FACULTY PERCEPTIONS OF COMPETENCE NEEDED TO EMBRACE LEARNER CENTRED STRATEGIES USING SELF DETERMINATION THEORY.

In Fulfilment of University of Corvinus, Trainer in Business English

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AUTHORSHIP DECLARATION

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I officially declare that the content of my thesis entitled

Faculty Perceptions of competence needed to embrace learner-centred strategies using self-determination theory.

and submitted to the Centre for Foreign Language Education and Research, Corvinus University of Budapest, Faculty of Social Sciences and International Relations does not violate the rights of persons prescribed by law. It is the result of my individual intellectual work.

Budapest, 2019

Nermin Mineisy

Author of the thesis
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Chapter 1 Introduction

The current research aims to understand teachers’ classroom practices especially interactive strategies and their perceptions of student readiness for change towards leaner centric learning. The problem statement guiding the research is, Instructor perceptions of students lack of competence (students are seen as dependent learners) and the use of interactive methods in the classroom. This chapter covers the introduction, context of study, overview of Higher Education in Egypt, private universities in Egypt, statement of the research problem, research aims, significance of the study and organisation of the thesis.

Higher Education in Egypt

An important feature of the current study is that all participants are from Egypt and have been educated within the Egyptian education system. The current Egyptian educational system developed after Egypt became a republic in 1956 where one of the main ways to gain popular support for the new President Gamal Abdel Nassar at the time, was to offer free education including free tertiary education for all who pass entrance exams. Thus, over the years the country has seen a steady increase in its literacy rates due to a focus on educational availability for all where quantity was more important than quality at times. An issue that is currently being debated is whether it is sound economic policy to continue to offer free tertiary education as the highest unemployment rates are amongst university and vocational school graduates. Unfortunately, Egypt’s traditional ‘rote’ method of teaching does not produce workers with requisite skills needed by employers leading to skills shortages even with so many graduates looking for employment.

Many reforms including ‘Implementing Egypt’s Educational Reform Strategy’ in 1996 by the Egyptian Ministry of Education have been introduced to shift the focus on the quality of education including reforms for more student led learning. Research by Ibrahim and Ibrahim (2017), American
Institutes for Research (2010), and Mahmoud Abdel Latef (2012) all conclude that intention has not translated to action. One of the main reasons found by researchers is the use of systems of exams by the Egyptian Government culminating in the University entrance exams where ‘teachers, students, and parents are oriented to prefer transmission and memorization styles of teaching and learning’ (American Institutes for Research 2010, p.27). As such wealthier Egyptians have looked to private learning institutions for ‘better quality education’, 30 percent of students currently study in private universities and an even larger percentage 50 percent study in private bi-lingual yet only the few students who study at international schools are not fully subject to these university entrance exams. This is important to note, in terms of the current study as the educational system students and teachers have developed in, may make it harder for both students and teachers to fully embrace active learning strategies.

**Private Universities**

The empirical research was conducted on instructors who all teach within the same non-profit private English school of Business in Egypt. All Universities in Egypt need to adhere to the Ministry of Higher Education decrees which cover most aspects of education in order for Universities to receive recognition of degrees. Thus, the Ministry applies the same rules for all Universities in Egypt for student admissions, staff hiring, the curriculum taught which all need to be approved and regular evaluations conducted. Unfortunately, this makes it difficult to make changes to curriculum and even though many Universities in Egypt have instituted the credit hour system to increase flexibility still all Universities need to hold exams and exam papers kept for a certain amount of time in case Ministry of Education evaluators come in for inspection. In Egypt it is not common to have older students in Universities, and all students entering private universities need to meet the ministry of Education admissions minimum entrance exams marks. Also, all staffing needs to follow the Ministry of Education policies where staff need to obtain a PhD or equivalent degree to manage a course and all teaching assistants need to receive their masters’ degree and education training within five years of
graduating, another five years is given to obtain a PhD or equivalent. Education training is not standard and the Ministry of Education does not set an exact curriculum but it does include elements of blended learning and interactive teaching methods following from the Ministry of Education reforms. As such setting learning goals and altering curriculum or content to meet student goals can be difficult owing to regulations and are difficult to achieve as envisioned by learner centric theory.

Research questions

The research questions that have guided the current research including the survey instrument are; ‘How are active learning strategies used in lessons?’ and ‘What are teacher perceptions of student competence (SDT) in becoming independent learners?’ Initiating learner centred education not only depends on student self-determination but faculty as well. Self-determination theory (SDT) developed by the psychologists Deci and Ryan and has been used in a large number of researches in education to look at student motivation. Motivation in SDT consists of competence, autonomy and relatedness and for the current research teachers’ perceptions of their students’ SDT in terms of competence and autonomy are focused on as well as the teachers’ use of active learning strategies in their classroom.

Research aims:

Purpose of the current study is to understand how teachers perceive active learning approaches and their student’s readiness to accept becoming agents of their own learning. Initiating change at my previous employer within the Egyptian educational system, needs research that leads to understanding and ultimately provides suggestions and recommendations. The current research began due to the researcher’s interest in supporting students in becoming more independent learners. Initial discussion with two senior instructors at the researcher’s former employer mentioned that even though new teacher training was introduced the students were not competent to take on the responsibility of their own learning. Therefore, initially the researcher looked into competence definitions and how to measure student competence as well as literature on how instructors can
support students. Yet the literature brought to the researcher’s attention the role of teachers in the classroom and that teachers cannot expect to initiate changes without supporting the different types of learners. In other words, the use of learner centred learning strategies in the classroom requires both students and teachers to be self-determined not only students need to be willing to take on the responsibility and have the motivation.

Justification for the study:

Learner centred strategies have been introduced through a decree by the Ministry of education covering Universities in Egypt but they are not being fully accepted by both students and staff. Some discussion with teaching staff at the researcher’s previous place of employment indicated that students are not prepared in schools to take charge of their learning. Initially the research question that guided the researcher’s inquiry was: Is the lack of student competence the main reason for teacher led learning in the classroom. Yet upon further reading most research indicated that teachers needed to change not only students and that defining what is competence and learner centric learning are important. Thus, a survey was designed and conducted to understand the teacher perceptions about student’s competence using self-determination theory. Collecting data from instructors about their perceptions would help to initiate dialogue on how to move forward with the objective of helping students become autonomous learners. Faculty need to be self-determined as well as providing the necessary support for students to move forward.

