



الحوار التربوي بين الأستاذ الجامعي وطلاب الدراسات العليا في ضوء ثقافة إعادة الهندسة

إعداد الطالبة

آسيا بنت مسعد بن سرحان العتيبي

٤٢٣٨٠٠٢٤/

إشراف الدكتور

محمد بن معيض بن جويعد الوديناني

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

﴿ وَالْعَصْرِ ﴾ { إِنَّ الْإِنْسَانَ لَفِي خُسْرٍ } { إِلَّا الَّذِينَ آمَنُوا

وَعَمِلُوا الصَّالِحَاتِ وَتَوَّصُوا بِالحَقِّ وَتَوَّصُوا بِالصَّبْرِ } .

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Abstract

Educational Dialogue between the University faculty Member and Postgraduate Students in the light of Reengineering Culture

Researchers : Asia msad AL-otaiby

Objective of the Study: Recognising the importance and status quo of educational dialogue between the university professor and postgraduate students in higher education in the light of a culture of reengineering and identifying the main mechanisms for an educational culture of classroom dialogue appropriate to both partners as they view it.

Sample of the study: The sample consists of 92 faculty in the College of Education at Umm Al Kurra University in Mecca, from all educational departments (Islamic Education, Educational Administration, Curriculum and Instruction, Psychology and Art Education); the sample was also comprised of 315 postgraduate students enrolled in the master and the Ph.D. programmes in the second semester of the academic year (1425 H. – 1426).

Research Method: A combination of descriptive method, analytical research and systems analysis methods of research has been manipulated for the study.

Instruments of the Study: A questionnaire to investigate into the reengineering processes between the professor and the students in postgraduate studies has been developed into two forms; one for the professors and another for the students, developed by the researcher. The questionnaire was comprised of the following three sections:

Section I: the status quo of Practicing Educational Dialogue between the professor and the students, 27 items;

Section II: The Importance of Educational Dialogue re communicative and interactive interrelations between the professor and the students, 27 items.

Section III: The Reengineering mechanisms manipulated for educational dialogue between the professor and the students, 28 items.

Statistics: Frequencies, percentages, means, t-tests and the Scheffé multiple comparisons follow-up statistical test.

Findings of the Study: Findings revealed that professors see that most of the requirements of practicing educational dialogue in the higher education system are in effect, ranging between moderate to good practice. On the other hand, students of research view that most of these mechanisms are not in effect, ranging between 'practiced' to 'no practice'. All professors and students came into consensus as to the importance of these requirements of educational dialogue, with a range between "Important" to "Very Important" responses. All also agreed on the suggested mechanisms to reengineer educational dialogue, all items strongly agreed upon. No differences have been detected as to the practice of these mechanisms by faculty. Differences have been only recognized in the degree of practicing these mechanisms and the consensus ranges of the importance of these mechanisms, but the differences are varied according to gender, speciality, degree and experience. No differences have been detected in the degree of practicing or importance or consensus range of the suggested reengineering mechanisms for students that may be ascribed to speciality, gender, degree programme or system of study. No differences have been detected in the degree of practicing or importance or consensus range of the suggested reengineering mechanisms for students that may be ascribed to speciality, gender, degree programme or system of study.

Recommendations:

1. As for requirements of educational dialogue between faculty and students:

A. behavioural requirements of educational dialogue:

- transforming professors from mere lecturers to designers of instruction;
- sharing with students laying out the descriptions of courses;
- faculty should act to solve academic achievement problems for students;
- faculty should act as advisors and counselors to students during educational dialogue;
- faculty should share students the decision making as to designing and implementing instruction;

B. Organizational requirements of educational dialogue:

- Faculty should act to help students develop formative assessment procedures;
 - Faculty should act to create a fostering climate for a reengineering culture according to educational dialogue philosophy;
 - Faculty should act to use educational dialogue as a means of classroom management;
 - Faculty should act to use educational dialogue as a means of developing creativity on the part of students;
 - Faculty should act to use educational dialogue as a means of cooperation for envisioning next seminars and sessions;
 - Faculty should act to use educational dialogue as a means of disseminating a culture of democracy in the classroom;
 - Faculty should act to use educational dialogue as a means of integrating communication technology for sustaining dialogue and effective interaction;
 - Faculty should act to use educational dialogue by means of team work and collaboration;
2. Re Mechanisms of Sustaining Educational Dialogue between faculty and students:

2. Mechanisms of Behavioural Requirements of Educational Dialogue:

- There is a dire need for transforming higher education to a culture of educational dialogue;
- Transforming collective summative assessment to individualized formative assessments;
- Team working for activating educational dialogue in technology-rich classrooms;
- Building collegial learning on needs assessments;
- reengineering academic advisorship so that faculty may assume the responsibility of the academic advisor since their students are enrolled in the graduate school;
- Paying more attention to reengineering the culture of interactive behaviour and educational dialogue;
- understanding students and doing fair and showing good will during classroom discussions and in educational dialogue;
- faculty should be committed to doing justice, showing good will and fairness towards students during educational dialogue; absence of these values jeopardizes the reengineering culture of educational dialogue.

3. Mechanisms of Organisational Requirements of Educational Dialogue:

- Transforming education from inculcation to self-directed learning, from focus on parts to focus on gestalt (holistic learning), from fragmented learning to integrated learning, from simplistic visions to a more in-depth vision of the nature of knowledge;
- Designing special programmes for professors and students based on Islamic thought and aiming at reengineering the culture of graduate learning;
- Developing in-service training programmes for faculty on how to use educational dialogue;
- Clinging to the traditions and value systems of university in a background of Islamic regulations and the Muslim culture;
- Activating the responsibility of university in developing a culture of interactional dialogue as a basic for education;
- equipping classrooms and lecture theatres with technology-rich communications that promote successful educational dialogue;
- Emotional involvement of faculty in the lives of their students as an organizational requirement for reengineering the culture of educational dialogue;
- Designing communication and language use, and logic courses as part of research methods courses so that successful dialogue could be launched and sustained between faculty and students;
- conducting seminars, symposia, colloquia, etc managed by students and attended by faculty as part of research method courses to promote a culture of educational dialogue;
- Adopting a total quality management system for activating educational dialogue in higher education institutions;
- Transforming evaluation from summative assessment to formative assessment based on classroom discussions and educational dialogue to identify the real standards of the students;

إلى الرحمة المهداة.. إلى الحنان الوفير... والصبر الجميل... والعطف
الكبير... التي بذلت حياتها لراحتي وتحقيق حلمي ..
التي بدعائها تيسر الأمور... وتشرح الصدور ... إلى دائمة العطاء بلا
حدود ..

إلى أمي .. الحنون ... رمز العطاء والتضحية .. أبقاها الله وبارك في
حياتها وأراح قلبها . إليها أهدى ثمرة جهد متواضع جزأً قليل من عطائها
الكبير .. عرفانا وتقديراً وشكراً لها ..
إلى من تمدني بالثقة والتفاؤل والمثابرة الدائمة، أبقاك الله لي يا
حبي الكبير (أمي).

وأهدى ثمرة جهدي، وسويعاتي، إلى جامعة أم القرى الغراء بكل
منسوبيها. ولكل قارئ يريد الاستفادة من هذه الدراسة، راجية من العلي
القدير أن يجعلها خالصة لوجهه تعالى.

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الباحثة

آسيا مسعد سرحان الوزيناني العتيبي

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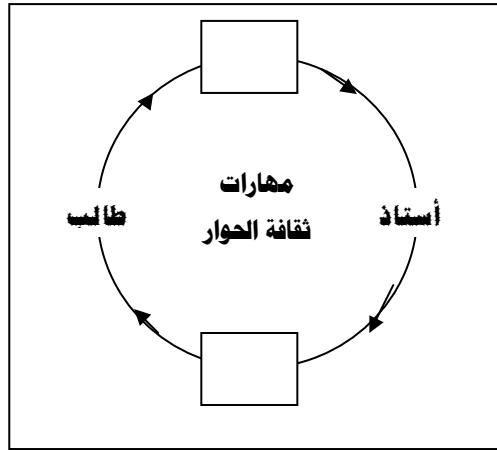
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- Davenport, Thomas: Process Innovation: Reengineering Work Through Information Technology, Harvard Business Press, Boston, 1993, P.18.

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.(Fairchid, 2001:3)

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.(Nasseh, 1996:1) "

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Organizational Culture

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(Meyer, Scott, & Dill,1983).)

