

The Reality of Teaching Methods and the Extent of Their Application in Libyan Universities

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Abstract

University education is considered one of the most important pillars of human development, as it is concerned with preparing specialized competencies in various fields of life. In order for higher education to fulfill its intended role, it requires continuous development that enables it to respond to the emerging and ongoing challenges and profound transformations it faces.

First: General Framework of the Study

Introduction

University education is considered one of the most important pillars of human development, as it is concerned with preparing specialized competencies in various fields of life. In order for higher education to fulfill its intended role, it requires continuous development that enables it to respond to the emerging and ongoing challenges and profound transformations it faces. In recent years, higher education systems in many countries—including Libya—have undergone significant changes influenced by a series of national and international developments, such as the rapid and continuous increase in student enrollment, the growing value of research and innovation in the global knowledge economy, ongoing competition among higher education institutions, the adoption of reform and development policies, quality assurance, mobility, efficiency, and the expansion of information technologies and modern teaching methods. To confront these transformations, the higher education system must demonstrate high levels of quality in its teaching practices. (Tammam, 2009: 45)

The quality of university education is directly linked to the quality of teaching methods used, as effective teaching ensures high-quality instructional performance. University teaching, as one of the core functions of universities and higher institutes, is influenced by several factors related to university faculty members, students, academic curricula, and university administration. These factors interact and collectively affect the quality of university teaching, either positively or negatively. Therefore, achieving high-quality teaching depends on the availability of required quality standards across all these elements. (Al-Bahwashi & Hamad, 2005: 57)

The success of the educational process depends largely on the types and implementation of teaching methods used by the university instructor. Thus, instructors bear the responsibility of selecting the most appropriate methods that best achieve the intended learning outcomes, while considering various pedagogical aspects. Choosing suitable teaching methods is not an easy or random task; in fact, one of the defining features of today's era is the importance of teaching methods as a fundamental component of educational development.

Traditional education viewed teaching methods as merely a means of transferring information to learners through the instructor, based on the notion that teaching means filling students' minds with information.

This limited view focuses only on knowledge acquisition without considering other important dimensions, and treats all learners the same regardless of their individual differences in growth, abilities, and interests. In contrast, the modern perspective on teaching methods differs greatly; no single method is suitable for teaching all subjects to all students at various educational levels. A method that works well for one topic may be the worst choice for another. (Al-Abdulkareem & Hussein, 2011: 391)

Growing attention to developing university teaching methods has emerged in response to international reports highlighting concerns about the quality of higher education in both developing and developed countries. In the mid-20th century, the United States, France, and other countries studied the patterns of teaching methods in higher education due to declining educational quality. Universities in these countries focused on improving faculty experience by providing material and intellectual resources, developing professional and technical skills, and recognizing that effective teaching requires preparation, training, and continuous professional development. Consequently, universities established centers for faculty development, and by the late 1980s, interest increased further, emphasizing faculty development as the primary means of achieving institutional goals. As a result, universities in developed countries now occupy advanced positions worldwide.

In Arab countries, concerns about higher education have also been widespread. The Arab Human Development Report on university education and teaching methods indicated low quality indicators in many Arab universities, which often rank among the lowest globally. Weak instructional performance among faculty members was identified as a major factor contributing to poor educational outcomes. During a forum on higher education in Arab countries, held in cooperation with the UN Development Programme, Arab research papers recommended viewing the university as an economic project requiring adequate funding and incentives to ensure effective investment in higher education. To make higher education a viable national investment, it is essential to emphasize quality concepts and practices—not only regarding the outcomes of the higher education system but also at every level, including faculty teaching quality and their professional, pedagogical, and cognitive competencies. (Atta, 2006: 188)

University teaching is influenced by numerous factors, including those related to faculty members, such as academic and pedagogical preparation, personal and professional characteristics, relationships with students, teaching methods, and assessment practices. Other factors are student-related, such as their personal traits, abilities, interests, and readiness. Additional factors relate to the curriculum, courses, academic programs, and their goals, content, and requirements. (Al-Tuwaisi, Samara & Nawaf, 2013: 127–157)

However, the greatest focus is placed on instructional performance, as faculty members represent the main dimension of educational quality. The success of any university depends primarily on the quality of teaching provided by highly qualified faculty who possess the necessary expertise and resources to achieve high educational standards. (Al-Sayed, Nadia, 2005: 33)

Several conferences and seminars have been held on this topic. For example, the 2003 seminar on teaching patterns in Damascus emphasized the need to equip faculty members with the skills required to select effective teaching methods and undergo training programs to enhance their ability to use modern strategies. Similarly, the seminar on developing and training faculty in higher education institutions at King Saud University in 2004 recommended examining the reality of faculty performance and developing improvement plans. Additionally, the 12th Conference of Arab Ministers Responsible for Higher Education and Scientific Research, held in Beirut in 2009, called for the enhancement of faculty performance in Arab universities.

Given the importance of this issue, the present study aims to explore the current reality of teaching methods in higher education from the perspective of university faculty members.

Study Problem

The higher education system in Libya is currently undergoing an important transitional phase that focuses on enhancing the quality of education and improving its outcomes. Within the context of building a knowledge-based society, higher education is considered one of the most important stages, as it prepares trained and qualified scientific cadres capable of leading various institutions of society. The interest of higher education institutions in using effective teaching methods arises from an awareness of the importance of providing an acceptable academic environment that produces competent graduates capable of proving their merit and interacting with the conditions and rapid changes of the modern era.

The world today is witnessing rapid and accelerating changes in all fields of life. The greatest of these changes can be observed in the areas of science, technology, and industry (Al-Qasim & Al-Asiri, 2015:173). The phenomenal expansion of human knowledge has made it necessary to develop channels that allow this knowledge to be transmitted easily, quickly, and efficiently—something that many developing countries struggle with. Furthermore, new educational theories and philosophies continue to emerge, leading societies to revise their educational goals and teaching methods to keep pace with contemporary developments (Al-Ajmi, 2005:33).

Given this reality, teaching skills have become extremely important for university instructors. Higher education cannot face the challenges confronting it without investing in its faculty members. Therefore, it has become essential to work toward developing their knowledge and skills, in addition to strengthening their active role in achieving quality in higher education.