The current research was initiated by the researcher not only to fulfil the requirements for the current degree course but to start the researcher’s journey on understanding why interactive learning strategies are not being used more by teachers at the University level in my country Egypt and how this can eventually be changed. There are many facets to this issue and at the core of them is the increasing awareness of the importance of learner centred learning for the demands of the future. The current research focuses on the teachers’ point of view and is an exploration into why teachers struggle to institute such strategies when pedagogical training is not uniform yet there is access to
online platforms. The research is conducted through a survey instrument sent to a social science faculty of a non-profit University in Egypt.

**Thesis Organisation**

The first chapter covered the context, research problem, main aims, and significance in brief. The second chapter covers the literature review which includes definitions, perspectives and models of learning that guide the current research followed by the self-determination theoretical model and research on education that guide the current research. The third chapter covers the methods and epistemological perspective and reasoning behind the use of survey and its structure and aims. The fourth chapter covers the analysis of the survey questions in detail. The final chapter answers the research questions and provides conclusions, recommendations and suggestions for future research.
Chapter 2 Literature Review

Introduction

There is an awareness amongst many educators that new technologies and an increasingly global environment put greater demands on learners joining the workforce. As Weimer (2002 p. 5) in her book on learner centred teaching points ‘Do today’s college students have these skills? More incriminatingly, do we teach them?’. The current research focuses on teacher perceptions of student competence as well as the use of interactive learning strategies in the classroom. The first part of the chapter defines learner centred education and the perspectives that guide the current research. The second part covers the concept of competence which is defined through the lens of self-determination theory (SDT). The final part of the chapter considers the difficulties in implementing learner centred learning in a University environment.

Learning approaches

Learning plays an important role in our daily lives as it happens both formally and informally, many theories have been developed to understand this complex process. There are six main well known learning perspectives which include behaviourism, cognitivism, humanism, constructivism, social learning and experiential learning. All of which have strong support and can be used in teaching with many teachers even changing perspective based on the content and audience taught. Yet teachers are cautioned against problems that can arise when learning goals are inconsistent with the learning perspective. As such for the purpose of the current research learner centred strategies a constructivist approach was the underpinning perspective used.

Definitions

As O’Neil and Mahon (2005) mention several terms are used interchangeably including student–centred learning, learner-centric, flexible learning, experiential learning, self-directed
learning all meaning the same thing or different things depending on the user. Leonard (2002, p.97) set out to define learning theories from A to Z and defines learner-centric learning as a constructivist approach where focus as with most constructivist learning is on the learner themselves as the primary content provider and organiser of information gathered. Whilst in sharp contrast is instructor-centric learning which is seen as a cognitivist approach where the instructor is the primary content provider and organiser for the learner. Leonard’s definition whilst a common one, the current research subscribes Kirschner’s (2006) definition where learner centric learning goes above student centric as an approach where students and instructors work together to set learning goals and the instructor guidance and support plays an important role. Another commonly used term that ties in to learner centric learning is active learning strategies also known as discovery learning which emphasises the intrinsic motivation of the learner to be actively involved in content development where experiential learning is considered one of the ways to achieve learning goals in a classroom setting.

Experiential learning is a constructivist approach that gained a wider audience after David Kolb’s (1984) book, Experiential learning: experience as the source of learning and development. Even though experiential learning theories had been presented much earlier, Kolb integrated the models of Lewin, Dewey and Piaget to provide an integrated four step cyclical process model for experiential learning. Experiential learning is a complex process where ‘experience’ as Beard and Wilson (2015) mention acts as a bridge that connects a learner and their external environment. The importance of experiential learning lies with the learner engaging and reflecting and as such, learning is seen as a personal process. Learner centred strategies are seen at the heart of experiential learning, as these strategies are used to help learners in a University setting gain experiential learning, they wouldn’t necessarily gain from hearing a lecture. Collaboration is an example of learner centred instructional learning strategy, where groups can work together to solve real life problems and learn from the process, outcome and each other. Where experiential learning theory goes further is that Kolb classified learners according to their preferred learning style and certain strategies are seen as more suited to a certain learning style. Thus, teachers gain a powerful tool in using Kolb’s learning styles
inventory, which was further developed by Honey and Mumford (1982), to develop lessons that support the learners with strategies that engage the four different learning styles.

The University setting is important for the current research as there are preconceptions that learner centred strategies require less teacher guidance, yet that does not necessarily hold true. As the learning environment plays an important role and whilst students within the classroom maybe demographically similar, there are individual differences in both learning styles and stages of the self-directed model of learning. The self-directed learning model by Grow (1996 in Dobos) shows learners as being on a continuum from dependent learners needing greater support to ultimately self-directed learners. As such the role of the teacher in learner centred strategies as presented here and experiential learning remains important and may change depending on strategies used as well as learner needs. Learners especially in a University setting where ideas and learner centred strategies maybe new to some students would need instructors who take this into consideration so as not to frustrate learners.

**Self determination**

Frustrated learners is an important issue where Self-determination theory is concerned as it is considered as one of the main motivation theories in psychology and is explained by Siblod (2016 p. 79) ‘Practically speaking, SDT suggests that humans are more likely to engage in behavioural contexts wherein they feel capable of performing given tasks in which they are interested, and where they have a choice or control over primary aspects of the task environment, as opposed to situations with the opposite profile’. Self-determination theory as presented by Deci and Ryan (2004) comprises three main social needs of competence, relatedness and autonomy which have all been tested in a large number of researches conducted in an educational setting. The current research focuses on the concepts of competence and autonomy where competence is defined (Deci and Ryan, 2004 p.7) ‘Competence is not, then, an attained skill or capability, but rather is a felt sense of confidence and
effectance in action’. Autonomy is seen as the not only the acceptance of doing what is asked but not needing at times to be asked and in the case of education a sense of responsibility for ones learning.

As such self-determination has been used in research to identify students perceived self-determination towards learning and different aspects such as active learning strategies where superior learning outcomes have been shown when learners are intrinsically motivated feeling both a sense of control and competence (Sibold, 2016, p.79).

