Innovative ideas to make your teaching methods more effective
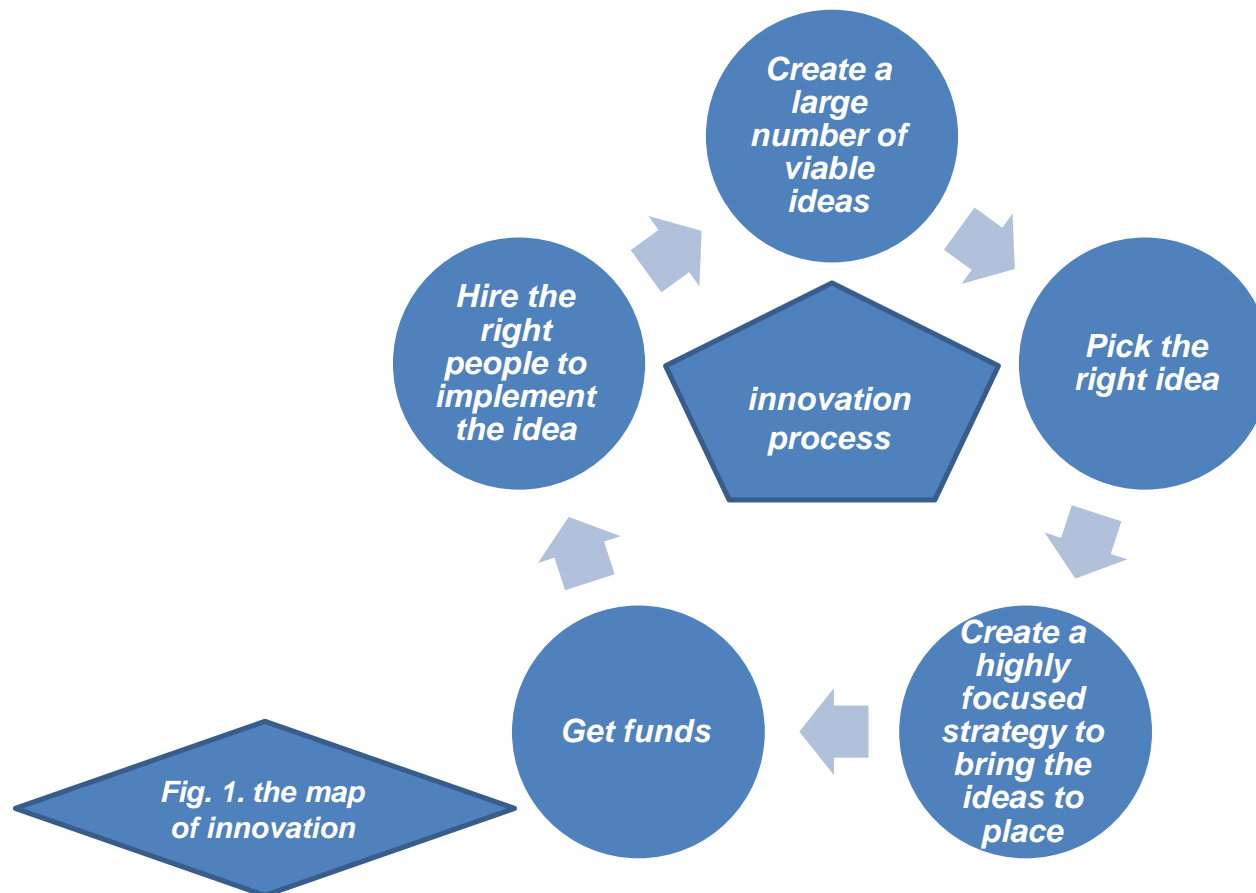
Dr. Ribdi Alsaedi

Abstract

ın Canada and many other countries, teacher education has become a focal point for renewal and reform. This emphasis recognizers that investments in education can result in improvements for individuals and society as a whole.

Introduction

Learning to teach is complex and challenging. Beginning teachers need to develop the necessary abilities, skills, and dispositions in order to create learning environments that will meet the needs of all learners. LORTTIE (1975) [1]coined the phrase "the apprenticeship of observation" to explain this phenomenon. Beginning and experienced teachers are also challenged to put their beliefs and understandings into action in classrooms and to integrate many kinds of knowledge and skills.

the most important challenge that you may face as a teacher is attracting and maintaining your students' attention. Conveying ideas and information so that what you have taught stays in the students minds is an integral part of effective teaching. To achieve this, you have to reinvent the learning experience in classrooms by infusing some innovative ideas. Into your teaching.

Many teachers tend to teach the way they taught as students. However, the teachers may use less-than-idea teaching methods that emphasis note learning. Memo rising facts and trying to recall them when required have been proven to be ineffective learning methods. Also, the way students learn has especially with improvement in technology. Most students now have access to changed with time, smartphones and computers, which you should take into account while teaching them.

Create a large number of viable ideas

Pick the right idea

innovation process

Hire the right people to implement the idea

Get funds

Create a highly focused strategy to bring the ideas to place

Fig. 1. the map of innovation

You can implement the following ideas for effective teaching.

1- let the students interact

when you allow students to collaborate, any limitation that exist due to your authority ceases to exist. You can outline atopic, allot a task to the students, and ask them to complete it by the end of the class. The task may be a problem they have to solve or a answer. you can divide the students into small teams. Then, you question they have to can ask each team to look for information online, gather ideas and find ways to complete the task. At the end of the class, the students from every team can share what they learnt with their classmates.