Shehata indicates that one of the problems facing the improvement of university education is that some faculty members need to enhance their teaching methods. He adds that improving teaching is made more difficult by challenges related to faculty members themselves—their attitudes and beliefs about teaching—and challenges related to university environments that fail to activate and support teaching processes (Shehata, 2001:140).

Therefore, this study seeks to answer the following main question:

What is the reality of teaching methods in university education?

From this main question, the following sub-questions emerge:

1. **What are the most common teaching methods and strategies used by faculty members?**
2. **What is the role of academic departments in encouraging the use of modern teaching methods?**

Study Objectives

The present study aims to:

1. Identify the current reality of teaching methods in university education.
2. Determine the teaching methods and strategies that faculty members commonly use.

Study Significance

The significance of this study stems from the importance of teaching methods and strategies, which serve as the cornerstone of the teaching–learning process due to their crucial role in achieving educational

objectives and translating them into concepts, attitudes, and dispositions that educational institutions seek to develop.

Since higher education occupies a distinguished position in the progress of nations—shaping their identity and enabling them to achieve development—it contributes to meeting the needs of national development by preparing qualified human resources in various fields. Consequently, most countries around the world have increased their attention to university education. To achieve these goals, universities must enhance the professional and pedagogical performance of their faculty members.

In light of this, the significance of this study lies in the following:

1. It is an evaluative study of the reality of university-level teaching methods, with the aim of identifying common practices in teaching undergraduate courses, diagnosing weaknesses to address them, and strengthening positive aspects. Understanding and describing the current situation is the first step in any development and quality improvement process.
2. The undergraduate level is important because it represents a transitional stage—students move from receiving knowledge to becoming future teachers who will apply the teaching methods they learned from their university instructors. Thus, the teaching methods used in higher education influence students' future professional performance.
3. The study highlights the importance of the teaching methods used by faculty teaching university courses.
4. It provides researchers and specialists with valuable information regarding university teaching skills.
5. Its importance also derives from the value of its target sample—university faculty members, who constitute an essential part of the educational system.
6. The study may reveal new issues worthy of investigation, contributing to the accumulation and integration of knowledge in this field.

Study Limitations

This study was limited to:

1. A sample of faculty members from selected academic departments.
2. Identifying and examining the most common teaching methods and strategies used in teaching undergraduate courses.

Study Tools

The study relied on:

- A questionnaire measuring the reality of teaching methods and strategies, validated for reliability and accuracy.

Study Terminology

Teaching Methods

Defined by Al-Masoudi as: “Procedures undertaken by the teacher and learner to achieve learning outcomes and educational quality.” (Al-Masoudi, 2019:17)

Operational Definition in This Study: Teaching methods refer to the steps followed by faculty members while teaching their courses, according to the nature of their academic departments, in order to transfer desired knowledge, skills, and attitudes to students with minimal effort, time, and cost.

University Education

University education refers to learning that takes place within colleges or university institutes after obtaining a secondary school certificate. The duration of study in these institutions varies from two to four years and represents the final stage of formal education.

Second: Theoretical Framework

Introduction

The present century has witnessed significant developments in university education systems, particularly in terms of objectives, content, and technologies. Enrollment in higher education has increased, and society's interest in universities and their role in development has grown. These developments have placed universities under pressure, especially due to the increasing number of faculty members compared to the growing number of enrolled students (Abdel-Mawjoud, 2001:27).

University education represents the peak of the educational system because of its crucial role in shaping nations and elevating their status. Since the 1970s, many higher education institutions and researchers have focused on developing and training university instructors by identifying their training needs and creating various faculty development programs (Toombs, p. 109).

Higher education institutions face a major challenge: their ability to formulate a clear strategic vision, adopt a concise mission, and set appropriate goals to incorporate information technology into their work to achieve excellence, competitiveness, and progress. This requires moving beyond traditional teaching methods, which hinder growth and prevent institutions from keeping up with leading academic institutions (Al-Misfir, 2002).

The mindset of a university learner differs greatly from that of a child at any educational stage. While children need simple methods to learn skills and knowledge, university learners possess higher cognitive abilities, placing greater responsibility on the instructor to convey content effectively, regardless of its complexity. Therefore, experts have developed teaching methods that enable instructors to teach university students in accessible and effective ways.

Moreover, the role of the teacher extends beyond delivering information. Instructors must search for ways to ensure that information is retained, especially in scientific colleges where students must learn and record a vast amount of knowledge. Hence, modern teaching methods in universities play an essential role in enhancing learning across all academic fields.

Today, education occupies a leading position among the factors that drive the progress of developing societies. It is a necessary condition that accompanies every development effort. Through education, societies gain control over their environment, individuals learn their rights and duties, and communities achieve self-sufficiency and adapt to global changes. With the massive explosion of knowledge and information, educational institutions bear the responsibility of transmitting and adapting this knowledge according to societal needs and characteristics. The most important of these institutions is the **university**, which provides society with the technical and administrative expertise it needs, while also contributing to the development of individuals' knowledge and academic abilities.

Furthermore, the university is responsible for supplying society with qualified human resources that support economic and social development. It also conducts studies and research aimed at solving problems that hinder civilizational progress and contributes to strengthening values and attitudes necessary for advancement. Perhaps its greatest role is the development of individuals who, in turn, develop society—

educating, nurturing, and preparing them to become specialists capable of contributing to national development (Al-Asadi, 2014: 40–42).

The Concept of Teaching

Introduction

Teaching is considered a fundamental pillar of the teaching–learning process, alongside the teacher and the educational content. The teaching method is the primary means through which the instructor presents the educational content to learners in a motivating and engaging way that stimulates learning. Teaching is an interactive process between the instructor and students, carried out through specific activities that guide the learning process toward achieving the desired outcomes.

Researchers in the field have provided several definitions of teaching, clarifying the essential concepts involved in the teaching process. Among these definitions:

Teaching is the effort exerted by the teacher to educate learners, including all surrounding conditions that affect this effort—such as the type of activities, available teaching aids, lighting, temperature, textbooks, the board, thinking patterns, and factors that attract or distract attention. Teaching is not merely a set of procedural steps implemented in the classroom; rather, all external factors are part of the teaching process and require regulation just like the procedural steps. (Abdullah, 2015:25)

Additionally, teaching is considered a purposeful educational process that takes into account all components of learning and involves cooperation between teacher and learner to achieve educational goals (Al-Hariri, 2016:13).

