demonstration Teaching

_____Field Trips

_____Practice Teaching

_____Professional Journals and Books

_____Research Projects

_____Special Projects

_____Workshops

_____None

_____Other (please state)

Comments:

9. What methods of instruction are needed for the achievement of the competencies? (please check one or more)

_____Assignments

_____Audio-Tutorial Instruction

_____Mastery Learning

_____Media Resources

_____Examinations

_____Formal Lectures

_____Informal Lectures

_____Lab Activities

_____Large Group Discussions

_____Personalized System of Instruction (PSI)

_____Seminars

_____Simulated Sessions

_____Small Group Discussions

_____Supervised Field Experience

_____Tutoring

_____Workshops

_____Other (please state

Comments:

10. What criteria should be used for the evaluation of the achievement of the competencies? (please check one or more)

_____Achievement of Students Taught

_____Critical Incidents During Practicum

_____Objectives Achievement by Teacher

_____Oral Examination

_____Research Outcome

_____Simulated Sessions

_____Supervised Field Experience

_____Special Projects

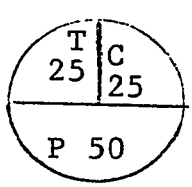
_____Written Examination

_____None

_____Other (please state)

Comments:

11. How much emphasis, in percent, should be put on thesis writing (T), practicum (P), and course work (C)? (please check one)



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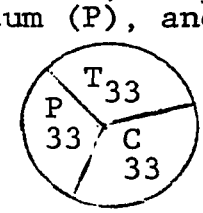

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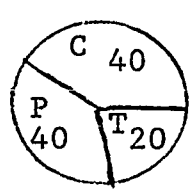
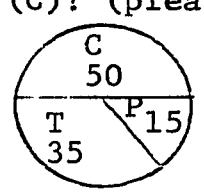


_____C



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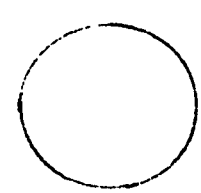


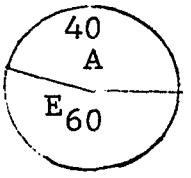
_____Other (please state)

Comments:

12. Should the program contain some courses in the area of concentration of the prospective teacher?

_____Yes, _____No (move to the next question please)

If "Yes", how much emphasis should be put on courses taken in the area of concentration (A), and in education (E)? (please check one)



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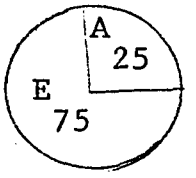

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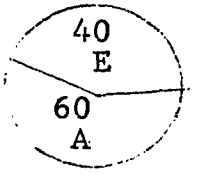
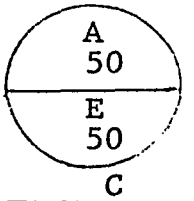


_____A



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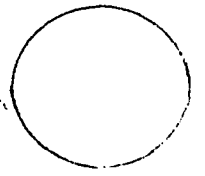

_____Other (please state)

Comments:

13. Should the program be offered on the semester system or the quarter system? (please check one)

_____Semester System _____Quarter System

Comments:

14. How many credit hours should a student-teacher complete in order to graduate? (please check one)

_____60 credits _____54 credits _____45 credits

_____36 credits _____30 credits _____Other (please state)

Comments:

15. How much weight -in credit hours- should be put on each course? (please check one)

_____1 credit _____3 credits

_____2 credits _____Other (please state)

Comments:

16. Should the thesis topic be concerned with any of the following: (please check one)

_____Area of Concentration (subject matter)

_____Teaching-Learning Process (education)

_____Both (applied research)

_____Other (please state)

Comments:

17. Should the practicum be totally supervised? _____yes, _____no
If "yes", by whom? (please check one)

_____Senior teacher of the subject matter

_____Senior teacher in education

_____Both

_____Student teachers

_____All

_____None

_____Other (please state)

Comments:

18. If you answered "no" to the previous question: Should the practicum be partially supervised?

_____Yes, _____No

If "Yes", how often? (please check one)

_____One whole practicum class period every other day

_____One whole practicum class period per week

_____Fifteen minutes of a practicum class period daily

_____Fifteen minutes of a practicum class every other day

_____Fifteen minutes of a practicum class period per week

_____Other (please state)

Comments:

19. What methods of evaluation for the training program should be provided? (please check one or more)

_____National Examination (Syria)

_____Senior Teachers Evaluation

_____Student Teachers Evaluation

_____Visiting curriculum evaluation team from the Syrian Ministry of Education

_____Visiting curriculum evaluation team from Syrian universities

_____Visiting curriculum evaluation team from the U.S.A.

_____None

_____Other (please state)

Comments:

