

‘Impact of practice teaching on student-teachers teaching skills: A study from Abu Dhabi, United Arab Emirates’

A Study conducted in a Higher Education Institute level in the UAE

**تأثير التدريب العملي على مهارات تدريس الطالب المعلم: دراسة من أبوظبي ,
الإمارات العربية المتحدة**

by

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**A dissertation submitted in fulfilment of the requirements for the
degree of Master of Education in Management, Policy and
Leadership**

at

The British University in Dubai

**Dr. Solomon Arulraj David
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DECLARATION

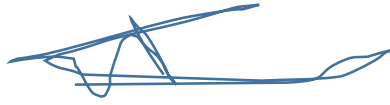
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Abstract

Lack of teaching experience can affect the new teachers seriously and reduce their productivity. The purpose of this research is discovering the relationship between teaching practice and the student-teachers professional growth from the staff and students perspectives. The main research question is ‘What is the impact of ongoing teaching practice on student-teachers professional development? The secondary questions are, what is the best practice in practice teaching suggested by student-teachers and staff? How can student-teachers and staff get the most of the practice teaching and expand their knowledge? And has ongoing teaching practice been effective? Why?.

The objectives of this research is to identify the effectiveness of teaching practice on student-teachers and staff performance. To establish a criteria for the best practice in teaching recommended by student-teachers and staff. To describe to what extent and this teaching practice has been effective. Key theories were explored in this research for instance, Bloom’s Taxonomy theory, craft of inquiry which is learning through observation, micro teaching, and model of teaching. Mixed methods of approach were used to gather the information, quantitative and qualitative. The survey was used as a quantitative tool. It was designed for student-teachers only and they were 121 students. The questionnaire was used a quantitative approach. The number of faculty who were involved in this study was 8 female lecturers. Key findings of this study are the following, Teaching practice affects the student-teachers performance positively. Teaching practice affects the staff as well and enable them to give appropriate feedback. Teaching practice improves the student-teachers and staff in three different domains, psychology, philosophy, and socially. The study concluded with the huge difference of teaching practice in student-teachers teaching and learning skills.

ملخص البحث

ضعف مهارات التدريس هي مشكلة شائعة بين المعلمات الجدد في ميدان التدريس. مما قد يسبب ضعف في خبرات التدريس على مستوى الطالب الدراسي بشكل كبير و مما من شأنه أن يقلل من مستواه التحصيلي بشكل ملحوظ. في هذا البحث , سوف يقوم الباحث بدراسة تأثير التدريب الوظيفي على مهارات الطالب المعلم و كيف يؤثر هذا التدريب على حرفية و مهارة العمل.

هدف هذا البحث هو ايجاد الرابط بين التدريب العملي المستمر و حرفية الطالب المعلم و الكادر الوظيفي من وجهة نظر المعلمين و الطلبة. السؤال الرئيسي للبحث هو : ما هو تأثير التدريب العملي المستمر على الطالب المعلم على التطوير الوظيفي له. الأسئلة الفرعية للبحث هي: ما هي افضل الممارسات في التدريب الوظيفي مقترحة من المعلمات و الطالبات , و كيف يمكن للطالبات و المعلمات ان يستفدن الاستفادة القصوى من هذا التدريب , و كيف يمكن مضاعفة مجهودهم و مهاراتهم من خلال هذا التدريب , بعد تجربة هذا التدريب المستمر هل يجدن هذا التدريب فعال ام لا و لماذا؟

الهدف من هذا البحث هو إيجاد الطرق التي تؤدي لأكثر السبل فعالية في التدريب المستمر للطالب المتعلم مقترحة من الطالبات المتعلمات , و وصف مدى فعالية التدريب العملي مع الأسباب. تم ربط البحث بالعديد من النظريات مثل نظرية بلومز تاكسونومي و فن التحري من خلال المشاهدة و غيرها من ممارسات تعليم التدريس. تم استخدام نهجين للتحري عن مصداقية ما اذا كان التدريب الوظيفي فعال ام لا باستخدام طرق بحث كمية و نوعية. استخدم في النهج الكمي دراسة استقصائية و كان المشاركون هم الطالبات في كل التربية و يتراوح عددهن 121 طالبة , بينما في النهج النوعي تم استخدام الاستطلاع لجمع الآراء من الكادر الوظيفي و كان عددهم 8 أساتذة جامعين من دول مختلفة و خلفية تربوية مختلفة.

أثبتت النتائج الرئيسية ان التدريب الوظيفي أثر على الطالب المعلم في رفع مستوى مهارات التدريس بشكل ملحوظ. أسهم أيضا هذا التدريب في رفع مستوى مهارات الكادر الوظيفي في إعطاء تقييم منصف للطالبات بعد التدريب المستمر. أثر التدريب العملي على الطالب و المعلم من نواحي متعددة مثل: نفسيا , و فلسفيا و اجتماعيا. في النهاية هذا التدريب أحدث فارق كبير في مستوى التدريس لدى الطالبات المتدربات و على إثره ارتفع المستوى التعليمي على حد سواء.

Dedication

To my everything....**My family**

To my mentor, **Dr. Solomon David**

Acknowledgement

I am uttering a deep sense of gratitude for Allah who gave me the courage to start this journey. The God also gave me the patience to reach the end of this journey successfully despite all the challenges I have been through with my little children and my work.

I am so grateful to all my respected Professors and Doctors for their greatly appreciated guidance all the way of this project.

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List of Acronyms

HEIME	Higher Education Institute in the Middle East
UAE	United Arab Emirates
ADEC	Abu Dhabi Education Council
AD	Abu Dhabi
GCC	Gulf Counties Council
TP	Teaching practice
MST	Mentor School Teacher
MCT	Mentor College Teacher
IBL	Inquiry Based Learning
ECE	Bachelor of Education in Early childhood Education
ELTS	Bachelor of Education in English language teaching in schools
EP	Bachelor of Education in Primary
ET	Bachelor of Education in Education technology
DCA	Diploma of classroom assistance
BAS 1	Bachelor of Education semester 1
BAS 8	Bachelor of Education semester 8
BUID	British University in Dubai
CS	Central services
RRC	researcher review committee

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Chapter 1: Introduction

1.1 Overview

The founder and the father of the United Arab Emirates (UAE), His Excellency the Late Sheikh Zayed Bin Sultan Al Nahyan, gave the UAE Nationals and all the population of the UAE the authorization to shape the country by concentrating in Education. His Highness believed in the female's power to change this country. His Excellency focused on facilitating the Emarati women role and let them implement their skills, work and collaborate effectively in this society. One of His Excellency Sheikh Zayed enterprises and it is organized by his vision, was allowing Emirati ladies to be hired in the Education sector and be teachers. He believed in their abilities to do this job successfully. His Excellency aimed that "Education in the UAE is a top national priority and the aim is to prepare national human resources using high-quality education for all" (Emirates 2016).

This research is seeking to analyze the impact of student-teacher practice at this Higher Education institute in the Middle East (HEIME). This institute is public for UAE Nationals only, for both men and women and they are separated in different campuses. This institute has been established since 1988. It offers a higher Education 'Post-secondary Education' in a plenty of majors, For example, Education, Health Sciences, Business, Media, Engineering, Computer and Information science, Applied communication (HCT 2017). The official language at this Higher Education institute is English. The recruited staff are from all over the world. According to this institute records back into 2015, there is 982 academic staff and 934 administrative staff. The number of registered student's is 22,000 in 17 different campuses across the UAE and the number of students and staff is increasing year by year (Higher colleges of technology 2017). The vision of this institute is 'Learning by doing'. One of the most important requirements for all programs to graduate successfully from this institute is the work placement. For all majors it should be one time only in the last semester of the fourth year. Whereas, it should be regularly each semester for the Education department students and from this point this study will be conducted.

In this teaching practice student-teachers will end up going to 12 different schools in Abu Dhabi (AD), a variety of KG school, Primary Boys School, Primary Girls School and private schools. Whereas, in the other majors in this institute, students are doing the work placement once in the last semester of the last year. Students-teachers should be covering most of Abu Dhabi Education Council (ADEC) district schools. Each practicum would last approximately for a month. All of the Education students need to practice that, either if they are from bachelor of Education or from diploma of teaching assistance. Reseracher is passionate to study the impact of ongoing teaching practice on students' and staff professional growth from the students and staff perspectives and how it influences their experience and find out how it guides them to the best practice.

1.2 Background of the Problem

A famous quote says by Binjamin Frankiln is 'Tell me and I forget, teach me and I remember, involve me and I learn' (*Inspiration* 2017). The point of teaching practice is involving the students in learning and teaching progression. However, Hew and Knapczyk (2006), mentioned that practicum is an open ended terminology and it can be defined in so many different ways. In the real life, teaching practice is quite interesting and beneficial for both students, staff and the stake holders. On the other hand, teaching practice faces a lot of challenges such as, Motivating the students to do this practice, collecting approvals from ADEC, finding school mentors for all the students in the department at the same time, networking and collaborating with schools, principals and heads of faculty at schools. Another issues faced are schools areas and transportation, mentoring and observing students at schools and giving them appropriate feedback, solve student problems and learn how to be punctual at schools.

According to Bronfrenbrenner and Evans (2000), they believed that teaching practice must be designed perfectly and encourage the Education students to enter this major, if it is designed poorly, it will end up disappointing the future teachers and let them down and they will probably will be leaving the education field. As Mtika & Gates (2011) stated that Student-teachers who are collaborating correctly with their mentors during their teaching practice and they receive a constructive support from their mentors with a good feedback, they likely tend to be excellent teachers and show great commitment at work in the future. As a result, this research will be study

ing all the elements that assist the student-teachers and staff to end up having the best experience recommended by student-teachers and staff regarding ongoing teaching practice.

1.3 Statement of the Problem

The significance of teaching practice is well known among the educators in the perspective of Education (Haigh, Pinder & McDonald 2012). Faculty should not teach the students the course work using text books only, the students should take the advantages of the practical experiences. The course work represents the solid base of the information. On the other hand, teaching practice in schools enable the student-teachers to implement what they have learned and link it with the theoretical knowledge. (Haigh, Pinder, & McDonald 2012).

Learning how to teach is quite complex because it is considered as teaching too (Fairanks, Freedman & Kahn 2000). Therefore, a deep analysis will be conducted to find out all the facts about ongoing teaching practice and how it impacts the students and staff in this institute. In addition to that, Separating theory and practice is one of the key issues of teaching practice. The main two aspects of making a good teacher is combining theory and practice together equally (Introduccion Al Practicum 2017).

The boundaries of ongoing teaching practice is the work load for the faculty and students, the arrangements of schools, areas and number of students and the segments (Bruce & Lishman 2004). Another issue is the time consuming while allocating students with the suitable school location, level and college mentor with a lot of efforts and time. This issue impact the students and faculty Satisfaction and performance. Researcher believes that this issue might impact the stakeholders, school principals, Education faculty and students. Despite the fact that this internship in schools is working well, however a number of issues need to be addressed in the future to reduce the amount of problem and let the students and faculty members work smoothly. If we highlight the problem then, we do the half work to solve it.

1.4 Purpose and objectives of the Study

Good and reflective questions and setting clear objectives to be achieved in the research is a good start of any study. As (Kothari 2007) stated that the goal of the research is to discover the answers of the research questions. In this case, the purpose of the research according to (Kothari 2007) is to examine a theory of associations among variables for example, students, faculty, school teachers, ongoing teaching practice, period of time, growth, professional development. Such study is known as a hypothesis-testing research study. In addition to that, Lopez (2012) mentioned that setting the objectives of the research must be the second stage after deciding the questions of the research. The purpose of this research is finding out the relationship between teaching practice and the student-teachers professional growth from the staff and students perspectives.

The **objectives** of the study is the following;

- To identify the best practice of teaching practice In the selected institute during 2016-2017 academic year
- To establish a criteria for the best practice in teaching recommended by student-teachers and staff Discover factors associated with the success of this program at this institute.
- To describe to what extent and this teaching practice has been effective and justify the reasons.
- Develop a handy theory that could work better.

1.5 Research Question

As Lee (2000) stated that a good research question leads to a strong argument and puts the researcher on the right track to find out unexpected results. Researcher came up with a question that target a clear objective. The purpose of this analysis is to estimate the extent of students and staff efficiency after ongoing teaching practice ‘every semester, in a period of 4 years’ in one of the Gulf Countries Council ‘GCC’.

This research is testing and tackling the following one main question and three secondary questions:

[What is the impact of ongoing teaching practice on student-teachers professional development?]

- What is the best practice in practice teaching suggested by student-teachers and staff?
- How can student-teachers and staff get the most of the practice teaching and expand their knowledge?
- Has ongoing teaching practice been effective? Why?

1.6 Significance and relevance of the Study

This research will show how teaching practice works in Abu Dhabi government schools and what are the limitation and the delimitation. All this data will be used as a backbone to modify some changes. This study will be the groundbreaking method that will change the student-teachers ways of teaching. It will present the best practice of teaching practice in the region and benchmark it with abroad experience. Also, it will be beneficial to the students, faculty and stakeholders who are teaching or concerned about the best practices of teaching in the higher education level. This study is useful because it helps the students and the teachers to improve their academic performance and identify the instructions in the workplace before getting the job. Teaching practice enhances the use of soft skills, social skills, academic growth, personal and professional growth and exceptional growth particularly in the Educational field.

This existing research is about the correlation between ongoing teaching practice and the efficiency and performance of the student-teachers and faculty. This study highlights the importance of ongoing teaching practice as it is rare in the other organizations where it used to be one single time during the whole program. This study could be extended to another study to test the students' performance after getting the job and be a real teacher in the school to check out their efficiency level comparing with the other graduate teachers who has graduated from another originations and did one work placement.

This research has been chosen to test out the success dimensions of this program for the students and staff and make changes where needed. So far, ongoing teaching practice is the thing that make this program evaluated as an outstanding program at this institute. The students in this department got the highest marks academically and their self-esteem was high as they have a good experiences and good background knowledge about their major.

Back to the literature reviews (**chapter 2**), As Barton, Hartwig & Cain, (2015) aimed that TP emphasizes the professional socialization between the students and their mentors in the workplace. Socialization and communication skills could be very weak for some students, Ongoing TP could enable the under-graduate students to understand, negotiate and address the organization potentials (Barton, Hartwig, & Cain 2015). On the other hand, Hail, Hurst, Camp, & Laughlin (2015), Literacy is reinforced very well whilst preparing the under-graduate students because it leads to the best practices in teaching and learning process and improving their English level. Alger (2009) has mentioned that reading and writing are the first requirement in to teachers' preparation industry and it empowers the teachers to model, research, create good lesson.

This study will investigate the following points to check out the validity and readability of the research;

- The importance of the ongoing teaching practice
- The correlation between the efficacy and ongoing practicum from the students' perspective and faculty perspective.

1.7 Structure of Thesis

This research consists of five chapters that were written carefully followed by a list of references and appendices. The first chapter discusses the study background, objectives, problem aligned with the research question, significance and relevance of the study and the thesis structure. Chapter two discusses the conceptual and theoretical framework based on the literate review. Chapter three is covering the research design, the methodology, the sample, the instruments, data collection and the issues faced while implementing the study. Chapter four will analyze the findings and the

evaluation. Last but not least, chapter five will cover the conclusion, the limitation of the study, further research and suggestion for the next research.

Chapter 2 Literature Review

2.1 Introduction

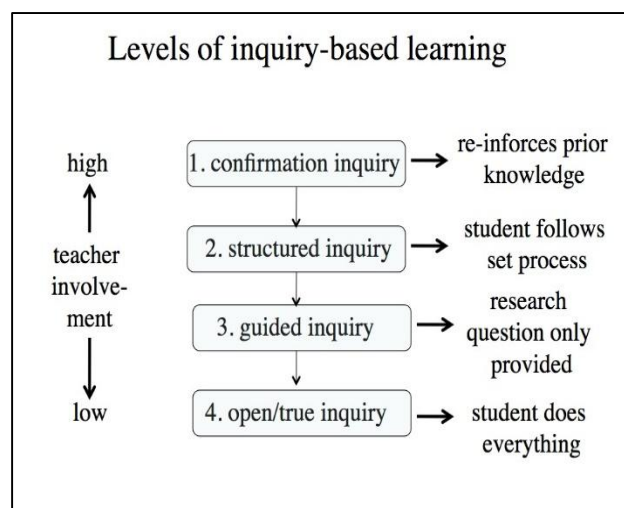
Most Educators consider the school-based practice as a vital part of learning. The justification behind expressing the importance of teaching practice is giving student-teachers the opportunity to integrate varied types of theory and information they got from their studies in the institute and use that information and theories in the school frameworks (Introduction AL Practicum 2017). As Price (2011) agreed and stated that a better teaching requires a key element which is offering the student-teachers more chances to teach by themselves in school context, solve problems by their own and apply their prior knowledge. In this chapter, two main contexts will be discussed, first the conceptual framework and secondly the theoretical framework.

2.2 Conceptual Framework

2.2.1 Inquiry based learning strategy 'IBL'

Inquiry based learning approach can be defined as an effective learning that is driven by the students themselves through engaging, exploring, applying, explaining. The teacher's role is to be a facilitator only in the classroom (Hutchings 2010). According to Edelson, Gordin & Pea (1999), Inquiry involvements can offer significant atmosphere for the student-teachers to develop their comprehension about teaching and learning process. The students will be examining and testing the facts to find out the knowledge and the answers they are seeking for. Then, the obtained knowledge will be easily recalled as it has been gained through doing, experiencing and relating the information to a reality life. According to Ali (2014), the learners who have been taught over the implementation of the inquiry based learning approach, shows greater success, effectiveness and better quality of the information obtained. Inquiry based learning and following the five stages of this theory, leads the students to be educated easier, faster and better than the traditional teaching approaches (Ali 2014). Inquiry based learning 'IBL' enables the learners to implement

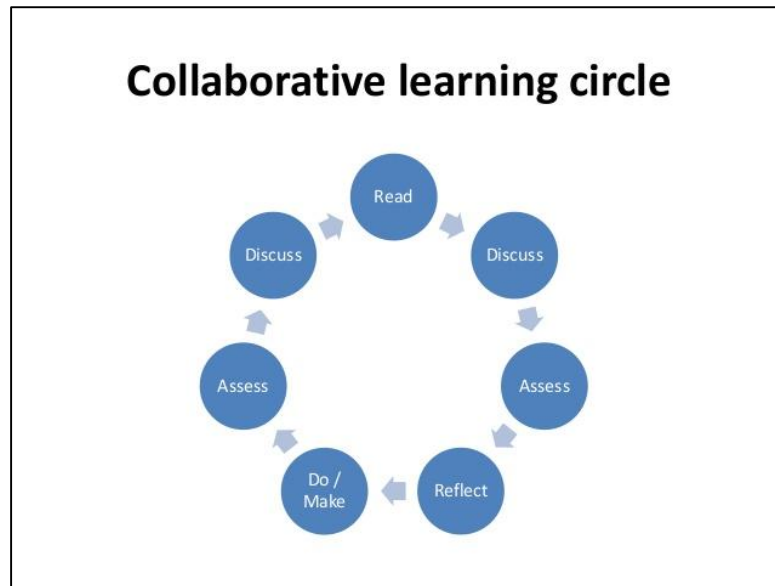
self-directed learning which allows them to improve the key skills such as, the communication skills, leadership skills and independent skills. It makes the students interested more to go to the next level of this research and contribute to the further projects and researches (Hutchings 2010). The findings of a recent study in Malta in (2014) shows that the application of the inquiry based learning approach leads to higher achievements, better performance and results by the end of the year compared with the students who has been taught using traditional ways of teaching. For the reason that, the students tend to remember the information better while doing students-centered activities (Camenzulia and Buhagiarb 2014). As Flick & Lederman (2004), assumed that the inquiry based learning ‘IBL’ can be known as teaching yourself how to learn using resources and materials to support the knowledge (**table 2**). Nevertheless, this skill is really challenging for the low level students who needs more confidence, support and time to master that skill. In addition to that, students who successfully can do this approach need to be active learners, otherwise the other passive and low achievers will definitely struggle (Flick & Lederman 2004). Engaging the students to learn by doing which could be known as ‘experimental learning’ or ‘project-based learning’ and allow them to reflect into their knowledge allow them to implement most of the theoretical information and practice it in and outside the classroom (William & Tony 2015). Banchi & Bell (2008) proposed that inquiry goes through three different levels, the teacher must guide the students to follow the level from the first level which is ‘Confirmation inquiry’ level, ‘structured inquiry’, guided inquiry, up to the final level which is ‘open-true inquiry’.



[Figure 1: Inquiry-based learning levels, Banchi and Bell 2008]

2.2.2 Collaborative learning Strategy

There are tons of studies that argued the positive influence of collaborative learning on students, no matter of the age, gender and level of the students (Johnson 2007). The collaborative learning approach targets a number of aims. For example, the performance academically, the students recognition and the social skills on the students (Eleby & Okezie 2009). Agreeing with Pressley & Afflerbach, (1995) any good strategy implemented in the classroom should be organized in three stages, the first stage is enabling the students to plan, and the second stage is monitoring the students while working, the third stage is evaluating their work. One of the remarkable techniques is Collaborative learning where the teacher can add some fun and spices to the lesson. In addition to that, the teacher can avoid the boredom caused in the regular classes by giving lots and lots of instructions (Banerjee 2000). At HCT, the vision of the origination is learning by doing. All the teachers in all departments are advised to do student centered activities rather than doing teacher centered activities. The main goal is targeting the active learning spots and avoid the passive learning as much as possible (HCT, 2016). According to Khatoon & Akhter (2010), they assumed that the collaborative learning strategy emphasized the slow learners and enhance them to work better. Moreover, this strategy enables the learner to interact with their peers and learn more efficiently, be involved actively and gain more knowledge and information (Khatoon & Akhter 2010), As Khatoon & Akhter (2010) argued that the students who are working in small groups, can learn in a better way and gain more information than what expected. Nevertheless of the subject matter, sometimes it depends on the subject. In addition to that, one of the strengths of the collaborative learning strategy is that the students have the ability to recall the information gained using the collaborative learning strategy greater than the normal instructional lesson (Khatoon & Akhter 2010) (**table 3**).