2- Brainstorm graphic organizers

brainstorm has traditionally been used to stimulate group creatively with the intention of generating concepts and ideas regarding a specific challenge " go for quantity over quality " withhold judgment and criticism, build on each other's ideas, are a few of the widely accepted rules of brainstorming. The intention of these guidelines is to create a safe forum for the expression and free association of creative ideas, and quell any inhibitions of the participants by providing a judgment free zone explore new concepts.

More recently, brainstorm is also being used to develop one's fluency of thinking. Graphic organizers, or visual representations of knowledge, are frameworks that facilitate teams as they challenge assumptions, experiment with new relationships between accepted components of a problem space, and as they consider unconventional alternatives within a domain.

How does evaluative reflection affect learning?

I see evaluation as a process which leads to the making of a judgment in relation to a set of values or criteria, and one in which the judgment often leads to a consequent decision. When I go out for a meal, I evaluate the items on the menu and make a judgment about which is most attractive to me as my choice for the main course, according to the criteria for selection which matter to me on that when I write an assignment in draft, I may evaluate my hard copy of that, identify where it falls short of my aspirations and decide what to do about these discerned weaknesses.

The evaluative judgments which teachers make may lead to an input in the form of a qualitative grade, or a mark, or a decision on a binary scale such as pass/fail. We tend to label this special case of evaluation as assessment.

Assessment is feedback from the student to the instructor about the student's learning. Evaluation uses methods and measures to judge student learning and understanding of the material for purpose of grading and reporting. Evaluation is feedback from the instructor to the student about the student's learning. The basic different between assessment and evaluation assessment is process oriented, evaluation is product lies in the orientation. While the oriented.

There is a further complication, in that both assessment and evaluation may have two purpose, and hence may take two forms. An assessment, for instance, may quality or recognize the assessed person in some way, as the driving test entitles the recipient to gain a full driving license. It is usually described as a summative assessment. an assessment may be primarily regarded as an important step in the educational process. If so, it is intended to help the learner to identify the current standards of their work, and / or to identify need and potential for improvement. In that case, the assessment is usually called formative.

TARAS (2005) [2] *has stressed, no formative judgment can be made without being preceded by some form of summative judgment, even if covert and understand.*

Evaluation, like assessment, may also be either formative or summative. When I first prepared learning resource materials for open learning, I offered them to students as an "extra" on a Wednesday afternoon (which was otherwise free), for correlated and consolidation learning. I made this additional support available on the understanding that the students, in return, would provide me with an informed judgment on the usefulness of my draft materials, so that I could improve them if necessary and only then decide whether or not to incorporate them in the formal program me of me department. That was a formative evaluation, for its primary purpose was to identify the need and potential for improvement. In one such case, I labored hard and long to devise a more effective way to teach a particularly unsuitable topic. I began by subjecting my materials to this type of formative evaluation, so that I could refine and improve them repetition. Then I carried out comparative experiments on what I hoped was the final version, using pre-tests and post-tests with matched groups of students, to find out of my alternative approach was indeed more effective than the status extract. That was then a summative evaluation of the learning in the new approach. It yielded information, in the form of quantity of learning gain, which enable me and my colleagues by comparison with what we were then achieving to make an objective judgement about the usefulness of my alternative approach.

One style of educational evaluation that I find methodologically attractive, and tactically effective, is the approach which has been called illuminative (Parlett and Hamilton, 1972) [3] *It seeks to illuminate the situation being described, for the benefit of those who read or hear the reported data. This is an anthropological model, in which the evaluators as a result of their enquiries are able to present a though provoking but descriptive account of process and outcomes. They don't explicitly judge or assess, although some value framework, even if covert, will undoubtedly have influenced the observations which they have chosen to make, record, analyze and present. Nevertheless, they restrict themselves to assembling and analyzing data and then reporting to others, whose task it is to make their own evaluation based on what they judge the data tells them, in relation to their own criteria.*

Illuminative evaluation and its effectiveness. I once carried out an illuminative evaluation of a laboratory sessions, I found that graduate teaching assistants from an ethnic majority were teaching students in English, in classes which included many from an ethnic minority, the minority students were treated with what I can only describe as calculated brutality according to the values which matter to me. Their command of English was pathetically poor, yet they were judge stupid when they didn't understand the instructions given to them in English. They learnt by trial, error, punishment and humiliation. They learnt what not to do with the equipment before them, and naturally progressed slowly and ineffectively to learning what they should do with it. The same style of authoritative teaching, though with little physical punishment, was given to the student from the ethnic majority, who had little difficulty following the instructions in English on the lab sheets and from the assistants. the suicide rate among the ethnic minority students was alarmingly high.
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When I described what I had seen, in an illuminative report presented to the professor and his ethnic majority colleagues, they seemed to swell with pride. That's the way should be treated, one declared literally. I asked them to tell me what the good students, from their ethnic majority, were learning that was of significance, in contrast to the learning of these allegedly stupid ones. They told me, and I noted down their claim. I devised a simple way of checking the learning and progress of the ethnic majority students, without intrusive testing. I reported the depressing findings of the enquiry in my next meeting with the staff. This data had admittedly been gathered and selected by me. However, the lecturers now had to confront the objective evidence of ineffective learning and teaching, and compare it with their claim. My results showed beyond question (and believe me, the tried to question) that all wasn't as they believed and as they wished, even with their ethnic majority student. They now sought my advice and assistance to improve the learning and teaching situation. Needless to say, the improvements which I proposed benefited both those from the majority and from the minority. That had been an effective illuminative evaluation, with a formative intent.