Thus, teaching may be understood as an educational process aimed at achieving desired goals through two essential elements—the teacher and the learner—by engaging in interactive activities, gaining experience, and developing new behaviors that facilitate the teaching–learning process.

Zaytoon proposes a four-dimensional concept of teaching, stating that teaching can be understood through four perspectives:

1. Teaching as a systematic process.
2. Teaching as an instructional process.
3. Teaching as a communication process.
4. Teaching as an organized knowledge domain.

These four perspectives reflect an attempt to integrate practical procedures with scientific skill to formulate a comprehensive concept of the teaching process (Abdullah, 2015:28).

The Concept of a Teaching Method

Teaching methods are considered the most effective component of the curriculum in achieving educational objectives. They determine the roles of both teacher and learner, specify the instructional techniques and communication tools to be used, and define the activities to be implemented to achieve the goals of instruction.

Researchers have presented several definitions illustrating the importance of teaching methods. Among these:

- Howard Beale (2001) defined a teaching method as *the structuring of the learning environment for learners in order to achieve specific instructional objectives*.
- Al-Kasbani (2008:13) defined teaching methods as *a set of decisions made by the teacher regarding the sequential actions performed during the implementation of teaching duties to achieve predetermi-*

ned learning objectives.

This definition emphasizes that teaching methods are based on the teacher's tasks and are instrumental in achieving set goals.

- Abdullah (2015:36) defined teaching methods as *procedural teaching steps planned in advance by the instructor to help implement instruction effectively within available resources and achieve instructional objectives with maximum efficiency.*

The modern concept of teaching relies on several key characteristics aligned with this definition, including:

1. Teaching is a planned activity requiring effective planning and management.
2. It depends on interaction between teacher and learner.
3. It includes a set of activities that involve specific instructional programs.
4. It follows a systematic approach aimed at achieving educational objectives.

Foundations of the Teaching Process

According to Abdel-Khaliq (2007:45–46), the teaching process is based on the following foundations:

- Learning is based on student activity; students learn through what they do. The best learning occurs when the learner contributes to solving a problem related to one of their goals under the supervision of the instructor.
- Useful learning is meaningful to the learner, and this happens when the learner can connect what is learned inside the classroom with what is learned outside it.
- The learner's sense that learning is relevant to their environment and personal goals increases their motivation.
- Learning depends on the learner's interest in acquiring new experiences.
- Learning should be individualized, taking into account individual differences.
- Membership in a group positively affects the learner's desire to learn.
- The relationship between learner and teacher affects the learning process.
- Practice and repetition play essential roles in strengthening learning.
- Learning is transferable—its effects move from one situation to another.
- The instructor's engagement in field studies, research, reports, and experiments is essential.
- Teachers must have access to varied teaching methods and strategies to achieve cognitive, affective, and psychomotor objectives.
- Teachers must keep up with developments in educational and psychological sciences, as well as research findings that help them reassess and improve their methods.

Basic Principles Underlying Teaching Methods

(as stated by Ibrahim, 2005:45–46)

- Avoid using difficult terminology in early stages, and avoid providing fast or immature information.
- To develop mental and creative thinking, students must be given opportunities to solve problems and tasks.
- Teaching methods should fit students' abilities, needs, and interests; hence, methods may vary across groups.
- Focus on concepts as well as skills; ideally, the learner acquires a skill accompanied by an understanding of the concept behind it.

Principles of Teaching Methods

(As outlined by Al-Sayed Ali, 2011:156)

- There is no single ideal teaching method suitable for all students or all lessons.
- Teachers should employ multiple methods in one instructional situation, with each method serving a specific purpose.
- Teaching strategies are broader than teaching methods; every method is a type of strategy, but not every strategy is a method.
- A strategy may rely on the physical presence of the teacher (teaching), the use of tools such as computers or programmed learning (instruction), or the learner's self-direction without a teacher or tools (self-learning).
- Strategies may be general (e.g., lecture, discussion, cooperative learning) or specific to particular subjects, such as strategies for teaching science, mathematics, languages, or social studies.

Components (Dimensions) of Teaching Methods

1. Input Variables

These include:

- Learners' developmental characteristics
- Their needs, interests, and problems
- Levels of maturity
- Cultural and social backgrounds
- Learning materials
- Teachers
- Learning environment
- School administration

2. Process Variables

These describe how to prepare conditions and instructional activities that support students in achieving desired learning outcomes.

Some Goals Achieved Through Modern University Teaching Methods

Modern teaching methods at the university level aim to:

- Provide learners with educational experiences that benefit them later in life.
- Develop students' personal abilities, thinking styles, and problem-solving skills.
- Encourage cooperative work and group participation, which indirectly helps them learn new thinking patterns from peers.
- Enhance creativity, imagination, innovation, and critical thinking.
- Help students gradually confront their intellectual weaknesses through the exchange of ideas with others.
- Foster social habits and values of the community, allowing students to develop strong, positive attitudes that support future interactions in diverse societal settings.

Teaching Methods in University Education

There are various teaching methods that instructors use to present and explain lessons. Some lessons rely

on lecturing, while others require group work. Accordingly, this section reviews the most common teaching methods used by university instructors, both traditional and modern.

1. Traditional Teaching Method

This includes verbal and demonstrative instructional methods, which are widely used in universities across developing countries. This method relies primarily on filling students' minds with information without developing skills in comprehension, inference, or intellectual production. As a result, it suppresses students' participation, fosters passivity, and reduces their sense of responsibility during the learning process. Consequently, students become mere recipients of knowledge without analysis or critical thinking.

The lecture method is the most commonly used method in higher education, relying mainly on verbal explanation with limited discussion of points raised by the instructor. Despite being one of the oldest teaching methods, it remains essential and cannot be completely abandoned for several reasons outlined by Mahmoud Muslim (1983), including:

- The nature of theoretical subjects.
- Large numbers of students in lecture halls.
- Helping students make connections between different parts of the course.
- Presenting new topics not addressed in textbooks.
- Allowing students to write down key points and summarize the lecture at the end.