[Figure 2: Collaborative learning circle, Larrivee2000]

2.2.3 Mentoring students and giving Directed feedback

As Masalimova, Sadovaya & Flores (2016) stated that the purpose of mentoring in this Higher Education institute is allowing the experts and the students to share the knowledge. In addition to that, mentoring is a way to corporate professionally and build new capabilities. It is great way to rate barriers and improve the students and staff social skills. Mentoring could help the stakeholders to shape the new workers potential and skills to be like the way they wanted them to be in the future. Furthermore, Masalimova, Sadovaya & Flores (2016) cited that the mentorship has solved successfully the following tasks in the workplace. For example,

- Establish an organized team which can be a good role model for the students.
- reducing the staff and students turnover
- Developing the employee's productivity
- Improve the students' potential and push them to the next level.
- Provide a professional training for the staff and professional environment and education for the students to learn.

Additionally, As Barieva (2011) has mentioned that the benefits of the mentorship is enhancing the old employee's experiences and developing the new ones skills which ends up with addressing and improving the quality in both employees. Also, Johnson (2007) described that the mentorship has a lot of positive outcomes. One of them is raising the faculty and students self-actualization. It increases the job satisfaction as well. The mentorship assist the faculty and the students to network with experts and colleagues form the educational field which tends to lead them to the professional transformation (Johnson 2007). In addition to that, according to Hunter (2015), he aimed that mentoring the students could greater their academic performance and improve their self-confidence. Plus, mentees will be getting all the information they need from the mentor to be aware of all the rules and polices which will positively influence the whole department performance (Hunter 2015). As Hunter (2015) reported that the purpose of mentorship is giving the mentors tasks and responsibilities to assist the mentees to grow and progress.

On the other hand, mentorship may face some difficulties. For example, the allocated mentor and mentee may not fit together as they may have different personalities. In addition to that, there are no enough mentors for all those students specially if in the education department where we have a big number of students (Hunter 2015). Lack of guidance form the mentors will affect the mentees negatively and that will increase the students' turnover (Washburn-Moses 2010).

Washburn-Moses (2010) assumes that mentoring is all about giving a critical comprehensive feedback and shared support from both metros at the college and school mentors as well. Drago-Severson (2016), believes that coaching has supported the learning process effectively and expanded the employee's professionalism and develop the students' results as well

2.2.4 Field experience

This Higher Education Institute in the Middle East is aiming to give the students as much as solid information and conceptual knowledge about their majors aligned with plenty of experience in the education field for varies of reasons. The first reason is preparing the students for the labor force and give them all the soft skills the workplace needed to be successful and effective member in the community and be a good addition to the workforce. As Odom, Shehane, Moore and McKim (2014) agreed and said that there is a huge challenge in the higher education origination, where the stakeholders need to assist the learners from all the different divers to take the whole advantage from their undergraduate studies, skills and experiences to be well equipped for the

workforce in the future (Odom, Shehane, Moore and McKim, 2014). Secondly, one of the continuous practice benefits is enabling the students to think and reflect on the knowledge they got. Odom, Shehane, Moore & McKim (2014) aimed that one of the major learning goals out of this experiences in the higher education is pushing them to reflect critically and think deeply and link the curriculum with the gained skills (Kronholm 1996). As Coşgun Ögeyik, (2016) believed that ‘Teacher education is a process in which student teachers are trained to gain theoretical field knowledge and practice-oriented teaching knowledge’. The bright side of the practice is that the student-teachers will be well trained teachers and work professionally because they are already inspired by number of teachers and number of teaching methods gained during the teaching practices (Coşgun Ögeyik, 2016). It’s a sign of a good employee who is being reflective because it means that she or he is able to highlight the strengths and weakness and evaluate the experience as a whole. Once you evaluate the experience, it means that there is an issues will be avoided and strengths will be empowered and actions will be taken in the future in order to improve (Bold & Chambers 2009).

2.3 Theoretical Framework

2.3.1 Ongoing teaching practicum

Senior students at this institute have confirmed that ongoing teaching practice is the best way to build up the students’ self-esteem, experience and soft skills. It assists the student-teachers to socialize with other experts from the educational field. It enables them to be well prepared for the workplace and address all the job requirements. It reduce their fear level of meeting new people and allow them to start a discussion. Moreover, the Abu Dhabi Educational council ‘ADEC’ has recommended that all higher Education originations should implement an ongoing training program for all majors to make the students ready for the work place and balance between the knowledge and the practice. ADEC’s vision is competing the world Education mark et and provide the best system through providing the best teachers that enable the learners to get to their full potential (Mission & vision 2017).

First of all, this institute is following a direct-instruction approach which is a teaching approach that aims to teach small groups of students intensively and face to face (Carnine et al. 2013).

The mentor from this institute and the school mentors are working so hard to give the appropriate assistance for students intensively during teaching practice so they can get out with the best information face to face based on giving continuous feedback to highlight the weakness, strengths and areas of development.

As a result of His Highness Shaikha Mohammed Bin Rashid statement, all the Education sectors must work really hard and maximize all their potential to achieve the aims of giving the students in the United Arab Emirates the best Education in the world. His Highness Shaikha Mohammed highlighted that ‘Emirati women continuously affirm their presence and active participation in the march of development’ (Quotes - his highness Sheikh Mohammed bin Rashid Al Maktoum 2017).

Education should be updated in order to reach the best practice. One of the best practices in this Higher Education institute in the Education department is the continuous teaching practicum. Based on this institute statistics, it shows that the best students’ performance, the best results, and the higher grades were achieved by the Education department students which is the only department in the UAE who runs an ongoing teaching practicum (HCT 2017). In addition to that, Drago-Severson (2016) has mentioned that teachers and student-teachers should continuously learn about teaching and learning as this field is always changing, improving and it faces a lot of challenging.

2.3.2 Socializing with scholars and experienced people

Social behaviorism theory stress the significance of being social with others and how a social involvement can impact the student’s and teacher’s personality (Boundless 2016). One of this institute key goals is raising the bar and taking the students to the next level by allowing them to network and social with experts from the educational field. Referring to Huffman (2013), he stated that when the students are building relationships with experts from their majors, this behaviour could improve their whole experience and knowledge much more than the traditional ways of learning in the classroom and spoon feeding the information. On the other hand, Huffman (2013) has claimed that socializing with scholars could be difficult also where the students need to address all the protocol and policies to discuss a topic appropriately. In addition to that, recent studies shows

that networking and building relationships is a fundamental skill for learning and teaching environment (Livingston & Brake 2010). One of the top components that shape and enrich the employees or the students' skills is the social skills, As Drago-Severson (2016) claimed that "active engagement, modeling, reflection, metacognition, application, feedback, ongoing support, and formative and summative assessment" are the most important features of active and effective learning approach (Drago-Severson 2011 P. 40). Galloway (2012) supposed that socializing could be a good way to inspire good actions, helping others to learn more and dream more, it helps to spread positivity as well. Strong teacher-student relationships impact the students' motivation, education and growth (Adair 2016).

2.3.3 Teaching Practice and the professional career development

Basically, teaching practice is a central part of any training program particularly in the Education field. It has been essential because it enables the students to practice what they have learned theoretically and conceptually in their undergraduate studies. At this point, the students can link the theory with the real life and reflect into the learning and teaching progression. Teaching practice gives the students the experience and the confidence they are looking for. Teaching practice is always a major part of the career development. It's greatly impressive how all of the following factors are combined together, leadership, qualification, practicum and development and each factor of them is empowering the other one. Supovitz and Turner (2000) indicated that student's development lies at the heart of all of the educational efforts that has been made to enhance the students' success and accomplishment. Practicum is one of the best ways to improve the students and the staff career development. Allen and Lederman (1998) described the successful teacher as the one who has been practicing the most based on intensive program of professional development and teaching practice. As Loo (2013) aimed that there are two very important elements in the successful educational organization; the first element is the quality of teaching and the second key element is the qualified teachers. No matter at what level they are teaching, as much as experiences gained could work in all levels such as, in the higher Education, the secondary level, the middle level or the primary level (Loo 2013). Teaching practices could be considered as a professional development and training program for the students in the educational field. According to Yager (2012) he believed that this type of practicum is associated with curiosity and creativity in

both of the students and the coaches. When curiosity and creativity comes aligned together in the classroom, it tolerates an outstanding level of practice and motivation in the subject (Yager, 2012). On the other hand, some of the educators do not believe in creativity and curiosity while teaching the content. Some of the educators believe in producing the outcomes of the lesson only or focusing on the study learning methods only (Al-Balushi and Al-Abdali, 2014). Nowadays, the main target for the organization is to equip the teachers with the suitable academic knowledge and training as the teacher's education and skills is the main concern at the moment (Al-Balushi and Al-Abdali, 2014). Referring to Mitchell (2013), he stressed that the professional development course in teaching practices influenced the teachers and the students positively. After giving the teachers a professional development course, the evidence shows that this course supported the students' results in their assignments and it leads to better grades and performance from the students in the exams. In addition to that, it shows greater understanding. On the other hand, the feedback after implementing this professional development course 'teaching practice' on the teachers, shows that the teachers has a greater willingness to implement an inquiry based learning methods. It enable the teachers to use hands-on activities and use a better teaching ways to deliver the information for the students (Aubrecht, 2004)

2.3.4 Ongoing teaching practice benchmark

In this Higher Education institute, teaching practice is carried out differently, where student-teachers are supposed to practice it every semester for the four years of their undergraduate studies. This program was benchmarked somewhere else in the world. It was benchmarked with the University of Melbourne in Australia. This ongoing teaching practice was implemented in that university and they found remarkable. As a result, the selected institute inspire the ongoing teaching practice form that successful practice.

2.3.5 Best teaching practice examples

There are lots of other examples of practice that proves the positive impact on student-teachers of practicing teaching. For example, model teaching. Model teaching according to (School of Education, 2017) is imitating the experts to shape the new teachers individual patterns and shape the materials of the course. Furthermore, micro teaching could be effective too in developing the teaching

g skills among student-teachers. Micro teaching is teaching small activity for small number of students for a short time and the purpose of the micro teaching is improve the teaching skills (Kurup). Both of ongoing teaching practice, model teaching and micro teaching has one element in common which is getting the teachers' teachings skills forward.

2.3.6 Bloom's taxonomy

Any teaching practice is relevant to blooms taxonomy somehow. The purpose of blooms taxonomy is giving the teachers a clear framework to enable them to concentrate on the higher thinking order. The idea of bloom's taxonomy came from the necessity of endorsing greater thinking levels in Education. Students in the theory are encouraged to analyze and reflect that than recall the information (Bloom's Taxonomy of Learning Domains: The Cognitive Domain). There are three learning domains based on bloom's taxonomy which is mental skills, feeling growth, physical skills (Bloom, et al. 1956)

2.4 Five related Studies

2.4.1 Study from California

Learning theory has a direct link to teaching practice (Lindgren 1959). Lindgren (1959) added that the keys that improve and shape the student-teachers' attitude about Education is practice, individual experience and analysis. This research is inspired by the learning theory, teaching practice and professional growth. As mentioned previously, the purpose of this study is testing the impact of ongoing teaching practice on students and staff. Number of earlier studies carried out so far, stressed out the importance of teaching practice on career development and how does it impact the professional growth mostly in a positive way. On the other hand, this research is trying to find out and address the impact of ongoing teaching practice on student-teachers and staff professional growth. Tons of studies has been highlighted the importance of practicum and it is applicable in all majors during the under graduate studies, however this study is focusing on the ongoing practicum and aims to hear from the students and staff perspective. None of previous studies has mentioned an ongoing teaching practice.

2.4.2 Study from Missouri State University

Hail, Hurst, Camp, & Laughlin (2015) has conducted a study to test the effectiveness of teaching practice on undergraduate level and how does it impact their teaching literacy. This study has been held in Missouri State University. The aim of this study is to figure out the student-teachers insights of the teaching practice and their level of teaching literacy mainly in reading. The purpose of this study is to test the efficiency of instructional literacy and how student-teachers are prepared for teaching. The findings out of this research showed that student-teachers need more of monitoring, demonstrating and more mentoring and giving feedback in terms of their teaching performance (Hail, Hurst, Camp, & Laughlin 2015). The current study is related to Hail, Hurst, Camp, & Laughlin (2015) study where they were focusing on the best practice of teaching from the students and teachers perspectives, they have concluded that ‘Undergraduate teacher preparation programs must teach best practices and allow opportunities for preservice teachers to practice literacy instructional models to build their knowledge base and their confidence’ (p.13).

2.4.3 Study from China

According to Liang (2014) he has mentioned that, the Chinese faculty were involved in an intensive training course to improve their teaching skills by teaching them the learning theory and how to deliver good mathematics lesson via a high quality teaching practice. This study ended by having an obvious growth on the faculty teaching skills and prepare the faculty for the upcoming teaching classes very well by enabling them to practice teaching using a developed learning theory and provide resources and good teaching practice opportunities for them to maximize the university faculty teaching skills. Liang (2014) added that model of teaching has improved the faculty and advanced their incorporation of teaching and learning.

2.4.4 Study from Australia

In this recent Australian research, researchers were aiming to discover the best practices of teaching practice in Australia and benchmark it with the world. Researcher stated that new teachers

should be aware of teaching skills, teaching knowledge, and they should be offered a training program and professional development course to allow them to understand better and learn better. The most challenging teaching skill is allowing new teachers to identify the policies and structure of effective teaching experience. In light of giving the new teacher, all this knowledge through giving them good quilting teaching practice, the results should that they are better in delivering lessons, designing assessments and punctuality (Hansford 1990).

2.4.5 Case study form India

This study was conducted to find out the innovative Indian teaching who are considered as a role model for their colleagues via their outstanding teaching skills and remarkable practices. It was a qualitative research method based on exemplary model. The tools were used is questionnaire and survey and the population of this study was only two teachers. The study proved that the most key element in success is the practice. Participants have admitted that reflective and critical practice is the secret behind their success and it guided them to this enormous development (Sengupta and Tyagi 2016).

2.5 Conclusion

Conceptual and theoretical findings emphasized that teaching practice is a serious pedagogy that impact the holistic improvement of the students. Teaching practice alone won't be great without tying it to self-reflections. Along with teaching practice, there should be a self-reflection and mentors evaluation by college and school teachers. Teaching practice plays an important role in student-teachers professional development. It is the same in nursing, without practice, they will not be able to do their job. Another example, is the swimming. If you want to swim in the sea, intensive training program should be done align with coaches and constant feedback and guidance until reaching the mastering point. The existing literature stated that teaching practice is influencing the teaching skills positively.

Chapter 3 Research Design

3.1 Introduction

This part of the study discusses the research design and all the steps has been taken to conduct it. This research's goal is to analyze the impact of ongoing teaching practice in the Higher Education level based on the students and staff performance and find out the strengths and the weakness of this program from both of the staff and students perspectives. In this chapter, the following domains will be discussed, the design of the research, the methodology has been followed in this study, the setting of the research, the research sampling, the tools and instruments has been used during this study, the researcher's role, the ethical consideration, the data collection, limitation and delimitation of this research. Qualitative and quantitative research method has been conducted in this investigation. Priye (2013) claimed that the quality of learning is based on the quality of education given for students in schools besides the quality of teaching and the quality of the teachers' skills.

3.2 Contextual analysis

3.2.1 Bachelor of Education in Abu Dhabi (HEIME)

In the Education and Health sector, 40 percent over 80 percent of the UAE national employees of the labor force are Emirati women (Clarke & Otaky 2006). The Education is one of the main concern and priority number one in the UAE. Since, the stakeholders believe in meeting the best standards. As a growing country, the government is offering the most fulfilling occupations and opportunities to form the future of this country very well. In addition to that, the government give s all the attention and support to the Education and encourages the Emirati students to enroll in the Education department. One of the Higher Education originations that offers a good and well recognized Education programs is this Higher Education institute in the Middle East.

Education department in this institute has prepared an excellent Education courses and outline for the students based on the latest knowledge and Educational theories. One of the most significant requirements of this program is doing an ongoing teaching practice starting from Year one, semester one up to year four semester eight. The Education students are required to practice what

they have learned in the classroom in to the schools. This institute and particularly the Education department approach is ‘Learning by doing’ where the students are learning through practicing. This approach empower the students to get the teaching and learning skills they need to function perfectly in the workplace in the near future after the graduation (Education - HCT, 2017).

The Education graduates could contribute successfully in the private schools in the UAE, government schools, any learning centers in the early stages or middle stages and any other Educational forums. This program focus’ is the following; using integrated, interactive and constructive approaches to learning, teaching and assessments. This institute graduates have a good academic understanding of the learning progressions. They have an excellent teaching skills which was gained through the intensive experiences from the Educational field in the schools after each teaching practice. They have a good commitment to demanding practice. The students are used to UAE curriculum and outcomes of the early stages (Education-HCT, 2017).

According to (Education-HCT, 2017) Bachelor of Education degree has three specializations starting from year two,

-Firstly, Bachelor of Education in ‘**Early childhood Education**’. This program targets to produce graduates with high quality skills, knowledge and experience to be ready to give the young learners Education and care in the early childhood stages align with international standards. Such as Lee & Loeb (2000) believed that children’s success could be influenced by the negative and positive attitudes of the school, programs and teachers.

-Secondly, Bachelor of Education in (**English language teaching in schools**) where, the graduates will be able to teach the students at any level ‘pre-school, primary, middle school and high school’. Besides, being specialist in teaching English language. The world is changing dramatically and especially today’s global labor force where the employees need a good English language to interact and deliver the information. As GÖMLEKSİZ (2007) stated that globalization is truth and it’s happening everywhere.

-Thirdly, Bachelor of Education in (**Primary**). This program objective is to produce graduates who are qualified to teach English, Science and Math for the primary levels in the UAE.

-Last but not least, Bachelor of Education in (**Education technology**). It aims to produce graduates who are skilled in the instructional and educational use. The goal out of this program is to increase the capability of teachers and making good teachers who are able to connect the theory with practice in the teaching-learning condition (Eze, 2016).

Moreover, this institute is running a Diploma of Education – Classroom Assistance ‘DCA’. The graduate of the program will be assisting the teachers in the classroom to prepare the materials, mark the exam, help the students with special needs and teach small groups of students (**table 1**).

This institute ‘HEIME’ aims to produce graduates with excellent field-based experience aligned with the theoretical knowledge. All the programs above were designed to match the United Arab Emirate ‘UAE’ teaching and learning needs and those programs has been developed regularly from time to time after integrating each one of them. The most interesting point in this program, that, this program ‘English language teaching in schools ‘ELTS’’, and the early childhood Education program ‘ECE’ are benchmarked with the graduates from the University of Melbourne in Australia. This is the best international practice and standards which made the faculty and students of this institute so proud and satisfied about their majors (Education-HCT 2017).

Bachelor of Education degrees specializations in HEIME		
1. Bachelor of Education in Early childhood Education – ECE	4 years	Bachelor Program
2. Bachelor of Education in English language teaching in schools - ELTS		
3. Bachelor of Education in Primary – EP		
4. Bachelor of Education in Education technology – ET		
5. Diploma of classroom assistance - DCA ‘ <i>Last semester of running this program</i> ’	2 years	Diploma Program

[**Table 1:** Bachelor of Education degrees specializations in HEIME]

3.3 Research Approach

This research is exploratory research design. According to Research design (2017), the main objective of the exploratory research is clarifying the insights and giving clear consideration of the research problem. Researcher have implemented mixed research method to the empirical research, such as ‘quantitative and qualitative’ in this study, the targeted population is the whole population of the Education department including the Education faculty and program chair. This study is ©BUID, DUBAI; 2017

conducted to examine how ongoing teaching practice impact the professional development on student-teachers and staff performance. A similar study has been conducted in Oxford University by Walter & Briggs in 2012, who were analyzing the teacher professional development and examining the findings of evidence-based research. They found that mentoring and coaching is the best way to improve the teachers teaching and learning skills. In addition to that, they found that working with peers' collaboratively is a key to develop teachers in training. The research shows that good learning is a result of good teaching (Walter & Briggs 2012). Both of this current study and Walter & Briggs and Hail, Hurst, Camp, & Laughlin study (discussed in chapter 2) are proposing that teaching practice is a key to professional development and both of studies were based on exploratory research design. In this study, qualitative and quantitative research methods were implemented.

3.4 Research setting and sample

This research has been conducted and started in a Higher Education Institute in Abu Dhabi. This institute has been chosen for a number of reasons. For example, there is a good number of participants and staff showed an interest to be a part of this research. The approval of this research has been collected from the researcher workplace, even though it took time but it is easier to follow up with the updates if the researcher is working at the research place. If the researcher is conducting a study at her / his workplace, it means that the researcher can go back to the participants any time to check on any missing or misunderstood information or discuss the topic again for further clarifications. Numbers of student participants are (121 students) and staff (8 members) in the Education department is suitable and enough to build a fact and come up with the final findings (**Table4**). In addition to that, the most significant reason that the education department in this institute is the only department that runs an ongoing work placement in the whole UAE. The entire population of the Education department were selected,

Students were from varied levels and sections starting from Bachelor of Education, semester 1 'BAS 1' up to Bachelor of Education semester 8 'BAS8' and they were 116 students. Diploma students were included as well and they are a small number only 5 diploma students. The students' level of English is low to intermediate ranking level. The participants' first language is Arabic and their second language is English. All the students and staff were happy to be part of this research.