Fives stages in the decision innovation process
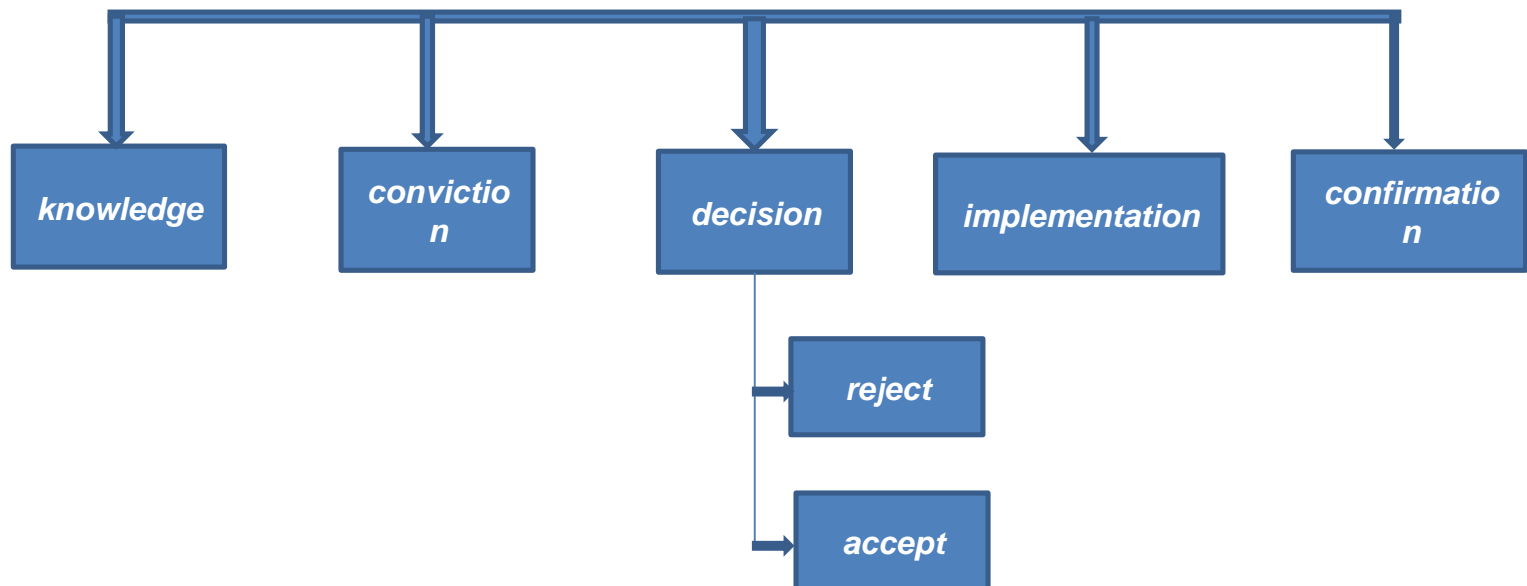
Illuminative evaluation inform and influence. They depend on leaving listeners and readers to formulate their own judgments, and then to respond by making their own decisions for action. The recipients do that in the context of their own value framework, of which, however, the evaluator is aware. For that reason, such evaluations are often more effective in the long run than those where it is the evaluator who decides what is right and what is wrong and where changes should be made.

One last distinction is important, it relates almost exclusively to assessment, and to the choice of the person who formulates the judgment. In the traditional British setting, the mark or grade for an examination or an assignment is usually decided be one or more academics, and is ratified by an examination board. However, the recent years it has increasingly become the practice to involve learners in the process od assessment (knight, 1995, Boud, 1995, Brown, and Glasner, 1999) [4] [5] [6]*In peer assessment, it is the student herself or himself who determines the mark or grade, whether or not that is taken into account when the institutional examination boards reach their decisions about awards. Self-assessment, in particular, has served me well since I first committed myself to this approach with trepidation and with few published experiences of others to draw on (Cowan, 1984b)* [7]

Notice, that we often use both terms, evaluation and assessment, without adjectival qualification. Since the majority of assessment are summative. We assume that to be so unless the term is qualified by the prefix "formative". And since most evaluations are formative, or are at least delivered in circumstances where the recipients hope to be permitted to respond constructive to any criticisms or weakness, we take evaluations to be formative unless they are specifically described an summative. This is common usage at the lime of writing.

Self-assessing to own criteria, following the teacher's method

during the early part of 1983, in the midst of the departmental celebrations which ensued, I was talking with some student who hadn't been involved in the pilot scheme, and who were now about to pass on from their second years to the third years, where I would be teaching them design. One of them asked me why I didn't now offer a similar open learning option in respect of design. That seemed to me a useful suggestion, and one which I immediately began to negotiate with an enthusiastic group of volunteers, who prepared to take part a pilot with me the original innovation, "the popular book" for the Carl Rogers', freedom to learn, (Rogers, 1969) [8] Its inspiration, I was changed the text become the new title, freedom to learn for the 80s (Roger, 1983) [9] In the original book, Rogers had written about what he hoped and believed could be achieved by schemes which offered autonomous and student-centered learning. In this new version, I was to find that he had written with hindsight- informed by many reports from his readers and disciples, so that he now felt able to describe confidently what he knew could certainly be done. That confidence influenced me in turn to rethink the provisional commitment I had made to my pilot group.

In their negotiations with me, my students had been clear that they were keen to take responsibility for their learning outcomes (called objectives at that point time), for the methods by which they would achieve their objectives and for the pace of their studies. But they still wanted me to undertake the assessment.

I decided that it wasn't acceptable to offer open learning at third year level with this constraint. I want back to my dozen volunteers to explain to them that I was unwilling to accept responsibility for their assessment. This was a unilateral decision which they eventually accepted.

