

Initial Teacher Training: Who Should Lead? University or School?

Dr. Ahmad H. Alkhawaldeh

Faculty of Educational Sciences
University of Jordan - Jordan

Dr. Anne Qualter

Department of Education
University of Liverpool - England

Abstract

Initial Teacher Training (ITT) has been the subject of much debate and considerable change over recent years in many countries. Significant moves towards greater integration of school and Higher Education Institutions (HEIs) have been made in many systems. Often involving the introduction of school based mentors into the system. In Jordan ITT has only recently become the job of universities. The system is still in its infancy. The study reported here is an exploration of the views of mentors, student teachers, tutors and supervisors on how the relationship between school and university should develop in the currently very much university led system of teacher training. Eighty six participants were interviewed and the findings indicate a willingness on the part of many of those involved to move towards a closer relationship between school and university. Achieving such a shift could be the next big challenge for this evolving system.

Introduction

In recent years the importance of Initial Teacher Training (ITT) in Jordan has been highlighted and steps taken to introduce wide-ranging changes. The increased importance, as seen by government and universities, of the training of teachers reflects an international concern to promote pre-service as well as in-service teacher training. The study reported here explores the nature of the relationship between University and co-operating schools in the initial training of teachers of English in the ITT context of Jordan.

History of Initial Teacher Training in Jordan

In 1987, The Education Reform Plan (ERP), promoted by the highest authorities in Jordan, was launched at a specially convened conference. The main purpose of the ERP was and continues to move the educational process in the country forward by raising educational standards and forging closer links between education and work, Teichler, 1997; Billeh and Alwaher (1997). The main thrust of the ERP has been to reform education and teacher education at a time when, as a country whose main natural resource is its people, there is a need to keep pace with the major developments that have been made internationally in the fields of science, technology and information technology. At the same time, a population explosion in Jordan accompanied by societal changes required a rethinking and modernization of current systems.

One main plank of the ERP was giving Public Universities both a licence and authority to take responsibility for ITT. Thus throughout the nineties, these Universities have been developing ITT programmes attached to Faculties of Education, with a governmental support. Initial Teacher Training and the professional development of in-service teachers have been a top priority on the agenda. Universities have, for the first time, considered the concept of training and professional development of teachers at both pre- and in-service levels. Previously, teacher training involved a two-year post 18 course in a college to be qualified for the diploma. In other cases, teachers in high schools were taken on with a university degree but no teaching qualification. Based on the ERP, the Ministry of Education introduced two significant plans. On the one hand, initiating an upgrading plan of 22,000

Community College diploma holders to B.A. level. On the other hand, providing pedagogical training and qualifications for 600 graduate teachers across the various specialities (Billeh and Alwaher, 1997).

Al-Nahar et al. (1995) argued that the educational reform plan focused on the preparation of teachers by concentrating on raising teachers subject knowledge. This means that the education element of the courses emphasises on the teaching of theories of learning and making links with the different areas of the curriculum. For example, in the case of training student teachers of English as a foreign language, this means an emphasis, in their courses, on teaching the various theories of second or foreign language learning.

The University of Jordan introduced the idea of teacher preparation by establishing an independent practical programme in 1991. This programme was responsible for the management of a practical education module carrying nine credit hours (Diab, 1999). The responsibility for direction of the practical programme since 1993/4 was attached to a staff member of the department of curricula and instruction. From 1997 practical education added a new development with the introduction of a practical module of 12 credit hours. This meant that the novice teacher was officially required to spend sixteen whole weeks in school, only attending University for tutorials concerning the teaching practice outside school hours.

The practical education programme in the University of Jordan aims primarily at bridging the gap between theory and practice. Essentially it has aimed at preparing teachers to act effectively in the Jordanian classrooms. The study reported here focuses on the student teachers of English and their school based mentors, or, as they are called in Jordan, co-operating teachers.