Number of students	Number of staff
121	8
Bachelor = 116 , Diploma = 5	
Average age: 21	Average age; 35
First language; Arabic	First language; English
Females	Females
Nationality: Emirati	Nationality; varied
Family income; Medium to High	Family income; Medium

[Table 2; Study sampling]

The participants of this research are divided in to two parts, firstly the staff and secondly the students. The number of the staff participants are 8 Education department faculty and the program chair of the education department. A total of eight staff participants who are all females from varied ages, varied years of experience and varied nationalities and backgrounds. The average age of the staff members are from 26 up to 60 years old. They are from different countries such as, Canada, United States of America, England, United Arab Emirates and New Zealand. A questionnaire has been created for staff. The sample size of this questionnaire is eight (**table1 &5**)

Secondly, the students' participants who are from two different programs in the education department, For example, Diploma program of teaching assistance and Bachelor of Education in teaching English for the early ages in schools (**table6**). The average age of the students' participants is from 19 up to 25 years old. They are all female Emirati students who has low to Intermediate English level. A survey has been created to gather the students' responses about this ongoing teaching program. The sample size of this survey was one hundred and twenty-one students from the two different programs, Diploma of Education who were 5 students and Bachelor of Education who were 116 students. The whole population of the students was targeted. Students showed interests to contribute in this research and share their experience (**Table 2**). The total number of this research participants was 129 participants.

Faculty Nationality	Number of faculty	Faculty years of experience
Canada	1	10
United States of America	2	13
England	1	19
United Arab Emirates	3	5
New Zealand	1	14
Total number of participants	8	

(**Table 3**, Information of the questionnaire participates)

Major	Survey participants number
Diploma of Education	5
Bachelor of Education	116

(**Table 4**, Number of survey participants)

In the first stage, the researcher has started the investigation with the faculty members. A quick meeting has been conducted before giving the staff the questionnaire questions to explain the purpose of the research and the procedures that will take place afterwards and time needed to finish this questionnaire. In the meeting, a pilot, hard copy questionnaire has been introduced (**appendix1**). After that, the researcher gave the faculty the option to choose, whiter they prefer a soft copy or a hard copy. All of them has chosen a soft online copy of the questionnaire (**appendix2**). After the meeting, researcher emailed the staff the questionnaire link and gave them the access to enter their input. The questionnaire consists of 13 reflecting questions (**appendix2 &3**). According to Ackroyd and Hughes (1981), they believe that the questionnaire tool has a lot of strength such as, good amount of information that can be gathered. They added that questionnaire works really practically, the results can easily be collected and analyzed. In addition that, the qualitative data collected by using the questionnaire as a data tool, guides the researcher to a new hypotheses or prove exited hypothesis (Ackroyd and Hughes, 1981). On the other hand,

the questionnaire input can be based on the participants' feeling or emotion which may affect the validity of the research (Popper, 2004). In this stage, the researcher has used the total population sampling where the whole entire department faculty population are included in the testing (Ltd, 2012)

In the second stage, with the student participants a whole population sampling approach was used. Referring to (Investopedia.com, 2010), all participants are equal in this sampling, each single input is important even though if there are a big number of participants. The aim of using this sample is finding out the answers of the research question from different perspectives, views and backgrounds. Researcher has created two types of survey a hard copy one (appendix4) and an online survey (appendix5). Students were interested to use the online survey (appendix6). The link of the survey has been shared by email. The survey consisted of 25 questions related to the topic of the research. The survey questions were discussed with the education team ahead of time to be approved and used officially. In addition to that, another method has been used with the students which was stratified-sampling method. In this method, the students were divided into two groups Diploma students and Bachelor students to discover the differences between the two groups and find out the needs of each group (Reserved and Version, 2016).

Before doing the survey and the questionnaire, the participants has been told that their input will be analyzed and used in a dissertation for the British University in Dubai and it can be used for any research causes. Researcher visited the classes and explained all the details about the research from A to Z and then they signed it and agreed to be part of this study (**appendix7**). At the very beginning, an important announcement has been made, the participation in this study is optional and they have the option to leave at any stage of this analysis if they want so.

3.5 Research instruments and data collection

Understanding the phenomena behind teaching practice required the researcher to use mixed method approach to discover all the facts about ongoing teaching practice and how does it affect the students and staff professional development.

3.5.1 Survey

Survey is a data tool which is used to inspect the value or the situation of something centered on the research (Merriam-Webster 2017). Surveys can direct major findings in the research but on the other hand, it cannot pull out the subsections of the research (The University of Reading 2001). It is always a good advice to outline the information that the researcher is looking for into themes in the survey, to make it easier for the participants to read and the researcher to analyze (The University of Reading 2001). Agreeing with Wyse (2012), who aimed that the online surveys are the greatest cost-effective approaches of the research surveys and sometimes it is way better to analyze. However, some of the surveys disadvantages that some of the participants' responses are not accurate and honest (Wyse 2012).

In this research, the researchers' focus is the ordinal survey where the researcher is using a five Likert scale such as, Agree, Strongly agree, Neutral, disagree, strongly disagree and others (Zapier 2015). According to Zapier (2015), the ordinal data enables the researcher to sense the value of the response and generally it answers the question of 'How much'. It is always recommended to flip the responses for the participants to make sure that the participants are reading the questions well and answering correctly and do not pick the answers randomly (Zapier 2015).

Surveys come in different forms and there is a plenty types of surveys that cannot be covered. But, the best form of surveys is the online survey because it is the easiest to complete for the participants. Online survey is a link of a form consists of questions that should be completed by the participants (Denscombe 2003). On the other hand, surveys has some disadvantages. One of the survey disadvantages is that the information gathered can be invalid. In addition to that, some of the survey data do not express depth and fine points, as a result of that the research will be suffering of lack of information, depth and validity. The advantage of using survey, it is a fixed and structured tool. It focuses more on generating data that come from real-life observations. It enables the researcher to test the facts and do an active research by going out and finding answers. Surveys are based on data rather than theory. Large-scale research is allied with survey usually. Any scholar who is targeting to do a qualitative research, survey is the best tool to use because it can gather a mountain of data over a very short time and low cost (Denscombe 2003).

Survey has been designed simply to enable the students to participate easily without no efforts in this study. The first part of this survey starts with three terms definition the students were already familiar with these terms. For example, Mentor; is the college teacher and school teacher who helps the students during the teaching practice. Ongoing; means the students are participating in practicum each semester in varying degrees. Practicum; is teaching practice 'TP'. The purpose of this definitions is to avoid confusion and enable the participants to understand the questions clearly. The second part is socio demographic information about the students such as, thier ID, their email, their major, their age and section.

The third part is the questions list which is 25 questions related to different key topics. For example, expectation, relationships, management, engagement, applying knowledge, practicing and depending knowledge, new information, rules and procedures, learning and feedback. The responses existing for the participants to choose from is strongly agree, agree, neutral, disagree, strongly disagree and other. There is a note at the bottom of the survey, it says 'if you are participating in this survey that means you give the researcher your approval to use your input in this study'. The level of English language used in this survey is created based on the students' level of English and it was very straightforward. The participants will be receiving a soft and a hard copy of the questions ahead of time. The number of the participants of this survey is approximately 121 female students from the Education department from both of bachelor and diploma program.

3.5.2 Questionnaire

Questionnaire can be defined as a data tool consists of questions list that is used in the research market to collect responses and those responses can be analyzed and used to find out the information needed (Dictionary 2016). Some of this data tool advantages that it is objective and it can collect the information in a consistent way (Learning Technology and content 1999). As Denscombe (2003) aimed that, questionnaire tend to gather facts and opinions from the participants' perspectives. The most challenging part while setting a questionnaire is wording the questions. Advantages of questionnaire is the wide coverage, low-cost, pre-coded information. In contrast, the disadvantages of using questionnaire as a data tool is that some of the participants may response poorly to the research questions. Some of the participants write limited answer where

the researchers seek form more clarification. In addition to that, the researcher cannot check the validity and truth of the responses Denscombe (2003). There is another limitation of using this tool. For example, it takes a long time to design, analyze and categorize the input (Learning Technology 1999). Furthermore, questionnaire may suffer from lack of details because sometimes the participants are not reflecting and writing all what the researcher wants to get from them. Lack of details in the responses could lead to a less scope of data (McLeod 2014).

In this research, the design of the questionnaire consists of four parts. The first part of the questionnaire is signing and getting the official approval from the participants, it said that 'If you participate in this research, that means you agreed to use your input in this study'. The second part is a brief summary about the research and the purpose of this questionnaire which is to identify the impact of ongoing teaching practice on student-teachers and staff professional growth. This questionnaire aims to deliver a more solid process for assessing how faculty support students each practicum. In the header of the questionnaire, there is some important terms definition has been stated to make sure that the participants can understand the key terms in this study.

In the second part of the questionnaire, there is 13 questions related to different domains such as, ongoing teaching practicum as whole, career development of the faculty and staff, relationship and communication, policy and rules, management. All the questions are open-ended questions to get quality information and as much information as the participants can add to this questionnaire. The purpose of this questionnaire is to identify the impact of the ongoing teaching practicum on the students and staff from the faculty perspective.

3.6 Role of Researcher

The most important instrument of any research is the researcher. Because he/she is playing a huge role in running and floating the research (Pugsley 2001).The researcher background information, way of thinking and reflecting into the research data is a key. The researcher was an English teacher in a government school in the UAE. Then, the researcher stepped up and taught Diploma students in a higher Education institute. Currently, the researcher is teaching Bachelor of Education students. Conducting an empirical study in a Higher Education institute for women took a long journey of submitting proposal and getting approvals from all the people involved in this study but at the end and after following all the procedures, the researcher got the approval to conduct this study. There

was a direct link between the researcher and the undergraduate students ‘Some of them who were taught by the researcher’. There was no direct link with the other participants in this research as they were not taught by the researcher. Also, there is a direct connection with the other party of the participants who are the faculty because they were the researcher colleagues. Research procedures and steps has been directed by the researcher. Researcher stepped out of this study, and act like an observer only to avoid the bias of the study. Researcher is totally aware of this stage and how it was important to subject the facts and findings only.

As mentioned earlier, the researcher conducted an exploratory research design. The quantitative data tool was implemented through a survey for the undergraduate students in the Education department and it was participant oriented. On the other part of research, a qualitative data tool was used which was the questionnaire for colleagues. The researcher is the one who design and write the survey and questionnaire questions. The researcher was a data tool of this research as well because all the input of the questionnaire and survey were analyzed by the researcher based on her experiences and thoughts.

3.7 Ethical Consideration

Ethics is a key part of the study which is as significant as all the other parts of the study. As Birrell and Bruns, (2016) aims that ethics can be preserved as an advising case, management danger and psychotherapy. In this study, the participants has been told that all their inputs and names will be hided. The data gathered will be confidential and used only for the educational purposes. The participants’ details will be private, anonymized and numbered by their Institute ID only. All the information gathered will be kept in a safe place unit, Input with be analyzed.

At the very beginning, the researcher has requested for a permission to conduct this study. First of all, a permission letter has been emailed to the director of this Higher Education institute of the Middle East from the British University in Dubai ‘BUID’ (**appendix 8**). A detailed proposal has been emailed to the program chair, the Education dean and the research committee people (**appendix 9**). After getting the approval from the director, the approval has been forwarded to the Central Services ‘CS’ and to the Researcher Review Committee ‘RRC’ to conduct this study. After

all this long process, the approval has been received to start the investigation officially and collect the data after three to four months of the request.

No names were written in both data tools. The participants has been informed that the information written will confidential. The participants are allowed to skip any question if they are unhappy to do it. They have the right to choose if they want to do the survey and questionnaire and their grades will no affected at all. All the responses were coded by numbers 'Students ID' instead of names.

3.8 Quantitative data analysis (survey)

The quantitative input of the student's survey were analyzed three times, using SPSS software, using charts, graphs and counting the Likert scale of the survey as per individual which is Strongly agree equal 5 points, agree equal four, neutral equal zero, disagree equal three and strongly disagree equal two. Those points will be counted and then divided by 25 which is the total number of questions in the survey. For example if an X student who is completely happy with this ongoing teaching practice and would rate all the questions with five points then, $5 \times 25 = 125$. If a student collect between 125 to 100 points that means she finds this ongoing teaching practice is working very well. If a student has between 99-70 points, so she is has a good impression of the program. If a student has between 69 and 50 points, that means they are unhappy and they find it works fairly. If a student get between 49 to 30, she doesn't like this ongoing teaching program at all and she is against this program. Last but not least, all the students' points will be gathered and divided by the total number of participants to see the final percentage of the program (**appendix 6**).

Survey Likert Scale	
Strongly agree	5 points
Agree	4 points
Neutral	0
Disagree	3 points
Strongly Disagree	2 points

[Table 5; Survey Likert scale points]

125 to 100	Excellent
99-70	Good
69-50	Fair
49-40	Disappointment and poor

[Table 6; Survey point's results]

3.9 Qualitative data analysis (Questionnaire)

However, the quantitative data were gathered in Excel and analyzed one by one. A simple Excel platform was used to compare the faculty evaluation feedback of this ongoing teaching practice program to check the validity of the students input on the survey (**appendix 5**). All the information and notes from the faculty were noted in this Excel platform to be analyzed by the researcher.

In this chapter, the framework of this study will be presented. It presents the theoretical design of this research and the methodology implemented to find out the answers of the research question. This study attempts to discover the impact of the ongoing teaching practicum on the students and staff professional development. In order, to find out the answers of the research question; two types of methodology were used. The first one is qualitative methodology through creating questionnaire for faculty only. The second one is quantitative methodology through creating a survey for the students from two different degrees 'Bachelor and Diploma of Education'. This study is conducted to allow faculty and students to recognize the relationship between the ongoing teaching practicum, students, staff, growth and professional development.

As Greswell (2013) believed that, sometimes when the researcher uses one type of methodology is not enough to find answers for the research questions, therefore, using two types can be beneficial and address the research questions, and gather evidence to prove the facts. The mixed methodology approach has been used to test the impact of the ongoing teaching practice on student and staff growth.

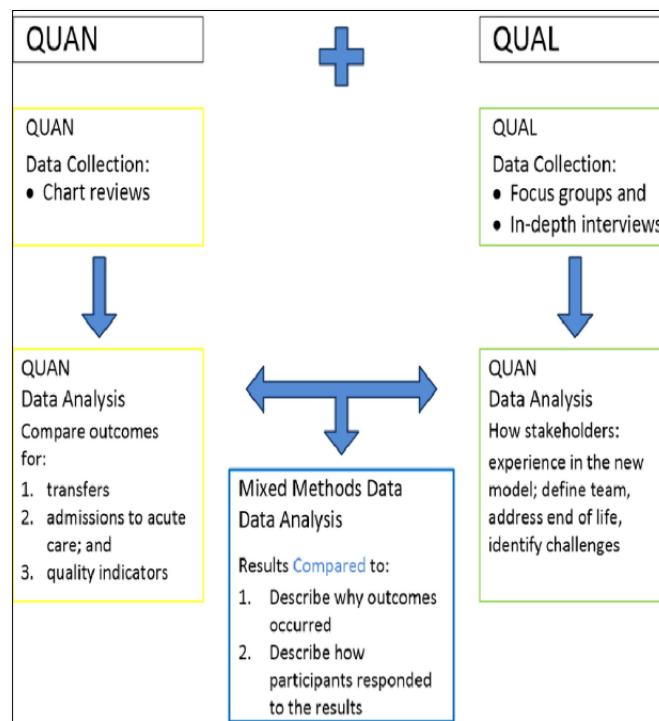
The aim of using a quantitative research method is gathering numerical information from the students who are considered as a big sample size to cover the majority. This stage was done by using a survey. However, the goal of using a qualitative research method is gathering data form individuals and analyze each input and then code the data. This stage was done with the faculty

through a questionnaire. Finally, all the responses were combined together, analyzed and build a correlation between the students and faculty data.

The survey can give the researcher numerical data, however, the questionnaire can give the researcher a reflective in depth data related to the topic. Usually, the number of questions in the survey is more than the number of questions in the questionnaire and this is the case in this research.

3.10 Triangulation design

Combining two research methods could be defined as triangulation where the researcher is aiming to find out more evidence and data and compare the information gathered. The goal out of using the triangulation approach is investigating more and if there is any relationship between both research methods that will lead to the final findings and confirm it (Figure 3)



[Graph 1; Triangulation design Marshall, 2008]

3.11 Reliability and validity

Any good research must consider these two very essential terms, validity and reliability. Reliability could be defined as the degree of the accuracy of this assessment aligned with stable results. There is a number of reliability types such as, internal consistency reliability, Inter-rater reliability, Parallel forms reliability and Test-retest reliability (Center for Research, Curriculum and Instruction 2016). This research is based on test-retest reliability where the students and staff did the same test designed for each category twice to a group of people over a period of time. The input from test 1 and test 2, can be compared, evaluated to examine the stability over this period of time. The research should report the same results even though the time is different and the people are different after that, we can say that this research is reliable (Center for Research, Curriculum and Instruction 2016).

Validity is as significant as the reliability and it means how well this study, is testing what is supposed to test. There are different types of validity such as, face validity, construct validity, Criterion-Related Validity, Formative Validity, Sampling Validity (Center for Research ,Curriculum and Instruction 2016) This research is based on sampling validity where the test is reflecting on a sample of group of people and it reflects on the content area entirely (Center for Research ,Curriculum and Instruction 2016). The research is valid when it is reflecting on the content part as a whole. Both of the survey and the questionnaire were double checked by other faculty in the Education department to make sure that the questions are relevant, well written and easy to understand.

3.12 Research Limitations and Delimitations

This study entitled management, leadership and ongoing teaching practicum; ‘The impact of the ongoing teaching practice from the students and staff perspective on a higher education origination’. This study has been conducted in one single higher education institute, it is a governmental college for women in Abu Dhabi city, United Arab Emirates. The research took place on the academic year of 2016-2017 on the first and second semester of the year.

The researcher has faced issues while conducting this research. First of the all, the survey and questionnaire were disturbed to students and staff at the end of semester one where the students were too busy preparing for the final exams and assignments. The staff also were busy marking

the final exams and invigilating so, it was a kind of wrong timing. Choosing the right timing to conduct the study is always a good idea to confirm that there is no external factors affect the participants' responses. This Type of limitation known as an 'impact limitation' (LTD, 2015).

In addition to that, the absence of the study population might affect the study outcomes. It is always a good idea to gather an appropriate number of the research sample size before conducting the study. In this study, the participants has been told that this is an optional decision to contribute in this study. Unluckily, the study has been conducted in a small department, where it's difficult to gather a big number of students to participate as this is the only department which do the ongoing teaching practicum. This limitation could be considered and known as a 'study design limitation' (LTD, 2015). In addition to that, the absence of a big number of participants can be known as 'statistics limitation' (LTD, 2015).

After collecting a good number of participants in the study, the other difficult part is analyzing the participants' input and find out the thesis beyond their response and this is can be defined as a 'data limitation' (LTD, 2015) where the researcher went back to the participants to ask for more clarification.

Student-teachers online survey and Faculty online questionnaire used to validate the outcomes of doing ongoing teaching practice every semester (**appendix 3 & 6**). Participants added some descriptive notes from their experience. Researcher took the participants notes in consideration.

After reviewing plenty of academic articles, all of their analysis were based on the teaching practice only. There is no much studies on ongoing teaching practice which makes it difficult to relay on the articles.

The findings of the study will be applicable only on the related studies that stands on ongoing teaching practice on the Higher Education. Student-teachers in the Education department and Education faculty on the Higher Education level can benefit from this study to realize the importance and the benefits of implementing ongoing teaching practice. The results indicated that the students with more experiences and more practice are confident more and showed better professional and personal development and work effectively align with their coaches.

Chapter 4 Result, Analysis and Discussion

4.1 Introduction

In this section, a detailed analysis of the research findings will be argued. After using mixed methods approach ‘qualitative and quantitative’, a number of findings has been found to address the question of the research mentioned in chapter 1 and 3. All of the findings will be presented in this section using descriptive text, charts, and tables. Researcher started with doing a quantitative research method using students’ survey. SPSS software is used post-students-survey to analyze and evaluate the participant responses and come up with valid and reliable results. Graphs will be used to represent the students’ agreement and disagreement percentage after getting involved in ongoing teaching practice. Referring to Barentson & Malthouse (2009), they claimed that conditions and environments may vary from each school to another in the teaching practice which give the students a whole entire different experience from one to another however, each individual reflective practice can lead the students to realize and alter how and what to take an account of in the school.

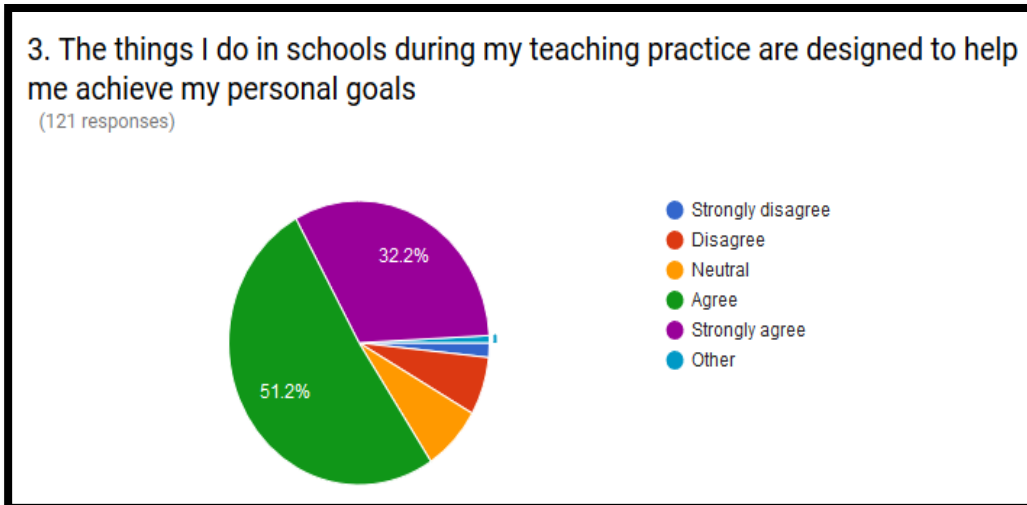
4.2 Quantitative Data Analysis

The tool that has been used to gather the quantitative data is the survey. The targeted population is the whole population of the undergraduate students in the Education department from both programs of Diploma and Bachelor. SPSS has been used to analyze the students’ responses align with google forms. SPSS is a software that has been used to analyze the statistics data. This software has been advanced in 2009 (SPSS 2017).