Research in University setting

Learner centred strategies can provide challenges for instructors especially in a University setting as instructors try to create practical and feasible activities within time, curriculum and resource limitations. Weimer (2002) in her influential book on learner centred learning looked at previous research and summarised five important changes to becoming a learner centric teacher which include balance of power, role of the teacher, responsibility for learning, function of content, evaluation process and purposes. For the purposes of the current research the focus will be on the responsibility for learning and content taught but as the research is conducted through the perspective of the teacher and balance of power and role of the teacher in the classroom are interconnected. Yet implementing learner centric learning not only rests with the teacher, the learner is at the heart of the process and needs to not only negotiate learning goals but take on the responsibility as such resistance can be common at first. Learner resistance can be due to leaner centric learning being more work or they are beyond student abilities and as such teachers need to take a developmental approach to support students to move along the self-directed learning model.

Research by Pfeffer and Rogalin (2012), Aguado (2009), and Fontes and Piercy, (2000) all found evidence that using both learner centric and experiential learning in research methods courses led to students rating the courses well, and there was evidence of students’ superior mastery of the research process. The objective for most research methods courses as an example, is for students to ultimately be able to conduct their own research, as such both experiential and learner centred strategies are
suited to this objective (Fontes and Piercy 2000). Yet Stefaniak and Tracey (2015) found that learner centred activities are not enough in themselves and that ‘instructional delivery’ needs to be both structured and consistent where students build off prior knowledge. Research methodology courses are shown to be highly effective when learner centred strategies are at the core but these need to be tempered with instructor guidance to support learners in developing confidence in mastering the research process (Stefaniak and Tracey, 2015 and Aguado, 2009). Kirschner, Sweller and Clark (2006) found evidence that while learner centred courses were more highly rated by weaker students they did not learn or retain much from the course. As such teachers in higher education especially, may need to look closely to identify individual student strengths and weaknesses not only preferred learning styles.

Conclusion

Learner centred learning strategies help students to take responsibility for their own learning within a University setting, but it is still important for the teacher to provide the appropriate level of guidance whether within the classroom or when students conduct research outside the classroom for example, and as such Kirschner’s definition of learner centric learning guides the current research. Consequently, it is important for the instructor to be flexible and consider the differences between student learning styles and on the self-directed learner model, especially at the beginning of the course. Learner centric learning changes the roles of teachers and students in the learning process and resistance can occur from both. Yet superior learning outcomes of learner centred learning are an important reason for the shift as universities try to set themselves apart from online courses where teacher guidance can support students and kept at appropriate levels depending on the learner’s needs thus supporting students to become self-determined learners. Finally, learning or teaching does not entail the use of one mode of learning, but is an amalgamation of strategies and there are a large variety of active learning strategies which can be used successfully to engage and develop deeper learning.
Chapter 3 Methods- Survey Instrument

Introduction

The current research looks into moving towards learner centric learning in an Egyptian University where teachers’ use of interactive learning methods in the classroom, as well as their perceptions of students’ self-determination are surveyed. The chapter follows from the review of literature on interactive learning and self-determination theory where the main aim of the current research is to understand how University teachers in Egypt approach interactive learning and their perceptions of student readiness. This chapter begins with the key research questions and how it is addressed in the current research. Followed by a brief mention of the researcher’s epistemological assumptions, methodological issues associated with the current research, and the philosophical grounding of relevant approach used. The reasoning for the justification of selecting a survey design are considered as well as issues related to the generalisation and representativeness in relation to the current research. Finally, the actual survey questions and reasoning behind the choice of questions is presented.

Aims

The aim of this thesis is not to test hypotheses or establish correlations, there are gaps in knowledge surrounding the complexities of the social processes of becoming more learner centred in an Egyptian University setting. The research problems guiding the research are, ‘What and how are active learning strategies used in lessons?’ and ‘What are teacher perceptions of student competence (SDT) in becoming independent learners?’. ‘Quantitative methodologies by themselves are unsuited for answering the questions in the current research but a survey is useful in initiating understanding of the issues faced by instructors as well as their perceptions of student’s self-determination. Further reflection and future research are acknowledged. As Bryman (2004 p.444) mentions,
Survey based studies are often more exploratory. Although concepts have to be measured, the nature of interconnections is frequently not specified in advance. As a result, the analysis of quantitative data from social surveys is often more exploratory than is generally appreciated and consequently offers opportunities for the generation of theories and concepts.

The current research, not to say uses qualitative analysis to generate theory but interconnections became apparent to the researcher after the looking at survey responses.

**Research setting**

The purpose of the current research is for the fulfilment requirement of the degree ‘Trainer in Business English’. The researcher is Egyptian and has been living in Hungary for the past five years due to family reasons and owing to length of stay in Hungary the researcher has recently lost a tenured teaching position at a non-profit University in Cairo Egypt. Yet the researcher has maintained relations with work colleagues owing to the researcher graduating from said University and teaching as a member of staff for close to fifteen years. Yet the process of receiving approval to conduct research officially at the University is difficult and time consuming and whilst the researcher did ask for permission it was not officially granted. As such sending questionnaires to students along with teaching staff was not possible for the current purposes. Most research in a University setting in Egypt as mentioned by Ibrahim and Ibrahim needs an official letter from the Ministry of education and in some more sensitive topics the Ministry of Interior and as the researcher is not personally in Egypt it was not possible. Thus, an email was sent to all teaching staff currently named on the University website and reminders through social media sites was used to increase the response rate.

**Philosophical Foundations**

From the choice of research area to the conclusion, the whole research process reflects the values of the researcher (Bryman, 2004 p.21-22). Whereas epistemological positions can simply be expressed as two extremes along a continuum. Positivism at one end, at its simplest, knowledge is
obtained through sense experience and at the other end is interpretivism, holds that people are
different from objects of natural science and require different logic to understand the subjective
meanings (Bryman, 2004). The current research subscribes to critical realism which is seen along the
middle of the simplified continuum, which acknowledges that ‘social phenomena are intrinsically
meaningful’ and meaning is to be understood not measured or counted. But the main difference
between critical realism and interpretivism lies in ontology, that there ‘exists a reality to be
discovered’ and researcher needs to be aware of their values. The researcher considers critical realism
when conducting research because it proposes a stratified ontology where there are the three
domains; empirical (experiences and perceptions), Actual (Events and Actions) and Deep (structures,
mechanisms, relations, and exercised and unexercised powers). As such research that tries to look
into mechanisms known to critical realists as deep domains considers responses to indicate future
areas of research. The current research uses a survey instrument which is considered by some as
synonymous with quantitative positivist research, yet the current research aims to look beyond
correlations and look at responses and consider them in relation to previous research as well as within
the research context.