Approaches to Initial Teacher Training: International trends

Over the last three decades the initial training of teachers has the subject of increased scrutiny and consequent rapid change in most of the developed and many developing countries in the world. Wideen and Grimnett (1996) presented an analysis of the changes of ITT in a range of countries throughout the world concluding that the changes were politically driven, resulting from a dissatisfaction with the training

process and, in particular the disjunction between the theoretical and practical elements of the preparation provided for those entering this demanding profession.

The pressure for change in ITT in Europe, Australia and the US tends to have been articulated in terms of the debate between theory and practice. Boydell (1994) argued that the position of theory in ITT was the focus of much criticism. Openshaw (cited in: Stones, 1994) viewed teacher education in the 70s and 80s in England and other English speaking countries as too philosophical, excessively pedagogical, overly theoretical and lacking linkage with classroom practice. Other challenges to the status quo went further. For example, Field and Philpot (1988) referring to O'Hears Credo emphasised that teaching is a practical matter, best learned by doing. There was, what Kennedy (1993) described as, a visible change in the general view held about the relationship between educational theory and pedagogical practices. This combined with political disquiet about the quality of teacher training, resulted in moves towards a more practically oriented approach to training, with more time spent in school by student teachers. Similar moves were made in Quebec (Stephens and Moskowitz, 1997), Norway, France and some Australian states (Wideen and Grimnett, 1996). In England and Wales the move away from theory driven ITT was taken further with the development of a competency based curriculum (Bell, 1999).

The advocacy of a role for theory in teacher training has not been wholly abandoned. The importance of Higher Education is recognised by several researchers (Furlong, 2000) and still drives provision in most systems in the world. The difference is in the growing view of the need for a careful articulation between theory and practice. This view has, for example, underpinned the changes in the French system (Pepin, 2000) and in Australia where, as Long (1997) argued, this interrelationship between theory and practice led to an increased emphasis on partnership between Higher Education Institutions (HEIs) and schools.

Furlong (2000) pointed out the role played by HEI tutors in the English context arguing that tutors can operate as models for different teaching strategies. He highlighted the professional knowledge of tutors in the sense that they could draw on this by introducing the student teachers to a range of professional practices. Furlong advocated that

tutors should work closely with mentors (school based teachers responsible for student teachers during practicum). In a sense this view seems to support the reduction in emphasis on theory. Instead, it suggests that the role of HEI is to present a wider range of options for practice than the student might meet in the limited set of schools encountered during training.

A somewhat different formulation was proposed by McIntyre and Hagger (1992) who suggested that it was not a matter of replacing theory with practice, but rather, it was necessary to strive for the integration of theory and practice. This view was supported in the findings of research by Haggarty (1993 cited in: McCulloch and Lock, 1994) who found that student teachers valued theory that was provided to them at a point fitting to their development in the practice of teaching. These findings were supported by those of Garrigan and Pearce (1996) who concluded that students appreciate sound, rigorous advice that is underscored by a theoretical perspective on the part of their school based mentors.

In a slightly different vein Apel (1993) presented the view that, in the training of the student teachers, the role of theory is to offer academic clarity, while the role of practice is to offer them the opportunity to criticise and examine what has been learned on the theory side. Here, it would seem that Apel argued for training that is much more theory driven than that presented by McIntyre and Hagger.

What does the view of the relationship between theory and practice mean in terms of the structure of ITT courses and the relationship between HEIs and schools in the training process? This unfolds two points. First, theories are valued and play a significant role in teacher preparation. Second, school experience for student teachers will follow the teaching of these theories and will be about learning how to implement them in practice.

This approach can be seen as reflecting the traditional training courses in UK, USA and other English speaking countries. It is also similar to the approach currently taken in Jordan where many similarities with the English education system exist. The school-based teacher (co-operating teacher) in this situation is, as Jones (2000) reported, being perceived by German student teachers as the person who looks after the student. The role is simply to facilitate the students

school experience. The role of the HEI tutor is to teach the theories and possibly to assess the student at the end of the practice on the extent to which degree they have managed to implement the theories in school.

