MAHASNEH TEACHING MODEL (MTM): A STUDENT-LECTURER APPROACH TO TEACHING EDUCATIONAL SPECIALIZATIONS

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Abstract: Modern educational theories have emphasized that the student is the focus of the educational process, and the faculty member is a guide and mentor. Given the importance of educational specializations in graduating competent teachers to work in the educational field, this study came to present a model of teaching excellence based on the student lecturer in educational specializations and the opinions of university students towards it. This model focuses on enabling the student in higher education to possess teaching competencies. The researcher used the qualitative approach through standardized interviews and the quasi-experimental approach by proposing a teaching model based on the student lecturer. The study consisted of 37 students registered in teaching methods and theoretical training for the Bachelor's program in vocational education for the second semester of the academic year 2023/2024. They were assigned to teach the course topics and interviews were conducted with them after the end of teaching to find out their opinions towards the teaching model. The study results showed that the proposed teaching model consisted of six stages: analysis, planning, preparation and design, preparation and equipment, implementation, follow-up and evaluation. The students' opinions about the proposed model were positive and encouraged its use in various courses. One of the students said, "When a student explains the subject to others, he achieves a set of benefits: he learns more and enhances his understanding. He develops the student's communication skills when he explains the concepts simply and clearly. The student feels confident and proud when he can help his colleagues understand. The student learns leadership and cooperation skills when he assumes the role of the teacher. The student becoming the teacher benefits everyone. It improves the student's performance and encourages them. It improves the student's personality. It gives the student the skill and experience to become a successful teacher in the future. The student provides himself with feedback by writing the presentation and explaining it to the students. It improves student interaction by using educational tools and presentations." The researcher explains those interested in the higher education sector in applying the teaching model of improvement on a wider scale in educational programs.

Keywords: Mahasneh teaching model (MTM), student lecturer, educational specializations, teacher training, higher education innovation

Introduction

Preparing the teacher professionally in his/her profession is of utmost importance, especially in various educational specializations such as vocational education, physical education, art education, classroom teaching, educational technology, child education, educational psychology, and special education, as the specialization plan includes educational courses in curricula and instruction, educational psychology, management and educational principles (Mahasneh, 2020C).

The elements of professional teacher preparation include four elements: general culture, specialized technical preparation and qualification, behavioral educational preparation and qualification, and field experience in the workplace and production. The educational preparation and qualification element is represented by the student (teacher) studying courses in several educational fields, including curricula and teaching, educational psychology, management, and educational principles. The educational

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preparation and qualification element aims to provide the student (teacher) with strategies and methods of communicating with students, understanding the diverse behaviors of students, providing an appropriate educational climate for learning, designing strategies, methods of teaching and evaluation for students (Mahasneh, 2020A; Mahasneh, 2020B).

The Pre-Vocational education specialization for a bachelor's degree is considered one of the applied specializations offered at Al-Balqa Applied University in Jordan. The specialization includes 132 hours, including all the previous elements of professional teacher preparation. Among the courses that student's study within the educational preparation and qualification component is the course: Theoretical Teaching and Training Methods. The Theoretical Teaching and Training Methods course covers 3 hours out of 132 hours in the Bachelor of Pre-Vocational education plan. The course aims to provide students (teachers) with concepts and terminology related to theoretical teaching and training methods, and the most prominent theoretical teaching and training strategies and methods such as problem-solving, cooperative learning, critical thinking, investigation, and problem-solving, learning through work, project-based learning, flipped learning and how to employ them in the classroom (Al-Mahasneh, Ayasrah, Yahyaa, Al-Kriemeen, Al-Swalha, 2020; Mahasneh, 2013; Mahasneh, 2012).

A teaching model is defined as a study plan used to develop a specific design that helps guide the teacher's behavior within the classroom teaching environment, or during the application of practical activities. It is also known as a type of supporting teaching tools, which provide a summary of the teaching method, and the means that contribute to helping the teacher apply it (Tawarah and Mahasneh, 2020; Mahasneh, Al-tawarah and Al-Msadeen, T. (2013).

Educational literature indicates the existence of four main teaching models. The following is a summary of these models (Joyce and Calhoun, 2024; Killen and Toole, 2023; Sukkar, 2015; Orlich, Harder, Callahan, Trevisan, & Brown, (2010). Kilgore, 1984):

First: Information processing model: This model focuses on acquiring, mastering, and processing information, as the basis of this model is to focus on the student's cognitive function.

