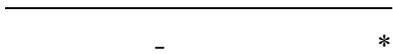


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ABSTRACT

This research aims at evaluating the practical education programme at Al-Quds Open University from student – teachers' perspective. It also tries to investigate students' views towards several domains including the objectives of the programme, its procedural steps, and roles of both school administration and collaborating teacher .

The study sample consists of (389) students who were randomly chosen from the strata of the population (counted 1557 students) i.e. the sample counted 25% of the population .

To get the views of student – teachers , a 63 – item questionnaire was used . 365 copies of the questionnaire returned , and after statistical analysis , the researcher arrives at the following basic conclusions :

- 1- Student – teachers' ratings on the programme evaluation questionnaire were high although there were some points of weakness distributed on the four domains of the questionnaire .
- 2- There were no statistically significant differences ($\alpha = 0.05$) between the means of student – teacher's ratings that could be attributed to gender and social status variables .
- 3- There were statistically significant differences ($\alpha = 0.05$) between the means of the student – teachers ratings on the items of the practical education evaluation questionnaire that could be attributed to professional status, specialization and school selection and the domains of the questionnaire .

In the light of the conclusions, the researcher set several recommendations . First , re-organizing the practical education programme so as to keep up with the requirements of the modern age and the peculiarities of the Palestinian society . Secondly , there is an extreme necessity of making available a special manual that could be used by supervisors, students, school-head masters and collaborating teachers. Finally, integration between the roles of all these concerned in the programme is an urgent necessity , but it should be done according to fixed and exact criteria .

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. (U.S.A.Dep.of E ducation, 1998)

60 (2015)

(Perraton et al,2002).

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(Arora , 2006)

(Cobb, 1999)

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(Norris , 1990)

(Sampson ,2003)

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(Brady et al, 1998)

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(Kyriacou & Stephens, 1999)

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(Grove & Strudler, 2001)

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%6

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180	148	32	717	590	127	
41	26	15	166	105	61	

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52	38	14	204	150	54	
37	30	7	151	122	29	
34	22	12	136	87	49	
29	24	5	119	98	21	
16	15	1	64	59	05	
389	303	86	1557	1211	346	

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0.83	4.36			12
0.84	4.22			31
1.05	4.15			61
0.7	4.12			16
0.95	4.08			47
0.77	4.06			1
0.88	4.05			7
0.90	4.04			44
0.96	4.04			40
0.96	4.02			39
0.98	4.00			14

1.02	3.99			52
1.04	3.95			49
0.90	3.95			9
1.08	3.95			48
0.99	3.92			26
0.91	3.92			11
1.05	3.87			59
0.88	3.86			10
1.07	3.84			28
1.09	3.84			45
0.91	3.83			6
0.91	3.82			60
1.10	3.81			55

2007

0.91	3.81			2
1.07	3.79			54
1.01	3.77			58
1.11	3.75			50
1.11	3.70			53
1.11	3.70			8
1.07	3.64			51
0.94	3.64			5
1.13	3.63			30
1.09	3.63			41
1.14	3.63			27
1.13	3.63			56
1.14	3.61			19
1.10	3.61			57

1.03	3.60			3
1.08	3.59			43
1.15	3.59			36
1.04	3.59			42
1.02	3.58			38
1.14	3.56			18
1.11	3.52			29
1.02	3.42			4
1.16	3.40			35
1.21	3.39			24
1.17	3.34			33
1.01	3.33			23
1.12	3.33			37

2007

1.10	3.32			17
1.11	3.32			15
1.15	3.25			13
1.17	3.22			20
1.27	3.21			34
1.29	3.01			25
1.30	3.01			32
1.36	2.87			21
1.23	2.80			22
0.59	3.80			

365 -

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	0.58	3.93	79			.1
	0.59	3.76	286			
	0.57	3.78	186			
	0.61	3.82	172			.2
	-	-	7			

	0.52	3.98	62			.3
	0.60	3.76	303			

(3.98 - 3.76)

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(5)

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0.02	2.27	363	0.58	3.93	79		
			0.59	3.76	286		
0.57	-0.57	356	0.57	3.78	186		
			0.61	3.82	172		
0.008	2.65	363	0.52	3.98	62		
			0.59	3.76	303		

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0.56	3.83	170		
0.56	3.69	52		
0.41	4.19	16		
0.60	3.78	21		
0.69	3.83	31		
0.65	3.59	39		
0.56	3.90	36		

0.59	3.80	365		
0.54	3.85	137	69 – 60	
0.61	3.79	191	79 – 70	
0.62	3.69	37	89 – 80	
			99 – 90	
0.59	3.80	365		
0.58	3.81	217		
0.50	4.13	23		
0.60	3.73	125		
0.59	3.80	365		

(4.19 – 3.59) " "

(7)

One Way Anova

(7)

0.02	2.67	6	0.89	5.69		
		358	0.34	120.31		
		364		125.70		
0.34	1.07	2	0.37	0.74		

2007

		362	0.35	124.96		
		364		125.70		
0.009	4.75	2	1.61	3.21		
		362	0.34	122.49		
		364		125.70		

:

(0.05 = α)

.1

(0.05 = α)

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(8)

				0.50 *			
	0.60 *				0.500*		
				0.60*			
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(9)

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	- 0.33 *		
0.41*	0.33 *		
	- 0.41 *		

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(0.05 = α)

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(10)

0.67	4.44	
0.63	3.44	
0.76	3.62	
0.77	3.88	
0.80	3.84	

.(4.44 – 3.62)

: (11) (One way Anova)
(11)

0.000	138.32	3	69.36	208.10	
		1456	0.50	730.10	
		1459		938.18	

(0.05 = α)

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(12)

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0.56 *	0.82 *	0.99 *		
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- 0.26 *		0.18 *	- 0.82 *	
	0.26	0.44 *	- 0.56 *	

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.195-160 70 18	:2001	.25
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:1997	.32
:1996	.33
: 2001	.34
:2005	.35
- www. Sea . edu . eg /9/ mostafa 3 - htm	

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