Palestinian Faculty Development Program

NATIONAL STUDY OF UNDERGRADUATE TEACHING PRACTICES IN PALESTINE

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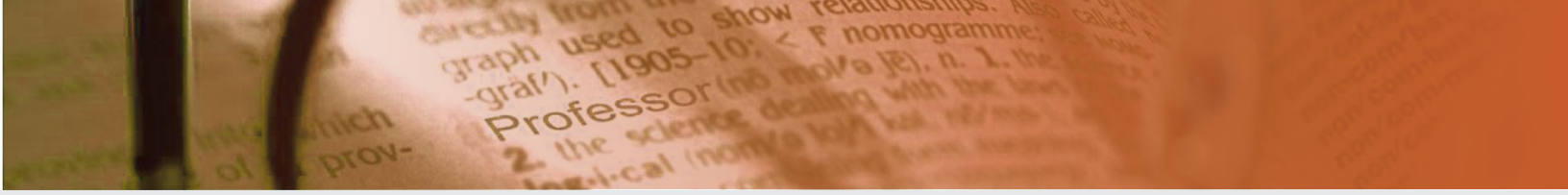

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Dr. Louis Cristillo, Teachers College, Columbia University
November 27, 2009

Foreword

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Executive Summary

PROJECT SUMMARY

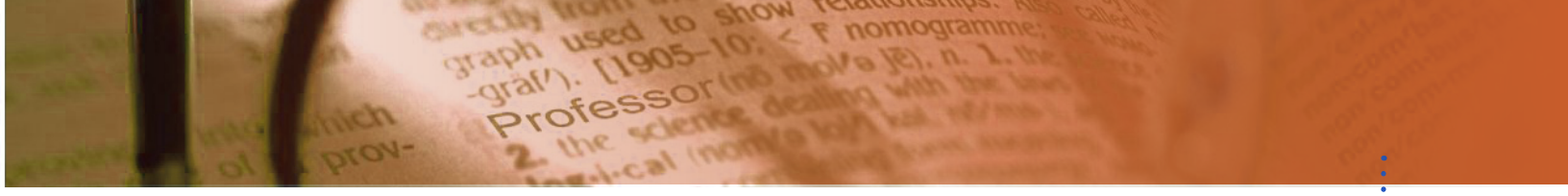
The *National Study of Undergraduate Teaching Practices in Palestine* is the first empirical study of its kind to assess the quality of undergraduate teaching and learning practices in Palestinian higher education. Rather than duplicating the methodology of existing studies that use macro-indicators like student-teacher ratios and graduation rates that are unable to comment on what actually goes on inside classrooms, the present study utilized methods of data collection that targeted discourse and practices directly relating to teacher/student interactions. The *National Study of Undergraduate Teaching Practices in Palestine* thus provides a valuable baseline of empirical data to inform policymakers, administrators, and educators as well as donor organizations that support educational development and reform in all sectors of tertiary education in Palestine.

BACKGROUND

It is a stunning achievement that, in the short span of four decades and in the face of extraordinary obstacles, Palestinian society has managed to build and sustain some 43 institutions of higher education. Today, these institutions—11 universities, 13 university colleges, and 19 community colleges—offer nearly 300 fields of study to some 140,000 students enrolled in diploma and degree programs in the arts and humanities, the social sciences, mathematics, science, technology, and vocational and technical careers. Palestinians are justifiably proud of these institutions and the role they play in preserving a strong national identity, resisting Israeli Occupation, and producing human capital that is vital to economic development and the struggle for political sovereignty.

Despite the rapid and continued growth of Palestine's universities, almost no information exists on the quality of teaching practices and its link to learner outcomes in higher education. Research studies to date have largely ignored this issue and instead attempt to draw inferences about "quality teaching" using large-scale measures such as student-teacher ratios, graduation rates, percentages of full-time faculty with Ph.D.s, and so on. These measures fail, however, to provide meaningful insights into what teachers and students actually do in undergraduate classrooms and whether what they do makes any difference to student success. Moreover, even though the existing literature on tertiary education in Palestine draws attention to major challenges, such as the deterioration of university-based research and development, the weakening fiscal capacity of universities to sustain facilities and resources, and the impact of socio-political instability under decades of harsh Israeli occupation, no study to date links these problems to teaching practices in higher education.

In view of this gap in educational research, the *National Study of Undergraduate Teaching Practices in Palestine* was designed with two broad aims in mind. The first is to promote the goals of the Palestinian Faculty Development Program (PFDP) administered by



AMIDEAST. The Palestinian Faculty Development Program, which is jointly funded by USAID and the Open Society Institute, seeks to increase capacity within the higher education sector in the West Bank and Gaza and address long-term issues of reform in teaching and learning practices. The second and equally important aim is to provide the higher education community in Palestine with baseline information on matters relating to the quality of teaching practices and their implications for learning outcomes in institutions of higher education.

Four primary research questions guided the research and analysis of the study:

1. What approaches, methods, and techniques comprise teaching and assessment practices in undergraduate classrooms, and to what extent do these reflect either a teacher-centered or a learner-centered pedagogy?
2. To what extent do teachers participate in professional development, especially in the context of research and knowledge production?
3. How supportive of teaching practices and professional development are the institutional and organizational structures that manage higher education?
4. What influence do broader societal contexts—social, economic, and political—have on the quality of teaching and learning in higher education?

PROCESS

AMIDEAST assembled an expert team of Palestinian and American academics to design and implement a mixed-methods study that combined quantitative and qualitative methods, including a national survey, focus groups, and semi-structured interviews. In all, over 3,400 participants from the West Bank and Gaza, including teachers, students, recent graduates, parents, and the general population, participated in the research. Data gathering and analysis extended from March 2009 to August 2009.

Dr. Louis Cristillo of Teachers College, Columbia University, and Dr. Amaney Jamal of Princeton University designed the survey questionnaires and analyzed the survey data. The Arab World for Research and Development (AWRAD), a Palestinian polling center directed by Dr. Nader Said, administered the random-sample national survey. Palestinian scholars Dr. Taysir Abdallah, Dr. Ali Habayeb, and Dr. Akram Ijla, and their assistants Ms. Nahida Al Araj, Mr. Sohiel Salha, and Mr. Ahmad Tannira conducted the focus groups and contributed to the analysis of data. Dr. Cristillo conducted the semistructured interviews with eleven veteran professors from seven universities in the West Bank and Gaza.

FINDINGS AND CONCLUSIONS

Organized around the four primary research questions of the study, the following summarizes the major findings and recommendations of the National Study of Undergraduate Teaching Practices in Palestine. A more detailed presentation of conclusions and recommendations is presented in Chapter 6.

1. ***What approaches, methods, and techniques comprise teaching and assessment practices in undergraduate classrooms, and to what extent do these reflect either a teacher-centered or a learner-centered pedagogy?***

1.1. Elements of both teacher-centered and learner-centered approaches to teaching and learning were present to varying degrees in undergraduate courses throughout Palestine; however, practices associated with a teacher-centered model of instruction appeared to prevail. In this context, teachers controlled and disseminated knowledge and skills to students who generally worked alone and remained passive. Conversely, learner-centered techniques in which teachers disseminated information and facilitated students' active and critical engagement in and assessment of their own learning were much less salient.

1.2. What faculty did in their first year as teachers correlated powerfully with all teaching practices that were considered important for higher education. These included faculty preparedness, constructive feedback, positive teaching and course requirements, innovative assignments for grading, the encouragement of critical and independent thinking, effective classroom presentations, positive student engagement, and fair treatment of students. Faculty who either brought or acquired these methods in their first year appeared more likely to continue using these learner-centered methods throughout their careers.

1.3. The widespread use of personal computers and the availability of digital information and knowledge via high-speed Internet are making teacher-centered methods, and the teachers who use them, increasingly less relevant. Students can now easily supplement in-class lectures and textbook content by searching the Internet, and more and more are doing so to compensate for shortcomings in classroom instruction.

1.4. The systematic and integrated use of co-curricular resources that enhance students' learning experiences such as libraries, media services, computer and science labs, e-learning, and teachers' office hours remains underdeveloped.

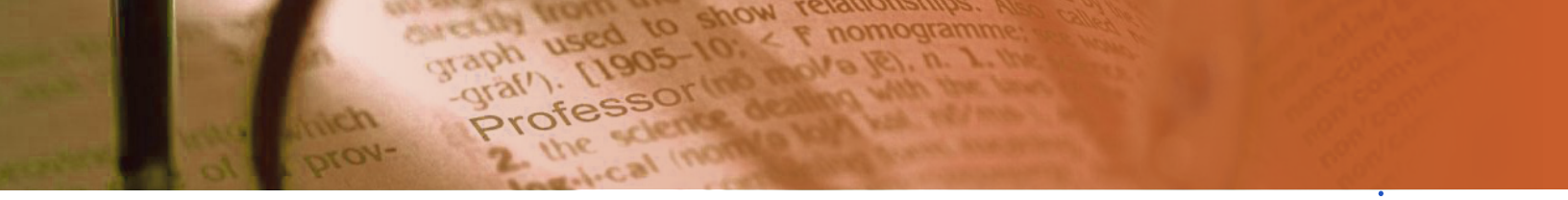
2. ***To what extent do teachers participate in professional development, especially in the context of research and knowledge production?***

2.1. Professional development and scholarly output appeared sporadic. The majority of Palestinian faculty said they have never presented their work on campus, submitted articles for publication, presented at conferences, written chapters or articles or contributed to newspapers. Even professional interaction and communication among faculty in the same university appears to be infrequent and fragmented.

2.2. There was no formal system of mentoring for new faculty. In fact, with the exception of teachers who completed their advanced degrees in foreign universities, most teachers appeared to have limited opportunities to either communicate or partner with senior faculty who could provide guidance on teaching strategies and mentoring in research and publication.

3. ***How supportive of teaching practices and professional development are the institutional and organizational structures that manage higher education?***

3.1. Faculty, students, and parents generally believed that university administrations were committed to improving the quality of education.



3.2. Teachers gave credit to university administrations for making some effort to relieve conditions that negatively affected teaching and learning such as overcrowded classes and overloaded teaching schedules. However, these efforts generally fell short because budget deficits forced administrations to cap the hiring of new faculty while student enrollment continued to surge. One negative outcome of this is that overcrowded classes rendered learner-centered methods more difficult to apply and overloaded teaching schedules undermined the capacity of faculty to engage in professional development.

3.3. University policies relating to pedagogy and professional development generally received little approval from faculty. Assessment and grading policies were seen to reinforce a traditional reliance on summative assessments based on only two measures, a mid-term and final exam. This policy encouraged faculty to "teach to the test" rather than promote creative and critical thinking in students. Likewise, professional development suffered from outmoded criteria for promotion and insufficient investments in incentives and rewards to foster research and scholarly publication.

3.4. Students generally believed that university-wide academic policies failed to adequately integrate the classroom—i.e., teachers, students, and curriculum—into a more cohesive community and culture of learning. Academic programs were not maximizing the use of campus facilities such as libraries, media services, and computer and science labs to integrate coursework and student-faculty interaction. Insufficient opportunities for learning enrichment, coupled with teacher-centered classroom experiences, created deficits in knowledge, skills, and competencies that students believed weaken their capacity to compete in local, regional, and global labor markets after graduation.

3.5. Faculty generally had few official avenues by which to contribute substantive input to decision-making on teaching and professional development, which is a major obstacle to improving the capacity of university administrations to conduct quality management. Additionally, students and faculty saw little evidence that data from student course evaluations ever translated into systematic action plans to improve the quality of teaching and learning methods.

4. ***What influence do broader societal contexts—social, economic, and political—have on the quality of teaching and learning in higher education?***

4.1. Students, parents, and teachers believed that a student's individual motivation and capacity and his or her family background were major determinants of academic success.

4.2. The relentless severity of social and economic instability facing populations in the West Bank and Gaza negatively affected students' academic outcomes, and students and their families were growing less confident that a university degree can guarantee jobs after graduation. Students may have chosen majors out of economic expediency rather than from academic interest or aptitude, and more and more parents believed that the rising cost of higher education and financial uncertainty increasingly play a role in whether students achieve success or failure in their studies.

4.3. There is growing concern among teachers, students, and parents that a university education is losing its relevancy vis-à-vis the labor market. The quality of higher education was seen as incapable of keeping up with the changing demands of the labor markets. Students who considered their university education as mediocre felt less confident that their teachers were adequately preparing them with the right knowledge and skills demanded by a labor market that was increasingly saturated with graduates seeking work.

4.4. Likewise, teachers believed that the worsening fiscal situation facing Palestinian higher education was negatively affecting their capacity to sustain the quality of their teaching practices and scholarly work at levels consistent with international standards. More and more teachers are compelled to take on second jobs just to make ends meet. This, in combination with overloaded teaching schedules at their primary jobs, makes it increasingly difficult for many teachers to give their students the attention they expect or to engage in professional development activities that would improve their teaching and scholarly output.

4.5. While teachers, students, and parents generally had confidence in Palestine's institutions of higher education, the same was not true for Palestine's political leadership vis-à-vis its role in advancing improvements in higher education. Key indicators in this study pointed to the general perception that issues relating to higher education were very low on the list of priorities among the leadership of all political parties. Some teachers and parents believed that partisan politics, particularly in the aftermath of the 2006 elections, has perhaps interfered in some facets of higher education, for example, in regard to hiring and promotions and in the attendance of some students.

RECOMMENDATIONS

1. *The Universities Should:*

1.1. Implement a three-year "Excellence in Teaching" faculty development program for all new and incoming teachers. A separate department or unit specifically dedicated to professional development and working in tandem with a Quality Assurance Unit (QAU) should be responsible for administering the program and for monitoring and evaluating inputs and outcomes.

1.2. Expand the capacity of the Quality Assurance Units, particularly concerning the importance of continuous monitoring and evaluation of teaching/learning practices and the incorporation of data from teachers and students as an integral part of quality control.

1.3. Mandate that academic departments undertake a comprehensive review, including a thorough assessment by interal and external evaluators, of their system of professional evaluation and rewards relating to faculty performance in the dual areas of teaching effectiveness and research productivity. This review should result in a unified set of transparent standards and regulations for evaluation and promotion on the one hand, and for linking rewards for teaching effectiveness with opportunities for scholarly research on the other.

1.4. Provide opportunities for 3rd and 4th year undergraduate and graduate students to work with veteran faculty as either teaching

assistants or research assistants in areas relating to their particular academic interests.

1.5. Establish a Library and Information Technology Services (LITS) division at every university. Its mission would be to provide wide-ranging teaching and scholarly resources to faculty and comprehensive learning-support services to students. A major goal of LITS would be to integrate course-specific content with media, databases, and information technology via local and global learning portals.

1.6. With support of the MOEHE, the Higher Education Council, and the international community, establish capacity-building partnerships with local and international NGOs and foreign universities that conduct scientific and social science research in Palestine. The goal of these partnerships would be to provide learning-enrichment opportunities for both undergraduate and graduate students.

1.7. Mandate that all faculty prepare and submit an annual report on their professorial activities. These reports would provide a basis for understanding more fully the range of activities in which faculty are engaged. The report would also facilitate matching mentors with new or beginner faculty, and help identify opportunities for collaboration in program development or sponsored research with local or international NGOs and foreign universities.

2. *The Higher Education Council Should:*

2.1. Establish a National Association for the Advancement of Higher Education in Palestine to function as a mechanism for promoting inter-university cooperation and exchange.

2.2. Promote the establishment of a graduate school for the advanced study of education in Palestine. This would not be a teaching training college. Rather, it would be a graduate school conferring advanced degrees (M.A.s, Ph.D.s, and Ed.D.s) and dedicated to research, analysis, publication, training, and conferences aimed at preparing students for academic or professional careers in education.

2.3. Form a task force to examine the influence of the Tawjihi Secondary Exam on teaching and learning practices in basic and secondary school education and, likewise, its impact on higher education. The task force should investigate whether the current testing regime fosters teacher-centered methods and rote memorization that trickle down to the early years of basic education, and to what extent it is associated with teaching and learning habits that impede the development of critical and creative thinking in undergraduate classrooms.

3. *The Leadership of the Palestinian National Authority (PNA) Should:*

3.1. Place the development and improvement of all institutions of higher education at the top of their national policy priorities. In particular, the PNA, the MOEHE and the Higher Education Council should work closely with the leadership of political parties, labor unions, professional associations, chambers of commerce, and the international community to alleviate the prolonged and debilitating fiscal crises facing Palestinian higher education.

Chapter 1

Introduction

Background

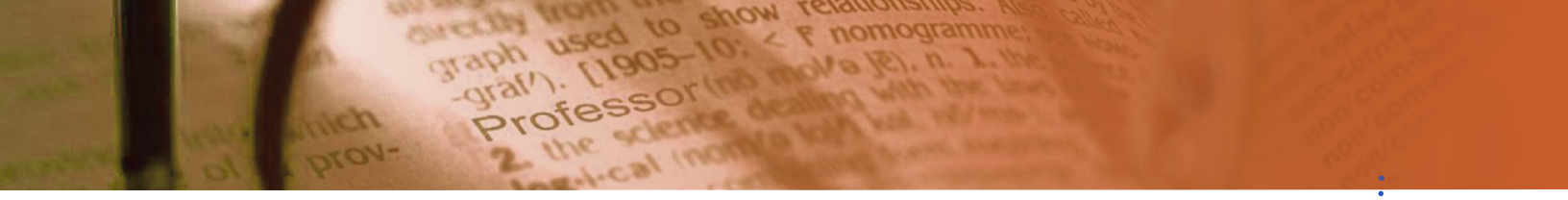
It is a stunning achievement that in the short span of four decades and in the face of extraordinary obstacles, almost four dozen postsecondary institutions have been founded in Palestine—a rate of nearly one per year.[1] Largely funded and sustained through private donations and tuition, some 43 educational institutions—11 universities, 13 university colleges, and 19 community colleges—offer nearly 300 educational fields of study across the arts and humanities, the social sciences, and mathematics, science, and technology.

Palestinians everywhere take enormous pride in the role these institutions play in building a strong national identity, resisting Israeli Occupation, and producing human capital that is vital to economic development and political sovereignty. Reports published by UNESCO (1994) and the Ministry of Education and Higher Education (2005) indicate that in the decade between 1994 and 2005, enrollment in postsecondary education quadrupled from about 30,000 to nearly 140,000, of which over 37% are enrolled in Al Quds Open University. Women account for almost 52% of total enrollments in postsecondary education. In the same period, the number of faculty and teaching assistants in all universities and colleges grew from 930 to 5,724.

Despite the brisk pace of brick-and-mortar growth, almost no research studies have examined issues relating to Palestine's higher education in general and to teaching practices in particular (Abu-Lughod, 2000; Assad, 2000; Barghouti, 2005; Bruhn, 2006; Fronk, Huntington, & Chadwick, 1999; Hammond, 2007). On the other hand, while reports funded by international aid agencies and local NGOs abound, these tend to focus on development policy issues relating to elementary and secondary education.

The few reports that do examine higher education largely ignore the issue of teaching practices and its link to learner outcomes (The Bank, 2008; Hanafi, 2006; Hashweh, 2003; UNESCO, 1994). Instead, they make inferences about "quality teaching" based on input criteria such as student-teacher ratios, textbook-student ratios, rates of enrollment, graduation rates, percentage of Ph.D.-holding faculty, and so on. These variables, however, fail to capture the practices and processes that comprise actual interactions between teachers and students. It bears mentioning that even in the absence of direct measures, Hashweh and Hashweh (2003), who produced one of the most detailed assessments of Palestinian higher education to date, reached the stark conclusion that their own indicators point to a "deterioration in the quality of university education" in Palestine (p. ii).

[1]For a social-historical overview of the development of Palestinian basic and postsecondary education from the Mandate period (1922-1948) through the 1990s, see the work of Hallaj (1980), Abu Lughod (2000), and Assad (2000).



Purpose of Study

In view of the gap in educational research on teaching and learning practices in Palestinian higher education, the *National Study of Undergraduate Teaching Practices* in Palestine was designed with two broad aims in mind. The first is to promote the goals of the Palestinian Faculty Development Program (PFDP) administered by AMIDEAST. PFDP seeks to increase capacity within the higher education sector in the West Bank and Gaza and address long-term issues of reform in teaching and learning practices. Three main objectives guide the direction of the program:

- To promote the expansion, retention, and professional development of Palestinian academics;
- To revitalize and reform teaching at Palestinian higher education institutions; and
- To promote an institutional culture of teaching and learning.

The second and equally important aim of the present study is to provide the higher education community in Palestine with baseline information on matters relating to the quality of teaching practices and their implications for learning outcomes in institutions of higher education.

Research Questions

Framed by these aims and objectives, four key research questions provide the conceptual scaffolding for the research and analysis of the quality of undergraduate teaching and learning practices in Palestine:

1. What approaches, methods, and techniques comprise teaching and assessment practices in undergraduate classrooms, and do these reflect either a teacher-centered or a learner-centered pedagogy?
2. To what extent do teachers participate in professional development, especially in the context of research and knowledge production?
3. How supportive of teaching practices and professional development are the institutional and organizational structures that manage higher education?
4. What influence do broader societal contexts—social, economic, and political—have on the quality of teaching and learning in higher education?

Key Concepts and Operational Definitions

Our key research questions contain a number of terms and concepts that require further clarification and operationalization: teaching practices; teacher-centered versus learner-centered pedagogies; and professional development.

- Teaching practices: These refer to methods and techniques intended to transmit, evoke, and assess the acquisition of "knowledge, values, attitudes, skills, or sensibilities…" by a learner (Cremin, 1976, p. 27). Indicators of teaching practices include any activities or resources that support the transmission and acquisition of knowledge and skills either inside or outside classroom settings, for example, in libraries, learning centers, the home, and virtual spaces on the Internet.
- Teacher-centered and learner-centered pedagogies: These concepts refer to the degree of control that a learner has in the teaching-learning process. In a teacher-centered classroom, the teacher takes central responsibility for the students' learning, primarily through control over

content (curriculum and syllabus) and its transmission through lectures, textbook readings, and exams (Barr & Tagg, 1995). Conversely, the teacher in a learner-centered approach positions the student as a co-producer of learning, giving the student more responsibility in developing his or her capacity to think critically and creatively, and to acquire "the skills and abilities for actively contributing to a rapidly changing world" (Horsburgh, 1999, p. 10).

The following chart indicates the types of teaching/learning behaviors associated with each pedagogical style:

Table 1. Teacher-centered versus learning-centered instruction

CONCEPT	TEACHER-CENTERED	LEARNER-CENTERED
Teaching goals	• Cover the discipline	• Students learn: o How to use the discipline o How to integrate disciplines to solve complex problems o An array of core learning objectives, such as communication and information literacy skills
Organization of the curriculum	• Courses in the catalog	• Cohesive program with systematically-created opportunities to synthesize, practice, and develop increasingly complex ideas, skills, and values
Course structure	• Faculty cover topics	• Students master learning objectives
How students learn	• Listening • Reading • Independent learning, often in competition for grades	• Students construct knowledge by integrating new learning into what they already know • Learning is viewed as a cognitive and social act
Pedagogy	• Based on delivery of information	• Based on engagement of students
Course delivery	• Lecture • Assignments and exams for summative purposes	• Active learning • Assignments for formative purposes • Collaborative learning • Community service learning • Cooperative learning • Online, asynchronous, self-directed learning • Problem-based learning
Course grading	• Faculty as gatekeepers • Normal distribution expected	• Grades indicate mastery of learning objectives
Faculty role	• Sage on the stage	• Designer of learning environments
Effective teaching	• Teach (present information) well and those who can will learn	• Engage students in their learning • Help all students master learning objectives • Use classroom assessment to improve courses • Use program assessment to improve programs

Source: *Assessing Academic Programs in Higher Education (Allen, 2004)*

- Professional development: This overarching concept refers to activities and processes that promote the capacity of faculty to: 1) teach effectively, and 2) engage productively in scholarly work (i.e., "research and development") in their respective disciplines. Indicators of professional development in teaching include, but are not limited to, pre- and in-service training to acquire knowledge and skills that increase instruction capacity on one hand, and methods for both formative and summative assessments of student learning on the other. Indicators for research and development concern those activities leading to the production and dissemination of knowledge, for example, through research, publication, participation in academic conferences, community service, and so on.

Chapter 2

Review of Literature

Since the early 1970s, a modest amount of scholarship on the development of higher education in Palestine has emerged and yet not a single study on teaching and learning practices exists to date—until now. This present study represents the first empirical research on the topic and as such, it provides a valuable baseline from which future research and policy discourse may reference.[2] What this study and the existing body of scholarly and policy publications have in common, however, is the recognition of the unique socio-historical contexts in which Palestine's institutions of higher education have developed. This historical arc spans the dispossession of Palestinian populations from Israel in 1948, to Israel's occupation of Gaza and the West Bank in 1967, and most recently from the establishment of the Palestinian National Authority in 1994.

From the early 1970s until the start of the First Intifada in 1987, much of the literature centered on the affect of the Israeli Occupation on institutional building and human capital (Abu-Lughod, 1973; Baramki, 1987; Davies, 1979; Hallaj, 1980; Jaafari, 1973; Tahir, 1985; and Zahlan & Zahlan, 1977). Since 1994, greater attention has turned to institutional diversification, curriculum development and the problem of the relevance of higer education to local, regional and global labor markets. These latter publications focus either on higher education policy and institutional capacity building (MOEHE, 2005, 2008; Hanafi, 2006; Hashweh & Hashweh, 2003; and UNESCO, 1994) or on broader economic and political challenges facing tertiary education and its role in human capital development (Assaf, 1997; Abu-Lughod, 2000; Baramki, 1987; Barghouti & Murray, 2005; Bruhn, 2006; and Hammond, 2007). Again, the topic of teaching and learning practices is conspicuous by its absence in almost four decades of academic and policy publications.

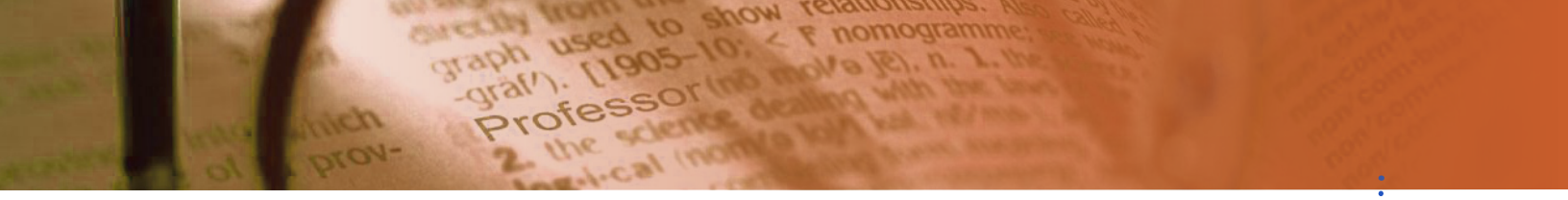
Despite this absence, we provide here a review of the literature as a way of situating this present study—its research questions, methodology, analysis and findings—into the existing trajectory of scholarly and policy discourses on higher education in Palestine. In what follows, we structure the discussion around the four major issues that guided the research of the study: teaching and assessment practices, faculty professional development, institutional support, and broader societal factors affecting teaching and learning—social, economic, and political.

Teaching and Assessment Practices

Teaching-learning processes are the action by which curricula are finally implemented, thus they are absolutely critical in achieving all educational purposes.

Accreditation and Quality Assurance Commission (AQAC), n.d., p. 64

[2]This study reviewed only the available literature in English. While some work may be available in Arabic, a search of the bibliographies of our English language sources authored by Palestinian scholars found no evidence of any relevant publications in Arabic on the topic of teaching and learning practices in higher education.



A primary objective of this study was to understand the extent to which the quality of teaching practices of Palestinian faculty reflects either teacher-centered or learner-centered methods. In the former method, the teacher takes central responsibility for the students' learning, primarily by controlling the content (curriculum and syllabus) and its transmission through lectures, textbook readings, and exams (Barr & Tagg, 1995). Conversely, the teacher using a learner-centered method empowers the student as a co-producer of learning, giving the students more responsibility in developing their capacity to think critically and creatively, and to acquire "the skills and abilities for actively contributing to a rapidly changing world" (Horsburgh, 1999, p. 10).

For several decades now, constructivist theories of learning, the basis of learner-centered pedagogy, have informed education reforms in public schools and teacher training colleges around the world, including the Middle East and the West Bank and Gaza (UNESCO, 1994). Evidence suggests that little has changed, however. A World Bank report (2008) on the quality of education in the Middle East and North Africa concludes that:

> ...there is little evidence of a significant shift away from a traditional model of pedagogy. The main activities in the classrooms in MENA continue to be copying from the blackboard, writing, and listening to the teachers (El-Haichour 2005). Group work, creative thinking, and proactive learning are rare. Frontal teaching—with a teacher addressing the whole class—is still a dominant feature, even in countries that have introduced child-centered pedagogy. (p. 88)

An important lesson, then, is that "quality" in higher education cannot be adequately assessed without a shift in the methodology of research studies that take account of actual teaching-learning practices (Hashweh & Hashweh, 2003, p. ii). A focus on practices is all the more relevant today because of the emergence of a globalized knowledge economy in which education is the primary mechanism for knowledge creation. Because critical thinking and creative problem-solving are central to knowledge production, educational systems "must be changed to deliver the new skills and competencies necessary to excel in a more competitive environment" which is both local and global (The World Bank, 2008, p. 84). In other words, in a globalized knowledge economy, traditional teacher-centered instruction cannot deliver the skills and competencies necessary to produce a qualified work force that has the capacity to adapt to and compete in a rapidly changing and interconnected world.

What then can be inferred about the approaches, methods, and techniques comprising teaching and assessment practices in undergraduate classrooms, and the extent to which these reflect either a teacher-centered or a learner-centered pedagogy? As will be seen from the quantitative and qualitative analysis presented in Chapters 3 and 4 of this study, a teacher-centered model of pedagogy appears to prevail in many undergraduate classrooms in Palestine, a finding consistent with research on education throughout the Middle East and North Africa. Why would a "traditional" teacher-centered model still

prevail in Palestinian higher education in the face of a global knowledge economy that places a premium on independent, critical and innovative thinking—the essence of learner-centered classrooms worldwide? The answer lies in both historical and systemic problems facing all sectors of Palestinian education.

The learner-centered movement in public schools is rooted in education reforms in the United States during the early 1980s, which in turn sparked the Scholarship of Teaching movement in American tertiary education (Barr & Tagg, 1995; Boyer, 1990; Lazerson, et al. 2000; Shulman, 1987). These movements continue to influence international education development today. Unfortunately, these transformations coincided with the turbulent decades of the 1980s and early 1990s in Palestine, which made the implementation of major pedagogical changes highly problematic. Since the mid-1990s, reforms in Palestinian higher education have been mostly sporadic and actualized by individual educators and administrators who completed their advanced degrees in American and other foreign universities where the learner-centered classroom is the dominant paradigm. The learner-centered movement was also the catalyst for major reforms in faculty professional development in higher education, the subject of the following section.

Faculty Professional Development

Thus far, the [university] system has not produced adequately trained people to undertake the serious study of Palestinian society itself so that concrete society-based research can become the basis for national policies.

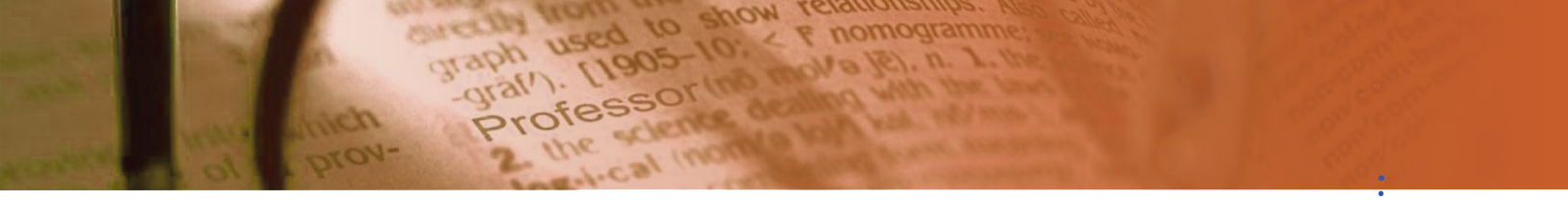
Abu Lughod, 2000, p. 86

If one looks to population studies written in the Palestinian Territory, one realizes that they have been produced by the NGO research centers or advocacy and developmental NGOs and tend to be policy studies. . . . Palestinian Universities play a very marginal role in the research field.

Hanafi, 2006, pp. 2-3 (emphasis added)

A cornerstone of the professional development of university faculty is research and development. A university's investment to support faculty engagement in research and publication, participation in scholarly organizations, and community service is shown to enhance the quality of education and its contribution to economic growth (Jaffe, 1989). The benefit of this investment to students is that faculty who are active in professional development demonstrate the connection of research, analysis, and critical thinking to the production of knowledge (Mansfield, 1995). The university benefits because it increases the faculty's capacity to develop new curricula and courses, to update existing courses, and to strengthen inter-university cooperation through professional networks among colleagues, both nationally and internationally. Research activity is thus integral to quality teaching and learning in higher education.

Palestine's universities are the "natural location for meaningful research, consistent with national objectives for Palestinian social and economic development" (UNESCO, 1994, p. 16). However, research and development, particularly in the social sciences, technology, and the physical sciences remain weak (Abu-Lughod, 2000; MOEHE, 2008). Resources necessary to support facilities and staffing needs are in short supply. In the face of chronic fiscal problems, institutional cost-cutting measures combined with heavy



teaching loads and meager funding resources have diminished the faculty's capacity to conduct research and participate in community service and other related activities normally expected of university faculty. A weak investment in research and development is thus crippling the overall quality of teaching/learning in Palestinian tertiary education (Hashweh & Hashweh, 2003).

Another factor believed to be having a negative influence on the capacity of universities to support research is the emergence of donor-funded NGO research centers. More and more research in Palestine is now market-driven and fostered by foreign aid in support of the development of local civil society. The unintended outcome, however, is that research conducted by NGOs appears to be marginalizing universities "from promoting its faculty and grad students from doing research" (Hanafi, 2006, p. 4). In fact, university-affiliated research production is believed to account for only 10% of the total research production. NGOs for their part prefer to work independently. There appears to be little sharing of NGO resources such as private library holdings with university students and faculty. Additionally, some NGOs see partnering with universities as disadvantageous because, in their view, universities tend to earmark excessive amounts of grant monies to cover overhead and fringe benefits (Hanafi, 2006). The upshot of the prevalence of market-driven independent research centers is that "few senior researchers, whose professional trajectory is focused only in the academic world between teaching and conducting research, can be found in Palestinian Territories" (Hanafi, 2006, p. 3).

As will be discussed in Chapters 4 and 5 of this study, the extent to which teachers participate in professional development, especially in the context of research and knowledge production, appears severly limited by a combination of economic and institutional factors. The implication of these conditions is that faculty and their students could find themselves less and less engaged in an academic community of practice where scholarship and teaching link to the development of students' critical thinking and understanding of the research process (Brew, 2003). We agree with Hashweh & Hashweh (2003), who warn that unless Palestinian universities act to boost their investment in research and development, the decline in overall quality of teaching and learning in Palestinian higher education seems likely to continue.

Institutional Support

> *. . . the principal responsibility of educational managers is to provide an institutional environment that encourages individual teachers to be motivated to be creative and, where necessary, take risks to improve their teaching, course design and assessment.*
>
> D'Andrea & Gosling, 2005, p. 201

With the emergence of a globalized knowledge economy, the repertoire of innovative teaching practices is rapidly changing and growing, particularly through advances in information technology. Policymakers and managers of higher education throughout the world recognize the need to connect these changes to "systemic strategies for making teaching and learning a central, highly rewarded activity on their campuses" (Lazerson et al., 2000, p. 19). In the context of higher education in Palestine, as elsewhere, it becomes the responsibility of institutional leadership in education planning and management to create the "nurturing environments and supporting institutions" vital to the production and reproduction of practices and processes that engage faculty

and students as partners in communities of learning (UNDP, 2009, p. 220).

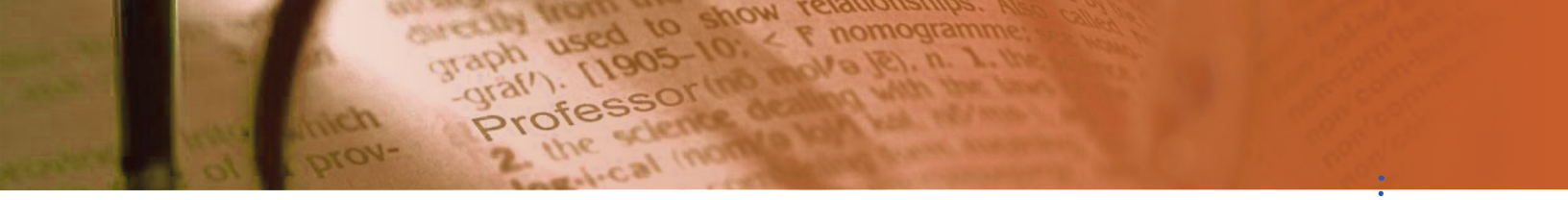
Administrators of Palestinian universities no doubt recognize the importance of such connections and responsibilites. Yet they also know that chronic economic uncertainty from years under Israeli Occupation hamstrings their policy options toward mitigating what many see as the declining quality of higher education. An array of problems points to this deterioration: climbing student-teacher ratios; the growing percentage of part-time teachers; overloaded teaching schedules; and an increasing number of faculty compelled to moonlight to meet their financial needs (Heshweh & Heshweh, 2003). When university administrations are forced to implement cost-cutting measures such as increasing enrollment without investing in faculty or facilities, the quality of learner outcomes is further jeopardized.

A major worldwide change in the past decade in how universities connect with diverse stakeholders—including employers, the international donor community, faculty, and students and their families—is the emergence of "quality control" in higher education (Dominelli & Hoogvelt, 1996; El-Khawas, DePietro-Jurand, & Holm-Nielsen, 1998). Indeed, the creation of quality assurance units is increasing in some countries of the Middle East, including Palestine. These state-sponsored entities conduct ongoing quality evaluations in nearly all facets of higher education with the goal of improving the allocation of resources, fostering curricular reforms, expanding enrollment, increasing graduation rates, promoting training for more effective teaching and learning methods, and implementing internationally-recognized accreditation standards (The Bank, 2008).

In Palestine, for example, the Accreditation and Quality Assurance Commission (AQAC), an autonomous commission founded in 2002 attached to the MOEHE, defines its mission as safeguarding "the public interest in sound standards of higher education qualifications and to encourage continuous improvement in the management of the quality of higher education" (http://www.aqac.mohe.gov.ps). AQAC is a full member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE). An important goal of AQAC is to establish standards that guide the development and assessment of teacher education programs. Notably, AQAC broadly defines the scope of quality assessment to include an investigation of teaching methods; student engagement in their learning processes; and, evaluation processes and practices (AQAC, n.d., p. 64).

With the creation of AQAC, most Palestinian universities have recently established their own Quality Assurance Units (QAU). In theory, these units have the potential benefit of increasing the capacity of faculty to offer input on matters relating to the setting of academic priorities, the allocation of budget resources for sustainable institutional development, and the improvement of teaching and learning processes in general. In addition, the existence of QAUs could also enhance the capacity of universities to contribute to the development of a coherent and integrated national education strategy for curriculum and teaching reform at all levels of education in the emergent Palestinian state (Abu-Lughod, 2000).

As will be seen in the quantitative and qualitative findings of this report, faculty, students, and parents generally perceive the institutional and organizational leadership of universities as committed to providing su-



perior quality in all aspects of higher education. In surveys and focus groups, however, faculty and students acknowledged serious discrepancies between their institutions' commitment to quality and their capacity to actually provide it. For example, perennially overcrowded classrooms and heavy teaching loads undermine the capacity of faculty and students to engage in meaningful learner-centered activities; outmoded grading policies reinforce "teaching to the test;" and a muddled system of rules and regulations for professional development tend to promote mediocrity rather than quality teaching. Students for their part argued that their universities could be doing more to promote a community of learning among teachers and students, particularly in regard to enhaning opportunities for co-curricular and extra-curricular enrichment outside the classroom.

It is in these contexts that faculty and students alike are critically aware that education policymakers and institutional leadership need to promote reforms in teaching and learning practices or else face a growing disconnect from labor markets increasingly driven by a rapidly expanding global knowledge economy. Yet they also recognize that policy commitments toward creating nurturing environments and supporting institutions that can foster innovative teaching and learning practices face unpredictable economic and political challenges that affect all sectors of society in Palestine. These broader societal challenges and their impact on teaching and learning practices are the focus of the following section.

Broader Societal Contexts

"Students in Palestine . . . come from the upper and middle classes, some are from the poorer and refugee classes that live in refugee camps, still others live in remote, quite underdeveloped rural areas. The campus brings these heterogeneous groups together, and . . . helps in transforming society at large, in creating different networks that can be mobilized to achieve a higher degree of national integration.

Abu Lughod, 2000, p. 92

Social

Quality teaching and learning depends not only on good teaching and the learner's willingness and effort, but also on the broader societal contexts—social/cultural, economic, and political—in which teaching and learning take place (Fenstermacher & Richardson, 2005). In the context of a stateless society, Palestine's institutions of higher education fulfill a critical role as spaces of civil society. In addition to promoting pluralism among a demographically-diverse population, Palestine's institutions of higher education are expected to deliver a quality education that will develop and strengthen "the social and cultural foundations of a society torn asunder by a unique military occupation imposed by a settler colonial state" (Abu Lughod, 2000, pp. 82-83).

Women's participation in postsecondary education is a good illustration of this expectation. Nearly all tertiary education in Palestine is coeducational, and females collectively make up 53% of the enrollment. Today, more women are earning graduate degrees and are being incorporated into the university as teachers and researchers, and more integrated into the labor force than ever before (Abu Lughod, 2000). Gender gaps do remain, however. Dropout rates for women in higher education are higher than those of men, and while there are female teachers, they account for only 16% of the teaching staff. Social

and cultural factors such as early marriage, domestic pressure to help at home, patriarchy, and lack of financial support are among the main complicating factors for women in higher education (Fronk et al., 1999).

The high social value of a university degree is another important factor affecting attitudes about the quality of higher education. With few options for families to accumulate social capital and social mobility in Palestine, a university education holds the promise of significant gains in social status, prestige, and economic prosperity (Tahir, 1985). Such attitudes explain why so few Palestinians, approximately 11% (MOEHE, 2005), choose to enroll in technical and vocational fields offered in community and university colleges. Such fields are seen to lack the prestige associated with traditional university education where, for instance, advanced degrees in fields like math and engineering, business or the sciences are perceived as more valued in local, regional, and global labor markets.

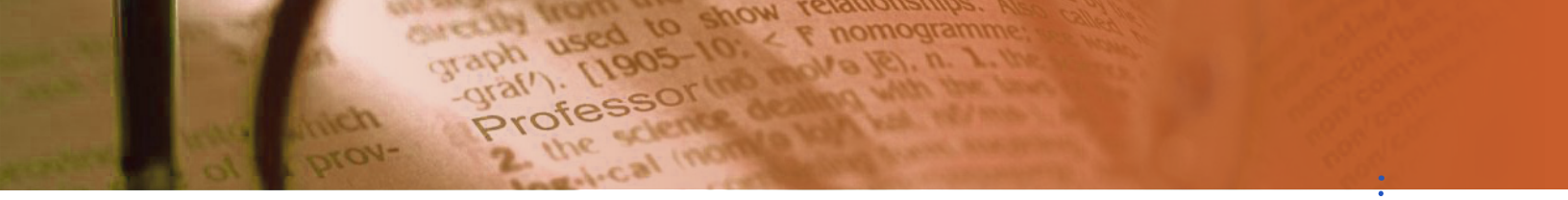
In sum, the complex network of social and cultural structures, norms and values at play in Palestinian society cannot be dismissed as inconsequential for understanding the factors that may influence the quality of teaching and learning in higher education. As will be discussed in detail in Chapters 4, 5 and 6, the incentives and motivations to succeed in higher education are not entirely dependent on the practical acquisition of social capital and the attainment of social mobility. On the contrary, factors associated with kinship and marriage and the significance of social status and prestige play into the complex elements that motivate individuals toward success or that drive critical decisions such as which institution to study at or which discipline to major in.

Economic

Aside from the social prestige given to higher education, individuals, their families, and Palestinian society more broadly expect that investments in higher education will result in greater economic returns. Young adults and their families pin their hopes on success in higher education to provide greater opportunities for employment and long-term financial security. Society in turn expects that a highly educated workforce will contribute to sustained economic growth and improved living standards for all. Thus, larger socioeconomic conditions in which tertiary education operates have a direct bearing on the quality of teaching practices and learning outcomes.