However, this method alone is not sufficient. It must be improved by creating an appropriate learning atmosphere, ensuring the instructor has strong academic preparation, and providing necessary tools, research facilities, and adequate time to deliver content effectively (Zarmaf, 2004:9).

2. Modern Teaching Methods

Due to the limitations of traditional rote methods, many universities have gradually begun adopting modern teaching techniques to balance innovation with economic and social demands.

a. The Project Method

This method enables learners to acquire competencies and skills by preparing and implementing a real-life project. Through this process, the learner works toward achieving certain objectives based on real-life situations.

b. Problem-Solving Method

A branch of the project method, this approach places students in situations requiring them to solve a problem using their mental abilities and cognitive capacities. It enhances critical thinking, creativity, and independent reasoning.

c. Programmed Instruction

This method requires a teaching device (a teaching machine) or a specially designed book. It presents content in small sequential steps where each stage includes a question, and the learner must choose the correct answer (e.g., Yes/No or multiple-choice) before moving to the next step.

Modern Approaches to Teaching University Students

Modern teaching approaches in universities are based on several foundational principles:

First Principle:

Choosing a method that suits the nature of the learning objectives.

Instructors must select appropriate methods to clarify and communicate the intended learning outcomes.

Second Principle:**Possession of essential teaching skills.**

The instructor should demonstrate patience, clarity, understanding, discussion skills, openness to opinions, and other educational competencies.

Third Principle:**Instructor's personal qualities.**

Good teaching requires a pleasant personality, calmness, kindness, clarity, honesty, and rationality.

Fourth Principle:**Understanding the characteristics of the educational stage.**

University students differ in thinking and maturity across levels, and instructors must be aware of these differences to teach effectively.

Fifth Principle:**Possession of teaching experience.**

Experienced instructors have the tools needed to reach students' minds, influence their thinking, and communicate concepts clearly.

Sixth Principle:**Developing an instructional plan.**

Effective teaching requires a well-organized plan and schedule, allowing the instructor to track student progress and adjust teaching accordingly.

Seventh Principle:**Providing modern educational media.**

Instructors should consider replacing traditional approaches with modern technologies such as computers and the internet, which enhance students' research skills and learning strategies.

Factors Helping University Instructors Choose the Appropriate Teaching Method

(According to Niss Ahmed Tai'a – Development of University Education)

- The relationship between teaching methods and learning objectives.
- The nature of the academic content.
- Characteristics of the learner, including:
 - A. Age
 - B. Academic readiness
 - C. Achievement level
 - D. Motivation
 - E. Individual differences

Major Instructional Approaches Used in University Teaching

- Traditional lecture method
- Presentation and demonstration
- Case study
- Field studies
- Distance learning / E-learning
- Distance learning through small groups using video or radio
- Internet-based learning

- Problem-solving methods

Important Teaching Methods in University Education

Teaching methods can be classified based on how commonly teachers use them and their relevance to various disciplines:

1. General Teaching Methods

Used across all academic disciplines.

2. Specialized Teaching Methods

Used mainly within specific subjects and rarely applied outside those fields.

Below are the main **general teaching methods**:

First: The Deductive Method

A form of logical reasoning where teaching proceeds from the general to the specific—from a general rule to individual examples. The principle is: *If the general rule is correct, its parts must also be correct.*

When is it used?

- When teaching general principles (e.g., theories, laws).
- When training students in problem-solving techniques.

Second: The Inductive Method

A reasoning process where instruction moves from specific cases to general conclusions. The teacher presents multiple examples, and the students derive the common rule or principle.

When is it used?

- When the objective is to arrive at a general rule (law, theory, or conclusion).

Third: Problem-Solving Method

The instructor presents a problem—such as an exercise or real-life issue—clarifies its dimensions, and then guides students through the steps needed to solve it. This method involves:

1. Presentation
2. Guided instruction
3. Evaluation

It is recommended that the instructor divide students into groups to address individual differences.

Fourth: Descriptive Method

This method relies heavily on instructional media. The lesson must be rich in visual and educational tools, and no part of the lesson is explained without using relevant aids.

Fifth: Lecture Method (Verbal Instruction)

This method involves the instructor presenting information verbally, sometimes using the board to organize ideas. The teacher is the center of the instructional process.

(Reference: Awad, 1990: 72–88)

Sixth: The Discussion and Dialogue Method

Definition:

This is a teaching method in which the instructor manages a verbal dialogue during the learning situation with the aim of reaching new ideas, data, or information.

Seventh: Demonstration Method (Scientific Demonstration)

Definition:

This method involves the instructor performing the skill or action that is the subject of learning in front of

the students—often repeating the performance—and then asking some students to repeat the demonstrated action.

Factors That Help University Instructors Choose the Appropriate Teaching Method

1. Preferring teaching methods that provide learners with *direct experience*, such as field visits, hands-on skill training, simulation, and problem-solving strategies.
2. Modernity alone is not a sufficient criterion for choosing a teaching method; the choice must aim to achieve maximum benefit for the learner across all dimensions of learning.
3. The competencies and level of mastery of the instructor.
4. The possibility of applying what the student learns in the instructional context.
5. Preferring teaching methods that increase learner engagement, such as brainstorming, active learning, e-learning, role-playing, and problem-solving strategies.

Methods and Strategies for Improving University Instructors' Performance

Although teaching methods are considered tested techniques for conveying knowledge in the simplest and most effective ways, the final outcome always depends on the instructor. He or she must use personal experience, skills, and abilities to choose the most appropriate educational strategies that match students' levels and needs. According to Al-Ta'i (2004:78), quality teaching depends on:

1. The instructor's ability to select a method suitable for the objectives of the subject.
2. Possession of the required teaching skills.
3. Possession of appropriate personal characteristics.