Student-teachers perspective

	Mean	N	Std. Deviation	Std. Mean
Performance	71.645	29	18.5854	3.95445

[**Table 8:** Mean and Standard deviation of ongoing teaching practice of students]



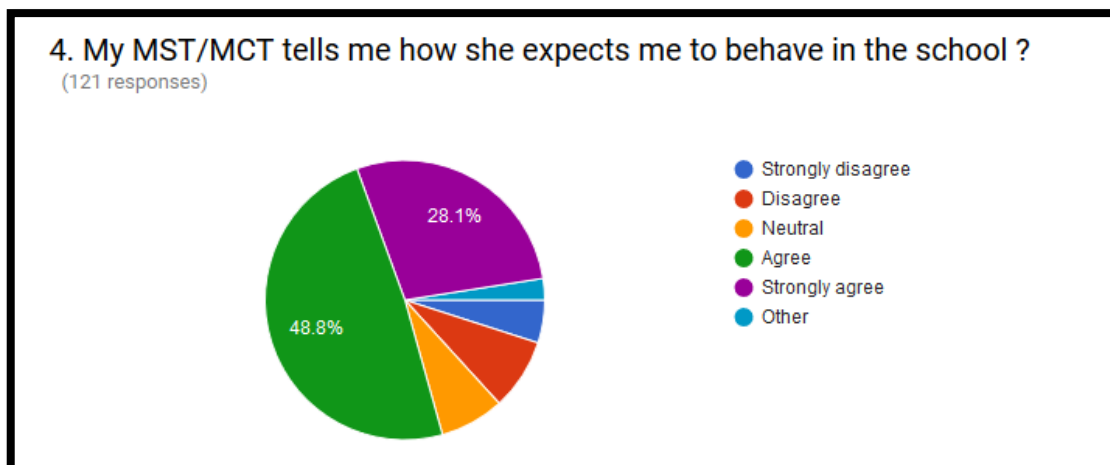
[Chart 2; Students responses to question 3]

In question three, the focus is to find out if the teaching practice tasks if it is designed to assist the learners to achieve their personal goals. The total responses who showed an agreement ‘agree and strongly agree’ are 83.4% percent. On contrast with the students who were disagreed 16.6 %. This result, showed that students believe that their duties in the school is linked to their personal goals and they are designed to improve the get the entire potential.

The breakdown of this pie chart into numbers and percentages. The total number of students who were agreed that teaching practice helped to achieve their personal goals were 62 students and their percentage is 52.1% which is more that the half. Besides, the students who were strongly agreed were 39 students as a percentage of 32.2%. The number of the students who were neutral was 9 students a percentage of 7.4%. Disagree students were 8, as a percentage of they were 6.6% and in the ‘other’ section there was only one student as a percentage of 0.8% of the total number of students.

	Number of students	Percentage
Strongly disagree	2	1.7%
Disagree	8	6.6%
Neutral	9	7.4%
Agree	62	51.2%
Strongly agree	39	32.2%
other	1	0.8%

[Table 8; Breakdown of students’ number and percentage responses]

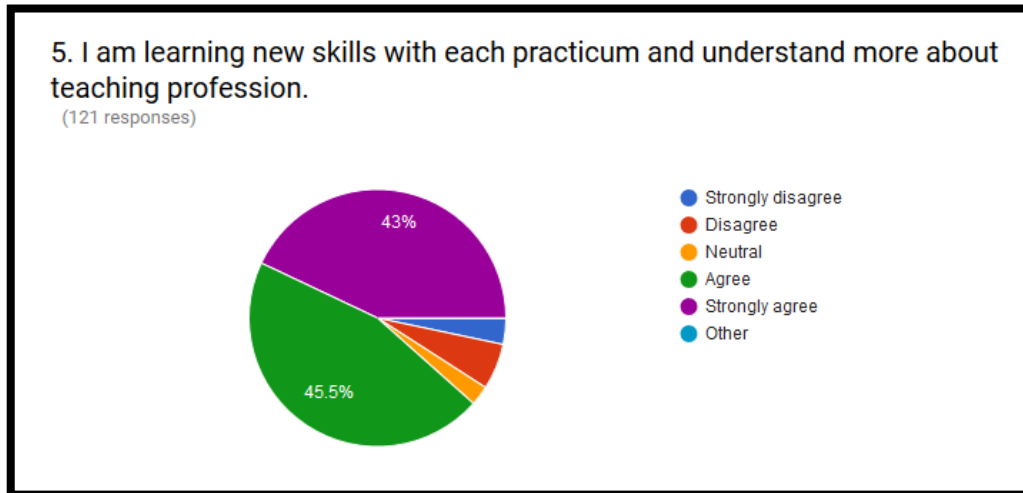


[chart3; Students responses of question 4]

Question number 4 showed the researcher if the students are aware of what kind of behaviors are expected to do in school and the role of MST and MCT to ensure what is expected from the students in the school. A high number of students claimed that MST and MCT advised them about the accepted behaviors and unaccepted behaviors. A huge number of students, which is 93 student out of 121 student agree and they were about 76.9%. However, the students who were disagree with this point were 15 students out of the whole population and this is 15%. Nine students were neutrals.

	Number of students	Percentage
Strongly disagree	34	1.7%
Disagree	10	6.6%
Neutral	9	7.4%
Agree	59	51.2%
Strongly agree	6	32.2%
other	9	0.8%

[Table 9; Breakdown of students' number and percentage responses of question 4]



[Chart 4; Students responses of question 5 in the survey]

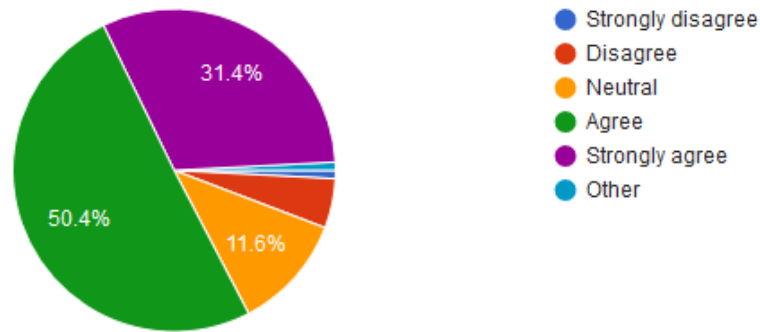
Table 5 described the students' reflection about their skills per semester and if they see an improvement in their performance. A percentage of 88.5% found their skills improving semester by semester as a result of ongoing teaching practice. Only 11 students claimed that ongoing teaching practice did not improve their skills per semester and they were 9.1%.

	Number of students	Percentage
Strongly disagree	4	3.3%
Disagree	7	8.5%
Neutral	3	2.5%
Agree	55	45.5%
Strongly agree	52	43%
other	0	0%

[Table 10; Students' numbers and percentages of question 5]

6. I am comfortable sharing my opinion and asking questions during the practicum

(121 responses)



[Chart 4; Students responses of question 6 in the survey]

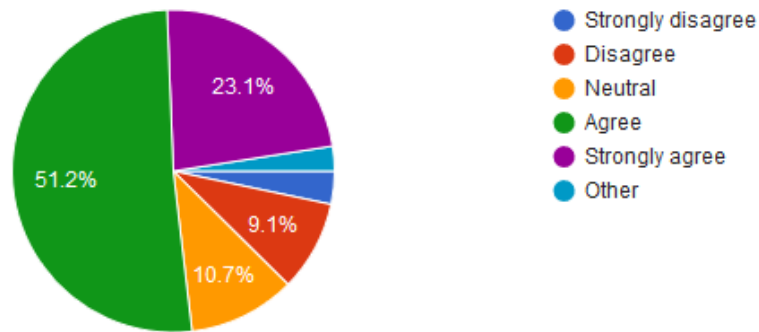
Question 6 in the survey represents the students' ability of sharing opinions and asking questions. It is noticeable that they were mostly agreed that teaching practice enabled them to share opinion way better. To confirm this fact 81.8% of the students agree and 5.8% were disagree.

	Number of students	Percentage
Strongly disagree	1	0.8 %
Disagree	6	5 %
Neutral	14	11.6 %
Agree	61	50.4 %
Strongly agree	38	31.4 %
other	1	0.8 %

[Table 11; Students' numbers and percentages of question 6]

7. My MST/MCT gives me time to reflect on what I have learned and it is required to write online journals.

(121 responses)



[Chart 6; Students' numbers and percentages of question 7]

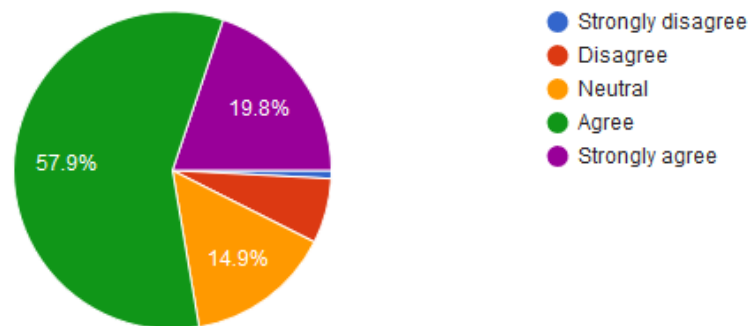
Question number 7 discussed the reflection necessity during the teaching practice. The number of students who were agree 90 students out of 121 and they were 73.3%. The students who were disagreed were about 15 students and their percentage was 13.1%.

	Number of students	Percentage
Strongly disagree	4	3.3%
Disagree	11	9.1%
Neutral	13	10.7%
Agree	62	51.2%
Strongly agree	28	23.1%
other	3	2.5%

[Table 12: Students' numbers and percentages of question 7]

8. My MST/MST allows and encourages me to work in groups to share and reflect on our teaching experiences

(121 responses)



[Chart 6; Students' numbers and percentages of question 8]

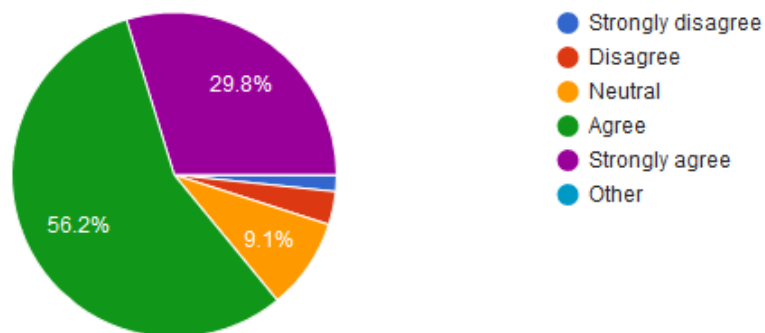
Question number 8 deliberates the group work during the teaching practice. Percentage of students who were agree 94 students out of 121. Compared with disagree students who were 77.7%. Number of students who were disagree were 9 students and their percentage was 7.4%.

	Number of students	Percentage
Strongly disagree	1	0.8 %
Disagree	8	6.6 %
Neutral	18	14.9 %
Agree	70	57.9 %
Strongly agree	24	19.8 %
other	0	0 %

[Table 13; Students' numbers and percentages of question 8]

10. My courses in college require me to analyze the experiences I has on TP and apply these experiences to the class I am exposed to in my courses.

(121 responses)



[Chart 8; Students' numbers and percentages of question 10]

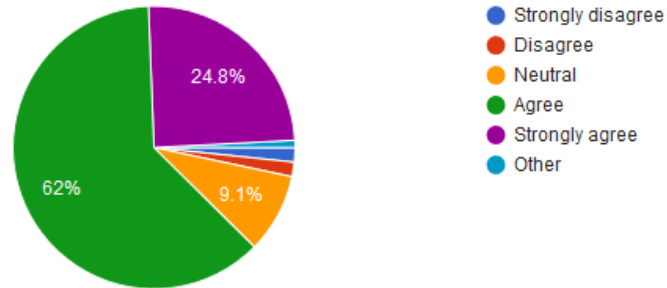
Question number 10 mirrored on the teaching experience. Number of students who were agree were 104 students out of 121 and they percentage was 86%. Nevertheless, the students who were disagree were about 6 students and their percentage was 5%.

	Number of students	Percentage
Strongly disagree	2	1.7%
Disagree	4	3.3%
Neutral	11	9.1%
Agree	68	56.2%
Strongly agree	36	29.8%
other	0	0

[Table 14; Students' numbers and percentages of question 10]

11. Ongoing teaching practice allows me to implement what I have learned in college to find solutions raised in the classroom ?

(121 responses)



[Chart 9; Students' numbers and percentages of question 11]

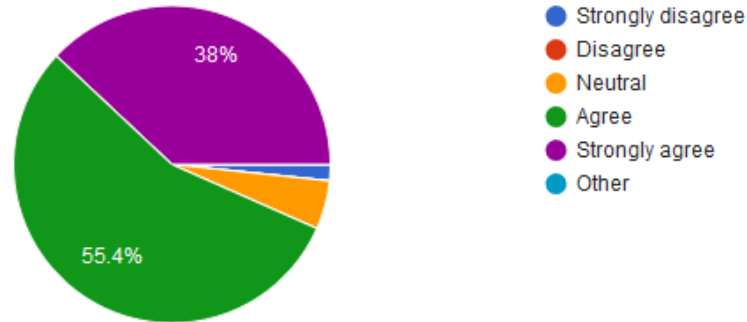
Question number 11 stressed the students' ability to implement what they have learned in the institute and solve problem raised in the classroom. Students who were agree were 86.8%. But, the students who were disagree were 3.4%.

	Number of students	Percentage
Strongly disagree	2	1.7 %
Disagree	2	1.7%
Neutral	11	9.1%
Agree	75	62%
Strongly agree	30	24.8%
other	1	0.8%

[Table 15; Students' numbers and percentages of question 11]

13. Ongoing teaching practicum allows to develop my communication skills professionally ?

(121 responses)



[Chart 10; Students' numbers and percentages of question 13]

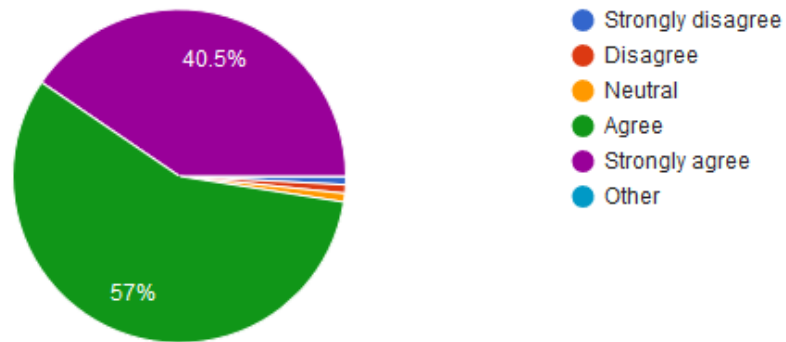
Question number 13 claimed that ongoing teaching practice enable students to improve their communication skills. Huge number of student agree and they were 93.4%. The students who were disagree were 1.7%.

	Number of students	Percentage
Strongly disagree	2	1.7%
Disagree	0	0%
Neutral	6	5%
Agree	67	55.4%
Strongly agree	46	38%
other	0	0%

[Table 16; Students' numbers and percentages of question 13]

14. TP helps me to develop how I work with and help young learners

(121 responses)

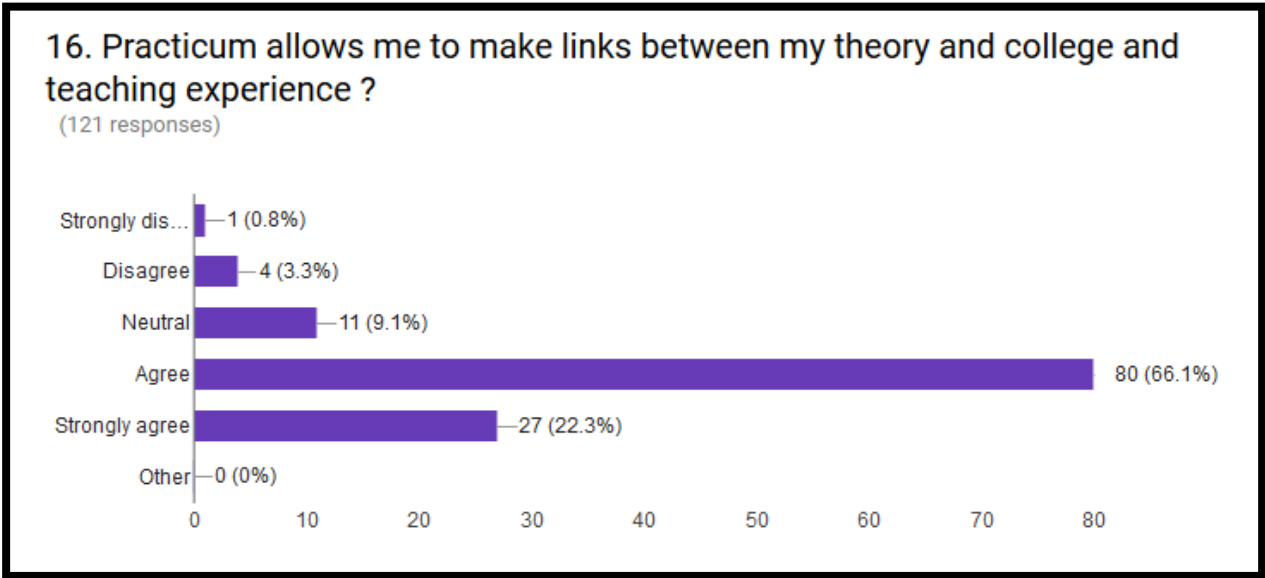


[Chart 11: Students' numbers and percentages of question 14]

Question number 14 questioned if ongoing teaching practice allow students to develop their ways of helping and teaching young learners. Students did do in their previous teaching practice were 97.5%. The students who did not think so were 1.6%.

	Number of students	Percentage
Strongly disagree	1	0.8 %
Disagree	1	0.8%
Neutral	1	0.8%
Agree	69	57 %
Strongly agree	49	40.5 %
other	0	0%

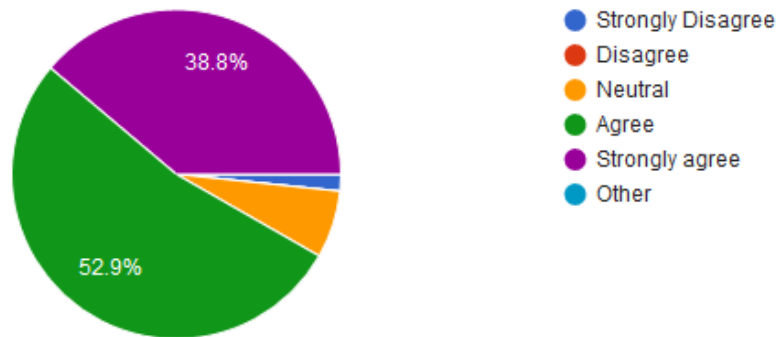
[Table 17; Students' numbers and percentages of question 14]



[Graph 1; Students' numbers and percentages of question 16]

Question number 16 stated that ongoing teaching practice allows the students to make links between theory and the real experience. Students' responses showed that 88.5% out of the students were admitting that ongoing teaching practice helped them to associate the theory with the practice. However, 4.1% found that teaching practice is not allowing them to link the theory with the concept.

25. After each TP I believe I am becoming a better teacher ? (121 responses)



[Chart 12; Students' numbers and percentages of question 25]

To conclude the questionnaire, the researcher asked the students if they see themselves becoming better teacher after this all intensive training and teaching practice in schools. Students' responses proved that 91.7% of the students found themselves getting better and be better teachers after the ongoing teaching practice and they are 111 students out of 121. On the other hand, the students who were not preferring ongoing teaching practice were 2 students which is 1.7% of the total number. In addition to that, 6 students were neutrals and they were about 6.6% of the total number of the Education department.

