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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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(Perraton et al,2002).

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(Arora , 2006)

(Cobb, 1999)

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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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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

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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			

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	0.57	3.78	186			
	0.61	3.82	172			.2
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	0.52	3.98	62			.3
	0.60	3.76	303			

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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		

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(0.05 = α)

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0.67	4.44	
0.63	3.44	
0.76	3.62	
0.77	3.88	
0.80	3.84	

.(4.44 – 3.62)

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0.000	138.32	3	69.36	208.10	
		1456	0.50	730.10	
		1459		938.18	

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:1997	.32
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