Where the value of educational theories is not given a high priority but competence in the practical skills of teaching is, then the role of the school experience, and the role of the teacher is very different. Here it is practical expertise that is valued, so the mentor role becomes that of a trainer (Jones, 2000). It would be the school based trainer who has the principal role with the student teacher in school, with increased time being given to school experience, and the mentor would be the one to assess their development. As Furlong (2000) pointed out, the important role of the college tutor would be one of quality control.

In a system where the aim is for an integration or articulation between theory and practice it is likely that a much closer partnership between school and HEI would be needed. This is what Day (1996) referred to as a coalition in which there is a creative tension between academics and teachers. He linked this to the development of a shared language between teachers and academics along with the creation of self critical and self reflective communities and willingness on the part of participants and their social skills and abilities in creating and negotiating contracts that are based on critical friendship. In such a case the mentor and the HEI tutor would provide insights for the student teacher into theory and practice and the interrelationship between them enabling access to the craft knowledge of the teacher. McNamara (1995, cited in: Fairbanks et al., 2000) argued that current research shows that mentoring quality (in this formulation) influences the capacity of the student teacher to reflect on teaching strategies and then to embed them into their practice. Within such a partnership, it would be necessary for college and school to share an understanding of both the theory and the practice. It follows that there would be a shared responsibility for training the students both in college and in school, and that assessment would be joint.

The Current Programme at The University of Jordan

The structure of the current training programme at The University of Jordan was put in place in 1997/8. Students in the fourth year of their degree studies take one module in school where they practice

teaching in the care of a cooperating teacher from the school and supported by a University Trainer. The trainer arranges seminars back at the university and arranges visits to school to supervise the development of the teaching practice. The trainer is involved in the training programme but not in academic teaching in the university. However, since 1997/8 university tutors have been involved in the assessment of students on teaching practice. They are required to prepare a report describing the students teaching performance, in addition to participating with the trainer in the final evaluation of the student. It is clear, therefore, that there is a distinct separation between the university elements of the course, guided by cooperating teachers, overseen by non-academic trainers, and only assessed towards the end by the academic tutors.

By placing the practical education module in the final year of the degree course, it would seem that the University assumes that the student teacher will be in a position to translate the theories and knowledge obtained from the University into practice. Therefore, the University assumes that the theoretical input it offers to its students is sufficient to enable them to act effectively in the English language teaching context of Jordan. There is little communication between the university and the cooperating teachers (mentors) in school. Many cooperating teachers are untrained, holding either a BA or a teaching diploma, and none have had mentor training. It is possible, therefore, that the theoretical position adopted by the university teaching staff is not that much implemented in practice in schools. Indeed school teachers could have developed personal theories in practice that may or may not correspond with those promoted in the University.

Over recent years the increase in the amount of time spent by student teachers in school could be seen as an indication of a tendency to move towards a greater integration of theory and practice. Or at least there is a greater recognition of the role of practice in the training of teachers. This has, in part, come about because of the involvement of overseas (especially English) teacher educators in providing advice and training in Jordan. Such moves have been undertaken without any real knowledge of the views and attitudes of those most closely involved in the process such as tutors, students, mentors and school trainers. They have not been asked about their ability to take part in a more school

centred, or partnership based model of training. The situation in Jordan is very different to that in European countries where teaching has been a degree profession for some time.

The findings reported here arise from a larger study into the relationship between theory and practice in the training of student teachers of English in Jordan. The focus of this paper is on the nature of the relationship between university and cooperating school with a view to consider the most appropriate ways forward for ITT in Jordan at present.