	Number of students	Percentage
Strongly disagree	2	1.7%
Disagree	0	0%
Neutral	8	6.6%
Agree	64	52.9%
Strongly agree	47	38.8%
other	0	0%

[Table 18; Students' numbers and percentages of question 25]

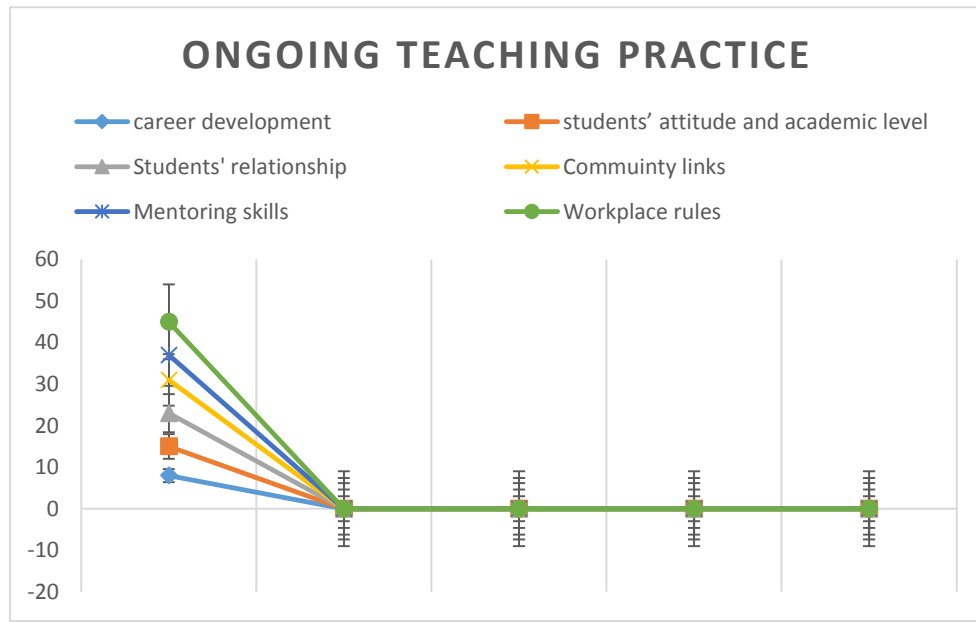
4.3 Quantitative data findings

In this stage, the researcher created a questionnaire for the faculty only that consists of 13 open ended questions. This questionnaire was double checked and approved in discussion with the program chair of the Education Department in a Higher Education institute in the Middle East. At

the beginning a pilot questionnaire was prepared as a soft copy (appendix 1). Then, after editing and finalizing the questions, the questionnaire type was changed to an online one to save the environment and analyze the response faster and easier (appendix 2) Agreeing with Vinten (1995) who stated that the most important element in a good questionnaire is the questions themselves. He added that asking questions appropriately is considered as an art (Vinten 1995). After setting the questions, another analysis has been made to address the reflectiveness of this questionnaire. The questions were reformed several times to check the relevance to the research question. Finally, there was one version of the questionnaire; an online questionnaire. The access of the questionnaire was given to the Education faculty only including the program chair. The total time faculty has been taken to complete the questionnaire was about 3 weeks in the academic year of 2016-2017. The questionnaire responses and notes (appendix 3) expose the findings which could be as the following:

- Ongoing teaching practice impact the students' academic performance. It increases there awareness and growth.
- Ongoing teaching practice impact the staff career development. It allows the staff to share ideas with professionals in the field and stay abreast of the latest findings on lesson delivery.
- Ongoing teaching practice played a huge role in expanding the students self-steam and confidence. Students showed lack of confidence in the first year, within 4 years of practicing, their confidence increased dramatically.
- Faculty showed a great satisfaction of ongoing teaching practice and they are all recommending to implement ongoing work placement for all degrees and program as it is the key of success and growth. In addition, it keeps the faculty in touch with what is happening currently in the field.
- Ongoing teaching practice has the authority to examine all the students' skills as a learner and as a teacher.
- Ongoing teaching practice is an additive to the education training program. It keeps the students engaged throughout their 4 years and makes it easier to transfer from college into full-time work as a teacher because they have become accustomed to increasingly longer

periods of time in the classroom and meshing with a variety of professionals. Having practicum once within a 4 year period would hinder our student's ability to do this.



[Chart 1; Ongoing teaching practice findings based on questionnaire response]

The most difficult part while testing if ongoing teaching practice impacts the students and staff is comparing the students in year one of the degree program and students in year four who are the seniors. Students in year one showed a great motivation. Whereas students in year four who were mastering teaching practice; showed a little boredom of doing a teaching practice every semester. Success is a difficult element to measure. To avoid this difficulty, researcher assist the students to understand deeply how it is important to think, reflect and then write their feedback regarding ongoing teaching practice. Additional note has been noticed out of the faculty questionnaire input, which is not linked to the research focus and as a result of ongoing teaching practice. Parents showed great appreciation of this ongoing teaching practice and they always this program faced lots of arguments and disagreement couple years ago (Table 19). The thematically analysis of the questionnaire proved that, students' shows great development after the teaching practice.

Themes	Participants							
	1	2	3	4	5	6	7	8
1. Teaching practice as a whole	✓	✓	✓	✓	✓	✓	✓	✓
Notes	All faculty believe that Teaching Practice is the only way to develop as educators because teaching is an 'applied' skill. Knowing the theory and strategies related to our profession is insufficient: Student-teachers must put them in practice in order to develop them. TP is a critical part of any Teacher Education program. It allows the students to have a firsthand experience with children and it also allows Faculty to see the development of their students.							
2. Professional development	✓	✓	✓	✓	✓	✓	✓	✓
Notes	Student-teachers are asked to showcase their skills in a real professional context. Hence, faculty are able to see what students can produce and achieve when they're asked to apply their learned skills in the 'real world' of work. Allowing the students to apply theory as they learn it, it's a very accurate and fair way to evaluate students. Through their reflection, faculty also are able to measure students' growth.							
3. Relationship communication	✓	✓	X	✓	✓	✓	✓	✓
Notes	During TP, students are able to better identify with what they do daily and typically come back to college with a newfound respect for their teachers. Mostly they will improve. Ongoing practice empower their confidence. Mentoring students every semester during TP gives them the opportunity to relate to the students at a more personal level. At the same time, ongoing TP is an excellent way to guide students and most likely develop positive relationships with them. On the other hand, Faculty number 3 mentioned that TP did not improve her students' communication skills.							
4. Policy and rules	✓	✓	✓	✓	✓	✓	✓	✓
Notes	Having the students attend the schools every semester is a way to expose them the different work cultures and environments. Attending different schools allows them to perform at professional level and empowers them to take ownership of their professional growth. Because when they are at school, they should follow the schools' rules. Each school has different rules and responsibilities. This makes students learn how to be professional. It is a great opportunity. It allows for a true illustration rather than a lecture of the rules and policies. Because students can experience the rules and policies 'in action'. They can directly observe the implications of adhering to or disobeying these rules and policies. This is doubt the best way to learn!							
5. Progression	✓	✓	✓	✓	✓	✓	✓	✓
Notes	After each TP experience, students mature a bit more. By the time students reach the 4th year of the program they have been mentored by 6 different members of faculty whom reinforce the same competencies every semester. They have had many chances to practice and hone their skills							
Overall, Faculty believe that TP has a great positive impact of student-teachers teaching skills.								

[Table 19, Master questionnaire analysis of the faculty feedback]

4.4 Research Questions and Data Findings

The data findings answer directly to the research main question sub questions with evidences from the participants, context and theories. In addition to that, data findings directed the researcher into another secondary findings.

Question 1; what is the impact of ongoing teaching practice on student-teachers professional development?

The key question of this study was ‘What is the impact of teaching practice on student-teachers teaching skills?’. After using the data tools to gather the information needed, data analysis clearly concluded that ongoing teaching practice has a positive impact on student-teachers and staff professional growth. The difference on the professionalism can be recognized between semester one students and semester eight students. Indeed, it affected positively the faculty career development as well. Also, it allows the faculty to see the development of their students.

Sub-questions;

- ***What is the best practice in practice teaching suggested by student-teachers and staff?***

The best practice is getting the information and solid data for the college during the academic year and then combine this knowledge with a good teaching practice in schools. Instead of doing one teaching practice every semester. Students were suggesting to do one teaching practice a year. The number of teaching practice will decline from 12 teaching practice until 4 teaching practice. They believe in quality rather than quantity. However, faculty believe that teaching is a practice-based skill where students need to do as much practice as they can to get the most of the teaching skills.

- ***How can student-teachers and staff get the most of the practice teaching and expand their knowledge?***

Student-teachers believed that they can get the most of it by choosing the schools they are going to by their own and do the teaching practice only once a year. However, faculty believed that student-teachers must do it every semester and the more practice they do, the better results they will get and they will learn new teaching skills.

- *Has ongoing teaching practice been effective? Why?*

According to the literature review, theories and the entire population in this study claimed that teaching practice is a remarkable experience and it makes huge difference on student-teachers development. In addition to that, it improves the faculty mentoring, supervising and coaching skills somehow.

4.5 Evaluation

Stakeholder who value Reflective practices and give the students and staff the opportunity to reflect efficiently is the main stage of improvements for all (Fazey 2004). The findings out of this research, confirmed that ongoing teaching practice is a thoughtful practice that benefits the student-teachers and faculty and enhance them professionally. Teaching practice is challenging for student-teachers in semester one, whereas students in semester eight are confident and act like real teachers. Furthermore, after implementing teaching practice faculty were affected too. Faculty professionalism has improved as well in terms of communication with colleagues from the same local institute and community links too. It is concluded that more teaching practice can assist the students-teachers and staff to improve their professional and personal progress.

Chapter 5 Conclusion

5.1 Summary of the Study

The purpose of this study is to test the impact of ongoing teaching practice on student-teachers' academic growth and experiences. The targeted population were the whole Education students. They were all Emirati female students. The students' age were between 19 and 25 years old. Their first language is Arabic. Their English level is good. As mentioned previously in chapter 3, the entire population was directed in this study and the total number of students is 121, 5 of them were from Diploma teaching assistance program and 116 were form the Bachelor of Education program. In addition to that, 8 members of the Education faculty participated in this study including the Education program Chair. The faculty were from different counties. Such as, UAE, Canada, United States of America, England and New Zealand. All faculty already have had plenty years of experience from 2 to 18 years of teaching experience in the Higher Education in the Middle East. It was hypothesized that teaching practice influence the students' performance and academic growth positively. In addition to that, Study has shown that ongoing teaching practice influence the staff experiences and awareness positively as well. This research tested the impact of ongoing teaching practice over six months, from September 2016 until February 2017. Students did the survey right after their teaching practice in schools over two semesters. Similarly, faculty were involved in this study and were given a reflective questionnaire to reflect on this ongoing teaching practice based on their experience. Students were given pre-test which is 'Pilot-survey' before doing the online final survey to check their understating of the content with a guidance from the researcher who was explaining each question one by one in the classroom. The pre-test was a hard copy of the survey. Post-test students were asked to do the survey individually online using google forms. The survey was based on five points Likert scale.

This research design was based on theory-based, Practice-based and practice-led research design. Qualitative data was gathered from faculty only, using a questionnaire designed by the researcher. The questions of this tool have been checked several times to make sure that it was relevant to the research questions and objectives. The aim of this questionnaire is to hear from the faculty what the best practice of enhancing student-teachers' teaching skills and evaluate the impact of ongoing practice on themselves and their students. Deductive model has been used to find out the efficiency

level of ongoing teaching practice from the student-teachers and staff perspectives (Gabriel 2013). Double testing from both sides ‘Students and staff’ has been completed to find out the relationship between the students and the staff thoughts and analyze the significance of the mean difference between students from all the levels in the Education program and their faculty. Questionnaire findings were organized and analyzed to be the findings of the qualitative research. Survey findings were targeting the amount of ongoing teaching practice efficiency to be the findings of the quantitative research (As mentioned in Chapter 3). Both of survey and questionnaire findings were meaningful, added value and support each other. Mixed- method approach ‘Questionnaire and survey’ exposed that when students do ongoing teaching practice during their undergraduate degree, their academic growth, professionalism and performance improved each semester. It was decided after the quantitative and qualitative research that staff were influenced positively after each teaching practice as well.

5.2 Key findings

As mentioned in the previous chapters (1, 2, 3 and 4), the goal of this research is to find out the impact of ongoing teaching practice on undergraduate students and staff professional development in the Education Department in a higher Education institute in Abu Dhabi. The key findings of the research are the following;

- Ongoing teaching practice impact the student-teachers performance positively.
- Ongoing teaching practice showed great improvement on students teaching skills.
- Ongoing teaching practice affected the faculty professional growth, it helped them to build stronger relationship with students and other expertise from the education field.
- Student-teachers development differs from each student to another student.
- Teaching and learning improvement was one of ongoing teaching practice results.
- Ongoing teaching practice is an additive to the education training program. It keeps the students engaged throughout their 4 years and makes it easier to transfer from college into full-time work as a teacher because they have become accustomed to increasingly longer periods of time in the classroom and meshing with a variety of professionals. Having practicum once within a 4 year period would hinder our student's ability to do this.

- Student-teachers show more initiative and interest in their studies upon completion of ongoing practicum.
- Attending different schools allows the student-teachers to perform at professional level and empowers them to take ownership of their professional growth.
- Student-teachers can experience the rules and policies 'in action'. They can directly observe the implications of adhering to or disobeying these rules and policies. This is doubt the best way to learn!
- Faculty broaden their links with schools, teachers and administrators in Abu Dhabi. In the past, these new relationships have resulted in professional collaborations/projects that go beyond TP.
- Faculty improve by skills of mentoring, listening, communicating verbally, my interpersonal skills and my knowledge of how students learning and their professional development

5.3 Implications for learning

As His Highness Shaikh Mohammed Bin Rashed said that, there are two key components associated with the successful society, 'Education and Health' (Meah 2016). His Highness added that youth are the soul of the UAE and its secret weapon as a result their Education is priority number one (Meah 2016). Furthermore, one of his highness goals is developing teachers skills regularly and teach them up to date teaching approaches. From his vision, the ministry of Education and The Higher Education has aimed to improve the whole experince starting from creating good teachers. One of the best ways of making a good teacher is offering a good Education degree align with a good practice.

The vision of the selected institute is learning by doing. Consequently, students are expected to go out to schools and do their teaching practice every semester throughout the whole four years of their degree. Success and professional growth has a direct correlation to teaching practice. The main challenge is the students themselves, how they will take an advantage of this experience and be able to gain as much knowledge as they can. The best practice varies from student to another. There are many factors that affect the students teaching practice. Such as, the school mentor feedback, the school environment, their students, and the level of the school, their classmates, the

college mentor, their knowledge and their motivation level. Nevertheless, a well-known quote aids the importance of ongoing practice which is ‘The more you practice, the better you will be’ (Heinlein 2017).

There is different ways enable the students to learn to the max level. The first theory is enriching the teamwork skills by letting the students to implement ‘The collaboration theory’. Since Montiel-Overall (2005) believed that this is the latest most effective way of learning and it’s the 21st century trend. In addition to that, the way of introducing the information could help the learners such as, the Top-down theory or the bottom-up theory (Gibson 2009). Mainly students respond very well to hands on activity that keep them engaged and learn by doing. All these theories are implementing in this Higher Education institute intensively.

5.4 Recommendations

Taking into consideration of all the findings found whilst doing this study, following are the recommendations that may take the whole teaching practice experience into the best practice for student-teachers;

- Mentor college teacher (MCT) and Mentor school teacher (MST) should learn the skills of giving constructive and appropriate feedback to the student-teachers. MCT and MST must be committed with the students and solve the problems as soon as possible to make this experience more beneficial.

- The curriculum and the content of ‘Teaching practice’ course should be balanced to guarantee that the program improves elementary and higher order thinking skills (Garcia and Baker, 2006).

- Rules and policies should be well addressed at the beginning of the academic year and even before starting the teaching practice.

- Faculty should take their time to allocate students into schools to avoid any confusion and prepare the students and staff for the first visit ahead of time.

- Provide a good learning environment and choose the best schools for the student-teachers to allow them to learn more. Student-teachers must have an access to teaching and learning in the most effective manner.

-Mentor School teachers and Mentor college teachers should be good role model. As Garcia and Baker (2006), aimed that a lot of learners do not get the appropriate behaviors because they don't have a good teacher as a role model.

-Some of the students have a natural teaching intelligence. In this case, mentors should work harder to enrich their abilities and expand it and use those students as a role model for the rest students.

-Expand the students and teachers communication and professional skills to represent the institute better.

-In teaching practice student-teachers and faculty must focus on both quality and quantity.

5.5 Further Study

In the further study, the bar could be raised by comparing the student-teachers who are doing one teaching practice during their undergraduate studies with the student-teachers who are doing ongoing teaching practice and reflect on both from the students' perspectives and find out the best practice. In the further study, the role of the environment and the impact of giving effective feedback will be tested as well. It will be really stimulating to test how the students are improving starting from year one, semester one until year four semester eight. All the previous studies, has claimed that the more of doing teaching practice leads to more of experiences, awareness, confidence, networking and knowledge of teaching and learning.

The time span of this study was six months. Student-teachers and staff were asked to reflect on the best practice of the ongoing teaching practice. Garcia and Baker (2006) point out that 'increasing contextual support will tend to lessen the cognitive demands - in other words, make tasks easier' (p.121).

5.6 Closing Note

The above study highlights the importance of ongoing teaching practice and how it can improve the student-teachers and staff level of professionalism. As Mansoor (2005) stated that 'it is

commonly understood that education is the key to knowledge, information and technology, and therefore, giving or withholding education would lead to either power and elite formation or alienation and barriers to social, economic, and political opportunities, respectively' (p.99). Teaching practice enable student-teachers and staff to advance their growth, their reflective practice, expand their confidence and long-life learning as the Education field is constantly changing. It exactly the same as teaching a kid how to swim, it takes ages to practice and practice until the child reach the mastering point.

The study has attempted to investigate the impact of ongoing teaching practice on student-teachers and staff. Researcher discovered its influence on students and staff performance throughout six months of the academic year of 2016-2017. The results indicated ongoing teaching practice, expand the student-teachers and staff awareness and understanding. It affected their knowledge, confidence, social skills, collaboration and cognitive awareness. Researcher would rather to conclude with what she has learned after this research, a good teacher is the one who teach the students how to love what they are doing and be always passionate to learn (Dweck 2017). This research answered the research questions and confirmed that ongoing teaching practice makes the student-teachers and faculty better teachers and impact their professional growth positively. In practice teaching both of quality and quantity of teaching matters.

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Appendices

Appendix 1; Pilot Questionnaire

This questionnaire was the first step to validate and confirm the questionnaire. It was created in Microsoft Word. It included all the themes and questions. It was designed for faulty only.

Inspired and retrieved from marzanoresearch.com/classroomstrategies

Mentor; is the college teacher and school teacher who helps you during the teaching practice

Ongoing; means the students are participating in practicum each semester in varying degrees.

Practicum; is teaching practice 'TP'

MST; is Mentor school Teacher. This is the teacher in school where the student is doing her teaching practice.

MCT; is Mentor College teacher in the college where is student us taking her undergraduate degree. This teacher supports the students during practicum.

TP; Teaching practice

Your major:.....

Your college email:.....

How old are you:.....

College Campus:.....

What is the impact of teaching practice in the professional growth of staff and students in a Higher

Important Note: If I agree to participate in this survey, that means I am allowing the researcher to use the information below in the research

[Sign, please]

Question		Strongly Disagree 1	Disagree 2	Neutra 1 3	Agre e 4	Strongly agree 5	Any comments
Learning and feedback	1. My MST/MCT asks me to create personal goals at the beginning of each practicum						
	2. My MST/MCT helps me see how well am I performing during the						

	teaching practice						
	3. The things I do in schools during my practicum are designed to help me achieve my personal goals.						
Rules and Procedures	4. My MST/MCT tells me how he or she expects me to behave in the school						
New Information	5. I am learning new skills with each practicum and understand more about teaching profession.						
	6. I am comfortable sharing my opinion and asking questions during the practicum						
	7. My MST/MCT gives me time to reflect on what I have learned and it is required to write online journals.						
Practicing And Deepening Knowledge	8. My MST/MST allows and encourages me to work in groups to share and reflect on our teaching experiences						
	9. My courses in College require me to create lesson plans and develop some of the activities I						

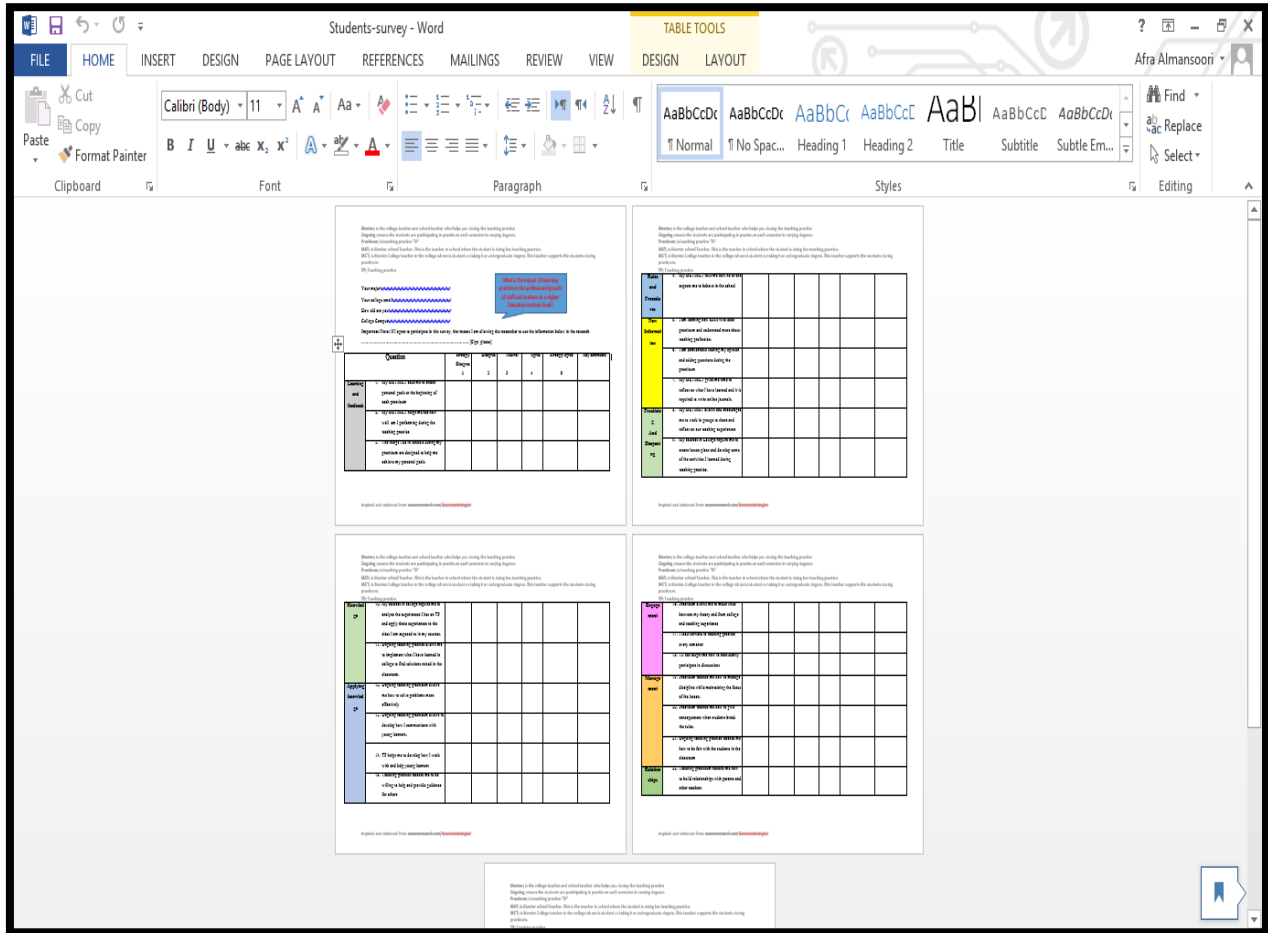
	learned during teaching practice.						
	10. My courses in college require me to analyze the experiences I has on TP and apply these experiences to the class I am exposed to in my courses.						
	11. Ongoing teaching practice allows me to implement what I have learned in college to find solutions raised in the classroom.						
Applying knowledge	12. Ongoing teaching practicum allows me how to solve problems more effectively						
	13. Ongoing teaching practicum allows to develop how I communicate with young learners.						
	14. TP helps me to develop how I work with and help young learners						
	15. Teaching practice teaches me to be willing to help and provide						

	guidance for others						
Engage ment	16. Practicum allows me to make links between my theory and from college and teaching experience						
	17. I look forward to teaching practice every semester						
	18. TP has taught me how to confidently participate in discussions						
Manage ment	19. Practicum teaches me how to manage discipline while maintaining the focus of the lesson.						
	20. Practicum teaches me how to give consequences when students break the rules.						
	21. Ongoing teaching practice teaches me how to be fair with the students in the classroom						
Relation ships	22. Teaching practicum teaches me how to build relationships with parents and other teachers						

	23. TP teaches me how to build relationships with students.						
Expectations	24. When I finish my degree, I am going to have my own class and be a teacher.						
	25. After each TP I believe I am becoming a better teacher						

Appendix 2; Pilot survey

This Survey was the first step to validate and confirm the final survey. It was created in Microsoft Word. It included all the themes and questions. It was designed for student-teachers only.