Second: Self-learning model: The focus in this model is on developing the learner's self-concept, which includes developing the methods that the learner uses to build and organize his or her self. Focusing on a strong and realistic self-concept helps the learner build relationships of communication and interaction with others, and with the environment with which he or she interacts.

Third: Social interaction model: This model focuses on building social relationships between individuals and groups. The basis of this model is to work on improving the learners' ability to interact and engage with others within a democratic environment, and to make the learner a productive individual in his society.

Fourth: The behavioral model: The behavioral model focuses on changing the learner's apparent behavior to be consistent with his self-concept. As a result, based on the theories of stimulus and response / reinforcement, the behavioral model of teaching focuses on dividing learning tasks into a series of small learning tasks in the form of successive behaviors and tasks.

Within the limits of the researcher's knowledge and after reviewing previous studies and theoretical literature, no studies related to the subject of the study were found. The study attempted to present an improved model for teaching based on the student lecturer in educational specializations and students' opinions towards it.

Study problem and questions

The theoretical teaching and training methods course is considered one of the specialized courses for students of the Bachelor of Pre-Vocational Education. Given the researcher's experience in teaching, it is unreasonable to teach the course in a theoretical manner, especially since the course is an application that talks about theoretical teaching and training methods. This study came to present a teaching model based on the student lecturer for various educational courses and specializations and the opinions of university students towards it. The study tried to answer the following questions:

The first question: What are the stages of the Mahasneh teaching model based on the student lecturer?

The second question: What are the students' opinions on the Mahasneh teaching model based on the student lecturer?

Methodology

The researcher used the quasi-experimental approach and the qualitative approach through data and information collection tools, document analysis, interviews and observation.

Study Individuals

The study individuals consisted of (37) male and female students registered for the theoretical teaching and training methods course for the semester 2023-2024.

Validity and reliability

The content validity was found by presenting the tools to some specialists with a doctorate to ensure the suitability of the study tools to the research questions. The stability coefficient was found over time by re-collecting data from 10 students and the results were identical between the first and second periods, which indicates the validity of the study results.

Results and discussion

To answer the first question: What are the stages of the Mahasneh teaching model based on the student lecturer? The researcher applied the model according to the stages shown in Figures 1 and 2, where Figure 1 shows the stages of the teaching model and Figure 2 is a diagram of the teaching model over 16 weeks:

The first stage: Analysis, which means dividing the course description into multiple, focused topics.

The second stage: Planning, which includes developing a course plan that includes the instructor's information, course description, objectives, course and program outcomes, topics, references, assessment and teaching methods, and grades.

The third stage: preparation and design, which includes preparing the presentation template, preparing evaluation tools and performance standards related to the presentation and its presentation.

The fourth stage: preparation and equipment, which includes meeting with the students, explaining the course plan, its implementation mechanism, and the times required for delivery, and discussing and agreeing on performance standards with the students.

Stage Five: Implementation of course-related topics by the teacher and students

Stage Six: Follow-up and Evaluation This includes following up on students' work and providing them with feedback on their work.
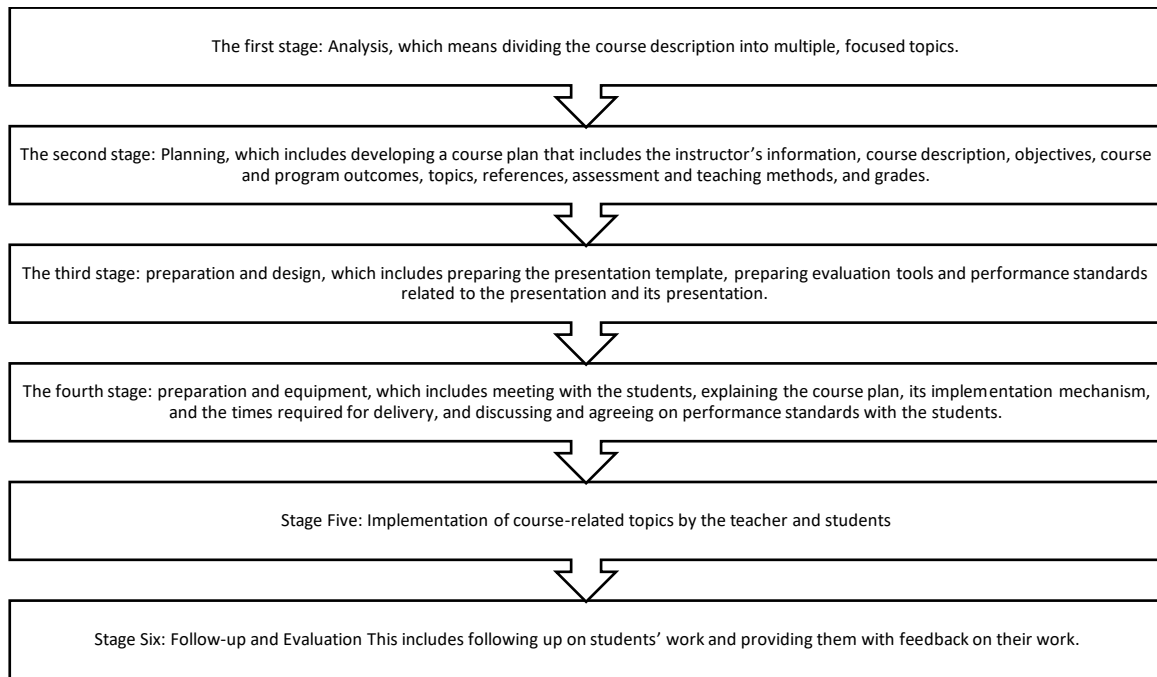
Figure 1: shows the stages of the Mahasneh teaching model, which consists of the following stages