Problem of the Study

As described above, initial teacher training in Jordan has changed dramatically over the last ten years. A substantial practical teaching element was introduced as recently as 1997 into the four-year degree course at The University of Jordan. Little is known as yet about the ways in which cooperating teachers, often without a university background or without any academic study of education, approach their role as mentors. One of the authors of the current study was a university trainer and heard anecdotal evidence from student teachers that their cooperating teacher had told them to forget the theories they had learned in University for they would not help in real life teaching. This seems to reflect the experiences and observations of some of those writing about teacher training in other countries (e.g. Boydell, 1994). On the other hand, the structure of the university courses, with the practicum being placed towards the end, and the separation of academic tutors from trainers who act as supervisors suggests that the University, if not necessarily the tutors, holds the view that theory is simply being implemented by student teachers in schools, rather than as McIntyre and Hagger (op.cit.) preferred, the integration of theory and practice. Indeed, one thing is clear, the opinions and practices of those involved in ITT are not well known or well defined.

Methodology

The traditional approach to research in Jordan has been set very much within the positivist paradigm, with large scale surveys rather than small scale studies designed to explore the views and attitudes of those involved in education. However, if ITT is to develop it must start

from an understanding of the views, attitudes and approaches to training adopted by the participants. Because the aim was to explore the participants experience as it is lived or felt or undergone (Sherman and Webb, 1988: 7) in their work as cooperating teachers, tutors and student teachers a qualitative or interpretive approach was adopted.

Tools and Procedures

The researchers in this study did not want to impose any theories on the interviewees but rather to leave them to articulate the theories they believed in (Arkesy and Knight, 1999). For this reason a semi-structured interview schedule was prepared which, with slight modifications, was used in interviewing the various categories of participants (Table 1) in this study.

Table (1)
Study Sample interviewed

Role	No	Notes
University lecturers Teacher trainers from among lecturers	20	Concerned with teaching ELT students
Former co-operating teachers	8	In public and private schools (from co-operating schools that liase with University concerning training of STs)
Current Co-operating teachers	11	All supporting students in the first semester of 1999 They were mentors to the students in the study Three of them wrote reports about the TP All three reports were obtained
Ministry/School supervisors	11	From the Ministry and those at the schools
School principals	8	From public and private schools
Student teachers	12	All taking TP in the first semester 1999 All interviewed All asked to write detailed reports on TP in private and one (1) in public schools (seven reports were obtained)
School students	16	All interviewed were taught by both CT and the ST

The broad general questions in the interview schedule, as (Table 2) shows, arose from the literature on teacher education in the Jordanian context, on language learning and teaching and on international teacher education besides the experiences and insights of one of the authors of this study who was a former teacher trainer in Jordan. These general points include, the impressions, concerns and difficulties experienced by student teachers as they step into the teaching practice. The aim is to provide an idea about how student teachers feel about what they meet in school, when they first come from University, and how they act with respect to any difficulties experienced.

The interview also covered the way in which student teachers treat the theories they learnt in University in the teaching practice and their feelings towards the manipulation of them in the practice. Further questions concerning the ideal and actual gains from the practice are relevant to this argument. Also, central to the topic of this paper were questions about the response of the various participants towards the claim by some student teachers that their co-operating teachers urged them to ignore University theories once they moved into the teaching practice.

Other points (Table 2) covered the potential benefit from the teaching practice undertaken by the student teacher to both University and school context. Also the relationship between University and school and the evaluation of the student teacher during the teaching practice were included as main points in the interview schedule. The reason was to see what benefit the University might gain from the teaching practice and how this might have an impact on the nature of the relationship between University and school.

Sample

The sample of the study included 86 participants who represented two categories.

- Those who were closely involved in the initial training of teachers such as: tutors, co-operating teachers, student teachers and class-room students.
- Those who were not directly involved in ITT; such as school principals and school supervisors.