Ongoing; meaning students participate in practicum each semester in varying degrees

***Ongoing teaching practicum questionnaire**

The purpose of this questionnaire is to test the level to which ongoing teaching practice impacts student-teachers and staff. Your honest responses to the questionnaire is highly appreciated.

Thank you for the time and response.

Research questions:

How Does TP impact your professional growth?

How does TP impact the personal growth of your students?

- Years of teaching experience: _____
- Highest degree or certificate: _____
- Where are you from : _____
- E-mail Address: _____

Ongoing teaching practice as a whole

1. Do you think that ongoing teaching practice is successful as a career development for both students and facultywhy or why not?
2. What can this institute do differently to help the students and the faculty to attain more from this ongoing teaching practice?
3. Did this ongoing program give you more insight into the students' attitude and academic level? Why?

Career development of the faculty and students

4. Do you think that the relationships that you have with your students is improved by having ongoing practicum? Why?
5. Do you think that ongoing practicum expands your skills as a mentor? How ?
6. Do you think that the ongoing practicum improves your student's experiences? How?

7. Does the ongoing practicum affect your career development? How?

Relationship and communication

8. Does this ongoing program expand your community links?

9. Does it help you to communicate with colleagues in your local college better?

Policy and rules

10. Do you think that ongoing teaching practice is a good opportunity to explain the rules and policies of the workplace for the students? Why?

Progression

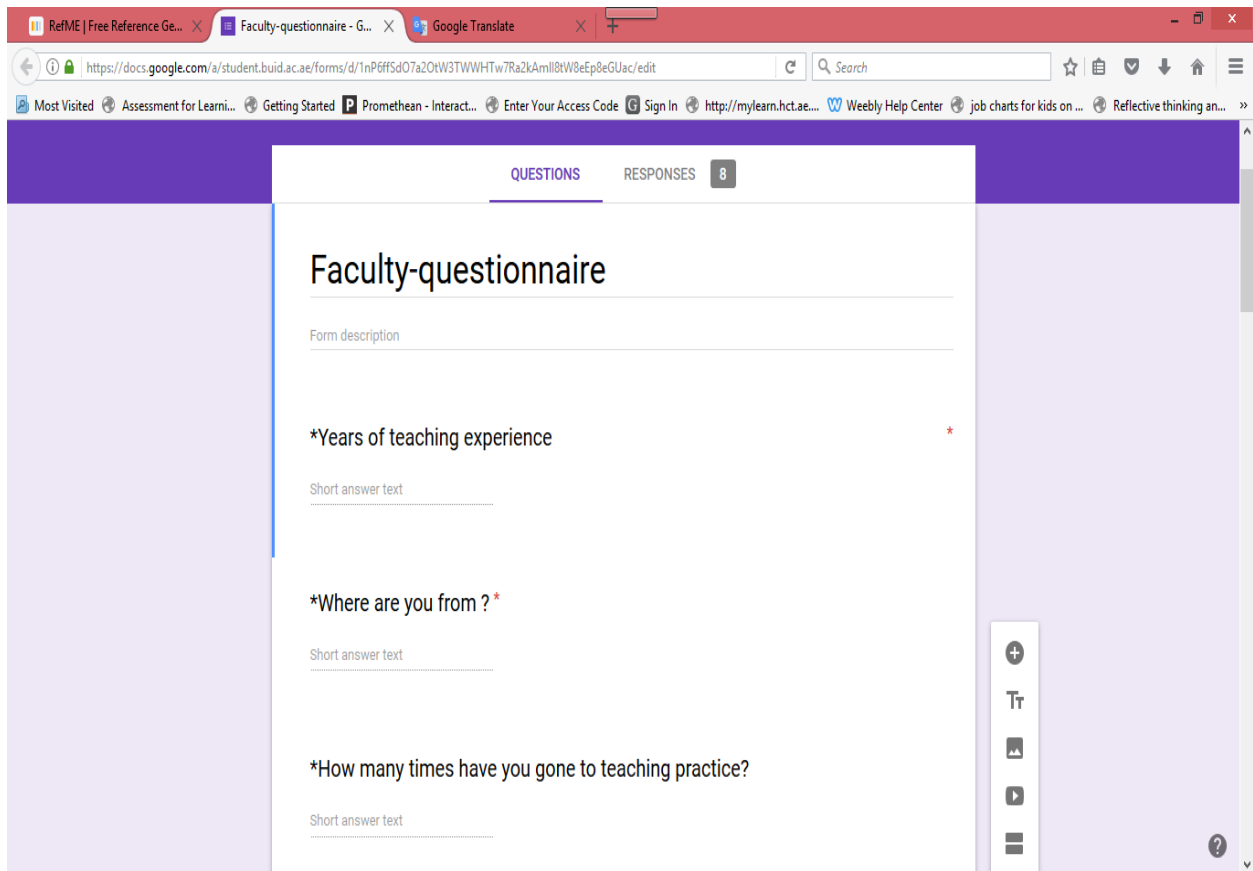
11. Are student in semester 8 more professional as a result of ongoing practicum

12. Have you seen an improvement in students' academic and professionalism as a result of ongoing practicum?

Appendix 3; Online Questionnaire

The final version of the questionnaire and it was created using google forms. It is an only questionnaire. It was completed by Education Faculty.

<https://docs.google.com/a/student.buid.ac.ae/forms/d/1nP6ffSdO7a2OtW3TWHTw7Ra2kAmlI8tW8eEp8eGUac/edit>



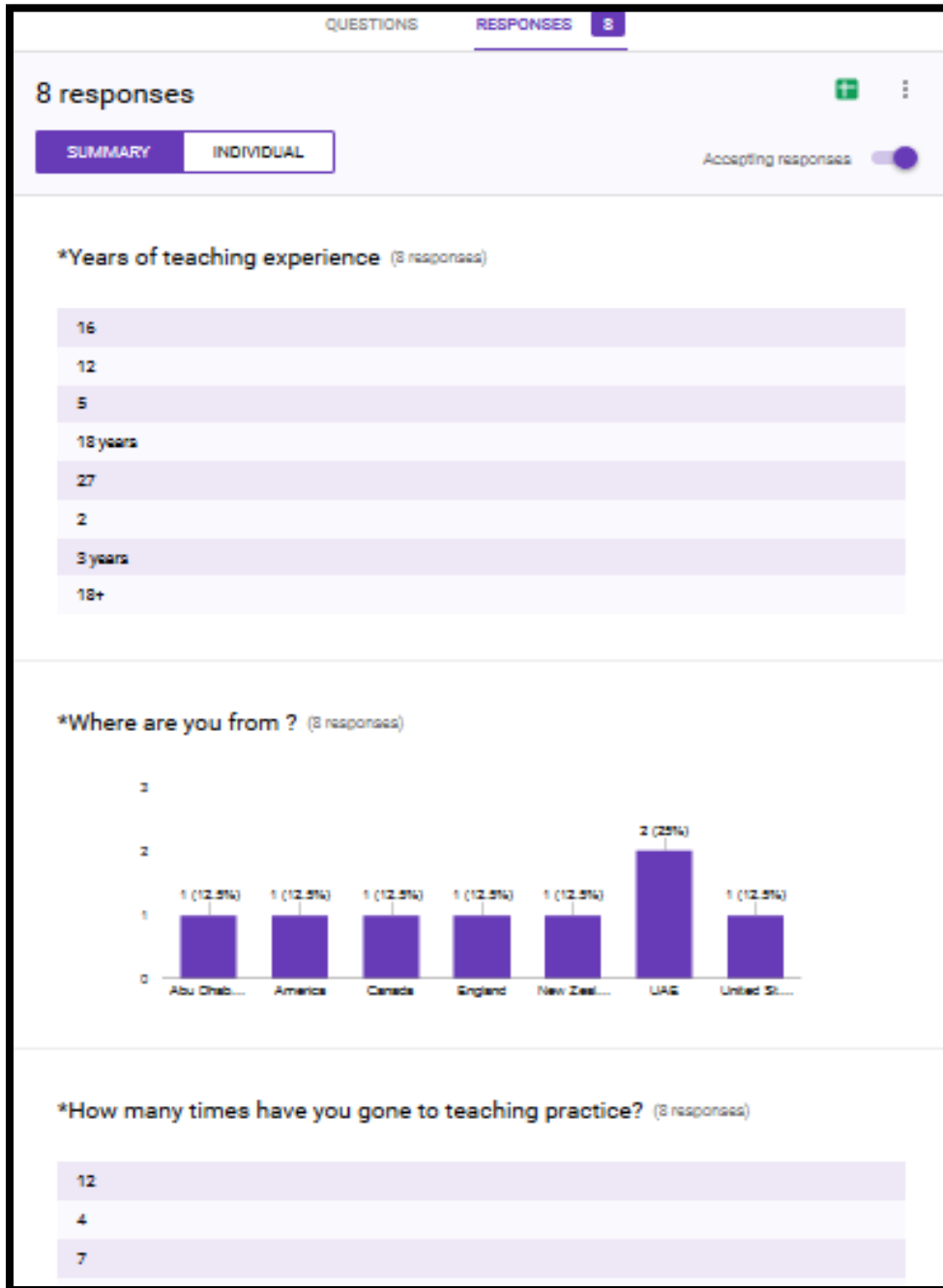
The screenshot shows a web browser window displaying a Google Forms questionnaire. The browser's address bar shows the URL: <https://docs.google.com/a/student.buid.ac.ae/forms/d/1nP6ffSdO7a2OtW3TWHTw7Ra2kAmlI8tW8eEp8eGUac/edit>. The form is titled "Faculty-questionnaire" and has a "QUESTIONS" tab selected, with "RESPONSES" showing a count of 8. The form contains three required questions, each with a red asterisk:

- *Years of teaching experience
- *Where are you from ?
- *How many times have you gone to teaching practice?

Each question is followed by a "Short answer text" input field. A vertical toolbar on the right side of the form includes icons for adding questions (+), text (Tt), images, videos, and a help icon (?).

Appendix 4; Questionnaire with responses

This is the online questionnaire and it has all the faculty responses.



*How many times have you gone to teaching practice? (8 responses)

12

4

7

4 teaching practice experiences (once/year in my program of study)

Many times - 30

2 years (2*3 = 6)

6 times

12+

1. Do you think that ongoing teaching practice is successful as a career development for both students and facultywhy or why not?

(8 responses)

Hugely Important. There are many practical aspects of teaching that simply cannot be taught in a college classroom.

Yes, I do. This allows students to continuously put theory into practice.

I think it is very important as it gives the students a look at both different teaching approaches as well as gives them a look at professionalism in the workplace

Absolutely. Teaching Practice is the only way to develop as educators because teaching is an 'applied' skill. Knowing the theory and strategies related to our profession is insufficient: we must put them in practice in order to develop them!

Yes, it helps students to be able to see and learn the practice and align practice to theory. It also help students to learn by being immersed in the school environment and they have a role model who is also their mentor.

Yes, I believe it works very well because students and staff are working together towards improving the whole practice

I think it is successful because the students have a chance to see the real teaching in schools and learn from different teachers. It is good for faculty as well, because it helps them to meet new teachers and to know their students when they teach and know how to support their skills.

2. What can this institute do differently to help the students and faculty to attain more from this ongoing teaching practice?

(3 responses)

The ratio of students to teachers is too high. Faculty are spread too thin and cannot fully give the support required for students/schools/MSTs on placement

Assign a member of the Education team time to serve as the TP coordinator and reduce teaching temporarily to allow for the early placement of students.

requires students to do more reflective practice after each day of TP, be able to go into different classes in the same school to see a variety of teaching styles in the same school, more peer observations to help each other improve

Recognize and better support the 'mentoring' aspect of Teaching Practice. Recognize that mentoring is different from supervising: it is intense and very time consuming if done well.
For students - the General Studies overload can be adjusted to better suit the demands of Teaching Practice.
For faculty - the assumption that Education faculty are 'on break' during Teaching Practice must cease as this is not the case (it's actually the opposite).

The mentoring process could be more structured both for the MST and MCT. Students could also have more reflection time/tasks and follow up opportunities from their learning in the field.

Enable the students to choose the school they want

The Institute provided all the needed facilities and requests. It gives us time to visit the schools during our working hours and it helps us communicate with schools easier. It also provides us with cars to use them

3. Did this ongoing program give you more insight into the students' attitude and academic level? Why?

(3 responses)

Yes. GPA and success on practicum are not positively correlated. Many students who may not have high GPAs have a chance to shine on TP

Yes, it did. During TP a MCT is able to view the student will they demonstrate all of their learning from each semester. It is a form of assessment for MCTs.

defiantly, there are some students who do not excel in class but are wonderful in the classrooms in schools, it shows me a more rounded picture of the students overall ability and motivation

Yes. Because students are asked to showcase their skills in a real professional context. Hence, we are able to see what students can produce and achieve when they're asked to apply their learned skills in the 'real world' of work.

Yes, when I was assigned as their mentor, I learned a great deal about the student's attitude and commitment to the profession, in addition to their teaching needs, but less so their academic needs.

Yes, it gave me more insight about the students' level because when they are out in schools their academic level and attitude will be evaluated constantly and give the next teacher a clear idea about their performance.

It gave me a big insight on my students' attitude because students act differently when they teach and their academic level has been changed. Some of them to better while others to worse. Students use their hidden skills when they are the boss or the teacher in the class.

4. Do you think that the relationships that you have with your students is improved by having ongoing practice? Why?

(8 responses)

Yes. We get to know them better outside of a college classroom setting. This is helped to build closer, positive relationships.

Yes, I do. During TP my students are able to better identify with what I do daily and typically come back to college with a newfound respect for their teachers.

Yes, teaching practice gives a chance for one on one feedback and attention for the students to help them improve.

Yes. I have mentored some students more than once, and have been able to see their growth. Witnessing this type of growth also helps me set high expectations for the new students I mentor. I know that students can make tremendous progress but that this can sometimes take time; each student is different and each student progresses at their own rate. Ongoing TP has helped me realize this and has helped me become more patient and more understanding of the students' experiences.

I think if you are the assigned mentor and you teach the student yes, but if you are either 1 or the other I don't think it improves the relationship greatly.

Yes, mostly they will improve. ongoing practice empower their confidence.

My relationship is improving with my students whenever they go to TP. That is because I communicate with them more and I talk to them personally to discuss what they did well and how to make it better next time. I think that TP (teaching practice) is the individual focus for every single student and it is a chance to talk to

5. Do you think that ongoing practice expands your skills as a mentor? How ?

(8 responses)

Yes. I am using them regularly and with different students with different skills, situations.

Yes, I do. Each semester I am able to visit different schools and be exposed to a variety of best practices that I can later apply in my classroom throughout the semester.

It gives me more reflective practice and seeing a variety of students allows me to see all teaching ability levels.

Of course it does. Every semester, I learn new skills and ideas from both the MSTs and the student teachers I observe in schools. I also learn new practices from my colleagues who act as mentors. Finally, because every school is different (every school has its own culture), I always learn a lot from dealing with various education professionals and I learn about new teaching & learning methods/strategies/initiatives that are occurring in these schools.

Yes, it improves by skills of mentoring, listening, communicating verbally, my interpersonal skills and my knowledge of how students learning and their professional development.

Yes, it does. because it open my eyes on students flaws and allow me to give them feedback and see the differences after each evaluation. It improve my networking, it enable me to give a constructive feedback.

Yes it does, because I don't see myself when I teach. When I see my students, I know what's going on right and what should be changed for next class. I improved my concentration and I know what to focus on when the students teach. Every semester has a different focus. So I improved my skills by focusing on specific

6. Do you think that ongoing practice improves your student's experiences?

How ?

(8 responses)

Yes. See answer to #1

Yes, I do. Our department has required that all students experience different settings (KG, primary, male students, female students, and private schools) so that they are able to learn new methods of teaching with all levels of students.

they gain confidence with each experience and with the increased responsibility and time in schools.

Of course. A new teacher can ONLY improve her/his practice through exposure and observation. There's no other way!

Yes, because the growth is progressive and continuous. The student gets the opportunity to build on previous experiences in a very structured way and create and work towards professional goals.

Yes, they have lots of ways and options to learn from with they are out in schools.

Yes. That is by letting them deal with different schools and teachers. They go to 8 different schools during their studies; one school per semester. so they see different environment and different attitudes. They learn from many teachers and they have a chance to teach different grades and gender. They also go to a private school twice and teach their for a period of time. All of this help to improve students' teaching experience

Yes, through reflection they have more opportunities to grow. Practice make perfect and having ongoing TP provides that much needed practice.

7. Does ongoing practicum affect your career development? How? (8 responses)

Yes. It keeps me in touch with what is happening currently in schools.

It allows me to share ideas with professionals in teh field and stay abreast of the latest findings on lesson delivery.

It gives me a chance to interact with other teachers in the community.

Yes, it affects it in a good way. As per my answer in question 5, it helps me learn new skills and ideas from both the MSTs and the student teachers I observe in schools. I also learn new practices from my colleagues who act as mentors.

Yes, in a way! It allows me to grow professionally which may affect my career choices/direction.

Yes, it strengthen their teaching and learning process.

It affects is positively actually, because it gives me a break from the regular work and I go to do observations instead of teaching the whole course.

Yes, TP is a great way to collaborate with educators in the region. Also, working with public and private schools gives us and opportunity to learn more about different educational systems.

8. Does this ongoing program expand your community links? (8 responses)

yes

yes

Yes, it keeps me in touch with principals, HOFs, teachers, etc.

Yes, it does. I have met a variety of stakeholders at different schools who have grown a respect for HCT and pride our partnership.

Yes, of course. Every semester, I broaden my links with schools, teachers and administrators in Abu Dhabi. In the past, these new relationships have resulted in professional collaborations/projects that go beyond TP.

Yes, it does because I am instrumental in going out to the schools in advance and securing new placement, but also as a mentor I am an ambassador for the college and am on the ground and informed and invited to events and meetings.

My community becomes huge because of the teaching practice because I meet all the schools' principles and teachers before I observe any of my students.

Yes

9. Does it help you to communicate with colleagues in your local institute better?
(8 responses)

Not really

Yes, it does. Although we go to different schools, we are able to compare notes and compile requirements for class based on what we have learned collectively.

yes we are a collaborative team and have to be even more so during teaching practice as there are issues that come up that need to be discussed and sorted out.

Not really. I don't think this is a particular strength of TP. There are more important strengths (than this one) attached to TP.

Not better - but more communication about students' progress and situations.

Yes, it does

I think yes, because we always set together to gather the important information and put them all in one place where everybody can see.

Not necessarily, but it might be possible.

10. Do you think that ongoing teaching practice is a good opportunity to explain the rules and policies of the workplace for the students? Why?

(8 responses)

Yes. They get to see the reality of the workplace situation and learn how they need to behave to be professional.

Yes, I do. It is a great opportunity. It allows for a true illustration rather than a lecture of the rules and policies.

Yes because we explain it and then they see the evidence when they go to schools.

Yes, of course. Because students can experience the rules and policies 'in action'. They can directly observe the implications of adhering to or disobeying these rules and policies. This is doubt the best way to learn!

Yes, the placement can allow the students to become familiar with policies and procedures in the workplace as they are living and working in this environment. The experience is now practical and not merely theoretical.

Yes, because once they practice it they will not forget it. It will stay on their minds.

Yes, because when they are at school, they should follow the schools' rules. Each school has different rules and responsibilities. This makes students learn how to be professional

Yes, having the students attend the schools every semester is a way to expose them to the different work cultures and environments. Attending different schools allows them to perform at professional level and empowers them to take ownership of their professional growth.