Issues of generalisation

A common concern when conducting quantitative research is whether the current findings
can be generalised beyond the specific research context in which the research was conducted
(Bryman, 2004, p.539). Without proper random probability sampling generalisation in quantitative
research is not possible, no matter the research design chosen. As Tarek, (1994, p.1) mentions, many
factors such as lack of trust and access issues make research in Egypt difficult, defining the sample
frame of the population challenging and sampling usually through contacts or snowballing sampling
technique to obtain a non-probability sample. If all studies conducted in these contexts are not
generalizable then what is the aim, the answer lies in the gaps that these researchers hope to fill and
to develop theories to help interpret the social world (Seale, 2012).
Survey Instrument design

The current research used self-completed online survey that was sent to participants by email and reminders were sent through social media (LinkedIn and Facebook messenger) to increase the response rate. There are advantages to using an online survey most of which is the ability to administer remotely as the researcher does not currently reside in Egypt. Other advantages include the affordability especially as mail would be quite costly, speed which is important as the time allocated for the current thesis is limited, convenience for respondents to complete at their own convenience and most importantly for the current research the absence of interviewer effects. The interviewer is a colleague of the teaching staff surveyed and this might sway answers. Yet survey’s do have their disadvantages including lower response rates but as the current sample is not representative this becomes less of a problem and is acknowledged; limited number of questions can be asked and most importantly the inability to collect additional data and the risk of missing data as respondents can choose to not answer all questions (Bryman 2004).

The survey questionnaire consisted of twenty questions and this number was chosen to answer the research questions but to also not be too long as to put off busy respondents. The first part which in the questionnaire was the first page, consisted of general demographic data to understand the respondents teaching background which included the respondents age, number of years teaching as well as the number of students taught, year groups covered and class sizes. All these issues relate to the actual teaching and the power of using online survey software is that while the respondents are kept anonymous their responses can be looked at individually as well. The second page of the questionnaire covered pedagogical training and the reason the term teaching methodology was used in the questionnaire is that it is the term used at the university. All instructors are Business or economics graduates and are not familiar with pedagogy. As mentioned, all instructors must receive a workshop on education including teaching methods. Unfortunately, the training is not uniform and there is no set curriculum as such the questions on training had options for further
elaboration. The rest of the questions in the page covered the use of different teaching strategies within the classroom. The third and final page covered the faculty members perception of students’ autonomy and competence as well as perceived obstacles to active learning strategies.

Conclusion

The current chapter summarised the research process and important considerations are mentioned. While the research does not aim to be representative it does aim to provide an understanding and provide some practical actions. As (Krippendorff, 2004, in Vaismoradi, 2013, p. 403) pointed out ‘one of the best ways for judging the quality of findings is whether new insights into the studied phenomenon have been provided if so, the study should have increased the understanding of particular phenomena or informed practical actions.
Chapter 4 Analysis

Introduction

The current chapter covers the results and analysis of the online survey questionnaire. The chapter will cover the results of twenty questions of the online survey and where previous research points to similar results or helps in making connections. The current chapter follows from chapter 3 that briefly explained the research process. This chapter is followed by the final chapter of the thesis which will answer the research question, recommendations and future recommendations.

Demographic questions

The self-administered online survey was sent by email to members of faculty and was generated using online survey software, survey monkey. The department of Business in Egypt has 71 members of full-time teaching staff where the student body is around four hundred students. The response rate is low as 44 respondents answered the questionnaire but only 33 questionnaires were fully completed.

The first question covers the respondents age and was left open for respondents to write the number of years they have been teaching at University level. This question is important because the number of years teaching at University level as well as age which is the next are used to understand the participants experience level as well as whether they have passed through the required teacher training. This question was answered by all respondents where an average number of years teaching at university level is 13 years. This is expected as the University opened the current branch in the year 2000 and whilst some staff were transferred from the previous location the expansion required many new members of faculty.
Question 1
How many years have you been teaching at University level?

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Average Number</th>
<th>Total Number</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>(no label)</td>
<td>13.13636364</td>
<td>578</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Answered 44
Skipped 0

Question 2
Please indicate your age?

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-24</td>
<td>2.27%</td>
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<tr>
<td>25-34</td>
<td>52.27%</td>
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<tr>
<td>35-44</td>
<td>31.82%</td>
</tr>
<tr>
<td>45-54</td>
<td>9.09%</td>
</tr>
<tr>
<td>55+</td>
<td>4.55%</td>
</tr>
</tbody>
</table>

Answered 44
Skipped 0

The third question covers the student year groups taught by the respondent. It is important for instructors to differentiate the amount of support and approaches as students in year 1 may not be familiar with different teaching methods and have different goals from other student year groups. Research by Zepke (2013) found that first year students need support from teachers inside the classroom and institutional support outside. Narendran et al. (2018) found that a scaffolded approach supporting first year Australian Business undergraduate students towards student-centred active learning approach led to students to become more independent learners.
Question 3
Which student year groups do you currently teach? Please indicate all that are relevant.

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>47.73%</td>
</tr>
<tr>
<td>Year 2</td>
<td>45.45%</td>
</tr>
<tr>
<td>Year 3</td>
<td>77.27%</td>
</tr>
<tr>
<td>Year 4</td>
<td>63.64%</td>
</tr>
<tr>
<td>Graduate students</td>
<td>29.55%</td>
</tr>
</tbody>
</table>

Answered 44
Skipped 0

The fourth question is important as group size makes a difference in interactive learning strategies used in the classroom. Many respondents had smaller group sizes which are well suited for active learning strategies yet most respondents had a mix of group sizes. Bonwell mentions that while large class size may limit some active learning strategies that need not be the case as for example discussion can be divided into smaller groups. As such active learning strategies need to be adapted to different class sizes in order to achieve objectives.