Table (2)
showing the relevant points in the interview schedule

No of Questions	Category	Tutors			Supervisors	Co-operating Teachers	School Principals	Student Teachers
		Specialists English/ Language teaching	Specialists different educational sciences					
1	Question or point included in the Interview schedule	✓	✓	✓	✓	✓	✓	✓
2		✓	✓	✓	✓	✓	✓	✓
3		✓	✓	✓	Together with Q 4	✓	Together with Q 4	Together with Q 4
4		✓	✓	✓	X	✓	X	X
5		✓	✓	✓	✓	modified	X	modified
6		✓	✓	✓	Together with Q3	modified	X	✓
7		✓	✓	✓	X	modified	X	✓
8		✓	✓	✓	X	✓	X	✓
9		✓	✓	✓	✓	✓	X	modified
10		✓	✓	✓	✓	✓	✓	✓
11		✓	✓	✓	✓	✓	✓	✓

(✓) means available (X) means not available

(different) means that the question is modified or changed to fit the role of the subject in the initial teacher preparation (together) because of the limited role of the interviewee in the ITP similar questions were put together

Findings

Three main views emerged from the findings of the study are presented as a table (Table 3). However, it should be recognised that, there is a fine line between the different views with some participants falling close to the line between the categories. Therefore, the table indicates the range of views.

Table (3)
Distribution of the three views concerning ITT

View	Theory-driven initial teacher preparation	Interaction between University and school in initial teacher preparation	School-oriented initial teacher preparation
Subject	N= 21	N= 34	N= 7
Tutors	(11)	(9)	none
Ministry supervisors	(2)	(3)	none
Co-operating teachers	(3)	(13)	(3)
Student teachers	(4)	(5)	(3)
School Supervisors	(1)	(4)	(1)

The University-led view emerging from the findings of this study was supported by 21 participants across the different interviewee categories, including eleven university tutors. The major argument of these university tutors is that the theoretical preparation the student teacher receives from University is the most important in their ITT. In the teaching practice according to the tutors argument the student teachers main mission is to apply theories into practice and as ideally felt by some tutors to act as change agents in reforming and revolutionising what they felt as traditional and trivial approaches of teaching some school teachers follow.

I would say to the student teacher that not every thing in the practical field is good. We send him or her to enrich the practical field and if it were not that the practical field is bad we would not

need educational reform. The Universities have a basic role in the educational reform process, this student teacher is a new blood in the body of the Ministry of Education.

University Tutor

A number of teachers who appeared to be in awe of the University and academic theory adopted this stance. For example, they clearly urged student teachers to use knowledge and theories obtained by them from University. This view receives interest from some Ministry and school supervisors.

No, no I am against this idea the opposite is true the theoretical things the student teacher takes in the University are important and they are not traditional things. We are for development in all spheres of life... We are not against this development.

Co-operating teacher

We usually tell our student teachers that you come with more theories than I have. You have read more articles and research than I have. You... have a new methodology... use that.

Supervisor

For such a group of stakeholders, the University-led ITT is a constant source of provision of new ideas and theories of teaching which University tutors hold and draw from research carried out by tutors both locally and internationally. In line with this approach to ITT, some co-operating teachers expressed their admiration and argued that it should be beneficial if University theories should underpin practice.

The second view emerging from the findings of the study is the school-based approach to ITT. A few student teachers (Table 3) were in favour of this view. Their main argument was that student teachers had to adopt their co-operating teachers approaches to teach English as far as the ELT context of Jordan is concerned. They associated this with the difficulty of the application of university theories and ideas in the classroom. This trend was supported by three co-operating teachers who again expressed the difficulty of the application of the University theories in practice.

Look! Believe in what I am saying. The student teacher takes

[theories and ideas about teaching] from the co-operating teacher and applies them. This what is happening to the student teacher. He has to apply and follow the theories the co-operating teacher follows.

Co-operating teacher

They argued that such theories are far from reality, ineffective and unworkable in classrooms. The school-based ITT is congruent with what OHears Credo who as quoted by Field and Philpott (1998:3) argued that the best manner to learn to teach is by doing, stressing on the significance of practice in the preparation for teaching.

The third emerging trend is the partnership between University and school in the ITT. A close interaction between University and school is suggested by most of the interviewees (Table 3) in the current study.

