



TEACHING METHODS OF ISLAMIC HISTORY SUBJECTS IN AFGHANISTAN

An analysis of Teachers' perception of Teaching Islamic History subject at Sayed Jamal-u-Din Teacher Training College and Madrasas in Kabul city

Khurshied Etebari Ahmadzai

Faculty: Art and Social Science

Subject: TEMP (Teacher Education Master Program)

Points: 15 Credit

Supervisor: Dr. Ulrick Holmberg

Examiner: Adrian Velicu

Date: January, 7, 2015

ABSTRACT

The overall goal of this research is to analyze the perception of teachers in applying teaching methods while teaching Islamic History subject in a Teacher Training College and two Madrasas (one male and one female) in Kabul city. The aim is to find out if the subject of history is taught as per the ministry of education (MoE) teaching rules and regulations. Moreover, the purpose of teaching at these institutes and the common problems faced by them are also investigated. In order to answer these questions, a questionnaire was designed and distributed among 100 History teachers from Sayed Jamal-u-Din Teacher Training College and its relevant 14 districts Teacher Training Colleges and mentioned Madrasas in Kabul city that follows the same curriculum and textbooks. After collecting the questionnaires, 75% response rate was achieved. The output of the survey was arranged in categories in excel sheet based on three main research questions. Then, some tables were designed for presenting the frequencies and the percentages of the data and later it was used for the analysis collected data.

Being explicit about teaching a subject makes it more interesting and motivates the students to learn it for a reason. As a result, recalling it is easier for learners. Therefore, it is very important for teachers to share the purpose of history with their students.

Regarding the methods, the most common approach preferred by teachers was to lecture. Though lecture is not avoidable but it is under criticism for being biased and one way of transferring the data. In addition, there is no opportunity for students to share their experiences, ideas and the knowledge they have achieved from the lessons. There are other methods mentioned by teachers such as group work, discussion and students seminars, which are based on constructive approach. These methods expect students to be active and discuss and debate different issues and topics relevant to the lesson and at the same time observe the same phenomena from others perspectives as well.

According to experienced teachers, the most common barriers in teaching Islamic History was tick textbooks as well as Arabic nature of Islamic History has mixed a lot of Arabic words into Dari version of text book. As a result, understanding the lessons becomes hard for students bearing in mind that difficult words and spelling mistakes adds up to this problem.

ACKNOWLEDGMENT

First of all, I have to thank almighty Allah who helped me to overcome all the hardships and achieve this educational level and being able to complete my research.

I want to thank Dr. Amir Mansory for his hard work in holding and managing this program and patiently guiding us in all courses, as well as giving important directions during thesis writing; also I appreciate my supervisor Dr. Ulrik Holmberg, who guided and directed me through constructivist feedbacks on my thesis work. Many thanks go to the Karlstad University as well as those teachers who came to Afghanistan to participate in TEMP-3.

In addition, I want to thank my colleagues and friends who helped me in data collection and indirectly helped me to write my thesis. My appreciations to all those teachers from Sayed Jamal-u-din Teacher Training College and the selected Madrasas teachers who dedicated their valuable time in filling the questionnaire and participating in this research.

CONTENTS

ABSTRACT.....	II
ACKNOWLEDGMENT.....	III
LIST OF TABLES.....	V
LIST OF FIGURES.....	V
ABBREVIATIONS.....	V
CHAPTER 1: INTRODUCTION and BACKGROUND.....	1
INTRODUCTION.....	1
Problem Area.....	1
Aim.....	2
Research Questions.....	2
CHAPTER 2: LITERATURE REVIEW.....	3
LITERATURE REVIEW.....	3
Purpose of Teaching History as a Subject.....	3
Method versus Content Knowledge.....	4
CHAPTER 3: RESEARCH METHODOLOGY.....	6
METHOD OF THE RESEARCH.....	6
Type and Nature of Research.....	7
Limitations.....	8
CHAPTER 4: FINDINGS.....	9
FINDINGS.....	9
Methods for Teaching Islamic History.....	11
Barriers of Islamic History Teaching.....	14
Summary.....	15
CHAPTER 5: DISCUSSION AND CONCLUSION.....	16
DISCUSSION.....	16
CONCLUSION.....	18
REFERENCES.....	19
ANNEXES 1.....	21
ANNEXES 2.....	24

LIST OF TABLES

Table 1: Data Population	7
Table 2: Strengthening PCK.....	9
Table 3: Purpose of Teaching History.....	9
Table 4: Methods of teaching Islamic History.....	11
Table 5: Applying Videos.....	12
Table 6: Writing Methods.....	13
Table 7: Role Play and Lecture Method.....	14
Table 8: Problems of Teaching Islamic History Subject.....	14

LIST OF FIGURES

Figure 1: Familiarity of the Teachers about CK of Islamic History.....	10
Figure 2 : The problems of Teaching Islamic History Teaching.....	11
Figure 3: Reasons for using Films.....	12
Figure 4 Reasons for using Group Work.....	13

ABBREVIATIONS

- TTC Teacher Training College
- MoE Ministry of Education
- CK Content Knowledge

CHAPTER 1: INTRODUCTION and BACKGROUND

INTRODUCTION

Teaching methods should be adopted according to the learning demands of the students. In order to enhance cognitive skills of students the methods should match more of constructivism and cognitivism approach in which students are more responsible for construction of their knowledge and critically think and share their ideas (Schunk, 2012).

Cognitivism and constructivism concepts emerged when the traditional method of teaching failed to achieve the learning demands of new generation. According to these two theories the learner should actively be involved during the learning process. According to my experience, the most common way of teaching Islamic history is delivering lecture which matches behaviorism approach and as a result the students find less chance to express what they think and consequently, Islamic history is considered as a subject to be memorized without critically discussed. However, other methods such as group work and student presentation are widely used in teaching Islamic history which can intrinsically, motivate the learners to actively participate in acquiring knowledge.

On the other hand, being explicit about the aim of learning a subject makes it more interesting to learn and as a result, it is very important for the teachers to share the purpose of learning the subject (Levstik and Barton, 2010) In Afghanistan context the history curriculum suggests that past events can be a lesson for current generation and help them to take decisions more wisely and not to repeat the same mistakes happened in the past and finding out the key of success.

TTC is a two year college consist four semester study; it is for training teachers of government schools in Afghanistan. There are 43 government Teacher Training Colleges in all over the country. Kabul central TTC is called Sayed Jamal-u-Din Teacher Training College which has 14 district level branches of mobile teacher training colleges in Kabul Province.

Students join Sayed Jamal-u-Din Teacher Training College after passing Kankor exam (i.e. admission test), graduation from the high school is mandatory requirement for participating and taking Kankor test.

Problem Area

From last twenty years my experience as a student and teacher identifies that social subjects such as history is ignored and it is not given more concentration by the teachers as it is for science subjects, as a result they are taught as a dry subject to be memorized without understanding the deep meaning and context behind the text; and consequently the interest of the students decreases and recalling all the text, full names, years, and historical events becomes difficult.

Intelligently selecting appropriate method of behaviorism or constructivism is very important to make lesson more interesting and to achieve higher outcome for transformation of the knowledge. On the other hand, discussing the purpose of the lesson with the students makes the learning process more meaningful and fundamentally motivates the learners to learn by heart which to some extent is ignored by some of the teachers in my country (based on my personal observation and interactions with teacher and students over the past one decade).