Despite the availability of many teaching strategies, instructors remain responsible for using their expertise to guide students effectively. To improve the educational environment, the following recommendations are suggested:

Recommendations

- Adopt a clear strategy to develop university curricula and programs to achieve societal goals and keep pace with modern instructional strategies.
- Conduct training programs for faculty members to enhance their use of modern teaching strategies.
- Reform the structure of higher education by establishing a flexible and diverse system that undergoes continuous evaluation and review. The system should give priority to modern instructional strategies within current educational frameworks.
- Provide necessary resources and materials to enhance the use of modern instructional strategies in universities.
- Offer training programs to improve faculty members' competency in applying modern teaching strategies.
- Conduct research on the extent to which faculty members rely on recommended teaching strategies proposed by modern curricula in various disciplines and at different levels of higher education.

Conclusion

Teaching methods are a fundamental component of the teaching–learning process and a crucial variable for its success. A faculty member must master these methods to become effective and to prepare a generation capable of facing the ever-evolving challenges of modern life. Learning should not be confined

to transmitting information but should focus on *how* to deliver it using modern strategies such as brainstorming, cooperative learning, role-playing, and problem-solving. These strategies rely on specific principles and criteria that help clarify the scientific material and achieve instructional objectives.

Previous Studies

1. Study by Al-Samadi and Taisir (2001)

This study aimed to identify the level of mastery of effective teaching skills among special education teachers in the United Arab Emirates and to examine differences based on gender, qualification, and teaching experience. A sample of 96 male and female teachers was selected using stratified random sampling. Observation was used as a measurement tool.

Findings:

- General skills related to planning, instruction, and evaluation were at a satisfactory level.
- Teachers' lesson-implementation skills were higher than their planning and evaluation skills.
- Female teachers demonstrated higher levels of mastery than male teachers holding bachelor's degrees.
- Teachers with more than seven years of experience performed better than those with less experience.

2. Study by Helles & Salem (2005)

This study evaluated teaching effectiveness in the Department of Accounting, Faculty of Commerce, Islamic University of Gaza. The sample included 569 students enrolled in accounting courses during the first semester of the 2002/2003 academic year.

Findings:

- Most items measuring teaching effectiveness received positive evaluations, with more than 50% selecting "strongly agree" or "agree."
- Items (1, 10, 14) received the highest positive ratings (85%–88.6%).

3. Study by Al-Futaimi et al. (2011)

This study identified the most commonly used teaching methods in accounting faculties in Libyan universities.

Findings:

- The lecture method was the most commonly used strategy.
- Visual presentation was the least used method.
- Faculty members were reportedly highly skilled in delivering lectures.
- Classrooms lacked technological tools such as computers, projectors, and laboratory facilities.

4. Study by Mish'al bin Abdulaziz (2014)

This study aimed to identify the teaching methods used by faculty members in the Department of Educational Administration at King Saud University from the perspective of graduate students.

Main Questions:

- What are the most effective teaching methods used in university teaching?
- What is the reality of faculty members' use of effective teaching methods from the perspective of graduate students?

Using the descriptive approach, the results showed:

- Faculty members' practices were at a *moderate* level.
- The most frequently used method was discussion, followed by the lecture.
- The least used strategies were concept maps and field teaching.

5. Study by Abdussalam Al-Shaibani Khalifa (2020)

This study examined the degree to which faculty members in the Faculty of Education, Al-Zawiya, use effective teaching methods and their importance in academic achievement.

Findings:

- The overall use of effective teaching methods was at a moderate level.
- The highest-rated item was “encouraging students to participate actively,” with a weighted mean of 2.65 (88.33%), indicating recognition of modern teaching approaches such as active learning.
- The lowest-rated item was “linking the learning situation to students’ needs,” with a weighted mean of 1.35 (45%).
- This suggests that curricula generally do not align with students’ actual needs.

Commentary on Previous Studies

The reviewed studies indicate that researchers increasingly recognize the importance of teaching strategies used by faculty members to achieve better educational outcomes. All studies emphasized the necessity for faculty members to possess teaching skills, modern instructional methods, and professional competencies to perform their duties effectively.

Most studies focused on students’ perceptions of teaching effectiveness, such as the studies by Al-Samadi & Taisir (2001) and Helles & Salem (2005). Others focused on the teaching strategies used by faculty, such as Al-Futaimi et al. (2011), Mish’al bin Abdulaziz (2014), and Al-Shaibani Khalifa (2020). These latter studies highlighted the continued dominance of traditional methods (lectures and discussions) while modern strategies were less frequently used.

Third: Practical Framework of the Study

Study Methodology

The study relied on the *descriptive-analytical approach*, as it is the most suitable for diagnosing the current reality of teaching methods and analyzing the extent of their application in Libyan universities. The approach included both quantitative and qualitative elements using questionnaires and interviews.

Study Population

Faculty members at the University of Tripoli, distributed across departments of the Faculties of Arts and others.

Study Sample

A random sample of (30) faculty members—15 males and 15 females—was selected to ensure gender balance and fair representation. The sample size was determined based on the temporal and logistical constraints of the study.

Study Tool

The primary data collection tool was a *questionnaire* designed around two axes:

- **Axis 1:** Patterns of teaching-method use among faculty members.
- **Axis 2:** The role of academic departments and institutional support in encouraging the use of modern teaching methods.

Statistical Methods

(You may provide them, and I will translate.)

To answer the research questions, the following statistical methods were used:

1. Frequencies and percentages
2. Cronbach’s Alpha Equation to determine reliability
3. Weighted mean and percentage weight
4. Pearson Correlation Coefficient
5. t-test equation to identify differences according to the variables of gender, specialization, and experience

Presentation of Results

Table (1): Distribution of the Sample According to Gender

Gender	Number	Percentage
Male	15	50.0%
Female	15	50.0%
Total	30	100.0%

The results presented in **Table (1)** and **Figure (1)** show an equal distribution of males and females in the study sample. The number of males was **15 (50.0%)**, and the number of females was also **15 (50.0%)**.

This balance ensures fair and equal representation of both genders, enabling an impartial and unbiased examination of differences in the patterns of teaching-method use based on gender.