(Sprague, et al., 2001)

(Barnett , 1990)

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(Gayle, et al, p.12)

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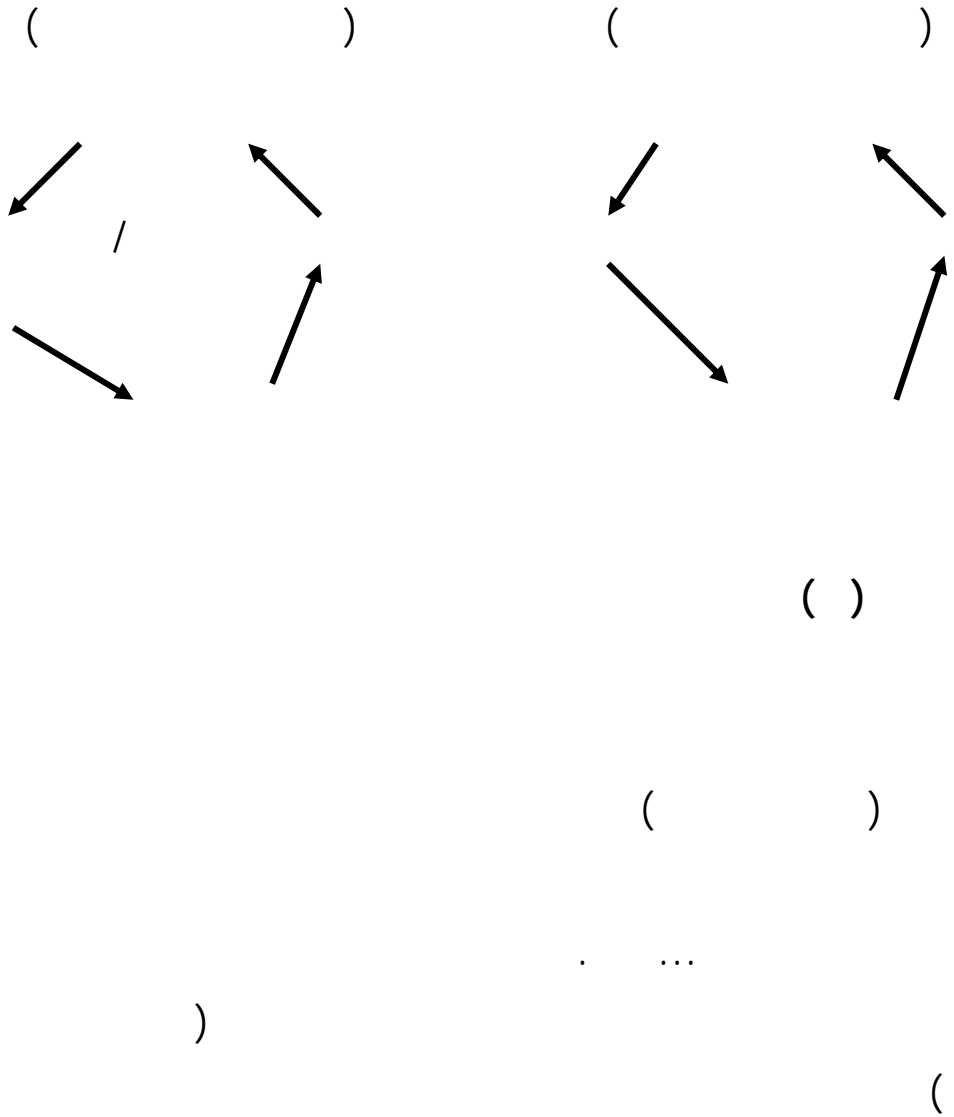
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(Nasseh,

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.(Kezar, 2001:3)

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(Stahlke & Nyce,1996:44-51):

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مقومات الحوار التربوي

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(Klockow, 2003)

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(Wegerif and Mercer,1996)

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(Berzsenyi ,1999)

Veerman, Andriessen &)

(Kanselaar ,2000

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.(Robertson, et al., 1998)

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ثانياً: الدراسات السابقة:

(Klockow, 2003)

(Casa, 2004)

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الفصل الرابع تحليل البيانات

أولاً: تمهيد:

ثانياً: الإجابة علي أسئلة الدراسة:

الفصل الرابع
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الفصل الخامس
ملخص الدراسة والتوصيات والمقترحات

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أولاً: ملخص الدراسة (تمهيد)