Although, in Afghanistan same textbooks are used in schools in all over the country, the teachers may use supplementary material in any subject including history subjects. Consequently, in spite of the restriction of textbooks, teachers may use additional materials

when teaching history and other subjects of social sciences. However, the low professional qualification is mentioned to be the obstructing factors that teachers teach history only as a mind storing subject with emphasis on memorizing factual information.

Aim

The purpose of this research is to find out the current teaching methods used in Sayed Jamal-u-din Teacher Training College and also perception of history teachers about the purpose of teaching history, and discussing some of the problems which teachers face in teaching Islamic history subject in TTC and in Madrasas as well.

At Sayed-Jamal-u-Din Teacher Training College, although some methods of constructivism approach such as group work and students' seminars are used, which allow the students to be more involved in learning process and to share their ideas and knowledge and express their perspectives and critically discuss the lessons, but the most popular and likable teaching method is lecturing here.

Research Questions

1. Why and more importantly what methods do history teachers use?
2. What is the purpose of teaching history from Afghan teachers' perspective?
3. What are the main problems and obstacles in teaching Islamic history?

CHAPTER 2: LITERATURE REVIEW

LITERATURE REVIEW

In Afghanistan, when students study Islamic history subject they face huge amount of similar information about years, events, names and other information and memorizing all of it is difficult and boring. The problem becomes more crucial when Islamic history is taught without clarifying the purpose of teaching history subject and consequently the students find it dry and hard to remember. It is important for a teacher to have knowledge about theories to apply correct methods of teaching during teaching in practice as Harris and Hydn (2006, p. 317) states that students are more effected with how they are taught rather than what they are taught.

Nowadays many countries want to have qualified teachers and for this reason they have introduced mandatory exams which are the basic tools to evaluate the ability of a teacher to read, write, spell, calculate, and solve arithmetic problems, while sometime teachers need to follow the teacher education program to become familiar with such teaching skills (Levstik & Barton, 2010).

Purpose of Teaching History as a Subject

One of the main issues in learning history is to have a purpose. For students, learning history is something to be memorized just for test as it has no interesting factor, so it makes it a boring subject and difficult to learn. On the contrary, they learn computer programs, practicing role play much easier and recall it faster as they do it practically and are more involve in it and the most important point is that they do it for a real purpose and consequently it is easier to recall. Similarly, Levstik and Barton (2010) argue that history is something that students are supposed to know rather than doing it in practical way. Students usually do not do it for a specific purpose instead; they learn it just for a test to pass. They suggest that the teachers should teach based on a purpose because it directs the teachers to choose the content wisely and based on that purpose, also it helps students to improve intellectual growth. Furthermore, good teaching is to help the students to connect what they are learning with purpose. When the students do something without a clear aim, it decreases their interest. Schunk (2012) suggest that learning is not something superficial but it defines to grasp the deep meaning of the phenomena and of course it is possible when there is a purpose for learning.

History can't be taught without purpose. According to Barton (2001) curriculum of history determines the purpose of teaching history. For example, in United States the main purpose of history teaching is developing a deeper comprehension of self and humanistic aims. In Ghana the purpose mentioned in curriculum is democracy and humanistic goals which develops the understanding the peaceful coexistence, tolerance, cooperation and the interdependence among different nations and learn to live together instead of differences in culture, ethnicity and language. This implies that teaching history should not be purely memorizing facts and factual information but it should promote higher order of thinking and encourage students to think critically and analytically.

Connecting the past and present events is another purpose of studying history as what we have today originates from past tradition (Levesque, 2005). In Afghanistan few decades ago, the subjects were called history and geography, later on it was called social studies and finally in the recent curriculum it is called social science. This means that the national curriculum treat social studies as scientific school subjects (Ministry of Education, 2010).

Being explicit about the purpose of learning history makes the lesson more important and interesting to learn for students. In addition, it helps teacher to choose the content wisely and facilitates students' intellectual improvement. Purposeless teaching destroys students

'interest and motivates them to study just for marks or to please their teachers. Consequently, students learn superficially and ignore the deep understanding of the historical issues (Levstik and Barton, 2010).

Method versus Content Knowledge

VanSledright (2011) mentions two different factors which merge together in teaching process. The first factor is content knowledge or profession of historians and the second one is pedagogical knowledge or the art of transformation of information to the learners which is responsibility of expert and professional teachers. Similarly, Hertzberg (1988) said that content knowledge and teaching skills are two different kinds of knowledge but can complement each other.

Combination of these two sets of knowledge is called PCK or pedagogical content knowledge which is an important skill of good teachers who should have deep understanding of their own profession and also they are supposed to know how to transfer it to the students. In the other words, PCK helps teacher to realize and identify which method fits which content and vice versa, also how to organize sections and parts of the contents for better transformation of knowledge to the students. It is about which teaching approaches makes the content easy to learn or difficult to understand and also which approaches creates misconceptions for students and how to prevent pedagogical errors and misconceptions. Also, it debates about the pedagogical needs of the learner in particular classroom situations. PCK is how to use pedagogical skill for teaching content (Shulman, 1986).

Shulman (1986) suggested that although knowledge of the subject matter and the general pedagogical skills are necessary for teaching but it is not enough to be a good teacher. In Shulman view's a powerful teacher should simultaneously implement both skills of pedagogy and content and represent the content in a way that is understandable for others. It is possible when teacher adopts and interprets the subject matter and search for presentation methods in easy and comprehensible manner. There are different ways and methods to make the transformation of the knowledge easier like using metaphors, analogies, familiar examples, practical works, exercises, charts, presentations, and etc. Also, it is important to know the prior knowledge of the students about the lesson and make a connection between what the students know in advance and what is going to be taught.

VanSledright (2011) suggests that the teachers should read the history constantly and as the practitioners need to repeatedly have practice in their profession the history teachers necessarily should read and be involved in their subject.

Using history teaching methods are effective whenever the environment of the classroom provides a live imagination of past events also it increases students' interest and helps them to construct their personality through connection between the historical event and their personal life (Nilsson, 2008).

VanSledright (2011) also offers that investigative approach should be followed by the teacher and they should have deep understanding of the history knowledge as well as re-conceptualizing teaching practice. He compares the traditional lecture based method with investigative approach and claims that narration and lecture are bias and boring ways in which there is no opportunity for discussion. On the contrary, the teacher by asking students' opinion motivates them to analyze the past events through critical arguments and for sure in order to have a critical view, relying just on the textbook is not enough and they should study other related materials as well. Similarly Aktekin et al. (2006) argue that the traditional history teaching should be replaced with new teaching approach through which the students are more active learners, also they emphasizes on using new technology for teaching history and leaving behind the racism and bias against any culture or nation instead, the history should be studied in multi-perspective analytical way.

VanSledright(2011) suggests a scientific argumentation approach for history investigative method as the procedure includes four steps; 1.to take a position 2.to defend that position 3.reliable source and evidence and at the end 4.conclusion as well as showing deep understanding of the issue and giving reason.

The teacher by selecting appropriate teaching method should induce the students to study the History subject with curiosity, investigation and tracing answers, reasons and results of historical events and their consequences in our current and future life. They should know that nothing is acceptable but with evidence and documents (VanSledright, 2011).

Group work is one of the best methods which facilitate investigative approach and give chance to the student to discuss and view the topic from perspective of the other peers(Schunk, 2012), but always it is not easy to implement. Sometimes the same students repeatedly talk and others stay silent or the students do not study the lesson in advance, such problems force the teacher to go back to the lecture which again is sleep inducing and monologue teacher centered. The suggested solution is “small group scored” discussion through which the students are divided into groups of three to five members with balanced ability. They can achieve good mark when all of them take part and present it by a leader (Young, 2007).