First: The first stage: Analysis, which includes analyzing the course description into topics to be placed in the plan. Tables 1 and 2 show the course description and topics

Table 1: Course Description Theoretical Teaching and Training Methods

Course Description

Educational objectives and their levels, curricula, their types and levels, individual and group teaching methods in the fields of Pre-vocational education, and Pre-vocational education teaching skills.

Table 2: Course Topics

n	Topics	n	Topics
1.	Educational outcomes and their levels	2.	Problem-Solving Strategy
3.	Types of curricula	4.	Cooperative Learning Strategy
5.	Effective teaching skills	6.	Critical Thinking Strategy

7.	Six hats strategy	8.	Inquiry Strategy
9.	Flipped learning strategy	10.	Workshop Talk Strategy
11.	Learning by playing strategy	12.	Metacognitive Strategy
13.	Ice cream sticks strategy	14.	KWL Strategy
15.	H4 strategy	16.	Five Fingers Strategy
17.	Songs and chants strategy	18.	Reflective Teaching Strategy
19.	Reciprocal teaching strategy	20.	Teaching by Action Strategy
21.	Five-learning strategy	22.	Concept Mapping Strategy
23.	One-minute strategy	24.	Brain-Based Learning Strategy
25.	Brainstorming strategy	26.	Story Strategy
27.	Hot seat strategy	28.	Microteaching Strategy
29.	Jigsaw strategy	30.	Circular Building Strategy
31.	Fishbowl strategy	32.	Cognitive Teaching Strategy
33.	Learning stations strategy	34.	Numbered Heads Strategy

Second: The second stage: Planning, which includes preparing the course plan, including: teacher data, course objectives, course outcomes, program outcomes, course description, distribution of topics over weeks, teaching strategies and methods, and evaluation. Figure 2 shows a model of the study plan.

Figure 2 Model of the study plan

Third: The third stage: Preparation and design, which includes: preparing the presentation template, preparing the evaluation strategies and methods related to preparing and presenting the presentation. Figure 3 shows the presentation template model and Tables 3 and 4 show the evaluation strategies and methods for the presentation and the student lecturer.

Figure 3 Presentation Template

Table 3: Presentation preparation evaluation strategy and methods

n	Standards	Marks	Student 1	Student2	Student3	….
	Full adherence to the prescribed format	2				
	Consistency of ideas in the presentation and the number of slides not less than 10	2				

The comprehensiveness of the content for the topic	2
Inclusion of graphics related to the topic	2
Design of the presentation with different effects	2
Total	10

2: It fully complies with the standard. 1: Half of the tasks related to the standard are lost. 0: It did not adhere to the standard at all.

Table 4: Student lecturer evaluation strategy and methods

n	Standards	Marks	Student 1	Student2	Student3	…..
	The student's method of presenting the content, its simplicity and effectiveness	**4**				
	The student presented the topic with an appropriate voice and clear gestures	**4**				
	The student uses various educational means in explaining it related to the content	**4**				
	Preparation and good preparation for the topic	**4**				
	The teacher's opinion	**4**				
	Total	**20**				

4: It fully complies with the standard. 3: It adheres to 75% of the standard. 2: Half of the tasks related to the standard are lost. 1: It adheres to 25% of the standard. 0: It does not adhere to the standard at all.