The influence on the student teacher will be positive if a partnership is set up between University and the network of the co-operating school.

University Tutor

I suggest that training should start from the second year or the third year in the university because this offers the student teacher the opportunity to know about the reality. It also helps in reducing the gap between theoretical courses and the practical courses. The student teacher becomes more familiar with teaching.

Student teacher

This group of people seemed interested in establishing a connection between theory and practice as well as the incorporation of practical learning and therefore the demand for restructuring relevant university modules to allow for the application of theory in the form of micro-teaching inside the lecture room in University. This is also requiring a two-way provision of feedback between University and school concerning the ITT of the University student teacher. Sikes (1994) argued that a genuine partnership between Higher education and school depends on a shared vision of what partnership means and the professional education and induction which students receive.

According to the partnership view both tutors and school teachers

work and co-operate with each other where teachers turn to be theorists of their practice besides being aware of the relevant teaching theories and ideas and where tutors become engaged in practical theories and relevant classroom teaching and learning practice.

Conclusion

The government of Jordan has supported the contribution of public Universities in Jordan and gave them licence and power to set up practical programmes as part of them. This is manifested in the recommendations of the first educational national conference, discussion of this made above, which was held in 1987 to develop the educational issue in the country. The most important aspect of this support is represented in the substantial funding available from a joint Jordanian-European project administered for the development of teacher education in the public Universities in Jordan. According to Al-Tal (1998) the University enjoyed a leading position in Jordan as many people looked at it as the main institution for enacting development in the country throughout being responsible for graduating specialists in the various fields of the life of Jordan. It was also responsible for undertaking research in the different areas of development in the country.

The particular position of power and a sense that Universities have a mission to perform in the improvement of the quality of education in Jordan helps to explain why a majority of university tutors felt that University should take the lead in ITT. Just over half the tutors rejected the notion of a partnership seeing the role of the ITT students as that of agents for change in schools reflecting Hirsts (1996 cited in Field and Philpott, 1998) view of the role of Higher Education Institutions in education. Interestingly, the majority is a slim one with 45% of tutors feeling that a more equal partnership would be a better approach. It may well be that as university tutors begin to interact more with schools, they will begin to see that the use of student teachers for this purpose is a very crude instrument. Some tutors believed that, whilst many teachers are unqualified and therefore not familiar with the theories of teaching and learning that the student teachers were learning, partnership would not be appropriate. However, the opportunities for dialogue, and the sharing of theories in practice are attractive

to many tutors and clearly by some ministry and school supervisors. The fact that a significant majority of cooperating teachers wanted partnership rather than the alternative school led approach suggests that they value the theoretical input to pedagogy and are willing to explore them further.

It might also benefit tutors by being aware of what is happening in the actual practice of teaching in the classrooms and for teachers to keep up with the recent developments in the field of language learning and teaching. Partnerships are receiving an increasing interest currently in the U.K. and the world. Day (1996) advocated University and school partnerships by for example having a shared language between them.

Clearly, with such a young system of teacher education, there are tensions between the desire to forge ahead in a revolutionary way as opposed to the more evolutionary approaches that may take a little longer to implement. It would seem that the next step might be further moves towards a partnership in which the contribution of all stakeholders is valued and used. Indeed the setting up of a pilot study involving a small group of schools and tutors might be a useful way forward.

Some Suggestions in Relation to the Jordanian Situation

Student teachers views as to the best approach in terms of the relationship between school and university were the most mixed. This may well be because they did not have sufficient experience to be able to consider the various options. However, the predominant view over all participants was that a partnership between university and school would have the most advantages. Certainly, this is the favoured approach in a number of other countries with more fully developed teacher education systems. Drawing on the suggestions made by interviewees and the broader international literature, the following suggestions might be made to support the development of the ITT course at the University of Jordan:

- Student should be offered the opportunity to learn about the practice of teaching earlier in their course, possibly from the second year of their degree.
- That University modules should be restructured in a way to allow for practical applications of University theories in University. This

would mean that the timing of the teaching practice would need to be changed, allowing for further, supported, reflection after school experience.