There are other suggested methods which increase the interest of the students to history subject such as using computer and movies as well. This research finds out that some teachers in Kabul city already use computer and movies in teaching Islamic history subject. Seixas & Peck (2004) suggest that historical thinking can be facilitated through film and bringing the students to the historical museum. The teachers should remind students that which historical events were more important and have changed the environment and how it brought changes and influenced the life of people in present time. It can improve critical thinking in students and help them to judge and think about the history in analytical way.

CHAPTER 3: RESEARCH METHODOLOGY

METHOD OF THE RESEARCH

The method used in this research was based on quantitative strategy and the selected tool was questionnaire. Through this approach, according to Bryman (2012), huge data can be collected within a short period of time. In this study, questionnaire was used to find out the perception of the teachers in the central TTC called Sayed Jamal-u-Din Teacher Training College, its branches in 14 districts of Kabul province and the two Madrasas (Abu-Hanifa and Ayesha-e-Sedeqa) and all of it implement educational programs and curriculums of Sayed Jamal-u-Din for teaching Islamic history subject.

Madrasas are special institutes for Islamic studies and Teacher Training Centers are institutes to educate professional teachers for schools in Afghanistan. The selected Madrasas are also related to government and all the subjects are taught per ministry of educations (MoE) teaching rules and regulation, so there is no difference in Islamic History subject context of Sayed Jamal-u-Din Teacher Training College and Madrasas. It's necessary to mention here that the graduates of these Madrasas are more knowledgeable and aware of religious studies as compared to other disciplines and concepts.

The reason for choosing these institutes was that Sayed-Jamal-u-Din TTC is the central and identical among other Teacher Training Colleges, the two mentioned Madrasas which are place for Islamic Education are identical in comparison to other Madrasas as well.

In Sayed Jamal-u-Din Teacher Training College there are about 10 departments which are:

1. Islamic Studies Department
2. Social Science Department
3. Science Department
4. Mathematic Department
5. Computer Department
6. Pedagogy Department
7. Physiology Department
8. English language Department
9. Pashtu language Department
10. Dari language Department

Several interviews were taken from teachers in TTC for construction of the questionnaire and based on these interviews and information of studied literature the questionnaire was created and after translation in Dari language, five questionnaires were distributed among teachers of TTC and Madrasas for piloting. Based on this pilot, I changed some questions which were ambiguous and I added some extra parts like a place for clarification of the place of work and extra questions regarding to the methods of teaching.

After correction, the final questionnaire was prepared for distribution. The questionnaire consisted of both close and open ended questions and was designed to answer the three main research questions. In addition, an official paper was taken from ministry of education for permission of conducting research in mentioned organizations which later was ratified by Teacher Training Directorate.

Data collection was on September 2014 and sampling method was based on stratified probability sampling of the teachers in these institutes and altogether 100 teachers were selected out of the total population of 117 Islamic history teachers. Studying the entire

population was not possible for me as some of them were out of town and were in the outskirts of capital, Kabul, which made it difficult for me to interact with them and contact them. Among them, the 100 questionnaires, 75 questionnaires were returned and complied and 25 of the respondents did not submit the questionnaire back to me. The respondents were teachers who currently teach at Sayed Jamal-u-Din Teacher Training College and district Teacher Training Colleges which are branches of central Teacher Training College in Kabul city, in order to get a bigger sample; the questionnaire was distributed in two Islamic education institutes called Madrasa where the same text book for Islamic history is being taught. Since, the sampling has been done in Kabul City; the research findings based on the sample can be safely and roughly generalized for the population of Kabul City Islamic history teachers especially. However my data collection started few days before Eid therefore an error of 25% happened in the response rate. Consequently, I received 75 questionnaires back out of 100. The table below shows the percentage and split among the respondents.

Table 9: Data Population

Institutes		Total Selected	Total Responded	Individual Response %	Aggregate Response %
Sayed Jamal-u-Din	Central	20	20	100%	26.7 %
	Districts	18	15	83%	20%
Madrasas	Abu Hanifa	40	22	55%	29.3%
	Aysha-e-Sedeqa	22	18	81.8%	24%
Total		100	75		75%

After compiling data, some tables were categorized in excel sheet for analysis based on three research questions and after that it was added to research paper.

Type and Nature of Research

This research is predominantly descriptive type and the three questions proposed in the first chapter are only answered in a “yes or no” conclusive manner. Keeping my research correlational or explanatory would make it impossible for me to conduct it within the given time-frame and my experience with researches.

The description is meant to only demonstrate the existence of a certain phenomenon in its entirety or partiality. No comparison or co-relation was intended to be probed into or discussed. This, however, does not imply that there would be no discussion or conclusion at all. There will be enough analysis of the findings and the conclusions will be worked out adequately. Nevertheless, there is no discussion of dependent and independent variables in my topic. It merely focuses on the prevalence of a certain phenomenon i.e. teaching methods of history subjects at schools in Kabul. In other words, the topic I chose does not require me to take up a null or alternative hypothesis. I only have to describe the prevalence of a certain phenomenon (teaching methods of history subjects), which will be rounded up in the conclusion section.

The nature of my research is as labeled by Cohen & Manion (2010) “retrospective and status quo” in that only the past behavior and the present behavior of a certain group of individuals, teachers of history subjects in this case, towards a certain concept i.e. teaching methodologies, and within a certain geographical location i.e. Kabul city of Afghanistan.

Based on the retrospective and status quo nature of my research, one might be able to draw conclusions for the prospective aspects of the same topic. However, I would suggest one

must abstain from it, including myself, as the data and time period was not enough for me to work around the “prospectivity” of the topic.

Furthermore, data and statistical tools used for other types of researches are way above my current level of knowledge and experience in research. Hence, it was both wise and practical for me to go with the Descriptive type retrospective study.

Limitations

The main problem in this research was far geographical distance of the institutes specially district TTC which were situated in different parts of Kabul city and it took a long time to reach there also, some of the respondents were hesitant to fill the forms so in the result my data collection had an error rate of 25%, especially in district level Teacher Training Colleges. In central TTC I distributed the forms myself directly to teachers as I am member of Islamic department but for the district TTCs and boys Madrasa I sent the questionnaire through my colleagues to managers of the institutes and seek help from colleagues. Furthermore, most of the teachers who filled the questionnaires choose to ignore and do not answer to open ended questions in the questionnaires.

Last but not the least, the two limitations that really irritated me during my work was shortage of time and virtual supervision. The first one was shortage of time, which forced me to only distribute questionnaires and not observe them, which would be an ideal way to get more insights into the matter. In my opinion, an observation would have revealed more authentic and accurate information about my research questions. And the second one, the virtual supervision, although was done quite professionally and efficiently, to some extent, impaired my ability to get direct and in-person guidance which I believe would have been more helpful for a person like me and I would have definitely performed better. I do appreciate that some of my colleagues performed really great even with the same level of virtual supervision; however, given my background with language, knowledge and people, I would have certainly done differently if the virtual supervision had been in-person.

I personally think that my experience with this research work was great, and I did understand the effect of limitations on the results of any study. I believe I would be better able to control my research design in my future researches, as these limitations themselves are a great deal of learning in their own right.