Unfortunately, the state of chronic economic instability in Palestine creates a vicious cycle. The local labor market cannot fully absorb an expanding educated workforce or "allocate them to their most productive uses" (Bank, 2008, p. 211). The resulting low economic productivity diminishes revenues that the education sector needs to sustain and develop its programs. This situation makes it impossible for tuition-paying families, who are already financially strapped, to fill the growing revenue gap facing all institutions of higher education (Abu Lughod, 2000). Universities have thus resorted to increasing revenue by expanding enrollment without investing in faculty or facilities (Hashweh & Hashweh, 2003).

In these conditions, all indicators point to a declining quality of teaching and learning outcomes in higher education. Hashweh and Hashweh (2003) present data from the labor sector indicating that Palestinian employers are seeing a growing gap in the relevancy of learner outcomes and the needs of the labor



market. Employers complain that graduates come to them with too much theoretical knowledge, poorly developed work ethics, and a lack of technical and linguistic skills, particularly in English, to meet the growing demands of a globalized economy. Moreover, universities also suffer from the phenomenon of "brain drain." Talented graduates who might otherwise consider careers as educators in Palestine are often compelled to seek employment outside Palestine, especially in the oil-producing Arab states (The Bank, 2008; Hallaj, 1980; Tahir, 1985).

As will be seen in subsequent chapters, the findings of this study corroborate the work of Hashweh and Hashweh (2003), who conclude that the deteriorating quality of higher education in Palestine is jeopardizing its relevancy. In other words, universities are finding it increasingly difficult to promote innovative teaching and learning practices and to deliver the kinds of knowledge, competencies and skills now demanded by a local economy increasingly implicated in regional and global economic trends. Not only do teachers find it impossible to use learner-centered strategies due to overcrowded classrooms and heavy teaching loads, but also fiscal constraints are preventing academic departments from offering faculty opportunities for professional development and scholary research, activities associated with quality classroom instruction and the production of new knowledge.

Political

The modern university has long served as a democratizing space that activates political consciousness and activism among youth and faculty who are critical of the status quo (Altbach, 1989; Shadid & Seltzer, 1989). One has only to think of the role universities have played in galvanizing national liberation movements among indigenous elites during European colonialism in Asia, Africa, and the Middle East, and its role in shaping political discourse and leadership in postcolonial states (Eickelman, 1992; Menshari, 1992; Munson, 1989; Schwarcz, 1990). In the 1960s, university students and faculty in developed nations organized to protest war and social and economic inequality, and student activism continues today on issues like international human rights, workers' rights and globalization, and environmentalism (Altbach, 1998; Mashayekhi, 2001).

The notion of the modern university as an arena for political discourse and activism provides an appropriate context for understanding the development of higher education in post-*nakba* Palestine. Following the mass dispossession of Palestinians from their homes and properties in 1948 and again after 1967, Palestinians vigorously invested in developing all sectors of education. Higher education in particular has aimed to preserve a sense of national identity, reinforce social solidarity, and produce the human resources that are vital in the struggle for social, economic, and political sovereignty (Abu Lughod, 2000; Assaf, 1997; Bruhn, 2006; Hallaj, 1980; Hammond, 2007; Tahir, 1985).

For nearly four decades, higher education in Palestine has endured protracted efforts by the Israeli Occupation to repress and weaken teaching and learning processes throughout the West Bank and Gaza. These obstructions have included campus incursions and closures; banning books and periodicals; and attempts to censor curriculum content particularly relating to Arab history and politics. Israeli Defense Forces have further inhibited the work of Palestinian faculty and students by the use of checkpoints, detentions, ad-

ministrative arrests, deportation, and the violent suppression of student demonstrations (Bruhn, 2006; Fronk et al., 1999; Hammond, 2007). However, these repressive measures have only steeled the resolve of faculty and students to develop and expand higher education in Palestine. Hammond (2007) notes that "In ever more oppressive conditions the universities have become centres of resistance. Palestinians have learned that to simply keep going in the conditions of occupation is to keep possibilities alive for a more humane future" (p. 266).

As arenas of both resistance and national solidarity and in the absence of a fully developed civil society, Palestinian universities also provide faculty and students with a platform for democratic discourse and practices. This is true even though universities are highly centralized hierarchal bureaucracies where "the budget, academic priorities, institutional development, and the system in general" are in the hands of a few (Abu Lughod, 2000, p. 95). Each university has a student council with three overlapping functions: academic/professional matters, social and cultural affairs, and political issues.[3] The latter function is so important that student council elections are often seen as a bellwether of the political mood of young Palestinians and of Palestinian society at large (Abu Lughod, 2000). In student council elections, not only do students run as class representatives of their classmates, but also as representatives of political interest groups. Abu Lughod (2000) makes the following astute observation:

> The important conclusion to be drawn from this is that the Palestinian campus is an important arena for training in democratic politics. The experience one gains in student politics is transferred to society at large; some members of the Palestinian Legislative Assembly have acquired significant political experience on the Palestinian campus. (pp. 91-92)

In short, the findings of this present study's national survey and focus groups fully corroborate a central conclusion from four decades of research and policy papers on higher education in Palestine: tertiary education provides a powerful space for civil and political engagement for a stateless population. A systematic analysis of this dimension of higher education on the quality of teaching and learning in undergraduate classrooms was beyond the scope of this study. However, indices for measuring political attitudes and opinions did suggest a number of findings that imply an association with teaching practices as well as with the quality of faculty professional development and scholarly production. In particular, the conflation of academic achievement and resistance to the hegemony of Israeli occupation appeared to be a major source of motivation for both faculty and students. One negative implication, however, points to the growing perception among faculty and students that partisan politics inside Palestine, especially following the 2006 elections, occasionally interferes in some aspects of teaching and professional development. Chapters 4, 5 and 6 discuss these findings and their implications in greater detail.

[3]The author wishes to thank Mr. Soheil Salha of An Najah National University for this information.

Chapter 3

Methodology

More and more researchers in the social sciences today are combining quantitative and qualitative data to investigate questions of interest and to provide additional layers of triangulation to validate findings (Bernard, 2006). However, research on the question of "quality" in education tends to rely on quantifiable inputs alone such as class size, student-teacher ratios, and exam scores, and thus fails to capture the qualitative dimensions of teaching-learning processes and practices (Herrera & Torres, 2006). Given the scope of the *National Study of Undergraduate Teaching Practices in Palestine* and its focus on teaching and learning, the study adopted a mixed-methods strategy, combining a national random-probability survey, pre- and post-survey focus groups, and unstructured interviews.

A stratified sample for both the quantitative and qualitative methods is comprised of four groupings:

1. National population (with an oversample of parents of current and former university undergraduates)
2. Students currently enrolled in undergraduate programs
3. Students who graduated from undergraduate programs ("Graduates")
4. Teachers (faculty holding a teaching position or faculty currently in administration but with teaching experience)

Part 1: Quantitative Methods: The National Survey

The Questionnaire

Preparation for the field surveys relied on a participatory methodology, and representatives of AMIDEAST, AWRAD, and field researchers knowledgeable of their own communities all participated in an extensive consultative process to refine and further develop the questionnaire and the methodology. AWRAD carried out 30 pilot interviews with stakeholders from all districts of the West Bank and Gaza, representing all types of localities and age and gender groups.

Survey Fieldwork

The fieldwork for the national survey took place between May 3 and May 14, 2009. A team of 50 field researchers, monitors, and supervisors participated. For all researchers, a one-day extensive training was conducted concurrently in Ramallah and in Gaza, which re-emphasized the details of the methodology. To ensure the quality of the fieldwork, AWRAD utilized systematic monitoring mechanisms such as field monitoring, phone monitoring, and other statistical tests, including factor analysis.

Table 2. Type of interviews for each target group

TARGET	TYPE OF INTERVIEW
National Population	Face-to-Face
Students	Face-to-Face
Graduates	Face-to-Face
Teachers	Facilitated Self-Administered Questionnaires

Sample Selection and Distribution

The survey data are based on interviews with randomly selected samples of each target group. The following is a summary of the sample distribution and size.

Table 3. Overall sample size and selection

TARGET	SIZE	SELECTION
National Population	1,200	A multi-stage stratified self-weighting sample (11 West Bank districts/5 Gaza districts)
Students	800	Use of systematic interval; 13 universities
Graduates	800	Part of the population sampling frame
Teachers	400	Stratified systematic sample
Total Number of Interviews	3,200	N/A

The Sample for the National Population Survey

The national survey was directed at the general population. The sample selection followed standard sampling procedures that AWRAD uses in its public opinion surveys. These rely on a multi-stage probability sample of households in the West Bank and Gaza Strip. The sampling framework was the latest population census carried out by the Palestinian Bureau of Statistics (PCBS) at the end of 2007. A stratified three-stage random sample was selected using proportionate allocation to get a self-weighted sample. The three levels of stratification were region (West Bank and Gaza), district, and type of locality (urban, rural, and refugee camp). The sample distribution is illustrated in the following table. The population sample size was 1,200 distributed in all West Bank and Gaza districts. The non-response rate among the general population was less than 1%.

Table 4. Population sample distribution

GENDER	%	REGION	%
Male	49.3	West Bank	62.0
Female	50.7	Gaza	38.0
EDUCATION	**%**	**GOVERNORATE**	**%**
Uneducated	4.0	Jenin	6.1
9th Grade	22.0	Tubas	1.5
10-12 high-school	43.0	Tulkarm	3.9
Diploma	11.0	Qalqilya	2.3
B.A.	18.1	Nablus	9.0
More than B.A.	1.7	Salfit	1.3
MARITAL STATUS	**%**	Jericho	2.1
Married	70.4	Ramallah	9.0
Not Married	24.9	Bethlehem	5.7
Widowed	4.1	Hebron	10.9
Separated	0.3	Jerusalem	10.2
Divorced	0.3	Gaza	14.5
REFUGEE STATUS	**%**	Deir al Balah	4.3
Refugee	47.2	Khan Younes	8.5
Non-refugee	52.8	Rafah	4.6
		Jabaliya	6.2
AGE	**%**	**OCCUPATION**	**%**
18-30	40.3	Workers	20.5
31-40	25.6	Employees	39.2
>40	34.1	Farmers	5.0
		Merchants	10.1
		Professional	7.5
		Craftsmen	7.5
		Other	10.2

Students Sample[4]

Students were selected through systematic random sampling within the university campuses. The sample size and selection relied on 2007-2008 data obtained from the records of the

Table 5. Student sample distribution

GENDER	%	REGION	%
Male	50.3	West Bank	60.0
Female	49.8	Gaza	40.0
UNIVERSITY	**%**	**GOVERNORATE**	**%**
Al Quds University	7.4	Jenin	7.6
Behtlehem University	6.3	Tubas	2.1
Birzeit University	7.5	Tulkarm	8.1
Al Najah University	8.8	Qalqilya	0.9
Hebron University	7.5	Nablus	5.9
Jenin American University	6.3	Salfit	1.1
Al Quds Open University	17.9	Jericho	0.0
Al Azhar University	8.6	Ramallah	8.8
Islamic Gaza University	14.1	Bethlehem	5.2
Al Aqsa University	8.3	Hebron	14.9
Polytechnic University	6.3	Jerusalem	5.2
Other	1.3	Gaza	16.4
MARITAL STATUS	**%**	Deir al Balah	4.2
Married	10.4	Khan Younes	9.1
Not Married	89.4	Rafah	4.7
Widowed	.01	Jabaliya	6.0
Separated	.01	**REFUGEE STATUS**	**%**
Divorced	0.0	Refugee	41.6
		Non-Refugee	58.4
		AGE	**%**
		18-22	82.8
		23-30	15.4
		>30	1.8

[4]Feedback on preliminary findings of the study from Palestinian faculty and administrators questioned the reliability of students' assessments of teacher quality. They argued that students' desire to "get back" at teachers would likely bias their responses. Existing research on this matter actually discredits this assumption and shows that university students tend to be accurate and reliable judges of the quality of education at their schools (Donald and Denison, 1996; Pace, 1985; Twombly, 1992). Moreover, our sampling methodology is both random and sizeable, making the probability of biased opinions no greater than unbiased ones.

Ministry of Education and Higher Education. The distribution of the sample among the universities was proportional to the actual size of the student population, with the exception of Al Quds Open University. This was done to ensure that all universities had a sufficient number of students in the sample to provide insight into each university. In addition, Al Quds Open University utilizes a distance education model and has branches all over the West Bank and Gaza. Within each university, interviewers used a systematic sampling process to select students as they exited from their college buildings. This use of an interval selection for the student sample guaranteed randomness and representation. The non-response rate among students was less than 5%.

Graduate Sample

The sample selection of graduates from Palestinian universities was carried out along the lines of the national sample. The lack of any complete or reliable lists implied that the best method to select the sample was through the reliable methodology of the national sample. Graduates were selected in households that were part of the national sample. In cases where a household did not have a graduate who qualified to be part of the sample, we selected the next household in the national sample. In a few cases, we selected additional households in the same locality to identify graduates. The graduates who were targeted to participate in this study had to have graduated from a Palestinian university within the last three years. Their immediate experiences with Palestinian higher education were important to inform the study and enable the research team to make comparisons between graduates and current students. The non-response rate among graduates was less than 1%.[5]

Teacher Sample

Teachers were selected through proportional sampling according to their relative distribution among the different universities. Within each university, the sample was distributed among the various colleges and specializations. Only academic staff members were included. The non-response rate among teachers was higher than all other groups. This was due in part to the fact that the survey was carried out a few days before end-of-semester exams on some campuses and during the exam period on other campuses. University teachers were also busy with their university duties and many of them had other engagements outside of university settings. The non-response rate was about 10% and about 4% did not complete the questionnaires they had originally agreed to fill out. The field researchers had to substitute the non-responsive teachers with others who had similar characteristics within the same university.

Data Entry

AWRAD utilized SPSS as a package for data entry, cleaning, sorting, and tabulation. AWRAD's data entry experts assembled a code book reflective of the questionnaires, created a computer program, and double-checked the data on paper before entering them into the computer program. Data experts supervised and monitored the data entry process. All computer entries were checked against paper questionnaires to eliminate any discrepancies. The data files were checked and cleaned.

[5] The inclusion of graduates was important because, among other reasons, they are in a better position than undergraduates to report on how their education has affected their employment and quality of life after leaving university; undergraduates can only speculate about the practical significance of their educational experiences (Donald & Denison, 1996).

Table 6. Graduate sample distribution

GENDER	%	REGION	%
Male	50.3	West Bank	60.0
Female	49.8	Gaza	40.0
UNIVERSITY	**%**	**GOVERNORATE**	**%**
Al Quds University	7.9	Jenin	5.9
Behtlehem University	3.9	Tubas	1.3
Birzeit University	6.6	Tulkarm	3.4
Al Najah University	14.5	Qalqilya	2.3
Hebron University	4.6	Nablus	8.9
Jenin American University	1.3	Salfit	1.5
Al Quds Open University	23.0	Jericho	2.3
Al Azhar University	10.8	Ramallah	9.8
Islamic Gaza University	11.6	Bethlehem	5.4
Al Aqsa University	7.5	Hebron	10.9
Polytechnic University	1.4	Jerusalem	8.6
Other	7.0	Gaza	15.1
MARITAL STATUS	**%**	Deir al Balah	4.3
Married	45.9	Khan Younes	8.0
Not Married	52.9	Rafah	5.4
Widowed	.3	Jabaliya	7.3
Separated	.6	**REFUGEE STATUS**	**%**
Divorced	.4	Refugee	51.0
WORK STATUS	**%**	Non-Refugee	49.0
Work	48.9	**AGE**	**%**
Unemployed	51.1	20-30	80.5
		31-40	14.8
		>40	4.8

Table 7. Teacher sample distribution

GENDER	%	REGION	%
Male	82.5	West Bank	67.5
Female	17.5	Gaza	32.5
UNIVERSITY	**%**	**GOVERNORATE**	**%**
Al Quds University	7.8	Jenin	5.3
Behtlehem University	4.5	Tubas	1.3
Birzeit University	14.0	Tulkarm	1.5
Al Najah University	13.3	Qalqilya	3.3
Hebron University	5.8	Nablus	12.5
Jenin American University	3.8	Salfit	0.8
Al Quds Open University	19.8	Jericho	0.0
Al Azhar University	8.0	Ramallah	16.8
Islamic Gaza University	10.8	Bethlehem	8.8
Al Aqsa University	8.8	Hebron	11.5
Polytechnic University	3.8	Jerusalem	6.0
MARITAL STATUS	**%**	Gaza	21.3
Married	82.8	Deir al Balah	1.8
Not Married	15.0	Khan Younes	4.3
Widowed	1.0	Rafah	4.8
Separated	.3	Jabaliya	0.5
Divorced	1.0	**WORK STATUS**	**%**
REFUGEE STATUS	**%**	Full-time Teacher	74.7
Refugee	42.6	Part-time Teacher	49.0
Non-refugee	57.4	**AGE**	**%**
		22-30	15.2
		31-40	34.4
		>40	50.4

Part 2: Qualitative Methods: Focus Groups and Semi-Structured Interviews

Focus Groups

Focus groups played an important role in the methodological and analytical objectives of the study. Using a multiple-category design, the AMIDEAST team conducted a total of 24 focus groups with 204 parents, students, graduates, and teachers from both Gaza and the West Bank. The focus groups took place in two phases: pre-National Survey and post-National Survey.

In the first phase, the AMIDEAST research team conducted a series of 9 pre-survey focus groups with 80 participants (students and teachers only) from March 21 to April 6, 2009. The research team used the findings to construct and evaluate questions for the national survey questionnaires. Additionally, the team also used the data to identify major dependent variables and related analytical concepts for later analysis of both qualitative and quantitative data.

In the second phase, the AMIDEAST team conducted 15 analytical focus groups with 124 participants (parents, students, graduates, and teachers) from May 24 to June 8, 2009. This series of focus groups generated in-depth attitudes and opinions on major patterns and themes that emerged from the national survey data. Additionally, these new data aided in the analysis, triangulation, and interpretation of the National Survey data.

Sampling Strategies

The sample for all focus groups mirrored the categories in the national survey: parents, students, graduates, and teachers. Members of the AMIDEAST research team utilized a combination of snowball and convenience sampling for recruiting participants. During the recruitment process, researchers applied screening criteria based on gender, region, academic specialization or major, and university affiliation (i.e., employment or enrollment) to ensure that each focus group had a representative mix of diversity across all four sample categories.

Table 8. Number of focus groups by region

REGION	PARENTS	STUDENTS	GRADUATES	TEACHERS	# OF GROUPS
Gaza	1	4	2	5	12
West Bank	2	4	2	4	12
Total # of Groups	3	8	4	9	24

Table 9. Distribution of participants by gender and region

REGION	PARENT %	STUDENT %	GRADUATE %	TEACHER %
Male	62	46	32	77
Female	38	54	68	23
Gaza	42	58	44	56
West Bank	58	42	56	44

Table 10. Number of participants by university (excluding parents)

Institution	# of Students	# of Graduates	# of Teachers	Total
Al Aqsa University	10	3	9	22
Al Azhar University	11	4	12	27
Al Quds Open University	11	8	18	37
Al Quds University	0	3	1	4
An Najah National University	4	2	4	10
Arab American University	4	2	4	10
Bethlehem University	5	2	4	11
Hebron University	0	1	2	3
Islamic University	9	5	8	22
Palestine Technical University (Khadoorie)	4	2	4	10
Teachers College UNRWA	3	1	4	8
Univeristy of Palestine	4	0	4	8
TOTAL	69	34	77	180

Focus Group Procedures

Three teams—one in Gaza and two in the West Bank—conducted, digitally-recorded, transcribed, and analyzed the focus groups. A senior academic in each team acted as focus group moderator. A trained assistant worked with each moderator and was responsible for monitoring the digital recording equipment and taking detailed notes. The duration of each session lasted between 1.5 and 2 hours.

The pre- and post-survey moderator's guide or "question route" (Kruger & Casey, 2000) consisted of a set of topics that examined the range of attitudes and opinions about the core research questions of the study. These topics included:

- Teaching practices
- Assessment methods
- Institutional support of teaching/learning
- Pre-service and in-service training
- Research and professional development
- Personal and societal factors impacting academic achievement
- Relevance of teaching and learning outcomes to the labor market
- Overall satisfaction with university experiences

Semi-Structured Interviews

Purpose

The project director of the AMIDEAST research team conducted a series of in-depth, semi-structured interviews with 11 seasoned professors from 7 universities in the West Bank and Gaza. The value of this methodology was that, while data from the National Survey and focus groups provided a sound basis to comprehensively analyze topics and variables relating to teaching and learning, in-depth interviewing offered the capacity to examine particular topics with greater specificity. In this case, the specific objective of the interviews was to explore "best practices" of faculty who are recognized for teaching excellence and to understand what attitudes and habits they hold in common.

The Sample[6]

Eleven teachers—4 women and 7 men—were selected from a non-random sample of faculty recognized by their institutions, peers, and students for excellence in teaching. Together, they represent five universities in the West Bank and two in Gaza, and their academic specializations span the arts and humanities, the social sciences, and math and science.

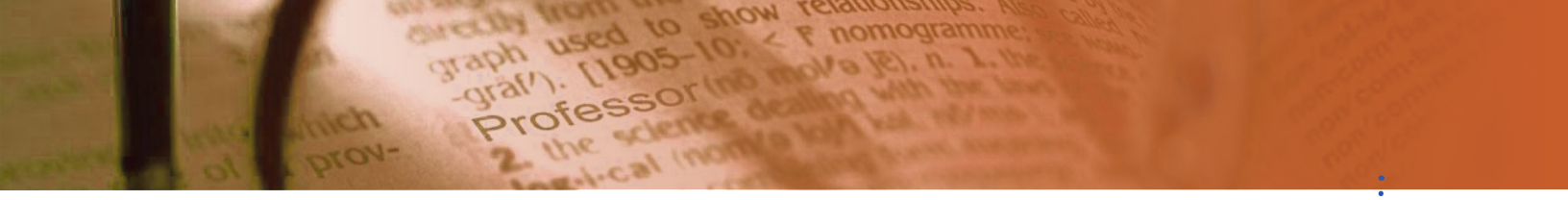
Research Procedure and Analysis

Each interview was audio-recorded and lasted approximately one hour on average. A set of open-ended questions structured the interviews. Specifically, the questions explored the educational and professional trajectories of the teachers and what influences these had on the development of their particular approaches to teaching today.

Limitations of the Study

Many of the challenges in this study are the same as those encountered in social science research in general. This includes the challenge of preparing research instruments that

[6]For reasons of confidentiality, specific personal and professional information that could possibly reveal the identities of the research subjects have been deliberately withheld from this report.



match the needs of the researchers and are appropriate for the target populations; securing the cooperation of research subjects among the target populations; and negotiating logistical obstacles encountered during fieldwork.

Limitations vis-à-vis Matching the Research Instruments to the Target Populations

It is noteworthy that key stakeholders in the study—university administrators—praised the inclusion of parents, a group which has a clear investment in higher education yet whose opinions are rarely sought in policy research in Palestine. However, these same stakeholders also wonder why administrators were not included as a separate category with the target populations in the National Survey. The reason is that the survey researchers needed to focus their time and resources on those actors—teachers and students—who are most directly engaged in the daily routines of teaching and learning in undergraduate classrooms. Additionally, most of the existing survey research on higher education in Palestine already relies on input provided mainly by administrators; indeed, one of the rare studies to include "quality" as a variable in its assessment of higher education relied heavily on surveys completed by university leadership (Hashweh & Hashweh, 2003). It bears mentioning, however, that a large number of faculty participants in the focus groups both teach and hold positions as either deans or heads of departments, and they had much to say about the role of institutional support.

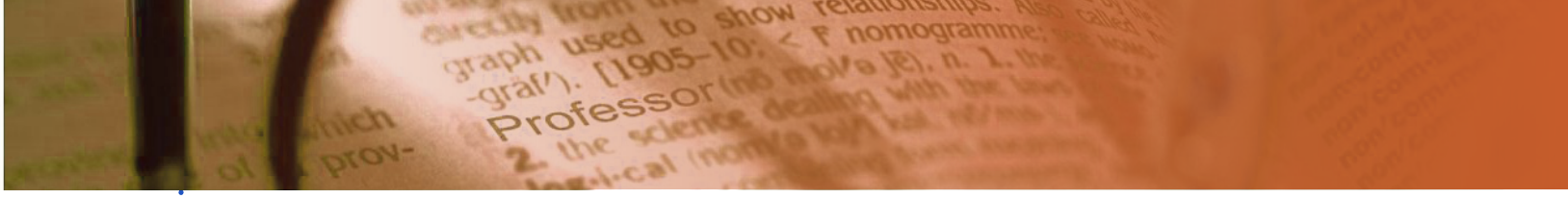
With regard to the design of the research instruments, the length of the questionnaires for the National Survey was the common challenge in working with all target groups. The interviews took from 30 minutes to over one hour, depending on the target group. Much of the non-response rate and many of the incomplete questionnaires were the result of this issue. This was especially true among teachers and students who were interviewed within the university setting and whose many other commitments and engagements competed with scheduling the interviews.

Limitations vis-à-vis the Availability of Target Populations

The timing for both the National Survey and the follow-up (analytical) focus groups was very close to the end of the semester and final exams, which made it more difficult for the researchers to find students and teachers who had time to be interviewed.

Teachers were the most difficult target group to survey. As an empowered group, teachers find it much easier to say "no" and they tend to be more critical than other groups about the relevance of research to policy in Palestine. Additionally, some teachers needed much more lead time going into the interview, which was only available to a limited extent because the dates for the research were also limited. As a consequence of these obstacles, teachers insisted that they be allowed to self-administer the questionnaires rather than have a researcher interview them face-to-face. To ensure the reliability of this process, the questionnaire was fully explained to the teachers and researchers made visits and phone calls to the teachers' offices to answer any questions that might arise.

The survey researchers also experienced some difficulties in finding graduates who fit the criteria for selection. The criteria were: 1) graduating from a Palestinian four-year university; 2) having graduated from the university within the last 3 years; and 3) achieving



regional and gender balance in the sample. It was interesting to find that this was regionally-specific. The absence of young men was noticed mostly in a number of the Ramallah villages where there is a tradition of young people immigrating to other countries to seek work and unify families. In contrast, field researchers had no problem finding young graduates in the Gaza Strip.

Limitations vis-à-vis Logistical Problems during Fieldwork

The political situation in the West Bank and Gaza—as exemplified by having two governments, one in each region—made it extremely difficult and cumbersome for survey researchers from AWRAD to enter universities in each region. Although the Ministry of Education and Higher Education (MOEHE) provided a letter of introduction to the research, it did not carry the same weight, or any weight, in every institution. To mitigate this obstacle, the AWRAD team phoned most of the universities and utilized its personal networking capacity to guarantee that its field researchers could enter the campuses and conduct their study.

Lastly, restrictions to movement on roadways—often random and unpredictable—and the separation between the West Bank and Gaza posed huge demands on training, freedom of mobility, and communication. Both AWRAD and AMIDEAST research teams dealt with these obstacles through extra preparations, electronic communication, regional training sessions and workshops, and extensive supervision and monitoring.

Chapter 4

Quantitative Findings

Introduction

In this section, we present findings from the analysis of the National Survey of 3,200 Palestinians—university teachers, current students, graduates, and the general population—about their assessments of the quality of teaching and learning in higher education in Palestine. The questions on the National Survey, like those used in focus groups and in-depth interviews, were framed by four overarching analytical questions that structured the entire study. As discussed above in the Introduction, these questions were designed to assess the following:

1. Approaches, methods, and techniques comprising practices relating to teaching and assessment in undergraduate classrooms, and the extent to which these are associated with either a teacher-centered or learner-centered pedagogy.
2. Teachers' participation in professional development, especially in the context of research and knowledge production.
3. Systemic institutional involvement—departmental, organizational, and ministerial—in support of quality teaching and learning practices in higher education.
4. The influence of broader societal contexts—social, economic, and political—on the quality of teaching and learning in higher education.

Findings from the analysis are presented in four sections. The first describes differences between teachers, students (current and former), and the general population, and highlights points of convergence and divergence in their assessments of quality higher education. The second examines similarities and differences between current students and graduates. The third explores variations in assessments of quality between "traditional" campus-based instruction and "non-traditional" distance education offered by Al Quds Open University. The fourth section analyzes and gives evidence for those major factors that appeared significantly linked to better teaching and learning practices.

Before examining the particulars of each section, the following is a brief summary of the major findings that emerged from the analysis.

Assessments of Approaches, Methods, and Techniques of Teaching

- What faculty do in their first year correlates powerfully to all teaching practices considered important for higher education. The positive strategies and teaching techniques that faculty adopt early on in their teaching years are systematically correlated with better teaching practices across the board. These include faculty preparedness, constructive feedback, positive teaching and course requirements, innovative assignments for grading, the encouragement of critical and independent thinking, effective classroom presentations, positive student engagement, and fair treatment of students.

- Students, graduates, and faculty are in general agreement that the use of methods of grading that assess students' theoretical knowledge and memorization prevail in their classroom experiences. Conversely, there is less convergence of opinion among students, graduates and faculty on the use of learner-centered forms of assessment such as group projects, speeches, and experiments.

- Students who believe their course evaluations are taken seriously by faculty are more likely to have positive assessments about teacher competency, teacher grading, critical thinking, assessment methods, class preparation, and faculty-student relations. This is by far the most effective independent indicator of student assessments of quality of teaching.

Assessments of Professional Development and Knowledge Production

- Research and development activities contributing to scholarly growth and production among Palestinian faculty appear to be limited. A third of Palestinian faculty reported that they have never attended a lecture on campus or held discussions with colleagues about their scholarly research. The majority of Palestinian faculty has never presented their work on campus, submitted articles for publication, presented at conferences, written chapters or articles or contributed to newspapers.

Assessments of Institutional Support for Quality Teaching and Learning

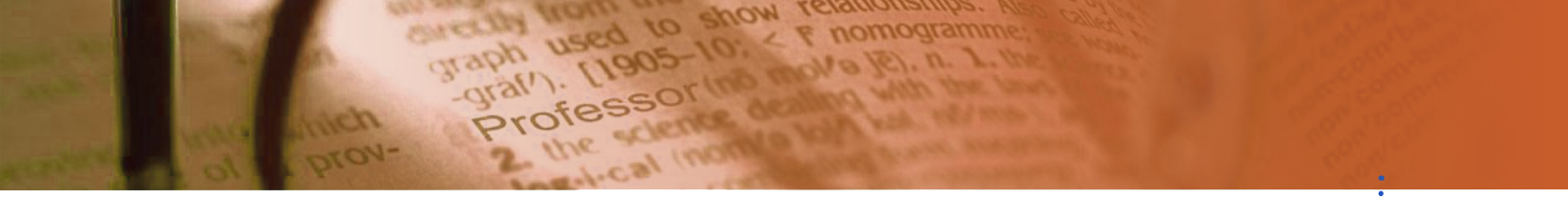
- A strong majority of faculty felt their university administration was committed to improving conditions in their institutions. In fact, faculty who believe their institutions of higher education, including the Ministry of Education, are committed to providing superior educational managment and institutional performance are more likely to: come to class prepared, have a diverse set of teaching and course requirements, give more effective class presentations, and engage the students in positive ways.[7]

- Similarly, students who felt their university administration was committed to providing students with an excellent education were also much more likely to have more positive assessments of teacher competency, teaching grading, classroom preparation, and faculty-student relations.

Assessments of Societal Contexts on the Quality of Teaching and Learning

- Significant majorities of students, faculty, and the general population believed that students themselves bear much of the responsibility for their own success or failure. In this regard, most respondents across the three groups placed a lot of importance on family, individual ability, and individual levels of motivation as crucial to academic achievement.

[7]On the teachers' survey, the term "commitment" was defined as the extent of a university's investment in improving the quality of education, particularly in regard to developing the pedagogical skills of faculty and building their capacity to engage in research. For students, commitment was defined as the extent of a university's investment in providing students a superior education and addressing their concerns for facilities and resources that improve learner outcomes.



- Majorities across all three categories believed that finances and the cost of education did matter in the success or failure of academic achievement, but placed a higher value on other individual-level factors like family, ability, and motivation. Nonetheless, respondents believed that the cost of education is a factor that matters for student engagement and student treatment, and can ultimately lead to student failure.[8]

- Similarly, faculty income plays an important role in both professional development and knowledge production. Faculty who are better paid are more likely to be involved in such professional activities as presenting, writing journal articles, and attending conferences.

- A plurality of students and the general population (44% and 41% respectively) believed reliance on social connections, or *wasta*, is important for educational success, yet only 15% of the faculty surveyed believed that *wasta* mattered.

- Among student populations, there was little demonstrated significance of socio-political variables like party affiliation, support for Fatah/Hamas, and the Israeli Occupation in relation to the quality of teaching and learning.

[8]On the survey, "student failure" was defined as the inability to keep up with required work, resulting in either poor academic performance or dropping out of the university.

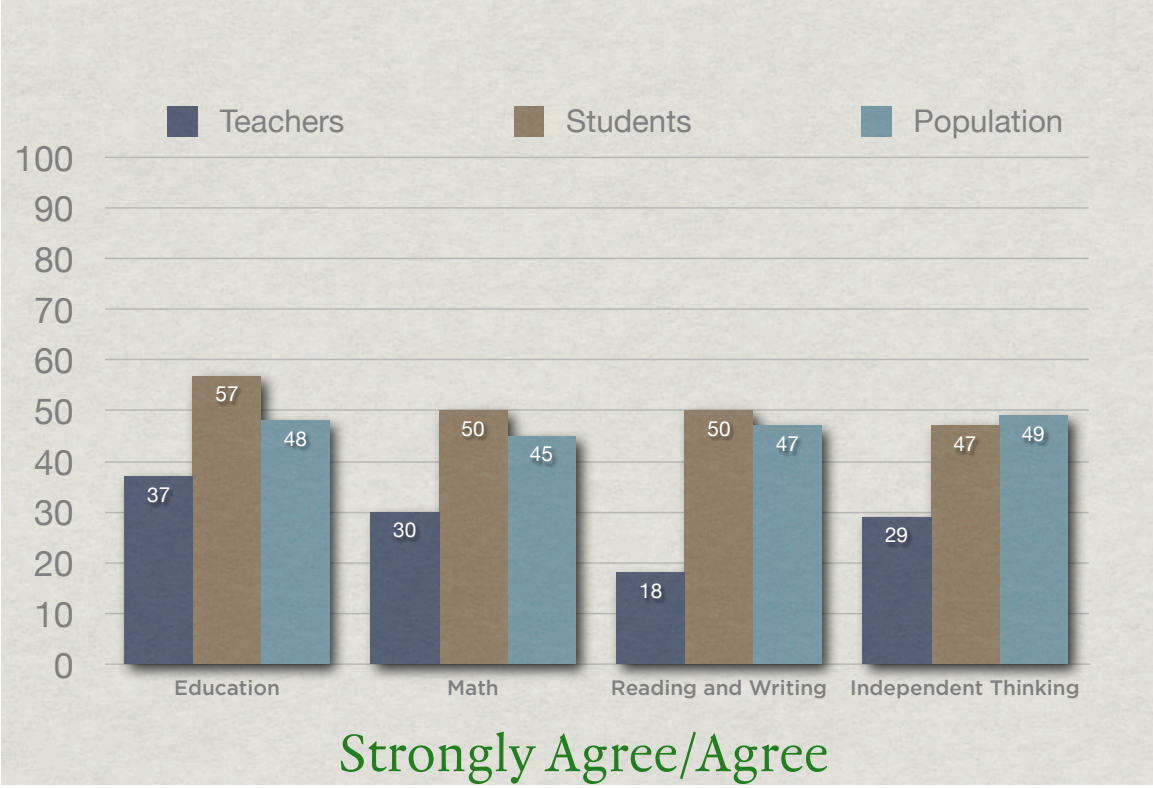
Findings

I. Assessments of Quality of Higher Education in Palestine among Teachers, Students and Graduates, and the General Population

Improvements in Higher Education

As seen in Figure 1, students and members of the general population by and large were most enthusiastic about the improvements being made in higher education. Significant pluralities of students believed that, in the areas of education, math, reading and writing, and independent thinking, marked improvements had been made. The general population shared to a large extent the opinions of the student population. Teachers, however, lagged behind students and the population in their assessments. Approximately one-third of the faculty believed that noticeable improvements could be noted in these areas, with the majority of faculty believing that Palestinian higher education did not improve significantly.

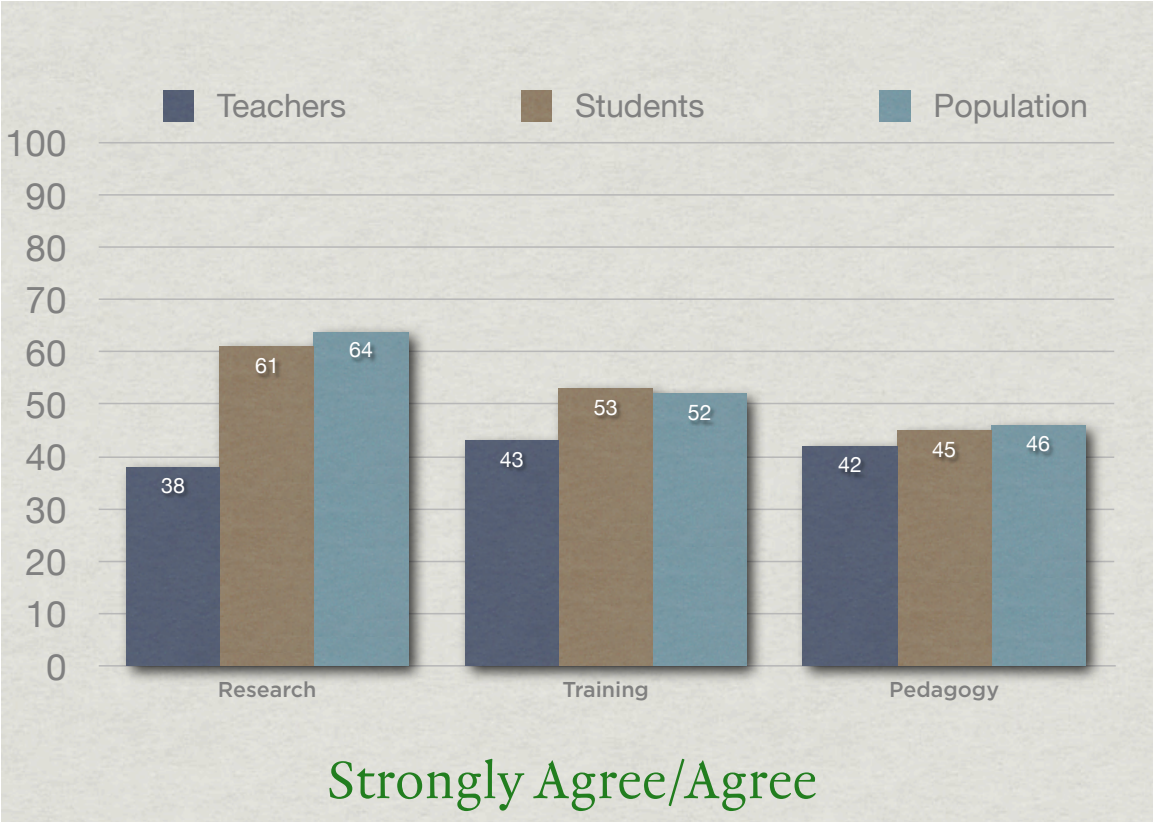
Figure 1. Improvements in Higher Education



Professional Development

In terms of research and development, faculty training, and pedagogy—factors associated with quality teaching—Figure 2 points to significant belief among faculty, students, and the general population that all three aspects of higher education have seen major improvements. Yet, only a third of the faculty believed that research and development was improving and less than half believed that they were receiving better training. Students tended to view advancements in education more positively.

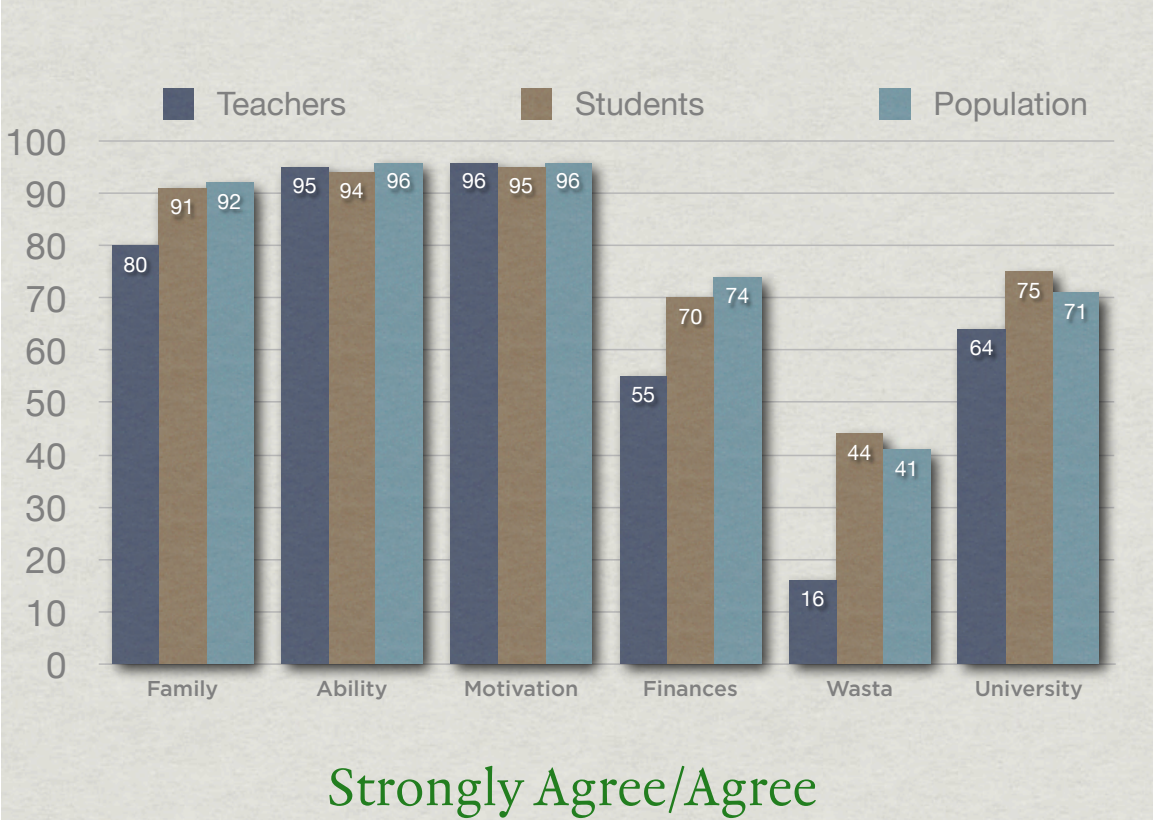
Figure 2. Professional Development



Determinants of Educational Success

In terms of assessing the determinants of educational success, Figure 3 shows ample agreement among teachers, students, and members of the general population. Most respondents across the three groups placed a lot of importance to family, individual ability, and individual levels of motivation. The type of university one attended was also cited as a factor that can influence student success, with 75% of students believing it mattered and close to 70% of the general population and another 65% of the faculty supporting this statement. Interestingly, majorities across all three categories believed that personal finances did matter, but placed a higher value on other individual-level factors like family, ability, and motivation. Finally, close to 45% of students believed that reliance on social connections, or *wasta*, was important for success, with another 40% of the general population supporting that claim. However, only 15% of the faculty surveyed believed that *wasta* mattered.

