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Éducation
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Research on Teacher Education



Ministry of Education
and Higher Education

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SDG 4 Teacher Conference (Arab States)

Quality and Innovation in Teacher Professional Development: Issues and Challenges

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Beirut, UNESCO Office in Beirut Venue



Beirut Office

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Purpose

- Review major trends in teacher education research
- Examine the teacher education research published in Arabic Education Journals

Major Research Programs

Based on a review of published teacher preparation research between 2000 and 2012, three major research programs were identified:

- Research on teacher preparation accountability, effectiveness, and policies
- Research on teacher preparation for the knowledge society
- Research on teacher preparation for diversity and equity

1. Teacher Preparation Accountability, Effectiveness, and Policy

Four clusters of studies were identified:

- alternative certification and pathways
- institutional responses to policies and/or analyses of policy trends
- testing and assessment of teacher candidates or preparation programs
- program evaluation studies

2. Teacher Preparation for the Knowledge Society

Six clusters of studies within this program of research:

- Preparing teachers to teach subject matter
- The influence of coursework on learning to teach
- The influence of fieldwork on learning to teach
- Teacher education program content, structures, and pedagogies
- Teacher educators as learners
- Learning to teach

3. Teacher Preparation for Diversity and Equity

Four major clusters of research focused on:

- The influence of courses and field-based opportunities on learning to teach diverse student populations
- Strategies for recruiting and preparing a diverse teaching force
- Analysis of the content, structures, and pedagogies for preparing teacher candidates for diversity,
- Analyses of teacher educator learning for/experiences with diversity

Effective Professional Development

- Is integrated into the everyday life of the school and the teacher
- Builds on teachers' prior knowledge and experience
- Offers opportunities for reflection and learning from experience
- Encourages and supports innovation, collaboration and peer learning
- Helps practitioners to develop their own thinking through critical engagement with the ideas of others
- Supported by quality facilitators, mentoring and engaged leadership

Areas of focus for PD research

- Teaching and Learning
- Learning to teach
- Teaching Diverse Learners (e.g. Bilingual)
- Teaching with Digital Technologies
- Leadership (Teacher, Instructional...)

Searching the data-base Shamaa (2007-2017)

- **Key words used (in Arabic)**
 - Training programs
 - In-service training
 - Pre-service teacher preparation
 - ...
- Result: 148 articles
- Only 45 full-text articles were used for the analysis

Distribution across year of publication

Year	Pre-service	In-service	Total
2009	2		2
2010	1	5	6
2011	3	3	6
2012	7	1	8
2013	2	6	8
2014	2	2	4
2015		1	1
2016	1	5	6
2017	1	3	4
Total	19	26	45

Number of authors

- All the 45 articles were written by only one author

Targeted teachers' categories

Major	Pre-service	In-service	Total
Science	6	3	9
Math	1	-	1
Arabic	1	2	3
Islamic Studies	-	3	3
ECE	1	2	3
Sports	1	3	4
Arts	1	-	1
Special Education	2	1	3
Social Studies (History)	-	3	3
Economics	-	1	1
General	6	8	14
Total	19	26	45

Distribution by Country

Country	Pre-service	In-service	Total
Saudi Arabia	7	4	11
Jordon	4	4	8
Iraq	2	3	5
Palestine	1	3	4
Algeria	-	2	2
Sudan	2	1	3
Egypt	-	1	1
Syria	-	1	1
Yemen	1	1	2
Kuwait	-	1	1
Bahreïn	-	1	1
Unknown	2	4	6
Total	19	26	45

Research Topics

Category	Pre-service	In-service	Total
Evaluation of training programs	5	6	11
Effectiveness of training programs	6	11	17
Status of training programs		4	4
Difficulties encountered by trainees	3	2	5
Trainees' needs		1	1
Suggested training program	1 (lit rev)	1	2
Role of training		1 (lit rev)	1
Self-efficacy, Effectiveness	2		2
Attitudes, Perceptions	1		1
Teaching strategies	1		1
Total	19	26	45

Research Design

Research Design	Pre-service	In-service	Total
Experimental (2 groups)	-	5	5
Experimental (1 group)	2	3	5
Survey	14	15	29
Correlational	1	-	1
Qualitative	1	2	3
Literature Review	1	1	2
Total	19	26	45

Data Collection Instruments

Instrument	Pre-service	In-service	Total
Questionnaire/Likert-Scale	15	13	28
Test	2	8	10
Interview	-	2	2
Observation	1	2	3
Literature Review	1	1	2
Total	19	26	45

Conclusions

- Insufficient research on what contributes to high quality teacher preparation and training
- Need for collaborative group research
- Need for large-scale non-fragmented research
- More attention needs to be paid to improving classroom practice
- Need for more rigorous research designs, e.g. qualitative and mixed methods

Thank you