Regarding the office cooperation, the authorities and managers of these institutes contributed and help me a lot and they appreciated the nature of my research and further advantages of such researches. Also, I discussed these issues with my colleagues and managers of the institutes who were involved in this research in advanced to increase the validity and honesty of my thesis.

CHAPTER 4: FINDINGS

FINDINGS

In this chapter the main findings and outputs of this research is presented. The collected data has been analyzed in excel sheet and the prepared tables are used for describing the phenomena. The analysis of the data brought very interesting and important output, approx. 72% teachers believe that for better understanding of Islamic history we need to have extra knowledge, it means we must not only occupy ourselves with the text books included in the curriculum but we should use other resources to have extra knowledge about Islamic history, and another interesting finding during the research was that most of the teachers and students agree that we need to promote critical thinking about the events happened in the past and discuss it's connection and impact on our current life in the result the lecture will be much more productive and interesting, we have also asked teachers about their current knowledge about Islamic history and problems and obstacles they are facing during their lectures as it is described in detail in below tables and graphs.

Table 2 shows comprehensive understanding of Islamic History Teaching and it identifies that significant number of teachers stated that having extra knowledge for teaching Islamic history subject is necessary, because if we limit ourselves to textbooks so we may not have better understanding about Islamic history and to create comprehensive understanding and critical thinking environment in the class we need to have extra knowledge in advance.

Table 10: Strengthening PCK

Studying Extra Islamic	
Options	%
Necessary	72
Important	28
Unnecessary	0
Total	100

Table 3 shows the goal of teaching Islamic history according to Afghan history teachers. The most common purpose mentioned by the teachers (88 percent strongly agree and 11 percent agree) with introduction of Islamic identity, and relation between the nations (66 percent strongly agree and 28 percent agree) takes the second rank. The two other purposes almost have got the same percentage and surprisingly, about the same percentage of the teachers disagreed with these two purposes. This and all the following findings are further discussed and rounded up in the last chapter, Discussion and Conclusion.

Table 11: Purpose of Teaching History

Statements	Frequencies of responses				
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Promoting critical thinking about past events	20.0	34.7	26.7	18.7	100.0

Introducing Islamic identity	88	11		1	100.0
Relation between the nations	66	28	5		100.0
Memorizing the past events	17	32	31	20	100.0

Figure1 presents information about the teachers' perception of their own knowledge in Islamic history subject. About half of the experience teachers thought that they have a good level of information about this subject while 38% of them were more confident and claimed that they have extra ordinary knowledge in this subject while a small percentage said that they have problems in this subject.

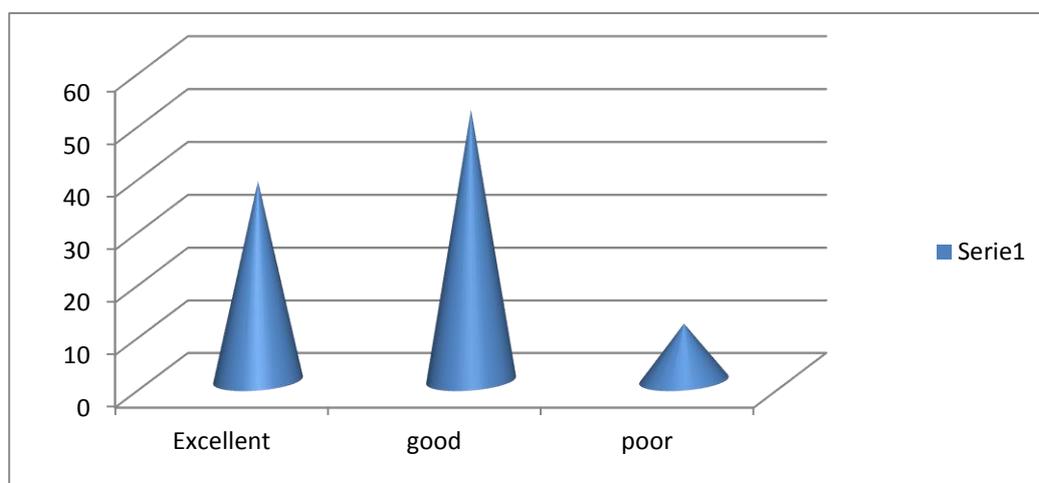


Figure 3: Familiarity of the teachers about CK of Islamic History

Figure 2 shows the problems of teaching Islamic history subject explained by experienced teachers. Almost all of the mentioned problems such as lack of resources, crowded classes and low level of students' knowledge got the same percentage of 20 percent.

In this regard one female teacher in the response to an open question in the questionnaire expressed that to find the exact answers and references due to students extra questions, while teaching Islamic history subject she has to go to the university and ask about the exact issue from her previous teachers. It means that the teaching textbooks do not have enough information to teach.

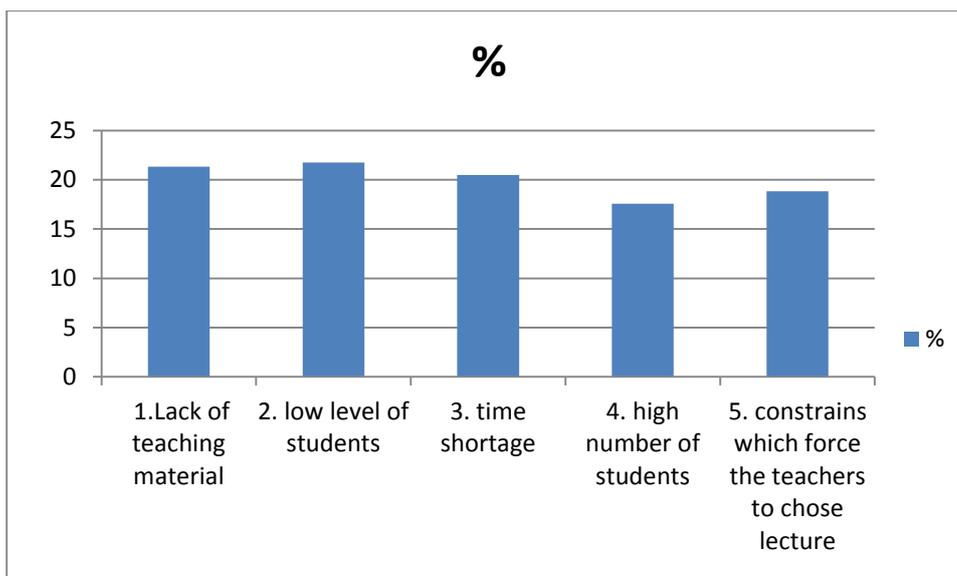


Figure 4: Problems in teaching Islamic History

Methods for Teaching Islamic History

Table 4 presents the preferred methods by Afghan teachers for teaching Islamic history. Students' presentation and group work was the most preferred methods (respectively, 62% strongly agree and 33% agree and 50% strongly agree and 42% agree) (xx strongly agree and agree with the statement), while teachers were less agree with role play method. Also teachers mentioned maps and diagrams among the good ways of teachings. Furthermore, almost all of the teachers agreed with lecture.

Table 12: Methods of Teaching Islamic History

Statements	Frequencies of responses				
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Lecture	30	58	12		100
Role Play	23	32	30	15	100
Group Work	50	42	5	3	100
Computer Presentation	51.4	32.4	10.8	5.4	100
Students Presentation	62	33	5		100
Paired Discussion	36.486	47.297	10.811	5.405	100
Maps and Diagrams	41	51	4	4	100

Table 5 shows the percentage of the teachers who apply or do not apply two methods of discussion and video for teaching Islamic history. All the teachers claimed that they ask

students to discuss the related issue in class. On the contrary, a small percentage of the teachers use video for teaching this subject.

