

Chapter Eight

Recommendations

The scientific results of this study don't automatically have influence on the education of the teachers. If a further-reaching effect is wished for suitable action must be taken.

So, considering the results of this study, we may formulate the following recommendations.

8.1 General Recommendations

- 1) The University of Jordan could improve communication with the cooperating schools by arranging regular meetings with all cooperating teachers and principals at the university to explain the issues of the training.
- 2) The educational courses need to be revised in order to make them more relevant to the needs of student teachers and to the school curriculum.
- 3) The stages of observation need to be revised in order to fill the gap, which exists at present. Maybe a number of activities could be devised to meet this goal.
- 4) The cooperating teachers need further training to improve their knowledge and skills in teacher training.
- 5) The MOE is a major stakeholder and virtual partner of the University. Both of them have all the reasons to achieve a high level of planning and implementation of teacher education in Jordan.

8.2 Specific Recommendations

- 6) Formal observation of the student teacher will be most successful if the observer is observing for a specific purpose such as: implementation written lesson plan, asking questions, giving clear instructions, and many others.
- 7) The Faculty of Educational Sciences could improve the program of Math-teacher training by focusing on some strategies that support learner-centered teaching, especially the problem-solving approach.
- 8) The Faculty of Educational Sciences could improve the training of Mathematics teachers by offering the facilities that help student teachers in their classroom performance.
- 9) The Faculty of Educational Sciences should make use of:
 - (i) Didactic media as learning materials,
 - (ii) Training as a skills-approach,
 - (iii) Fostering of microteaching.
- 10) The Faculty of Educational Sciences could improve training by setting up a website designed to help student teachers for a long life support, in order to link their needs and interests to Mathematics teaching, and to learn about recent or upcoming events for Math-teachers.
- 11) The Faculty of Educational Sciences could improve training by focusing on:
 - (i) Workshops link the University supervisors with MOE supervisors.
 - (ii) Make use of "Enjoying teaching" in taking place as a fundamental resource in the training process.
- 12) The Faculty of Educational Sciences could encourage Math-student teachers, supervisors, and educators to deal with the use of the Internet and Software-Learning for teaching Mathematics.

- 13) Educators of both schools and university should organize some meetings for parents and trainees in order to clarify the trainees' role inside the Mathematics classroom which parallels the role of teachers; at the same time this type of meeting gives both sides positive feelings about what is going on in the training course. In addition: acquire support from parents for the training process;
- 14) Supervisors of MOE should participate in team training by supporting the goals of pre-service education. The role of supervisors of the Ministry of Education should develop into two directions:
 - a. Helping student teachers of performing their lessons inside mathematics classroom so that they are not based on marks at all. They give feedback and external judgments and they are supposed to be friendly examiners;
 - b. Helping supervisors at the university performing their roles; and exchange their views related to in-service and pre-service teacher education.
- 15) At the end of the recommendations, the Pre-service Mathematics Teachers Programs in the University of Jordan will have demonstrated progress in these major areas:
 - a) Awareness and support of their pupils as individuals and learners,
 - b) Knowledge and skills in the basics of instructional planning and assessment,
 - c) The use of a variety of instructional methods that encourage active learning, meet the different learning styles of students and are congruent with content and educational goals,
 - d) Questioning techniques that build higher level thinking skills,
 - e) Progress in improving their own teaching and learning and reflecting upon their work as a professional educator.

By the end of the present study, both the supervisor and the trainee will be able to communicate as needed for each and every case, which will ensure effective training on the one hand and effective practice teaching on the other.

This will also improve positive growth and put aside every obstacle right from the beginning. Furthermore, special attention will be given and development may positively affect student teacher's performance.

In addition to all the previous advantages, the issue intended by this study has not been dealt with in Jordan, and may be in other Arab countries. Great use will be made from the practice and knowledge of the EU Countries in this field.