- Linkage between University theories and school curricula should be made to allow students to develop practical understanding before and during the TP.
- Relevant teaching methodology modules should be offered to student teachers immediately before and after the teaching practice to help student teachers to reflect and to make their tacit practical learning explicit.
- Co-operating teachers should be trained to act as effective mentors through the teaching practice undertaken by student teachers (and where possible only those with teaching qualifications should be selected as mentors).
- Two-way interaction and feedback between University and school should be emphasised besides encouraging shared research and regular meetings between them.
- Liaising with Ministry of Education concerning the training process as a whole is organised as well as the selection and the assigning of co-operating schools is managed.

الإعداد الأولي للمعلمين في الأردن؛ مسؤولية من: الجامعة أم المدرسة؟

د. آن كولتر

دائرة التربية - جامعة ليفربول - إنجلترا

د. أحمد حمد الخوالدة

طرق قسم المناهج والتدريس

كلية العلوم التربوية - الجامعة الأردنية

الملخص

الإعداد الأولي للمعلمين موضوع مثيرٌ للكثير من الجدل، وقد مر بتغيرات جوهرية في السنوات الأخيرة في كثير من دول العالم. وبرزت توجهات ذات مغزى نحو المزيد من التكامل ما بين المدرسة ومؤسسات التعليم العالي في العديد من الأنظمة التربوية، على الأغلب، بما يتعلق بشمول المعلمين المشاركين في إعداد هذا النظام. ولم يتسن إلا مؤخراً لإعداد المعلمين في الأردن أن يصبح من مسؤولية الجامعات، وهذا الوضع ما يزال في مراحله المبكرة.

قامت هذه الدراسة باستقصاء وجهات نظر المعلمين المشاركين وأساتذة الجامعات والمشرفين الجامعيين حول الكيفية التي تتطور بها العلاقة بين المدرسة والجامعة في ظل نظام لإعداد المعلمين الحالي الذي تقوم به الجامعة. تم مقابلة ستة وثمانين مشاركاً من الفئات سابقة الذكر. وأشارت النتائج إلى الرغبة لدى الكثير ممن شاركوا في الدراسة إلى وجود علاقة أكثر قوة وإيجابية بين المدرسة والجامعة في سبيل الوصول إلى نتائج أفضل. إن تحقيق هذا الهدف هو الخطوة التالية لهذا النظام التربوي الآخذ في التطور.

References

- 1 - Al-Nahar, T., Al-Khaldi, T., Ghezewatti, M. and Al-Kheresha, G. (1995). Towards a new system of the Practical Education Programme in the Jordanian Universities. Paper presented in the Arab Education Conference under the theme: **Educating the Arab Teacher in the Twenty First Century**, Amman, Jordan.
- 2 - Al-Tal, A.Y. (1998). **Higher Education In Jordan**. Committee of History of Jordan, Amman, Jordan.
- 3 - Apel, H. (1993). 'Teacher Training in Theory and Practice'. **Education**, 7, 25-44.
- 4 - Arksey, H. and Knight, T. (1999). **Interviewing for Social Scientists**. London, Sage.
- 5 - Angelina, L.S.Y., and Priscilla, F.Y.W., Ping, T.H. and Seline, S.S.H. (1996). Fostering Partnerships between the Hong Kong Institute of Education and Primary Schools In Hong Kong: A study of the Co-operating Teacher Scheme in the Practicum of the New Course' in Teacher Education And School Reform. **International Yearbook on Teacher Education, 43 World Assembly Proceedings**, 2, 125-135.
- 6 - Bell, L. (1999). CRITICAL DIALOGUE Chronicles of wasted time? Initial teacher education in England 1960-1999. **Australian Journal of Education**, 43 (2), 186-204.
- 7 - Billeh, V. and Alwahar, M. (1997). 'The conditions of teachers in Jordan: a case study'. A paper presented in the Regional Seminar for following up the recommendations of the UNESCO and ILO concerning the conditions of Arab teachers in the Arab countries', 1997, the University of Jordan, Amman, Jordan.
- 8 - Boydell, D. (1994). 'Developing a collegial approach to initial teacher education'. **Mentoring**, 1 (3), 3-12.
- 9 - Day, C. (1996). 'The role of Higher Education in fostering