Table 13: Applying Videos

Options	Using Videos	Applying Discussion
Yes	21.33	100
No	78.38	
Total	100	100

Figure 3 shows some reasons for using film in teaching Islamic history. As it is demonstrated in below pie chart, visually demonstration of an issue and to show a complete narration was the most common reason of showing videos while lesser teachers choose the ability of compare and contrast as a purpose of historical films.

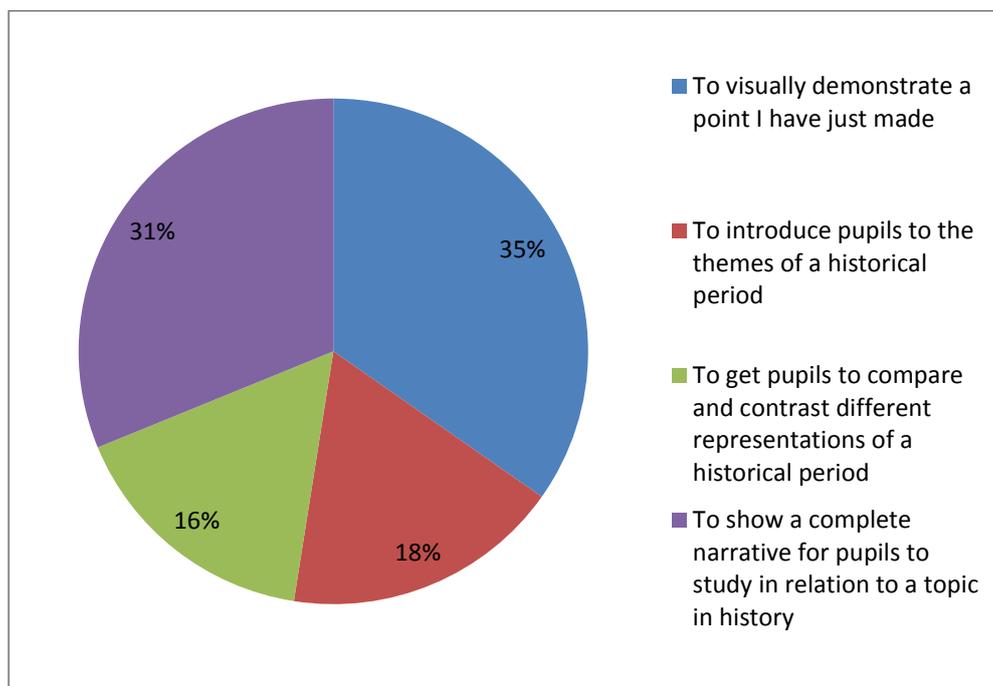


Figure 3: Reasons for Using Films

Figure 4 shows that, 60% of the teachers mentioned active learning as a strong aim of implementing group work while half of this number mentioned critical thinking as a product of group work and a very small number selected memorization as an aim of group work.

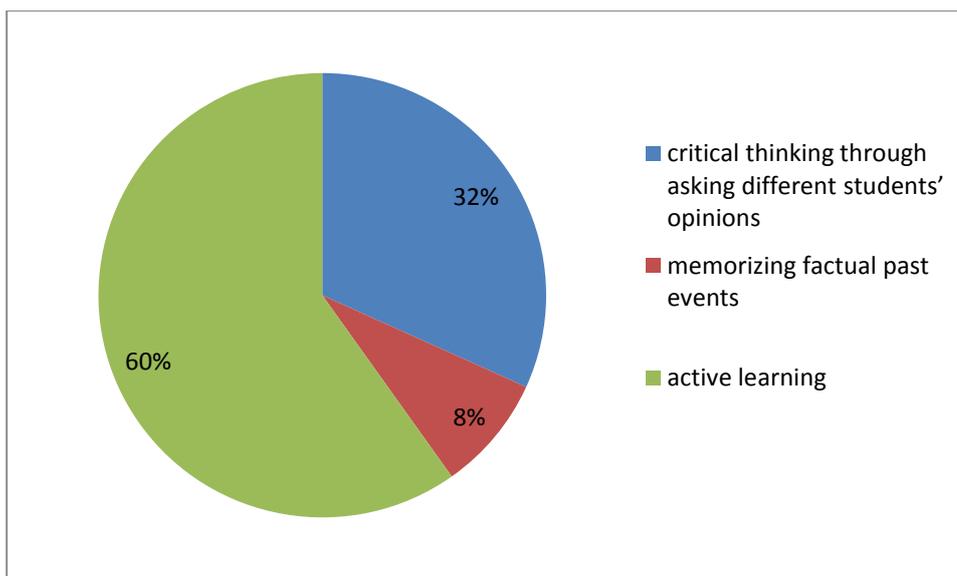


Figure 4 Reasons for using group work

Table 6 shows how Afghan teachers use writing approach in their teaching. The teacher agreed that academic criteria should be used for checking writings of the students and almost all of them said that the writings should be presented through seminars by students. A high number of the studied teachers believed that it can be a good practice for practicing pronunciation while a few of the teachers strongly disagreed that this purpose can be achieved through this approach. Furthermore, high number of the teachers claimed that it can help the students in their future educational jobs. More than half of the teachers said that this kind of practice helps the student in history writing while 31% of the teachers rejected this idea.

Table 14: Writing Methods

Statements	Frequencies of Responses				
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Using academic writing rules for checking the writing assignments	61	39			100
Asking students to present their writings	54	42	4		100
It helps students to practice the pronunciation of the names of persons, locations	52.7	29.7	13.5	4.1	100
It is a kind of practice for their future teaching job	59.5	35.1	5.4		100
It makes students to be familiar with history writing	35	34	30	1	100

Table 7 shows some information about two other methods; lecture and role play. A high number of those teachers who prefer using role play said that for implementing role play the students should already read the related lesson before coming to the class also, significant

number of the teachers stated that this method makes the student interested in this subject, but a lot of the teachers claimed that this method need much time. In the other section, most of the teachers believed that lecture is a good method for introducing historical heroes while most of the teachers claimed that lecture cannot improve analytical thinking and it does not give chance to students for talking and expressing their ideas.

Table 15: Role plays and lectures Method

Statements		Frequencies of responses		
		Agree	Disagree	Total
Role plays	Students should study the related lesson in advance	93	7	100
	Draws interest of the students	89	11	100
	This method is <u>not</u> time consuming	35	65	100
Lectures	Lecture is a good ways for introducing historical heroes	85	15	100
	Lecture improves critical and analytical view	35	65	100
	Lecture provides <u>less</u> chances for talk and discussion	33.333	66.216	100

Barriers of Islamic History Teaching

Teachers were asked to point some obstacle when they teach history in their classes. They were asked to respond to xx statement and show their degree of agreement and or disagreement with the statement in the questionnaire. Their responses are summarized in table 8 below. It shows two main problems in teaching Islamic history subject. A high number of the teachers agreed that the text book is too large to be taught in one semester also, the teachers mentioned the new hard words as a barrier of understanding of the subject.