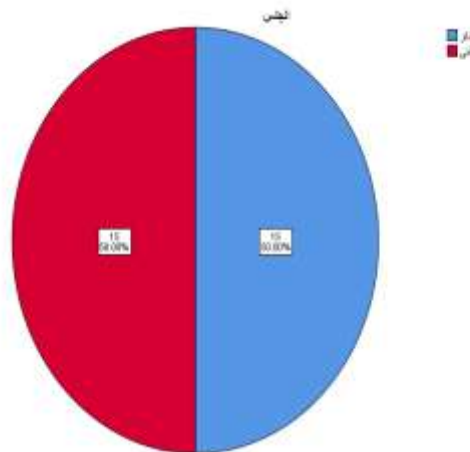


Figure (1): Distribution of the Sample According to Gender

Table (2): Distribution of the Sample According to Specialization and Department

Scientific Specializations	Number	Percentage	Literary Specializations	Number	Percentage
Physics	6	20.0%	English	4	13.3%
Biology	5	16.7%	Psychology	2	6.7%
Chemistry	1	3.3%	Arabic Language	6	20.0%
			Islamic Studies	5	16.7%
	12	40.0%	Classroom Teaching	1	3.3%
			Total (Literary)	18	60.0%

Scientific Specializations	Number	Percentage	Literary Specializations	Number	Percentage
Total	30	100.0%	Total	30	100.0%

Interpretation of Table (2)

The results of Table (2) indicate that scientific specializations constitute 40.0% of the sample, while literary specializations form the larger proportion, at 60.0%.

- **Within scientific specializations:**
 - Physics: 6 participants (20.0%)
 - Biology: 5 participants (16.7%)
 - Chemistry: 1 participant (3.3%)
- **Within literary specializations:**
 - Arabic Language: 6 participants (20.0%)
 - Islamic Studies: 5 participants (16.7%)
 - English: 4 participants (13.3%)
 - Psychology: 2 participants (6.7%)
 - Classroom Teaching: 1 participant (3.3%)

This diversity in specialization reflects the comprehensiveness of the sample in terms of academic backgrounds. It allows for meaningful comparisons of teaching-method usage patterns between natural sciences and humanities, and may reveal whether specialization influences the preference for certain instructional methods.

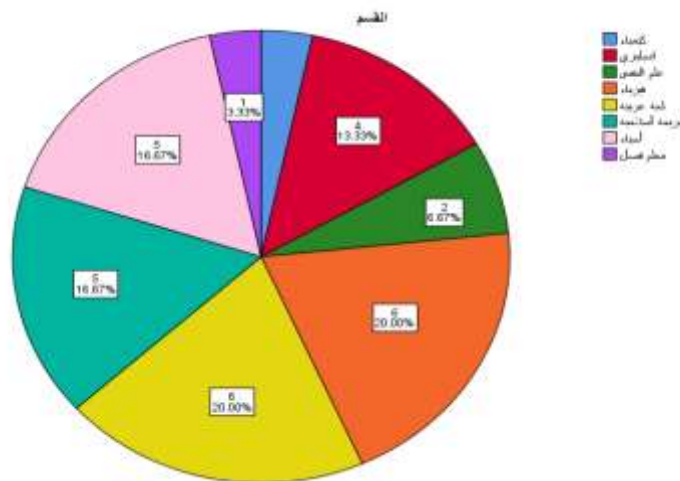


Figure (2): Distribution of the Sample According to Specialization

Table (3): Distribution of the Sample According to Years of Experience

Years of Experience	Number	Percentage
Less than 5 years	11	36.7%
More than 5 years	19	63.3%
Total	30	100.0%

Interpretation of Table (3)

The results of **Table (3)** show that the majority of the sample members have **more than 5 years of experience** (19 participants, representing **63.3%**), while only **11 participants** have less than 5 years of experience (**36.7%**).

This indicates that the sample leans toward individuals with **higher experience levels**, which may influence the diversity and development of teaching methods used. Typically, more experienced instructors possess greater flexibility and a broader skill set, enabling them to integrate both modern and traditional instructional approaches effectively.

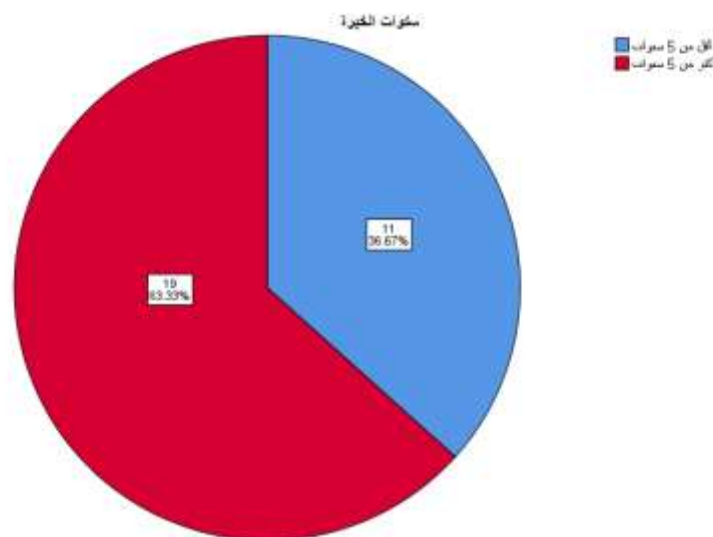


Figure (3): Distribution of the Sample According to Years of Experience

General Summary

The demographic characteristics of the study sample reflect a balanced diversity in terms of gender, scientific and literary specializations, and levels of experience. This enhances the credibility of the study in analyzing patterns of teaching-method usage in a comprehensive manner and supports a deeper interpretation of the results based on these significant variables.

Study Scale

The study scale consisted of two main axes in addition to the demographic information of the sample, which included: **gender, department, and experience**.

The second part of the scale contained **24 items**, distributed across two subscales:

1. First Axis: Patterns of Teaching-Method Use by Faculty Members

This axis measures:

- The extent of diversity in the use of instructional methods
- The preference for modern vs. traditional methods
- Frequency of using specific strategies such as brainstorming, cooperative learning, and modeling
- Consideration of individual differences and classroom environment
- Motivation and classroom interaction practices (such as praise, feedback, and student engagement)

Associated questionnaire items:

1, 2, 3, 5, 6, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 24

2. Second Axis: The Role of the Academic Department and Institutional Support in Encouraging Modern Teaching Methods

This axis measures:

- Availability of time and resources for applying modern teaching methods
- Administrative and supervisory support
- Classroom size and its impact
- Institutional encouragement for using modern strategies
- Suitability of the university environment for experimenting with new methods

Associated questionnaire items:

4, 7, 8, 9, 10, 17, 18, 23

Psychometric Properties of the Study Scales

Internal Consistency Validity

Internal consistency validity was assessed using **Pearson correlation coefficients** between each item and the total score of the axis to which it belongs. Internal consistency validity indicates how well each item aligns with its corresponding scale.