Our final agreement, for what we called learning contract design (Gowan, 1988) [10] *was a relatively straightforward one. Each week, each student would prepare on a summary sheet a list of personal learning objectives for that week. But if someone who hadn't provided such a commentary in the previous weeks. The learner was committed to consider the comments carefully, but wasn't obliged to agree with them, if the learner disagreed with and proposed to disregard the comments. The objectives and methods, and the comments together with the leaner's responses, were to be posted on a notice-board which was open to inspection by all in the pilot group.*

At the end of week, each learner was contracted to produce something which demonstrated what had been learned, the extent to which the learning objectives had been achieved and the learner's qualitative assessment of the progress against the declared objectives. The learner, again, was contracted to consider, but not necessarily to accept or respond in person to, the peer judgment.

At the end of each of the three terms in the academic year, the students individually assessed their work quantitatively by:
* summarizing the standards and criteria which the had been offer to achieve;
* describing their performance in comparable terms;
* reporting the process of judgment by which they compared their performance with their criteria and standards.

I submit that this pilot (Cowan,1988) [10] *was a year-long experience structured by evaluative reflection-for-action and reflection-in-action, although Kolbian analytical reflection featured during the activities of each working week. The end of term self-assessment, and one or two crisis sessions in mid-term, occasioned evaluation reflection-on-action. The end of term assessment, as they were completed, usually also became evaluative reflection-for-action, leading to marked changes in aspirations, methods and work styles in the following term. Thus, although the individual activities of the learner directed programme depended on Kolbian (analytically) reflection, the driving force which made this experiment such as success was Schonian evaluative reflection.*

Students reflect on the making of judgments about their learning

the open university course D300: professional judgment and decision making laid considerable emphasis on the making of professional judgments, and on the sound outcomes which can often emerge. These featured in collections of papers drawn particularly from the medical and paramedical professional, and the key writings from assorted sources on judgmental topics, and in the subsequent application of these concepts and methods in difficult contexts. However, the development of a D300 students ability to make judgments probably took place most significantly through self-assessment, and in the formulation of student judgments associated with the submission of assignments.

Before they began their studies, and indeed before they had read much in the course materials, D300 students were required to submit a prior. In this, they set out something of their past experiences as students. They identified the qualities which they associated with a praiseworthy course and with a praiseworthy tutor. Each time students submitted an assignment, they had to self-assess it; they were also required to estimate their probabilities for the mark which would be awarded by their tutor.

After the third assignment of eight, the tutors not only declared their mark as usual, but they also described the way in which they had reached it. Tutors were encouraged, although not actually required, to prepare both a decomposed assessment and a composed assessment. Most tutors preferred to make the composed judgment first, and then almost to rationalize it by going through the fine detail of the decomposed judgment.

Once the tutors had begun to reveal the making of their assessments, it became apparent to the students from this modeling that they, too, should be providing a more detailed account of their attempts to specify levels or standards within their composed or decomposed frameworks. They also began to comprehend that their performance should be described in terms compatible with their criteria because it must be related to these standards or levels, if their judgment based on that comparison was to be formulated objectively. Students didn't find it easy to progress along the learning curve to this advanced stage of judgmental development. Consequently, tutors were advised to award their marks for the process of self-assessment according to the stage which had been reached in the course, the demand in respect of both self-assessment and tutor assessment increased as the course progressed, and that progression was made explicit to students from the outset.

At two stages in their studies, students prepared and submitted their assessments of the course itself. These were expected to cover all the components of the experience, from the materials and television programmers to the specified course reader, the administrative arrangement, the tutorials and the correspondence tuition. It was here that they were to refer back to their prior, which was an early declaration of criteria and standards, which they might have wanted to change, on reflection, for good reasons derived from their course experiences.

I suggested to them that my self-assessment of my tutoring was something which they shouldn't open or read until after they had completed their own course assessment, including their judgment of my work and our relationship. Interestingly, I received little specific feedback on my assessment of my tutoring. But I received strongly supportive comments about the value which students placed on this reversed and open practice of mine.

In the final course assessment, the students self-assessments of the learning outcomes they had achieved, and of the personal development which they perceived to have occurred for them in the course experience, were usually encouraging and thought provoking.

One student presented convincing data in her final self-assessments to show that, through being driven by self-assessment, he had studies in depth to an extent and rigor of demand which went far beyond his previous experience. In consequence, he had found that the tasks and standards expected for his appeared easier to achieve than ever before. In this, his first third level course, he went on to gain a tutor marked.

A second student progressively immersed himself in what he described as an enthralling course experience. During working in a hospital theater orderly. He found that his thinking, particularly in the dialogue assignments and his assessments of them, had a sharpness and generated constructive outcomes which surprised them, and motivated him intensely. This led him into deep supplementary and enrichment studies of his own choosing, including a hospital report in dialogue form, which was well received after the initial astonishment had subsided, he too could point to examples to confirm his claim.

Another student found the methodology testing, demanding and disturbing. Increasingly, she decided to pursue her own goals to her own standards, which differed from the goals and value framework of the subject, consequently, while feeling that the course might be validity criticized by others for that reason, she nonetheless described her working on the open ended and self-assessment D300 assignments as her best learning and teaching experience to date.

The last student in her last assignment, she presented one or two devastatingly accurate and formative self-portrayals, in which she not only identified her outstanding weaknesses, but also discerned where there was scope for improvement and development which it lay within her power to bring about.

Conclusion, formative self-assessment had certainly had a significant effect on the learning and performance of more than half of the sample.

Teaching methods are based on reflective learning and experience sharing. Constant challenges and alternation of diverse ways of active learning before and during the seminar session.