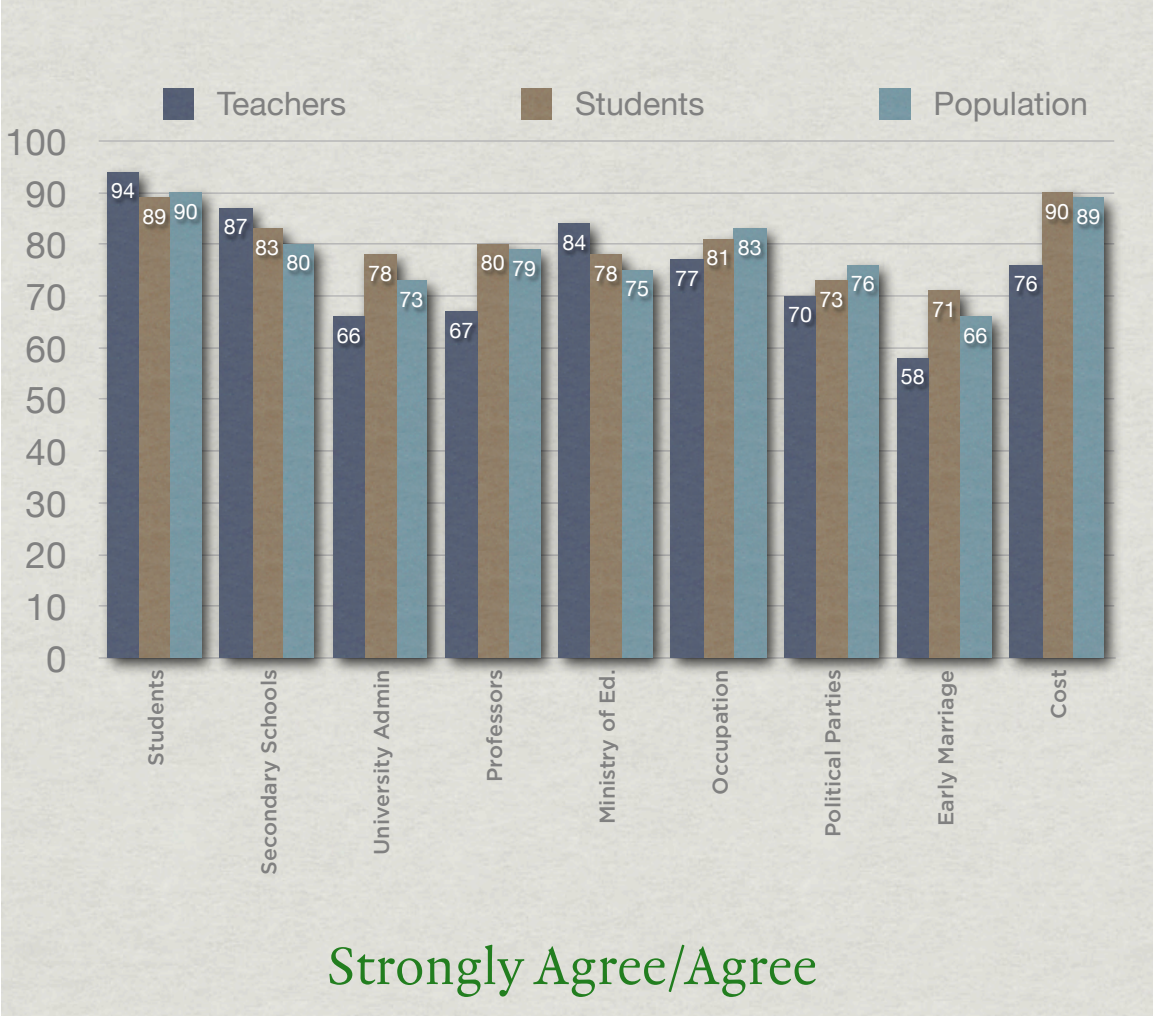
Figure 3. Determinants of Educational Success



Determinants of Educational Failure

As seen below in Figure 4, when examining the sources that structure beliefs about student failure, a few interesting trends emerged. First, significant majorities of students, faculty, and the general population believed that students themselves were to blame for their own failure, a result of deficits in ability or a lack of motivation. The next category that received ample support from all three populations was cost of education. Whereas cost of education was seen as significantly shaping educational success above, here it is seen as a factor that can overwhelmingly lead to student failure. Other factors were also cited as key sources shaping failure. These included quality of secondary schools, university administration, professors, Ministry of Education, the Israeli Occupation, political parties, and early marriage.

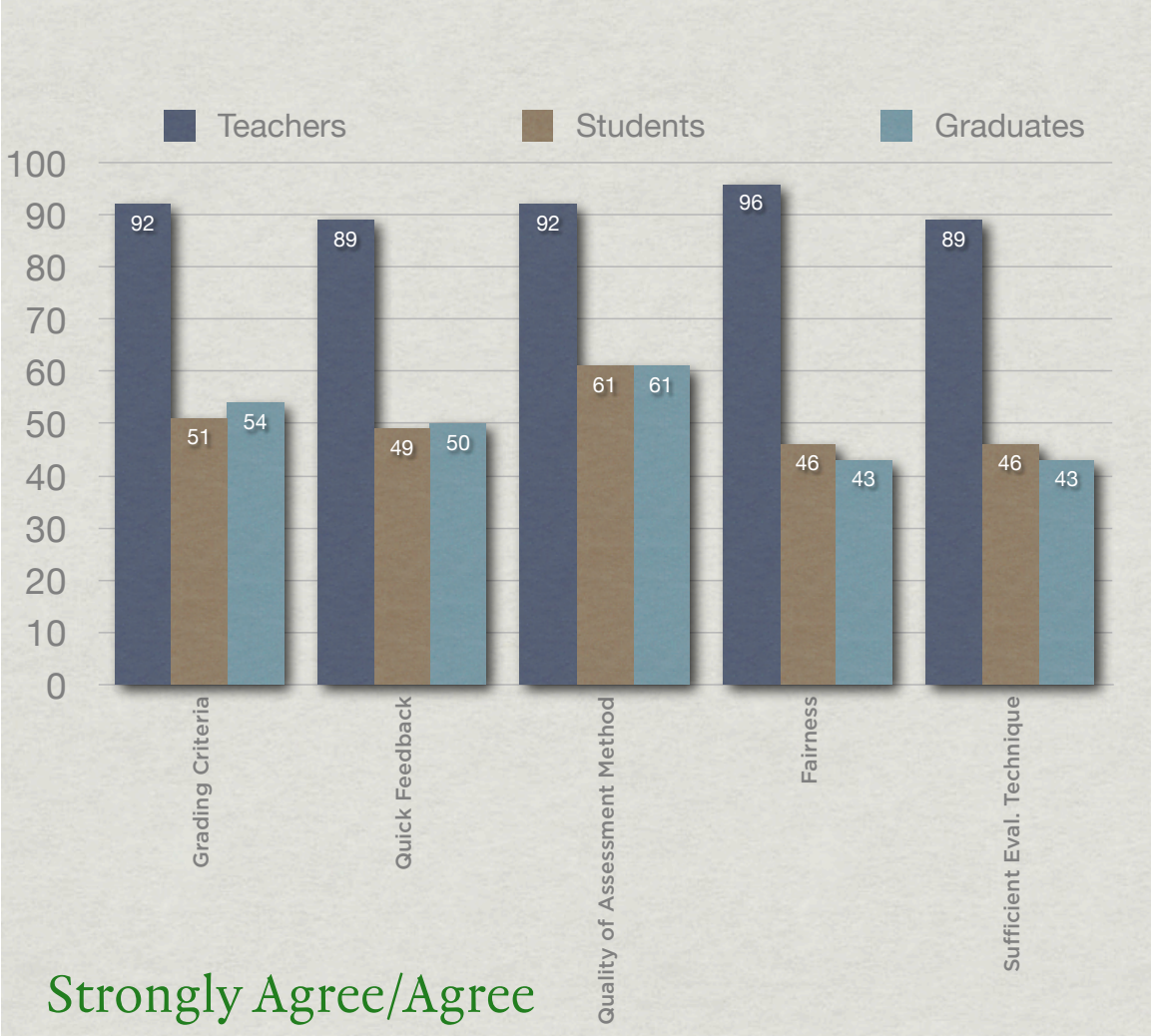
Figure 4. Determinants of Educational Failure



Quality of Classroom Assessments and Evaluation

Differences emerged among current students, graduates, and the faculty in how they viewed classroom assessments and evaluations. While there was significant convergence among current students and graduates, faculty seemed to hold opinions that differed from the students. In general, close to 50% of students and graduates believed that there were: ample assignments for grading; quick feedback offered by faculty; reasonable quality of assessments; fairness in grading; and sufficient variety of evaluation techniques. The faculty held different viewpoints about this. Faculty in general gave much higher assessments of grading criteria, feedback, quality of assessment, fairness, and evaluation techniques.

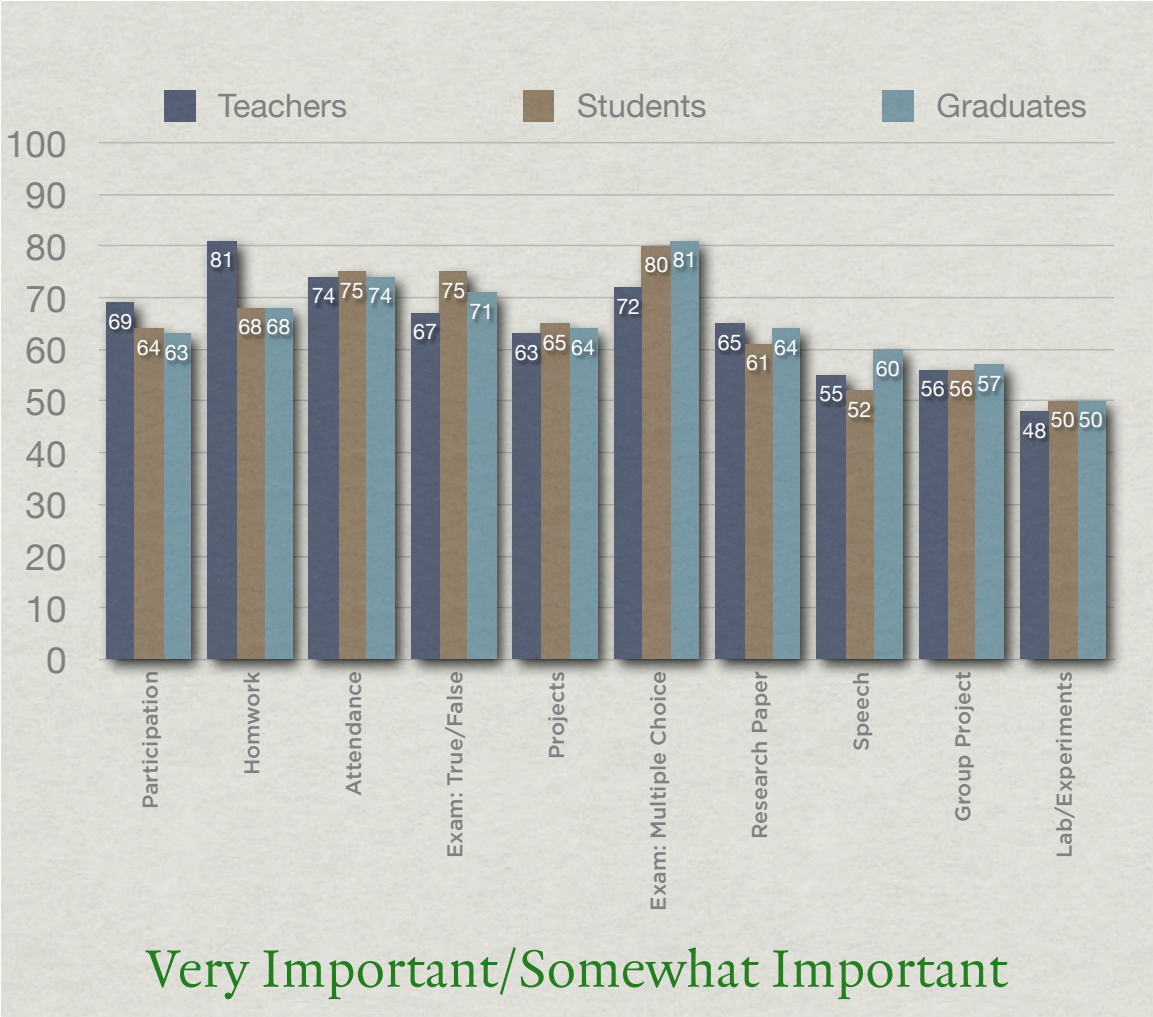
Figure 5. Quality of Classroom Assessments and Evaluation



Quality of Grading

As seen in Figure 6, current students, graduates, and faculty agreed on the importance of various methods of grading. It bears noting, however, that true and false and multiple-choice exams—techniques that students and teachers in focus groups associated with rote memorization and theoretical knowledge—were categories that received the highest percentages of agreement. Conversely, more interactive, learner-centered techniques like group projects, speeches, and experiments received less salience from the respondents.

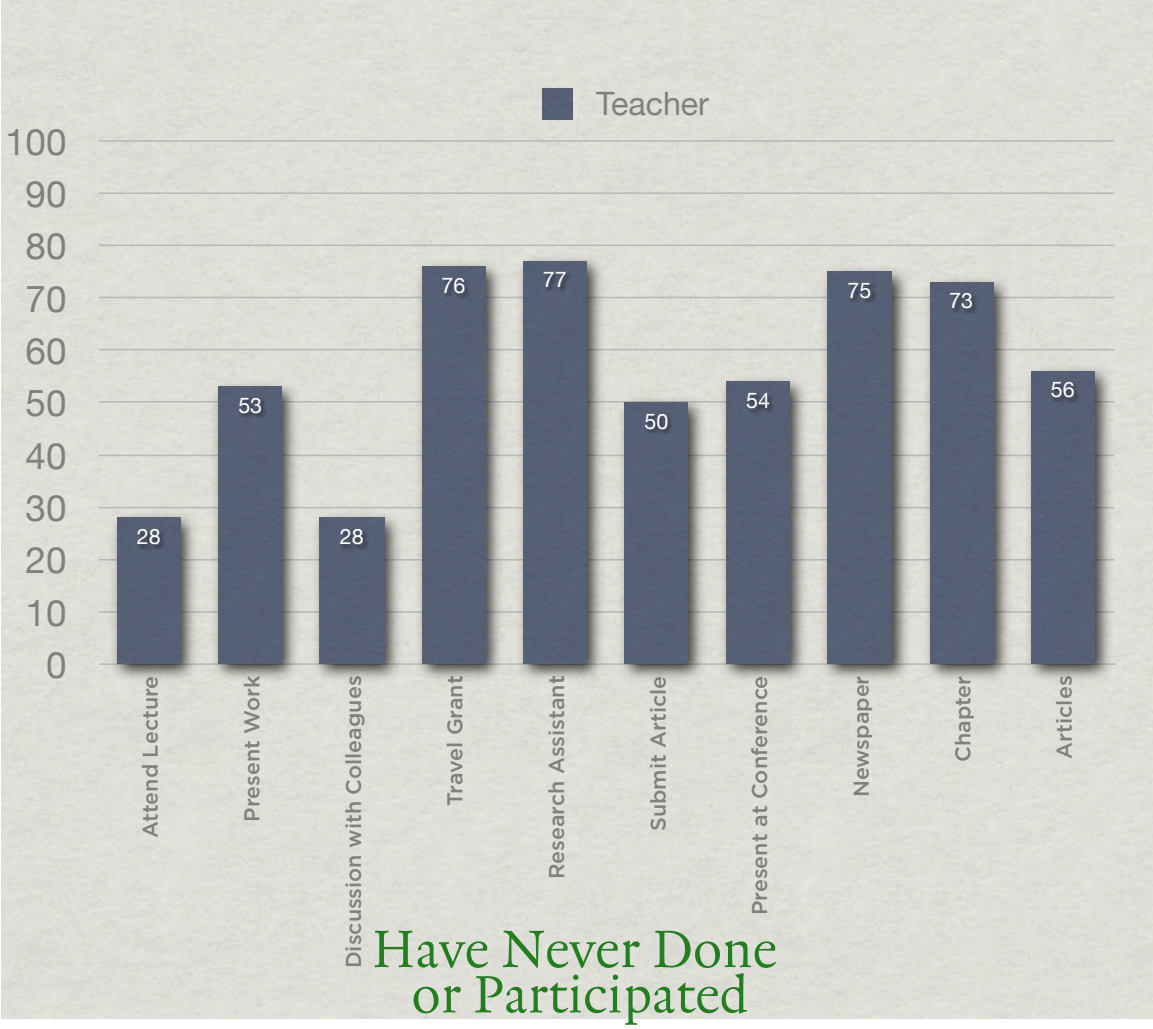
Figure 6. Quality of Grading



Scholarly Production

As evident in Figure 7, research and development activities contributing to scholarly growth and production among Palestinian faculty appeared to be limited. In fact, close to a third of Palestinian faculty reported that they have never attended a lecture on campus or discussed their scholarly research with colleagues. The majority of Palestinian faculty have never presented their work on campus, submitted articles for publication, presented at conferences, written chapters or articles or contributed to newspapers. It appears that resources may be an impediment to productive scholarly activity as 75% of faculty reported never receiving a travel grant. In addition, another 76% reported never having a research assistant.

Figure 7. Participation in research and development activities of faculty

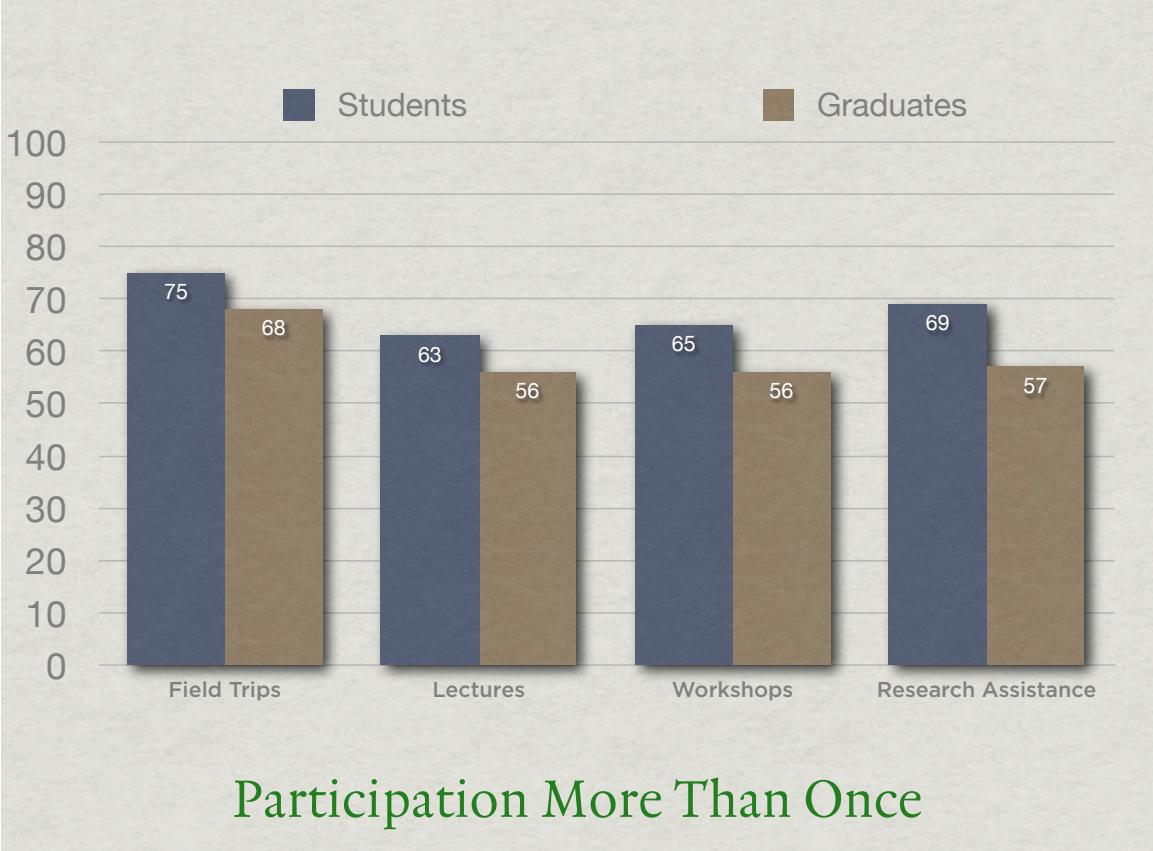


II. Variations in Assessments among Existing Students and Former Students

In general, the responses of existing students and graduates addressing many aspects of quality in higher education were similar on multiple scores. These similarities included teachers' preparedness and professional development, determinants of educational success or failure, quality of classroom instruction, and its corollary, the quality of classroom assessment and evaluation methods.

On the other hand, as shown in Figure 8 below, significant variations emerged in some of the questions relating to participation in extracurricular activities that enhance the scope of learning for students. Across all categories there was less participation among current students than graduates, and this was reiterated across both traditional and non-traditional educational institutions. It bears mentioning that data from focus groups suggested that this decline was due largely to the unavailability of opportunities rather than any lack of interest on the part of students.

Figure 8. Participation in Campus Activities



- Field Trips: While 32% of graduates said they went on educational field trips while they attended university; only 25% of existing students said they did so.
- Participation in Lectures outside of Scheduled Classes: Forty-four percent of graduates reported some participation, while only 37% of current students participated.
- Participation in University Workshops: Forty-four percent of graduates participated in academic workshops on campus, while only 35% of current students reported attending such workshops.
- Research Assistance: Forty-three percent of graduates said they had some experience serving as research assistants, while 31% of existing students reported doing so.
- Finally, two other trends are important to note:
- Of current students, 38% were more likely to report that they used computers for fun, compared to only 21% of graduates.
- Graduates were more likely to report that they studied more when they were in college than existing students. Fifty-five percent of graduates reported studying more than two hours a day and only 46% of current students say they did the same.

III. Assessments of Quality Education among Respondents in Traditional and Non-Traditional Education: How Do They Compare?

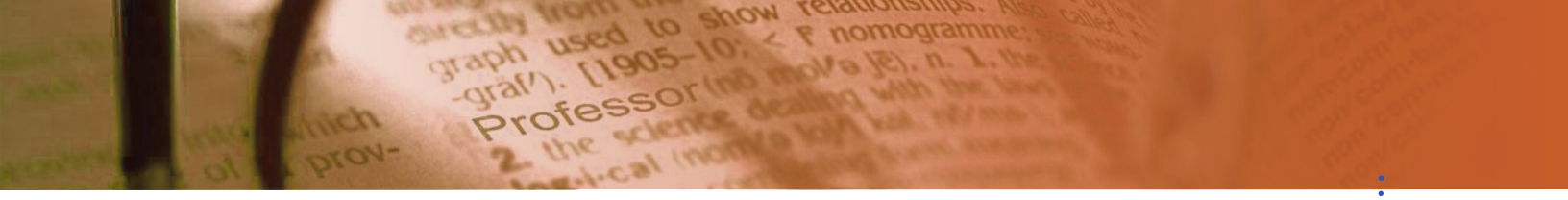
Broadly speaking, the Palestinian system of higher education is divided into two different institutional forms, which, for convenience sake, we called traditional and non-traditional. The traditional[9] sector is comprised of conventional campus-style universities and community colleges. The non-traditional sector, which has the single largest enrollment of all institutions of higher education, offers distance education through Al Quds Open University and its many satellite facilities located throughout Palestine.

Are there significant differences in the assessments of the quality of university education by students and faculty at Al Quds Open University and other institutions of higher education? In this section, we breakdown the surveys of both current students and faculty along the lines of traditional vs. non-traditional institutions and compare their assessments of quality education.

Variations in Student Assessments of Quality

By and large, there was congruence in opinions from students about the strengths and weaknesses of Palestinian higher education. Students from traditional and non-traditional sectors

[9] We are not the first to use these terms to distinguish the two sectors of Palestinian higher education. In an evaluation study of Al Quds Open University in 2007, which is posted on the university's own website, the authors referred to other Palestinian universities as "traditional." The study is available at http://www.qou.edu/homePage/english/manitobaReport/qouFullReport.pdf



believed that Palestinian higher education was on an upward trajectory, with improvements cited in the math and sciences, research and development, computer usage and Internet access, and teacher training.[10] Additionally, students in both sets of institutions held similar assessments about the factors that facilitate a successful educational experience. Similar percentages cited the importance of student effort, secondary schools, university administration, the Ministry of Education, political parties, and early marriage.

Differences emerged, however, between the two sectors on assessments of the extent to which faculty are better trained today compared with years past. While significant numbers of students believed faculty were better trained today, there was a distinction between the traditional and non-traditional sectors. Forty-nine percent of students in traditional schools believed that faculty were better trained, while only 41% of the non-traditional sector believed this to be the case.

The most systematic pattern of differences emerged when analyzing pedagogical tools in the classroom. Students in the traditional sector were much more likely to believe that they had more effective techniques to enhance their classroom educational experience. For example:

- Fifty percent of students in traditional institutions believed they received sufficient feedback on their assignments, compared with 41% of students in Al Quds Open University.
- Students in traditional education were more likely to report that different techniques were used to assess their class efforts.
  * Sixty-seven percent of students in traditional education were assessed using short-answer techniques on exams, while only 51% of the students in Al Quds Open University said they were given short-answer exams.
  * Seventy-nine percent of students in traditional institutions believed that educational projects were important for student assessments. Only 55% of non-traditional students shared this viewpoint.
  * Group projects were deemed important by 63% of students in traditional institutions. Only 53% of the non-traditional students believed group projects were important.
  * Lab work was considered important by 54% of traditional students and only 41% of non-traditional students.

Differences also emerged among the students at the different institutions when assessing university commitment towards higher education. Students in traditional education were more likely to believe that their administration cared about improving higher education. Seventy-eight percent shared this view, while 63% held this view among non-traditionally-educated students. Further, while 67% of students in traditional schools believed that university administrations tried to address student concerns, only 50% of non-traditional believed this to be true.

[10]If internet access is an indication of SES, we also know that students in traditional institutions are more likely to have access to Internet at home. Seventy-four percent of students in traditional institutions have access, compared with 59% of non-traditional students.

This perspective was also reiterated on the role of the Ministry of Education in improving higher education. Twenty-four percent of traditionally-educated students believed the Ministry was not committed to improving higher education, while a full 43% of non-traditionally-educated students held this assessment.

Students in traditional institutions were more likely to give their library facilities higher rankings as well. It is important to note that a full 43% of those in non-traditional institutions reported not using their campus library at all, compared to only 24% of traditional. While 16% of students in traditional institutions have not used their libraries for research, a full 39% of non-traditional reported this to be the case.

Finally, students in traditional institutions were more likely to believe they were receiving a better-quality education:

- Preparation of lectures done well: 69% traditionally-educated students vs. 55% non-traditionally-educated students
- Organization of lectures done well: 64% vs. 52%
- Independent research opportunities: 55% vs. 46%
- Classroom discussions: 68% vs. 50%
- Faculty in office hours: 59% vs. 48%

Variations in Teacher Assessments of Quality

Teachers in traditional and non-traditional settings also had different assessments of higher education.

- While 33% of faculty in traditional education believed that, compared to past years, universities was doing better in the math and sciences, only 19% of faculty in non-traditional institutions believed the same.
- Faculty in traditional educational institutions were more likely to believe that higher education generates independent thinking. Thirty-one percent of faculty in traditional education believed this to be true, compared with 23% of non-traditional education institutions.
- Forty-one percent of faculty in traditional education believed that research and development has improved, compared with 25% of faculty at Al Quds Open University.
- Non-traditional institution faculty were more likely to believe that the cost of education was an important obstacle to student success, with 58% saying it was a major factor compared to 40% in the traditional sector.

Similar to the student assessments above, teachers also appeared to place different weights on various grading techniques. While 73% of traditional teachers believed classroom participation was important, only 47% of non-traditional teachers believed this to be important. Other techniques measured included the following:

- **Attendance**: Eighty percent of faculty in traditional universities believed that consistent attendance was important, compared to 45% of faculty in the non-traditional sector.
- **Multiple-choice Tests**: Eighty-two percent of faculty in non-traditional universities believed that multiple-choice was an important grading technique, while 62% of faculty in traditional institutions held this perspective.
- **Research Papers**: Seventy percent of

faculty in traditional universities believed research papers were important, compared with 46% of faculty in non-traditional education.

- **Rough Drafts**: Forty-seven percent of faculty in the traditional sector believed receiving rough drafts were important, compared with 33% of faculty in non-traditional education.
- **Oral Presentations**: Fifty-nine percent of faculty in traditional education believed that oral presentations were important, compared with 37% in the non-traditional sector.
- **Group Projects**: Group projects were deemed important by 59% of faculty in the traditional sector vs. 43% of faculty in the non-traditional sector.
- **Lab/Experimental Work**: Fifty percent of faculty in traditional institutions of higher education believed that lab and experimental work were important for course instruction, while only 37% of faculty in the non-traditional sector shared this opinion.

A number of other divergences also presented themselves:

- Sixty-three percent of faculty in traditional universities felt the university administrations were committed to improving conditions at their university, compared with 72% in the non-traditional sector.
- Sixty-eight percent of faculty in traditional universities said that student evaluations were important for their teaching, compared with 51% of those in the non-traditional sector. In fact, a majority (51%) of faculty in the non-traditional sector believed that student evaluations could not be trusted because students were biased, compared with 34% of faculty in the traditional universities who felt that way.
- Faculty in the non-traditional sector were more likely to have taken coursework in education and learning theory before assuming their jobs at higher education institutions than faculty in traditional universities: 67% of non-traditional vs. 50% of traditional.

The biggest source of difference emerged between the levels of scholarly development of faculty in the non-traditional sector, compared with traditional. For example:

- A majority of faculty in the non-traditional sector (54%) reported that they have never been to a campus lecture, compared with 23% of their colleagues in traditional institutions.
- Two-thirds or 66% in the non-traditional sector have never presented scholarly work vs. 50% in the traditional sector.
- Thirty-four percent of non-traditional faculty have never had informal conversations about work, compared with 21% of traditional faculty.
- Sixty-seven percent of faculty in the non-traditional sector have never submitted an article for publication,, compared with 46% of faculty in the traditional sector.

IV. Factors Significantly Linked to Quality Teaching and Learning Practices. (Ordinary Least Squares Analysis)

This section is intended to offer more substantial evidence of the factors linked to better pedagogical practices. In particular, we consider an array of variables that appear closely associated with best practices and, more specifically, with effective learner-centered methods for instruction and assessment. These variables include not only classroom practices and processes, but also factors that intersect with instances of professional development and scholarly production, with campus wide educational resources, and with socio-political conditions in the larger society. Before proceeding to discuss these factors, we present the variable indices used in the analysis of teachers' and students' assessments of quality teaching and learning[11]

Dependent Variables for Investigating Teachers' Assessments

Among teachers, we were particularly interested in examining the factors that structure better teaching practices. We constructed the following dependent variables.

Table 11. Dependent variables for investigating teachers' assessments of quality education

VARIABLE	INDICATORS (Based On Survey Questions)
Professional Development	• Participation in workshops, conferences or training course • Presenter at a workshop, conference or training course • Participation in development activities designed to improve teaching • Travel for any of the above activities
Knowledge Production	• Present ongoing work on campus • Submitted an article for publication in a specialized journal • Presented results at a professional conference • Published articles in newspapers • Reviewed articles for a specialized journal • Conducted research for an organization, association or other group
Preparedness	• Preparation to teach one's subject • Comprehensive grasp of subject matter being taught • Comprehension of subject matter includes latest developments in the field
Constructive Feedback	• Sufficient means of evaluating students in the course • Sufficient feedback provided on assignments • Assignments reflected teaching goals • Consistent and timely feedback to students
Teaching and Course Requirements	• Different approaches to present course material • Encouragement of classroom participation • Quick feedback on written work • Encouragement of class attendance

[11]Please note all variable indices below load reliably with a Cronbach Alpha score of .65 or higher.

Table 11. Continued.

VARIABLE	INDICATORS (Based On Survey Questions)
Importance of Using Tests and Exams for Grading	• Short-answer exams • Multiple-choice exams • Mid-term or final exam: Choose correct answers • Essay exam: Mid-term or final • Mid-term or final requiring short answer
Critical Thinking Assessment Methods	• Performance on labs or practical (lab) exercises • Research paper for the semester • Multiple drafts of written work • Oral presentations by students
Classroom Presentation	• Lectures clear • Lectures prepared well • Classes well-organized • Materials were presented on level appropriate to student ability and preparation
Independent Thinking	• Independent thinking encouraged • Learning activities helped to promote critical and analytical capacities of students. • Examples were used to apply theory • Subject matter was presented in an interesting and stimulating way
Student Engagement	• Adequate opportunities were provided for students to ask questions • Class discussions were well-managed • Class time was used effectively • Student comments and questions were encouraged and welcomed • Assignments were reasonable in quantity and quality • Students were treated with respect
Student Treatment	• Students were treated with respect • Teacher was available for office hours outside of class • Students were treated equitably

Independent Variables for Investigating Teachers' Assessments

Several independent variables were utilized to assess the factors that are linked to better teaching practices. These independent variables were grouped into three categories. The first category consists of the variables which we hypothesize have an impact on better teaching practices. The second group consists of variables that we believe are worth examining, given the context of Palestinian socio-political life. Finally, we utilize a category of basic demographic controls. Table 12 presents an itemized list of these three categories.

Table 12. Independent variables for investigating teachers' assessments

TEACHING PRACTICES	SOCIO-POLITICAL FACTORS	DEMOGRAPHIC VARIABLES
• Importance of Student Evaluations • Faculty Training • First Year Teaching Investment • Institutional Commitments to Higher Education • Full-time/Part-time • Years of Teaching Experience	• Participation in Voluntary Associations • Political Interest/ articipation • Political Factions • Israeli Occupation • Economic Standing	• Economic Satisfaction • Income • Residence: West Bank vs. Gaza • Marital Status

Dependent Variables for Investigating Students' Assessments

The following dependent variables were constructed to assess the sources that are linked to more positive evaluations of teaching quality.

Table 13. Dependent variables for investigating students' assessments

VARIABLE	INDICATORS (Based On Survey Questions)
Teacher Competency	• Professor's knowledge of subject matter was strong • Professor's knowledge of subject matter was up-to-date
Teacher Grading	• Professor's knowledge of subject matter was strong • Professor's knowledge of subject matter was up-to-date
Learner-Centered Assessment Methods	• Performance on projects or practical (lab) exercises • Term paper or research papers • Oral presentations by students • Group and team projects producing a joint product • Laboratory, shop or studio assignments

Table 13. Continued

VARIABLE	INDICATORS (Based On Survey Questions)
Class Preparation	• Class presentations were clear and straightforward • Lessons were well-prepared • Class sessions were well-organized • Materials were presented on level appropriate to student ability and preparation
Faculty-Student Relations	• Student comments and questions were encouraged and welcomed • Assignments were reasonable in quantity and quality • Reading assignments contributed to students' understanding of the subject • Students were treated with respect • Professor was available for office hours outside of class • Students were treated equitably

Independent Variables for Investigating Students' Assessments

Several independent variables were utilized to assess the factors that are linked to more positive student assessments. We grouped these independent variables into three categories. The first category consists of the variables which we hypothesize might have an impact on better teaching practices. The second group consists of variables that we believe are worth examining, given the context of Palestinian socio-political life. Finally, we utilize a category of basic demographic controls. Table 14 presents an itemized list of these variables.

Table 14. Independent Variables for Investigating Students' Assessments

STUDENT PERCEPTIONS OF FACTORS THAT STRUCTURE SUCCESS	SOCIO-POLITICAL FACTORS	INSTITUTIONAL FACTORS	DEMOGRAPHICS
• Student Enthusiasm • Cost of Education • *Wasta* (personal connections) • Student GPA	• Israel • Political Parties • Early Marriage • Political Interest	• University Facilities • University administration's commitment to offering students a first-rate education • Ministry of Education responsible for student failure • Student course evaluations matter for improving teaching	• Income • Region: West Bank/Gaza

Discussion

When analyzing the factors that shape better teaching practices among faculty, a few systematic findings stood out. In most of the equations, one independent variable, which is an index variable consisting of several survey questions, was systematically correlated with better patterns of teaching across the board: the quality of teaching strategies and techniques used by faculty in their first several years of teaching. Faculty who varied their teaching techniques, used computer-based educational technology, prepared effective lesson plans, utilized a variety of assessments of learning and academic achievement, took time to offer students advice, and selected and adapted curriculum content were also the faculty who were more likely to be professionally developed in the first few years of their teaching careers. Perhaps the philosophy of education that faculty bring to university instruction underscores scholarly academic pursuits as well.

The first year index of faculty performance was salient across multiple models. In addition to professional development, it was positively linked to faculty preparedeness, constructive feedback, positive teaching and course requirements, innovative assignments for grading, encouragement of critical thinking, effective classroom presentations, independent thinking, positive student engagement, and fair treatment of students. What faculty did in their first year was a powerful correlate of all teaching practices considered important for higher education. In fact, this was the only predictor that was systematically significant across all models. This finding highlights the importance of faculty training for incoming teachers.

Other factors were at play as well. Income played an important role in both professional development and knowledge production when determining the degree to which faculty were involved in professional development activities. Faculty who were better paid were more likely to be involved in such professional activities as presenting, writing journal articles, and attending conferences. Further, it appears that, with time, faculty were more likely to be involved in professional development activities. That is, those faculty who had taught for longer periods of time were more likely to be involved in such activities.

Institutional commitment was an important independent variable which combined several questions in an index variable to assess the degree to which faculty believed the institution was committed to higher education. In general, faculty who believed their institutions of higher education, including the Ministry of Education, were committed to education were more likely to come to class prepared, have a diverse set of teaching and course requirements, give more effective class presentations, and engage students in positive ways.

Several other socio-political variables that we thought would matter remained insignificant in the quantitative analysis. Party affiliation did not directly map to teaching practices. Affiliation with Fatah or Hamas was insignificant across various model specifications. Fatah was significant in only one model and, in that model, identification with Fatah was linked to lower student engagement. Another political variable that we thought would matter was the extent to which respondents viewed the Israeli Occupation as hindering

student success in Palestine. In none of the equations did it approach significance (except for one equation and only mildly so). Basic demographic factors did not matter for these equations. Teachers' location in Gaza or the West Bank did not have any significant or independent influence on the dependent variables. Marital status also was not significant. The only other demographic variable that was significant was income. It was positively related to professional development, student engagement, and student treatment. Interestingly, faculty who were more poorly paid engaged their students more meaningfully and were also more likely to treat their students better.

When analyzing the variables that structure student assessments of effective teaching practices, a few salient patterns emerged. Three independent variables mattered most for students' positive perceptions of their university and classroom experiences. The first concerns evaluations. Students who believed their course evaluations were taken seriously by faculty were more likely to have positive assessments about teacher competency, teacher grading, critical thinking assessment methods, class preparation, and faculty-student relations. It was by far the most effective independent indicator of student assessments.

With the second variable, students who likewise felt that the university administration was committed to providing students with an excellent education were also much more likely to express more positive assessments of teacher competency, teaching grading, classroom preparation, and faculty-student relations. The third variable which showed up as significant in several equations was the extent to which universities were committed to enhancing campus and classroom facilities. Those students who believed this was the case were also more likely to give better assessments on teacher grading, classroom preparation, and faculty-student relations.

Chapter 5

Qualitative Findings

Introduction

Twenty-four focus groups and 11 semi-structured interviews provided rich sources of qualitative data with which to explore a broad range of opinions and attitudes on matters relating to the quality of teaching and learning in Palestinian higher education. As in the preceding section on quantitative findings, this presentation is organized around the four major indices of quality explicit in the core research questions of the study. These are: 1) teaching and assessment practices, 2) professional development, 3) institutional support, and, 4) broader societal factors—social, economic and political—that we hypothesize may be influencing teaching and learning practices and processes.

The major results of the analysis may be summarized as follows.

- **Teaching and Assessment Practices**
  The opinions of teachers and students converge to agree, in contrast with the differences we observed in the National Survey, that a teacher-centered approach to learning, characterized by lecturing, dictation, note-taking, rote memorization, and exam-based assessments, prevails in most undergraduate classrooms.

  Faculty who acquired knowledge and skills of different approaches to teaching and learning prior to or in the first year of teaching (for example, as a teaching assistant or an instructor during their advanced studies) favor the use of learner-centered methods that promote critical and independent thinking.

- **Professional Development**
  Across the board, faculty believe there is a chronic lack of opportunities, incentives, and rewards for teachers to engage in research, publication, and related scholarly activities. In their view, this perceived deficiency is contributing to a serious deterioration of the quality of higher education throughout Palestine. This diminishes the teachers' capacity to serve as role models for students to appreciate the connections linking research, analysis, critical thinking, and production of knowledge. It also hinders teachers from developing new curricula, updating existing courses, and networking professionally with national and international colleagues.

- **Institutional Support**
  Faculty, students, and parents believe that university administration is genuinely interested in improving the quality of education. These include efforts to reduce overcrowded classes, allocate additional prep time for teachers, expand the use of learning technology, and support innovations in teaching methods and techniques.

  However, teachers also believe that more needs to be done to support opportunities for professional development, which is normally acquired through academic

research and publication. The current low level of support is said to be undercutting the value that scholarly production gives to quality teaching and learning.

Students likewise perceive that insufficient opportunities for co-curricular and extra-curricular learning enrichment outside the classroom—the corollary to professional development for teachers—are resulting in learning deficits which, among other negatives, hamstring their competitiveness in the labor market after graduation.

- **Broader Societal Factors**
  Across all focus groups, social, economic, and political conditions in the larger society are understood to affect the quality of teaching and learning in higher education. Teachers, students, and parents proudly recognize that Palestinian higher education has played a crucial role in building a strong national identity, resisting Israeli Occupation, and producing human capital that is vital to success in local, regional, and global economies.

  Yet increasing levels of social and economic uncertainty and, to a lesser extent, the politicization of discourse on university campuses are seen by all focus group participants as a hindrance to developing and sustaining an excellent quality of higher education. Parents and students are growing less confident that a university degree can guarantee jobs after graduation. Teachers need to take second jobs in order to make ends meet, which distracts them from their primary jobs as teachers and limits their capacity to engage in professional development. Students thus appear to be losing confidence in their teachers' ability to provide them with the knowledge and skills demanded by local and global labor markets.

  On the matter of "personal connections" (*wasta*), teachers, students, and parents generally agree that *wasta* has little to do with the students' capacity to succeed academically. This opinion mirrors what we saw in the National Survey. It bears mentioning, however, that all groups broadly agree that because of the chronic uncertainty of the Palestinian labor market, it is much more difficult for academic programs to remain relevant to the demands of the local economy. In these circumstances, *wasta* is believed to be relevant *after* graduation.

Findings

I. Assessments of Teaching and Assessment Practices

Examples of what we heard…

"Universities use theoretical methods in teaching and it lacks practical application. Thus, they use written tests in scientific content as a method to evaluate the students. Usually these tests examine the students' ability to memorize the material."

University Professor

"Curriculum and teaching methods are still traditional … It's all about memorizing the text and nothing about creativity."

College Student

A. Assessments of Teaching and Learning Practices

Prevalence of Teacher-Centered Classrooms

The National Survey indicated huge discrepancies of 30% to 40% between teachers who rated their use of learner-centered practices very high and students who ranked the use of the same practices much lower. In contrast, there was widespread agreement within the focus groups among teachers and current and former students that lecturing, dictation, note-taking, rote memorization, and summative exams—methods associated with a teacher-centered pedagogy—characterize most undergraduate classrooms.

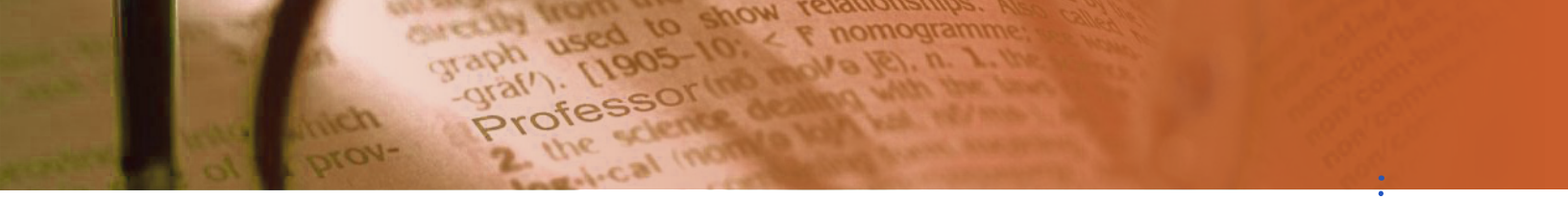
Two reasons may account for this discrepancy between teachers' opinions on the survey and those of teachers in focus groups. First, as noted in Chapter 3, most of the teachers self-administered their own questionnaires for the survey and thus there may have been a response bias in which the perceived educational desirability of learner-centered methods outweighed the undesirability of traditional teacher-centered approaches. Second, in focus groups, self-disclosure of attitudes and opinions occurs in a group setting and this tends to mitigate the occurrence of socially desirable response bias in self-reported data (Epstein, 2006; Morgan, 1996; Paulhus & Reid, 1991; Randall & Fernandes, 1991). In short, the convergence of opinion among teachers and students in the focus groups and with students' responses on the survey strongly suggests that teacher-centered methods of instruction and assessment appear to characterize many undergraduate classrooms in Palestine.

Teachers across academic disciplines and specializations acknowledged that teacher-centered practices encourage passive learning at the expense of promoting higher-order intellectual and cognitive skills. "Teaching methods vary from one teacher to another, but generally speaking, we are in a discouraging educational system that promotes memorization and neglects creativity and critical thinking," commented one professor.

Students agreed. Current and former students believed that their teachers' reliance on lecturing and dictation reinforces rote memorization, a study habit they claimed was instilled in them early on in their elementary and secondary education. So entrenched is rote memorization that some teachers who have tried to introduce learner-centered methods reported occasionally facing resistance from students who, unaccustomed to engaging critically with course content, found their grades slipping.