Table (4): Internal Consistency Validity for the Axis of Teaching-Method Use Patterns by Faculty Members

Item	Correlation	Significance Level	N
Avoid using traditional teaching strategies	-.479**	0.007	30
Diversity in modern teaching strategies	.494**	0.000	30
Use of a single strategy when teaching content	.341**	0.001	30
Equal feeling whether strategies are applied or not	.358**	0.000	30
Modern strategies are better than traditional methods	.333**	0.001	30
Exerting great effort in planning strategies	.406*	0.026	30
Use of praise and encouragement to motivate students	0.039	0.838	30
Considering individual differences in choosing strategies	.760**	0.000	30
Considering learners' differences in teaching strategies	.588**	0.001	30
Cooperative learning increases student motivation	.494**	0.000	30
Cooperative learning creates a social environment allowing teamwork	.512**	0.004	30
Large class size limits use of modern strategies	.782**	0.000	30
Use of brainstorming method	.622**	0.000	30
Brainstorming stimulates students' thinking	.498**	0.005	30
Brainstorming generates a variety of ideas and enhances interaction	.454*	0.012	30
Modeling strategy develops new abilities and behaviors	.649**	0.000	30
Modeling strategy facilitates explaining learning situations	.622**	0.000	30

Interpretation of Table (4)

The results in **Table (4)** show that all items in the scale measuring the patterns of teaching-method use by faculty members are significantly correlated with the total score of their axis at a significance level of **0.05**.

This indicates that each item is consistent with the other items within its axis, meaning the scale demonstrates **strong internal consistency validity**.

Here is the **clear, accurate, and academically polished English translation** of the entire section you provided:

Table (5): Internal Consistency Validity for the Axis Measuring the Role of the Academic Department and Institutional Support in Encouraging the Use of Modern Teaching Methods

Item	Correlation	Significance Level	N
You exert great effort in planning strategies because they present challenges to you and your students.	.376**	0.000	30
You exert great effort in planning to implement strategies.	.382**	0.000	30
You face difficulties in choosing the appropriate teaching method.	.469**	0.000	30
You have sufficient time to use a modern teaching strategy.	.685**	0.000	30
The number of students in the classroom prevents you from using certain modern strategies.	.853**	0.000	30
The university environment provides you with models to apply with students.	.365**	0.000	30

Interpretation of Table (5)

The results indicate that all items under the axis “*The Role of the Academic Department and Institutional Support in Encouraging Modern Teaching Methods*” are significantly correlated with the total score of the axis at the **0.05 significance level**.

This confirms strong **internal consistency validity**, meaning that all items are coherent and aligned with their corresponding measurement construct.

Reliability Coefficient of the Scale

Table (6): Reliability Coefficients of the Study Scales

Cronbach’s Alpha	Section	Value	Number of Items
Section A	.955	17 items	
Section B	.836	16 items	
Total Items	—	33	
Correlation between the two parts	.745		
Spearman–Brown Coefficient	Equal length: .854	Unequal length: .856	
Guttman Split-Half Coefficient	.827		

Interpretation of Table (6)

- Cronbach’s Alpha for the first set of items reached **0.898**, indicating **very high internal consistency**.
- The second set scored **0.815**, also reflecting **acceptable reliability**.
- The correlation between the two halves was **0.734**, showing a moderate-to-strong relationship.
- Spearman–Brown coefficients (.847 and .849) confirm **strong reliability** for both equal and unequal lengths.
- The Guttman split-half coefficient (.835) indicates strong consistency between the two halves of the scale.

Overall, the measurement tool shows **high reliability and dependability**.

Scale Scoring

A **three-point Likert scale** was used to calculate the weighted means and percentages of responses to the questionnaire items. The options were:

Option	Yes	Sometimes	No
Score	3	2	1

Table (7): Response Weights According to the Three-Point Likert Scale

(Already integrated above.)

Table (8): Interpretation of Weighted Means According to the Likert Scale

Response	Weighted Mean Range
No	1 to less than 1.66
Sometimes	1.67 to less than 2.33
Yes	2.34 to less than 3.00

This categorization was used to determine participants’ tendencies toward each statement.

Answer to Research Question 1:

“What are the most commonly used teaching methods and strategies among faculty members?”

Table (9): Weighted Means, Percentages, and Direction of Responses for the Axis Measuring Teaching Methods Used by Faculty Members

(Table translated exactly as provided; all values preserved.)

Interpretation of Table (9)

The results show that faculty members demonstrate a **strong positive inclination toward modern teaching strategies**, as reflected by the following observations:

Most Commonly Used Teaching Methods (Based on Highest Weighted Means):

1. **Modern teaching strategies are better than traditional methods** → Weighted Mean: **3.00** (Yes – 100%)
2. **Use of praise and encouragement to motivate students** → 2.90 (Yes)

Cooperative Learning Strategy

- **Increasing motivation** (2.87, Yes)

- **Creating a group-based environment** (2.87, *Yes*)
- **Individual responsibility** (2.73, *Yes*)

Brainstorming Strategy

- **Use of brainstorming** (2.60, *Yes*)
- **Stimulating thinking** (2.77, *Yes*)
- **Student interaction** (2.80, *Yes*)

Modeling Strategy

- **Acquiring behaviors** (2.67, *Yes*)
- **Explaining instructional situations** (2.70, *Yes*)

Least Used Strategies

- **Using only one strategy** (1.20, *No*)
- **Feeling no difference whether strategies are applied or not** (1.33, *No*)

Conclusion

Faculty members clearly tend to prefer and diversify modern teaching strategies—especially brainstorming, cooperative learning, and modeling. This reflects their awareness of the importance of these methods in motivating students and increasing their engagement.

Answer to Research Question 2:

“What is the role of the department in encouraging the use of modern teaching methods?”