Question 4
Please check all the group sizes you currently teach?

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>less than 15</td>
<td>25.00%</td>
</tr>
<tr>
<td>16-20</td>
<td>47.73%</td>
</tr>
<tr>
<td>20-30</td>
<td>52.27%</td>
</tr>
<tr>
<td>30-40</td>
<td>45.45%</td>
</tr>
<tr>
<td>40+</td>
<td>34.09%</td>
</tr>
</tbody>
</table>

Answered 44
Skipped 0

The fifth question was open ended and asked: How many students in total do you teach in the current semester? Answered: 44 Skipped: 0
Answers ranged between 50 students to 2000 students. The typical response was a little over one hundred which is expected as the number of enrolled students within the department is close to four hundred. The respondent who wrote 2000 is older and most likely teaches additional classes in the public university where groups can be larger than 200 students. Yet as seen by the previous question some respondents do have classes with more than 40 students and Bonwell mentions it does make it harder to use active learning strategies.

Teaching approaches and perceptions

The sixth question was answered by only 35 respondents but respondents who answered yes, were asked to mention the type of teaching methodology training they went through. This question was more useful and provided more data than expected as some faculty who have been working longer than five years answered no to receiving teaching methodology training. The researcher is not surprised as she went through the training but the five-day work shop was spent on ‘getting published’ as mentioned there is no set topics that need to be covered by the training course. Only one respondent mentioned the compulsory training and the rest mentioned trainings done elsewhere such as the British Council, University of Boston and assessment methods in the UK. This came as a surprise to the researcher as a senior member of staff mentioned that training was conducted the past year for staff on interactive learning. Of the nine respondents who did not complete the answer the majority stopped at question five. As the survey is self-administered it could be that respondents did not see the second page of the survey or felt the questions were not pertinent to them, Bryman 2004 mentions that these are disadvantages to self-administered questionnaires.

Question 6:
Have you received any teaching methodology training and if so please mention what was the training.

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>48.57%</td>
</tr>
<tr>
<td></td>
<td>17</td>
</tr>
<tr>
<td>No</td>
<td>51.43%</td>
</tr>
<tr>
<td></td>
<td>18</td>
</tr>
<tr>
<td>If yes please specify</td>
<td></td>
</tr>
<tr>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

Answered 35
Skipped 9
The seventh question was open ended; What if any training at work, have you had within the past year (ex. moodle...), please mention all. Those respondents who skipped this question are not seen as not completing the survey because the researcher should not have assumed that all respondents had training. It is a mistake the researcher acknowledges due to the fact that discussion with senior member mentioning a university wide training. The researcher had hoped to find out more information by asking an open-ended question. It should have been a yes/no question with yes responses asked to elaborate. As such the seventh question responses showed no sign of any recent active learning strategies training for the majority of respondents except for easyclas/moodle a platform for possible blended learning which has been in use at the University since 2013 and KORTEXT an online library.

Question 7:
What if any training at work, have you had within the past year (ex. moodle...), please mention all.
Answered 27
Skipped 17

The eighth question provided a lot of useful information as more than 70 percent of respondents felt they needed training and twelve respondents wrote what they felt they needed in terms of training. Comments focused on one of two issues training in new teaching methods and dealing with student behaviour. Looking to the next questions responses’ student behaviour can be partially due to lack of engagement in classes.
The results for question 9 are somewhat surprising considering that moodle has been available since 2013 and the researcher received training on its use and incorporating the learning platform in lessons. As expected, case studies and in class discussions are the most used learning approaches as the faculty are teaching economics or business. Respondents were given room to add other approaches and two comments were mentioned, work-shops and problem solving were provided. Many of the approaches are underutilised especially business simulations and role play which would be expected to be used much more in Business oriented classes. Also, class size as mentioned in question 4 is not prohibitive to institute as many instructors have groups that have less than twenty students.
Question 9

**Please check all the learning approaches you currently use in your lessons**

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case study method</td>
<td>74.29% 26</td>
</tr>
<tr>
<td>Readings sent before class</td>
<td>28.57% 10</td>
</tr>
<tr>
<td>Collaborative work including team work</td>
<td>65.71% 23</td>
</tr>
<tr>
<td>Online use of learning platforms</td>
<td>45.71% 16</td>
</tr>
<tr>
<td>Role play</td>
<td>8.57% 3</td>
</tr>
<tr>
<td>In-class discussions</td>
<td>91.43% 32</td>
</tr>
<tr>
<td>on-line commentary</td>
<td>2.86% 1</td>
</tr>
<tr>
<td>brainstorming (in-class or on-line)</td>
<td>62.86% 22</td>
</tr>
<tr>
<td>Business simulations</td>
<td>5.71% 2</td>
</tr>
<tr>
<td>project based group work</td>
<td>62.86% 22</td>
</tr>
<tr>
<td>Problem based learning</td>
<td>42.86% 15</td>
</tr>
<tr>
<td>Games</td>
<td>17.14% 6</td>
</tr>
<tr>
<td>Social media used for</td>
<td>14.29% 5</td>
</tr>
<tr>
<td>on line platforms for Discussions</td>
<td>14.29% 5</td>
</tr>
<tr>
<td>student led presentations</td>
<td>45.71% 16</td>
</tr>
<tr>
<td>Blended learning (face to face as well as online)</td>
<td>22.86% 8</td>
</tr>
<tr>
<td>Flipped classroom (material including videos sent prior to class)</td>
<td>11.43% 4</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>5.71% 2</td>
</tr>
</tbody>
</table>

Answered 35

Skipped 9

The tenth question asks respondents if students are familiar with interactive methods inside the classroom and it is a Likert scale where the majority felt students are at least somewhat familiar with interactive methods. As mentioned earlier it maybe that first-year students will need more support but instructors should be supporting students towards becoming more independent learners.
Question 10:
Are students familiar with the use interactive methods inside the classroom

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely familiar</td>
<td>5.71%</td>
</tr>
<tr>
<td>Very familiar</td>
<td>28.57%</td>
</tr>
<tr>
<td>Somewhat familiar</td>
<td>54.29%</td>
</tr>
<tr>
<td>Not so familiar</td>
<td>11.43%</td>
</tr>
<tr>
<td>Not at all familiar</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

Answered 35
Skipped 9

The eleventh question asked faculty their perception of institutional support using a Likert scale the was the option to write and only one respondent commented. Respondents felt somewhat supported but there is definitely room for improvement. As research by Ibrahim and Ibrahim (2017) and Mahrous and Kartom (2012) that more support in terms of teacher development is needed. The one respondent who did comment on this question, commented that they were not into interactive methods. A definition of what active learning methods and strategies are is important as well as the benefits for not only for students but faculty is needed.