- lifelong Learning partnerships with teachers'. In **Teacher Education and School Reform: 43 World Assembly proceedings, Amman, Jordan, 2, 31-43.**
- 10 - Diab, T. (1999). 'Attitudes of Student Teachers Towards The Practical Education Programme at The University of Jordan: An Evaluative Study'. **Dirasat, Educational Science**, 26 (1), 1999.
 - 11 - Fairbanks, C.M., Freedman, D. and Kahn, C. (2000). The role of Effective Mentors in Learning to Teach. **Journal of Teacher Education**, 6 (1/2), 102-113.
 - 12 - Field, C. and Philpott, C. (1998). 'The Role of the HEI Tutor in Secondary PGCE programmes'. **Mentoring and Tutoring**, 6 (1/2), 3-17.
 - 13 - Furlong, J. (2000). 'School mentors and University tutors: Lessons from the English Experiment'. **Theory into Practice**, 39 (1), 12-20.
 - 14 - Garrigan, P. and Pearce, J. (1996). 'Use theory? Use theory!'. **Mentoring and Tutoring**, 4 (1), 23-31.
 - 15 - Ibeidat, S. and Al-Rashdan, A. (1993). **Education and Instruction in Jordan from 1921-1993**. Amman, Jordan.
 - 16 - Jones, M. (2000). Becoming a Secondary Teacher in Germany: a trainee perspective on recent developments in initial teacher training in Germany. **European Journal of Teacher Education**, 23 (1), 65-76.
 - 17 - Kennedy, J. (1993). 'Meeting the needs of teacher trainees on teaching practice'. **ELT Journal**, 47 (2), 157-165.
 - 18 - McGulloch, M., & Lock, N.D. (1994). Mentorship Developments in Primary Phase of Initial Teacher Education at the University of Reading'. **Mentoring**, 1 (3), 21-29.
 - 19 - Long, J. (1997). Mentoring for School Based Teacher Education in Australia. **Mentoring and Tutoring**, 4 (3), 11-19.
 - 20 - Pepin, B. (2000). Culture of Didactics: teachers perceptions of their work and their role as teacher in England, France and

- Germany. Paper Presented at the European Conference on Educational Research, Edinburgh, 20-23 September 2000
- 21 - Sherman, R. and Web, B. (1988). **Qualitative Research in Education: Focus and Methods**. London, Falmer Press.
- 22 - Sikes, P. (1994). A Question of Quality? Reflections on the 'new partnership' in initial Teacher Education'. **Mentoring**, 1 (3), 13-21.
- 23 - Stephens, M., and Moskowitz, J. (1997). Teacher Induction, Policy and Practice Among APEC Members: Results of an Explanatory Survey.
<http://oeri2.ed.gov/pubs/APEC/ch2a.htm>
- 24 - Stones, E. (1999). 'Editorial: In Theory'. **Journal of Education for Teaching**, 25 (2), 93-95.
- 25 - Teichler, U. (1997). 'Report on issues of institutional development and management in the framework of the project' **Improving Teacher Education At Jordanian Universities**'. Established document in the Practical Educational Programme, University of Jordan, Amman, Jordan.
- 26 - Wideen, M., and Grimmett, P. (1996). Exploring futures in initial teacher education-the landscape and the quest. In A. Hudson and D. Lambert, (Eds) **Exploring Futures in Initial Teacher Education** p3-42, Bedford Way Paper, Institute of Education, London.