Pockets of resistance notwithstanding, students voiced concern that the predominance of teacher-centered instruction prevents teachers from helping them to develop critical thinking and problem-solving skills that are crucial to successfully integrating into the labor market after graduation. They wanted teachers to help them acquire research methods and develop effective verbal and written communication skills.

Many teachers agreed. They cited indicators from both anecdotal and published reports from sectors of the Palestinian labor market indicating that students in recent years were graduating without even the most basic skill sets needed to meet the demands of a rapidly changing and highly competitive globalized labor market. "Most students graduate while they cannot write and research," remarked one professor.



Teachers laid much of the blame on the system. They said that academic departments generally expected faculty to use mid-term and final exams to assess learning which, as they saw it, fail to promote analytical thinking for critical understanding, and instead foster memorization of theoretical knowledge and facts based on lectures that are tied to textbook content. A student who graduated with a B.A. in pharmacology recalled how some of his university instructors simply walked into class and read from a textbook. "I can do that myself," he said. "And that's exactly what I did."

Putting the Learner at the Center of the Process

Despite the prevalence of teacher-centered practices, students and teachers alike commended efforts of individual teachers and departments who were attempting to implement learner-centered approaches. These included the following activities:

- Blended teaching (mixing e-learning and conventional instruction)
- Case studies
- Debates
- Discussions
- Field trips
- Guest speakers
- Informal workshops to augment in-class work
- Internships
- Interviews
- Lab work
- Library visits
- Peer-to-peer feedback
- Portfolios
- Reports and presentations
- Research projects
- Small group work
- Use of journal articles and book chapters instead of textbooks

Students acknowledged that these sorts of activities allowed them to play a direct and active role in the learning process. This, they added, dramatically increased their motivation to learn, regardless of how tough or demanding their teachers were.

Teachers applauded the recent creation of Quality Assurance Units (QAU) as a step in the right direction for overhauling the existing system of teacher-centered practice. They added the caveat, however, that the jury is still out on whether the QAUs have the capacity to promote substantive reforms in the arena of teaching practices. Teachers claimed that substantive reforms were being stymied by the inability of university administrations to alleviate many of the chief burdens they face. These included overcrowded classes, heavy teaching loads, and compliance to policies that maintain an over-reliance on exam-based assessment practices.

The following section explores in detail teachers' and students' opinions of assessment practices and their impact on the quality of higher education in Palestine.

B. Assessments of How Students' Learning Is Assessed

Examples of what we heard . . .

"It's difficult to talk about the student assessment process because, in our universities, the degree to which students perform in the exam is the only way to evaluate them. In our department, we try to evaluate the student work. The objective of the assessment is to know

the extent of our success in developing the skills of the student."

University Professor

"The methods of assessment must be changed. Teachers should not rely only on the exam, and the grades are not everything. Teachers should develop and encourage creativity in students."

College Student

Teacher-Centered versus Learner-Centered Assessments

In higher education, as in any formal schooling context, particular approaches and practices comprising learner assessments are predetermined by a complex set of learning theories, pedagogical approaches, and goals for learner outcomes that a particular educational system sets for itself (Erwin, 1991). The convergence of opinions among the teachers and students in our interviews leads to the conclusion that a teacher-centered approach prevails across all disciplines in Palestinian higher education. Thus, it was not surprising to hear modalities of academic assessment described as "traditional," that is, based primarily on summative assessment tools such as *mid-terms* and *final exams*.

Teachers stated that exams generally accounted for anywhere from 80% to 100% of a student's final grade. Yet they also noted that some departments allowed faculty the freedom to devote 10% to 20% of a course grade based on more formative or continuing assessments such as quizzes, research projects, lab work, presentations, and class participation.

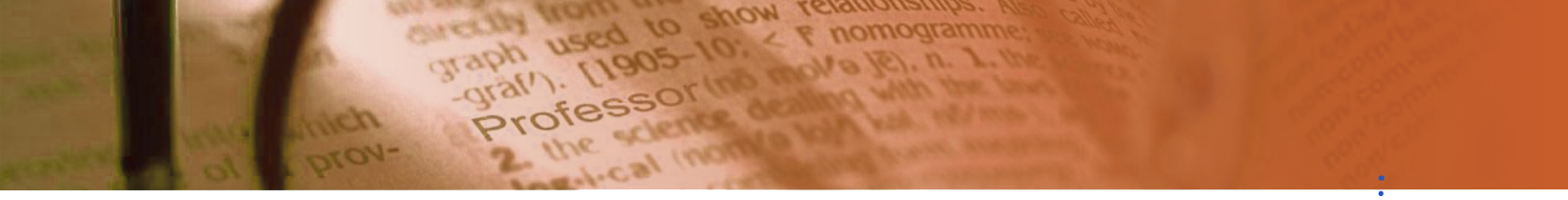
Rote Memorization

Teachers continued to be concerned, however, that the existing over-reliance on exams, to the exclusion of more performance-based assessments associated with learner-centered approaches, is habituating students to rote memorization instead of nurturing critical and creative thinking. As one teacher remarked, "Universities cannot be distinguished from the public school. The student at school is not used to criticizing or speaking out, just shaking his head to indicate that he understands. The university is the same and frankly there is no critical thinking."

Teachers qualified such criticism by noting that faculty generally have little say in how assessment policies are set by university administrators. Some teachers also noted the irony that even teacher education programs did not appear to be teaching what they preached. Student teachers learned about constructivist and learner-centered theories of teaching and learning, yet their own learning was assessed primarily by exams that measured their ability to memorize rather than critically engage with course content and its application in more creative ways.

Teachers identified other obstacles that were lessening their capacity to utilize alternative methods of assessment:

- Formal pre-service training relating to teaching theory and practices is rarely offered.
- Reliance on what is familiar. Teachers tended to replicate methods of assessment they experienced during their own college years. For most, this means summative assessments in the form of mid-terms and final exams.
- Overcrowded classes make it difficult to utilize alternative assessments that are more suitable for smaller classes.



- Research papers are said to be readily available for sale on the black market.
- Poor access to information and training in the theory and methods of educational assessment discourages innovation.

Students likewise expressed many of the same criticisms of the prevailing assessment practices as did teachers. Students believed that, in principle, exams can serve a legitimate purpose, but more emphasis should be given to continuous assessments such as quizzes, homework assignments, projects, reports, and presentations. Students credited some teachers for attempting to be more creative, but they conceded that this often makes little difference, given that alternative methods are insignificant because mid-term and final exams are weighted proportionally higher toward final grades. In fact, students believed that teachers were teaching to the test, which thus fostered a dependence on rote memorization for success rather than its achievement through independent and critical thinking.

As one student remarked, "I found that the focus was on the curriculum, memorization, and academic education. There is no interest in the student as a future graduate. The school's curriculum is excellent, but unfortunately there is no staff effective enough to take on this curriculum, so there is a big gap."

Additionally, students said that other problems further diminished the educational value of exam-based assessments. These included not allowing sufficient time for students to prepare for exams; delays in returning exams; and the failure of teachers to provide feedback which prevented students from learning from their mistakes.

II. Assessments of Professional Development

Examples of what we heard . . .

"Professors in universities do research for purposes of promotion or improving their financial situation."
University Professor

"We have no time to participate in any workshop or to do any scientific research. Also there is no encouragement from the university administration, even if we have the desire."
University Professor

Limitations to Scholarly Research and Development

Faculty in focus groups and in-depth interviews strongly believed that participation in research and development correlates with quality teaching and learning. Their assessment of teachers' involvement in professional development, however, mirrored the negative findings on the National Survey. They voiced concern that a chronic lack of opportunities, incentives, and rewards for teachers to engage in research, publication, and related scholarly activities was seriously deteriorating the quality of higher education throughout Palestine.

Teachers blamed a combination of individual and institutional factors for this worsening situation. Motivation for involvement in research was, in their view, too often driven by self-promotion for social status and prestige. Once the desired promotion is attained,

they explained, any commitment to pursuing further research and development all but disappears. As one professor noted, "This eagerness [to conduct research and publish] usually ends once the teacher gets the title of 'professor.'" Teachers also thought that their own institutions bore some responsibility. They noted that most universities have outdated and inconsistent standards for promotion and fail to provide adequate and fair incentives to encourage and reward research and publication. One teacher, for example, noted how a colleague at his institution was required to teach 10 years and publish 2 research papers before being promoted. On the other hand, teachers also believed that the universities have failed to develop and implement negative sanctions—"yellow cards," as one teacher said, using a soccer metaphor—to penalize teachers who deliberately ignore any effort toward professional development.

Teachers also maintained that low productivity in professional development stems from limited funding resources earmarked by universities for research which, they believed, discourage faculty from even bothering to write proposals. As one teacher asked, "What is the objective of doing research if it is not given any importance?" When faculty were successful in conducting research, teachers believed it was usually the result of individual initiative to secure funding from international donor agencies, or even of dipping into one's personal finances as the last resort.

Faculty also acknowledged that professional development, like other aspects of higher education in Palestine, suffers because of the chronic economic woes facing all sectors of Palestinian society. Teachers are simply overworked. Most face excessive teaching loads because new faculty hiring cannot keep apace with growing student enrollment and, to exacerbate the problem, many teachers are compelled to take on part-time employment to make ends meet. All combined, these negative economic factors diminish the capacity of most faculty to engage in professional development.

III. Assessments of Institutional Support

In this section, we examine teachers' and students' assessments of the effectiveness of the major structures of the system of higher education—departmental programs, universities, and MOEHE—in supporting quality teaching and learning.

Examples of what we heard . . .

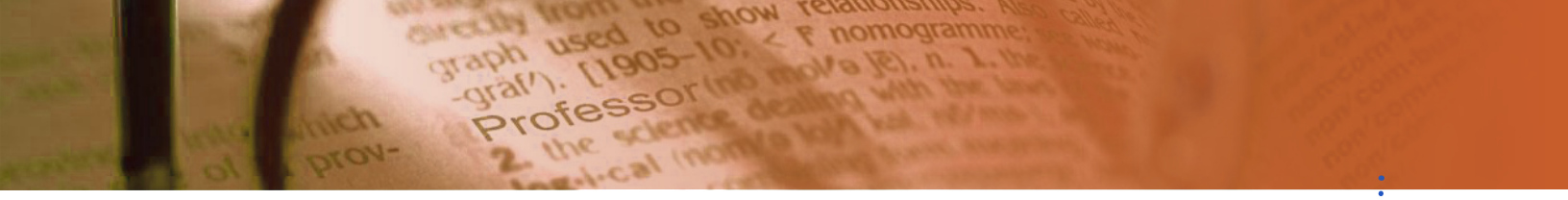
"There is improvement in the buildings and an increase in the number of students but there is no qualitative improvement in the level of the university."

University Professor

"There are ways used by teachers designed to develop creativity among students, but all being hindered by the administration's assessment system, where the university asks the teacher for assessment based on results of the written test."

College Student

"The Ministry does not have a general plan to follow up with the performance of universities and to coordinate and promote cooperation and networking



> between universities. Palestinian political leaders are the main cause of the decline in the quality of education."
>
> University Professor

Signs of Improvement, But More Is Needed

Teachers offered a mixed review of the effectiveness of institutional support for quality teaching and learning. Some credited university administrations for their efforts to improve the conditions in which teaching occurs, for example, by reducing overcrowded classes, allocating additional prep time, and granting flexibility to individual faculty who employ innovative teaching methods.

For the most part, however, teachers expressed disappointment at what they considered to be ineffective institutional leadership in the strategic use of existing fiscal, material, and organizational resources that promote and sustain comprehensive reform in teaching and learning methods. In other words, improvements in the conditions in which teaching occurs were welcomed, but teachers wanted to see substantive and systematic policies to improve teaching practices and processes. As one professor put it, "There is improvement in the buildings and in the increasing number of students, but at a quality improvement level, the university is at a standstill."

Quality Assurance Units

Despite these perceived shortcomings, faculty applauded the creation of Quality Assurance Units (QAU). They believed that the establishment of QAUs has elevated the importance of quality in the discourse of faculty and departmental leadership. At the same time, however, they believed that more could be done at the institutional level to systematically evaluate and establish discipline-specific standards for quality teaching-learning practices. Teachers argued that a major obstacle preventing better quality management is the minimal substantive input that faculty at most universities have to make decisions on matters relating to teaching and assessment practices as well as on policies dealing with professional evaluation and development. A salient illustration of this problem was in how teachers saw little evidence that the large amount of data amassed by their departments from student course evaluations actually translated into systematic efforts to assess and improve the quality of teaching and learning.

Professional Development Needs

As discussed above, teachers believed that the system of higher education fails to provide adequate opportunities for professional development. These include such activities as faculty workshops and colloquia, research and publication, conferences, inter-university collaboration, and community outreach such as public lectures and submissions to newspapers and magazines.

Additionally, teachers believed that institutional leadership needs to prioritize quality in teaching and learning practices by improving how it utilizes its human, material, and technological resources. Teachers pointed to such urgent priorities as the need to establish inter-university consortia among Palestinian universities; the promotion of foreign language acquisition, especially English, among faculty; funding to upgrade science labs; increased accessibility of books, professional journals, and academic database resources on campuses; and the provision of systematic training in the use of information technology for education.

Students' Desire for a Community of Learning

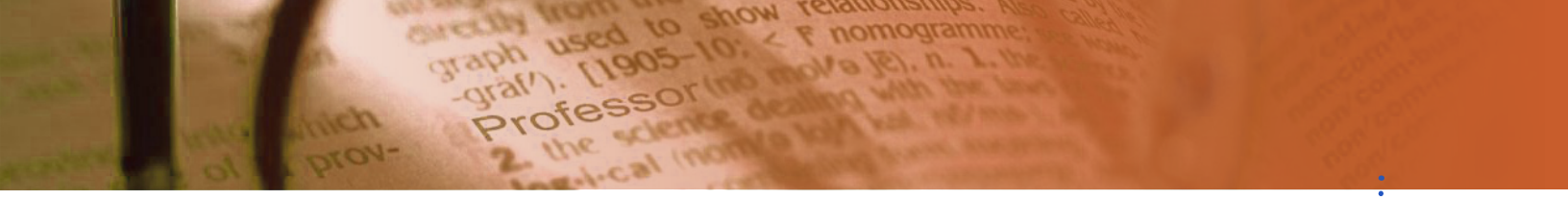
Students expressed general satisfaction with their university administrations, but they felt that university leaders could do more to enhance the quality of teaching and learning both inside and outside the classroom. Students credited individual professors for attempting to teach in ways that not only transmitted knowledge, but also developed critical and creative thinking. Yet students also believed that "administrative obstacles" hamper such efforts. They pointed to a system that, in their view, compels teachers to rely on "traditional" exam-based methods that assess academic knowledge at the expense of developing students' analytical, research, and communication skills. In this context, many students saw little difference between the teaching/learning environment of their university and their former high schools.

Students also thought that university administrations were not doing enough to support co-curricular learning outside the classroom. In their view, campus facilities such as libraries, media services, and computer and science labs were often underused as resources to complement their coursework. Students pointed to several reasons for this. First, in the absence of guidance from their teachers, many students relied on personal initiative to supplement their learning by turning to the Internet for information relating to coursework. Students remarked on how they were sometimes more adept at using information technology than their own teachers. In fact, some students said they occasionally helped their technology-challenged professors to retrieve hard-to-find articles and books from the Internet. Teachers and parents in focus groups corroborated this, noting that the growing availability of high-speed Internet and computers allows students to compensate for what they see as shortcomings in classroom instruction dominated by teacher-centered methods.

The second reason identified by students was the limited accessibility of on-campus learning resources. Campus administrations need to expand hours of operation for libraries and other campus facilities and to better coordinate schedules of teachers' office hours to accommodate students' class schedules. In other words, students often found it difficult to effectively study on campus or, equally important, to interact with teachers after regular class hours. Students regarded this latter issue as a serious problem because it limits their ability to have meaningful communication with teachers outside the classroom. As one student commented, "Our community culture [on campus] does not allow contact between students themselves and between students and teachers. When students interact with each other, it is only for entertainment and non-productive talk."

IV. Assessments of Broader Societal Factors

The concept of societal dimensions refers to the influence of the social surround in its larger contexts on the capacity of teachers and students to engage in transmitting and acquiring knowledge, skills, and competencies in higher education. These dimensions include structures, norms, and values associated with family, community, and the economic and political conditions that influence people's lives in everyday situations. On the National Survey, these dimensions included,



but were not limited to, questions relating to home background; traditional norms about early marriage; economic resources and the cost of higher education; personal connections (*wasta*); domestic politics; and the Israeli occupation.

In the presentation that follows and for the sake of simplicity, the findings describe assessments of social, economic, and political dimensions of human experience and their impact on the quality of teaching and learning in Palestinian higher education.

A. Assessments of Social Dimensions

Examples of what we heard . . .

"Globalization has a negative impact on current students. Students' concerns have changed and diversified. The information and communication revolution has led students to spend considerable time at the computer for internet chatting. Students always have energy and they are always looking for ways to use this energy. Also, the culture of society has changed between today and yesterday."

University Professor

"We are not satisfied with the sources of education in the universities. There is no interaction between teachers and students outside the classroom. Also the relationships and social interaction among students themselves have no academic significance. Socializing among students has little [educational] benefit and is a waste of time."

College Student

"Education is a weapon in life and it is equally important for our young men and young women. Getting a university degree is very important for them. I taught my daughter that a degree is not only for finding a job, but also to help her in the future and protect her from uncertainty."

Mother of College Student

- **The Family's Investment in Higher Education**

Students, parents, and teachers believed that family background, among other demographics, plays a particularly important role in the academic success of a student, particularly as a source of motivation to excel academically. Success in higher education offers the prospect of a stronger security net for a family. As one professor noted, "The student's family and its economic potential are what make excellent students." But the converse is also said to be true. Faculty and students indicated that severe social and economic pressures facing many families today negatively affect students' academic achievement and the quality of their interaction with teachers. For instance, they believed that students whose families suffer especially difficult circumstances, usually related to the social and economic consequences of the Occupation, often choose majors out of economic expediency rather than out of academic interest or aptitude.

Despite these pressures, parents were pleased with what they saw as progress and improvement in the quality of higher education. They were particularly happy with the increased number of academic and technical specializations now offered at Palestinian universities. They believed for a number of reasons

that this growth was particularly beneficial to family prosperity. First, they thought that the widespread domestic availability of specialized fields has stemmed the flow of Palestinian youth to foreign countries where, separated from family influences, they fear their children might permanently settle or marry without their approval. Another reason was that they believed the desire for positive academic achievement at the university, which produces added social value and improves marital prospects, acts as a powerful motivation to excel there. "Education has social standing," remarked one teacher, "because people look at the educated person with respect. Education has also become one of the requirements for marriage. Families now wish to marry their children to educated males or females."

- **Creating a Culture of Learning on Campus**

From the students' perspective, the extent to which a culture of learning exists on campus, where less formal social interaction is encouraged among students and teachers outside of class, is an important value-added social dimension of higher education. Students liked how a diverse campus community gave them opportunities to mingle and make friends and exchange ideas with students from different backgrounds and regions. In addition, students firmly believed that aside from formal instruction and course work, opportunities for informal social interaction among students and teachers are crucial. Students valued the intellectual discourse that may occur, for example, in a library or dining area, or even over the Internet, as vital to the development of their "personality" (*shakhsiyya*), that is, to building the capacity of their cognitive and communicative skills. A graduate made the significant observation that the "relationship with the teachers outside of the classroom was better [than in the classroom] because the students are encouraged to ask the questions that they want." Students also pointed out that such extracurricular exchanges were particularly valuable on campuses where resources in libraries and other learning centers were judged to be inadequate.

B. Assessments of Economic Dimensions

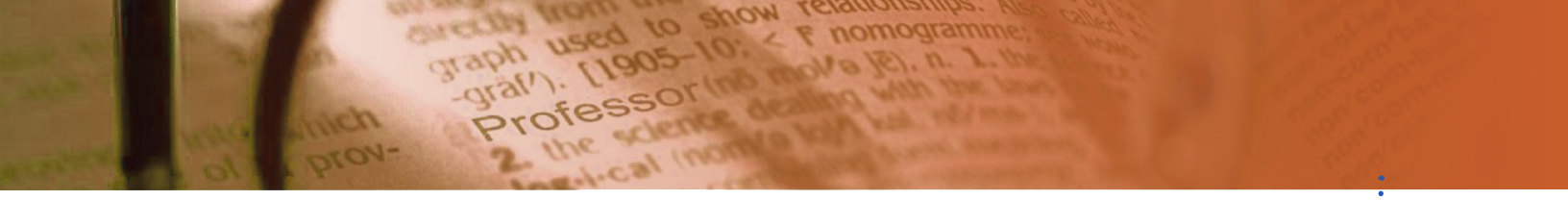
Examples of what we heard . . .

"The political conditions in which we live are causing a decline in all aspects of life. Education in general will decline, even among European universities, if its integral relationship to the labor market is not recognized. Our political and economic circumstances are resulting in brain drain. And how can we be expected to conduct scientific research, which requires major financial resources, when our own salaries are so low? Where are the resources for research and applied technology?"

University Professor

"Education has lost its social and economic value in our society. For example,…there are thousands of unemployed graduates and therefore there is stiff competition for limited opportunities …In Palestine, a person who is well-qualified has no better chance of finding good opportunities than someone who is poorly qualified."

College Student



> "In the past, you could find a job without much of an education, but now parents are keen that their children get an education so they can find a decent job in the future. Unfortunately, nowadays there are many graduates unable to find work."
>
> Mother of a College Student

- ## Human Capital and the Investment in Higher Education

Decades under the harsh regime of Israeli Occupation has produced halting economic growth, high unemployment, and pervasive underemployment. No sector of the Palestinian population is unaffected. Because of these conditions, or rather in spite of them, parents, students, and faculty saw higher education as a critical investment not only in the preservation of a national identity, but also in the development of human capital. As one professor remarked, "Palestinians don't have any natural resources to invest in. They only have human capital and human resources. For this reason, people are leaning towards investing in their children's education, and that's why we find that Palestinian society attaches importance to university education."

Teachers believed that economic uncertainty undercuts the faculty's capacity to sustain the quality of teaching practices and professional development at levels consistent with international standards. Increasingly, teachers are compelled to take on second jobs, often in professions associated with their specialization like medicine, business or engineering. Because of these circumstances, teachers acknowledged that many in their profession were growing increasingly demoralized. They saw their social prestige as university professors shrinking, compared with years past, mainly because it is increasingly difficult for them to engage in meaningful professional development. For students as well, this gloomy economic outlook negatively affects their motivation. One student had this bleak assessment: "Now there are no goals for students because most of them know that they'll wind up standing in the unemployment line."

- ## Vicious Cycles of Declining Quality

Teachers and students concurred that these conditions were creating a vicious cycle that trickles down all the way to high school education. In the first instance, teachers are finding it increasingly difficult to invest maximum effort in teaching. They feel powerless to fully meet the academic needs of their students. This problem in turn has convinced students that mediocre teaching practices are failing to prepare them for an already depressed job market that is increasingly saturated with graduates looking for work.

Teachers believed another serious problem is that universities, facing growing budget deficits, have had to lower their admissions standards to admit more tuition-paying students. Teachers thought this has now flooded classrooms with students who are often poorly prepared to take on the more advanced cognitive demands of higher education. One professor had this to say: "The [academic] level of students decreases each semester more than the previous one, and unfortunately I'm obliged to go down to their level every term, especially for examinations. . . . " Teachers speculated that lower university admission standards are also a chief reason why teacher education programs are hav-

ing mixed success in training well-prepared schoolteachers, and this, in turn, is contributing to declining educational quality in Palestinian high schools.

- **Do Personal Social Connections (*wasta*) Matter?**

On the National Survey, teachers, students and parents generally agreed that "personal connections" (*wasta*) have little to do with a student's capacity to succeed academically. This opinion mirrored what we heard in the focus groups. It bears mentioning, however, that there was broad agreement on how the pervasive uncertainty in the Palestinian labor market makes it tougher for academic programs to remain relevant to the demands of the local economy. In other words, because a university degree is no guarantee of getting a job, a graduate's reliance on personal connections takes on added significance. To paraphrase one professor, a university degree is your passport, but *wasta* is your visa.

This perception of the rising importance of *wasta* after graduation is symptomatic of the belief among teachers, students, and parents in the growing disconnect between knowledge and skills acquired at the university and the local and global economy. Participants across all focus groups agreed with the view that the development of a more robust system of teaching and learning in higher education is necessary if Palestinians are to join and successfully compete in the local, regional, and global knowledge economies of the 21st century.

C. *Assessments of Political Dimensions*

How do focus group participants see the influence of the ongoing Palestinian struggle for political sovereignty on the quality of teaching and learning in higher education? As in the National Survey, our focus groups explored this question by hypothesizing that two conditions in particular—the Israeli Occupation and internal Palestinian politics today—are significant factors.

Examples of what we heard . . .

"….And as for political leaders, I have not heard of any political leader asking a question about higher education in universities."

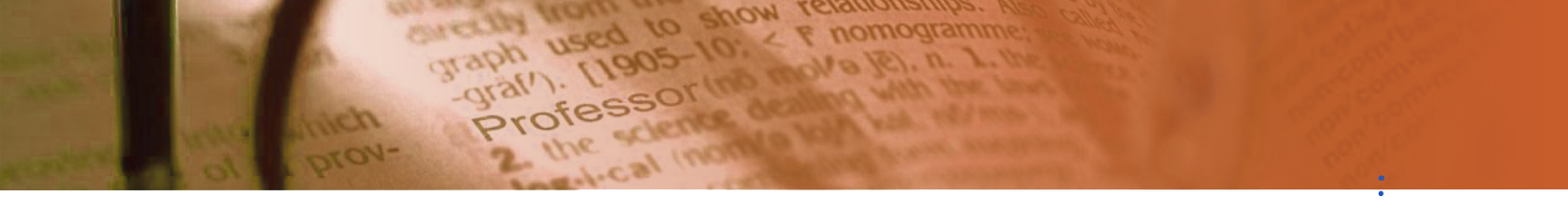
University Professor

"Educational development and change is a cumulative process over time; unfortunately, there was a retreat from education development after 2000 due to the deterioration of political, security, economic and social conditions. Likewise, political strife after 2006 also led to a further decline in university education. There are no strong points in the higher education sector as it now stands."

College Student

"There is no chance for success of anything when politics interferes. The reason behind the deterioration of our universities is that politics has entered its walls and classrooms. Politics is ruining our social life, so politics must be kept separate from the university."

Father of a College Student



- **Higher Education and the Struggle for Political Sovereignty**

Virtually all universities in Palestine today were founded during the turbulent post-Nakba decades from the 1970s to the 1990s, and all have seen booming enrollments since the advent of the Palestinian National Authority, from 1994 to the present. In this historical context, participants across all focus groups saw higher education in Palestine as accomplishing much more than simply developing human capital for economic growth. They valued the role that Palestinian universities were playing in building and preserving a sense of national identity and national solidarity, in resisting Israeli Occupation, and in representing the Palestinian cause in international forums. In short, teachers, students, and parents saw Palestinian universities at the forefront of the struggle for political sovereignty. This, they believe, is a major motivator for students, families, and teachers to invest in the growth and quality of higher education.

- **The Influence of the Israeli Occupation on Academic Performance**

Somewhat to our surprise, when teachers, students, and parents were asked to rank in order of importance the factors they thought affected the positive or negative academic achievement of students, they invariably ranked the Israeli Occupation low in significance. In fact, participants across all focus groups were more likely to link academic success or failure to the students themselves (i.e., personal motivation and commitment) or to high schools (i.e., how well they are preparing youth for post-secondary education) or to the individual university (i.e., the quality of teaching). These findings mirrored responses to the same questions on the National Survey. It is worth noting that teachers and parents believed that the Israeli Occupation, while not denying its crushing impact on all sectors of Palestinian society, is too often used as a pretext for denying national responsibility for problems in the educational system as a whole. In the words of one parent, the Occupation is "the hanger on which we hang our failure."

- **Low Confidence in Political Leadership**

Another finding consistent with the National Survey was that parents, teachers, and students had little confidence in Palestinian political parties and leadership vis-à-vis higher education. In fact, participants across the focus groups believed that matters relating to higher education were extremely low on the list of priorities of the national political leadership. Moreover, partisan politics was seen as negatively affecting the quality of higher education. This widespread opinion seems to be a recent phenomenon, however. Parents believed that the establishment of the Palestinian National Authority in 1994 initially led to some positive reforms at all levels of the education system. This trend, however, was cut short first by the Israeli suppression of the Second Intifada and later by the ongoing clash between Fateh and Hamas after the 2006 elections. This latter situation in particular appears to have resulted in a widespread loss of confidence in political leaders to address the needs of higher education: "There is no trust in politicians," one parent commented. "They don't care about universities and are far from education. They only come to attend graduation ceremonies and events. They do not care about research and studies. We do not hear words of appreciation or receive support."

- **The New Politicization of the Campus Climate**

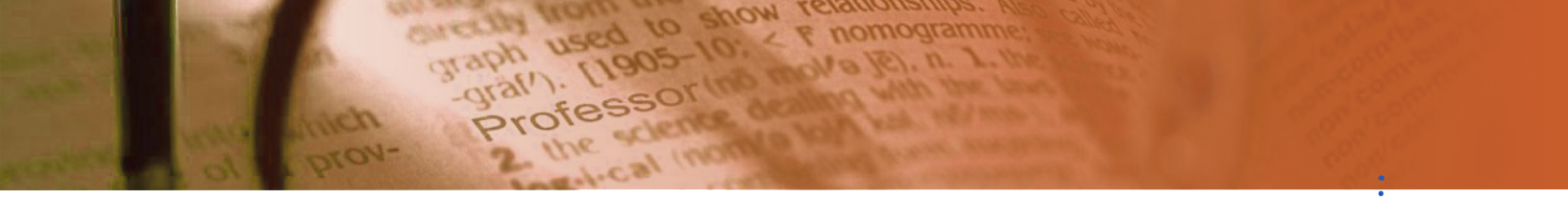
Teachers believed that the political discord between Fatah and Hamas since 2006 has to some extent complicated, both directly and indirectly, their capacity to teach and carry on professional development. Teachers expressed some concern for what they saw as the growing importance of one's political affiliation in the university environment. For instance, some teachers suspected that political partisanship and party loyalty may be unfairly influencing decisions on matters of faculty promotion and the hiring of new teachers. The implication of this allegation, if indeed true, is that it is a disincentive for some to seek promotion through the normal route of professional development, like research and publication. Other teachers believed that loyalty to party affiliation jeopardizes academic freedom because teachers are more likely to self-censure their speech than risk being marginalized for their political views. Teachers also believed that students' growing participation in partisan politics, particularly during election campaigns, sometimes interferes with their course work and increases absenteeism.

The overlapping issues of the Israeli Occupation and the struggle for political sovereignty inform the core political consciousness of university students today, just as it did for students in decades past. Students believed, however, that the Second Intifada and the contested 2006 elections have changed the political climate on university campuses in ways that negatively affect the quality of their education. Today, even though the population is united over the matter of national political sovereignty, political views on this issue are fragmented across differing political parties and their competing agendas. This fragmentation has, in the view of many students, diverted the attention of political leaders away from addressing the needs of higher education. As one student put it, "The bad political situation slows down the progress [in improving the quality of university education]." Students also felt that their peers sometimes used partisan allegiance to win special treatment from faculty who share the same loyalties. For instance, it was alleged that students are sometimes pardoned for missed attendance or graded more leniently on assignments or exams because of their party sympathies.

V. The Meaning of Quality Education: Eleven Teachers Talk about Excellence in Teaching

Introduction

What do faculty, whose own students, peers, and universities recognize as excellent educators, have in common? To explore this question, we conducted a series of in-depth, semi-structured interviews with a non-random sample of 11 seasoned professors from 8 universities in the West Bank and Gaza. The 4 women and 7 men represent academic specializations across the arts and humanities, the social sciences, and math and science. It also bears mentioning that all of these teachers either completed their Ph.D.s or held post-doctoral fellowships in universities outside Palestine, including Jordan, the United States, and several Western European countries, but this was not a criterion for their selection.



Each interview was audio-recorded and lasted about one hour on average. The interview was framed by a set of questions designed to explore connections between the educational and professional trajectories of each teacher and what practices comprise his or her approach to teaching today:

- How different now are your teaching practices from when you first started teaching?
- What factors contributed to the transformation of your teaching practices?
- What in your repertoire of teaching practices contributes to creative and critical thinking among your students?
- How do you know whether your students benefit from these practices?
- Is your institution supportive of these practices?
- Has your repertoire of teaching practices had any influence on how your faculty colleagues teach?
- What can universities do to improve the quality of teaching-learning practices of new or incoming faculty during their first years of service?

Summary of Key Findings

- **Supportive Mentoring during Formative Pre-Service Years**

Several recurring points stood out from the teachers' descriptions of their years while completing advanced studies toward their M.A.s and Ph.D.s. The first and most significant element was that, without exception, all 11 teachers developed close, supportive relationships with professors or advisors who gave them expert guidance on matters relating to research or teaching. One interviewee, for instance, remembered the value her doctoral advisor gave to investing in the development of her students: "She was such a great person and such a great mind. She invested heavily in her students and tracked their development. She had a strong belief in her students and I learned a lot from her."

- **Practical Exposure to Different Teaching-Learning Methods**

A second key finding was that these mentor-like relationships provided practical opportunities for observing a variety of teaching methods and working under expert supervision as either research assistants or teaching assistants. This combination of practice and mentorship proved enormously valuable for giving these future teachers critical feedback and practical advice, not only from senior faculty but also from fellow students. Another teacher, for example, credited his professional growth to his early work as a teaching assistant for an undergraduate course taught by one of his professors: "I would develop topics to teach [the class], then I would meet with [the professor] to say I want to do this or that and he would ask me to justify my choices. So he gave me a lot of instruction how to be a good researcher and how to be a good teacher."

- **Commitment to Life-Long Learning**

A third significant finding was that all teachers saw themselves as educators in the broadest Socratic sense of the word. Put simply, they valued the singular importance of being life-long learners. For each of them, being an educator meant being a good "student" in one's own discipline and specialization. In so many words, each teacher expressed a strong, almost compulsive desire to "educate" himself or herself and increase their capacity to educate others. They accomplished this by continuing to do research; keeping

abreast of new developments in their respective fields of specialization; participating in scholarly forums such as colloquia and conferences; collaborating with colleagues at universities both inside and outside Palestine; and constantly updating their course syllabi based on their ongoing research and writing.

A quotation from one of the teachers illustrates this shared conviction that a good educator is always a good student:

> One of the most important things I did in the last 19 years is to never, never, never stop learning. That is the only thing that has added value and developed me into what I am right now. I think that research is very important to the teacher. And students also admire that, for they realize that the teacher is always updating his information . . . and they look up to that person and try to learn more and more from that person. But if I go into the classroom and keep saying the same stuff year after year, it's just a waste of time, and students notice that. So I think that is the main thing: I've not stopped learning year after year, always looking for something new. . . .

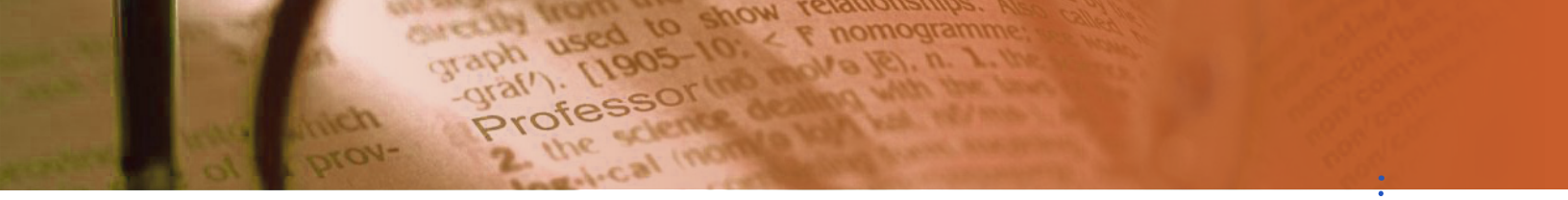
- **Embracing a Learner-Centered Approach**

The fourth and final major finding from the interviews was that the teachers shared a strong belief in the value and necessity of guiding students to take responsibility for their own learning. In other words, their teaching practices were informed by constructivist principles underlying a learner-centered approach to teaching. The teachers believed that the chief task of any good teacher is to build the capacity of their students to engage critically and creatively with the academic content of their courses. One teacher, for example, explained his approach: "I ask them to take and defend a position on the issues, not just an academic view. Too often in other classes, they are only expected to read and memorize what's in the book, but they don't know what they are reading. . . . I don't demand too much methodology, but want them to develop their basic skills of research, writing, and presentation."

A basic principle of a learner-centered approach that all 11 teachers advocated was the importance of knowing how their students learn and of recognizing that individual students often have different learning styles. They believed that an effective teacher must take time and exercise patience in getting to know their students on an individual basis, both inside and outside the classroom. As one teacher put it:

> Working with students on a one-to-one basis is very important and that requires long office hours. But it is really helpful because during that time a teacher starts to understand what a student is thinking . . . and how they relate the topic to something in their lives sometimes in order to understand it. If I understand them, then they can understand me and I will find better ways to approach them. So office hours are important. Spending more time with the students is really important.

The recognition that students possess different learning styles pointed to another learner-centered principle common in the discourse of the teachers—that is, showing



trust in and respect for their students. The teachers believed that building relationships of mutual trust and respect increases students' readiness and willingness to learn. One teacher described the nature of this rapport as something akin to a parent-child relationship:

> I hate to hear [from teachers], "Oh, they're useless, lazy. They don't work." I strongly believe it's like a mother-child relationship. Your child is part of you. And if you invest in your students, you will get rewarded. But if you lose faith in your students, they will lose faith in you, and students are very clever. They feel when you are committed to them and when you are not. . . . When they feel they are respected, irrespective of how they feel or think or do, respect is very important to open up doors for a fruitful relationship between a teacher and students.

- **Best Practices**

Finally, what are the kinds of teaching practices that these 11 teachers actually use? And do these practices get the support of their respective institutions? On this latter question, we learned from the focus group analysis above that departmental regulations sometimes limit teaching and assessment to exam-based methods only, a policy that tends to reinforce lecture, dictation, and rote memorization. Additionally, we also learned that even students themselves can sometimes resist techniques to which they are unaccustomed.

The teachers stated that, for the most part, their respective administrations respected their academic freedom to teach as they pleased. Even though some reported facing initial resistance early on to some of their unorthodox approaches, for example, by electing not to give exams and use portfolio assessments instead, all the teachers felt that they now had the backing of their institutions. The only real obstacle they periodically faced was overcrowded classrooms, which made implementing some learner-centered techniques more difficult.

On the issue of facing student resistance, only 1 of the 11 teachers raised this as a problem. The teacher explained that during his first year of teaching, some students in one course became alarmed, and subsequently complained to other professors, that their grades were slipping. This was because the teacher had been asking them to actually *analyze* content rather than simply memorize it. Except for this one instance, the teacher found that students in his courses generally welcome and respect his teaching style.

The following summary illustrates the variety of teaching methods and techniques in the repertoires of these 11 teachers:

- Blended learning, e-learning
- Case studies
- Connecting content to real-life experiences
- Debates
- Fieldtrips
- Group projects
- Guest speakers
- Internships in the local community
- Journal articles to supplement textbooks
- Journal or diary entries
- Peer- and self-assessments
- Pop quizzes

- Portfolio assessments
- Quick feedback after quizzes, exams
- Research papers
- Research using Internet databases
- Socratic method for classroom discussion
- Student presentations
- Student-led discussion
- Student-produced workshops or colloquia

Discussion

Teaching and Assessment Practices: Teacher-Centered, but Shifting Direction

A teacher-centered approach to learning, characterized by lectures, dictation, note taking, rote memorization, and exam-based assessments, appears to prevail in most undergraduate classrooms. The widespread reliance on such practices is believed to be an extension of methods commonly used in secondary school education, which reinforce a continued dependence on rote memorization rather than on nurturing critical and creative thinking. Additionally, the prevalence of exam-based assessment practices is believed to reinforce passive learning; to stifle the development of the value of life-long learning; and, more immediately, to prevent students from developing skills that are crucial for advanced studies and successful integration into local, regional, and global labor markets.

In contrast, some individual faculty, with the support of their deans and departments, are in fact pushing back against what they call the "classical" approach of teacher-centered instruction. Faculty who are leading the charge appear to be those who have acquired knowledge, skills, and practical experiences relating to alternative approaches to teaching and learning either prior to or in the first few years of their teaching. Perhaps not coincidentally, some of the strongest advocates of learner-centered approaches appear to be those who completed their post-baccalaureate studies in foreign universities, mainly in the United States and Western Europe, where the shift toward learner-centered pedagogies has been ongoing since the 1980s. These findings highlight the importance of both pre-service and in-service faculty training for incoming teachers.

Professional Development: Sluggish Growth Threatens Quality Education

Although some teachers are engaged in research and knowledge production—the cornerstone of professional development—the current system of incentives and rewards is widely believed to be inadequate and leading to a precipitous decline in research and knowledge production. Nothwithstanding the pervasive fiscal crises facing Palestinian institutions, the teachers here believed that the sluggish pace of professional development is seriously deteriorating the quality of higher education throughout Palestine.

Furthermore, the lack of opportunities for professional development is diminishing the teachers' capacity to serve as role models for students and to improve curricula. When they themselves cannot pursue professional development, teachers are less effective in conveying the interconnections between research and critical thinking to the production of knowledge. Teachers also find it more difficult to develop new curricula, update existing courses, and network professionally with colleagues nationally and internation-

ally. In short, policy reforms to address quality in teaching and learning practices cannot be separated from the matter of promoting and sustaining a robust system of professional development among faculty across disciplines.

Institutional Support: Looking for a Culture and Community of Learning

Faculty, students, and parents applauded university administrations for sincerely working to grow the system and improve the quality of education, for example, by the creation of Quality Assurance Units to monitor educational inputs and outcomes. Still, faculty continue to believe that administrative leadership, with the substantive collaboration of faculty committees, should be doing far more to improve conditions that directly affect the quality of teaching and learning. The teachers here believed that specific reforms need to target ways to boost opportunities for professional development and to implement systemic changes and strategies for making teaching and learning a central, highly-rewarded activity in their universities.

Students as well expressed confidence in their respective university administrations, but still identified gaps in what should be a more robust culture and community of learning among teachers and students on campus. They wanted to see universities taking steps to improve on-campus opportunities for co-curricular and extra-curricular learning enrichment outside the classroom. They believed that such reforms can reverse the learning deficits of the current conditions, which they feared now undermine their potential competitiveness and success in a rapidly changing labor market after graduation.

Broader Societal Factors: Weathering the Storms of Economic and Political Uncertainty

Social, economic, and political conditions in any society affect the quality of teaching and learning in higher education. The fact that Palestinian society has managed to establish over three dozen postsecondary institutions at a rate of nearly one per year over the past four decades is a stunning accomplishment. Teachers, students, and parents proudly recognize that Palestinian higher education has played a crucial role in building a strong national identity, resisting Israeli Occupation, and producing human capital vital to success in local, regional, and global economies. In short, Palestine's universities are at the forefront of the struggle for political sovereignty.

Unfortunately, weak economic growth, high unemployment, and, to a lesser extent, the growth of discourse on campuses fueled by domestic partisan politics are inhibiting the development of quality teaching practices and a more robust system of professional development. In such conditions, it is not surprising to learn that parents and students are growing less confident that a university degree can guarantee good employment after graduation. Teachers are taking additional jobs to make ends meet, which in turn interferes with their primary job as teachers and further reduces their ability to engage in professional development. Furthermore, these circumstances are leading students to lose confidence in their teachers' abilities to provide them with the knowledge and skills that are demanded by local, regional, and global labor markets. This in turn worries parents who fear that a university education is quickly losing its promise as a guarantor of individual and family prosperity.

Given that the Palestinian population has been facing severe and long-term economic and political instability, our study hypothesized that personal connections (*wasta*) would likely be a factor affecting teaching practices and student performance. In fact, this does not appear to be the case, a finding supported by the National Survey. It bears mentioning, however, that the pervasive uncertainty of the Palestinian labor market makes it much harder for academic programs to remain relevant to the demands of a national economy that is inextricably tied to regional and global economic conditions. In other words, there is a disconnect between knowledge and skills acquired at the university and the changing conditions of existing job markets. Consequently, while *wasta* is not significant in the classroom, it does appear to be an important strategy *after* graduation.