Fig. 2. Teaching method
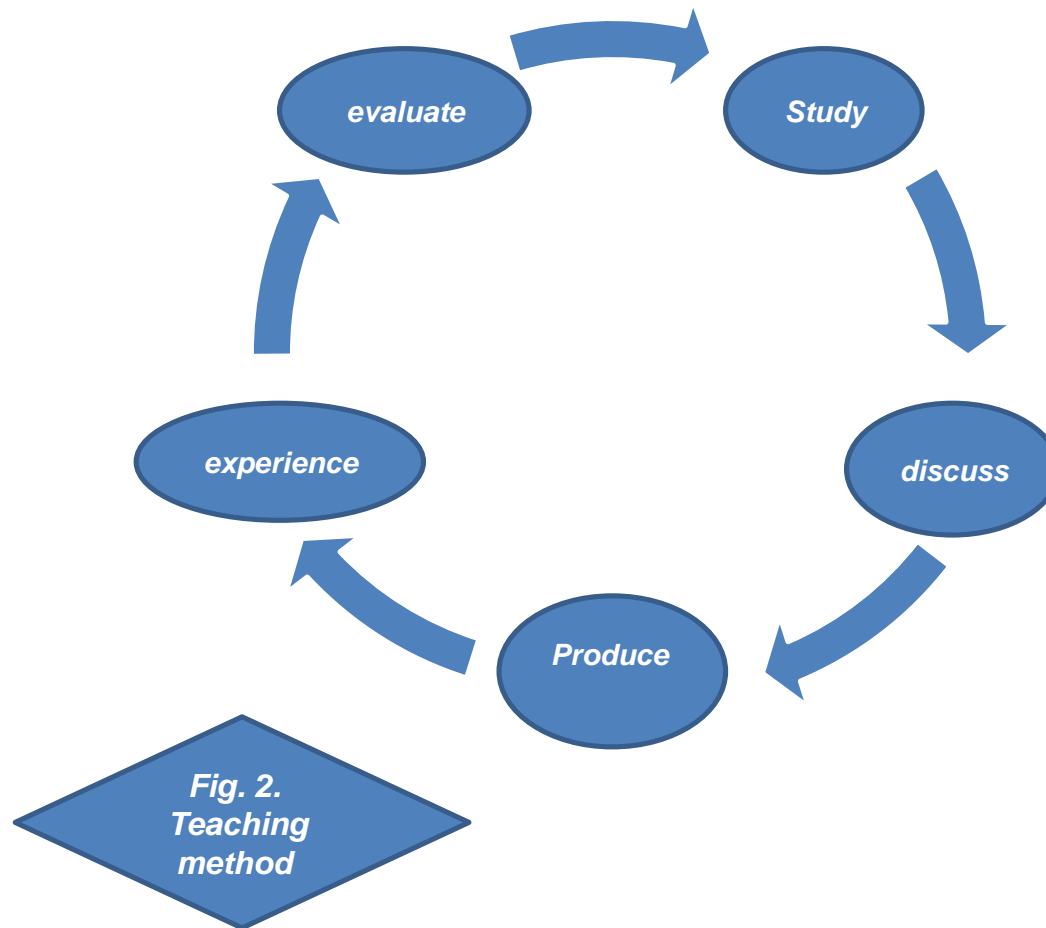
Why do we need innovation teaching strategies?

Medical school curricula are sainted and the addition of new lectures or courses is carefully inspected and usually begun as electives. The scheduled classes and activities are continuously expanding, allowing little room for new programs. In addition, traditional courses, lectures are careful by their organizers and rarely are these programs eliminated or replaced. Therefore, to add a new body of information requires creative ways to make use of an already existent curriculum. The problem is compounded in residencies and postgraduate education problems in which physicians have to spend long hours caring for sick patients. Accordingly, innovative strategies are needed throughout the spectrum of medical education to instill a basic knowledge of nutrition and its application into medical care.

In this symposium, representative NAA recipients provide approaches that have been successful in their environment to help accomplish the objectives of this program. It is the purpose of the NAA steering committee to assimilate these approaches into generic training modules for access by U.S. medical school communities that wish to avail themselves of these teaching guides.

Dr. Janet Hafler, an educator at Harvard, has begun a program " to teach residents how to most effectively teach medical students." this approach is applied to the incorporation of nutrition assessment and diet regulation into the overall evaluation of hospitalized patients.

First – year medical students are more concerned with their own health than an ethereal patients health. Accordingly, Dr. Linda Snetselaar, at the university of IOWA, extensively evaluates the 1ˢᵗ-y students nutritional and cardiovascular status at the university Clinic Research Center to underscore its importance in the evaluation of their future assessment of patients.

In contrast to strategies for medical student education, NAA recipients from the university of Texas southwestern and from Brown present approaches to the incorporation of nutrition assessment into busy medical practices. Dr. JO Ann Carson from the university of Texas Southwestern provides evidence why the measurement of the waist circumference is both an excellent tool to estimate body composition and useful for clinical nutrition education. Dr. Kim Gans from Brown university provides new tools (WAVE: weight, activity and excess; and REAP: the rapid eating and activity assessment for patients) to help physicians and other healthcare providers to conduct nutrition assessment and counseling with their patients in a practical and effective manner.

Finally, Dr. Charles Eaton from Brown University presents a practical and efficient approach to teaching nutrition skills to primary care practitioners by using a 5A's behavioral assessment address the agenda, assess, advise, assist and arrange follow-up) of patient centered counseling. He has shown that busy primary care physicians in an office- based- practice setting can effectively help patients overcome nutrition- related maladies such as hypertension and hypercholesteremia.

This symposium underscores a small portion of the progress made thus far by the NAA program to advance medical education of nutritional science in an appropriate manner for medical students and postgraduate residents and practitioners.