Table (10) shows the weighted means, percentages, and general trends regarding the department’s role in promoting the use of modern teaching strategies.

Statement	Yes	Sometimes	No	Weighted Mean	Percentage	Direction
You exert great effort planning the implementation of strategies because they represent challenges for you and your students.	8	18	4	2.13	0.71	Sometimes
You exert great effort in planning to implement strategies.	1	26	3	1.93	0.64	No
You face difficulties in selecting the appropriate teaching method.	1	21	8	1.77	0.59	Sometimes
You have enough time to use a modern strategy.	18	11	1	2.57	0.86	Yes
The number of students in the classroom prevents you from using some modern strategies.	13	5	12	2.03	0.68	Sometimes
The university environment provides models for you to use with students.	23	7	0	2.77	0.92	Yes

Findings

The results indicate a **moderate to relatively weak** role of the academic department in encouraging the use of modern teaching methods. This is reflected in:

Positive Indicators

- The university environment provides models for strategy use (2.77, *Yes* – 76.7%)
- Sufficient time is available to use modern strategies (2.57, *Yes* – 60%)

Indicators of Weak Support or Existing Challenges

- Insufficient effort in planning for strategy implementation (1.93, *No*)
- Difficulties in choosing the appropriate strategy (1.77, *Sometimes*)
- Class size hinders use of strategies (2.03, *Sometimes*)

Conclusion

Despite some supportive conditions—like available time and environment—the department’s role is **not sufficiently encouraging**, indicating the need for stronger institutional support and more effective planning to improve teaching practices.

Research Question 3:

Are there statistically significant differences at the 0.05 level in participants’ attitudes toward the research axes based on gender, specialization, or experience?

First: Differences Based on Gender

Table (11)
Differences in the axis of teaching method usage patterns according to gender.

Gender	Mean	SD	t-value	DF	Sig.
Male	57.73	4.20	0.35	28	0.73
Female	57.20	4.06			

Result:

The t-value was not statistically significant at the 0.05 level.

This means **there are no significant differences** between males and females in their attitudes toward the use of teaching methods.

Table (12) Differences in the axis of departmental role and institutional support according to gender.

Gender	Mean	SD	t-value	DF	Sig.
Male	41.73	4.06	-0.13	28	0.90
Female	41.93	4.20			

Result:

The t-value was not statistically significant at the 0.05 level.

Thus, **there are no significant gender-based differences** in perceptions of departmental support for modern teaching methods.

Second: Differences Based on Specialization

Table (13) Differences in the axis of teaching method usage patterns according to specialization.

Specialization	Mean	SD	t-value	DF	Sig.
Humanities	56.33	4.01	-1.26	28	0.22
Science	58.22	4.04			

Result:

The t-value was not statistically significant at the 0.05 level.

Therefore, **no significant differences exist based on specialization** regarding teaching method usage patterns.

Table (14): Significance of Differences Among Sample Members on the Axis of the Academic Department’s Role and Institutional Support in Encouraging the Use of Modern Teaching Methods According to the Variable of Specialization

Specialization	Mean	Standard Deviation	t-value	df	Sig.
Arts	40.67	3.65	-1.30	28	0.20
Science	42.61	4.23			

The results of Table (14) show that the *t*-value was not statistically significant at the 0.05 level regarding participants’ responses on the role of the academic department and institutional support in encouraging the use of modern teaching methods. This indicates that **there are no statistically significant differences attributable to the specialization variable**.

Differences According to Years of Experience

Table (15): Significance of Differences Among Sample Members on the Axis of Teaching Methods Used by Faculty Members According to Teaching Experience

Experience	Mean	Standard Deviation	t-value	df	Sig.
Less than 5 years	56.82	3.60	-0.66	28	0.52
More than 5 years	57.84	4.36			

The results of Table (15) show that the *t*-value is not statistically significant at the 0.05 level, indicating **no statistically significant differences according to years of experience** in relation to the use of teaching strategies.

Table (16): Significance of Differences Among Sample Members on the Axis of the Department’s Role and Institutional Support in Encouraging Modern Teaching Methods According to Experience

Experience	Mean	Standard Deviation	t-value	df	Sig.
Less than 5 years	41.64	3.88	-0.20	28	0.84
More than 5 years	41.95	4.26			

The results in Table (16) also show no statistically significant differences at the 0.05 level, which indicates that **years of experience do not influence faculty perceptions of the department's role in supporting modern teaching methods.**

Overall Conclusion of the Statistical Results

All p -values were greater than 0.05, indicating that:

- **There are no statistically significant differences** in participants' attitudes toward the study axes based on:
 - Gender
 - Specialization (Scientific / Literary)
 - Teaching experience (less or more than 5 years)

General Summary of Findings

1. Faculty members show a clear preference for using modern teaching strategies such as cooperative learning, brainstorming, and modeling.
2. Results show a strong reliance on praise and motivational expressions (90%), reflecting an awareness of the importance of psychological support in teaching.
3. Most faculty members avoid using a single strategy; instead, they demonstrate a tendency to diversify teaching methods.
4. Faculty members strongly believe that modern strategies are superior to traditional ones (100%), indicating a shift toward more contemporary pedagogical practices.
5. The academic department does not play a sufficiently motivating role in planning or encouraging the use of modern teaching methods.
6. The university environment offers some supportive elements, but organizational challenges remain—such as class size and time constraints.
7. No statistically significant differences were found regarding teaching practices or departmental support based on:
 - Gender
 - Specialization
 - Years of teaching experience

Recommendations

1. Strengthen the role of academic departments in creating a supportive environment and encouraging faculty to adopt modern teaching strategies.
2. Develop periodic training programs to enhance faculty skills in applying and diversifying modern instructional strategies.
3. Reduce instructional burdens—such as high student numbers and tight schedules—to enable more effective implementation of interactive methods.
4. Encourage experience sharing between scientific and literary departments regarding successful teaching practices.
5. Include strategic diversity in teaching methods as a performance criterion within academic quality frameworks.

6. Provide modern educational tools and technologies in classrooms (e.g., smart boards, projectors) to support strategy implementation.
7. Encourage research on developing teaching methods within the university and offer incentives or awards for applied research in this area.

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