Chapter 6
Conclusions & Recommendations

The following is a critical summary of the substantive findings from the study, framed by the four core research questions that provided the conceptual framework of the research design. The summary also presents a set of recommendations for improving the quality of undergraduate teaching and learning practices in Palestine. These recommendations, which have implications for all sectors of tertiary education in Palestine, are a call to action intended for national education policymakers, for university administrators and educators, for student unions, and for civil society organizations and the international community. The recommendations specifically target three audiences: 1) the universities; 2) the Higher Education Council; and, 3) the leadership of the Palestinian National Authority. The chapter ends with some suggestions for future research directions on problems relating to higher education specifically and to other education sectors more generally.

Conclusions

1. ***What approaches, methods, and techniques comprise teaching and assessment practices in undergraduate classrooms, and to what extent do these reflect either a teacher-centered or a learner-centered pedagogy?***

1.1. Elements of both teacher-centered and learner-centered approaches to teaching and learning were present to varying degrees in undergraduate courses throughout Palestine, regardless of whether the courses were in the arts and humanities or the natural and social sciences. However, lecturing, dictation and note-taking, reading and rote memorization, and summative exam-based assessments—practices associated with a teacher-centered model of instruction—appeared to prevail in most undergraduate classrooms. In this context, teachers controlled and disseminated knowledge and skills to students who generally worked alone and remained passive.

1.2. Conversely, learner-centered techniques in which teachers disseminate information and facilitate students' active and critical engagement in and assessment of their own learning were much less salient. In these classrooms, learning methods may include group work, open discussions, debates, blended learning, case studies, and research and presentations, and student learning may be evaluated through continuous assessments such as quizzes and tests (with prompt feedback), self- and peer-assessment, journal entries, and portfolios.

1.3. What faculty did in their first year correlated powerfully to all teaching practices considered important for higher education. These included faculty preparedness, constructive feedback, positive teaching and course requirements, innovative assignments for grading, the encouragement of critical and independent thinking, effective

classroom presentations, positive student engagement, and fair treatment of students. Faculty who either brought with them or acquired these competencies in the first year of their teaching appointment appeared more likely to continue using learner-centered methods throughout their careers.

1.4. The widespread use of personal computers and the availability of digital information and knowledge via high-speed Internet are making teacher-centered methods, and the teachers who use them, increasingly less relevant. Students can now easily supplement in-class lectures and textbook content by searching the Internet, and more and more are doing so to compensate for shortcomings in classroom instruction.

1.5. The systematic and integrated use of co-curricular resources to augment students' learning experiences such as libraries, media services, computer and science labs, e-learning, and teachers' office hours remains underdeveloped. As comments in a subsequent section below will make evident, economic factors are partly to blame for this problem, as are weaknesses in administrative policies.

2. ***To what extent do teachers participate in professional development, especially in the context of research and knowledge production?***

2.1. Faculty across all disciplines valued participation in professional development. They recognized that engagement in activities such as research and publication, workshops, conferences, inter-university collaboration, and community outreach correlate with scholarly growth and quality teaching and learning.

2.2. Professional development, however, appears sporadic. A majority of Palestinian faculty said they have never presented their work on campus, submitted articles for publication, presented at conferences, written chapters or articles, or contributed to newspapers.

2.3. The fact that a third of Palestinian faculty reported never holding discussions with colleagues about their scholarly research suggests that professional interaction and communication among faculty are fragmented on many college campuses, and perhaps even within the same departments.

2.4. It cannot be taken for granted that all new and incoming faculty come into their faculty appointments with any formal education or pre-service training relating to learning theory or teaching practices. Left unaddressed in the first year, this problem is probably a major contributor to the inferior quality of instruction, which then lessens the quality of learning outcomes for students. This situation is not the fault of teachers, but rather is a shortcoming that university administrations can and should resolve.

2.5. There is no formal system of mentoring for new faculty. In fact, with the exception of teachers who completed their advanced degrees in foreign universities, most teachers appeared to have limited opportunities to either communicate or partner with senior faculty who could provide guidance concerning teaching strategies and mentoring in research and publication.

3. ***How supportive of teaching practices and professional development are the institutional and organizational structures that manage higher education?***

3.1. Faculty, students, and parents generally believed that university administrations were committed to improving the quality of education. Indeed, when faculty and students believed their institutions, including the Ministry of Education and Higher Education, were committed to excellence in education and cared about their concerns, they were more likely to exhibit positive attitudes towards their teaching and learning experiences and outcomes. Parents were particularly happy with the increase in academic and technical specializations now offered at Palestinian universities.

3.2. Teachers gave credit to university administrations for making some effort to relieve conditions that negatively affected teaching and learning, such as overcrowded classes and overloaded teaching schedules, but they admitted that even these efforts fell short because budget deficits forced administrations to cap the hiring of new faculty while student enrollment continued to surge. One negative outcome of this was that overcrowded classes rendered learner-centered methods more difficult to apply, and overloaded teaching schedules undermined the capacity of faculty to engage in professional development.

3.3. Beyond facing perennial fiscal problems, not to mention decades of obstructions imposed by the Israeli Occupation, university policies relating to pedagogy and professional development generally receive little approval from faculty. Assessment and grading policies were seen as reinforcing a traditional reliance on summative assessments based on two measures, a mid-term and final exam. This policy encourages faculty to "teach to the test" rather than promote creative and critical thinking in students. Professional development suffers from outmoded criteria for promotion and insufficient investments in incentives and rewards to foster research and scholarly publication. Policies such as these are detrimental to the quality of teaching and learning practices on one hand, and to the social and economic development that would otherwise come from a robust system of university-based research and development on the other hand.

3.4. Students expressed general satisfaction with the commitment of their university administrations to improve their educational experiences; however, they believed that university-wide academic policies failed to adequately integrate the classroom—i.e., teachers, students, and curriculum—into a more cohesive community and culture of learning. Academic programs are not maximizing the use of campus facilities such as libraries, media services, and computer and science labs to integrate coursework and student-faculty interaction. Without sufficient opportunities for co-curricular and extracurricular learning enrichment, teacher-centered classroom experiences create deficits in knowledge, skills, and competencies that weaken students' capacity to compete in local, regional, and global labor markets after graduation.

3.5. Faculty generally had few official avenues by which to contribute substantive input to decision-making about teaching and professional development, which is a major obstacle to improving the capacity of university administrations to conduct quality management. Faculty were hopeful that the recently established quality assurance units at

most universities can provide such avenues and allow their views to be heard on matters regarding the allocation of departmental resources, curricular and pedagogical reforms, enrollment policies, and professional development activities.

3.6. While student input from course evaluations contributes to quality control, students and faculty alike saw little evidence that the large amounts of data their departments amassed from the evaluations ever translated into systematic action plans to improve the quality of teaching and learning methods. Faculty and administrations should not underestimate the significance of students' evaluations of curriculum and teaching. The students in our study who believed that faculty took their course evaluations seriously were more likely to have positive assessments about teacher competency, teacher grading, critical thinking assessment methods, class preparation, and faculty-student relations. In other words, students' attitudes are a good barometer of the quality of many key facets of higher education.

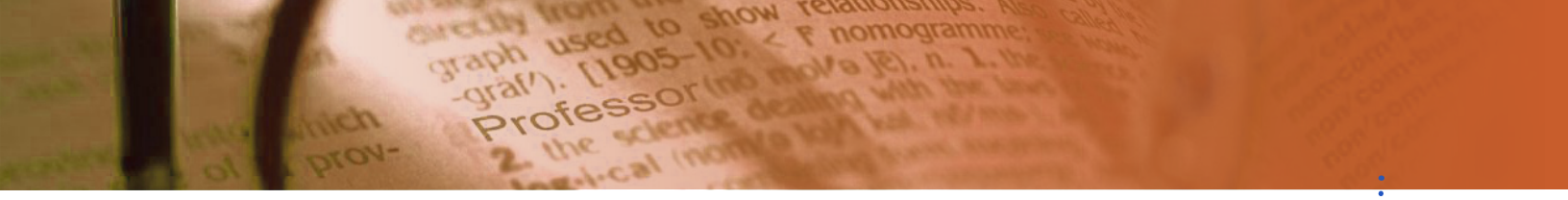
4. ***What influence do broader societal contexts—social, economic, and political—have on the quality of teaching and learning in higher education?***

The following discussion is predicated on the basic assumption that a modern university anywhere in the world today is a social institution. The modern university produces and transmits knowledge on virtually all facets of the human condition—biological, psychological, social, cultural, moral, philosophical, scientific, economic, and political. As with any social institution, what goes on inside a university cannot be divorced from the social, economic, and political conditions in the larger society, which today include both the local and global contexts in which societies are interconnected.

4.1. SOCIAL CONTEXTS

4.1.1. Students, parents, and teachers believed that a student's individual motivation and capacity and his or her family background are major determinants of academic success. In Palestine, as is generally true for Arab populations, the conceptualization of an individual's identity intersects with social relations framed by family and kinship. It was not surprising, then, that students, teachers, and families believed that success in higher education translated into greater economic security for a family and better marital prospects for a son or daughter. These two outcomes are in fact mutually reinforcing. Marriage expands a family's social network, creating potential allies who can, in theory, pool resources for the mutual benefit of all members, particularly in times of hardship. Hence, it makes rational economic sense that a university education constitutes valued social capital for individuals and their families. In this context, it also makes psychological sense that the potential social capital of a university degree acts as a powerful motivator for individual students to succeed in their university education.

4.1.2. Faculty, students, and parents, however, were growing less confident that a university degree can guarantee jobs after graduation. All agreed that the unrelenting severity of social and economic instability facing populations in the West Bank and Gaza negatively affect students' academic outcomes. For example, students whose families were suffering especially difficult financial circumstances may have chosen ma-



jors out of economic expediency rather than from academic interest or aptitude. This is probably a key reason why today, much larger proportions of university students in Palestine graduate with degrees in arts and humanities and education rather than in math, science, and technology. It also explains why more and more parents believe that the cost of higher education matters for the students' capacity to engage in their studies and, ultimately, makes the difference between academic success and failure.

4.2. ECONOMIC

4.2.1. Decades of day-to-day existence under the harsh reality of Israeli Occupation continue to affect all sectors of the Palestinian educational system. Universities are no exception and their operations take place in a larger economic arena facing years of stagnant economic growth, high unemployment, and pervasive underemployment. Because of these conditions, or rather in spite of them, parents, students, and faculty saw higher education as a critical investment in the development of human capital for a viable and sustainable Palestinian economy. Parents' investment in higher education rests on the prospect of greater financial security for their children and their families. For students, successful coursework translates into a degree that will open doors of opportunity for employment and social mobility. For teachers, quality professional development means not only status, prestige, and a better paycheck, but also better teaching and improved learning outcomes for students. All of these factors thus contribute toward viewing higher education as a critical tool for resisting the economic hegemony of the Israeli Occupation and building a sustainable Palestinian economy.

4.2.2. The widespread belief that *wasta* (personal social connections) is increasingly important for finding a good job after graduation was symptomatic of the growing concern among teachers, students, and parents that a university education is losing its relevancy vis-à-vis the labor market. In other words, the quality of higher education was seen as unable to keep up with the demands of the local, regional, and global labor markets. For instance, students who felt they were receiving a mediocre education felt less confident that their teachers were adequately preparing them with the right knowledge and skills that they will need for success in a job market increasingly saturated with graduates looking for work.

4.2.3. Likewise, teachers believed that the worsening fiscal situation facing Palestinian higher education was negatively affecting their capacity to sustain the quality of their teaching practices and scholarly work at levels consistent with international standards. More and more teachers are compelled to take on second jobs just to make ends meet. This, in combination with overloaded teaching schedules at their primary jobs, makes it increasingly difficult for many teachers to give their students the attention they expect or to engage in professional development activities that would improve their teaching and scholarly output. Thus, it comes as no surprise that our study found that faculty who were better paid by their institutions were more likely to be involved in such professional activities as presenting their research, writing journal articles, and attending conferences.

4.3. Political

4.3.1. In addition to socioeconomic factors that may contribute to what motivates faculty and students towards success in professional development and learning outcomes, the resilience of Palestine's institutions of higher education through decades of Israeli Occupation is a source of intense national pride. Indeed, contrary to our study's initial expectation, teachers, students, and parents did not attribute instances of academic failure to the Israeli Occupation. Instead, every post-baccalaureate and advanced degree conferred represents a genuine step closer toward political sovereignty and sustainable socioeconomic development.

4.3.2. While teachers, students, and parents generally had confidence in Palestine's institutions of higher education, the same was not true for Palestine's political leadership vis-à-vis its role in advancing improvements in higher education. All indicators in this study pointed to the general perception that issues relating to higher education are very low on the list of priorities among the leadership of all political parties.

4.3.3. In fact, some teachers and parents believed that partisan politics, particularly in the aftermath of the 2006 elections, may be interfering in some facets of higher education. While party affiliation did not directly map to teaching practices in our statistical findings, teachers in focus groups did express some concern that political partisanship may be affecting other aspects of the university environment. Some alleged that considerations of party affiliation may be unfairly influencing decisions on matters relating to the hiring of new teachers and faculty promotions. Others contended that academic freedom is more vulnerable now because some teachers may self-censure their speech rather than risk taking a controversial position on social or political issues. Still others asserted that the growing partisan nature of political activism of some students, who were already well-organized through student unions on campus, sometimes interfered with their course work, particularly during election campaigns. While all these allegations are anecdotal and thus unsubstantiated, the fact that they surfaced across focus groups suggests that they cannot be dismissed as simply hearsay.

Recommendations

The Universities should:

1. ***Implement a three-year "Excellence in Teaching" faculty development program for all new and incoming teachers. A separate department or unit specifically dedicated to professional development and working in tandem with a Quality Assurance Unit (QAU) should be responsible for administering the program and for monitoring and evaluating inputs and outcomes. This program would follow a three-year, self-duplicating cycle of stages:***

1.1. Year 1: New and incoming faculty would: a) have a reduced teaching load at 90% effort; b) participate in a series of workshops to develop learner-centered methods; workshop topics would include learning theory; syllabus design; lesson-plan preparation; formative and summative assessment methods; self- and peer-evaluation; c) receive mentoring from a senior faculty member who observes lessons and provides feedback and evaluation; and d) at the successful completion of Year 1, be awarded seed money to develop a research proposal.

1.2. Year 2: Continuing faculty would: a) have a teaching load at 90%; b) participate in workshops on research design, research methods, and grant proposal writing; c) work with a mentor to finalize research proposal for submission to potential funders; d) present research proposal at a colloquium; submit final proposal to grant/donor organizations.

1.3. Year 3: Continuing faculty would: a) have a teaching load at 100% effort; b) serve as a mentor for a new teacher; c) begin research; and d) present progress report and/or preliminary findings at an end-of-year colloquium/conference

2. ***Expand the capacity of their Quality Assurance Units (QAU)***

2.1. Task their Quality Assurance Units to conduct department-wide reviews and evaluations of curriculum and teaching practices of all academic programs and develop short- and long-term action plans aimed to implement learner-centered methods. Expand the capacity of the QAU to include continuous monitoring and evaluation of teaching/learning practices as an integral part of quality control.

2.2. Formally incorporate consultative committees comprised of separate faculty and student committees who can present their constituents' needs and concerns about quality assurance, monitoring and evaluation of teaching and learning practices, and the integration of course content with co-curricular support services in libraries and other learning centers on campus into the QAUs.

2.3. Give serious attention to the analysis of student course evaluations in addition to other sources of data for quality control and performance evaluations. The Unit's findings should be incorporated into annual faculty evaluations, curriculum reviews, and the development of new courses and professional development activities for faculty.

3. ***Mandate that academic departments undertake a comprehensive review, including a thorough assessment by interal and external evaluators, of their system of professional evaluation and rewards relating to faculty performance in the dual areas of teaching effectiveness and research productivity.***

3.1. Following this comprehensive review and evaluation, university departments should formulate a unified set of standards, rules and regulations ensuring a systematic and transparent process for the fair and equitable evaluation of teaching effectiveness and, when necessary, for recommending and providing appropriate professional development activities to assist faculty with low performance evaluations.

3.2. Link reward mechanisms for effective teaching with scholarly research. In addition to traditional rewards such as promotion, pay raise, and tenure, academic departments should reward effective teaching with funding opportunities in support of research and publication, including travel grants and seed money for proposal development and research. Such incentives and rewards should encourage faculty to connect their teaching and research more effectively and to enhance their capacity to introduce their students to the research process in their classes.

4. ***Provide opportunities for 3rd and 4th year undergraduate and graduate students to work with veteran faculty as either teaching assistants or research assistants in areas relating to their particular academic interests. Faculty would monitor and assess their efforts. For their work, the students could earn either tuition credits or wages from a "work-study" fund supported in part by the private sector or international donors.***

5. ***Establish a Library and Information Technology Services (LITS) division at every university. Its mission would be to provide wide-ranging teaching and scholarly resources for faculty and comprehensive learning-support services for students. A major goal of LITS would be to integrate course-specific content with media, databases, and information technology via local and global learning portals.***

5.1. LITS would provide regular workshops to build the capacity of faculty and students to integrate information technology into learner-centered curriculum designs and coursework.

5.2. LITS would develop and expand the use of Global Learning Portals by teacher education departments and faculty across disciplines to promote professional development and to deliver digitized education content, distribute document and sound files, create university-specific online portals, and be a portal for an open course library linking Palestinian and foreign universities.

5.3. LITS would assist academic departments in setting up a system of "virtual office hours" (VOH). Using social networking software, VOH would enhance the quality of co-curricular support for students by allowing teachers and students to easily share files, communicate information, and discuss issues relating to course assignments.

5.4. In coordination with the MOEHE and with support from the international community, the individual LITS programs of all universities would be consolidated into a unified network to form an inter-university portal of library holdings, inter-library loans, open-source curriculum materials and lesson plans, and scholarly databases for international peer-reviewed journals and e-books. This portal would be easily accessible to administrators, faculty, and students of all institutions of higher education in Palestine.

6. ***Form an inter-university steering committee tasked with the responsibility of creating a Palestinian version of the Chronicle of Higher Education. In both print and electronic versions, this publication would, on a regular basis—daily, weekly or monthly—provide a consolidated news source for information on jobs, grants, professional development, and research and publishing for faculty and administrators in all sectors of tertiary education in Palestine.***

7. ***With support of the MOEHE and the international community, establish capacity-building partnerships with local and international NGOs and foreign universities that that conduct scientific and social science research in Palestine.***

7.1. Partnerships should provide opportunities for both undergraduate and graduate students to either intern or earn credit hours towards their degrees.

7.2. Partnerships should include the participation of full-time faculty as co-lead researchers so they can gain experience in writing grant proposals, coordinating the work of research assistants, and publishing their research.

8. ***Mandate that all faculty prepare and submit an annual report on their professorial activities.***

8.1. These reports could provide the basis for understanding more fully the range of activities in which faculty are engaged, including the following: publications; research in progress, status of grant proposals and grants awarded; reflections on teaching and student advisement; service to the university and their respective academic field; and recommendations for how the university can assist them in their work or professional development.

8.2. The reports would also be extremely helpful in facilitating mentoring with new or beginner faculty, and for identifying opportunities for collaboration, particularly around program development or sponsored research with local or international NGOs and foreign universities.

8.3. The reports would also provide a valuable database of faculty "experts" in response to inquiries from the press and other media.

The Higher Education Council Should:

9. ***Establish a National Association for the Advancement of Higher Education in Palestine to function as a mechanism for promoting inter-university cooperation and exchange.***

9.1. Convene a national steering committee comprised of representatives of the Higher Education Council and delegates from all Palestinian universities, university colleges, and community colleges for the purpose of laying the groundwork to organize the association and plan its first annual conference.

9.2. Following the recommendations of the steering committee, a board of directors for the Association should be tasked with organizing the Association into interest sections, for example: policy, finance and budget, administration, leadership, curriculum, information technology, teaching, professional development, and research.

9.3. The board of directors should set up a permanent inter-university commission tasked with the responsibility of organizing the annual Conference on Higher Education, which should be hosted on a rotational basis by a different university each year.

10. ***Promote the establishment of a graduate school for the advanced study of education in Palestine. This would not be a teaching training college. Rather, it would be a graduate school conferring post-baccalaureate degrees (M.A.s, Ph.D.s, and Ed.D.s).***

10.1. The School would be dedicated to research, analysis, publication, training, and conferences aimed at preparing students for academic or professional careers in education.

10.2. In addition to training graduate students and faculty, the School, with the cooperation of the MOEHE Division of Assessment and Evaluation and local and international NGOs, would serve as a national center for policy research in all aspects of education in Palestine.

11. ***Form a task force to examine the influence of the Tawjehi Secondary Exam on teaching and learning practices in basic and secondary school education and, likewise, its impact on higher education.***

11.1. The task force should answer two principal questions: Does the current testing regime foster teacher-centered methods and rote memorization that trickle down to the early years of basic education? And, to what extent does the Tawjihi directly or indirectly produce teaching and learning habits that impede the development of critical and creative thinking in undergraduate classrooms?
10.2. Additionally, the task force, in cooperation with the deans of admissions of universities, should examine how university admissions policies could be modified to accommodate alternative assessments of high school achievement that reflect learner-centered pedagogy.

The Leadership of the Palestinian National Authority (PNA) Should:

12. ***Place the development and improvement of all institutions of higher education at the top of their national policy priorities. In particular, the PNA, the MOEHE and the Higher Education Council should work closely with the leadership of political parties, labor unions, professional associations, chambers of commerce, and the international community to alleviate the prolonged fiscal crises facing Palestinian higher education. Only swift and unified action will avert further deterioration of the quality of higher education.***

12.1. A key focus should be on assisting universities in securing financial resources to increase the hiring of new faculty in order to keep up with the continuing surge in student enrollment. This is the only way to control class size and reduce unacceptably high student-teacher ratios that hinder the application of learner-centered methods.

12.2. Alleviating the budget crisis would also allow universities to begin reviewing and upgrading the existing system of salary scales and incentives relating to teaching effort and activities associated with professional development and scholarly output. This is important if universities are to attract new faculty and to hold onto its existing pool of veteran academics.

Future Directions

The foregoing conclusions and recommendations, in addition to findings and analysis presented in the preceding chapters, are the culmination of the first-ever empirical study of undergraduate teaching and learning practices in Palestine. As such, this landmark effort represents a substantial baseline of data and analysis of use to not only policymakers and practitioners in higher education, but also to academics and others interested in problems relating to curriculum, pedagogy and learning in Palestine and beyond. The following set of issues and questions—both methodological and analytical—are suggested for future research.

1. Teaching practices in community colleges and university colleges should be the subject of research attention. These institutions provide important opportunities for technical and vocational education and training (TVET) that young adults need for entry into local job markets. TVET institutions were not, however, included in the sampling frame of the present study because they account for only about 11% of all tertiary enrolment. Nonetheless, future research should include TVET institutions if a complete assessment of all sectors of higher education is to be obtained.

2. Pre-service teacher education programs deserve critical attention. The MOEHE is presently undertaking widespread reforms of these programs. Anecdotal findings from focus groups suggest that the existing curriculum of pre-service courses introduces theories and methods of learner-centered classrooms; yet paradoxically, faculty tend to model traditional teacher-centered practices. Research should thus focus not only on curriculum reform but also on teaching/learning practices that comprise pre-service education.

3. Greater attention should be given to understanding the extent to which information and communications technologies (ICT) are accessed, utilized, and integrated by teachers, students and ICT specialists. Findings from the national survey and focus groups indicate that the use of computers and digital media was an important independent variable associated with teaching effectiveness and positive learner experiences inside and outside the classroom. For this reason, and because ICT is one of the chief engines driving the global knowledge economy, future research on the link between ICT and quality in higher education is critical.

4. What is the influence of the Tawjihi exam regime in secondary education on teaching and learning practices in undergraduate classrooms? Although this present study did not explore this question, inferences from both qualitative and quantitative findings make it an issue worth examining. Teachers and students in focus groups implied that "teaching to the test" and rote memorization—habits acquired in high school—were being reproduced in undergraduate classrooms. Some survey data lend indirect support to this claim. Thus, research is needed to test whether the Tawjihi exam regime promotes teacher-centered instruction and passive learning.

5. Future research on teaching practices in higher education should include in their samples key stakeholders from policymaking, academic planning and management, and quality assurance. This present study excluded these populations because its focus was on the primary actors involved in teaching and learning in the classroom—faculty and students. However, several independent variables relating to institutional support and commitment were significantly associated with positive assessments of teaching effectiveness and learning outcomes. Future research should thus examine the interconnections among educational practitioners and students and those individuals in positions of authority and leadership in educational planning and management.

6. Although student course evaluations provide valuable sources of data for assessing teacher performance and curriculum content, future research should develop effective ways to evaluate the attitudes, opinions and practices of students in the multiple spaces comprising the total learning environment of a university campus. One space in particular is the student union. This present study did not examine the influence of student activism and student unions on administrative, curricular and pedagogical policies or practices. Since the literature suggests that student unions wield significant power and serve to nurture future political elites, problematizing the role of campus politics and student activism should be a priority for future research.

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Appendix A: Survey Instruments

1. Population Questionnaire

AWRAD
مركز العالم العربي للبحوث والتنمية
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دراسة وطنية حول أساليب التدريس في الجامعات الفلسطينية

استطلاع الرأي العام

يقوم مركز أوراد بإجراء بحث ميداني حول أساليب التدريس في الجامعات الفلسطينية، حيث يتم اختيار العينة بشكل عشوائي وعلمي، رأيك مهم جدا للدراسة ولتطوير التعليم الفلسطيني. تبقى المعلومات موثوقة وسرية. حامل/ة هذه الاستمارات يعمل لدينا كباحث/ة ميداني مصرح له من قبل المركز. من أجل اي استيضاحات يمكنكم الاتصال بمنسق المشروع الذي يتوفر رقمه لدى الباحث في حال الحاجة.

Ques رقم الاستمارة ☐

Researcher رقم الباحث (من القائمة) ☐ **Work locality رقم موقع العمل** ☐

Region المنطقة: ☐ 1) الضفة الغربية 2) قطاع غزة

District المحافظة (الرمز من القائمة المرفقة من 1-16) ☐

Residence مكان السكن ☐ 1) مدينة 2) قرية / بلدة 3) مخيم

Timein وقت دخول الباحث للمنزل: دقيقة ساعة

☐☐☐☐

اختيار العينة (حسب جدول كيش المرفق):

Gender الجنس: ☐ 1) ذكر 2) أنثى

الجزء الأول: التوجهات نحو التعليم وقضايا مجتمعية أخرى

S01-1 بشكل عام، هل تقوم المدارس الحكومية الموجودة في منطقة سكنك بعملها بشكل -------؟ ☐

1) ممتاز 2) جيد 3) متوسط 4) ضعيف 5) ضعيف جدا 6) لا أعرف

S01_2 بشكل محدد، هل تقوم المدارس الثانوية الموجودة في منطقة سكنك بعملها بشكل؟

1) ممتاز 2) جيد 3) متوسط 4) ضعيف 5) ضعيف جدا 6) لا أعرف

S01_3 بشكل عام، هل تقوم الجامعات في فلسطين بعملها بشكل.....؟

1) ممتاز 2) جيد 3) متوسط 4) ضعيف 5) ضعيف جدا 6) لا أعرف

S01-4 ما مدى أهمية (أو سيكون من المهم) لأبنائك الحصول على تعليم جامعي؟

1) شديد الأهمية 2) مهم جدا 3) مهم نوعا ما 4) غير مهم 5) غير مهم على الإطلاق 6) لا اعرف

S01-5 أي من العبارات التالية هي الأقرب للتعبير عن رأيك فيما يتعلق بالحصول على التعليم الجامعي للبنات والأولاد؟

1)التعليم الجامعي أهم للأولاد منه للبنات.
2)التعليم الجامعي أهم للبنات منه للأولاد.
3)التعليم الجامعي مهم للأولاد والبنات على حد سواء.
4)لا أعرف

S01-6 برأيك أنت، هل تعتقد (تتفق أو لا تتفق) أنه من المقبول من الناحية الدينية لطلاب وطالبات الجامعات حضور المحاضرات معا؟

1) أوافق بشدة 2) أوافق 3) بين بين 4) لا أوافق 5) لا أوافق أبدا 6) لا اعرف

S01_7 هل تعتقد أن التعليم الجامعي ضروري لكي يجد الشخص فرصا ناجحة في فلسطين هذه الأيام؟

1) نعم 2) الى حد ما 3) لا 4) لا أعرف

S01-8 هل تعتقد أن هناك العديد من الطرق للنجاح في فلسطين دون الحاجة إلى التعليم الجامعي؟

1) نعم 2) الى حد ما 3) لا 4) لا أعرف

S01-9 بشكل عام، وبالمقارنة مع السنوات السابقة، هل يمكنك القول أن التعليم في الجامعات الفلسطينية اليوم هو ...؟

1) أفضل 2) نفس الشيء 3) أسوأ 4) لا أعرف

برأيك، وبالمقارنة مع السنوات السابقة، كيف هو أداء الجامعات الفلسطينية في المجالات التالية؟

ضع رقم الاجابة هنا		1) أفضل	2) نفس الشيء	3) أسوأ	4) لا أعرف
	S01-10 الرياضيات والعلوم				
	S01-11 مهارات القراءة والكتابة				
	S01-12 تعزيز القدرات الإبداعية وحل المشكلات				
	S01-13 استخدام الكمبيوتر والانترنت				
	S01-14 الأبحاث والتنمية				
	S01-15 تدريب وتأهيل المدرسين الجامعيين				
	S01-16 جودة (نوعية) أساليب التدريس من قبل الاساتذة				

S01-17 هل ترى (تتفق أو لا تتفق) أن معظم الخريجين الفلسطينيين من الجامعات في وقتنا الحالي مهيأون للقيام بوظائف تتطلب مهارات؟

1) أوافق بشدة 2) أوافق 3) بين بين 4) لا أوافق 5) لا أوافق بشدة 6) لا أعرف

عندما ينجح الطلاب في تعليمهم الجامعي، فإن ذلك يعود لعدد من الأسباب. برأيك ما مدى أهمية كل سبب من أسباب النجاح التالية؟

ضـــع رقـــم الاجابة هنا		1) مهم جدا	2) مهم	3) مهم نوعا ما	4) غير مهم	5) غير مهم أبدا
	S01-18 الخلفية الأسرية للطالب					
	S01-19 قدرة الطالب الفكرية					
	S01-20 حماس الطالب ومثابرته					
	S01-21 موارد الطالب الاقتصادية					
	S01-22 الواسطة					
	S01-23 الجامعة التي يلتحق بها الطالب					
	S01-24 اهتمام الاستاذ بقدرات واهتمامات الطالب المحددة					
	S01-25 استخدام الاستاذ لوسائل تدريس فعالة					
	S01-26 تحمس الاستاذ ودافعيته الذاتية					

بعض الطلاب يلتحقون بالجامعة ولكنهم لا يستطيعون مواكبة الجهد المطلوب منهم وينتهي بهم المطاف إما بأداء أكاديمي ضعيف أو بترك الجامعة. إلى أي درجة يمكن توجيه اللوم لكل من الأسباب التالية عن "الأداء الضعيف" للطلاب؟

ضـــع رقـــم الاجابة هنا		1) غير ملام أبدا	2) غير ملام كثيرا	3) ملام إلى حد ما	4) ملام	5) ملام جدا
	S01-27 الطلاب أنفسهم					
	S01-28 المدارس الثانوية لأنها لم تحسن إعداد الطلاب					
	S01-29 إدارة الجامعة لأنها لا تقوم بالجهد الكافي لمساعدة الطلاب					
	S01-30 الأساتذة الجامعيين لأن إعدادهم ضعيف					
	S01-31 وزارة التربية والتعليم لأنها لا تقوم بالجهد الكافي لدعم الطلاب والمدرسين					
	S01-32 الاحتلال الإسرائيلي لأنه يخلق الكثير من الصعوبات والمشقات للطلاب والمدرسين					
	S01-33 الأحزاب السياسية في الجامعات					
	S01-34 العادات والتقاليد التي تشجع الزواج المبكر					
	S01-35 الكلفة العالية للتعليم					

S01- 36- وبالمقارنة مع الوضع قبل سنوات، هل تعتقد أن معظم الأساتذة في الجامعات الفلسطينية اليوم هم؟

1) أفضل تأهيلا 2) نفس القدر من التأهيل 3) أقل تأهيلا 4) لا أعرف

S01- 37 برأيك، هل يتوجب إلزام أساتذة الجامعة قضاء جزء من وقتهم في الجامعة للتدرب على أساليب تهدف لمساعدة طلابهم على تحسين الأداء أو الإنجاز أكاديميا؟

1) نعم 2) الى حد ما 3) لا 4) لا أعرف

S01- 38 وبالمقارنة مع الوضع قبل سنوات، هل ترى أن أساتذة الجامعات هذه الأيام لديهم معرفة (دراية) حول المواد التي يدرسونها .....؟

1) أكثر من السابق 2) نفس المقدار تقريبا 3) أقل من السابق 4) لا أعرف

S01-39 وبالمقارنة مع الوضع قبل سنوات، برأيك هل أساتذة الجامعات هذه الأيام ...؟

1) أكثر التزاما 2) نفس المستوى من الالتزام 3) أقل التزاما 4) لا أعرف

S01-40 هل توافق أو تعارض على عبارة أن المجتمع جعل الالتحاق بالجامعة يبدو أكثر اهمية مما هو عليه في الواقع؟

1) أوافق بشدة 2) أوافق 3) بين بين 4) لا أوافق 5) لا أوافق بشدة 6) لا أعرف

S01-41 هناك فرص متزايدة أمام الطلاب للحصول على ساعات جامعية معتمدة من خلال الانترنت دون الالتحاق بالدروس الجامعية النظامية، هل توافق على هذا أم تعارض؟

1) أوافق بشدة 2) أوافق 3) بين بين 4) لا أوافق 5) لا أوافق بشدة 6) لا أعرف

S01-42 تستخدم بعض الجامعات الانترنت للتدريس، هل توافق أو تعارض أن جودة ونوعية التدريس في المحاضرات على الانترنت هي بنفس جودة التدريس في حالة المحاضرات الدراسية النظامية؟

1) أوافق بشدة 2) أوافق 3) محايد 4) لا أوافق 5) لا أوافق بشدة 6) لا أعرف

S01-43 هل توافق أو تعارض أن الدرجة الجامعية التي يتم الحصول عليها من خلال المحاضرات على الإنترنت هي بنفس جودة الشهادة الجامعية التي يتم الحصول عليها من خلال حضور المحاضرات الدراسية النظامية؟

1) أوافق بشدة 2) أوافق 3) بين بين 4) لا أوافق 5) لا أوافق بشدة 6) لا أعرف

S01-44 ما مدى ثقتك بالأشخاص المسؤولين عن ادارة الكليات والجامعات في فلسطين هل تقول أن لديك ...بهم؟

1) ثقة كبيرة 2) بعض الثقة 3) لا يوجد ثقة 5) لا أعرف

S01-45 ما مدى ثقتك بالاساتذة في الجامعات في فلسطين؟ هل تقول أن لديك ... بهم؟

1) ثقة كبيرة 2) بعض الثقة 3) لا يوجد ثقة 5) لا أعرف

S01-46 مقارنة بأنواع أخرى من الوظائف التي تتطلب نفس القدر من التعليم والمهارة، هل تعتقد أن أساتذة الجامعات يتلقون ....؟

1) رواتب عالية 2) رواتب مناسبة 3) رواتب منخفضة 4) لا أعرف

على فرض أن التكلفة والموقع الجغرافي لا يشكلان عوامل مهمة وكان لك الخيار. فإلى أين تفضل أن ترسل ابنائك للدراسة الجامعية؟ اختر ثلاث إجابات مفضلة من الجدول المرفق ادناه حيث ان الرقم (1) الاختيار الأفضل، ورقم (2) الاختيار الثاني، و(3) الاختيار الأقل تفضيلا، أما رقم 4 فيعني لم يتم اختيار هذه المنطقة أو البلد (وضع الاختيار في المربع المقابل أعلاه):

S01-47 فلسطين	**S01-48** الدول العربية	**S01-49** دول أسيا (غير العربية)	**S01-50** أوروبا الشرقية وروسيا	**S01-51** دول أفريقيا (غير العربية	**S01-52** الولايات المتحدة الأمريكية	**S01-53** أوروبا الغربية	**S01-54** كندا استراليا ونيوزلندا

إن لم تكن التكلفة والمواصلات والإغلاق-الحواجز عاملا في الاختيار، إلى أي جامعات فلسطينية تفضل إرسال أبناءك (اختيار الجامعات الثلاثة المفضلة بالترتيب من الأفضل (1) ، الثانية بالتفضيل (2) والثالثة (3). (القائمة متوفرة للتذكير إذا لزم)

S01-55 -1.....
S01-56 -2.....
S01-57 - 3 .....

S01-58 بشكل عام، ما مدى اهتمامك بالسياسة؟

5) مهتم جدا 2) مهتم 3) قليل الاهتمام 4) غير مهتم 5) لا إجابة

S01-59 من بين الأحزاب/الفصائل السياسية الفلسطينية، أي منها يمكنك أن تثق به أكثر من غيره للقيام بتحسين نظام التعليم الجامعي في فلسطين؟ (لا تقرأ القائمة إلا إذا طلب المبحوث ذلك، القائمة المرمزة مرفقة)

S01-60 هل أنت عضو في جمعية رسمية أو طوعية أو مؤسسة أو جمعية أو نقابة أو ناد أو غرفة تجارية أو لجنة؟

1) نعم 2) لا

S01-61 خلال العام الماضي، كم مرة قمت بالتطوع للمشاركة في نشاطات مجتمعية محلية؟

1) (1-2) 2) (3-5) مرات 3) (6-10) مرات
4) اكثر من 10 مرات 5) لم أتطوع

فيما يلي مجموعة من النشاطات التي يقوم بها الناس أحيانا كمواطنين. لكل عمل من هذه الأعمال، قل لي من فضلك إن قمت أنت شخصيا بأي منها خلال السنوات الثلاثة الماضية.

ضع الاجابة هنا	النشاطات	1) مرة	2) أكثر من مرة	3) لم اقم أبدا
	S01-62 الانضمام مع مجموعة للفت انتباه المسؤولين حول قضية أو لتوقيع عريضة			
	S01-63 المشاركة في مظاهرة أو مسيرة أو تجمع احتجاجي			

S01-64 بشكل عام، كيف تقيم حرية التعبير في المنطقة التي تعيش فيها (الضفة/القطاع) في الوقت الحاضر؟

1)جيدة جدا 2) جيدة 3) ضعيفة 4) لا أعرف

S01-65 هل تؤيد أم تعارض ضمان حرية أساتذة الجامعات في التحدث في مواضيع حساسة والتعبير عن مواقف خلافية في محاضراتهم وأبحاثهم دون أي تدخل من المؤسسة السياسية أو الدينية؟

1) أؤيد ضمان حريتهم بشدة 2) أؤيد ضمان حريتهم إلى حد ما 3) اعترض على ضمان حريتهم إلى حد ما 4) اعترض بشدة على ضمان حريتهم 5) لا أعرف

ما هو رأيك في العبارات التالية:

S01-66 بشكل عام، الرجال أفضل من النساء في تولي مناصب قيادية سياسية؟

1) أوافق بشدة 2) أوافق 3) إلى حد ما 4) لا أوافق 5) لا أوافق أبدا 6) لا أعرف

S01-67 لدى النساء نفس القدرة كالرجال في تولي المناصب القيادية في الكليات والجامعات (رؤساء أقسام، عمداء، مدراء)؟

1) أوافق بشدة 2) أوافق 3) إلى حد ما 4) لا أوافق 5) لا أوافق أبدا 6) لا أعرف

S01-68 هل تفكر في الهجرة من فلسطين؟

1) نعم 2) لا (انتقل الى الجزء الثالث)

S01-69 إذا نعم للسؤال السابق، فما هو العامل الرئيسي من بين العوامل التالية الذي يؤدي إلى ذلك؟

1) الأوضاع الاقتصادية 2) الأوضاع السياسية 3) نعم لاستكمال التعليم 4) نعم لأسباب أخرى (حدد)

الجزء الثاني: معلومات حول خلفية المستطلعة أراؤهم

S02-1 في أي عام ولدت؟ .....

S02-2 هل هناك أفراد من عائلتك يقطنون خارج فلسطين؟

1) نعم 2) لا [انتقل للسؤال رقم4]

APPENDICES

S02-3 أين يعيش أفراد عائلتك الذين يقطنون خارج فلسطين؟ [اختر المنطقة الرئيسية، أكثر منطقة يتواجدون فيها]
1) الدول العربية 2) أفريقيا (غير العربية) 3) اسيا (غير العربية) 4) أوروبا الشرقية وروسيا 5) الولايات المتحدة الأمريكية 6) أوروبا الغربية
7) استراليا ونيوزلندا وكندا

ما هو أعلى تحصيل علمي حصلت أنت عليه (أو باقي الأقارب المذكورين في الجدول)؟

ضع الاجابة هنا		1) أمي أو ملم	2) حتى الصف التاسع (إعدادي أو أقل)	3) 10-12 (ثانوي)	4) دبلوم متوسط	5) بكالوريوس	6. أكثر من بكالوريوس
	S02-4 المستجيب (أنت)						
	S02-5 الشريك/ة (زوج أو زوجة إذا ينطبق						
	S02-6 الوالد						
	S02-7 الوالدة						

S02-8 ما هو وضعك الاجتماعي الحالي (الحالة الاجتماعية)؟
1) متزوج 2) أعزب 3) أرمل 4) منفصل 5) مطلق

S02-9 ما هو وضعك الحالي من حيث العمل؟
1) لدى وظيفة بدوام كامل 2) لدي وظيفة بدوام جزئي 3) عاطل/ة عن العمل 4) لا أعمل بسبب الاعاقة
5) متقاعد 6) طالب/ة 7) ربة بيت 8) لا شيء مما تقدم

S02-10 إذا كان يعمل أو عمل سابقا، ما هو أقرب وصف لوظيفتك الحالية أو آخر وظيفة حصلت عليها؟
1) عامل 2) مزارع 3) تاجر 4) موظف بأجر شهري
5) متخصص (مهني عالي: طبيب، مهندس، محامي، مدير، باحث، ألخ) 6) حرفي (نجار، حداد، كهربائي، ألخ)
7) غير ذلك (حدد: _____)

S02-11 هل أنت والد/ة أو ولي أمر طالب/ة في المدرسة الابتدائية، الإعدادية، الثانوية حاليا؟
1) نعم 2) لا

S02-12 هل أنت والد/ة أو ولي أمر طالب في الكلية أو الجامعة حاليا؟
1) نعم 2) لا

S02-13 هل تعمل أنت أو أي من أفراد عائلتك كموظف في مدرسة حكومية أو خاصة (ليست كلية أو جامعة)؟
1) نعم 2) لا

S02-14هل تعمل أو أي فرد من أفراد أسرتك في كلية أو جامعة؟
1) نعم 2) لا

ما مدى اتقانك للغة الانجليزية؟

اتقان اللغة الانجليزية	درجة الاتقان			
S02-15 محادثة	1) جيد	2) متوسط	3) ضعيف	4) لا أعرفها على الإطلاق
S02-16 قراءة	1) جيد	2) متوسط	3) ضعيف	4) لا أعرفها على الإطلاق
S02-17 كتابة	1) جيد	2) متوسط	3) ضعيف	4) لا أعرفها على الإطلاق

S02-18 ما هي خلفيتك الدينية؟ (لا تقرأ الخيارات)

1) المسيحية 2) الإسلام 3) ديانة أخرى 4) علماني 5) غير مؤمن، ملحد، لا توجد خلفية دينية

S02-19 هل تؤدي الصلاة؟

1) نعم 2) لا

S02-20 إذا نعم فقط، ما معدل تأديتك للصلاة؟

1) أصلي يوميا 2) عدة مرات في الأسبوع 3) أحيانا قليلة 4) مرة أسبوعيا

S02-21 في العام ، 2008 كم بلغ معدل دخلك الشهري بالشيكل؟ .....

S02-22 في العام 2008، كم بلغ معدل دخل عائلتك الشهري بالشيكل (بما يشمل دخلك أيضا) ؟ .....

Refugee status وضع اللجوء: 1) لاجئ 2) غير لاجئ

Sector قطاع العمل: 1) حكومي 2) خاص 3) أهلي 4) أخرى

ضروري: من أجل المتابعة والتدقيق، نرجو الحصول على رقم هاتف المنزل أو رقم هاتفك (تدوين الرقم هنا):

أرضي | | | | | | | **جوال** | | | | | | | | | |

Timeout وقت **الخروج من المنزل:** **دقيقة** **ساعة**

APPENDICES

2. Students' Questionnaire[12]

AWRAD
مركز العالم العربي للبحوث والتنمية
Arab World For Research & Development

رام الله وغزه – فلسطين
تلفاكس: 2950957/8 2 970+،
بريد الكتروني: awrad@awrad.org،
صحفة الكترونية: www.awrad.org

دراسة وطنية حول أساليب التدريس في الجامعات الفلسطينية

استمارة الطلبة

عزيزنا الطالب/ة: يقوم مركز أوراد بإجراء بحث ميداني حول أساليب التدريس في الجامعات الفلسطينية، حيث يتم اختيار العينة بشكل عشوائي وعلمي، رأيك مهم جدا للدراسة ولتطوير التعليم الفلسطيني. تبقى المعلومات موثوقة وسرية. حامل/ة هذه الاستمارات يعمل لدينا كباحث/ة ميداني مصرح له من قبل المركز. من أجل أي استيضاحات يمكنكم الاتصال بمنسق المشروع الذي يتوفر رقمه لدى الباحث في حال الحاجة.