Assessment as a critical component of learning

assessment is a critical tool in accomplishment JUHAN's [11] *mission. In the context of education, it is defined as the "systematic collection of information about student learning using the time, knowledge, expertise, and resources available, in order to inform decisions that affect student learning" (Walvoord:2)*[12] *Two fundamental lines of assessment work have developed over the past 25 years, assessment for learning and assessment for accountability (Heiland and Rosenthal:12)* [13] *While accountability has become a guidepost for both the humanitarian system and the higher education system, more generally, the focus of JUHAN's* [11] *assessment research and development aligns most closely with assessment for learning because our primary mission is to improve learning for those students who want to become global citizens and or humanitarian professionals.*

This process involved several initial steps.
1- to assess curricular learning, the three partner universities devised common cognitive learning objectives and rubric traits for existing courses across a range of disciplines with significant humanitarian content.
2- based on the realization that cognitive objectives can only mold students to the extent that attitudes and values drive them to act on their knowledge, the team developed a set of affective learning objectives. Together, the cognitive and affective learning objectives constitute a comprehensive set of learning outcomes.
3- the team devised and standardized a process to create vignettes as a formative and summative learning tool to measure cross campus and cross course learning. The assessment team's goal was to integrate these different aspects of assessment in ways that will shape the practices of educating students about humanitarian action, build their knowledge of the complexities and nuances that define humanitarianism, and facilitate the humanitarian imperative in identifying appropriate response actions.

A result of these considerations, the JUHAN team approached assessment as an initiative that should

1- use learning outcomes to foster an active commitment to personal and social responsibility, 2- gauge and enhance a student's demonstrated ability to apply learning to complex problems and challenges, 3- effectively prepare students for humanitarian action in the twenty-first century (AACU: 9).

Taking on a new role

At sometime you are likely to take on a specific role that actually allows you scope to develop teaching, even if the role isn't one that you initially wanted; alternatively, you may have begun to carve out a role of your own making. The early period of your appointment generally sets the tone for ongoing work. If you are simply learning to manage one crisis after the next, then you will be unlikely to introduce many new developments. Or if you find that you hardly have any time to do more than keep the role ticking over, than again this will set the scene for your later work. Induction into the role is thus critical. Even if you don't have a formal mentor, you have a natural excuse to talk to others in similar roles, either in your own institution or beyond, about the opportunities and pitfalls of the role.. For instance, an idea on how to protect or save your time could pay real dividends.

A responsibility for teaching can, however, easily become a maintenance function rather than an appropriateness for leadership. The difference resides in the way that you carry out a role rather than the role itself. Even what you might think of as ordinary roles can allow scope for development opportunities.

It will be therefore worth looking more broadly at advice on exercising leadership in higher education, and you can enable to motivate colleagues and make things happen. Ramsden (1998)[14] argues that it is essential to be clear about what you want to achieve.

Vision and good ideas are essential, enabling you to convince others to invest their energy in the direction that you have set. Without this vision, ongoing problems can only too easily sap your energy. This vision can be complemented by a belief in your own ability to make things happen, wherever the obstacle a factor that is critical to developing teaching more widely.

Ramsden points out that the environment in which teaching is carried out is also critical your colleagues need to feel that they are trusted, that their contributions are valued and that their aspirations can be met, so you also need to understand your colleagues perceptions of a situation. As he notes (1998: 83); [14] the credibility of the vision stems from the fact that it is in harmony with the aspirations of academic staff, which in turn arises from them being academic themselves. You might helping to ensure insight into your colleagues attitudes and aspirations, it may also help to engage into strategic planning process, modeled on Ramsden (1998: 235) [14]as shown in Box1.

both Ramsden (1998) and Knight and Trowler (2001) [15] point out that it is essential to learn to lead. Awareness of your own approach to leadership isn't something that can be developed overnight. It will similarly take time to learn how to draw out your colleagues, so that they are willing to volunteer their perspectives. And beyond this, you will also need knowledge of educational practice, approaches to leadership, and your own context, as well as the experience needed to pull all of this together as Turner and Bolman's research (1998, cited in Knight and Trowler, 2001; 167) [16] proposes.

