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# **Developing Teaching practice system in faculties of Education in Egyptian Universities "A comparative study"**

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# Summary

## **Introduction:**

Teaching Practice is considered one of the most important aspects of teacher preparation, it is assumed as a transitional stage during which the student – teacher combining the qualities of a student and a teacher that is being prepared to his future profession through knowing of the schoolatic life with its teaching, supervision, and administrative functions, and through teaching practice the success of teacher preparation process is judged.

It has been observed through reviewing the results of previous studies that there is a defect in the current system of teaching practice in faculties of education in Egyptian universities which facing many problems that limit its efficiency, So This study was an attempt to present a proposed model for developing this system.

## **Study problem:**

Study problem may be summarized in the following basic question:

" How to benefit from the experiences of Australia and the United states of America in developing Teaching practice system in faculties of education in Egyptian universities? "

This question poses the following sub-questions:

1. What are the theoretical foundations of Teaching practice system?
2. What is the Teaching practice system in both Australia and the United States of America?

3. What is the current reality of Teaching practice system in faculties of education in Egyptian universities?
4. What are the similarities and differences between Teaching practice system in Egypt, Australia, and the United States of America?
5. What is the proposed conception for developing the local Teaching practice system in the light of benefiting from the experiences of Australia and the United states of America?

**Aims of the study:**

The current study aimed at:

1. Defining the theoretical foundations of Teaching practice system.
2. Identifying the Teaching practice system in both Australia and the United States of America.
3. Monitoring the current reality of Teaching practice system in faculties of education in Egyptian universities.
4. Identifying the similarities and differences between Teaching practice system in Egypt, Australia, and the United States of America and the possibility of benefiting from them in Egypt, and Presenting a proposed conception for developing the local Teaching practice system in the light of benefiting from the experiences of Australia and the United states of America?

**Limitations of the study:**

1. Objective limits: The study is confined to the subject of teaching practice as a subsystem of whole system of teacher preparation.
2. Geographical limits: The study is limited to dealing with the system of

practical education in the faculties of education in Egypt, Australia, and the United States of America.

### **Terminology:**

**Teaching practice system:** An interactive set of inputs which include the objectives and principles of Teaching practice and its sources of funding, this inputs interact with each other within a range of processes which include supervision, evaluation and partnership between schools and faculties of education, The main output of teaching practice is to help graduates to take responsibility for teaching from the first day of their career, the quality of outputs is measured in the light of meeting the requirements of the environment of that system.

### **Methodology:**

The study used the comparative approach , and the method of systems analysis which is based on the consideration of teaching practice as an integrated system.

### **Procedures:**

The study followed several steps reflected in the study chapters as follows:

1. The general framework of the study includes (Introduction of the study - the study problem - significance of the study – study aims - terminology - methodology – limitations of the study – literature review - procedures).
2. The theoretical feature of the elements of teaching practice system includes (inputs, processes, outputs, forces and factors that may affect teaching practice system).
3. Displaying the experiences of both Australia and the United States of America in the field of teaching practice.

4. Displaying the current reality of Teaching practice system in faculties of education in Egyptian universities.
5. Applying contrastive analysis among Egypt, Australia, and the United States of America in the field of teaching practice , and Presenting a suggested conception to develop Teaching practice system in faculties of education in Egyptian universities in the light of benefiting from the experiences of Australia and the United States of America.

### **Results of the study:**

1. The study revealed the existence of some barriers that limit efficiency of teaching practice system in faculties of education in Egyptian universities such as:
  1. Shortness of the teaching practice duration so as not to provide student teachers the opportunity to live full coexistence of the school reality, and to form a clear vision of the educational system through which they will work.
  2. Weakness of communication between faculties of education, training schools and educational departments.
  3. Supervising system of teaching practice lacks the seriousness and objectivity, and there are no common links between those who maintain it.
  4. The administration and organization of teaching practice in faculties of education in Egyptian universities is restricted to determining the numbers of students - teachers and supervisors and distributing them to schools. This is done through teaching practice office, with a little assistance of the department of curricula and teaching methods.
  5. The system of evaluating student - teacher lacks objectivity, and the student teacher is not involved in his evaluation process.
  6. The presence of more than a group of trainees in one school, which impedes

the school ability to control the training process settings.

7. The study ended with a set of proposals for developing teaching practice system in the faculties of education in Egyptian universities, distributed among the study axes, which are represented in the elements of the system of teaching practice.