Question 11:
Do you feel supported by the faculty (colleagues) in instituting interactive methods versus lecture style (Frontal) lessons in your classes?

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>A great deal</td>
<td>11.43%</td>
</tr>
<tr>
<td>A lot</td>
<td>20.00%</td>
</tr>
<tr>
<td>A moderate amount</td>
<td>45.71%</td>
</tr>
<tr>
<td>A little</td>
<td>14.29%</td>
</tr>
<tr>
<td>None at all</td>
<td>5.71%</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>2.86%</td>
</tr>
</tbody>
</table>

Answered 35
Skipped 9

The twelfth question asks faculty to rank in terms of importance the different strategies for their courses. As expected, lecturing and in class discussions and expecting students to listen actively were the most common approaches. Case studies are not as commonly used within courses even though
in question 9 respondents mentioned they are the most commonly used interactive method used by respondents. Caution needs to be taken when analysing such discrepancies but as mentioned in previous research by Ibrahim and Ibrahim 2017 and Mahrous and Kartouna (2012) that historical and personal learning experiences affect teacher choices of teaching approaches in the classroom.

**Question 12**

Please rank in terms of importance for your courses the teaching and learning strategies mentioned.

- Lecturing
- Direct guidance provided to students
- Feedback given to students
- Discussion
- Observing students
- Giving reading assignments
- Expecting students to actively listen
- Written assignments
- Student assessment of their own work
- Students assessing other students’ work
- Pair work
- Group work
- Brainstorming
- Case study
- Games
- Role play
The thirteenth question, questioned faculty perceptions about students who have obtained international high school degrees such as the British IGCSE and American SATs. The majority felt there was a difference as there was space for respondents to comment only one respondent commented they were not sure if there was a difference. The other eight respondents mentioned ability to do group work, search for information, presentation skills are stronger. One respondent went as far as to write ‘There is a difference in the way of interpreting the subjects’. Whilst another respondent wrote ‘They think in a more flexible way without much reliance on memorizing’. As such the students are not equal as self-directed learners and especially first year students need greater guidance. If these students are different then they might ultimately become demotivated in a traditional class setting without the challenges and the chance to set their own learning goals.

Question 13:
Is there a difference, in your opinion between students who have studied at International schools as opposed to bilingual programs (national)?

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>48.57%</td>
</tr>
<tr>
<td>No</td>
<td>25.71%</td>
</tr>
<tr>
<td>If yes please specify why you think so</td>
<td>25.71%</td>
</tr>
<tr>
<td><strong>Answered</strong></td>
<td><strong>35</strong></td>
</tr>
<tr>
<td><strong>Skipped</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

The fourteenth question was put to see respondents’ perceptions of lectures as a method of teaching and engaging with students. Only half of the respondents see that lectures cannot engage all students. The question is constructed to probe respondent beliefs. As Weimer (2002 p. XV) aptly writes,

‘Ask faculty members if they are interested in improving their teaching, and the response is almost always defensive. “Why? Did somebody tell you I need to?” Or, “Why should I? Teaching doesn’t matter around here anyway.”’ But asking the learning question changes the paradigm completely. What self-respecting, even curmudgeonly, faculty member can respond any way other than positively.
Lectures are the most common teaching approach instructors have had in their university learning as Brackenbury (2012) found in his qualitative study of faculty in the US and New Zealand. Yet learners have different learning styles and lectures along with discussions and active listening as the top three approaches as indicated in question twelve might not engage all students. As direct observation of classes was not carried out and students questioned the current research can not state that students are not fully engaged. Definitely there is room for faculty to routinely reflect on their teaching and if it is the best way to teach a particular topic. Experiential learning has been shown to increase retention and that is the reason active learning has gained importance and interest by educators.

Question 14:  
Are lectures (frontal teaching) enough to engage all students?

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>8.57%</td>
</tr>
<tr>
<td>Agree</td>
<td>22.86%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>22.86%</td>
</tr>
<tr>
<td>Disagree</td>
<td>40.00%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>5.71%</td>
</tr>
</tbody>
</table>

Answered 35  
Skipped 9

The fifteenth question relates to self-determination theory and is a direct question on whether respondents feel students are competent and willing to take responsibility. The majority of respondents felt that students are not ready. Only one respondent commented and it echoes the work of researchers who point to first year tertiary students needing support. The respondent’s comment ‘they are not ready but in the same time we can start it gradually from the first year of university and with the help of the lecturers which would lead them to be ready starting the third year.’

Question 15:  
Do you feel most of your students are competent and prepared to take responsibility for their own learning?

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>6.06%</td>
</tr>
<tr>
<td>Agree</td>
<td>27.27%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>15.15%</td>
</tr>
</tbody>
</table>
The sixteenth question shows that the majority of respondents feel they have an important role in developing student skills and knowledge. As mentioned by many education specialists including Weimer (2002) the role of teachers changes when inquiry-based approaches and learner-centric learning are introduced. Guidance and the role of the teacher changes where they are supporting the student and empowering them. The teacher needs to step back and let students take the lead. It is hard to let go or change in classrooms as teacher centred learning has been the way things have been done for a long time especially in Egypt. But as mentioned no teacher would answer their role is not to support students but with technology and the new workforce needing to have the ability to solve problems and continually learn, teachers need to see the importance of change.

Question 16:
Do you feel that it is your role to support students in developing knowledge and skills within the classroom?