Box 1.
Strategic Planning

Situation analysis
1- what are the institutional or national trends that underpin change related to your role?
2- spell out the characteristic of the environment in which your role is situated. What interests and motivates your colleagues?
3- how do you prefer to exercise leadership? Characterize several situations in which your leadership has been welcomed.
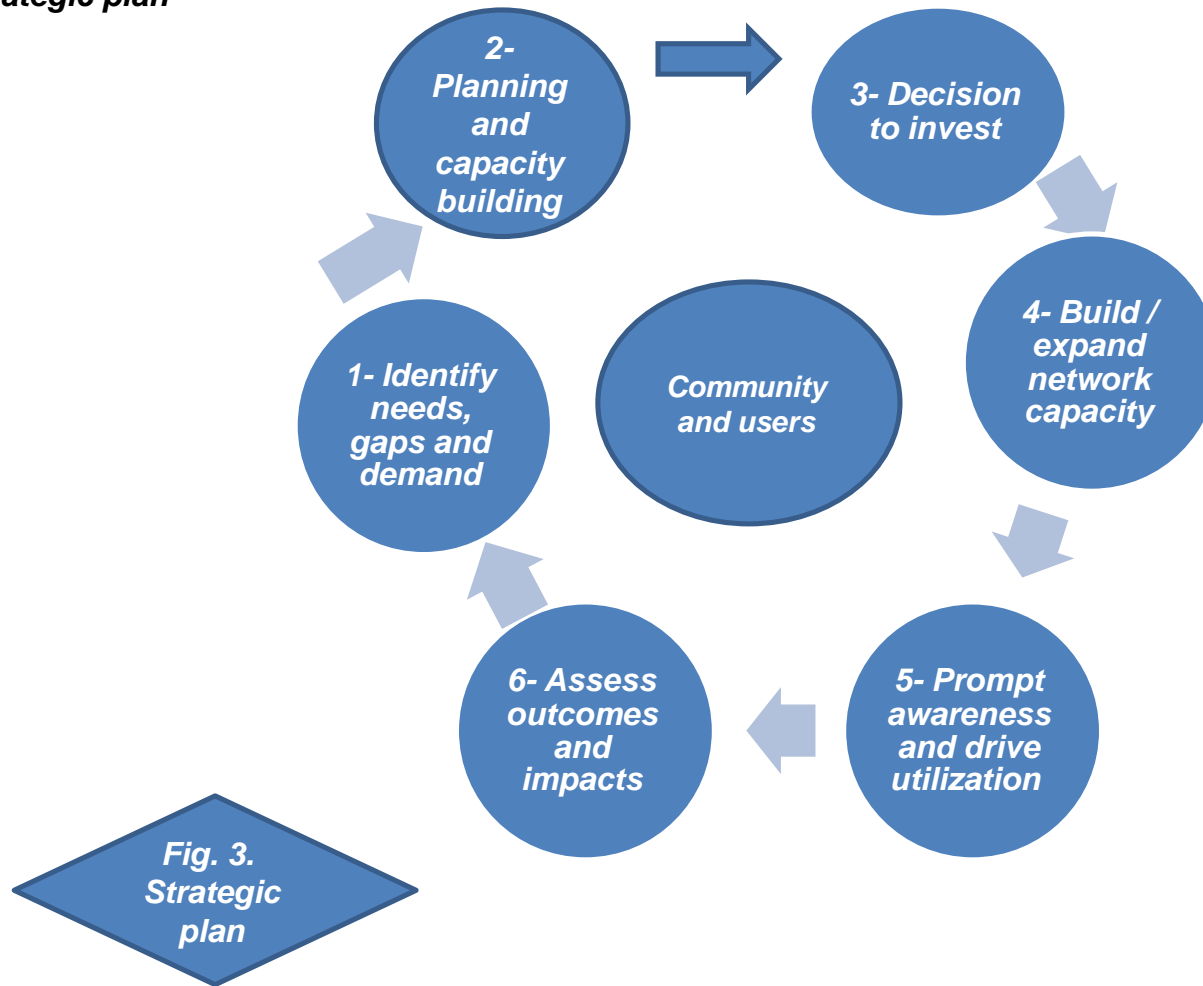
Outcome analysis
1- what student learning needs are in most urgent need of attention?
2- what do you want to achieve in this role? For yourself, for specific colleagues and for team as a whole?
3- what would colleagues and managers want you to achieve in this role?