Ques رقم الاستمارة ☐

Researcher رقم الباحث (من القائمة) ☐ **Work locality رقم موقع العمل** ☐

Region المنطقة: 1) الضفة الغربية 2) قطاع غزة ☐

District المحافظة التي تعيش فيها الأسرة (الرمز من القائمة المرفقة من 1-16) ☐

Residence مكان سكن الأسرة 1) مدينة 2) قرية / بلدة 3) مخيم ☐

University خلال السنة الأكاديمية الدراسية الحالية 2008-2009 في أي كلية/جامعة تدرس؟ ☐

1. جامعة القدس 2. جامعة بيت لحم 3. جامعة بيرزيت 4. جامعة النجاح 5. جامعة الخليل 6. جامعة جنين العربية الأمريكية 7. جامعة القدس المفتوحة 8. جامعة الأزهر 9. الجامعة الإسلامية في غزة 10. جامعة الأقصى 11. جامعة بولتيكنيك فلسطين 12. أخرى (حدد: ----------).

Timein وقت دخول الباحث للمنزل: دقيقة ساعة

Gender r الجنس: 1) ذكر 2) أنثى ☐

الجزء الأول: التوجهات نحو التعليم وقضايا مجتمعية أخرى

[12] The questionnaire for the Graduates Survey is nearly identical to the one used for existing students and thus it is not being included in this appendix.

S01-1 بشكل عام، كيف تقيم أداء المدارس الحكومية الموجودة في منطقة سكنك؟

2) ممتاز 2) جيد 3) متوسط 4) ضعيف 5) ضعيف جدا 6) لا أعرف

S01_2 بالتحديد، كيف تقيم المدارس الثانوية الموجودة في منطقة سكنك؟

1) ممتاز 2) جيد 3) متوسط 4) ضعيف 5) ضعيف جدا 6) لا أعرف

S01_3 بشكل عام، كيف تقيم أداء الجامعات في فلسطين ؟

1) ممتاز 2) جيد 3) متوسط 4) ضعيف 5) ضعيف جدا 6) لا أعرف

S01-4 ما مدى أهمية (أو سيكون من المهم) لأبنائك أنت الحصول على تعليم جامعي؟

2) شديد الأهمية 2) مهم جدا 3) مهم نوعا ما
4) غير مهم 5) غير مهم على الإطلاق 6) لا اعرف

S01-5 أي من العبارات التالية هي الأقرب من رأيك فيما يتعلق بالحصول على التعليم الجامعي للأولاد والبنات؟

6) التعليم الجامعي أهم للأولاد منه للبنات.
7) التعليم الجامعي أهم للبنات منه للأولاد.
8) التعليم الجامعي مهم للأولاد والبنات على حد سواء.
9) لا أعرف

S01-6 برأيك، هل تعتقد (تتفق أو لا تتفق) أنه من المقبول من الناحية الدينية لطلاب وطالبات الجامعات حضور المحاضرات معا؟

1) أوافق بشدة 2) أوافق 3) محايد
4) لا أوافق 5) لا أوافق أبدا 6) لا اعرف

S01_7 هل تعتقد أن التعليم الجامعي ضروري لكي يجد الشخص فرصا ناجحة في فلسطين هذه الأيام؟

2) نعم 2) الى حد ما 3) لا 4) لا أعرف

S01-8 هل تعتقد أن هناك العديد من الطرق للنجاح في فلسطين دون الحاجة إلى التعليم الجامعي؟

1) نعم 2) الى حد ما 3) لا 4) لا أعرف

S01-9 بشكل عام، وبالمقارنة مع السنوات السابقة، هل يمكنك القول أن التعليم في الجامعات الفلسطينية قد أصبح اليوم؟

1) أفضل 2) نفس الشيء 3) أسوأ من السابق 4) لا أعرف

برأيك، وبالمقارنة مع السنوات السابقة، هل ترى أن أداء الجامعات الفلسطينية في المجالات التالية....؟

الاجابة هنا		1) أفضل	2) نفس الشيء	3) أسوأ	4) لا أعرف
	S01-10 الرياضيات والعلوم				

	S01-11 مهارات القراءة والكتابة				
	S01-12 تعزيز القدرات الإبداعية وحل المشكلات				
	S01-13 استخدام الكمبيوتر والانترنت				
	S01-14 الأبحاث والتنمية				
	S01-15 تدريب وتأهيل المدرسين الجامعيين				
	S01-16 جودة (نوعية) أساليب التدريس من قبل الاساتذة				

S01-17 هل ترى (تتفق أو لا تتفق) أن معظم الخريجين الفلسطينيين من الجامعات في وقتنا الحالي مهيأون للقيام بوظائف تتطلب مهارات؟

1) أوافق بشدة 2) أوافق 3) وسط (بين بين)

4) لا أوافق 5) لا أوافق بشدة 6) لا أعرف

عندما ينجح الطلاب في تعليمهم الجامعي، فإن ذلك يعود لعدد من الأسباب. برأيك ما مدى أهمية كل سبب من الاسباب التالية في تحقيق النجاح للطالب؟

الاجابة هنا		1)مهم جدا	2)مهم	3) مهم نوعا ما	4) غيرمهم	5) غير مهم أبدا
	S01-18 الخلفية الأسرية للطالب					
	S01-19 قدرة الطالب الفكرية					
	S01-20 حماسة الطالب ومثابرته					
	S01-21 موارد الطالب الاقتصادية					
	S01-22 الواسطة					
	S01-23 الجامعة التي يلتحق بها الطالب					
	S01-24 اهتمام الاستاذ بقدرات واهتمامات الطالب المحددة					
	S01-25 استخدام الاستاذ لوسائل تدريس فعالة					
	S01-26 تحمس الاستاذ ودافعيته الذاتية					

بعض الطلاب يلتحقون بالجامعة ولكنهم لا يستطيعون مواكبة الجهد المطلوب منهم وينتهي بهم المطاف إما بأداء أكاديمي ضعيف أو بترك الجامعة. إلى أي درجة يمكن توجيه اللوم لكل من الأسباب التالية عن "الأداء الضعيف" للطلاب؟ (لا أعرف: 6)

الاجابة هنا		1) غير ملام أبدا	2) غير ملام كثيرا	3) ملام إلى حد ما	4) ملام	5) ملام جدا
	S01-27 الطلاب أنفسهم					
	S01-28 المدارس الثانوية لأنها لم تحسن إعداد الطلاب					

	S01-29 إدارة الجامعة لأنها لا تقوم بالجهد الكافي لمساعدة الطلاب					
	S01-30 ضعف تأهيل الأساتذة الجامعيين					
	S01-31 وزارة التربية والتعليم لأنها لا تقوم بالجهد الكافي لدعم الطلاب والمدرسين					
	S01-32 الاحتلال الإسرائيلي لأنه يخلق الكثير من الصعوبات والمشقات للطلاب والمدرسين					
	S01-33 الأحزاب السياسية في الجامعات					
	S01-34 العادات والتقاليد التي تشجع الزواج المبكر					
	S01-35 الكلفة العالية للتعليم					

S01- 36- وبالمقارنة مع السنوات السابقة، هل تعتقد أن معظم الأساتذة في الجامعات الفلسطينية اليوم هم .....؟

1) أفضل تأهيلا 2) نفس القدر من التأهيل 3) أقل تأهيلا 4) لا أعرف

S01- 37 برأيك، هل يتوجب إلزام أساتذة الجامعة قضاء جزء من وقتهم في الجامعة للتدرب على أساليب تهدف لمساعدة طلابهم على تحسين الأداء/الإنجاز أكاديميا؟

1) نعم 2) الى حد ما 3) لا 4) لا أعرف

S01- 38 وبالمقارنة مع السنوات السابقة، هل ترى أن أساتذة الجامعات هذه الأيام أصبح لديهم معرفة (دراية) حول المواد التي يدرسونها .....؟

1) أكثر من السابق 2) نفس المقدار تقريبا 3) أقل من السابق 4) لا أعرف

S01-39 وبالمقارنة مع السنوات السابقة، برأيك هل أساتذة الجامعات هذه الأيام ...تجاه التعليم؟

1) أكثر التزاما 2) نفس المستوى من الالتزام 3) أقل التزاما 4) لا أعرف

S01-40 هل توافق أم تعارض على عبارة أن المجتمع جعل الالتحاق بالجامعة يبدو أكثر أهمية مما هو عليه في الواقع؟

1) أوافق بشدة 2) أوافق 3) محايد

4) لا أوافق 5) لا أوافق بشدة 6) لا أعرف

S01-41 هناك فرص متزايدة أمام الطلاب للحصول على ساعات جامعية معتمدة من خلال الانترنت دون الالتحاق بالدراسة الجامعية النظامية، هل توافق على هذا أم تعارض؟

1) أوافق بشدة 2) أوافق 3) محايد

4) لا أوافق 5) لا أوافق بشدة 6) لا أعرف

S01-42 تستخدم بعض الجامعات الانترنت للتدريس، هل توافق أو تعارض أن جودة ونوعية التدريس في المحاضرات على الانترنت هي بنفس جودة التدريس في حالة المحاضرات الدراسية النظامية؟

1) أوافق بشدة 2) أوافق 3) محايد

4) لا أوافق 5) لا أوافق بشدة 6) لا أعرف

S01-43 هل ترى أن الدرجة الجامعية التي يتم الحصول عليها من خلال المحاضرات على الإنترنت هي بنفس جودة الشهادة الجامعية التي يتم الحصول عليها من خلال حضور المحاضرات الدراسية النظامية؟

1) أوافق بشدة 2) أوافق 3) محايد

4) لا أوافق 5) لا أوافق بشدة 6) لا أعرف

S01-44 ما مدى ثقتك بالأشخاص المسؤولين عن إدارات الكليات والجامعات في فلسطين هل تقول أن لديك ...بهم؟

1) ثقة كبيرة 2) بعض الثقة 3) لا يوجد ثقة 5) لا أعرف

S01-45 ما مدى ثقتك بالاساتذة في الجامعات في فلسطين؟ هل تقول أن لديك ... بهم؟

1) ثقة كبيرة 2) بعض الثقة 3) لا يوجد ثقة 5) لا أعرف

S01-46 هل تؤيد أم تعارض ضمان حرية أساتذة الجامعات في التحدث في مواضيع حساسة والتعبير عن مواقف خلافية في المحاضرات وأبحاثهم دون أي تدخل من المؤسسة السياسية أو الدينية؟

1) أؤيد ضمان حريتهم بشدة 2) أؤيد ضمان حريتهم إلى حد ما
3) اعترض على ضمان حريتهم إلى حد ما 4) اعترض بشدة على ضمان حريتهم
5) لا أعرف

S01-47 مقارنة بأنواع أخرى من الوظائف التي تتطلب نفس القدر من التعليم والمهارة، هل تعتقد أن أساتذة الجامعات يتلقون ....؟

1) رواتب عالية 2) رواتب مناسبة 3) رواتب منخفضة 4) لا أعرف

على فرض أن التكلفة والموقع الجغرافي لا يشكلان عوامل مهمة وكان لك الخيار. فإلى أين تفضل أن ترسل أبنائك للدراسة الجامعية؟ اختر ثلاث إجابات مفضلة من الجدول المرفق ادناه حيث ان الرقم (1) الاختيار الأفضل، ورقم (2) الاختيار الثاني، و(3) الاختيار الأقل تفضيلا، أما رقم 4 فيعني لم يتم اختيار هذه المنطقة أو البلد (وضع الاختيار في المربع المقابل أعلاه):

S01-48 فلسطين	**S01-49** باقي الدول العربية	**S01-50** دول أسيا (غير العربية)	**S01-51** أوروبا الشرقية وروسيا	**S01-52** دول أفريقيا (غير العربية)	**S01-53** الولايات المتحدة الأمريكية	**S01-54** أوروبا الغربية	**S01-55** كندا استراليا ونيوزلندا

إن لم تكن التكلفة والمواصلات والإغلاق-الحواجز عاملا في الاختيار، إلى أي جامعات فلسطينية تفضل إرسال أبناءك (اختيار الجامعات الثلاثة المفضلة بالترتيب من الأفضل (1) ، ومن ثم الثانية بالتفضيل (2) والثالثة (3). (القائمة متوفرة للتذكير إذا لزم)

S01-56 -1.....

.....2 -S01-57 ☐
..... 3 - S01-58 ☐

الجزء الثاني: أراء حول نوعية التعليم الجامعي

S02-1 بشكل عام هل تعتقد أن إدارات الجامعات مهتمة فعلا في تزويد الطلاب بمستوى ممتاز من التعليم؟ ☐
1. أوافق بشدة 2. أوافق 3. محايد 4. لا أوافق 5. لا أوافق بشدة 6. لا اعرف

S02-2 بشكل عام هل تعتقد بأن الأساتذة يهتمون بشكل كبير بجودة التدريس في صفوفهم؟ ☐
1. أوافق بشدة 2. أوافق 3. محايد 4. لا أوافق 5. لا أوافق بشدة 6. لا اعرف

S02-3 هل تجد انه من السهل الوصول للاساتذة خلال ساعات الدوام المكتبية والاجتماع بهم لمناقشة الأداء خلال المساقات؟ ☐
1. أوافق بشدة 2. أوافق 3. محايد 4. لا أوافق 5. لا أوافق بشدة 6. لا اعرف

S02-4 هل تعتقد أن الأساتذة كانوا دائما يأتون إلى المحاضرات مستعدين (محضرين بشكل جيد)؟ ☐
1. أوافق بشدة 2. أوافق 3. محايد 4. لا أوافق 5. لا أوافق بشدة 6. لا اعرف

بالنسبة الى الطريقة التي قام بها اساتذة الجامعة بتقييم أدائك في المساقات المختلفة خلال العام، هل توافق أم لا على العبارات التالية ؟

الاجابة هنا		1.أوافق بشدة	2.أوافق	3.محايد	4.لا أوافق	5.لا أعرف
	S02-5 هناك عدد كاف من الفرص التي استخدمها المدرس ليقوم بتقييم مدى تعلمك					
	S02-6 حصلت على تغذية راجعة (ملاحظات) بسرعة كافية عن الواجبات التي قدمتها للاساتذة					
	S02-7 أساليب التقييم (امتحانات قصيرة، امتحانات، واجبات، الخ) تناسبت مع غايات وأهداف المساق.					
	S02-8 التغذية الراجعة (الملاحظات) من الاساتذة ذات قيمة وفائدة للطلاب					
	S02-9 تم منح العلامات بطريقة عادلة					
	S02-10 كان هناك تنوع في الوسائل مستخدمة لتقييم فهم وتقدم الطلاب					

بشكل عام، عند تحديد علامات الطالب أو (تقدم وإنجاز الطالب)، صف الأهمية التي منحها أساتذتك لكل التالية:

الاجابة		1) مهم جدا	2)مهم	3) مهم نوعا ما	4) قليل الأهمية	5)غير مهم	6) لم يستخدم ذلك
	S02-11 المشاركة داخل المحاضرة						
	S02-12 الإنجاز الدوري للواجبات						

	المطلوبة						
	S02-13 الحضور بشكل منتظم						
	S02-14 امتحانات تتطلب إجابات قصيرة على أسئلة مفتوحة						
	S02-15 امتحانات تتضمن أسئلة موضوعية (اختياري، أسئلة محددة الاجابات)						
	S02-16 الأداء في المشاريع أو التمارين العملية (المخبرية)						
	S02-17 امتحان نصفي أو نهائي يتطلب اختيار الإجابة الصحيحة من ضمن إجابات متعددة						
	S02-18 امتحان تحريري نصفي أو نهائي						
	S02-19 امتحان نصفي أو نهائي يتطلب إجابات قصيرة						
	S02-20 ورقة عمل للفصل أو أبحاث						
	S01-21 تقديم شفهي لموضوع من قبل الطلاب						
	S02-22 مجموعات وفرق عمل لإنتاج مشروع/منتج مشترك						
	S02-23 واجبات مخبرية، أو في ورشة أو استديو						
	S02-23 غير ذلك						

S02-24 خلال السنة الدراسية الحالية، كيف تقيم فائدة المراجع (مثل الكتب، المجلات، الصحف، مصادر الانترنت، وقواعد البيانات) المتوفرة في مكتبة الجامعة أو أي مركز موارد في الحرم الجامعي في مساعدتك على إنجاز الواجبات والأبحاث المطلوبة منك؟

1. مفيدة جدا 2. مفيدة 3. مفيدة نوعا ما 4. قليلة الفائدة 5. غير مفيدة على الإطلاق 5. لا أعرف

S02-25 خلال السنة الدراسية الحالية كيف تقيم مدى قدرة الموظفين العاملين في مكتبة الجامعة أو أي مركز للموارد في حرم الجامعة على مساعدتك لإيجاد المراجع (المطبوعة أو الإلكترونية) التي تحتاجها لإنجاز الفروض والواجبات الأخرى المطلوبة ضمن المساق؟

1. مساعدة كبيرة 2. مساعدة متوسطة 3. مساعدة ضعيفة 4. لا أعرف

هل قمت خلال هذا العام باستخدام مكتبة الجامعة أو أي مركز أخر للموارد في الحرم الجامعي للقيام بما يلي؟

الاجابة		1) لا	2) نادرا	3) أحيانا	4) كثيرا
	S02-26 النشاطات والواجبات أثناء المحاضرات (مختبرات العلوم، استخدام الحاسوب خلال المحاضرات.. الخ)				
	S02-27 المشاريع المطلوب تنفيذها داخل حرم الجامعة				
	S02-28 الواجبات المنزلية (الواجبات التي يتوجب استكمالها خارج إطار المحاضرات-الجامعة)				
	S02-29 الأبحاث				
	S02-30 قراءة المجلات العلمية والدوريات				
	S02-31 قراءة المجلات العامة أو الصحف				
	S02-32 استخدام الانترنت				

S02-33 خلال السنة الدراسية الحالية، هل تعتقد أن إدارة الجامعة قد بذلت جهدا متواصلا لمعالجة اهتمامات واحتياجات الطلاب من حيث مرافق الجامعة والموارد المتوفرة فيها والتي تؤثر على عملية التعلم داخل وخارج المحاضرات؟.

1. اوافق بشدة 2 أوافق 3. لا أوافق 4. لا أوافق بشدة
5. لا اعرف

S02-34 خلال السنة الدراسية الحالية، ما مدى الأهمية التي أعطاها أساتذتك لتقييمات الطلبة-إجاباتهم على نماذج التقييم للمساقات؟

1. أهمية كبيرة جدا 2. أهمية كبيرة 3. بعض الأهمية 4. أهمية قليلة
5. لا أهمية على الإطلاق 6. لم أعبئ التقييم

S02-35 خلال السنة الدراسية الحالية، هل تعتقد أن الأساتذة استخدموا التقييمات المتواصلة أثناء العملية التدريسية خلال المساق لتحسين أو تطوير أساليب التدريس الخاصة بهم؟

1. أوافق بشدة 2 أوافق 3. لا أوافق 4. لا أوافق بشدة
5. لا أعرف

S02-36 خلال السنة الدراسية الحالية، هل توافق أو لا توافق على أن الأساتذة استخدموا إجابات الطلاب على نماذج التقييم النهائية للمساقات لتحسين أو تعزيز أساليب التدريس الخاصة بهم؟

1. اوافق بشدة 2 أوافق 3. لا أوافق 4. لا أوافق بشدة
5. لا اعرف

S02-37 خلال السنة الدراسية الحالية، ما مدى المساهمة التي قدمتها مجالس الطلبة باتجاه تحسين وتطوير أساليب التدريس ومنهجيات التقييم في الجامعة؟

1. مساهمة كبيرة جدا 2. مساهمة كبيرة 3. بعض المساهمة 4. مساهمة قليلة
5. لم تقدم أية مساهمات على الإطلاق 6. لا أعرف

خلال السنة الدراسية الحالية، ما عدد المرات التي شاركت فيها في كل من النشاطات التعلمية - اللامنهجية التالية؟

الاجابة		1.لم أشارك مطلقا	2. (1-2) مرة	3. (3-4) مرات	4. (5-10) مرات	5. أكثر من 10 مرات
	S02-38 رحلات تعلمية ميدانية					
	S02-39 محاضرة غير صفية في حرم الجامعة					
	S02-40 ورشة عمل في حرم الجامعة					
	S02-41 اجتماع أو مؤتمر أكاديمي					
	S02-42 كنت انت متحدثا في اجتماع أو ورشة عمل أو مؤتمر في حرم الجامعة					
	S02-43 مجموعة دراسية غير رسمية في الجامعة					
	S02-44 مساعد بحث					

S02-45 خلال السنة الدراسية الحالية، هل شاركت في أي من أنواع البرامج اللامنهجية التالية؟ (نشاطات طوعية ولا تحتسب لصالح متطلبات التخرج للطالب مثل "مجلس الطلبة؛ صحيفة أو نشرة طلابية؛ مجموعات طوعية مجتمعية؛ نوادي سياسية؛ مؤسسات فنية أو مسرحية؛ جمعيات دينية".

1.نعم 2. لا [**انتقل للسؤال رقم 2-48**]

S02-46 إذا نعم، أي برنامجين من البرامج اللامنهجية التي تتوفر في الجامعة هما الأهم بالنسبة لك؟

1. _____ 2. _____

S02-47 إذا نعم، خلال السنة الدراسية الحالية، كم مرة تطوعت للمشاركة في برامج لامنهجية؟

1.(1-2) مرة 2. (2 -5) مرات 3. (5-10) مرات

4. أكثر من 10 مرات 5. لم أتطوع.

S02-48 بشكل عام كيف تقيم مستوى حرية التعبير في جامعتك؟

1.جيد جدا 2. جيد 3. متوسط 4.ضعيف 5. لا أعرف

S02-49 خلال الأسبوع الدراسي العادي، كم ساعة باليوم تقضيها في الدراسة خارج إطار المحاضرات (بالمتوسط)؟

_____ ساعة/باليوم

S02-50 هل لديك جهاز كمبيوتر في المنزل؟ **1.** نعم 2. لا

S02-51 هل لديك إنترنت في المنزل؟ **1.** نعم 2. لا

خلال السنة الدراسية الحالية، ما مدى تكرار استخدامك للكمبيوتر- سواء في المنزل، في الجامعة، أو في مكان آخر- في الأسبوع العادي وللأغراض التالية .....؟

الاجابة		1) لم استخدمه مطلقا	2)نادرا	3) أقل من مرة أسبوعيا	4)عدة أيام في الأسبوع	5) كل يوم
	S02-52 لتمضية وقت الفراغ- للمتعة أو الترفيه (على سبيل المثال التحدث مع الأصدقاء أو الأقارب من خلال البريد الإلكتروني؛ ألعاب الكمبيوتر؛ مطالعة مواقع على الإنترنت؛ أو للاستماع للموسيقى)					
	S02-53 للدارسة أو الواجبات الجامعية					
	S02-54 تعلم أشياء حول مواضيع تهمك شخصيا					

خلال السنة الدراسية الحالية، ما هو متوسط عدد الساعات التي قضيتها في اليوم العادي في استخدام الكمبيوتر- سواء في المنزل، في الجامعة، أو اي مكان آخر- لكل مما يلي:

S02-55 الدراسة ؟ _____ساعة/اليوم

S02-56 أي شيء غير الدراسة؟ _____ ساعة /اليوم

S02-57خلال السنة الدراسية الحالية، هل قام أساتذتك باستخدام وسائل تعتمد على استخدام الكمبيوتر (" التعلم بواسطة الإنترنت) لتدعيم وتكميل التدريس الذي يقومون به داخل الصفوف؟

1.نعم (انتقل للسؤال رقم 58-2) 2. لا (انتقل للسؤال رقم 59-2)

S02-58 ما مدى فائدة استخدام أساتذتك للوسائل التي تعتمد على استخدام الكمبيوتر للتجربتك الدراسية ("التعلم بواسطة الإنترنت") ؟ هل كانت:

1. مفيدة جدا 2. مفيدة 3. مفيدة نوعا ما 4. غير مفيدة 5. غير مفيدة أبدا 6. لا أعرف

S02-59 (فقط لمن أجاب 2 لسؤال 57-2) ، لو استخدم اساتذتك وسائل تعتمد على استخدام الكمبيوتر (التعلم بواسطة الانترنت) لتدعيم عملية تدريسهم هل تعتقد أن ذلك كان من شأنه أن يحسن تجربتك الدراسية؟ أي هل كانت تجربتك الدراسية ستتحسن إلى :

1.إلى حد كبير 2. إلى حد جيد 3. ستتحسن نوعا ما 4. ستتحسن قليلا 5. لن تتحسن 6. لا أعرف.

S02-60 بشكل عام، ما مدى رضاك عن التعليم الجامعي الذي تلقيته حتى الأن؟

1.راض جدا 2. راض إلى حد ما 3. غير راض لحد ما 4. غير راض جدا 5. لا اعرف

APPENDICES

الى أي مدى توافق او لا توافق مع العبارات التالية حول أساليب وممارسات التدريس التي استخدمها أساتذك خلال هذا العام الدراسي؟ (لا أعرف: 6)

جواب		1.أوافق بشدة	2.أوافق	3.شعور محايد	4.لاأوافق	5.لا أوافق بشدة
	S02-61 الشرح المقدم داخل الصف كان واضحا ومباشرا					
	S02-62 كانت الدروس معدة جيدا					
	S02-63 الحصص الصفية كانت منظمة بشكل جيد					
	S02-64 تم طرح المواد بشكل يتناسب مع قدرة الطالب واستعداده					
	S02-65 تم تحفيز وتشجيع التفكير المستقل					
	S02-66 نشاطات التعلم ساعدت في تطوير قدرات التفكير والتحليل النقدي لدى الطلاب					
	S02-67 توفرت فرص البحث المستقل					
	S02-68 لدى الاستاذ معرفة واطلاع قوي في الموضوع المطروح					
	S02-69 لدى الاستاذ معرفة واطلاع حديث حول الموضوع المطروح ومواكبته للتطورات					
	S02-70 تم عرض المادة بطريقة مثيرة للاهتمام ومحفزة					
	S02-71 تم منح الطلاب الفرص الكافية لطرح أسئلة					
	S02-72 تم إدارة النقاشات داخل الصف بشكل جيد					
	S02-73 تم استخدام وقت الحصة بشكل فعال					
	S02-74 تم التشجيع والترحيب بملاحظات وأسئلة الطلاب					
	S02-75 الواجبات المطلوبة كانت معقولة من حيث الكم والنوع					
	S02-76 المواد المطلوب قراءتها للمساق ساهمت في فهم الطلاب للموضوع					
	S02-77 تم التعامل مع الطلاب باحترام					
	S02-78 الأستاذ كان متواجدا في مكتبه خلال ساعات المكتب المحددة خارج نطاق الصف					
	S02-79 تم معاملة الطلاب بشكل عادل ومنصف					

S02-80 افترض أن زميلا/زميلة لك على وشك التخرج من الجامعة وكان يفكر/تفكر في السعي للعمل كمدرس/ة في الجامعة. لو سألك زميلك/زميلتك النصيحة هل تشجعه/ا أو تثنيه/ا عن السعي للعمل كمدرس/ة في الجامعة؟

1.أشجعه [انتقل للجزء الثالث] 2. لا أشجعه (لماذا: سؤال 81-2)

هل هذه الأسباب هي التي تدفعك لعدم تشجيعه/ا على السعي للعمل كمدرس في الجامعة؟

ضع رقم الاجابة هنا	العوامل	1. نعم	2. لا

	S02-81A المعاش المنخفض		
	S02-81B عدم وجود هيبة أو احترام لهذه المهنة		
	S02-81C عبء العمل		
	S02-81D الشك في وجود أمان وظيفي طويل الأمد		
	S02-81E قلة الفرصة المتوفرة للقيام بأبحاث		
	S02-81F قلة الآفاق المتوفرة للتطور الوظيفي		
	S02-81G غياب الحرية الأكاديمية		
	S02-81H وظيفة مسيسة جدا		
	S02-81I التمييز على أساس الجندر (بين المرأة والرجل)		

الجزء الثالث: خلفية ووجهات نظر سياسية واجتماعية

S03-1 بشكل عام، ما مدى اهتمامك بالسياسة؟

1) مهتم جدا 2) مهتم 3) قليل الاهتمام 4)غير مهتم
5) لا إجابة

S03-2 من بين الأحزاب/الفصائل السياسية الفلسطينية، اي منها يمكنك أن تثق به أكثر من غيره للقيام بتحسين نظام التعليم الجامعي في فلسطين؟ (لا تقرأ القائمة إلا إذا طلب المبحوث ذلك، القائمة المرمزة مرفقة)

S03-3 هل أنت عضو في جمعية رسمية أو طوعية أو مؤسسة أو جمعية أو نقابة أو ناد أو غرفة تجارية أو لجنة أو مؤسسة مجتمعية أخرى؟

1) نعم 2) لا

S03-4. خلال العام الماضي كم مرة قمت بالتطوع للمشاركة في نشاطات على مستوى مجتمعك المحلي؟

1. (1-2) 2. (3-5) مرات 3. (6-10) مرات
4. اكثر من 10 مرات 5. لم أتطوع

هل قمت خلال السنوات الثلاثة الماضية بما يلي؟

الاجابة هنا	النشاطات	1) نعم أكثر من مرة	2) نعم مرة	3) لا
	S03-5 المشاركة مع مجموعة للفت انتباه المسؤولين حول قضية أو لتوقيع عريضة			
	S03-6 المشاركة في مظاهرة أو مسيرة أو تجمع احتجاجي			

S03-7 بشكل عام، كيف تقيم حرية التعبير في المنطقة التي تعيش فيها (الضفة/ القطاع) في الوقت الحاضر؟

2) جيدة 2) متوسطة 3) ضعيفة 4) لا أعرف

S03-8 ما هو رأيك في العبارة التالية، بشكل عام، الرجال أفضل من النساء في تولي مناصب قيادية سياسية؟

1) أوافق بشدة 2) أوافق 3) إلى حد ما
4) لا أوافق 5) لا أوافق أبدا 6) لا أعرف

S03-9 ما هو رأيك في العبارة التالية، لدى النساء نفس القدرة كالرجال في تولي المناصب القيادية في الكليات والجامعات (كرؤساء أقسام، عمداء، مدراء) ؟

1) أوافق بشدة 2) أوافق 3) إلى حد ما

4) لا أوافق 5) لا أوافق ابدا 6) لا أعرف

S03-10 هل تفكر في الهجرة من فلسطين؟

1) نعم 2) لا (لا تجب على سؤال S03-11)

S03-11 إذا نعم للسؤال السابق، فما هو العامل الرئيسي من بين العوامل التالية الذي يؤدي إلى ذلك؟

1. الأوضاع الاقتصادية 2. الأوضاع السياسية 3. لاستكمال التعليم
4. لأسباب أخرى (حدد) .....

الجزء الرابع : معلومات حول خلفية المستطلعة أراؤهم

S04-1 في أي عام ولدت؟ .....

S04-2 هل هناك أفراد من عائلتك يقطنون خارج فلسطين؟

1.نعم 2. لا [انتقل للسؤال رقم 4-4]

S04-3 أين يعيش أفراد عائلتك الذين يقطنون خارج فلسطين؟ [اختر المنطقة الرئيسية، أكثر منطقة يتواجدون فيها]

1.الدول العربية 2. أفريقيا (غير الدول العربية) 3. آسيا (غير الدول العربية)
4. أوروبا الشرقية وروسيا 5. الولايات المتحدة الأمريكية 6. أوروبا الغربية
7. استراليا ونيوزلندا وكندا

S04-4. خلال السنة الدراسية الحالية (2008-2009) أنت في أي سنة من دراستك (وفقا للساعات المعتمدة)؟

1. السنة الاولى 2. السنة الثانية 3. السنة الثالثة 4. السنة الرابعة
5. السنة الخامسة 6. السنة السادسة

S04-5 كم كان معدلك التراكمي نهاية الفصل السابق في الجامعة؟.....

S04-6 كم كان معدلك في التوجيهي؟**.....**

ما هو تخصصك الرئيسي والفرعي (أو الرئيسي الثاني) في البكالوريوس؟

S04-7 التخصص الرئيسي:

1 **S04-8** التخصص الفرعي:

S04-9 أي مستوى من الدراسة تعتقد انك ستصل؟

1) شهادة البكالوريوس (إذا بكالوريوس، انتقل للسؤال التالي، باقي الخيارات إذهب لسؤال21 -4)
2) دبلوم عالي 3. شهادة الماجستير 4. شهادة الدكتوراه
10) شهادة دراسية - مهنية أولى (مثل التخصص بعد الطب العام، الامتياز للمحاماة) 6. لا أعرف

لمن أجاب (1) فقط للسؤال السابق: أي من الأسباب التالية هي أسباب تساهم في عدم مواصلتك تعليمك بعد حصولك على شهادة البكالوريوس؟ (الرجاء وضع إجابة واحدة لكل سبب)

الاجابة		1. نعم	2. لا
	S04-10 لا أحب الجامعة		
	S04-11 علاماتي ليست مرتفعة كفاية		
	S04-12 لا احتاج إلى مزيد من التعليم للحصول على المهنة التي أريدها		
	S04-13 لا أستطيع تحمل نفقات مواصلة الدراسة		
	S04-14 أفضل العمل وكسب المال		
	S04-15 اخطط للزواج وإنشاء عائلة		
	S04-16 أخطط لأكون ربة منزل متفرغة		
	S04-17 أشعر ان الجامعات الفلسطينية لا توفر ما اريده		
	S04-18 احتاج إلى دعم ومساعدة عائلتي		
	S04-19 لا استطيع الحصول على تأشيرة للدراسة في الخارج		
	S04-20 تعتبر شهادة دراسات عليا من جامعة فلسطينية أقل قيمة من الشهادة التي يتم الحصول عليها من جامعات أمريكية أو أوروبية		

S04-21 ما هي الوظيفة أو المهنة التي تتوقع أو تخطط للحصول عليها بعد استكمالك لدراستك؟
1._____ 2. لا أعرف

S04-22 هل تعتقد أن دراستك الجامعية وحدها كافية لأن تضمن لك وظيفة؟
1. نعم 2. لا (انتقل إلى4-25)

S04-24 ما هو أهم عامل أخر؟
1.الواسطة /المعارف 2. رسائل التوصية المتخصصة 3. الانتماء الحزبي 4. غير ذلك (حدد: _____)

S04-25 . ما هو وضعك الاجتماعي الحالي (الحالة الاجتماعية)؟
1.متزوج 2. أعزب 3. أرمل 4. منفصل 5. مطلق

ما هو أعلى تحصيل علمي حصل عليه الزوج/ ة، الوالد والوالدة؟

الاجابة		
	S04-26 الزوج/ة (إذا كان متزوجا/ة)	1. أقل من التعليم الثانوي 2. التعليم الثانوي 3. بعض التعليم الجامعي 4. شهادة دبلوم (كلية – عامين) 5. شهادة بكالوريوس (4 سنوات) 6. شهادة الدكتوراه أو اي شهادة أكثر من ماجستير 7. لا أعرف
	S04-27 الوالد	
	S04-28 الوالدة	

S04-29 ما هي خلفيتك الدينية؟ (لا تقرأ الخيارات)
1.المسيحية 2. الإسلام 3. ديانة أخرى
4. علماني 5. غير مؤمن، ملحد، لا توجد خلفية دينية

S04-30 هل تؤدي الصلاة؟ 1. نعم 2. لا

S04-31 **إذا نعم فقط للسؤال السابق، ما معدل تأديتك للصلاة؟**
1. أصلي يوميا 2 . عدة مرات في الأسبوع 3. أحيانا قليلة 4. مرة أسبوعيا

Income في العام 2008، كم بلغ معدل دخل عائلتك (اسرتك) الشهري بالشيكل؟ .....

APPENDICES

Refugee status وضع اللجوء: 1) لاجئ 2) غير لاجئ

ضروري: من أجل المتابعة والتدقيق، نرجو الحصول على رقم هاتف المنزل أو رقم جوالك (تدوين الرقم هنا):

أرضي

جوال

Timeout وقت إنهاء المقابلة: دقيقة ساعة

3. Teachers' Questionnaire

AWRAD
مركز العالم العربي للبحوث والتنمية
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دراسة وطنية حول أساليب التدريس في الجامعات الفلسطينية

استطلاع الأساتذة

يقوم مركز أوراد بإجراء بحث ميداني متخصص حول أساليب التدريس في الجامعات الفلسطينية، حيث يتم اختيارالعينة بشكل عشوائي وعلمي من بين أساتذة جامعات فلسطين، رأيك مهم جدا للدراسة ولتطوير التعليم الفلسطيني ونحتاج من وقتك نحو نصف ساعة فقط. تبقى المعلومات موثوقة وسرية. حامل/ة هذه الاستمارات يعمل لدينا كباحث/ة ميداني مصرح له من قبل المركز. من أجل اي استيضاحات يمكنكم الاتصال بمنسق المشروع الذي يتوفر رقمه لدى الباحث في حال الحاجة.

☐ **Ques رقم الاستمارة**

☐ **Researcher رقم الباحث** (من القائمة) ☐ **Work locality رقم موقع العمل**

☐ **Region المنطقة:** 1) الضفة الغربية 2) قطاع غزة

☐ **District المحافظة (سكن الاسرة النووية) (الرمز من القائمة المرفقة من 1-16)**

☐ **University اسم الجامعة التي تدرِّس فيها بشكل رئيسي؟ (مرفق القائمة)**

☐ **Residence مكان السكن** 1) مدينة 2) قرية / بلدة 3) مخيم

Timein وقت بدء المقابلة: **دقيقة** **ساعة**

☐☐ ☐☐

☐ Gender الجنس: 1) ذكر 2) أنثى

الجزء الأول: التوجهات نحو التعليم وقضايا مجتمعية أخرى

☐ **S01-1 بشكل عام، هل تقوم المدارس الحكومية الموجودة في منطقة سكنك بعملها بشكل -------؟**
1) ممتاز 2) جيد 3) متوسط 4) ضعيف 5) ضعيف جدا 6) لا أعرف

☐ **S01_2 بشكل محدد، هل تقوم المدارس الثانوية الموجودة في منطقة سكنك بعملها بشكل.....؟**

APPENDICES

1) ممتاز 2) جيد 3) متوسط 4) ضعيف 5) ضعيف جدا 6) لا أعرف

S01_3 بشكل عام، هل تقوم الجامعات في فلسطين بعملها بشكل.....؟
1) ممتاز 2) جيد 3) متوسط 4) ضعيف 5) ضعيف جدا 6) لا أعرف

S01-4 ما مدى أهمية (أو سيكون من المهم) لأبنائك الحصول على تعليم جامعي؟
3) شديد الأهمية 2) مهم جدا 3) مهم نوعا ما 4) غير مهم 5) غير مهم على الإطلاق 6) لا أعرف

S01-5 أي من العبارات التالية هي الأقرب للتعبير عن رأيك فيما يتعلق بالحصول على التعليم الجامعي للبنات والأولاد؟
11) التعليم الجامعي أهم للأولاد منه للبنات 2) التعليم الجامعي أهم للبنات منه للأولاد
3) التعليم الجامعي مهم للأولاد والبنات على حد سواء 4) لا أعرف

S01-6 برأيك ، هل تعتقد (تتفق أو لا تتفق) أنه من المقبول من الناحية الدينية لطلاب وطالبات الجامعات حضور المحاضرات معا؟
1) أوافق بشدة 2) أوافق 3) بين بين 4) لا أوافق 5) لا أوافق أبدا 6) لا اعرف

S01_7 هل تعتقد أن التعليم الجامعي ضروري لكي يجد الشخص فرصا ناجحة في فلسطين هذه الأيام؟
3) نعم 2) الى حد ما 3) لا 4) لا أعرف

S01-8 هل تعتقد أن هناك العديد من الطرق للنجاح في فلسطين دون الحاجة إلى التعليم الجامعي؟
1) نعم 2) الى حد ما 3) لا 4) لا أعرف

S01-9 بشكل عام، وبالمقارنة مع السنوات السابقة، هل يمكنك القول أن التعليم في الجامعات الفلسطينية اليوم هو ...؟
1) أفضل 2) نفس الشيء 3) أسوأ 4) لا أعرف

برأيك، وبالمقارنة مع السنوات السابقة، كيف هو أداء الجامعات الفلسطينية في المجالات التعليمية التالية؟

ضـــع رقـــم الاجابة هنا		1) أفضل	2) نفس الشيء	3) أسوأ	4) لا أعرف
	S01-10 الرياضيات والعلوم				
	S01-11 مهارات القراءة والكتابة				
	S01-12 تعزيز القدرات الإبداعية وحل المشكلات				
	S01-13 استخدام الكمبيوتر والانترنت				
	S01-14 الأبحاث والتنمية				
	S01-15 تدريب وتأهيل المدرسين الجامعيين				
	S01-16 جودة (نوعية) أساليب التدريس من قبل الاساتذة				

S01-17 هل ترى (تتفق أو لا تتفق) أن معظم الخريجين الفلسطينيين من الجامعات في وقتنا الحالي مهيأون للقيام بوظائف تتطلب مهارات؟

1) أوافق بشدة 2) أوافق 3) بين بين 4) لا أوافق 5) لا أوافق بشدة 6) لا أعرف

عندما ينجح الطلاب في تعليمهم الجامعي، فإن ذلك يعود لعدد من الأسباب. برأيك ما مدى أهمية كل سبب من أسباب النجاح التالية؟

ضـــع رقـــم الاجابة هنا		1) مهم جدا	2) مهم	3) مهم نوعا ما	4) غير مهم	5) غير مهم أبدا
	S01-18 الخلفية الأسرية للطالب					

	S01-19 قدرات الطالب الفكرية (الذهنية)					
	S01-20 حماس الطالب ومثابرته					
	S01-21 موارد الطالب الاقتصادية					
	S01-22 الواسطة					
	S01-23 الجامعة التي يلتحق بها الطالب					
	S01-24 اهتمام الاستاذ بقدرات واهتمامات الطالب المحددة					
	S01-25 استخدام الاستاذ لوسائل تدريس فعالة					
	S01-26 تحمس الاستاذ ودافعيته الذاتية					

بعض الطلاب يلتحقون بالجامعة ولكنهم لا يستطيعون مواكبة الجهد المطلوب منهم وينتهي بهم المطاف إما بأداء أكاديمي ضعيف أو بترك الجامعة. إلى أي درجة يمكن توجيه اللوم لكل من الأسباب التالية عن "الأداء الضعيف" للطلاب؟

ضـــع رقـــم الاجابة هنا		1) غير ملام أبدا	2) غير ملام كثيرا	3) ملام إلى حد ما	4) ملام	5) ملام جدا
	S01-27 الطلاب أنفسهم					
	S01-28 المدارس الثانوية لأنها لم تحسن إعداد الطلاب					
	S01-29 إدارة الجامعة لأنها لا تقوم بالجهد الكافي لمساعدة الطلاب					
	S01-30 الأساتذة الجامعيين لأن إعدادهم ضعيف					
	S01-31 وزارة التربية والتعليم لأنها لا تقوم بالجهد الكافي لدعم الطلاب والمدرسين					
	S01-32 الاحتلال الإسرائيلي لأنه يخلق الكثير من الصعوبات والمشقات للطلاب والمدرسين					
	S01-33 الأحزاب السياسية في الجامعات					
	S01-34 العادات والتقاليد التي تشجع الزواج بشكل مبكر					
	S01-35 الكلفة العالية للتعليم					

S01- 36 -وبالمقارنة مع الوضع قبل سنوات، هل تعتقد أن معظم الأساتذة في الجامعات الفلسطينية اليوم هم...؟

1) أفضل تأهيلا 2) نفس القدر من التأهيل 3) أقل تأهيلا 4) لا أعرف

S01- 37 برأيك، هل يتوجب إلزام أساتذة الجامعة قضاء جزء من وقتهم في الجامعة للتدرب على أساليب تهدف لمساعدة طلابهم على تحسين الأداء أو الإنجاز أكاديميا؟

1) نعم 2) الى حد ما 3) لا 4) لا أعرف

S01- 38 وبالمقارنة مع الوضع قبل سنوات، هل ترى أن أساتذة الجامعات هذه الأيام لديهم معرفة (دراية) حول المواد التي يدرسونها .....؟

1) أكثر من السابق 2) نفس المقدار تقريبا 3) أقل من السابق 4) لا أعرف

S01-39 وبالمقارنة مع الوضع قبل سنوات، برأيك هل أساتذة الجامعات هذه الأيام ...؟

1) أكثر التزاما بالتعليم 2) نفس المستوى من الالتزام 3) أقل التزاما 4) لا أعرف

S01-40 هل توافق أو تعارض على عبارة أن المجتمع جعل الالتحاق بالجامعة يبدو أكثر اهمية مما هو عليه في الواقع؟

1) أوافق بشدة 2) أوافق 3) بين بين 4) لا أوافق 5) لا أوافق بشدة 6) لا أعرف

S01-41 هناك فرص متزايدة أمام الطلاب للحصول على ساعات جامعية معتمدة من خلال الانترنت دون الالتحاق بالدروس الجامعية النظامية، هل توافق على هذا أم تعارض؟

1) أوافق بشدة 2) أوافق 3) بين بين 4) لا أوافق 5) لا أوافق بشدة 6) لا أعرف

S01-42 تستخدم بعض الجامعات الانترنت للتدريس، هل توافق أو تعارض أن جودة ونوعية التدريس في المحاضرات على الانترنت هي بنفس جودة التدريس في حالة المحاضرات الدراسية النظامية؟

1) أوافق بشدة 2) أوافق 3) بين بين 4) لا أوافق 5) لا أوافق بشدة 6) لا أعرف

S01-43 هل توافق أو تعارض أن الدرجة الجامعية التي يتم الحصول عليها من خلال المحاضرات على الإنترنت هي بنفس جودة الشهادة الجامعية التي يتم الحصول عليها من خلال حضور المحاضرات الدراسية النظامية؟

1) أوافق بشدة 2) أوافق 3) بين بين 4) لا أوافق 5) لا أوافق بشدة 6) لا أعرف

S01-44 ما مدى ثقتك بالأشخاص المسؤولين عن ادارة الكليات والجامعات في فلسطين هل تقول أن لديك ...بهم؟

1) ثقة كبيرة 2) بعض الثقة 3) لا يوجد ثقة 5) لا أعرف

S01-45 ما مدى ثقتك بالاساتذة في الجامعات في فلسطين؟ هل تقول أن لديك ... بهم؟

1) ثقة كبيرة 2) بعض الثقة 3) لا يوجد ثقة 5) لا أعرف

S01-46 مقارنة بأنواع أخرى من الوظائف التي تتطلب نفس القدر من التعليم والمهارة، هل تعتقد أن أساتذة الجامعات يتلقون ....؟

1) رواتب عالية 2) رواتب مناسبة 3) رواتب منخفضة 4) لا أعرف

على فرض أن التكلفة والموقع الجغرافي لا يشكلان عوامل مهمة وكان لك الخيار. فإلى أين تفضل أن ترسل ابنائك للدراسة الجامعية؟ اختر ثلاث إجابات مفضلة من الجدول المرفق ادناه حيث ان الرقم (1) الاختيار الأفضل، ورقم (2) الاختيار الثاني، و(3) الاختيار الأقل تفضيلا، أما رقم 4 فيعني لم يتم اختيار هذه المنطقة أو البلد (وضع الاختيار في المربع المقابل أعلاه):

S01-47 فلسطين	S01-48 الدول العربية	S01-49 دول أسيا (غير العربية)	S01-50 أوروبا الشرقية وروسيا	S01-51 دول أفريقيا (غير العربية	S01-52 الولايات المتحدة الأمريكية	S01-53 أوروبا الغربية	S01-54 كندا استراليا ونيوزلندا

إن لم تكن التكلفة والمواصلات والإغلاق-الحواجز عاملا في الاختيار، إلى أي جامعات فلسطينية تفضل إرسال أبناءك (اختيار الجامعات الثلاثة المفضلة بالترتيب من الأفضل (1) ، الثانية بالتفضيل (2) والثالثة (3). (القائمة متوفرة للتذكير إذا لزم)

S01-55 -1 .....
S01-56 -2 .....
S01-57 - 3 .....