11. Are student in semester 8&7 more professional as a result of ongoing practicum? Why ?

(8 responses)

Yes, they have had many chances to practice and hone their skills

I have not had an opportunity to experience this as this is the first semester with semester 7 students.

I believe they are, their experiences have allowed them to become more mature and responsible.

I definitely think so. All feel that, after each TP experience, students mature a bit more.

I don't if they are "more" professional but I think they have a greater understanding of the expectations and are more likely to adhere to them as they understand the consequences if they do.

Yes, ongoing practice empower their experience and add get the best of it all the way till semester 7 and 8.

Yes because they figured out their personality as a teacher and they went to 6 schools including the private school. They also have learnt all the needed courses and skills to be an effective teacher

Yes, by the time students reach the 4th year of the program they have been mentored by 6 different members of faculty whom reinforce the same competencies every semester.

12. Have you seen an improvement in students' academic level and professionalism as a result of ongoing practicum?

(8 responses)

It is hard to say whether this is due to practicum, students tend to mature over the course of the programme as a result of all of their time and experiences.

Yes, I have. As the students matriculate through the program, they become more mature and knowledgeable of the necessary characteristics and skills to be a great teacher. They show more initiative and interest in their studies upon completion of ongoing practicum.

defiantly in professionalism, some students however do not improve academically

Yes, indeed. Overall, the 'older' cohorts tend to exert higher professionalism than our younger ones.

I don't think I can make a claim here about the link between the 2. I think this may need to be investigated more carefully.

Yes

I noticed that professionalism improved with attendance. They come to class on time

Yes, one of my students (Sara Ali) who has now completed the 3rd. year in the program started off with academic and behavioral problems however, after the fourth TP a drastic change was observed and has been improving since. Evidence of this is found in her TP reports.

13. Any other information you would like to add about ongoing teaching practice and its impact on student and staff professional growth ?

(8 responses)

Faculty need to be fully supported by their institution in order to provide the best support for their students. This could be done by providing release time for TP organisation on each campus (or even a position/title /allowances for this position); or by not requiring faculty to be on campus during TP times, etc. TP is the most critical component of the programme and should be treated as such.

Ongoing teaching practice is an additive to the education training program. It keeps the students engaged throughout their 4 years and makes it easier to transfer from college into full-time work as a teacher because they have become accustomed to increasingly longer periods of time in the classroom and meshing with a variety of professionals. Having practicum once within a 4 year period would hinder our student's ability to do this.

I think the practicum each semester is very important for the students.

TP is an essential component of our program. Having it every semester is necessary for our students' professional development!

This is the bedrock of any teacher education course - students should be immersed in the school environment. I am interested in programs which focus more on the school experience and minimize the theoretical input and the impact of this on the students' preparedness for teaching in school.

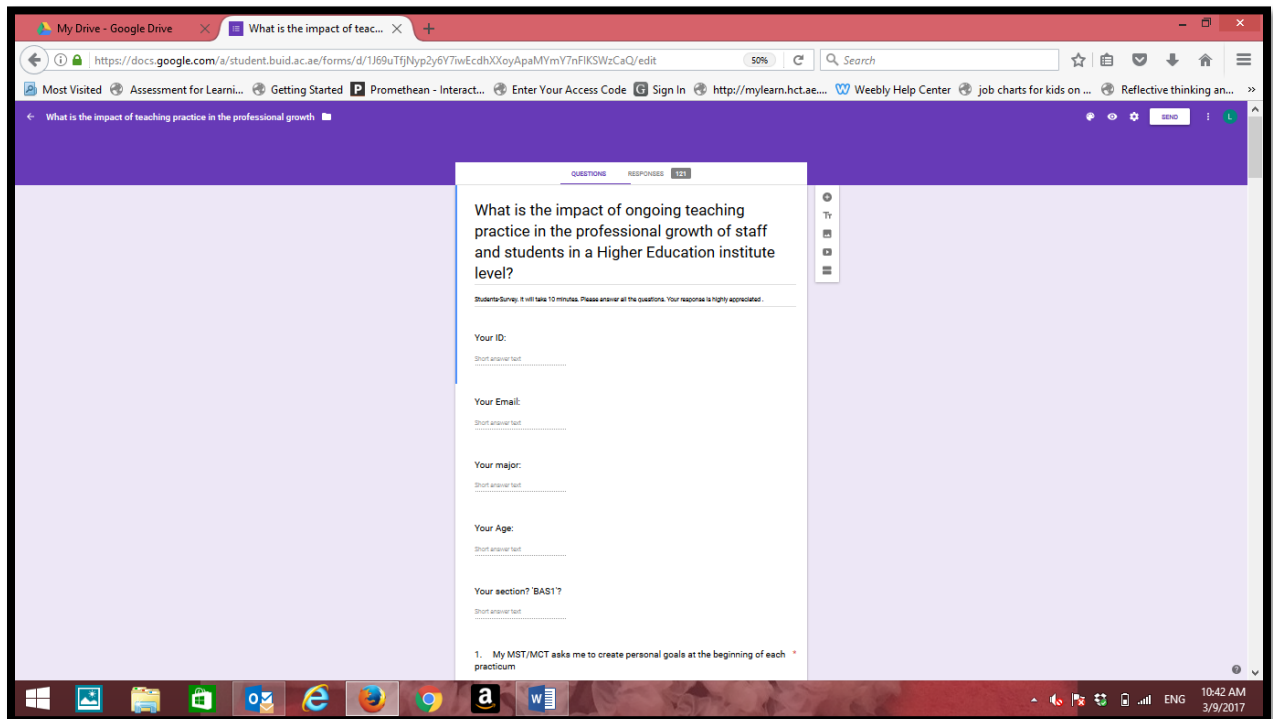
teaching practice and growth is linked positively.

Ongoing teaching practice has the power to test all the students' skills as a student and as a teacher

Appendix 5; online survey

This is the final version of the survey. It is an online version to be completed by student-teachers only.

<https://docs.google.com/a/student.buid.ac.ae/forms/d/1J69uTfjNyp2y6Y7iwEcdhXXoyApaMYmY7nFIKSWzCaQ/edit>

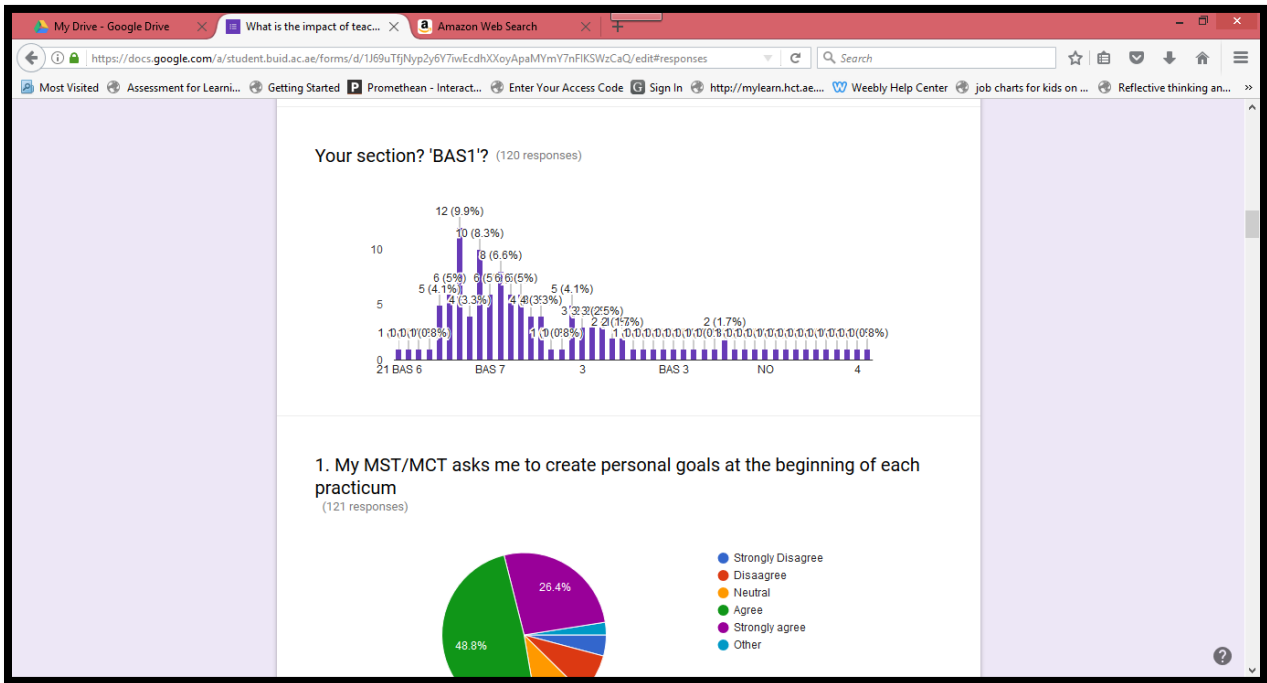
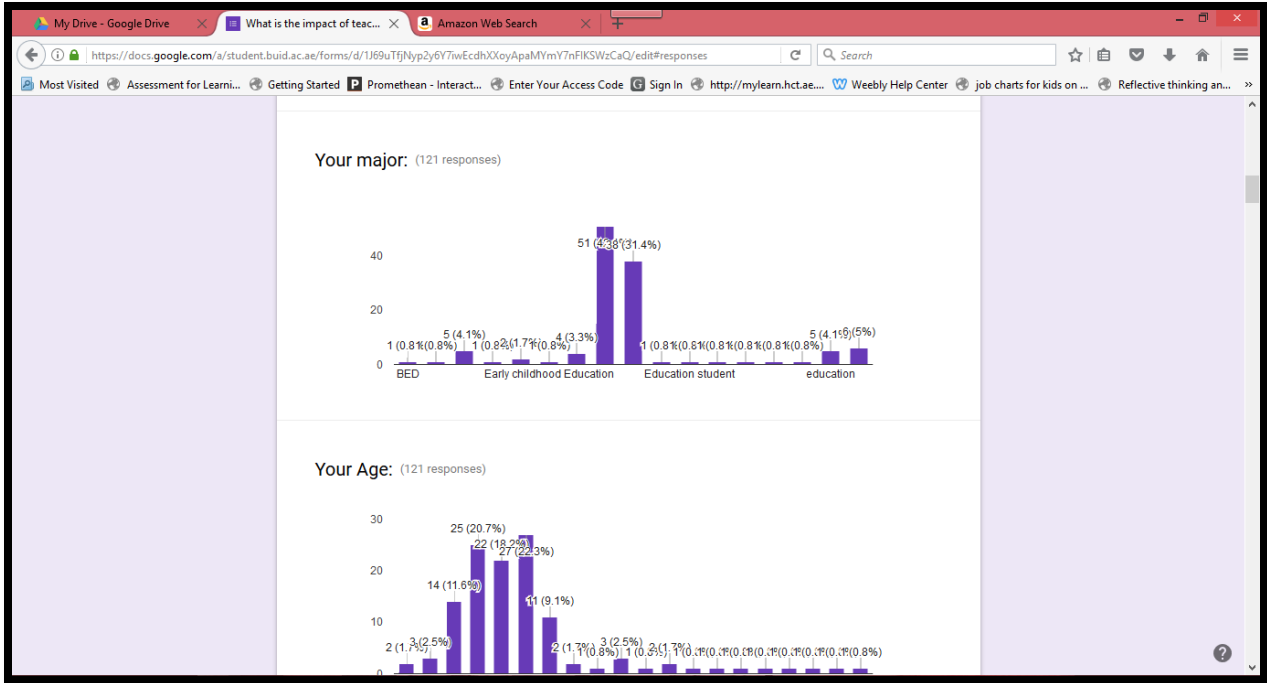


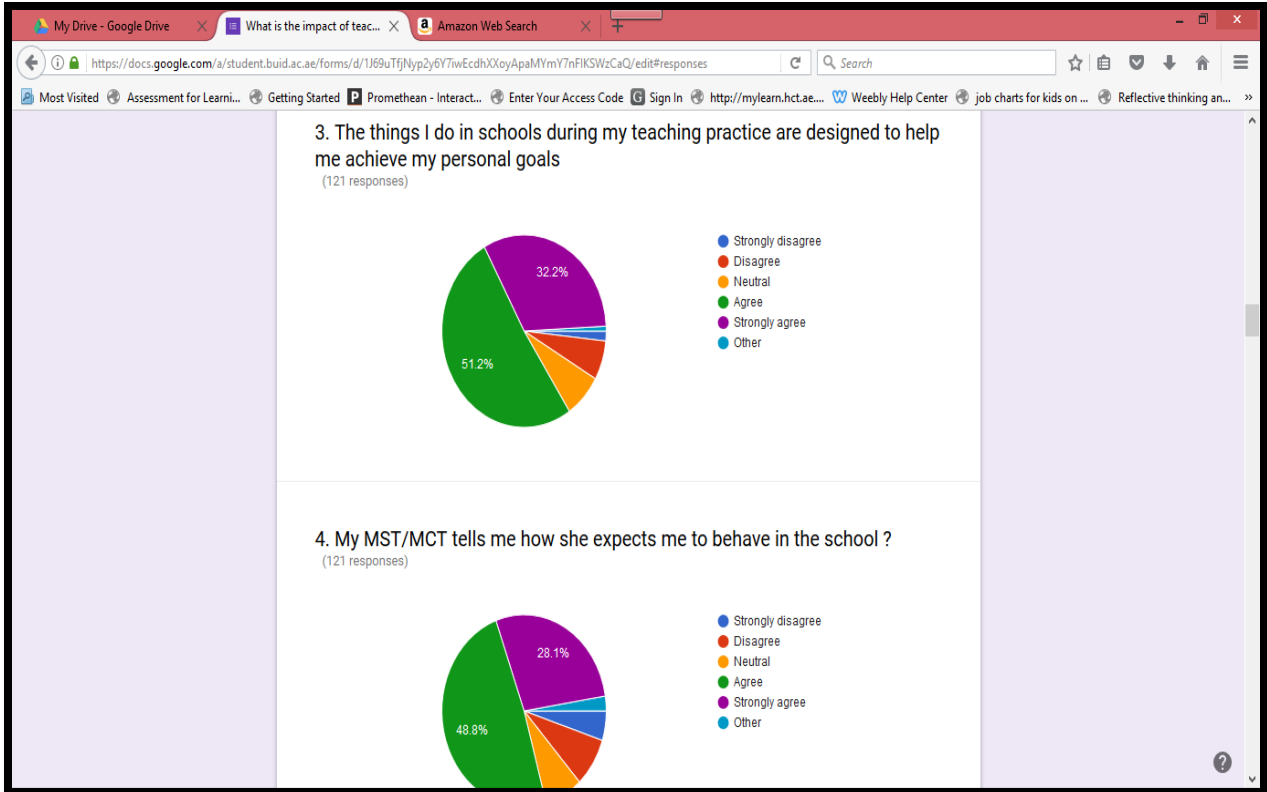
Appendix 6; Survey with responses

The final survey with the student-teachers responses

The screenshot displays a Google Forms interface for a survey titled "What is the impact of teaching practice in the professional growth". The browser's address bar shows the URL: <https://docs.google.com/a/student.buid.ac.ae/forms/d/1j69uTfjNyp2y6Y7iwEcdhXXoyApaMYmY7nFKSWzCaQ/edit#responses>. The form is currently in the "RESPONSES" view, showing a total of 121 responses. The "Accepting responses" toggle is turned on. Below the "SUMMARY" button, a section titled "Your ID: (119 responses)" lists the following IDs:

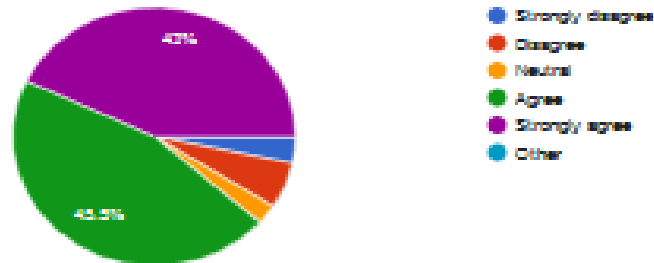
H00251916
H00251916
H00283825
H00247988
H00269624
H00323746
H00283290





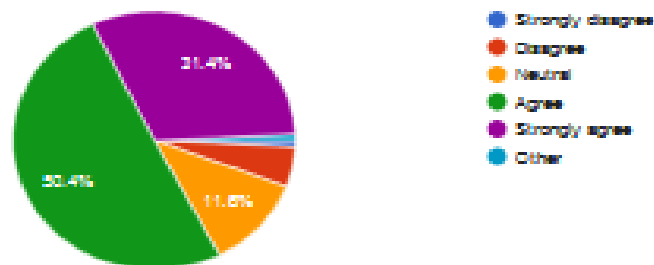
5. I am learning new skills with each practicum and understand more about teaching profession.

(121 responses)



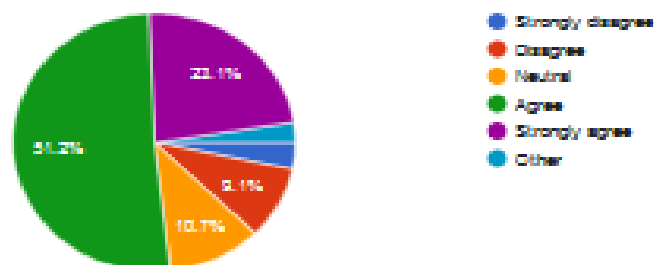
6. I am comfortable sharing my opinion and asking questions during the practicum

(121 responses)



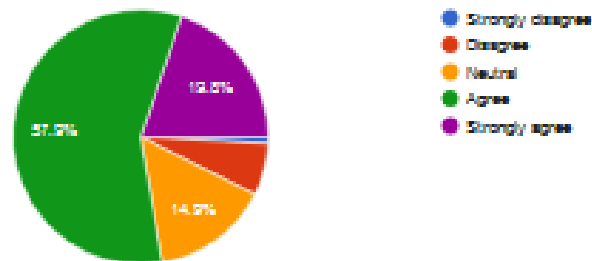
7. My MST/MCT gives me time to reflect on what I have learned and it is required to write online journals.

(121 responses)



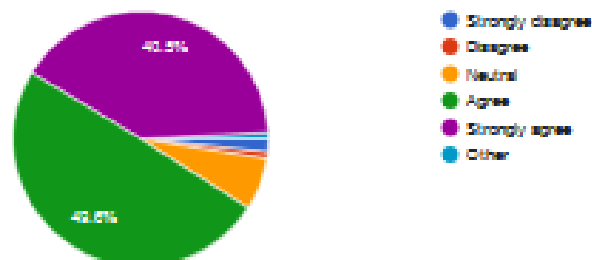
8. My MST/MST allows and encourages me to work in groups to share and reflect on our teaching experiences

(121 responses)



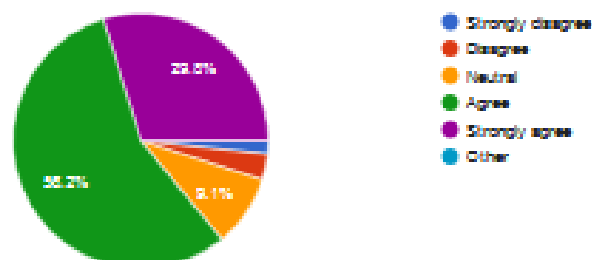
9. My courses in College require me to create lesson plans and develop some of the activities I learned during teaching practice.

(121 responses)



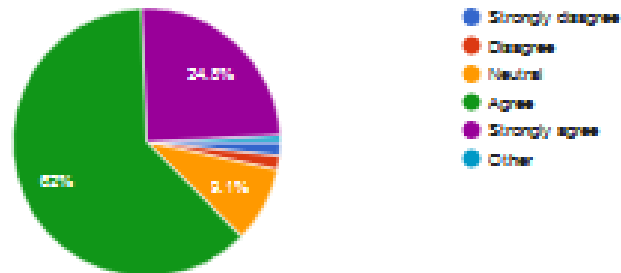
10. My courses in college require me to analyze the experiences I has on TP and apply these experiences to the class I am exposed to in my courses.

(121 responses)



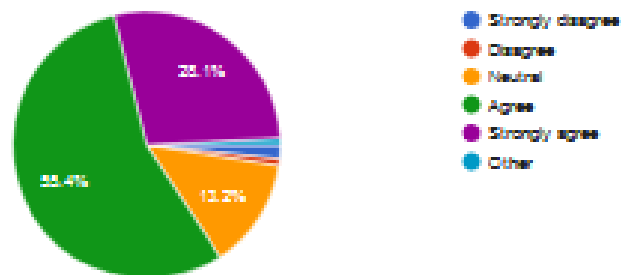
11. Ongoing teaching practice allows me to implement what I have learned in college to find solutions raised in the classroom ?

(121 responses)



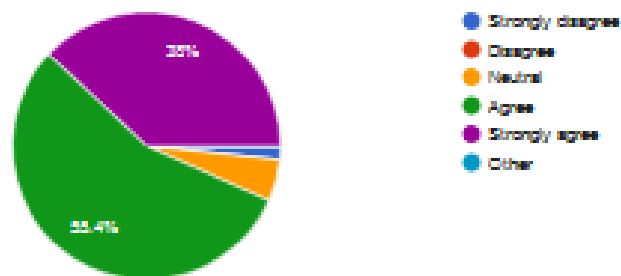
12. Ongoing teaching practicum allows me to solve problems more effectively

(121 responses)



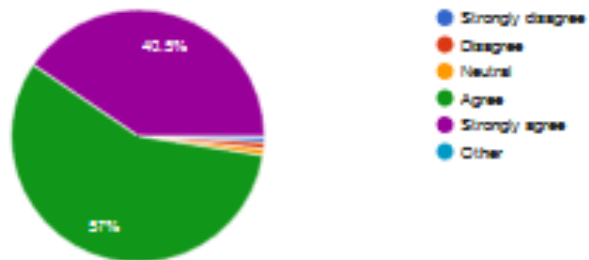
13. Ongoing teaching practicum allows to develop my communication skills professionally ?