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>45.45%</td>
</tr>
<tr>
<td>Agree</td>
<td>42.42%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>9.09%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0.00%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>3.03%</td>
</tr>
</tbody>
</table>

Answered 33
Skipped 11

The seventeenth question is based on Bonwell’s barriers to the use of active learning strategies in the classroom. This question should have included a space to write or an ‘other’ response field or even no obstacles response choice. One participant abstained from responding. The most common reason given for not using active learning strategies is student resistance and as mentioned in the literature
review, Weimer (2002) found resistance due to extra work students are expected to do or are not prepared and supported to take on their own learning. Guidance and the role of the teacher play an important part as seen by the results to this question especially when related to those who teach year one students. A comparison is shown and even teachers who teach third year students faced resistance (keep in mind some teachers teach both year groups) but this is an indication that the students have been prepared

Student resistance to non-lecture approaches depending on year group taught

Which student year groups do you currently teach? Please indicate all that are relevant.

![Bar chart showing student year groups and their resistance]

Q17: Students resist non-lecture approaches
The seventeenth Question:

Which of these do you consider as obstacles to using more active learning strategies in your current courses? Check the ones you feel are relevant to you

Answer Choices
I cannot cover as much course content in the time available
Devising active learning strategies takes too much pre-class preparation
Large class size prevents implementation of active learning strategies
Students resist non-lecture approaches
There is a lack of materials or equipment needed to support active learning approaches at my institution.
I think of myself as being a good lecturer

The eighteenth question tried again to ascertain what instructors do inside their lessons as Ibrahim and Ibrahim (2017) found that observation of classroom teaching was not the same as what the administration had communicated. This question indicates that instructors mostly realise that the lecture approach is useful if it is broken up.
Question 18:
An enhanced lecture is defined as a series of short, mini-lectures punctuated by specific active learning events designed to meet class objectives. Have you tried to incorporate active learning strategies in your lectures regularly?

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>A great deal</td>
<td>3.03% 1</td>
</tr>
<tr>
<td>A lot</td>
<td>30.30% 10</td>
</tr>
<tr>
<td>A moderate amount</td>
<td>42.42% 14</td>
</tr>
<tr>
<td>A little</td>
<td>18.18% 6</td>
</tr>
<tr>
<td>None at all</td>
<td>6.06% 2</td>
</tr>
</tbody>
</table>

Answered 33
Skipped 11

The nineteenth question asks instructor perceptions about if their courses support student self-learning and with this question there was a place for further elaboration. Only one respondent mentioned that ‘students need to go through a lot of application on their own.’

Question 19:
Students should be encouraged to learn independently after class, where ’Autonomy’ refers to students’ ability to control and regulate their studies based on their own pace and needs. Do you feel your course structure encourages students to work independently?

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>15.15% 5</td>
</tr>
<tr>
<td>Agree</td>
<td>54.55% 18</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>30.30% 10</td>
</tr>
<tr>
<td>Disagree</td>
<td>0.00% 0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0.00% 0</td>
</tr>
<tr>
<td>Further elaboration welcome</td>
<td>1</td>
</tr>
</tbody>
</table>

Answered 33
Skipped 11

The twentieth question asks respondents about student motivation and if it is only due to external motivators such as grades. The majority of respondents felt that external motivators were important to motivate their students. This question too should have included a chance for respondents to elaborate as this could have maybe helped clarify the reason almost 25 percent of neither agreed nor
disagreed. Yet research by Sibold (2016) has shown internal motivation leads to superior results so a shift from teacher centred learning where students have choices and collaborate on learning goals.

**Question 20:**
Do you feel that students are only motivated because of attendance regulations and grades (external motivators)?

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>18.18%</td>
</tr>
<tr>
<td>Agree</td>
<td>39.39%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>24.24%</td>
</tr>
<tr>
<td>Disagree</td>
<td>18.18%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

Answered 33  
Skipped 11

**Conclusion**

The survey responses whilst not generalisable do aid in understanding the research questions that have guided the current research, ‘How are active learning strategies used in lessons?’ and ‘What are teacher perceptions of student competence (SDT) in becoming independent learners?’. The next and final chapter will answer the research questions based on the results presented in the current chapter. Whilst the research was not set to test relationships using statistical measures of significance between teacher perceptions and interactive use in the classroom, even when quantitative statistical measures are used, we would say that there is a significant relationship but we could not state that one causes the other. Yet responses have provided a rich amount of data and in the next chapter the results are discussed as well as recommendations in light of these responses will be presented.
Chapter 5 Conclusions and Recommendations

The first part of the current chapter is structured around answering the two main research questions using the survey responses and previous research where useful. The second part lists recommendations for the context studied as there is an interest by the business department administration whom the researcher first approached. The final part of the chapter provides conclusions and suggestions for future research.

Research questions

Question 1. How are active learning strategies used in lessons?

The first research question relates to the use of interactive approaches in the classroom where the initial discussion as mentioned previously with a senior member of staff mentioned that the University was making changes in all departments and all staff has been trained on using interactive methods effectively. The senior member mentioned that all staff have been trained within the past year as the ultimate aim is for students to become more independent learners especially as many go on to exchange programs with partner universities around the World. The survey began with general questions to understand the respondents age, experience and number of students taught then it was hoped that open ended questions on teaching pedagogy would shed a light on the type of training respondents had. As the researcher was unable to receive actual information from member of staff about the training except that it includes how to engage students and blended learning techniques. Respondents as mentioned in the analysis did not see that they received pedagogical training and those who said yes had taken it outside of the University. As such there is a disconnect with intention and application and definition of interactive strategies and an explanation of what they are and why use them, is an important first step for faculty.

When asked about the most commonly used interactive methods most respondents in the analysis to question nine, mentioned case studies but when questioned about the structure of their
course in question twelve, case studies were not in the top three teaching strategies used. When asked if respondents feel supported by colleagues and administration to use interactive approaches most respondents felt that they were. Whilst the administration may well feel they are supporting change there needs to be a tailored approach as there are many perceived obstacles by faculty true or not. These obstacles need to be addressed in a training program that addresses the different needs as for example the instructor who has 2000 students per semester cannot use the same strategies as one who has 50 students. In Bowen and Eison (1991) book they mention ‘Alternative Formats for Lectures’ which can be used to meet objectives of the course. Most respondents to question fourteen felt lectures can engage all students and it is not for the researcher to disagree as observation was not conducted. Yet traditional lectures cannot meet the different learners’ styles and needs. As such training on pedagogy is important and as almost seventy percent of respondents felt they need it. The largest percentage of respondents being less than thirty-five years of age are also more likely to use online approaches in lessons, and as such pedagogical training can help them to incorporate online platforms to achieve course objectives as well as use other active learning strategies.
Overall the answer to how are active learning strategies used in the classroom is that while the survey results are not enough there is definitely room for improvement. The lecture, in class discussions and active listening approaches are not bad in themselves but teachers need to reflect on lessons and think about how to achieve lesson objectives in a way that reaches the different types of learners. Pedagogical training is not the same as teaching staff how to use moodle or any other platform.