Table 16 Problems of Teaching Islamic History Subject

To what extend do you agree or disagree with the following statements	Hard words and concepts make the text books hard to understand	Largeness of the text books are too big
Strongly Agree	62	50
Agree	23	20
Disagree	8	15
Strongly Disagree	7	15
Total	100	100

Summary

As it was mentioned in above paragraphs, most of the teachers emphasized on need of studying other references beside the given text book. The other important finding is that aims of teaching Islamic history according to the teachers is introducing Islamic identity and the relationship of Islamic nations with other people, but there were less emphasis on critical thinking which is the higher level of bloom taxonomy. Regarding to the pedagogical content knowledge, teacher were confident enough on their knowledge and eligible of answering the students' questions in the class.

To find out the answer of common problems in teaching this subject, the closed ended question presented that the teachers had complains about the hard and Arabic words in text book. Additionally, the thickness of the text book was criticized as well. Open questions revealed more obstacles such as lack of teaching materials, time shortage, crowded classes, and lack of students' back ground knowledge. Consequently, some of the teachers stated that these problems lead the teachers to choose traditional lecture method.

About the teaching method, both of monologue and dialogue approaches were preferred by teachers such as lecture, group work and discussion. Films were less chosen as an applicable method. Furthermore, according to the teachers, strong reasons for using film are demonstration as well facilitating narration of past events rather than analytical and critical comparison of past events. On the contrary, they said that critical and active learning is more possible through group work. In addition, teachers agreed that writing assignments should be checked according to the academic writing rules and students should be asked to present their work, but there were less agreement to its usage in history writing. The next finding about the role play which shows that teacher think role play draws interest of student, but they criticized that it takes a lot of time. Furthermore, according to the studied teachers lecture is one of good way for introducing Islamic history, but it fails to promote critical skills in pupils.

CHAPTER 5: DISCUSSION AND CONCLUSION

DISCUSSION

According to the data produced by this research, I find answers to my research questions put forth in the first chapter of my research. Islamic history teachers teach the subject based on a purpose. They aim to introduce Islamic history and the relation of Islamic nations with other nations, but the important point is that the teacher should share that purpose with students so that they learn it with interest. On the other hand, the learners will internally be motivated to acquire the knowledge. Similarly, Levstik & Barton (2010) said purposeful history teaching, specially, when the learner is familiar with that aim makes the lesson alive and more interesting. Also, the data shows that only half of the experience teachers motivated the students to be critical about lesson while according to VanSledright (2011) a better replacement for traditional history teaching is the query approach through which the learners critically discuss the history and can understand the lesson instead of memorizing huge amount of numbers and events.

Considering that most of the experienced teachers mentioned that studying extra book is necessary for teaching this subject, but still it seems that most of them are not confident enough in having strong content knowledge. Even a small percentage of them think they have crucial problems in history knowledge for teaching this subject. The teacher should study more and not limit themselves to given textbook as VanSledright (2011) emphasized that strengthening content knowledge is necessary for history teacher.

Regarding the selection of preferred methods of history and Islamic subject teachers were interested in methods which were near to dialogues and student centered approaches as most of them preferred paired discussion and student presentation. Similarly, Freire (1998) stated that student is not a vessel to be filled instead; s/he should be helped to find or construct the knowledge. Additionally, the learners are not empty and they should be asked to express themselves and in other words, dialogue is better replacement for monologue traditional teaching method.

Another interesting input from the research I want to discuss is that Ayesha Sedeqa Madrasa which is a Madrasa for girls are approaching and implementing different and modern methods of teaching Islamic history subject, all teachers have dedicated their own tools computers, laptops and they have provided projector and other necessary facilities in the classroom, so they could teach through presentations, showing different movies about Islamic history, these different methods makes the subject more interesting and introduces students to the themes of historical periods and let them to interact in the discussion with teacher and other classmates, the teaching methods they use involves teachers to share their experience and knowledge and students to discuss their critical thoughts and ideas and share their understanding about the topic, some of the teachers mentioned that their aim is to provide motivated classes instead of teacher centric classrooms as the traditional teaching method like lecture had no productivity and efficiency on students and through presentation and movies the topic is visually demonstrated to students which makes it easier for them to remember everything they have learned in the class.

Although teachers agree with student centered methods, but teachers' lecture widely is preferred and through which the teacher shares extra information with students. On the other hand, VanSledright (2011) criticized traditional lecture method which is teacher center and the lesson is viewed only from teacher's perspective and can be boring for students.

The experienced teachers were less interested in using films and the small percentage who agreed with applying this method, said that through films they can demonstrate the complete past event with details. While most of the teachers criticized the recorded films that

most of it is bias or exaggerated about the past event so there is less appropriate films to be used as a model of historical events therefore this method was less preferred.

Regarding group work, most of the teachers selected this method as an applicable method for this subject, but the reason behind choosing it was being an active method and teachers thought about raising a critical discussion. While according to Marton & Booth (1997) through group work the students have chance to see the same issue from view of others and critically discuss its different perspective.

Role play as it was mentioned before was less preferred and according to the data although it can increase interest of the students but it takes too much time and considering thick textbook of Islamic subject, the teachers could not accommodate this approach in their lesson plan.

According to the findings from this research, both of monologue and dialogue methods are preferred by teachers. On the other hand, according to my teaching experience in Sayed Jamal-u-Din Teaching Training Center, lecture has much more dominant approach for teaching Islamic history. The reason for this discrepancy can be clarified by explaining that what teachers want to apply and what actually they teach. Definitely, teachers consider the group work, discussion and other student centered methods much more effective but there are a lot of barriers which put constrains on teachers to choose lecture. The only tool used for this research was questionnaire which reveals the ideas of the respondents, but it has nothing to say about whatever actually they do. Observation method would be a better tool for finding data about the methods used for teaching.

According to most of the teachers there are different pressures and obstacles in their way that limit them to lecture there wise they are not able to approach other methods for teaching Islamic history, limit of time, crowded classes, lack of prior knowledge about Islamic history of students, lack of materials, pressures and demands of the department to teach the whole text book and complete the lesson plan till the end of semester. Such pressures influence the teaching method, each class period is fifty minutes which is not enough for a teacher to give opportunity for each student to participate in the class discussions and share their ideas and understanding.

Another method that teachers mostly agree with is that students should study the relevant topics in advance which will avoid confusion during the class and also the teaching will get more interesting, and I believe if students study the lesson in advance so they can have questions to ask during the lecture which will make the lecture constructive. Teachers may encourage students to study the lesson and extra resources in advance for productive discussions and critical thinking but the time limit and crowded classes and lack of materials make it very difficult to manage the new methods of teaching.

Although most of the teachers believe that teaching directly from the text book is boring for students and another alternative method used frequently by some teachers are presentation and they believe that they can teach more volume of lessons in presentation instead of directly teaching from text books but there are problems that makes it difficult to usually use this method of teaching.

Additionally, another problem is knowledge division between high school students and college students; the text book about Islamic history in school is not high level and in colleges the text book about Islamic history is very high level which obviously creates a gap between high school and college students, in the result students have limited knowledge about Islamic history when they graduate from high school and it is hard for them to understand and learn when they study Islamic history in colleges. Maybe the Ministry of Education need to revise the text books in both schools and colleges.

The most common problems in teaching Islamic History, according to the teachers, was thickness of the book, which puts too much constrains on teachers to adapt their lesson plan

for teaching all the pages in text book. Also, the difficult terminologies and vocabulary and some spelling mistakes which still can be seen in text books makes it hard to understand the text also a lot of Arabic words, used in Islamic subjects e.g. history.