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الملاحق:
الإستبانات في صورتها الأولية
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المملكة العربية السعودية
وزارة التعليم العالي
جامعة أم القرى - كلية التربية
قسم الإدارة التربوية والتخطيط

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
الحمد لله رب العالمين

تحكيم استبانته بحث

(الحوار التربوي بين الأستاذ الجامعي وطلابه الدراسات العليا في ضوء ثقافة
إعادة الهندسة(الهندرة)
(نسخة أستاذ التعليم العالي)

آسيا بنت مسعد العتيبي

د. محمد بن معيض الوديناني

بحث مكمّل ضمن متطلبات الحصول علي درجة الماجستير
في الإدارة التربوية والتخطيط

سعادة الأستاذ الدكتور /
وفقه الله

السلام عليكم ورحمة الله وبركاته، أما بعد:

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المحور الثالث: مهارات الثقافة التنظيمية للحوار التربوي

عملية التقويم				

المحور الخامس : كيف يمكن تغيير مسافات السلوك الحوارى.

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قسم الإدارة التربوية والتخطيط

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

استبانة بحث خاصة (بطلاب/طالبات) الدراسات العليا

الحوار التربوي بين الأستاذ الجامعي وطلاب الدراسات العليا في ضوء ثقافة إعادة
الهندسة (الهندرة)

آسيا بنت مسعد العتيبي

محمد بن معيض الوديناني

بحث مكمّل ضمن متطلبات الحصول علي درجة الماجستير
في الإدارة التربوية والتخطيط

أخي، أختي/ طالب / طالبة الدراسات العليا:

وفقه الله

السلام عليكم ورحمة الله وبركاته، أما بعد:

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الملاحق:
الإستبانات في صورتها النهائية
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المملكة العربية السعودية
وزارة التعليم العالي
جامعة أم القرى - كلية التربية
قسم الإدارة التربوية والتخطيط

نسخة الأستاذ/الأستاذة

استبانة بحث خاصة بأستاذ /أستاذة الدراسات العليا
بكلية التربية جامعة أم القرى

الحوار التربوي بين الأستاذ الجامعي وطلاب الدراسات العليا
في ضوء ثقافة إعادة الهندسة (الهندرة)

آسيا بنت مسعد الوديناني العتيبي

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د. محمد بن معيض الوديناني
أستاذ التعليم العالي المساعد

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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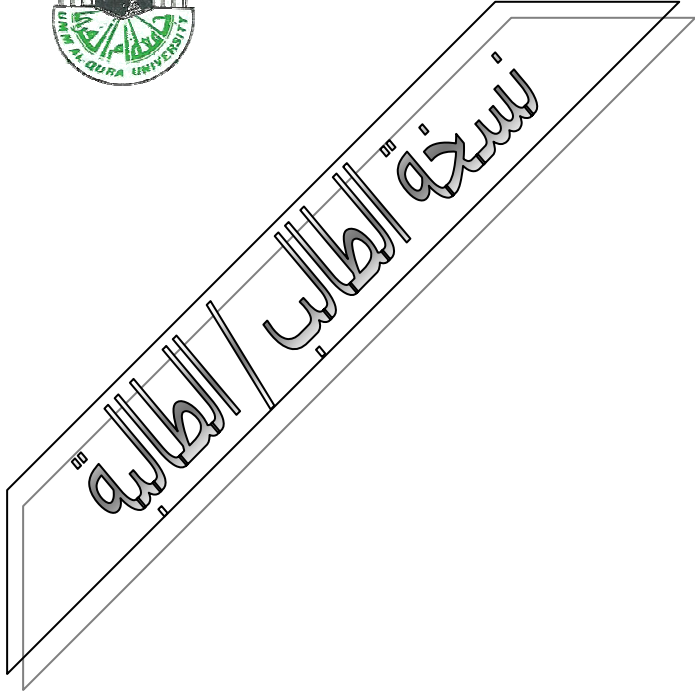
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المملكة العربية السعودية
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جامعة أم القرى - كلية التربية
قسم الإدارة التربوية والتخطيط



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الحوار التربوي بين الأستاذ الجامعي وطلاب الدراسات
العليا في ضوء ثقافة إعادة الهندسة (الهندرة)

آسيا بنت مسعد الوديناني العتيبي

/

د/ محمد بن معيض الوديناني

/

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

وفقه

وفقها

السيد الطالب / الباحث

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السيدة الطالبة / الباحثة

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