20. What kinds of supervision should be available for graduates of the program? (please check one or more)

Direct supervision, for how many weeks?____1,____2,____3,____4,
____one year

Periodic visitation, every how many weeks?___1,___2,___3,___4

____No visitation at all

_____Other (please state)

Comments:

21. What should be done with teachers who are not trained in pedagogy but obtained their job a long time ago? (please check one or more)

In-service formal college courses, for how many years?___1,___2,___3

Seminars in pedagogy, how many?___1,___2,___3,___4,___5

Workshops on pedagogy, how many?___1,___2,___3,___4,___5

Do not use as teachers (just graduates of the past 5 years)____

Other (please state) ____

Comments:

MEMO

Dear Fellow Student

I am a Ph.D. candidate in the United States at Iowa State University--Ames, Iowa. Currently I am conducting a research study in cooperation with Dr. Richard P. Manatt of I.S.U. and seeking general information and opinions of a sample of former students of the Syrian Universities. We are trying to determine the value of specially trained teachers for students in the first two years of college.

To become specially trained, applicants will be screened and selected from capable college graduates, and then be enrolled in a master's degree program in education in which a variety of college teaching methods will be examined, emphasizing the student-teacher relationship, and focusing on the teaching-learning process in the light of human development theories.

For the purpose of the undertaken research please answer all of the questions. Provide us with your comments, if you have any, on every question -- (use back of pages if necessary).

QUESTIONNAIRE

Please respond to the following questions:

i. Present level of education

_____ Freshman, _____ Sophomore, _____ Junior,

_____ Senior, _____ Graduate

ii. Years spent in this university

_____ Less than one year _____ 2 to 4 years

_____ 1 to 2 years _____ more than 4 years

Q 1. If the program to prepare college teachers has become a reality, would you enroll in it?

_____ Yes _____ No

If "Yes", for how many years do you expect your preparation to last: (please check one only)

_____ One Year _____ Three Years

_____ Two Years _____ Other (please state)

Comments:

Q 2. Do you wish to be taught how to teach college students through any of the following? (please check one or more)

_____ A Formal Program _____ Other (please state)

_____ Practice Teaching

Comments:

Q 3. A formal program to prepare college teachers in the U.S.A. may contain one or more of the following elements, should any of them be eliminated? (please check one or more)

_____ Eliminate Course Work _____ Eliminate Practice Teaching

_____ Eliminate Practicum _____ Keep All

_____ Eliminate Thesis Writing _____ Other (please state)

Comments:

Q 4. Since graduates of the proposed program are expected to teach students only at the first two years of college, do you expect that they will interact better with students and properly help them face their academic problems? (please check one only)

_____ Yes _____ No _____ Don't know

Comments:

Q 5. Do you think that such a program will be good for assistant-lecturers to enroll in, especially that they mostly gain their methodology of teaching through experience and not through a formal program? (please check one only)

_____ Yes _____ No _____ Don't know

Comments:

Q 6. Most likely graduates of this program will have a better chance in getting employed by the colleges in Syria, do you agree? (please check one only)

_____ Strongly Agree _____ Disagree

_____ Agree _____ Don't know

Comments:

Q 7. The program is supposed to equip the new teachers with modern theories of teaching-learning process; if you do not wish to be a college teacher in the future, would you still support establishing such a program? (please check one only)

_____ I want to be a college teacher and will support the program.

_____ I want to be a college teacher but won't support the program.

_____ I do not want to be a college teacher yet will support the program.

_____ I do not want to be a college teacher and won't support the program.

Comments:

SUPPLEMENT

I. What type of classroom presentation do you wish the teacher to adopt more often? (please check one or more)

_____ Formal Lectures _____ Simultated Sessions

_____ Informal Lectures _____ Audio-Tutorial Instruction

_____ Small Group Discussions _____ Seminars

_____ Media Resources _____ Other (please state)

Comments:

II. How heavily do you depend on the textbook in your study? (please check one only)

_____ Very Much, _____ Much, _____ Little, _____ Not At All

Comments:

III. Do you feel that the college and the central libraries have relevant professional books and/or journals in your field? (please check one only)

_____ Yes, and up-to-date

_____ Yes, but not up-to-date

_____ Not well furnished

_____ Other (please state)

Comments:

IV. How heavily do you depend on these books and/or journals in your study? (please check one only)

_____ Very Much, _____ Much, _____ Little, _____ Not At All

Comments:

V. The most well established and recognized journals, publications, literary and philosophy schools, and science organization are international and not in Arabic. Do you wish you knew a foreign language in order to keep up-to-date in your field? (please check one only)

_____ Yes, _____ No (please state)

Comments:

VI. With whom do you feel at ease in your relationship? (please check one only)

_____ With Teachers

_____ With Assistant Lecturers

_____ With Both

_____ With None

Comments:

VII. How regularly do you wish to meet with your teacher? (please check one only)

_____ Once Per Month

_____ Twice Per Month

_____ Thrice Per Month

_____ Not Necessary

_____ Other (please state)

Comments:

مذكرة

عزيزي الطالب ،عزيزتي الطالبة

انني طالب في جامعة ولاية ايوا في الولايات المتحدة الاميركية و مرشح لنيل شهادة الدكتوراه . أقوم حاليا ببحث علمي تربوي تحت اشراف الدكتور ريتشارد مانيت نطلب فيه من عينة من الطلاب ان تبدي رأيها وتشارك في اعطاء فكرة عامة عن احتياجاتها العلمية . اننا نحاول معرفة أهمية وجود اساتذة مدربين و مؤهلين لتعليم طلاب السنتين الاولى و الثانية الجامعية فقط.

أما لتدريب و لتأهيل هؤلاء الاساتذة فسيتم اختيار مجموعة من المتقدمين بطلباتهم من حملة الليسانس بتقدير،و من ثم يتم قبولهم في برنامج للحصول على شهادة ماجستير في التربية حيث يتم دراسة مختلف طرق التدريس الجامعي،ويتم التركيز في خلاله على اهمية علاقة الاستاذ بالطالب،و على عملية التعليم والتعلم في ضوء نظريات تطور الانسان.

لاهمية البحث المجرى نرجو الاجابة على كل الاسئلة ،كما اننا نرحب بكل التعليقات و كل الاقتراحات ـ يمكن استخدام خلف الصفحات اذا لزم الامر لذلك.

شكرا لمجهودكم

الدكتور ريتشارد مانيت
جامعة ولاية ايوا
الولايات المتحدة الاميركية

شكرا لخدمتكم

وليد هوانة
جامعة ولاية ايوا
الولايات المتحدة الاميركية

استفتاء

أجب على هذه الاسئلة من فضلك:

أـ المستوى الجامعي؟

ـــــ سنة اولى ـــــ سنة ثانية ـــــ سنة ثالثة

ـــــ سنة رابعة ـــــ دراسات عليا

ب ـ كم سنة قضيت في هذه الجامعة ؟

ـــــ اقل من سنة ـــــ من سنة الى سنتين

ـــــ من سنتين الى اربع ـــــ اكثر من اربع سنوات

١- اذا صار برنامج اعداد الاساتذة الجامعيين حقيقة و تم تبنيه في احدى الجامعات السورية ،فهل تلتحق به ؟

ـــــ نعم ـــــ كلا

اذا اجبت بـ"نعم" فبكم سنة تتوقع ان يتم اعدادك لتصبح مدرسا جامعيا؟

ـــــ سنة ـــــ سنتين ـــــ ثلاث سنين ـــــ غير ذلك (نرجو التعليق)

اقتراحات:

٢- كيف ترغب في ان تتعلم مختلف طرق تدريس الطلبة الجامعيين؟

ـــــ بواسطة برنامج معين ـــــ بممارسة التدريس فقط

اقتراحات:

٣- ان أي برنامج رسمي لاعداد الاساتذة الجامعيين في الولايات المتحدة حاليا يمكن أن يحتوي على واحد أو أكثر من العناصر التالية ،هل يجب الغاء شيء منها؟

ـــــ الغاء الكورسات ـــــ الغاء الفترة التدريبية النظرية

ـــــ الغاء كتابة البحث ـــــ الغاء الفترة التدريبية العملية

ـــــ لا نلغي أيا منها ـــــ غير ذلك (نرجو التعليق)

اقتراحات:

٤- بما أن المتخرجين من البرنامج المقترح سيدرسون طلاب السنتين الاولى و الثانية ،هل تتوقع أن تكون بينهم و بين الطلاب علاقة جيدة تساعدهم على مواجهة المشاكل الدراسية ؟

ـــــ نعم ـــــ كلا ـــــ لا أعرف

اقتراحات:

٥- هل تعتقد بأن برنامجا كهذا سيكون مفيدا للاساتذة المعيدين،وخاصة بأن معظمهم انما يكتسبون منهجهم في التدريس من الخبرة فقط و ليس من خلال برنامج رسمي؟

ـــــ نعم ـــــ كلا ـــــ لا أعرف

اقتراحات:

٦ـ هل تعتقد بأن المتخرجين من هذا البرنامج سيكون حظهم أوفر في ايجاد عمل في احدى الجامعات السورية ؟

ـــــ أوافق كثيرا ـــــ أوافق ـــــ لا أوافق ـــــ لا أعرف

اقتراحات:

٧ـ البرنامج المقترح سيزود الاساتذة الجدد بنظريات التعليم و التعلم الحديثة . ان كنت لا ترغب في أن تكون أستاذا جامعيا في المستقبل،هل توءيد انشاء برنامج كهذا؟

ـــــ أريد أن أكون أستاذا جامعيا و سأوءيد البرنامج

ـــــ أريد أن أكون أستاذا جامعيا ولكن لن أوءيد البرنامج

ـــــ لا أريد أن أكون أستاذا جامعيا ولكن سأوءيد البرنامج

ـــــ لا أريد أن أكون أستاذا جامعيا ولن أوءيد البرنامج

اقتراحات:

ملحق عام

أـ أية طريقة في التدريس ترغب في أن يتبعها أستاذك؟

ـــــ محاضرة بدون أسئلة من الطلاب ـــــ جلسات ممثلة لوضع حقيقي

ـــــ محاضرة مع أسئلة من الطلاب ـــــ دروس سماعية خاصة

ـــــ مناقشة علمية في مجموعات صغيرة ـــــ حلقة دراسية (سمينار)

ـــــ وسائل ايضاح و شرح بكل أنواعها ـــــ غير ذلك (نرجو التعليق)

اقتراحات:

ب ـ ما مقدار اعتمادك على الكتاب الدراسي المقرر عليك؟

ـــــ أعتمد عليه كثيرا جدا ـــــ أعتمد عليه قليلا

ـــــ أعتمد عليه كثيرا ـــــ لا أعتمد عليه

اقتراحات:

ج ـ هل تعتقد بأن مكتبة الجامعة أو الكلية تحوي كتبا و مجلات علمية كافية في مجال اختصاصك؟

ـــــ نعم ـــــ محتويات المكتبة دون المستوى

ـــــ نعم ولكن ليست حديثة في معظمها ـــــ غير ذلك (نرجو التعليق)

اقتراحات:

د ـ ما مقدار اعتمادك على هذه الكتب و المجلات العلمية في دراستك؟

ـــــ أعتمد عليها كثيرا جدا ـــــ أعتمد عليها قليلا

ـــــ أعتمد عليها كثيرا ـــــ لا أعتمد عليها

اقتراحات:

هـ ـ ان أقدر الجمعيات والمجلات و دور النشر و المدارس الفلسفية و العلمية و الادبية هي أجنبية و ليست عربية. هل تود لو كنت تعرف لغة أجنبية لكي تبقى دوما على اضطلاع على آخر التطورات العلمية و الادبية في مجال اختصاصك؟

ـــــ نعم ـــــ كلا (نرجو التعليق)

اقتراحات:

و ـ مع أي من هؤلاء تشعر بارتياح في المعاملة ؟

ـــــ مع الاستاذ ـــــ مع المعيد ـــــ مع الاثنين ـــــ ليس مع أي منهما

اقتراحات:

ز- كم مرة تود أن تجتمع مع أستاذك لو سنحت لك الفرصة ؟

ـــــ مرة في الشهر ـــــ ثلاث مرات في الشهر

ـــــ مرتان في الشهر ـــــ ليس ضروريا أن أجتمع معه

اقتراحات:

A List of the American Scholars

Name	Institution
George E. Dickson Thomas C. Gibney William Wiersma, Jr.	University of Toledo
William Boyd	N.Y. State Education Department
Hilmar Wagner Paul Scarbrough Richard W. Burns	University of Texas at El Paso
Robert C. Wilson Stanten Webster Lawrence F. Lowery	University of California-Berkeley
J. Bruce Burke Donald Meaders Peggy Riethmiller	Michigan State University
Malcolm A. Lowther Thomas J. Switzer Warren G. Palmer	University of Michigan
M. Vere De Vault B. Robert Tabachnick Herbert Kliebard	University of Wisconsin
W. Robert Houston James M. Cooper Howard Jones	University of Houston
Charles E. Johnson Gerald Firth Ray Bruce	University of Georgia
Arno Bellack Dwayne Huebner A. Harry Passow	Columbia University
Kenneth Myers James Ellingson Vern Utz Jesse Garrison	Oregon College of Education

Name	Institution
John D. McNeil Evan Keislar Marilyn Kourilsky Madeline Hunter	Univ. California-Los Angeles
Zalman Usiskin John Ginther Philip Jackson	University of Chicago
Floretta McKensie William L. Smith Allen A. Schmieder	U.S.O.E.
Walter Dick Dwight Burton Phillip Leamon	Florida State University
Dale Knapp Alice Watkins Kenneth Palmer	California State University
Ralph Tyler	Science Research Associates
Arthur W. Chickering	Memphis State University
Glen Hass	University of Florida
Richard P. Manatt	Iowa State University