S01-58 بشكل عام، ما مدى اهتمامك بالسياسة؟
1) مهتم جدا 2) مهتم 3) قليل الاهتمام 4) غير مهتم 5) لا إجابة

S01-59 من بين الأحزاب/الفصائل السياسية الفلسطينية، أي منها يمكنك أن تثق به أكثر من غيره للقيام بتحسين نظام التعليم الجامعي في فلسطين؟ (لا تقرأ القائمة إلا إذا طلب المبحوث ذلك، القائمة المرمزة مرفقة)

S01-60 هل أنت عضو في جمعية رسمية أو طوعية أو مؤسسة أو جمعية أو نقابة أو ناد أو غرفة تجارية أو لجنة؟
1) نعم 2) لا

S01-61 خلال العام الماضي، كم مرة قمت بالتطوع للمشاركة في نشاطات مجتمعية محلية؟
1) (1-2) 2) (3-5) مرات 3) (6-10) مرات 4) اكثر من 10 مرات 5) لم أتطوع

فيما يلي مجموعة من النشاطات التي يقوم بها الناس أحيانا كمواطنين. لكل عمل من هذه الأعمال، قل لي من فضلك إن قمت أنت شخصيا بأي منها خلال السنوات الثلاث الماضية.

ضع الاجابة هنا	النشاطات	1) مرة	2) أكثر من مرة	3) لم اقم أبدا
	S01-62 الانضمام مع مجموعة للفت انتباه المسؤولين حول قضية أو لتوقيع عريضة			
	S01-63 المشاركة في مظاهرة أو مسيرة أو تجمع احتجاجي			

S01-64 بشكل عام، كيف تقيم حرية التعبير في المنطقة التي تعيش فيها (الضفة/القطاع) في الوقت الحاضر؟
3) جيدة جدا 2) جيدة 3) ضعيفة 4) لا أعرف

S01-65 هل تؤيد أم تعارض ضمان حرية أساتذة الجامعات في التحدث في مواضيع حساسة والتعبير عن مواقف خلافية في محاضراتهم وأبحاثهم دون أي تدخل من المؤسسة السياسية أو الدينية؟
1) أؤيد ضمان حريتهم بشدة 2) أؤيد ضمان حريتهم إلى حد ما
3) اعترض على ضمان حريتهم إلى حد ما 4) اعترض بشدة على ضمان حريتهم 5) لا أعرف

ما هو رأيك في العبارات التالية:

S01-66 بشكل عام، الرجال أفضل من النساء في تولي مناصب قيادية سياسية؟
1) أوافق بشدة 2) أوافق 3) إلى حد ما 4) لا أوافق 5) لا أوافق أبدا 6) لا أعرف

S01-67 لدى النساء نفس القدرة كالرجال في تولي المناصب القيادية في الكليات والجامعات (رؤساء أقسام، عمداء، مدراء)؟
1) أوافق بشدة 2) أوافق 3) إلى حد ما 4) لا أوافق 5) لا أوافق أبدا 6) لا أعرف

S01-68 هل تفكر في الهجرة من فلسطين؟
1) نعم 2) لا (انتقل الى الجزء الثاني)

S01-69 إذا نعم للسؤال السابق، فما هو العامل الرئيسي من بين العوامل التالية الذي يؤدي إلى ذلك؟

1) الأوضاع الاقتصادية 2) الأوضاع السياسية 3) نعم لاستكمال التعليم 4) نعم لأسباب أخرى (حدد)

الجزء الثاني: آراء حول نوعية التعليم في الجامعات

بالعودة إلى الوراء والتفكير في المساقات التي قمت بتدريسها هذا العام، هل توافق أو لا توافق مع العبارات التالية حول الأساليب التي استخدمتها لتقييم أداء طلابك في المساقات المختلفة؟

ضع رقم الاجابة هنا		1) أوافق بشدة	2) أوافق	3) لا أوافق	4) لا أوافق بشدة
	S02-1 كان هناك عدد كاف من الفرص (اختبارات، امتحانات، تقارير، أبحاث، المشاركة في الصف، الخ) لتقييم ما تعلمه الطلاب.				
	S02-2 تم توفير التغذية الراجعة حول الواجبات التي قدمها الطلاب بالوقت ودون تأخير.				
	S02-3 عكست أساليب التقييم (الامتحانات القصيرة، الامتحانات، الواجبات، الخ) غايات وأهداف المساقات.				
	S02-4 تم توفير تغذية راجعة ذات مغزى وفائدة للطلاب وبشكل فعال				
	S02-5 تم منح العلامات بشكل منصف.				
	S02-6 تم استخدام عدة أساليب لتقييم مدى الفهم والتقدم الذي تم إحرازه.				
	S02-7 شعرت بالضغط من قبل[مؤسستك/دائرتك/ البرنامج الذي تعمل فيه] لتقييم أداء الطلاب بطريقة معينة.				

خلال تحديدك للعلامات الممنوحة للطلاب أو أي تقييم رسمي آخر للتقدم الأكاديمي الذي أحرزه الطالب، صف الأهمية التي منحتها لكل مما يلي:

ضـــع رقـــم الاجابة هنا		1) مهم جدا	2) مهم	3) مهم نوعا ما	4) قليل الأهمية	5) غير مهم	6) لم أستخدمه
	S02-8 المشاركة داخل الصف						
	S02-9 الإنجاز الدوري للواجبات المطلوبة						
	S02-10 الحضور بشكل منتظم						
	S02-11 امتحانات تتطلب إجابات قصيرة على أسئلة مفتوحة						
	S02-12 امتحانات تتطلب اختيار إجابة صحيحة من ضمن إجابات متعددة أو إجابات من قبيل صح أم خطأ						
	S02-13 مستوى الأداء في المشاريع أو التمارين العملية (المخبرية)						
	S02-14 امتحان نصفي أو نهائي يتطلب اختيار الإجابة الصحيحة من ضمن إجابات متعددة						
	S02-15 امتحان تحريري نصفي أو نهائي						
	S02-16 امتحان نصفي أو نهائي يتطلب إجابات قصيرة						
	S02-17 ورقة عمل للفصل أو أبحاث						
	S02-18 مسودات متعددة للأوراق المكتوبة						
	S02-19 تقديم شفهي لموضوع من قبل الطلاب						
	S02-20 مجموعات وفرق عمل على مشاريع لإنتاج عمل مشترك						
	S02-21 واجبات مخبرية، أو في ورشة أو استديو						
	S02-22 غير ذلك						

S02-23 بشكل عام، هل تعتقد أن إدارات الجامعات مهتمة فعلا في تزويد الطلاب بمستوى ممتاز من التعليم؟ ☐

1) أوافق بشدة 2) أوافق 3) بين بين 4) لا أوافق 5) لا أوافق بشدة 6) لا أعرف

S02-24 بشكل عام، هل تعتقد أن إدارات الجامعات مهتمة فعلا في تطوير القدرات التعليمية لدوائرها؟ ☐

1) أوافق بشدة 2) أوافق 3) بين بين 4) لا أوافق 5) لا أوافق بشدة 6) لا أعرف

S02-25 بشكل عام، هل تعتقد أن إدارات الجامعات مهتمة فعلا في تطوير القدرات البحثية لدوائرها؟ ☐

1) أوافق بشدة 2) أوافق 3) بين بين 4) لا أوافق 5) لا أوافق بشدة 6) لا أعرف

S02-26 بشكل عام، هل تعتقد أن وزارة التربية والتعليم العالي الفلسطينية مهتمة فعلا في تطوير مستوى التعليم في الجامعات؟

1) أوافق بشدة 2) أوافق 3) بين بين 4) لا أوافق 5) لا أوافق بشدة 6) لا أعرف

S02-27 في جامعتك، ما مدى تكرار تقييم أداء الأساتذة خلال السنة الدراسية؟ هل هي...

1) 1-2 مرة 2) 2-3 مرة 3) 3-5 مرة 4) أكثر من 5 مرات 5) لا تقوم بالتقييم مطلقا

بشكل عام، ما مدى الأهمية التي توليها لكل مصدر من مصادر التغذية الراجعة التالية للتعرف على الطريقة التي يمكنك من خلالها تحسين أو تعزيز أساليبك التدريسية؟

ضع رقم الاجابة هنا		1) مهم جدا	2) مهم	3) مهم نوعا ما	4) غير مهم	5) لم أتلق تغذية راجعة من هذا المصدر أبدا
	S02-28 تقييم رئيس دائرتك لأسلوبك التدريسي					
	S02-29 تقييم زملائك لأسلوبك التدريسي					
	S02-30 إجابات الطلاب على نماذج تقييم أسلوب التدريس					

بشكل عام، هل توافق أو لا توافق مع العبارات التالية المتعلقة بتقييم الطلاب للمساقات؟ هل كانت التغذية الراجعة من خلال تقييمات الطلاب...

ضع رقم الاجابة هنا		1) أوافق بشدة	2) أوافق	3) الى حد ما	4) لا أوافق	5) لا أوافق بشدة
	S02-31 تساعد في تطوير التعليم في الدوائر					
	S02-32 تساعد ادارات الجامعات على تحديد راتب الاستاذ والحوافز والزيادات					
	S02-33 تساعد بشكل بسيط كونها تأتي في وقت متأخر					
	S02-34 لا تساعد فهي نادرا ما يتم عرض نتائجها على الاساتذة					
	S02-35 لا تؤخذ على محمل الجد من قبل الادارات					
	S02-36 غير موثوق بها لأن الطلاب متحيزين في تقييماتهم					

S02-37 خلال العامين الماضيين، ما مدى استخدامك لإجابات الطلاب على نماذج تقييم المساقات لتحسين أو تعزيز أسلوب التدريس الخاص بك؟

1) بشكل متكرر كثيرا 2) بشكل متكرر 3) أحيانا 4) نادرا 5) مطلقا

قبل تعيينك لأول مرة كأستاذ جامعة أو كلية هل تضمن تعليمك الجامعي ما يلي...؟

ضع رقم الاجابة هنا		1)نعم	2)لا
	S02-38 مساقات حول تطوير، اختيار، أو تكييف المواد التدريسية		
	S02-39 مساقات حول التربية والتعليم ونظريات التعلم		
	S02-40 حضور محاضرات لأساتذة آخرين لمراقبة أساليب تدريس صفية أخرى		
	S02-41 التدرب على التدريس قبل البدء		

هل تلقيت أي نوع من انواع الدعم التالية خلال السنة الأولى من عملك كأستاذ؟

ضع رقم الاجابة هنا		1)نعم	2)لا
	S02-42 ورشات أو صفوف خاصة بالمدرسين المبتدئين		
	S02-43 معلومات تتضمن معايير ومقاييس التدريس والتقييم		
	S02-44 مساعدة إضافية في الصف (على سبيل المثال وجود مساعد مدرس)		
	S02-45 تواصل دوري داعم مع أساتذة من ذوي الخبرة، إداريين آخرين، أو رئيس الدائرة		
	S02-46 توجيه وتدريب من قبل مدرس لديه خبرة		

S02-47 بشكل عام، هل توافق أو لا توافق على أن جامعتك توفر فرص التطور المهني خلال العام الدراسي؟ ☐

1) أوافق بشدة 2) أوافق 3) بين بين 4) لا أوافق 5) لا أوافق بشدة

S02-48 بشكل عام، هل توافق أو لا توافق على أن جامعتك تشجع وتيسر الفرص للأساتذة للتعلم من بعضهم البعض؟ ☐

1) أوافق بشدة 2) أوافق 3) بين بين 4) لا أوافق 5) لا أوافق بشدة

S02-49 بشكل عام، هل توافق أو لا توافق بأن الأساتذة في جامعتك يحصلون على فرص لإبقائهم على إطلاع على آخر التطورات في مجال تخصصاتهم الأكاديمية؟ ☐

1) أوافق بشدة 2) أوافق 3) بين بين 4) لا أوافق 5) لا أوافق بشدة

خلال العام الماضي، هل شاركت في أي من النشاطات التالية المتعلقة بالتدريس؟

ضع رقم الاجابة هنا		1)نعم	2)لا
	S02-50 حضور ورشات عمل، مؤتمرات، أو دورات تدريبية		
	S02-51 ورشات عمل، مؤتمرات، أو دورات تدريبية كنت فيها المسؤول عن التقديم (كمدرب/محاضر)		
	S02-52 نشاطات تنموية مهنية ركزت على أساليب التدريس		
	S02-53 نشاطات تنموية مهنية ركزت على تقييم الطلاب، من قبيل أساليب الامتحان، التقييم، تقييم الأداء، الخ		
	S02-54 نشاطات تنموية مهنية ركزت على دراسة معمقة لمحتويات أو النظريات االخاصة بمجال تخصصك أو تدريبك		
	S02-55 سافرت للخارج لأي من الاسباب المذكورة أعلاه		

كم مرة قمت بأي من النشاطات التالية خلال العامين الماضيين؟

ضع رقم الاجابة هنا		1) مطلقا لا	2) 1-2 مرة	3) 3-4 مرات	4) 5-10 مرات	5) أكثر من 10 مرات
	S02-56 حضور محاضرة لمحاضر زائر داخل الجامعة					
	S02-57 عرض لعملك الجاري (أبحاثك) في الجامعة					
	S02-58 عقدت حوارات غير رسمية حول الأبحاث والتدريس مع زملائك خلال اجتماعات مهنية					

S02-59 كيف تقيم أهمية البحث والنشر في جامعتك؟

1) مهم جدا 2) نوعا ما مهم 3) قليل الأهمية 4) غير مهم

خلال السنتين الاخيرتين، هل حصلت على أنواع الدعم التالية ..... بشكل ؟

ضع رقم الاجابة هنا		1) متكرر كثيرا	2)متكرر	3) في بعض الأحيان	4) نادرا	5) مطلقا لا
	S02-60 موازنة للسفر من أجل البحث					
	S02-61 موازنة من أجل توظيف مساعد بحث					

كم مرة قمت بكل مما يلي خلال العامين الماضيين؟

ضع رقم الاجابة هنا		1) مطلقا لا	2) 1-2 مرة	3) 3-4 مرات	4) 5-10 مرات	5) أكثر من 10 مرات
	S02-62 قدمت مقالة لنشرها في مجلة مهنية متخصصة					
	S02-63 قمت بعرض لمواد خلال مؤتمر مهني متخصص					
	S02-64 قمت بالكتابة في الصحف الواسعة الانتشار					
	S02-65 نشرت فصولا أو اجزاء من كتاب					
	S02-66 راجعت مقالات لصالح مجلة مهنية متخصصة					
	S02-67 نظمت اجتماعا مهنيا (مؤتمر/ورشة أكاديمية)					
	S02-68 أعددت بحثا لصالح هيئة، مؤسسة، أو أي مجموعة أخرى					
	S02-69 كنت أحد اعضاء هيئة التحرير لمجلة متخصصة					
	S02-70 نشرت مقالات علمية					
	S02-71 ظهرت على التلفاز أو الراديو أو وسائل صحافة أخرى					

خلال السنة الأولى من حياتك في التدريس، كيف كان استعدادك (تحضيرك/جاهزيتك) في المجالات التالية؟

ضع رقم الاجابة هنا		1) استعدادا جيد جدا	2) استعدادا جيدا	3) مستعدا نوعا ما	4)غير مستعد على الاطلاق
	S02-72 تدريس موضوعك				
	S02-73 استخدام مزيج فعال من استراتيجيات أساليب التدريس				
	S02-74 استخدام الكمبيوتر في تدريسك الصفي				

	S02-75 إعداد خطط الدروس بشكل فعال				
	S02-76 تقييم مدى تعلم الطلاب وإنجازهم الأكاديمي				
	S02-77 تقديم الارشاد للطلاب				
	S02-78 اختيار وتكييف مناهج المساقات				
	S02-79 استخدام التكنولوجيا المحوسبة لمساعدة الطلاب على تعلم محتويات المساق				

إلى أي مدى توافق أو لا توافق على العبارات التالية من حيث تجسيدها للخصائص الأساسية للممارسات التدريسية التي استخدمتها في المساقات التي قمت بتدريسها العام الدراسي الحالي؟

ضـــع رقـــم الاجابة هنا		1)أوافق بشدة	2) أوافق	3) لا أوافق	4)لا أوافق بشدة
	S02-80 المحاضرات (العرض) في الصف كانت واضحة ومباشرة.				
	S02-81 الدروس كانت معدة بشكل جيد				
	S02-82 الجلسات الصفية كانت منظمة بشكل جيد				
	S02-83 تم تقديم المواد ضمن مستوى مناسب لقدرات الطلاب ومدى استعدادهم				
	S02-84 تم تحفيز وتشجيع التفكير المستقل				
	S02-85 ساعدت النشاطات التعليمية في الدفع باتجاه قدرات الطلاب النقدية والتحليلية				
	S02-86 تم استخدام الأمثلة للربط بين النظرية والتطبيق				
	S02-87 معرفتي بالمادة موضع الدرس كانت معرفة وثيقة				
	S02-88 معرفتي بالمادة كانت تتماشى مع آخر التطورات في المجال				
	S02-89 تم عرض المادة بشكل مثير للاهتمام ومحفز				
	S02-90 تم توفير فرص كافية للطلاب لطرح اسئلة				
	S02-91 النقاشات الصفية تم إدارتها بشكل جيد				
	S02-92 تم استخدام وقت الحصة بشكل فعال				
	S02-93 ملاحظات وأسئلة الطلاب كانت محط تشجيع وترحيب				
	S02-94 الواجبات المطلوبة كانت منطقية ومعقولة من حيث الكم والنوع				
	S02-95 الواجبات الخاصة بقراءة مواد ومراجع ساهمت في فهم الطلاب للموضوع				
	S02-96 تم التعامل مع الطلاب باحترام				
	S02-97 التواجد في المكتب خلال ساعات دوام المكتب المحددة خارج إطار الصف				
	S02-98 تم التعامل مع الطلاب بشكل منصف ومتساو				

S02-99 هل لديك جهاز كمبيوتر في المنزل؟ 1) نعم 2) لا

APPENDICES

S02-100 هل لديك إنترنت في المنزل؟ 1) نعم 2) لا

ما مدى استخدامك للكمبيوتر في المنزل أو في الجامعة للقيام بكل مما يلي؟

ضع رقم الاجابة هنا		1)لا أستخدم الكمبيوتر مطلقا	2) نادرا جدا	3) نادرا	4)أحيانا	5) بشكل متكرر	6) بشكل متكرر جدا
	S02-101 إعداد مواد تدريسية (على سبيل المثال، نشرات تعليمية، مساقات، امتحانات)						
	S02-102 جمع المعلومات من مواقع الإنترنت لإعداد الدروس						
	S02-103 الاطلاع على نماذج لخطط الدروس على الإنترنت						
	S02-104 الإطلاع على الأبحاث وأفضل الممارسات الخاصة بالتدريس على الإنترنت						
	S02-105 الاشتراك في دورات تطويرية مهنية من خلال الإنترنت						
	S02-106 تحميل برامج كمبيوتر تعليمية من الانترنيت لاستخدامها في الصف						
	S02-107 تقديم عرض لمعلومات باستخدام وسائط التكنولوجيا المرئية مثلا (LCD)						
	S02-108 التواصل مع الطلاب خارج الساعات المخصصة للمحاضرات						
	S02-109 وضع الواجبات أو أي متطلبات أخرى للمساق أو معلومات على الإنترنت						

S02-110 بشكل عام، إلى أي مدى ساعدت خدمات الدعم المقدمة من مؤسستك في دعم ما كنت تريد تدريسه والطريقة التي تريد التدريس بها هذا العام (على سبيل المثال المختبرات، اجهزة الكمبيوتر، المكتبات، الدعم الإداري، وسائل الإيضاح المسموعة والمرئية، مساعدات الطلاب، الخ) هل كانت خدمات الدعم.....؟

1) مساعدة جدا 2) مساعدة 3) مساعدة نوعا ما 4) قليلة المساعدة 5) غير مساعدة على الإطلاق

S02-111 بشكل عام، إلى أي مدى كانت المراجع المتوفرة في مكتبة الجامعة أو مركز موارد آخر مفيدة في عملية التدريس هذا العام؟ (كتب، مجلات، صحف، مصادر الكترونية؛ وقواعد بيانات) هل كانت.....؟

1) مفيدة جدا 2) مفيدة 3) مفيدة نوعا ما 4) قليلة الفائدة 5) غير مفيدة على الإطلاق

S02-112 إلى أي مدى ساعدت المصادر المتوفرة من خلال الزملاء في جامعتك لوظيفتك كمدرس هذا العام (على سبيل المثال الزملاء الأساتذة القادرين على المساهمة لصالح صفوفك أو الذين بإمكانك مناقشة مواضيع معهم حول المنهاج والتدريس والتقييم) ؟ هل كانت....؟

1) مساعدة جدا 2) مساعدة 3) مساعدة نوعا ما 4) قليلة المساعدة
5) غير مساعدة على الإطلاق 6) رفضوا المساعدة

S02-113 هل توافق أو لا توافق على أنك شعرت هذه السنة بالضغوط من قبل زملائك باتجاه التدريس بطريقة معينة؟

1) أوافق بشدة 2) أوافق 3) لا أوافق 4) لا أوافق على الإطلاق

خلال السنة الأكاديمية الحالية، ما نسبة الوقت الذي تمنحه للمجالات التالية: للتدريس، للتعلم/ التطور المهني، للبحث، والخدمات في الأسبوع العادي؟ (التدريس هو الوقت الذي تقضيه في التحضير للتدريس، في المحاضرات المحددة وفق البرنامج والتدريس في المختبر، في التصحيح ووضع العلامات، وفي العمل مع الطلاب. التعلم/التطور المهني هو الوقت الذي تقضيه في تعزيز معرفتك أو مهارتك بطرق قد لا تؤدي بالضرورة إلى مخرجات ملموسة؛ في المكتبة؛ في القراءة؛ في الاسئلة الاستكشافية؛ في استخدام الكمبيوتر. البحث هو الوقت الذي تقضيه في نشاطات تؤدي إلى مخرجات ملموسة؛

مقالة؛ تقرير؛ دراسة؛ مقترح لمنحة لتأليف كتاب؛ تطوير برامج كمبيوتر. الخدمات هو الوقت الذي تقضيه في اجتماعات الكلية/الجامعة؛ في النشاطات المجتمعية؛ في الارتباطات الخاصة بنقابات أو اتحادات مهنية.)

S02-114	التدريس:	%_____
S02-115	التعلم/التطور المهني الذاتي:	%_____
S02-116	البحث:	%_____
S02-117	الخدمات الأخرى (للجامعة/المجتمع/ النقابة):	%_____

S02-118 بشكل عام، هل توافق او لا توافق على أن الجامعة التي تعمل بها (الدائرة/ البرنامج) تضمن أن العبء التدريسي (للمساقات الملقى على عاتق الاستاذة) يسمح لهم بالوقت الكافي لتلبية الاحتياجات التعليمية لكافة الطلاب؟

1) أوافق بشدة 2) أوافق 3) بين بين 4) لا أوافق 5) لا أوافق بشدة

بشكل عام ما هو مستوى رضاك خلال السنة الأكاديمية الحالية عن كل مما يلي...؟

ضع رقم الاجابة		1) راض جدا	2) راض نوعا ما	3) غير راض نوعا ما	4)غير راض جدا
	S02-119 الراتب				
	S02-120 الميزات الأخرى المترتبة عن التعاقد				
	S02-121 العبء التدريسي				
	S02-122 تقدير المجتمع لمهنة التدريس				
	S02-123 الرضى الوظيفي العام				

S02-124 بشكل عام كيف تقيم مستوى حرية التعبير في جامعتك؟
1) جيد جدا 2) جيد 3) متوسط 4) ضعيف 5) لا أعرف

S02-125 بشكل عام كيف تقيم مستوى الحرية الأكاديمية في جامعتك؟
1) جيد جدا 2) جيد 3) متوسط 4) ضعيف 5) لا أعرف

S02-126 افترض أنك عدت كطالب إلى الجامعة وإلى مقاعد الدراسة من جديد، هل كنت ستسعى في ظل ما تعرفه اليوم لامتهان التدريس في مجال التعليم العالي؟
1) أكيد 2) على الأرجح 3) ربما 4) على الأرجح لا 5) قطعا لا

الجزء الثالث: معلومات حول خلفية المستطلعة أراؤهم

S03-1 ما هو عمرك؟ .....

S03-2 هل هناك أفراد من عائلتك يقطنون خارج فلسطين؟
1) نعم (انتقل للسؤال التالي) 2) لا [انتقل للسؤال رقم 4]

S03-3 أين يعيش أفراد عائلتك الذين يقطنون خارج فلسطين؟ [اختر المنطقة الرئيسية، أكثر منطقة يتواجدون فيها]
1) الدول العربية 2) أفريقيا (غير الدول العربية) 3) آسيا (غير الدول العربية) 4) أوروبا الشرقية وروسيا 5) الولايات المتحدة الأمريكية 6) أوروبا الغربية 7) استراليا ونيوزلندا وكندا

S03-4 ما عدد السنوات الكلي لسنوات تدريسك في الجامعات بما فيها السنة الحالية ؟

S03-5 ما عدد السنوات التي علّمت بها في الجامعة الحالية بما فيها السنة الحالية؟

ما هو أعلى تحصيل علمي حصلت أنت عليه ومن أي مؤسسة تعليمية؟ (اختار كافة الاجابات التي تنطبق)

ضع رقم الاجابة	الدرجة (إذا نعم ضع 1، إذا لا اترك فراغ)	اسم المؤسسة التعليمية
	S03-6 دبلوم (سنتان)	S03-12
	S03-7 بكالوريوس	S03-13
	S03-8 دبلوما متخصصة/ خبير تعليم	S03-14
	S03-9 الماجستير	S03-15
	S03-10 الدكتوراة	S03-16
	S03-11 ما بعد الدكتوراة/ بروفيسور (M.D, D.D.S, J.D./L.L.B)	S03-17

ماهو تخصصك الرئيسي والفرعي (او الفرعي الثاني) لدرجة البكالوريوس التي حصلت عليها ؟

S03-18 الرئيسي _____

S03-19 الفرعي _____

ماهو تخصصك الرئيسي والفرعي (او الفرعي الثاني) لأعلى درجة حصلت عليها؟

S03-20 الرئيسي _____

S03-21 الفرعي _____

تقريبا، كم عدد المساقات التي علمتها في مجال تخصصك خلال حياتك كمدرس؟ (الرجاء ذكر عدد المساقات وليس عدد الساعات المعتمدة)

S03-22 مساقات للبكالوريوس ☐

S03-23 مساقات للدراسات العليا ☐

S03-24 في السنة الدراسية الحالية 2008-2009 ما هو وضعك الوظيفي في الجامعة؟ هل أنت....؟ ☐

1) أستاذ بدوام كامل 2) أستاذ بدوام جزئي

S03-25 في السنة الدراسية السابقة 2007-2008 ما هو وضعك الوظيفي في الجامعة؟ هل كنت....؟ ☐

1) أستاذ بدوام كامل 2) أستاذ بدوام جزئي

S03-26 خلال الفصل الاول من السنة الدراسية الحالية كم كان عدد الأيام التعليمية التي تغيبت عنها لأي سبب من الأسباب؟ ☐

S03-27 هل لديك وظائف أخرى بدوام كامل بالإضافة الى عملك في الجامعة ؟ ☐

1) لا (انتقل لسؤال S03-28) 2) نعم، فقط في الصيف 3) نعم في فترة التعليم الجامعي فقط 4) نعم خلال السنة كاملة

S03-28 هل وظيفتك الأخرى (الكاملة) في نفس مجال تخصصك؟ ☐

1) نعم 2) لا

APPENDICES

S03-29 هل لديك وظائف أخرى بدوام جزئي بالاضافة الى عملك في الجامعة ؟
1) لا (انتقل S03-31) 2) نعم، فقط في الصيف 3) نعم في فترة التعليم الجامعي فقط 4) نعم خلال السنة

S03-30 هل وظيفتك الأخرى (الجزئية) في نفس مجال تخصصك؟
1) نعم 2) لا

S03-31 ما هو وضعك الاجتماعي الحالي (الحالة الاجتماعية)؟
1) متزوج 2) أعزب 3) أرمل 4) منفصل 5) مطلق

ما هو أعلى تحصيل علمي حصل عليه الزوج/ ة، الوالد والوالدة؟

الاجابة		
		1. أقل من التعليم الثانوي 2. التعليم الثانوي
	S03-32 الزوج/ة (إذا كان متزوجا/ة)	3. بعض التعليم الجامعي 4. شهادة دبلوم (كلية – عامين)
	S03-33 الوالد	5. شهادة بكالوريوس (4 سنوات)
	S03-34 الوالدة	6. شهادة ماجستير 7. شهادة الدكتوراه أو اي شهادة أكثر من ماجستير 8. لا أعرف

S03-35 ما هي خلفيتك الدينية؟ (لا تقرأ الخيارات)
1)المسيحية 2) الإسلام 3) ديانة أخرى 4) علماني 5) غير مؤمن، ملحد، لا توجد خلفية دينية

S03-36 هل تؤدي الصلاة؟
1) نعم 2) لا

S03-37 إذا نعم فقط، ما معدل تأديتك للصلاة؟
1) أصلي يوميا 2) عدة مرات في الأسبوع 3) أحيانا قليلة 4) مرة أسبوعيا

S03-38 في العام ، 2008 كم بلغ معدل دخلك الشهري بالشيكل؟ .....

S03-39 في العام 2008، كم بلغ معدل دخل عائلتك الشهري بالشيكل؟ .....

Refugee status وضع اللجوء: 1) لاجئ 2) غير لاجئ

ضروري: من أجل المتابعة والتدقيق، نرجو الحصول على رقم هاتف المنزل أو رقم هاتفك (تدوين الرقم هنا):

أرضي ☐☐☐☐☐☐☐ جوال ☐☐☐☐☐☐☐☐☐☐

Timeout وقت الخروج من المنزل: دقيقة ساعة

☐☐☐☐

Appendix B: Statistical Tables

Table A-1: Student OLS Models

	(1)	(2)	(3)	(4)	(5)
	Teacher Competency	Quality Assessment	Teacher Grading	Classroom Preparation	Faculty-Student Relations
Evaluations	0.122***	1.117***	0.111	0.148***	0.251***
	(0.044)	(0.198)	(0.079)	(0.040)	(0.052)
Student Enthusiasm	-0.067	-0.195	-0.186**	-0.083	-0.091
	(0.052)	(0.228)	(0.095)	(0.055)	(0.068)
Student Blame	-0.030	0.198	0.164***	-0.014	0.038
	(0.031)	(0.135)	(0.053)	(0.030)	(0.042)
Israeli Occupation	0.028	0.119	0.058	0.010	0.051
	(0.030)	(0.119)	(0.053)	(0.027)	(0.037)
Early Marriage	-0.001	0.184	0.120**	0.028	-0.000
	(0.029)	(0.124)	(0.050)	(0.027)	(0.037)
High Cost	-0.050	-0.173	-0.014	-0.016	-0.059
	(0.033)	(0.146)	(0.063)	(0.033)	(0.047)
Party	0.035	-0.609*	0.185	-0.023	-0.081
	(0.074)	(0.325)	(0.134)	(0.070)	(0.104)
Political Interest	0.053*	-0.048	-0.089	0.003	-0.004
	(0.031)	(0.132)	(0.056)	(0.031)	(0.041)
Ministry Education	0.027	-0.192	-0.072	0.002	0.016
	(0.029)	(0.132)	(0.051)	(0.029)	(0.037)
University Facilities	-0.076	-0.849***	-0.035	-0.152***	-0.204***
	(0.049)	(0.232)	(0.093)	(0.047)	(0.063)
University Invested	-0.133***	-0.894***	-0.073	-0.122***	-0.238***
	(0.036)	(0.155)	(0.062)	(0.033)	(0.048)
Residence (Gaza)	-0.013	0.042	-0.059	0.048	0.014
	(0.068)	(0.301)	(0.127)	(0.066)	(0.095)
Family Income	-0.000**	-0.000	0.000	-0.000	-0.000
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
GPA	0.023	-0.063	-0.001	0.048**	0.001
	(0.023)	(0.092)	(0.041)	(0.022)	(0.029)
Wasta	-0.015	0.211**	-0.068	-0.008	0.025

	(0.025)	(0.100)	(0.045)	(0.024)	(0.034)
Constant	2.673***	16.633***	4.795***	2.495***	3.962***
	(0.338)	(1.449)	(0.624)	(0.322)	(0.442)
Adj R2	0.08	0.26	0.05	0.12	0.18
Observations	592	572	589	593	592

Robust Standard Errors in Parentheses
* significant at 10%; ** significant at 5%; *** significant at 1%

Table A-2: Faculty OLS Models

	(1)	(2)	(3)	(4)	(5)	(6)
	Prof. Develop	Knowledge Production	Prepared-ness	Constructive Feedback	Teaching and Course Require-ments	Tests and Exams
Faculty	0.228***	0.247***	-0.010	-0.022	-0.002	0.041
Training	(0.054)	(0.092)	(0.047)	(0.031)	(0.069)	(0.036)
First Year	0.052**	-0.011	0.115***	0.059***	0.103***	0.076***
Teaching	(0.020)	(0.031)	(0.017)	(0.011)	(0.028)	(0.014)
Institutional	0.024	0.065	0.055**	0.054**	0.083*	-0.012
Commitments	(0.027)	(0.055)	(0.027)	(0.022)	(0.045)	(0.023)
Political Faction	0.213	0.328	0.135	-0.101	-0.356	-0.025
(Fatah)	(0.164)	(0.310)	(0.172)	(0.113)	(0.257)	(0.120)
Marital	-0.088	0.276	0.051	-0.142	-0.236	0.023
Status	(0.186)	(0.334)	(0.165)	(0.121)	(0.262)	(0.128)
Teaching	0.187*	0.487***	0.102	0.180***	0.377***	-0.046
Years	(0.110)	(0.186)	(0.076)	(0.060)	(0.140)	(0.080)
Israeli	0.034	-0.045	0.046	-0.039	-0.046	0.057
Occupation	(0.057)	(0.105)	(0.054)	(0.037)	(0.093)	(0.042)
Political	0.038	0.203	-0.091	-.133***	-0.262**	-0.021
Interest	(0.080)	(0.147)	(0.070)	(0.051)	(0.104)	(0.047)
Satisfaction	-0.001	-0.008	-0.010	-0.045	-0.092	-0.027
Salary	(0.083)	(0.148)	(0.079)	(0.053)	(0.110)	(0.055)
Full	0.268	0.122	0.132	0.211*	0.543**	0.183
Time Status	(0.186)	(0.310)	(0.182)	(0.110)	(0.263)	(0.121)
Formal	0.191	0.649***	0.124	-0.151*	-0.311	0.076
Organization	(0.141)	(0.248)	(0.135)	(0.089)	(0.222)	(0.111)

Region	-0.135	0.235	0.025	-0.109	0.024	0.029
(Gaza)	(0.163)	(0.250)	(0.156)	(0.103)	(0.227)	(0.110)
Income	0.174***	0.424***	-0.045	-0.040	-0.026	-0.002
	(0.061)	(0.127)	(0.063)	(0.040)	(0.088)	(0.043)
Constant	-0.784	-1.489	4.588***	1.808***	7.507***	1.606***
	(0.789)	(1.283)	(0.763)	(0.485)	(1.079)	(0.500)
Adj R2	0.17	0.16	0.17	0.17	0.10	0.12
Observations	282	283	283	283	282	281

Robust Standard Errors in Parentheses

* significant at 10%; ** significant at 5%; *** significant at 1%

Table A-2: Faculty OLS Models (Cont)

	(7)	(8)	(9)	(10)	(11)	(12)
	Critical Thinking	Classroom Present	Home Work	Independent Thinking	Student En-gagement	Student Treatment
Faculty	0.304	0.237	-0.010	0.069	-0.083**	-0.079
Training	(0.217)	(0.198)	(0.070)	(0.068)	(0.037)	(0.061)
First Year	0.308***	0.415***	0.153***	0.203***	0.087***	0.108***
Teaching	(0.075)	(0.078)	(0.025)	(0.024)	(0.013)	(0.020)
Institutional	-0.111	0.020	0.100***	0.031	0.060***	0.027
Commitments	(0.133)	(0.121)	(0.039)	(0.035)	(0.020)	(0.031)
Political	0.173	0.042	-0.065	-0.240	-0.241*	-0.307
Faction (Fatah)	(0.606)	(0.759)	(0.237)	(0.234)	(0.133)	(0.262)
Marital	-0.360	0.110	-0.126	-0.368	-0.032	-0.202
Status	(0.760)	(0.752)	(0.249)	(0.231)	(0.144)	(0.220)
Teaching	-0.751	0.183	0.304**	0.248**	0.187***	0.212**
Years	(0.502)	(0.401)	(0.126)	(0.121)	(0.062)	(0.099)
Israeli	0.415*	0.168	-0.001	-0.104	0.056	0.091
Occupation	(0.242)	(0.239)	(0.079)	(0.078)	(0.043)	(0.063)
Political	-0.063	-0.015	-0.232**	-0.230**	-0.076	-0.073
Interest	(0.258)	(0.289)	(0.099)	(0.107)	(0.056)	(0.085)
Satisfaction	-0.186	-0.213	-0.076	0.025	-0.073	-0.140
Salary	(0.289)	(0.321)	(0.105)	(0.099)	(0.060)	(0.090)
Full	0.445	1.149	-0.116	-0.144	-0.045	0.178
Time Status	(0.656)	(0.742)	(0.230)	(0.225)	(0.136)	(0.198)
Formal	0.150	-0.261	0.104	0.409**	0.077	0.183

Organization	(0.593)	(0.610)	(0.197)	(0.187)	(0.103)	(0.174)
Region	0.663	-0.341	0.047	-0.005	-0.041	-0.032
(Gaza)	(0.577)	(0.642)	(0.207)	(0.195)	(0.119)	(0.173)
Income	-0.053	0.077	-0.183**	-0.087	-0.087**	-0.153**
	(0.252)	(0.249)	(0.082)	(0.082)	(0.044)	(0.072)
Constant	16.924***	5.605*	10.655***	1.754**	0.968*	8.769***
	(2.762)	(2.975)	(0.919)	(0.844)	(0.555)	(0.749)
Adj. Robust	0.08	0.11	0.16	0.25	0.18	0.11
Observations	283	281	283	282	283	281

Robust Standard Errors in Parentheses
* significant at 10%; ** significant at 5%; *** significant at 1%

Appendix C: Dependent and Independent Variables for Investigating Teachers' Assessments

1. Dependent Variables for Investigating Students' Assessments

The following dependent variables were constructed to assess the sources that are linked to more positive evaluations of teaching quality.

Table A-3: Dependent Variables for Investigating Students' Assessments

VARIABLE	INDICATORS (Based on survey)
Teacher Competency	• Professor's knowledge of subject matter was strong (s2_68) • Professor's knowledge of subject matter was up to date (s2_69)
Teacher Grading	• There were a sufficient number of opportunities (tests, exams, reports, papers, class participation, etc.) for the instructor to evaluate your learning (s2_4) • Prompt feedback on assignments was provided (s2_6) • Methods of assessment (quizzes, tests, homework, etc.) reflected course goals and objectives (s2_7) • Meaningful feedback was effectively communicated to students (s2_8) • Grades were assigned fairly (s2_9)
Learner-Centered Assessment Methods	• Performance on projects or practical (lab) exercises (s2_16) • Term paper or research papers (s2_20) • Oral presentations by students (s2_21) • Group and team projects producing a joint product (s2_22) • Laboratory, shop, or studio assignments (s2_23)
Class Preparation	• Class Presentations were clear and straightforward (s2_61) • Lessons were well prepared (s2_62) • Class sessions were well organized (s2_63) • Materials were presented on level appropriate to student ability and preparation (s2_64)

Faculty- Student Relations	• Student comments and questions were encouraged and welcomed (s2_74) • Assignments were reasonable in quantity and quality (s2_75) • Reading assignments contributed to students' understanding of the subject (s2_76) • Students were treated with respect (s2_77) • Professor was available for office hours outside of class (s2_78) • Students were treated equitably (s2_79)

2. Independent Variables for Investigating Students' Assessments

Several independent variables were utilized to assess the factors that are linked to more positive student assessments. We grouped these independent variables into three categories. The first category consists of the variables which we hypothesize might have a significant relationship to better teaching practices. The second group consists of variables that we believe are worth examining given the context of Palestinian socio-political life. And finally, we utilize a category of basic demographic controls.