Question 2: ‘What are teacher perceptions of student competence (SDT) in becoming independent learners?’

While a definitive answer is not provided, the responses from respondents who did complete the survey show that some students are viewed as lacking ability to be responsible for their own learning. Yet as mentioned resistance and lack of readiness to move to learner centric learning is not one sided. Where previously mentioned, that the initial discussion with senior member s/he mentioned that students are coming from national schools where they are used to being told what to
study, they expect to be told the type of questions and that the exam is the most important part of the course. S/he felt that the students were not ‘competent’ the actual word mentioned in the conversation to become independent learners. Within replies to open ended responses two respondents felt that they needed training on how to deal with students who are not academically strong. Whilst almost unanimously all respondents felt it their role to support students in developing and skills there needs to be motivation and tools to do that.

As mentioned, while students are usually fresh graduates previous research has shown that students vary greatly within the classroom. If they are not supported to become independent learners and as Kirschner et al. (2006) mention then the students may drop out or struggle to continue. This is true because the main reason that the credit hour system was instituted was to allow students to repeat a subject without affecting their overall ability to complete the degree. In Egyptian Universities a failure of more than one course leads to repeating the full year. Thus, there needs to be training on what and how faculty can support students and provide the appropriate level of guidance. Weimer (2002, pp.178) mentions that assignments should be developed as sequences as students develop so do assignments that support this growth. Most respondents felt their courses provided room for learners to become more independent and reflecting on assignments can be a step forward. Several researchers including Biggs have looked at how teachers develop and mature and mention as teachers mature, they move beyond the content to learning context. In Egyptian universities as mentioned content is regulated but how it is taught is up to the teacher and a large portion of respondents to the survey are less experienced teaching. Supporting them and helping them move beyond content can help them in guiding students to become independent learners.
Recommendations and suggestions

The survey responses have shown partially some of the issues in implementing active learning strategies within the current context. Whilst less than fifty percent of the total faculty answered the full questionnaire, the responses were enlightening. Seventy percent of respondents welcome pedagogical training and new teaching methods to engage students as mentioned by open ended responses. Weimer (2002) in her learner centred book mentions that, if there is a group of motivated faculty members, change towards supporting students to become more independent learners can happen. As direct observation of classes was not carried out and students were not questioned for the current research, as such there is lack of knowledge whether students are fully engaged. Yet there is definitely room for faculty to routinely reflect on their teaching and if there is another better suited approach to teach a particular topic. Experiential learning has been shown to increase retention and that is the reason active learning has gained importance and interest by educators.

Motivated faculty members can receive a training program that helps to show them practically why and how change can be made in classrooms as pertinent to their subject area. Use the techniques of active learning when conducting the training to show them options but also to get them involved. Pedagogical training program can start with staff members who teach smaller groups of students as well as those who teach first year students. Training and support to help faculty develop realistic lesson plans within constraints such as room size, group size and technology availability that incorporate active learning strategies. Extra training and support for instructors teaching first year students on instructional strategies to help students become more independent learners. Training can be conducted by a member of staff who is motivated to attend outside training and they can be encouraged to take on the role through some sort of inducement. This is a realistic solution that has been used to train faculty at the context university to train faculty on moodle use because a training budget is non-existent.
As many respondents indicated they did not feel students were prepared and studying a complete degree in English when it is a second language can already be difficult for some students. With some respondents feeling some students are not competent or ready to take on the responsibility of their own learning and not fully aware of active approaches then a scaffolded approach as well as instructional strategies which teachers use to help students become independent learners. Whilst observation was not carried out and class discussions being mentioned as the most common way to interact with students, teachers need to draw in all students. Also, as a large number of respondents mentioned that students from international schools were different and it is surmised that they need to be challenged. It maybe that students who are stronger dominate discussions or lose interest. Pair work and smaller mixed groups as well as a variety of active learning approaches can be introduced with more support in the beginning of courses. Whilst there are limited opportunities to change the grading and division of marks due to MOE evaluations, teachers can try to give students the opportunity to choose different tasks for marks. Teachers can use thirty percent that remain out of one hundred marks for tasks outside of exams. A large number of teachers felt that students were externally motivated and becoming more learner centred is shown to increase internal motivation. As teachers mature so do their abilities to support students if guided properly teachers can move beyond content even within the institutional constraints set by the MOE.

Conclusion

The overall finding of the current research is that both the use of active learning strategies and a focus on leaner centric learning are limited in the context studied which is in line with research conducted in Egypt by Ibrahim and Ibrahim (2017), Abdel Latif (2012) and American Institutes for learning (2010) and in Malaysia by Shapii (2011). So, directives and reforms by the Ministry of Education (MOE) have not cascaded down and research by Mahrous and Kortan (2012) in public higher
education in Egypt indicate the same but there is an awareness that change needs to happen. Still as Shapii aptly writes

a more fundamental matter to be addressed by the stakeholders of educational change in Malaysia i.e, the ministry, the teachers, the parents and the society in general, is not to underestimate the complexity of educational change. There is a need to understand the importance of acknowledging the existing Malaysian educational culture and teaching learning conditions before adopting any new approaches such as the LC approaches. More research needs to be conducted before adopting any externally conceptualised idea about education that may be unsuitable to the culture and teaching situations in Malaysia.

The same can be said of Egypt especially as the MOE in Egypt continues with its highly regimented system of exams all through primary and secondary and in Tertiary education. Private Universities do not have a choice in changing the weight of exams and all mid-term and finals for courses need to be conducted at the same time in an exam hall type situation with administrative supervision, limiting the flexibility of instructors. Another aspect is that instructors may find it difficult to share responsibility with learners and learners also may struggle to handle this responsibility. Thus, a negotiated process where change occurs but where both faculty and students are motivated and supported towards the change within the constraints of the institutional system is important.
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