Traditional way of teaching suggests lecture and narration for teaching history so that, the past events and honor of ancestors be kept and transformed to future generation. On the contrary, according to VanSledright (2011) investigative approach is a better replacement of lecture which is more near to method for teaching science. He added that this method fosters critical minded students and paves the way for deep understanding of history. Furthermore, as Marton & Booth (1997) emphasized, discussion provides the opportunity for the students to view the same phenomena from different perspective and the students can compare it with their own understanding about the issue.

Moreover, VanSledright (2010) introduced two parts of knowledge which combines together in teaching process; the content knowledge and pedagogical content knowledge, both of them are important and teachers should strengthen both skills for achieving better result of teaching in a class. In this study, it was found that teachers mostly have sufficient subject content knowlegde, while their pedagogical knowledge seems to be not adequate. For example they still see taridional methods of teahcing such as lectures and they cannot overcome the problems of over crowded classes as well as time limits of their teaching.

Another barrier according to the teachers was lack of references specially, for female teachers, which can effect content knowledge of students and consequently, bring negative change in teaching quality. Furthermore, teachers complained about time shortage and high number of students in classes which lead the teachers to choose methods which is more suitable for such conditions. As the data shows, they prefer to implement different constructivism methods but unfortunately such barriers can be a reason for widely lecture implementation.

Most of the teachers agree that academic writing rules should be used to verify student's assignment because it will help students to pronounce the names of persons and places accurately as most of the words of Islamic history text books are in Arabic, hard concepts and some spelling mistakes which can be confusing to native students and may create a big challenge for them to understand and remember the lessons as most of the students are not familiar with Arabic language the time they come to Teacher Training Colleges and also academic writing rule may help student to get familiar with history writing and also it's a practice for their future teaching job as experienced teachers address the problem that now mostly new teachers face problems when they teach Islamic history and they seek our help, to avoid such problems and to strengthen the skills of our students teachers need to strictly follow the academic writing rules.

CONCLUSION

In conclusion, one of the important issues that the teachers should pay attention to is having a purpose for teaching a specific subject and more important is that to share their

objectives with students as well. As Levstik and Barton (2010) said that History should be taught purposefully, because having an aim makes the lesson more important and interesting for students. Additionally, when the aim is not clear for students, they just memorize the book without knowing its concept and it is the reason that students easily forget the lectures therewith. The real goal of teaching Islamic history is not achieved because the purpose of teaching Islamic history is to define the history of Islam to current generation and spread the knowledge within the society through them but unfortunately the real importance and purpose of Islamic history is forgotten and not considered seriously. In the result, it becomes a difficult and boring subject. On the other hand, as MoE in Afghanistan includes Islamic history in Scientific Subjects (Ministry of education, 2010), therefore it should be treated and taught as science, not a collection of information about events and dates to be memorized.

This research reveals that Afghan teachers have some purposes in their mind and plan for teaching Islamic history subject and among them the most common aims are introducing Islamic identity and the relations between the Islamic nations and other countries. Regarding to the methods, the teachers think this subject can be taught through different teacher and student centered methods. Lecture is an unavoidable method of teaching Islamic history, as constrains of the education in Afghanistan for teaching this subject lead the teachers to deliver lecture widely. However, other student centric methods such as student discussion, group work, student seminars and etc are preferred by teachers as well. Furthermore, teachers think that these methods are active and make the lesson more interesting for students and also repeatedly recalling the lessons will be easier.

In the end of conclusion I would like to mention that there are a lot of experienced and knowledgeable teachers in TTC and during my research I realized all of them understand that current teaching methodology has vulnerabilities to be eliminated for improvement, because the current tradition of Islamic history teaching methodology is not productive and effective as during the lecture students are not interested and attracted to the content of Islamic history because they only have to listen to the lecture and there is no interaction between the lecturer and students. Fortunately, teachers have ability to identify problems in current Islamic history teaching methodology and also they are devoted to share valuable information, ideas and better approaches to improve current teaching methodology but beside Ministry of Education as well as Teacher Training directorate should also assess and review the current Islamic teaching methodology and pay attention to it so our students which is the new generation and backbone of the country may have deeper understanding about Islamic history instead of reading and treating it as a subject to get marks which is quite a disappointment.

REFERENCES

Aktekin, S. Harnett, p. Ozturk, M. and Smart, D. (Eds) (2009) Teaching History

- and Social Studies for Multicultural Europe. Ankara: Harf Eğitim Yayıncılığı.
- Bryman, A. (2012) *Social Research Methods* Oxford: Oxford University Press
- Cohen, L., Manion, L. K. (2010) *Research Methods in Education* London: Routledge.
- Freire, P. (1998) *Pedagogy of Freedom. Ethics, Democracy, and Civic Courage* New York: Roman & Littlefield
- Harris, R & Hydn, T. (2006) Pupils' enjoyment of history: What lessons can teachers learn from their pupils *the Curriculum Journal* 17(4)
- Hertzberg, H. (1988) Are Method and Content Enemies? In B. R. Gifford (ed.), *History in the Schools: What Shall We Teach?* New York: Macmillan
- Levesque, S. (2005) Essay review: In search of a purpose for school history, *Curriculum studies* 37(3)
- Levstik, L and Barton, K, (2010) "It's Not Just a Mishap. The theory behind Disciplined Inquiry" in *doing History, Investigating with Children in Elementary and Middle School*, New York: Routledge
- Marton, F. & Booth, C. (1997) *Learning and Awareness*. Mahwah, NJ: Lawrence Erlbaum Associates Inc.
- Ministry of Education (2010) *National Strategic Plan for Education in Afghanistan 2010-2014* Kabul: Ministry of Education.
- Nilsson, P. (2008) Teaching for Understanding: The complex nature of pedagogical content Knowledge in pre-service education. *International Journal of Science Education*, 30(10)
- Rusen, J. (2004) How to Overcome Ethnocentrism: Approaches to a Culture of Recognition by History in the Twenty-first Century *history and theory* 43(4)
- Schunk, D. H. (2012) *Learning Theories. An Educational Perspective*. Boston: Pearson Education, Inc.
- Seixas, P., & Peck, C. (2004). *Teaching historical thinking*. In A. Sears & I. Wright (Eds.), *Challenges and Prospects for Canadian Social Studies*. Vancouver: Pacific Educational Press.
- Shulman, L. (1986) Those Who Understand: Knowledge Growth in Teaching *Educational Researcher* 15(2)
- Van Sledright. B.A, 2011, *The Challenge of Rethinking History Education: On practices, Theories, and policy*, Routledge, 270 Madison Avenue, New York, 10016.
- Young, J. (2007) small scored group discussion: beyond the Fishbowl, or, Everybody Reads, Everybody Talks, and Everybody Learns *The History Teacher* 40(2)

ANNEXES 1

Questionnaire

1. Gender

Male

Female

2. In which classes do you teach?

3. How long is your work experience as teacher? _____ Years

Purpose

4. Which of the following options can be a purpose for teaching (Islamic) history?

	Strongly agree	Agree	disagree	Strongly disagree
Promoting critical thinking about past events				
Introducing Islamic identification				
Relation between the nations				
Memorizing the past events				

Methods

5. To what extent are you familiar with the content knowledge of Islamic history subject?

a: Excellent

b: Good

c: Poor

6. To what extent do you think studying extra Islamic book is necessary to improve your teaching?

a) Studying extra book is extremely necessary

b) Studying extra book is important

c) The information in text book is enough for teaching Islamic history

7. To what extent do you prefer the following methods to teach Islamic history?

	Strongly agree	Agree	disagree	Strongly disagree
Lecture				
role play				

group work				
computer presentation				
seminar by students				
paired discussion				
Maps and diagrams				

8. Comment two methods you prefer the most.

9. Why you don't prefer some of the methods?

10. Do you use videos for teaching Islamic History?

a: yes b: No

11. Which of the following would you say best matches your reason for showing TV/film clips in the classroom?

- a. To visually demonstrate a point I have just made.
- b. To introduce pupils to the themes of a historical period.
- c. To get pupils to compare and contrast different representations of a historical period.
- d. To show a complete narrative for pupils to study in relation to a topic in history.