Table A-4: Independent Variables for Investigating Students' Assessments

Student Perceptions of Factors that Structure Success	Socio-Political Factors	Institutional Factors	Demographics
• Student Enthusiasm (s1_20) • Cost of Education (s1_35) • Wasta (personal connections) (s1_22) • Student GPA (s4_5)	• Israel (s1_32) • Political Parties (s3_2) • Early Marriage (s1_34) • Political Interest (s3_1)	• University Facilities (s2_33) • University administration's commitment to offering students a first-rate education (s2_1) • Ministry of Education responsible for student failure (s1_31) • Student course evaluations matter for improving teaching (s2_34+s2_35+s2_36)	• Income • Region: West Bank/Gaza

Appendix E: Focus Group Moderator's Guides

1. Pre-Survey Focus Group: Students (English version follows)

دراسة وطنية حول ممارسات التعليم في الجامعات والكليات
في الضفة الغربية وقطاع غزة

مجموعة مركزة للطلاب

استبيان

فاتحة: I -
من فضلك، قدم نفسك باختصار، واذكر لنا أين تدرس، والسنة التي أنت فيها، وموضوع تخصصك الرئيس.

- التحولII
عد بذاكرتك إلى الوراء، واذكر المساق الذي أخذته في الجامعة حتى الآن وتتذكره أكثر من غيره، ما الذي جعل منه خبرة تعلمية مميزة؟
- الاسئلة الرئسية:III
1- صف الأساليب والطرق التي يستعملها أساتذتك عادة في تقييم تعلمك وانجازك، واذكر الأسلوب الأفضل بالنسبة لك، ولماذا؟
2- في السنة الأكاديمية الحالية، ما مدى الدعم الذي تلقته حاجاتك التعليمة من جامعتك؟

- في بداية الفصل، هل يتأكد أساتذتك من أنك تفهم أهداف ومتطلبات مخططات مساقاتك؟
- بشكل عام، ما مدى دعم جامعتك لحاجاتك التعلمية؟ ما مدى دعم أساتذتك؟

3- هل في رأيك، أن تقييم المساقات الذي تعبئه في نهاية الفصل مفيد؟ وهل تحدث هذه التقييمات فرقا في طريقة تعليم الأساتذة؟
4- هل تقدم جامعتك فرصا تعلمية إضافية تتجاوز المشاركة العادية في غرفة الصف (مكتبات، حلقات دراسية، ورش عمل، مؤتمرات، رحلات ميدانية...إلخ)؟ ما مدى فائدتها؟
5- ما هي الممارسات التعليمية المعينة التي يستخدمها أساتذتك في غرفة الصف؟ وما مدى فعاليتها أو عدم فعاليتها في رأيك؟

- لو كنت أستاذا، ما هي أساليب التعليم التي تستخدمها؟

- الخاتمةIV
1- بشكل عام، ما مدى رضاك عن التعليم في جامعتك؟
2- بشكل عام، هل تعتقد بأن التعلم الإليكتروني/التعلم عن بعد، يحدث تأثيرا إيجابيا على التعليم العالي في فلسطين؟
3- هل هنالك أسئلة أو قضايا، تعتقد أننا لم نسألها، أو أنك تريد أن تسألها؟
4- أهم النقاط الرئيسية في هذه الجلسة.

أنتهى

National Study on Undergraduate Teaching Practice in the West Bank and Gaza

FOCUS GROUP WITH STUDENTS

MODERATOR GUIDELINES

INTRODUCTIONS (3-5 minutes)

1. Welcome participants; introduce self and assistant.
2. Use the following script to briefly explain the nature and purpose of the focus group and how the discussion is to be conducted:

SCRIPT:

Today's focus group is part of a national study of undergraduate teaching practices in the West Bank and Gaza. The study seeks to enhance the quality of instruction and learning in Palestinian higher education. As students, your views and opinions are very important because they will help us develop questions for a national survey that accurately reflect the reality of your educational experiences.

The topics we want to cover in the discussion include the sorts of knowledge, practices and resources your teachers use in teaching; how your academic learning is assessed; and your overall impressions of your experiences in college.
As moderator, my one and only role is to facilitate the focus group. I will not offer any personal opinions during in the discussion.

Today's focus group is meant to be an open and honest exchange of views and opinions. Your different perspectives on the topics are what really matter; so, there are no right or wrong answers. It is okay to disagree. We only ask that you respect the right of each person to give an opinion that may differ from your own.

As you can see, we are recording the focus group. This is to make sure that we have an accurate record of the discussion. You have our guarantee you that no one outside of our research team will hear the recording; moreover, no one's name or any other personal information that could possibly identify him or her will ever appear in anything we write or publish.

QUESTIONING ROUTE

I. **Opening**

Please very briefly introduce yourself and tell us where you are studying, your year level, and your academic major.

II. **Transition**

Think back to the most memorable course you've taken at university so far. What made it such a special learning experience?

III. **Key**

1. Describe the methods and techniques your teachers typically use in assessing your learning and achievement, and say which ones you like best and why.
2. In the current academic year, how well have your educational needs been supported by your university?
   - At the start of the semester, do your teachers make sure you under stand the goals and requirements of the syllabus of your courses?
   - In general, how supportive of your learning needs is your university? How supportive are your professors?
3. In your view, are the course evaluations you fill out at the end of the semester useful? Do they make any difference in the way teachers teach?
4. Does your university offer supplementary learning opportunities beyond your normal classroom participation (e.g., libraries; seminars; workshops; conferences; fieldtrips; etc.). How helpful are these?
5. What specific teaching practices do your teachers use in the classroom and how effective or ineffective are they in your view?
   - If you were a teacher, what kinds of teaching methods would you use?

IV. **Ending**

1. Generally speaking, how satisfied are you with your university education?
2. Overall, do you think e-learning/distance learning is making a positive impact on higher education in Palestine?
3. Are there any questions or issues that you feel we have missed or that you would like to ask?

2. Pre-Survey Focus Group: Teachers (English version follows)

دراسة وطنية حول ممارسات التعليم في الجامعات والكليات
في الضفة الغربية وقطاع غزة

مجموعة مركزة للأساتذة

خطوط عريضة لمدير الجلسة

مقدمة (3-5 دقائق):

1- ترحيب بالمشاركين، وتقديم نفسه ومساعده.
2- اشرح باختصار طبيعة وهدف المجموعة المركزة، وكيف سيجري النقاش.

النص:

المجموعة المركزة اليوم، هي جزء من دراسة وطنية لممارسات التعليم في الجامعات والكليات في الضفة الغربية وقطاع غزة. وتسعى الدراسة إلى تحسين نوعية التعليم والتعلم في التعليم العالي الفلسطيني. إن آراءكم ووجهات نظركم، باعتباركم أساتذة، هي ذات أهمية كبيرة، لأنها ستساعد في وضع أسئلة لإجراء مسح على المستوى الوطني، بحيث يعكس بدقة واقع خبراتكم.

من المواضيع التي نريد ان يشملها النقاش، أنواع المعرفة، والممارسات، والمصادر التي تستخدمونها في التعليم، وأنواع التدريب التي ربما حصلتم عليها فيما قبل الخدمة وأثنائها، وانطباعكم العام حول مهنة التعليم.

إن دوري الوحيد بوصفي مديرا لهذه الجلسة، هو تيسير النقاش في المجموعة. ولن أقدم أي رأي شخصي خلال النقاش.

نسعى أن تكون جلسة المجموعة المركزة اليوم، مفتوحة لتبادل الآراء ووجهات النظر بشكل منفتح وصادق. إن نظرتكم من زوايا مختلفة إلى المواضيع هو الأمر المهم، ولذا لا توجد إجابة خاطئة وصحيحة، فمن الجائز أن تختلفوا. إن كل ما نطلبه هو احترام حق كل شخص في إبداء رأيه، الذي يمكن أن يختلف عن رأيك.

كما تلاحظون، فإننا نقوم بتسجيل عمل المجموعة المركزة، وذلك لنضمن أن يكون لدينا سجل دقيق للنقاش، ونؤكد لكم بأنه لن يستمع أحد خارج فريق البحث إلى هذا التسجيل. إضافة إلى ذلك، لن يظهر في اية مادة نكتبها أو ننشرها ما يشير إلى الأسماء أو إلى معلومات شخصية تؤدي إلى معرفة المتحدث أو المتحدثة.

دراسة وطنية حول ممارسات التعليم في الجامعات والكليات
في الضفة الغربية وقطاع غزة

مجموعة مركزة للأساتذة

استبيان

فاتحة: I -

من فضلك، قدم نفسك باختصار، واخبرنا عن وظيفتك الأكاديمية الحالية، ما المواضيع التي تعلمها، ومتى بدأت التعليم؟

- التحول II

ما الذي دفعك لتلتحق بمهنة التعليم في التعليم العالي؟

- الاسئلة الرئسية:III

6- صف الأساليب والطرق التي تستعملها عادة في تقييم تعلم طلابك وانجازهم. واذكر الأسلوب الأفضل بالنسبة لك،ولماذا؟

7- في السنة الأكاديمية الحالية، ما مدى الدعم الذي تلقته حاجات وممارسات تعليمك من مؤسستك/ دائرتك؟

- هل حصل أن أخبرتك دائرتك/مؤسستك بمعايير التعليم التي يتوقع منك أتباعها؟ كيف؟
- عموما، ما مدى دعم مؤسستك لحاجات طلابك التعلمية؟

8- ما مدى فائدة تقييم الطلاب للمساقات، وهل حدث أن غيرت ممارساتك التعليمية بسبب تقييم مساق؟

9- هل حصلت على أي نوع من التدريب قبل الخدمة لإعدادك للتعليم في الجامعة، وما مدى فائدة مثل هذا التدريب؟

10- تحدث عن أنواع التطوير المهني الذي شاركت فيه أثناء الخدمة في الماضي القريب.

- ما مدى فائدة هذه النشاطات؟
- هل توفر مؤسستك فرصا للتطور المهني لك ولزملائك؟

6-ما هي ممارسات ومصادر التعليم المعينة التي تستخدمها في غرفة الصف؟ ولماذا تستخدم هذه لا غيرها؟

- هل هنالك مصادر تود استخدامها ولكنها غير متوفرة؟

- الخاتمةIV

4- بشكل عام، ما مدى رضاك عن مهنة التعليم اليوم؟ وهل تغير مهنتك إذا اتيح لك ذلك؟

5- بشكل عام، هل تعتقد بأن التعلم الإليكتروني/التعلم عن بعد (التعليم المفتوح)، يحدث تأثيرا إيجابيا على التعليم والتعلم في التعليم العالي؟

6- هل هنالك أسئلة أو قضايا، كنت تود لو سألنا عنها؟

4- اهم النقاط الاساسية في هذه الجلسة؟

انتهى

National Study on Undergraduate Teaching Practice in the West Bank and Gaza

FOCUS GROUP WITH TEACHERS

MODERATOR GUIDELINES

INTRODUCTIONS (3-5 minutes)

1. Welcome participants; introduce self and assistant.
2. Use the following script to briefly explain the nature and purpose of the focus group and how the discussion is to be conducted:

SCRIPT:

Today's focus group is part of a national study of undergraduate teaching practices in the West Bank and Gaza. The study seeks to enhance the quality of instruction and learning in Palestinian higher education. As teachers, your views and opinions are very important because they will help us develop questions for a national survey that accurately reflect the reality of your experiences.

The topics we want to cover in the discussion include the sorts of knowledge, practices and resources you use in teaching; the kinds of pre-service or in-service training you may have received; and your general impressions of the teaching profession.

As moderator, my one and only role is to facilitate the focus group. I will not offer any personal opinions during in the discussion.

Today's focus group is meant to be an open and honest exchange of views and opinions. Your different perspectives on the topics are what really matter; so, there are no right or wrong answers. It is okay to disagree. We only ask that you respect the right of each person to give an opinion that may differ from your own.

As you can see, we are recording the focus group. This is to make sure that we have an accurate record of the discussion. You have our guarantee you that no one outside of our research team will hear the recording; moreover, no one's name or any other personal information that could possibly identify him or her will ever appear in anything we write or publish.

QUESTIONING ROUTE

I. **Opening**

Please very briefly introduce yourself and tell us about your current academic ap pointment, what subjects you teach, and when you started teaching.

II. **Transition**

What would you say motivated you to enter the teaching profession in higher educa tion?

III. **Key**

1. Describe the methods and techniques you typically use in assessing your students' learning and achievement, and say which ones work best for you and why.
2. In the current academic year, how well have your teaching needs and prac tices been supported by your institution/department?
   - Has your department/institution ever informed you of what teaching standards you are expected to follow? How?
   - In general, how supportive of the learning needs of your students has your institution been?
3. How helpful are student course evaluations and have you ever changed your teaching practices because of a course evaluation?
4. Did you ever take any kind of pre-service training to prepare you for univer sity teaching and how useful was it?
5. Discuss the kinds of in-service professional development you've participated in the recent past.
   - How useful were these activities?
   - Does your institution make opportunities for professional develop ment available to you and your colleagues?
6. What specific teaching practices and instructional resources do you use in the classroom? Why these and not others?
   - Are there resources you'd like to use but are not available?

IV. **Ending**

1. Generally speaking, how satisfied are you with the teaching profession today and if you could switch occupations would you?
2. Overall, do you think e-learning/distance learning is making a positive im pact on teaching and learning in higher education?
3. Are there any questions or issues that you feel we should have asked about?

3. Post-Survey Focus Groups: Parents (English version follows)

إرشادات لمسير المجموعة

التعليمات من 3-5 دقائق

1. الترحيب بالمشاركين والتعريف بنفسه وبمساعده.
2. التعريف بالدراسة واهدافها وكيفية النقاش من خلال الآتي:

هذه عبارة عن مجموعة نقاش هدفها هو دراسة التعرف على الممارسات التعليمية teaching practices التي سيستخدمها المدرسون الفلسطينيون في الجامعات الفلسطينية في الضفة الغربية وقطاع غزة.
آراؤكم مهمة جدا بالنسبة لهذه الدراسة لانها سوف تثري النقاش الوطني حول كيفية تطوير التعليم العالي في فلسطين.
موضوع هذه الدراسة يتناول الجوانب الهامة التي يعتقد ان لها تأثير على نوعية التعليم العالي في فلسطين مثل ممارسات التعليم داخل الجامعة وخارجها, المصادر التعليمية المتوفرة في الجامعات، والعلاقة بين التعليم العالي وسوق العمل.
ودوري في هذه المجموعة هو تيسير النقاش فقط. ولن اشارك فيه او اعبر عن رأي.
نرجو من حضرتكم ان تشاركوا بكل امانة للتعبير عن ارائكم ووجهات نظركم.
من المتوقع ان يكون هناك اختلاف في وجهات النظر حيث لا يوجد اجابة صحيحة واخرى خاطئة ولكن علينا ان نحترم وجهات نظر الآخرين التي قد تختلف عنها.
وسيتم تسجيل هذا النقاش حتى تتأكد من اننا اخذنا بوجهات نظركم.
ونود التنويه ان اراؤكم المسجلة لن تكون متداولة خارج فريق العمل، بالاضافة باننا لن مقوم بذكر أي من اسماء المشاركين او أي معلومات شخصية عنهم في أي من الوثائق التي سوف تصدر عن الدراسة.

مجموعة اولياء الامور

- **الأسئلة الافتتاحية :**

نرجو من كل واحد منكم ان يعرف بنفسه وعن خلفيته.

- **المقدمة:**

1- من وجهة نظرك: ما مدى اهمية التعليم الجامعي بالنسبة للفرد ليجد فرص عمل جيدة في فلسطين؟
2- هل هناك طرق اخرى للنجاح في فلسطين بدون التعليم الجامعي؟

- **الأسئلة الانتقالية:**

من وجهة نظرك: خلال السنوات الماضية هل تعتقد بأن التعلم الجامعي تحسن, بقي نفس الشي او تراجع؟
ما هي نقاط القوة في التعليم العالي الفلسطيني؟

- **الأسئلة الرئيسية :**

1. **ما مدى ثقتك بالاشخاص المسؤولين عن ادارة الجامعات الفلسطينية (مثلا رئيس الجامعة، والنائب الأكاديمي، والعمداء, رؤساء الاقسام, الخ).**
   - ثقتك بالمدرسين وقدراتهم لتدريس الطلاب بجودة وكفاءة؟
   - ثقتك بوزارة التعليم العالي في دعم جودة التعليم في الجامعات الفلسطينية؟
   - ثقتك بالقادة السياسيين في دعمهم لتحسين جودة التعليم الجامعي في فلسطين؟
2. **الى أي مدى يكون الخريج الجامعي مزوداً بالمهارات التي تؤهله للانخراط في المجتمع وسوق العمل بعد التخرج؟** (مثلا المعرفة, مهارات التحليل, حل المشكلات, الابداع, التفكير الناقد, تكنولوجيا المعلومات , مهارات البحث, الخ).
3. **عندما ينجح الطالب في التعليم الجامعي، برأيك ما اسباب ذلك النجاح؟**

بالإمكان استخدام الخيارات الآتية وذلك بعد افساح المجال للخريجين لابداء رأيهم في البداية:

- الخلفية الأسرية
- قدرات الطالب العقلية
- مواظبة وحماسة الطالب
- الوضع الاقتصادي للطالب
- الواسطة (العلاقات الشخصية)
- الجامعة الملتحق بها الطالب
- انتباه ورعاية المدرس بقدرات واهتمامات الطلبة
- طرق التدريس الجيدة
- دافعية وحماسة المدرس

4. **عندما يتدنى تحصيل التعليم لدى الطلبة في الجامعة هل هناك اسباب تفسر ذلك حسب رأيك؟**

من فضلك رتب هذه الاسباب من الاهم الى الاقل اهمية كسبب للتحصيل غير الجيد في فلسطين:

- الطلبة انفسهم
- المدارس الثانوية لانها لم تؤهل الطلبة بشكل جيد
- ادارة الجامعات لانهم لم يبذلوا الجهد الكافي لمساعدة الطلبة
- مدرسوا الجامعات بسبب عدم تحضيرهم الجيد
- وزارة التربية والتعليم العالي بسبب عدم بذلهم الجهود الكافية لتقديم المساعدة للاساتذة والطلبة
- الاحتلال الاسرائيلي والعقبات التي يضعها امام المدرسين والطلاب.
- الاحزاب السياسية في الجامعات
- العادات والتقاليد التي تشجع الزواج المبكر
- تكلفة التعليم الجامعي المرتفعه

5. **اذا استثنينا التكلفة الاقتصادية, والموقع الجغرافي, ما هي الجامعة في فلسطين التي تفضل ان ترسل اليها ابناءك لكي يتعلموا؟**

- ما هي الاشياء التي توفرها هذه الجامعة للطالب والتي غير متوفرة في الجامعات الاخرى (بما تتميز هذه الجامعة عن غيرها)؟
- اذا استثنينا التكلفة الاقتصادية والموقع **الجغرافي**, هل تفضل ان ترسل ابناءك الى جامعة في فلسطين ام دوله اجنبيه, (اذا كانت الاجابة خارج فلسطين): ما هي الدولة التي سوف ترسل اليها ابناءك ولماذا؟

الاسئله الختامية:

- حسب رأيك ما هي اهم المواضيع التي تم نقاشها اليوم؟
- . ما هي أفضل جامعة في فلسطين حسب وجهة نظرك؟
- هل هناك اسئلة اخرى تم اغفالها؟

National Study on Undergraduate Teaching Practice in the West Bank and Gaza

PARENTS FOCUS GROUP (POST-SURVEY)

MODERATOR GUIDELINES

INTRODUCTIONS (3-5 minutes)

1. Moderator welcomes participants; introduces self and assistant.
2. Use the following script to briefly explain the nature and purpose of the focus group and how the discussion is to be conducted:

SCRIPT:

Today's focus group is part of a national study of undergraduate teaching practices in the West Bank and Gaza. Your views and opinions are very important because they should be included in the growing national discussion on higher education in Palestine.

Topics in today's focus group touch on factors that are said to influence the quality of higher education—such as teaching practices, learning resources on and off campuses, and connections between higher education and labor market.

As moderator, my role is to guide and facilitate the discussion only. I will neither participate in the discussion nor offer any opinions. You are encouraged to be open and honest in expressing you views. Naturally, your opinions may differ. There are no "right or wrong" answers. It is okay to disagree, but please respect the right of each person to voice opinion that may differ from your own.

Today's discussion is being recorded because we want to make sure that we have an accurate record of your views. We guarantee that no one outside of our research team will hear the recording; moreover, no one's name or any other personal information that could possibly identify him or her will ever appear in anything we write or publish.

QUESTIONING ROUTE

I. Opening

Please introduce yourself and very briefly tell us something about your background.

II. Introduction

1. In your view, how necessary is a university education for a person to find suc cessful opportunities in Palestine today?
2. Are there other ways to succeed in Palestine without a university education?

III. Transition

Over the past several years, would you say that the quality of university education in Palestine has gotten better, remained the same, or gotten worse?

IV. Key

1. How much confidence do you have in the people in charge of running the colleges and universities in Palestine?
   - …confidence in professors to provide students quality instruction?
   - …confidence in the Ministry of Higher Education to support quality education in Palestinian universities?
   - …confidence in the political leadership of Palestine to improve higher education?
2. How adequately prepared are graduates of Palestine's universities to do skilled jobs when they graduate? (MODERATOR: CUE PROMPTS ONLY IF NECESSARY; FOR EXAMPLE: knowledge; analytical skills; problem solv ing; creative and critical thinking; information technology; research skills; etc.)
3. When students are successful in their university education, any number of reasons may explain why. In your view, what are the most important reasons why students are successful in their university education? [MODERATOR: LET PARTICIPANTS VOLUNTEER IDEAS BEFORE CUEING THEM WITH PROMPTS]

   Prompts can include:
   - Home background
   - students' intellectual ability
   - students' enthusiasm/perseverance
   - economic resources
   - personal connections (wasta)
   - the university a student attends;
   - Teacher's attention to students' particular interests and abilities;
   - effective methods of teaching;
   - Teacher's enthusiasm and self-motivation.

4. When students do poorly in their university education, any number of fac tors may explain why.
Look over this list of possible factors. Rank them in order from most im portant to least important as a cause of poor academic achievement of university students in Palestine." [MODERATOR: HAVE THE PARTICIPANTS SHARE THEIR TOP THREE SELECTIONS AND EXPLAIN WHY THEY SELECTED THEM.]
   - the students themselves
   - the high schools, because they did not prepare students
   - the university administration, because they don't do enough to help the students
   - the university instructors, because they are poorly prepared
   - the university instructors, because they don't keep office hours
   - the ministry of education, because it doesn't do enough to support students and teachers
   - the Israeli occupation, because it creates too much hardship for students and teachers
   - political groups on university campus
   - the traditional norms that encourage early marriage
   - the high cost of education
5. If cost and geographic location were not a factor, which university in Pales tine would you prefer your child attend. What does that university offer that the others do not?
   - If cost and geographic location were not a factor, would you prefer your child attend university in Palestine or a foreign country. [PROBE: Which foreign country and why?]

V. Ending

1. All things considered, what do you think were the most critical issues we discussed today?
2. Are there any questions or issues that we overlooked?

4. Post-Survey Focus Groups: Students (English version follows)[13]

مجموعة الطلبة

- **الأسئلة الافتتاحية :**

نرجو من كل واحد منكم ان يعرف بنفسه وعن خلفيته العلمية.

- **المقدمة:**

ما مدى اهمية التعليم بالجامعة بالنسبة للفرد ليجد فرص عمل جيدة في فلسطين؟

- **الأسئلة الانتقالية:**

من وجهة نظرك، خلال السنوات الماضية هل تعتقد بأن التعلم الجامعي تحسن, بقي نفس الشئ او تراجع ؟

  - ما هي نقاط القوة في التعليم العالي الفلسطيني؟

- **الأسئلة الرئيسية :**

1. **ما مدى ثقتك بالاشخاص المسؤولين عن ادارة الجامعات الفلسطينية** (مثلا رئيس الجامعة، النائب الأكاديمي، والعمداء, رؤساء الاقسام, الخ).
   - ثقتك بالمدرسين لتدريس الطلاب بكفاءة وبنوعية جيدة؟
   - ثقتك بوزارة التعليم العالي في دعم جودة التعليم في الجامعات الفلسطينية؟
   - ثقتك بالقادة السياسيين في دعمه لتحسين جودة التعليم الجامعي في فلسطين؟
2. **الى أي مدى يكون الخريج الجامعي مزوداً بالمهارات التي تؤهله للانخراط في المجتمع وسوق العمل بعد التخرج؟** (مثلا المعرفة, مهارات التحليل, حل المشكلات, الابداع, التفكير الناقد, تكنولوجيا المعلومات , مهارات البحث, الخ).

3- **حسب رأيك لماذا كان الطلاب القدامى في فلسطين ينخرطون أكثر في أبحاث، أنشطة، أعمال ميدانية، وحضور محاضرات عامة إذا ما قورنوا بالطلاب الحاليين في الجامعات، وكيف تفسر ذلك؟**

4-عندما ينجح الطالب في التعليم الجامعي، في رأيك: هل هناك اسباب تفس ذلك النجاح؟

بالإمكان استخدام الخيارات الآتية وذلك بعد افساح المجال للخريجين لابداء رأيهم في البداية:

- الخلفية الأسرية
- قدرات الطالب العقلية
- مواظبة وحماسة الطالب
- الوضع الاقتصادي للطالب
- الواسطة (العلاقات الشخصية)
- الجامعة الملتحق بها الطالب.
- انتباه وعناية المدرس لقدرات واهتمامات الطالب.
- طرق التدريس الجيدة
- دافعية وحماسة المدرس

5-**ما هي الأشياء الإيجابية في تعليمك؟**

6. **عندما يتدنى تحصيل التعليم في الجامعة هل هناك اسباب تفسر ذلك حسب رأيك؟**

من فضلك رتب هذه الاسباب من الاهم الى الاقل اهمية كسبب للتحصيل غير الجيد في فلسطين:

[13] The moderator's guide for the graduates' focus group is nearly identical to this one and is thus not included here.

- الطلبة انفسهم
- المدارس الثانوية لانها لم تؤهل الطلبة بشكل جيد
- ادارة الجامعات لانهم لم يقوموا بالجهد الكافي لدعم ومساعدة الطلبة
- مدرسو الجامعات بسبب عدم تحضيرهم الجيد
- مدرسو الجامعات بسبب عدم تواجدهم في مكاتبهم أثناء ساعاتهم المكتبيه
- وزارة التربية والتعليم العالي بسبب عدم تقديم المساعدة للاساتذة والطلبة
- الاحتلال الاسرائيلي بوضعه العراقيل والعقبات امام الطلبة والمدرسين.
- الاحزاب السياسية في الجامعات
- العادات والتقاليد التي تشجع الزواج المبكر
- تكلفة التعليم الجامعي المرتفعه

7. **عندما كنت طالبا الى أي مدى ساعدتك طريقة التدريس والتقييم في الجامعة على الابداع, التفكير الناقد او الحفظ؟**

- **ما مدى نجاح جهود اساتذتك في تنمية مهارات الابداع والتفكير الناقد؟**
- هل تقبل الطلاب هذه الجهود (الافكار) وهل رحبت ودعمت ادارة الجامعه لتلك التوجهات؟

. يقول بعض الطلاب بأنهم يدرسون ساعتين فقط في اليوم ، هل هذا صحيح ولماذا؟

- . حوالي 40% من الطلاب يستخدمون النت حتى يستغلوا وقت الفراغ، هل تعتقد بأن هذا صحيح ولماذا؟
- . هل تعتقد بأن الطلاب لا يكلفون بواجبات كثيرة كافية؟

8. **ما مدى رضاك عن مصادر التعليم المتوفرة في الجامعات (مثل المكتبة, مراكز التعليم)؟** وما مدى رضاك ايضاً عن فرص تحسين التعلم بالاستفادة والاحتكاك بالاساتذة وزملاؤك الطلبة خارج قاعات المحاضرات؟

- . ما هو تصورك للجامعة الأكاديمية المثالية، وما مدى توفر ذلك في الجامعة التي تدرس فيها في فلسطين؟
- . ما هو الشيء الذي ترغب في تطويره (تحسينه) في تعليمك؟

<u>الاسئلة الختامية:</u>

1-دعونا نفترض الآتي: لو التحقت من جديد بالتعليم الجامعي هل تختار الجامعة التي تخرجت منها ام تختار جامعة اخرى؟ اذكرها؟

- هل تغير تخصصك او تختار نفس التخصص؟
- **دعونا نفترض الآتي: لو التحقت من جديد بالتعليم الجامعي هل تختار جامعة داخل فلسطين ام خارجها؟ اذا كانت الاجابة خارج فلسطين؟اين؟**
- . ما هي أفضل جامعة في فلسطين حسب وجهة نظرك؟

2. **هل هناك اسئلة اخرى تم اغفالها؟**

National Study on Undergraduate Teaching Practice in the West Bank and Gaza

STUDENTS FOCUS GROUP (POST-SURVEY)

QUESTIONING ROUTE

I. Opening

Please introduce yourself and very briefly tell us something about your background.

II. Introduction

In your view, how necessary is a university education for a person to find successful opportunities in Palestine today?

III. Transition

Compared to when you were in high school, has the quality of university education in Palestine gotten better, remained the same, or gotten worse?

IV. Key

1. How much confidence do you have in the people in charge of running the colleges and universities in Palestine (i.e., deans, heads of departments, etc.)?
   - …confidence in your professors to provide you with quality instruc tion?
   - …confidence in the Ministry of Higher Education to support quality education in Palestinian universities?
   - …confidence in the political leadership of Palestine to improve higher education?
2. How well are your professors and courses adequately preparing you to do skilled jobs when you graduate? (MODERATOR: CUE PROMPTS ONLY IF NECESSARY; FOR EXAMPLE: knowledge; analytical skills; problem solving; creative and critical thinking; information technology; research skills; etc.)
3. Compared to today's university students, former students report having been more involved in academic programs and projects, like research, field work, and workshops than current students. How do you explain this difference?
4. When students are successful in their university education, any number of reasons may explain why. In your view, what are the most important reasons when students are successful in their university education? [MODERATOR: LET PARTICIPANTS VOLUNTEER IDEAS BEFORE CUEING THEM WITH PROMPTS]
   Prompts can include:
   - Home background
   - students' intellectual ability

- students' enthusiasm/perseverance
- economic resources
- personal connections (wasta)
- the university a student attends
- Teacher's attention to students' particular interests and abilities
- effective methods of teaching
- Teacher's enthusiasm and self-motivation

5. What factors about your current education are particularly good?
6. When students do poorly in their university education, any number of fac tors may explain why.
   Look over this list of factors. Rank them in order from most important to least important as a cause of poor academic achievement of university students in Palestine." [MODERATOR: HAVE THE PARTICIPANTS SHARE THEIR TOP THREE SELECTIONS AND DISCUSS WHY THEY SELECTED THEM.]
   - the students themselves
   - the high schools, because they did not prepare students
   - the university administration, because they don't do enough to help the students
   - the university instructors, because they are poorly prepared
   - the university instructors, because they don't keep office hours
   - the ministry of education, because it doesn't do enough to support students and teachers
   - the Israeli occupation, because it creates too much hardship for students and teachers
   - political groups on university campus
   - the traditional norms that encourage early marriage
   - the high cost of education
7. To what extent do your professors' methods of instruction and assessment encourage creative and critical thinking or, conversely, encourage rote memorization?
   - How much do you agree or disagree that this is a problem in the courses you've taken?
   - Have any of your professors used teaching methods to foster creative and critical thinking? [FOLLOW UP: Did all students welcome these efforts? Was the administration supportive?]
8. How satisfied are you with the learning resources (e.g., libraries, resource centers) and opportunities for learning enhancement with fellow students and professors outside of class time?

V. Ending

1. If you could go back and start all over again, would you choose to attend a different

university in Palestine from your present one? (Which one?)

- Would you change your major or keep the same one?
- If you could start over, would you prefer to study at a foreign university? Where?

2. Are there any questions or issues that we overlooked?

5. Post-Survey Focus Groups: Teachers (English version follows)

اسئلة مجموعة المدرسين

- **الأسئلة الافتتاحية :**

نرجو من كل واحد منكم ان يعرف بنفسه وعن خلفيته الاكاديمية.

- **المقدمة:**

ما مدى اهمية التعليم الجامعي بالنسبة للفرد ليجد فرصاً جيدة في فلسطين للعمل؟

- **الأسئلة الانتقالية:**

خلال السنوات الماضية، من وجهة نظرك هل تعتقد بأن التعلم الجامعي اصبح اكثر تطوراً، بنفس درجة ما كان عليه, او تراجع للاسوأ ؟

  - ما هي نقاط القوة في التعليم العالي الفلسطيني؟

- **الأسئلة الرئيسية :**

1. **ما مدى ثقتك بالاشخاص المسؤولين عن ادارة الجامعات الفلسطينية** (مثلا رئيس الجامعة، النائب الأكاديمي، والعمداء, رؤساء الاقسام, الخ).
   - ثقتك بقدرة المدرسين لتدريس الطلاب بنوعية وكفاءة؟
   - ثقتك بوزارة التعليم العالي في دعم نوعية التعليم في الجامعات الفلسطينية؟
   - ثقتك بالقادة السياسيين في دعمهم لتحسين جودة التعليم الجامعي في فلسطين؟
2. **الى أي مدى يكون الخريج الجامعي في فلسطين مءهلاً بالمهارات التي تساعده للانخراط في المجتمع وسوق العمل؟**

(مثلا المعرفة, مهارات التحليل, حل المشكلات, الابداع, التفكير الناقد, تكنولوجيا المعلومات , مهارات البحث, الخ).

3- **حسب رأيك لماذا كان الطلاب القدامى في فلسطين ينخرطون أكثر في أبحاث، أنشطة، أعمال ميدانية، وحضور محاضرات عامة إذا ما قورنوا بالطلاب الحاليين في الجامعات، وكيف تفسر ذلك؟**

4- **كيف يتعرف أعضاء هيئة التدريس في الجامعات الفلسطينية على المشاكل الرئيسية في التعليم العالي؟**

5- **عندما ينجح الطالب في التعليم الجامعي، في رايك: هل هناك اسباب تفسر ذلك النجاح؟**

بالإمكان استخدام الخيارات الآتية وذلك بعد اعطاء المجال للمدرسين لابداء رأيهم في البداية:

- الخلفية الأسرية
- قدرات الطالب العقلية
- مواظبة وحماسة الطالب
- الوضع الاقتصادي للطالب
- الواسطة (العلاقات الشخصية)
- الجامعة التي يلتحق بها الطالب
- انتاه وعناية المدرس بقدرات واهتمامات الطالب
- طرق التدريس الجيدة
- دافعية المدرس

6. **عندما يتدنى تحصيل التعليم في الجامعة هل هناك اسباب تفسر ذلك حسب رأيك؟**

من فضلك رتب هذه الاسباب من الاهم الى الاقل اهمية كسبب للتحصيل غير الجيد في فلسطين:

- الطلبة انفسهم
- المدارس الثانوية لانها لم تؤهل الطلبة بشكل جيد

- ادارة الجامعات لانهم لم يقوموا بعمل اللازم لمساعدة الطلبة
- مدرسو الجامعات بسبب عدم تحضيرهم الجيد.
- مدرسوا الجامعات لانهم لا يلتزموا بالدوام المكتبي (الساعات المكتبية).
- وزارة التربية والتعليم العالي بسبب عدم تقديم المساعدة للاساتذة والطلبة
- الاحتلال الاسرائيلي لانه يضع العراقيل والعقبات امام المدرسين والطلبة
- الاحزاب السياسية في الجامعات
- العادات والتقاليد التي تشجع الزواج المبكر
- تكلفة التعليم الجامعي المرتفعه

7- الى أي مدى تساعد طرق التدريس والتقييم في جامعتك على تنميه الابداع, التفكير الناقد او الحفظ عند الطلبه؟

8. **من وجهة نظرك، ما هي الاسباب الكامنة وراء عدم انخراط المدرسين بانشطة اكاديمية مثل البحث، نشر الابحاث, حضور ورشات عمل او تقديم ابحاث في مؤتمرات محليه وعالميه, ما اسباب ذلك؟**

في رأيك هل يعود ذلك لأسباب خارجه عن الجامعه (الوضع السياسي, الاقتصادي, الاحتلال).

- 9- **لماذا الأبحاث ليست عنصراً أساسياً في حياتك الأكاديمية؟**

الاسئله الختامية:

- كيف يمكن تطوير التعليم العالي في فلسطين؟
- حسب رأيك ما هي اهم الاشياء التي تم نقاشها اليوم؟
- ما هي أفضل جامعة في فلسطين حسب وجهة نظرك؟
- هل هناك اسئلة تم اغفالها؟

National Study on Undergraduate Teaching Practice in the West Bank and Gaza

TEACHERS FOCUS GROUP (POST-SURVEY)

QUESTIONING ROUTE

I. Opening

Please introduce yourself and very briefly tell us something about your background.

II. Introduction

Over the past several years, would you say that the quality of university education in Palestine has gotten better, remained the same, or gotten worse?

III. Transition

What are the strengths of higher education in Palestine?

IV. Key

1. How much confidence do you have in the people in charge of running the colleges and universities in Palestine (i.e., deans, heads of departments, etc.)?
   - …confidence in professors to provide students quality instruction?
   - …confidence in the Ministry of Higher Education to support quality education in Palestinian universities?
   - …confidence in the political leadership of Palestine to improve higher education?
2. How well are courses at your university adequately preparing students to do skilled jobs when they graduate? (MODERATOR: CUE PROMPTS ONLY IF NECESSARY; FOR EXAMPLE: knowledge; analytical skills; problem solving; creative and critical thinking; information technology; research skills; etc.)
   - Students who have graduated are reporting more involvement in academic programs and projects, like research, field work, and work shops than current students. How do we explain this finding?
3. When students are successful in their university education, any number of reasons may explain why. In your view, what are the most important reasons when students are successful in their university education?

   Prompts can include:
   - Home background
   - students' intellectual ability
   - students' enthusiasm/perseverance
   - economic resources
   - personal connections (wasta)
   - the university a student attends;

- Teacher's attention to students' particular interests and abilities;
- effective methods of teaching;
- Teacher's enthusiasm and self-motivation.

4. When students do poorly in their university education, any number of factors can explain why.
   Look over this list of possible factors. Rank them in order from most im portant to least important as a cause of poor academic achievement of university students in Palestine." [MODERATOR: HAVE THE PARTICIPANTS SHARE THEIR TOP THREE SELECTIONS AND EXPLAIN WHY THEY SELECTED THEM.]
   - the students themselves
   - the high schools, because they did not prepare students
   - the university administration, because they don't do enough to help the students
   - the university instructors, because they are poorly prepared
   - the university instructors, because they don't keep office hours
   - the ministry of education, because it doesn't do enough to support students and teachers
   - the Israeli occupation, because it creates too much hardship for students and teachers
   - political groups on university campus
   - the traditional norms that encourage early marriage
   - the high cost of education
5. To what extent do methods of instruction and academic assessment at your university encourage creative and critical thinking among students or, conversely, encourage rote memorization?
   - Have you used teaching practices and methods of assessment to foster creative and critical thinking? [FOLLOW UP: Did all students welcome these efforts? Was the administration supportive?]
6. In a recent study, a majority of professors reported no involvement in scholarly activities such as research, publishing, attending workshops, or presenting their work at professional conferences.
   - Why is research not a more central component of your career?

   What, in your view, are the chief factors limiting the capacity of faculty to engage in professional development at your university? [FOLLOW UP: Fac tors external to the university system (e.g., economic or political climate; the Occupation; etc.)?]

V. Ending

1. How can higher education be developed in Palestine?
2. All things considered, what are the biggest challenges to improving the sta tus of higher education in Palestine?
3. Are there any questions or issues that we overlooked?

Appendix F: Coding Indexes for Focus Groups

Table A-5. Codes for Students' Focus Groups

Domain	Definition
ASSESSMENT	Students' opinions of methods and/or techniques used by a teacher to assess their learning and achievement.
Understanding of content	Any method or technique used by a teacher to assess students' understanding of curriculum content.
Mastery of skills	Opinions of methods used by a teacher in assessing students' acquisition and mastery of academic skills (e.g., critical thinking, reading, writing, research skills, organizational skills, presentations, debate, etc.).
Best practices	Opinions of any practice used by teacher that the student believes results in optimal learning and achievement.
LEARNING SUPPORT	Any and all resources provided by a student's university that directly or indirectly support his/her capacity to learn and achieve academic goals.
Clear course goals	The student's view that his/her teacher provides a clear description (in writing and/or verbally) of course goals, objectives, content and requirements of students.
Learning support from teacher	Opinions and attitudes about any and all effort a teacher makes in support of the student's learning and achievement.
Learning support from institution	Opinions and attitudes about any and all material or human resources that the university provides students in support of their learning and achievement.
COURSE EVALUATION	Any method or procedure by which a student can evaluate the performance of a teacher.
Helpful	Any opinion that student course evaluations are beneficial.
Unhelpful	Any opinion that student course evaluations are of little or no benefit.
Changed practices/approaches	Any opinion that teachers modify their teaching approaches, strategies or methods resulting from course evaluations.

Co-Curricular or Extracur-ricular learning opportunities	Any opportunities or programs outside of the classroom that the university makes available to students which enhance their learning experiences.
Effective	Positive attitudes or opinions about the usefulness or effectiveness of any co-curricular or extracurricular participation.
Ineffective	Negative attitudes or opinions about the usefulness or effectiveness of any co-curricular or extracurricular participation.
TEACHING PRACTICES	Any and all practices and discourses used by a teacher to transmit knowledge and skills to students.
Practices	Specific teaching approaches, methods, techniques used in classroom interaction with students.
Best practices	Perceptions of what students consider effective and successful prac-tices their teachers have used in the classroom
E-learning	Use of IT in the teaching-learning process.
Wish List	Any resources or practices a teacher would like to use but cannot because they are either unavailable in Palestine or not supported by the institution.
SATISFACTION	The overall level of satisfaction a student feels about any aspect of his/her educational experiences in university.
Satisfied	General satisfaction toward any aspect of his/her educational experi-ences in university so far.
Dissatisfied	Specific dissatisfaction toward any aspect of his/her educational experiences in university so far.

Table A-6. Codes for Teachers' Focus Groups

Domain	Definition
ASSESSMENT	Methods and/or techniques used by a teacher to assess students' learning and achievement.
Understanding of content	Methods to assess students' understanding of curriculum content.
Mastery of skills	Methods to assess students' acquisition and mastery of academic skills (e.g., critical thinking, reading, writing, research skills, organizational skills, presentations, debate, etc.).
Best practices	Any practice used by teacher that he/she believes results in optimal student learning.
INSTITUTIONAL SUPPORT	Any and all resources provided by a teacher's institution that directly or indirectly support his/her capacity to teach a course and meet the learning needs of students.
Teaching standards	Official statements (written or oral) of rules, norms and guidelines that teachers are expected to follow in regard to teaching and assessment.
Learner support	Any and all material or human resources that an institution provides to students in support of their learning and achievement.
COURSE EVALUATION	Any method or procedure by which a teacher's performance is evaluated.
Helpful	Any opinion that student course evaluations are beneficial.
Unhelpful	Any opinion that student course evaluations are of little or no benefit.
Changed practices/ approaches	Any modification of teaching approaches, strategies or methods resulting from course evaluations.
PROFESSIONAL TRAINING	Any pre-service or in-service training in which a teacher acquires subject area knowledge and/or skills related to teaching practices.
Pre-Service	Any coursework, workshops, or training in either subject matter knowledge or instructional methods that prepared a teacher prior to being hired to teach in higher education.
Effectiveness of pre-service	Positive attitudes or opinions about the usefulness or effectiveness of any pre-service training experiences.
Ineffectiveness of pre-service	Negative attitudes or opinions about the usefulness or effectiveness of any pre-service training experiences.

Mandatory in-Service	Any officially mandated participation in coursework, workshops, or training in either subject matter knowledge or instructional methods for the enhancement of teaching.
Positive opinion of mandatory in-service	The teacher expresses a positive opinion of mandatory in-service professional development he/she has participated in.
Negative opinion of mandatory in-service	The teacher expresses a negative opinion of mandatory in-service professional development he/she has participated in.
Voluntary professional development	Any professional development experiences that a teacher sought out on his/her own initiative either in country or outside Palestine.
TEACHING PRACTICES	Any and all practices and discourses used by a teacher to transmit knowledge and skills to students.
Practices	Specific teaching approaches, methods, techniques used in classroom interaction with students.
On-Campus Resources	Any resources made available by the institution in support of a teacher's efforts to plan, teach, or supplement course development, instruction and assessment.
E-learning	Use of IT in the teaching-learning process.
Off-Campus Resources	Any resources a teacher may use to enhance his/her planning, teaching and assessment, but which are not available through his/her institution.
Wish List	Any resources or practices a teacher would like to use but cannot because they are either unavailable in Palestine or not supported by the institution.
SATISFACTION	The level of satisfaction a teacher feels about any aspect of his/her teaching or the teaching profession in general.
Satisfied	Satisfaction toward any aspect of his/her teaching or the teaching profession in general.
Dissatisfied	Dissatisfaction toward any aspect of his/her teaching or the teaching profession in general.