Fourth: The fourth stage: Preparation and equipment, which is during the first week of teaching and includes the following procedures: Meeting with students to explain the course plan and its implementation mechanism, discussing evaluation strategies and methods related to preparing and presenting the presentation, setting dates for submitting the required presentations and student submission dates, uploading files related to the course to the e-learning systems**.**

Fifth: The fifth stage: Implementation, which includes implementing the teacher's topics, which is during weeks 2-4, and the students' topics, which is during weeks 5-16. The procedures for this stage

include: The teacher presenting the presentations in the same format prepared for the students, asking the students to evaluate the teacher's presentations and performance, and the student presenting his topic**.**

Sixth: The sixth stage: Follow-up and evaluation, which includes: The teacher and students' evaluation of their fellow lecturer during the presentation using previously designed evaluation strategies and methods, the teacher's follow-up of the student's explanation and adding comments on it and facilitating dialogue and discussion**.**
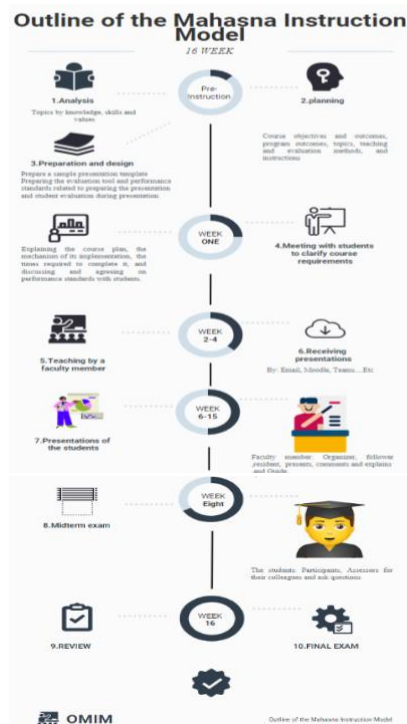
Figure 4 shows a detailed diagram of the teaching model for 16 weeks

Question 2: What are the students' opinions on the Mahasneh teaching model based on the student lecturer? To answer this question, a standardized interview was conducted with the students. The following are some of the students' opinions on using the Mahasneh teaching model:

"When the student explains the subject to others, he achieves several benefits: He learns more and enhances his understanding. He develops the student's communication skills when he explains the concepts simply and clearly. The student feels confident and proud when he can help his colleagues understand. The student learns leadership and cooperation skills when he takes on the role of the teacher. Becoming the student as the teacher benefits everyone. It improves the student's performance and encourages them. It improves the student's personality. It gives the student the skill and experience to become a successful teacher in the future. The student provides himself with feedback by writing the presentation and explaining it to the students. It improves student interaction by using educational tools

and presentations." "A good idea to encourage students and help them with any problem the student faces"

"Very good, it encourages students to overcome the fear barrier"

"Develops the student's communication skills, strengthens the student's relationship with his colleagues, builds his personality and refines his talent"

"I encourage using this as it contributes to acquiring experiences and motor and mental skills in the student"

"Enhancing interaction and participation and developing students' skills and learning flexibility and enhancing technology skills and solving problems and defining data and goals very clearly, and setting specific and clear goals"

"Encourages attention"

"The teaching model in which the student explains, it is useful for the student to practice the teaching process in front of his colleagues and encourages him more"

"It is a method that helps the student build a lecturer personality capable of conveying information well in his career as a teacher and others"

"The teaching is very good; we benefited a lot of information from the students' strategies in this subject"

"Helps the student build the lecturer personality, I encourage using the student lecturer model in most teaching subjects"

"Very useful and encourages the student to participate effectively, and improves the student's performance It develops students' communication abilities"

"Conveying the scientific material to the largest number of learners, giving the lecturer freedom to prepare and present the scientific material and solve problems"

Through the students' answers to this question, the researcher also confirms through his observations during the implementation of the teaching model that the students are encouraged and enthusiastic to show their creativity in presenting the topics, and that all students have generated initiatives to provide the best and achieve the best level.

Conclusions

The results of the study confirmed the importance of the teaching model based on the student lecturer in educational specializations, as this model is in line with the latest educational theories that emphasize that the student is the focus of the educational process and the teacher is a guide and mentor. The use

of the proposed teaching model has positive benefits in enhancing personality, developing the self, removing fear from the souls of student lecturers, and breaking the barrier of fear of giving lectures. This makes them ready and prepared to work as teachers in schools.

Recommendations

The researcher recommends that those interested in providing students (teachers) with presentation, communication and communication skills use the proposed teaching model, and he also recommends that university professors adopt the proposed teaching model.

Declaration of Interest Statement

The author declare that they have no conflict of interests.

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