12. Do you ask students to discuss the historical topics in groups?

a: yes b: no

13. In your opinion which of the following goals can be achieved through group work?(you can choose more than one options)

- A. critical thinking through asking different students' opinions
- B. memorizing factual past events
- C. active learning

14. To what extent do you agree with the following statements about writing of the students about Islamic history?

	Strongly agree	A agree	disagree	Strongly disagree
Using academic writing rules for checking the writing assignments.				

Asking students to present their writings.				
It helps students to practice the pronunciation of the names of persons, locations.				
It is a kind of practice for their future teaching job.				
It makes students to be familiar with history writing.				

15. Which of the following statements is true about the role play method?

Role play	agree	Disagree
students should study the related lesson in advance		
this method draws interest of the students toward history subject		
This method <u>is not</u> time consuming		

16. Which of the following statements can be advantage or disadvantage of the lecture?

Lecture method	Agree	Disagree
Lecture and narration are good ways for introducing historical heroes		
Lecture improves student's critical and analytical view		
Lecture method provides <u>less</u> chances for students for talk and discussion		

Obstacles

17. To what extent do you agree with the following statements.

a. Hard word and concepts in the text book creates problem in understanding the text.

a: Strongly agree b: agree c: disagree d: strongly disagree

b. Largeness of the textbook is too big to be taught during one semester.

a: Strongly agree b: agree c: disagree d: strongly disagree

18. If you face with any other problem in teaching history please, mention it/them in the following lines.

ANNEXES 2

پرسشنامه

پرسشنامه ذیل برای تحقیق در مورد اهداف و روشهای تدریس تاریخ تشریح اسلام طرح گردیده است و هیچ گاه بر علیه شما و یا موسسه شما استفاده نمی گردد. لطفا سوالات ذیل را با دقت بخوانید و به تمام آنها جواب دهید. از همکاری شما تشکر.

۱. جنس: زن مرد

۲. در کدام صنوف تدریس می کنید؟

۳. تجربه کاری شما به حیث استاد چند سال است؟ _____

محل کار شما کجاست؟

سید جمال الدین حوزه تعلیمی ناحیه _____ مدرسه _____

۴. کدام یک از موارد ذیل می تواند از جمله اهداف تدریس تاریخ تشریح اسلام باشد؟

کاملا موافق	موافق	مخالف	کاملا مخالف	
				پیشبرد استفاده از تفکر انتقادی در ارتباط با حوادث گذشته
				آشنایی با هویت اسلامی
				آشنایی با روابط بین ملل مختلف
				حفظ کردن اتفاقاتی که در گذشته رخ داده است

۵. تا چه اندازه با محتوای چپتر تاریخ تشریح اسلام آشنایی دارید؟

عالی خوب ضعیف

۶. به نظر شما، تا چه اندازه مطالعات اضافی برای تدریس تاریخ تشریح اسلام ضروری است؟

الف) مطالعات اضافی بسیار ضروری است

ب) مطالعات اضافی مهم است

ج) معلومات ارایه شده در چپتر برای تدریس کفایت می کند و مطالعات اضافی ضرور نیست

۷. تا چه اندازه با روش های ذیل برای تدریس تاریخ تشریح اسلام موافق هستید؟

کاملاً مخالف	مخالف	موافق	کاملاً موافق	
				لکچر
				روش نمایشی (نقش بازی کردن)
				کار گروهی
				ارایه (سلایدهای) کمپیوتری
				ارایه سمینار توسط شاگردان
				مباحثه در نفره
				استفاده از چارت و نقشه

۸. چرا این روش ها را مناسب می دانید؟

۹. از جمله روش های فوق کدام موارد نا مناسب هستند؟ چرا؟

۱۰. آیا برای تدریس تاریخ تشریح اسلام از فلم استفاده می کنید؟

بلی خیر

۹. کدام یک از موارد ذیل می‌توانید دلیلی برای استفاده از فلم در هنگام تدریس باشد؟ (شما می‌توانید بیش از یک مورد را نشانی نمایید)

الف) برای تصویر سازی موضوع تشریح شده در لگجر

ب) برای آشنا سازی شاگردان با موضوعات تاریخی گذشته

ج) به هدف تشویق شاگردان برای مقایسه موضوعات تاریخی

د) نمایش یک داستان تاریخی گذشته مرتبط با درس

۱۱. آیا از شاگردان تقاضا می‌کنید تا موضوعات درس را در بین خویش مباحثه نمایند؟

بلی خیر

۱۲. به نظر شما، کدام یک از اهداف ذیل از طریق کار گروهی بدست می‌آید؟ (شما می‌توانید بیش از یک مورد را نشانی نمایید)

الف) تفکر انتقادی از طریق ارائه نظر توسط شاگردان مختلف

ب) حفظ موضوعات تاریخی

ج) یادگیری فعال (شاگرد محوری)

۱۳. تا چه اندازه با گفته‌های ذیل در مورد تحریرات و سمینارهای شاگردان موافق هستید؟

کاملاً مخالف	مخالف	موافق	کاملاً موافق	
				استفاده از معیارهای علمی برای تصحیح تحریرات شاگردان
				از شاگردان تقاضا می‌گردد تا تحریرات خویش را از طریق سمینار ارائه نمایند
				اخذ سمینار تمرینی برای تلفظ اصطلاحات و نام‌های تاریخی است
				اخذ سمینار تمرینی برای آینده شغلی شاگردان در زمینه تدریس است
				تمرینی برای روش‌های تاریخ نویسی است

۱۴. کدام یک از موارد ذیل در مورد روش نمایشی صدق می‌کند؟

مخالف	موافق	روش نمایشی
		شاگردان با درس مربوط به نمایش را قبلاً مطالعه نموده باشند
		این روش علاقه شاگردان را به این مضمون افزایش می‌دهد
		این میتود وقت کمی را در بر می‌سازد

۱۵. کدام یک از موارد ذیل در مورد روش لکچر صدق می کند؟

مخالف	موافق	روش لکچر
		روش لکچر و قصه خوانی برای معرفی شخصیت های تاریخی مناسب است
		روش لکچر می تواند تفکر انتقادی و تحلیلی شاگردان را بهبود ببخشد.
		روش لکچر فرصت <u>کمتری</u> به شاگرد برای بحث و ارایه نظر می دهد

تا چه اندازه با جملات ذیل موافق هستید؟

۱۶. لغات و اصطلاحات سخت در کتب درسی فهم درس را برای شاگردان مشکل می سازد.

کاملاً موافق موافق کاملاً مخالف مخالف

۱۷. حجم کتاب درسی برای تدریس در یک سمیستر بسیار زیاد است.

کاملاً موافق موافق کاملاً مخالف مخالف

۱۸. اگر با کدام مشکل دیگری در هنگام تدریس مواجه می شوید آن را در سطور ذیل ذکر نمایید.