(121 responses)



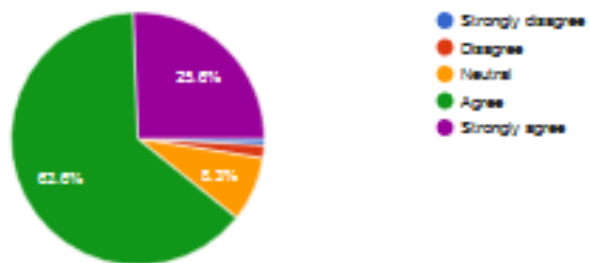
14. TP helps me to develop how I work with and help young learners

(121 responses)



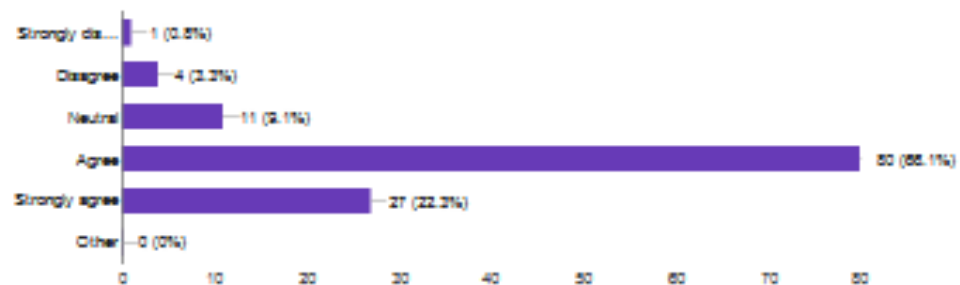
15. Teaching practice teaches me to be willing to help and provide guidance for others ?

(121 responses)

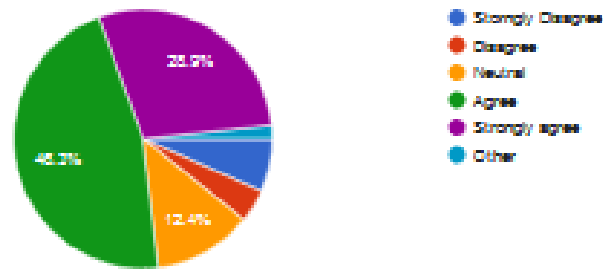


16. Practicum allows me to make links between my theory and college and teaching experience ?

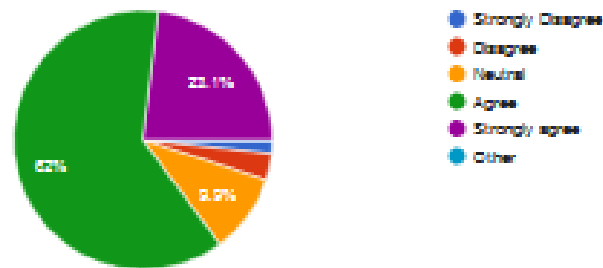
(121 responses)



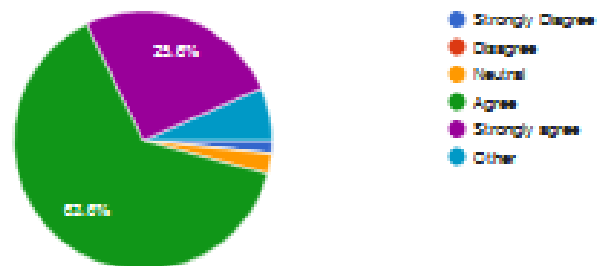
17. I look forward to teaching practice every semester (121 responses)



18. TP has taught me how to confidently participate in discussions ? (121 responses)

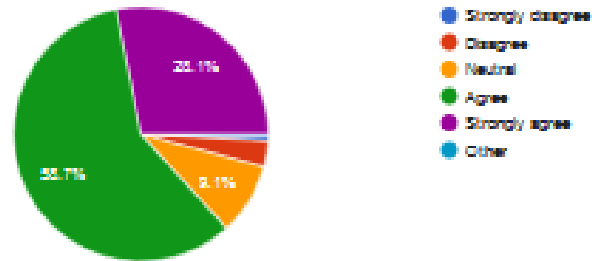


19. Practicum teaches me the classroom management? (121 responses)



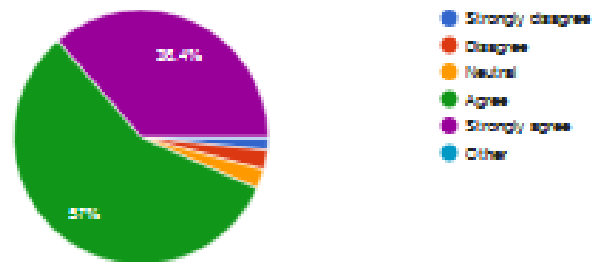
20. Practicum teaches me how to give consequences when students break the rules.

(121 responses)



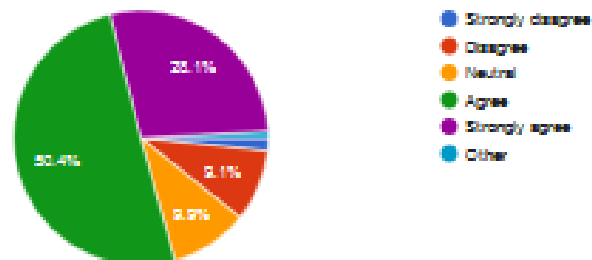
21. Ongoing teaching practice teaches me how to be fair with the students in the classroom

(121 responses)

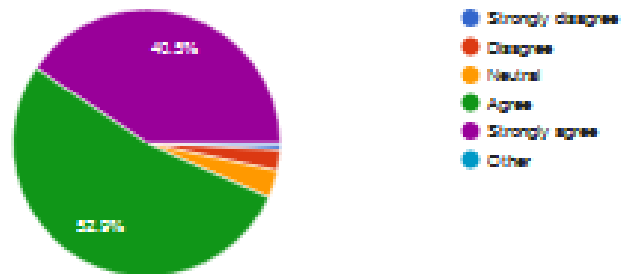


22. Teaching practicum teaches me how to build relationships with parents and other teachers

(121 responses)

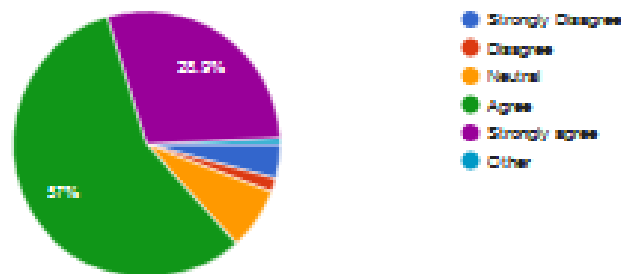


23. TP teaches me how to build relationships with students. (121 responses)

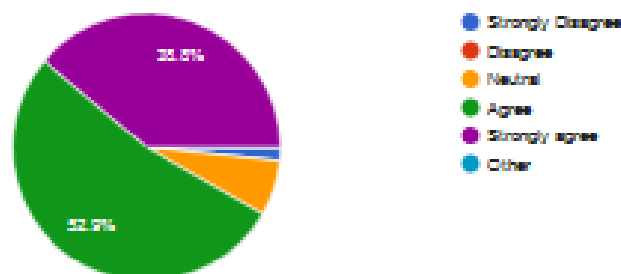


24. When I finish my degree, I am going to have my own class and be a teacher.

(121 responses)



25. After each TP I believe I am becoming a better teacher ? (121 responses)



Appendix 7: A sample of a hard copy survey

A sample of a hard copy survey.

Mentor; is the college teacher and school teacher who helps you during the teaching practice
Ongoing; means the students are participating in practicum each semester in varying degrees.
Practicum; is teaching practice 'TP'
MST; is Mentor school Teacher. This is the teacher in school where the student is doing her teaching practice.
MCT; is Mentor College teacher in the college where is student us taking her undergraduate degree. This teacher supports the students during practicum.
TP; Teaching practice

Your major: Education
 Your college email: 1122329804@HCT.ac.ae
 How old are you: 19
 College Campus: Abu Dhabi - Western College

What is the impact of teaching practice in the professional growth of staff and students in a Higher Education institute level?

Important Note: If I agree to participate in this survey, that means I am allowing the researcher to use the information below in the research
Abadiya [Sign, please]

	Question	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly agree 5	Any comments
Learning and feedback	1. My MST/MCT asks me to create personal goals at the beginning of each practicum					✓	Yes, My MST/MCT asks me to create personal goals because without setting goals there will n be any success in teaching. I strongly agree because they care about our performance and academic progress. Yes, therefore teaching practice gives every student the opportunity to look at their strengths and weakness in order to enhance them.
	2. My MST/MCT helps me see how well am I performing during the teaching practice					✓	
	3. The things I do in schools during my practicum are designed to help me achieve my personal goals.					✓	

Inspired and retrieved from marzanoresearch.com/classroomstrategies

Mentor; is the college teacher and school teacher who helps you during the teaching practice
Ongoing; means the students are participating in practicum each semester in varying degrees.
Practicum; is teaching practice 'TP'
MST; is Mentor school Teacher. This is the teacher in school where the student is doing her teaching practice.
MCT; is Mentor College teacher in the college where is student us taking her undergraduate degree. This teacher supports the students during practicum.
TP; Teaching practice

Rules and Procedures	4. My MST/MCT tells me how he or she expects me to behave in the school					✓	Yes, because it very important to be professional within the our TP because it affects our external image.
New Information	5. I am learning new skills with each practicum and understand more about teaching profession.					✓	
	6. I am comfortable sharing my opinion and asking questions during the practicum					✓	
	7. My MST/MCT gives me time to reflect on what I have learned and it is required to write online journals.				✓		However, sometimes there is not enough time because we are probably busy with implementing a lesson plan!
Practicing And Deepening	8. My MST/MST allows and encourages me to work in groups to share and reflect on our teaching experiences			✓			
	9. My courses in College require me to create lesson plans and develop some of the activities I learned during teaching practice.					✓	Therefore, Language ART A, B, C, and D and Practicum were the essential courses that developed my teaching.

Inspired and retrieved from marzanoresearch.com/classroomstrategies

Mentor; is the college teacher and school teacher who helps you during the teaching practice
Ongoing; means the students are participating in practicum each semester in varying degrees.
Practicum; is teaching practice 'TP'
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MCT; is Mentor College teacher in the college where is student us taking her undergraduate degree. This teacher supports the students during practicum.
TP; Teaching practice

Known ge	10. My courses in college require me to analyze the experiences I has on TP and apply these experiences to the class I am exposed to in my courses.					✓	Practicum impressive
	11. Ongoing teaching practice allows me to implement what I have learned in college to find solutions raised in the classroom.					✓	
Applying known ge	12. Ongoing teaching practicum allows me how to solve problems more effectively					✓	with feedback from MCT/MST and self reflection
	13. Ongoing teaching practicum allows to develop how I communicate with young learners.					✓	
	14. TP helps me to develop how I work with and help young learners					✓	
	15. Teaching practice teaches me to be willing to help and provide guidance for others					✓	

Inspired and retrieved from marzanoresearch.com/classroomstrategies

Mentor; is the college teacher and school teacher who helps you during the teaching practice
Ongoing; means the students are participating in practicum each semester in varying degrees.
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MCT; is Mentor College teacher in the college where is student us taking her undergraduate degree. This teacher supports the students during practicum.
TP; Teaching practice

Engage ment	16. Practicum allows me to make links between my theory and from college and teaching experience					✓	
	17. I look forward to teaching practice every semester					✓	I strongly agree ^{because} base it improves and develop my learning/teaching
	18. TP has taught me how to confidently participate in discussions					✓	
Manage ment	19. Practicum teaches me how to manage discipline while maintaining the focus of the lesson.					✓	
	20. Practicum teaches me how to give consequences when students break the rules.					✓	
	21. Ongoing teaching practice teaches me how to be fair with the students in the classroom					✓	
Relation ships	22. Teaching practicum teaches me how to build relationships with parents and other teachers					✓	

Inspired and retrieved from marzanoresearch.com/classroomstrategies

Appendix 8: Signing sheet

A sample the student-teachers signing sheet. This stage was done before participating in the survey.

Mentor; is the college teacher and school teacher who helps you during the teaching practice
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 MCT; is Mentor College teacher in the college where is student us taking her undergraduate degree. This teacher supports the students during practicum.
 TP; Teaching practice

Your major... Education
 Your college email... H02.33075.9@hct.ac.ae
 How old are you: 22 years old
 College Campus: A.D.W.C

Important Note: If I agree to participate in this survey, that means I am allowing the researcher to use the information below in the research
[Signature] [Sign, please]

What is the impact of teaching practice on the professional growth of staff and students in a Higher Education institute level?

Question		Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly agree 5	Any comments
Learning and feedback	1. My MST/MCT asks me to create personal goals at the beginning of each practicum				✓		just one goal which is -> Develop my Language
	2. My MST/MCT helps me see how well am I performing during the teaching practice				✓		
	3. The things I do in schools during my practicum are designed to help me achieve my personal goals.				✓		

inspired and retrieved from marzanoresearch.com/classroomstrategies

Mentor; is the college teacher and school teacher who helps you during the teaching practice
 Ongoing; means the students are participating in practicum each semester in varying degrees.
 Practicum; is teaching practice 'TP'
 MST; is Mentor school Teacher. This is the teacher in school where the student is doing her teaching practice.
 MCT; is Mentor College teacher in the college where is student us taking her undergraduate degree. This teacher supports the students during practicum.
 TP; Teaching practice

Your major... Education
 Your college email... h02.33075.9@hct.ac.ae
 How old are you: 22
 College Campus: Abu..Dhabi..women..college

Important Note: If I agree to participate in this survey, that means I am allowing the researcher to use the information below in the research
[Signature] [Sign, please]

What is the impact of teaching practice on the professional growth of staff and students in a Higher Education institute level?

Question		Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly agree 5	Any comments
Learning and feedback	1. My MST/MCT asks me to create personal goals at the beginning of each practicum				✓		improve my teaching only..
	2. My MST/MCT helps me see how well am I performing during the teaching practice					✓	
	3. The things I do in schools during my practicum are designed to help me achieve my personal goals.			✓			

inspired and retrieved from marzanoresearch.com/classroomstrategies

Mentor; is the college teacher and school teacher who helps you during the teaching practice
Ongoing; means the students are participating in practicum each semester in varying degrees.
Practicum; is teaching practice 'TP'
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MCT; is Mentor College teacher in the college where is student us taking her undergraduate degree. This teacher supports the students during practicum.
TP; Teaching practice

What is the impact of teaching practice in the professional growth of staff and students in a higher education institute level?

Your major: EDUCATION
 Your college email: H00323804@hct.ac.ae
 How old are you: 19
 College Campus: Abu Dhabi

Important Note: If I agree to participate in this survey, that means I am allowing the researcher to use the information below in the research
Amal [Sign, please]

Question		Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly agree 5	Any comments
Learning and feedback	1. My MST/MCT asks me to create personal goals at the beginning of each practicum		✓				
	2. My MST/MCT helps me see how well am I performing during the teaching practice		✓				
	3. The things I do in schools during my practicum are designed to help me achieve my personal goals.				✓		

Inspired and retrieved from marzanoresearch.com/classroomstrategies

Mentor; is the college teacher and school teacher who helps you during the teaching practice
Ongoing; means the students are participating in practicum each semester in varying degrees.
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MST; is Mentor school Teacher. This is the teacher in school where the student is doing her teaching practice.
MCT; is Mentor College teacher in the college where is student us taking her undergraduate degree. This teacher supports the students during practicum.
TP; Teaching practice

Your major: Education
 Your college email: H.00293315@HCT.AC.AE
 How old are you: 20
 College Campus: Abu Dhabi women's college

What is the impact of teaching practice in the professional growth of staff and students in a higher education institute in UAE?

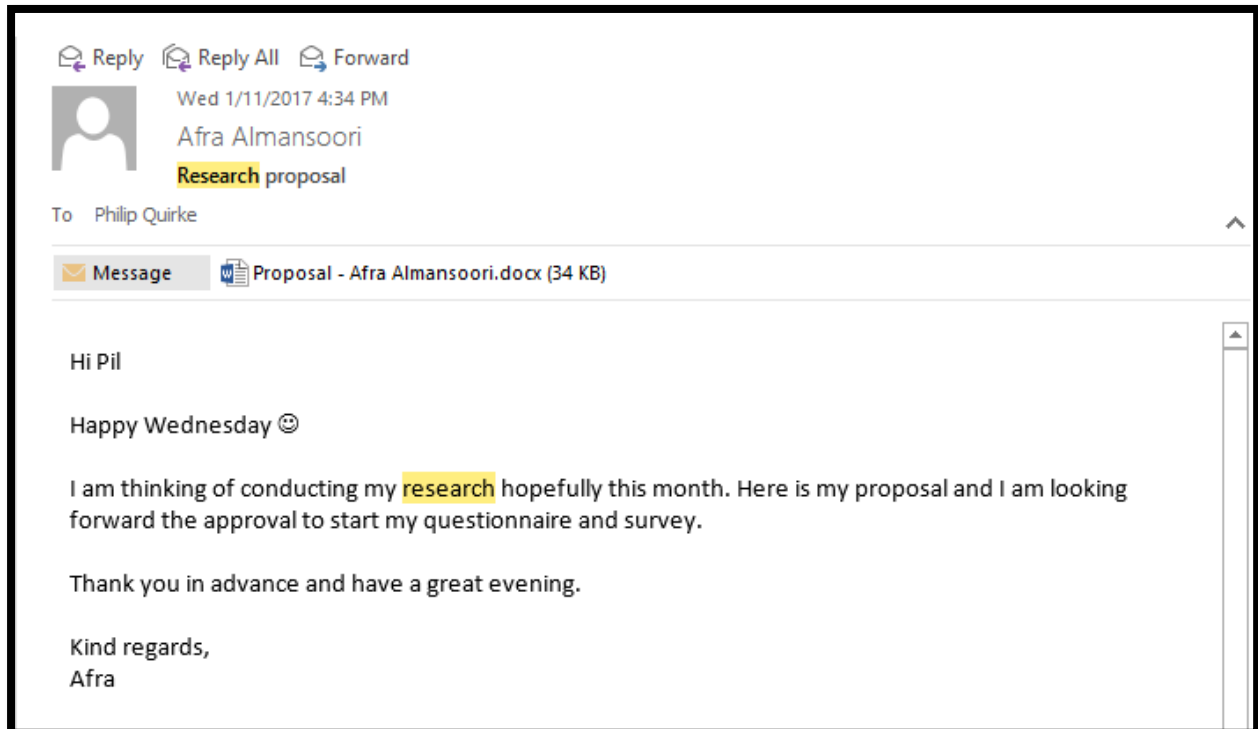
Important Note: If I agree to participate in this survey, that means I am allowing the researcher to use the information below in the research
Khadija [Sign, please]

Question		Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly agree 5	Any comments
Learning and feedback	1. My MST/MCT asks me to create personal goals at the beginning of each practicum				✓		
	2. My MST/MCT helps me see how well am I performing during the teaching practice					✓	
	3. The things I do in schools during my practicum are designed to help me achieve my personal goals.					✓	

Inspired and retrieved from marzanoresearch.com/classroomstrategies

Appendix 9: Research proposal

This part captured the email between the researcher and the Education dean to get the approval and start the research. It started with proposing a proposal and explain the intention of the



<p>Title</p>	<p>An analysis of the students teaching practice experiences in the Education department at HCT and the best practices recommended by staff and students.</p>
<p>Problem Statement</p> <p>Purpose /Significance / relevance</p>	<p>Problem statement; the students at HCT particularly at the Education department are going out to practice teaching every semester. Some students are complaining that this is a lot of practicum and some of them found it the best practice in order to be ready for work after graduation.</p> <p>Purpose; the aim of this research is to study the regular ‘every semester’ teaching practice influence on students experience compared with staff voice.</p> <p>Significance; it is significant study since at the moment we are aiming to transform the students level of professionalism and experience.</p> <p>Relevance; it is relevant to my work as I am an Education faculty and it is related to my master studies in Education. At the same time, it would be great to publish some work from our Education department about this extraordinary teaching practice at HCT.</p>
<p>Research Objectives</p>	<p>-Identify the advantages and disadvantages of ongoing teaching practice.</p> <p>-Identify the best practice in teaching practice form the students and staff perspectives</p> <p>-Compare the students and staff experiences about the teaching practicum and professional growth.</p>
<p>Research Questions</p>	<p>1-What is the advantage and disadvantage of ongoing teaching practice for the Education students and staff?</p>

<p>1 main</p> <p>2 sub-questions</p>	<p>2-What is the impact of ongoing teaching practice on students and staff experiences?</p> <p>3-Is the teaching practicum is a part of the best practice in the Education department? Why and How?</p>
<p>Key concepts / theories / identify 3 key concepts and 3 theories /</p>	<p>Key concepts ;</p> <ol style="list-style-type: none"> 1. Surface learning and deep learning 2. Cooperative learning 3. Social learning <p>Key theories:</p> <ol style="list-style-type: none"> 1. Adult learning Theory (Cross) 2. Cognitive load Theory (Sweller) 3. Conditions of learning (Gagne)
<p>Research Approach</p> <p>Tool used</p> <p>Samples</p>	<p>Analysis research</p> <p>Questionnaire for Staff</p> <p>Survey for students</p> <p>The whole population of the students form the Education department.</p> <p>All the faculty members.</p>

Method	Quantitative and qualitative research method
Expected Outcome	The expected outcome is; -Teaching practice is influencing the students and staff experience positivity and direct them to the best practice.
Unique contribution / scope (further research)	Further research will be on the influence of the work place on the employee's performance and satisfaction.