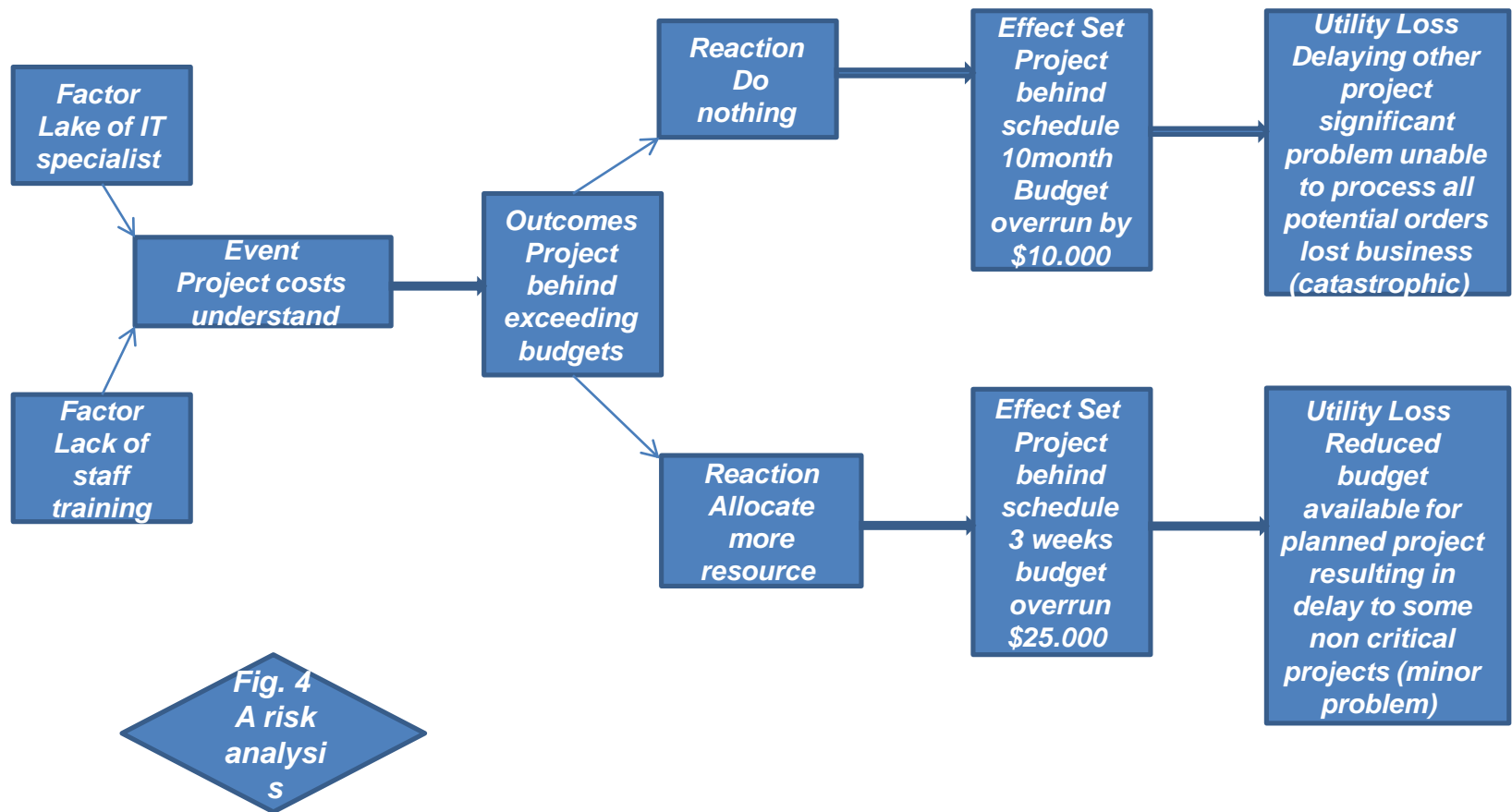*Leadership agenda*
1- what is the gap between your current situation and the desired outcome?
2- set out your leadership agenda in light of the gap between these, detailing your priorities, strategies, dangers to avoid, and development needs.
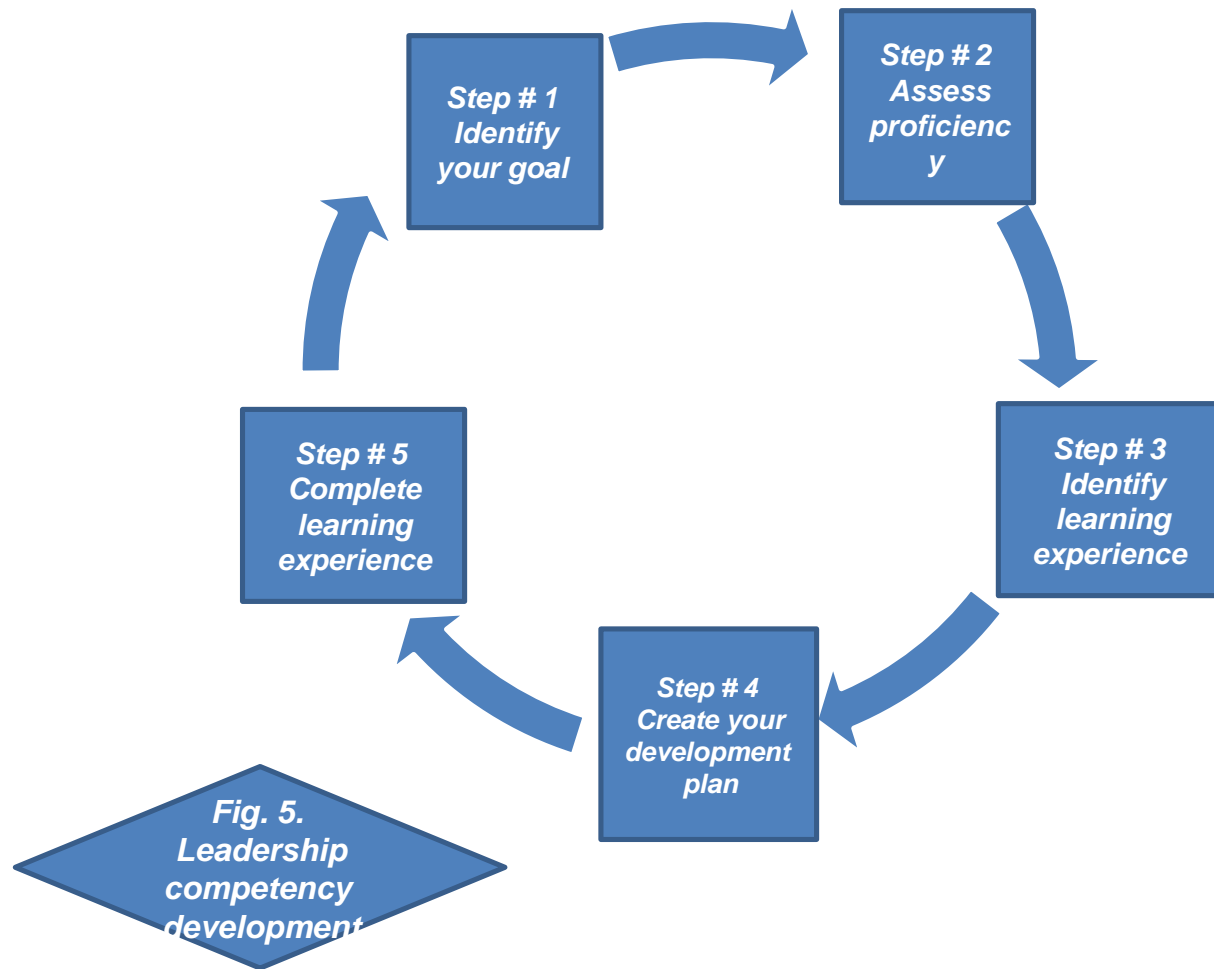
*** Strategic plan**

Fig. 3. Strategic plan

A Risk analysis Graph for a systems change case study

Fig. 4
A risk analysis

Leadership competency development cycle

Step # 1 Identify your goal

Step # 2 Assess proficiency

Step # 3 Identify learning experience

Step # 4 Create your development plan

Step # 5 Complete learning experience

Fig. 5. Leadership competency development

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**Post-doctorate
Business Administration
Ribdi Nafea Ribdi Manea
Alsaedi**