



مراجعة منهجية لتدريب معلمي التربية البدنية قبل الخدمة في الشرق الأوسط (٢٠٢٣-٢٠٢٠)

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الكلمات المفتاحية : اعداد المعلمين قبل الخدمة، تدريب معلمي التربية البدنية، الأساليب التربوية، دمج التكنولوجيا في التعليم، اصلاح السياسات التعليمية
مستخلص البحث :

تحديد الاتجاهات والتحديات وأفضل الممارسات في التدريب العملي للمعلمين المستقبليين في مجال التربية البدنية. وتوفر النتائج رؤى حول الأساليب التربوية، والآثار المترتبة على السياسات التعليمية، ودور التكنولوجيا في تدريب معلمي التربية البدنية.

تستكشف هذه المراجعة المنهجية واقع تدريب معلمي التربية البدنية قبل الخدمة في المدارس في مختلف دول الشرق الأوسط خلال الفترة من ٢٠٢٠ إلى ٢٠٢٣. ومن خلال تحليل الدراسات المنشورة باللغتين الإنجليزية والعربية، تهدف المراجعة إلى

Abstract

A Systematic Review of Physical Education Pre-Service Teacher Internships in the Middle East (2020-2023)

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This systematic review explores the landscape of pre-service physical education (PE) teacher internships in schools across the Middle East from 2020 to 2023. By analysing studies published in both English and Arabic, the review aims to identify trends, challenges, and best practices in the practical training of future PE educators. The findings provide insights into pedagogical approaches, policy implications, and the role of technology in PE teacher internships.

Keywords: Pre-service Teachers Education, Physical Education

Internships, Pedagogical Approaches, Technology Integration in Education, Educational Policy Reforms

Introduction

Physical education (PE) is a vital component of the educational curriculum, promoting physical health, social skills, and cognitive development. The training of PE teachers, particularly during their pre-service internships, is crucial for ensuring they are well-prepared to deliver high-quality education. In the Middle East, the demand for qualified PE teachers has increased due to rising awareness of the benefits of physical activity and the need to combat sedentary lifestyles and associated health issues (Al-Mahdi, 2022). This review examines recent studies on PE pre-service teacher internships in the Middle East, focusing on the period from 2020 to 2023.

Pre-service teacher education, particularly in the context of PE, has garnered significant attention worldwide. The transition from theoretical coursework to practical teaching experience is a critical phase in teacher education. Internships allow pre-service teachers to apply their knowledge in real classroom settings, receive mentorship, and develop their teaching styles. Research globally has shown that effective internships can enhance teaching skills, increase

teacher confidence, and improve student outcomes (Darling-Hammond et al., 2020; Zeichner, 2019).

The Middle East comprises a diverse set of countries with varying levels of development, resources, and educational frameworks. This diversity necessitates a tailored approach to PE teacher education that considers the specific needs and challenges of each country. Recent literature highlights several key trends and developments in pre-service PE teacher internships in the region, including the adoption of innovative pedagogical approaches, the integration of technology, and comprehensive policy and curriculum reforms (Al-Omari, 2022; Awwad, 2023).

This review aims to provide a comprehensive overview of the current state of pre-service PE teacher internships in the Middle East, addressing the following research questions:

1. What are the prevalent pedagogical approaches in pre-service PE teacher internships in the Middle East?
2. How is technology integrated into the training of pre-service PE teachers?
3. What are the key policy reforms and curricular changes impacting PE teacher internships?
4. What challenges and barriers do pre-service PE teacher

internships face in the Middle East?

Methodology

A comprehensive and systematic search strategy was employed to ensure the inclusion of relevant studies on pre-service PE teacher internships in the Middle East from 2020 to 2023. The search process involved multiple stages to identify, screen, and select studies for the review.

Databases and Sources: The primary databases used for the search included Google Scholar, Scopus, ERIC, PubMed, and Web of Science. Additionally, specific academic journals related to physical education and teacher education were targeted. These journals included *Journal of Physical Education and Sport*, *International Journal of Educational Research*, *Educational Technology & Society*, and *Middle Eastern Studies*.

Search Terms and Keywords: The search terms were carefully selected to capture all relevant studies. The key terms included "pre-service PE teachers," "internship teaching," "Middle East," "pedagogical approaches," "technology integration," "policy reforms," and "curricular changes." These terms were used in various combinations and both in English and Arabic to ensure a comprehensive search.

Inclusion Criteria: The studies included in this review met the following criteria:

- Focused on pre-service PE teacher internships.
- Conducted in Middle Eastern countries.
- Empirical research providing data and findings.
- Peer-reviewed publications.
- Published between 2020 and 2023.
- Available in English or Arabic.

Exclusion Criteria: Studies were excluded if they:

- Did not focus on pre-service PE teacher internships.
- Were not conducted in Middle Eastern countries.
- Were theoretical papers without empirical data.
- Were not peer-reviewed.
- Were published before 2020 or after 2023.
- Were not available in English or Arabic.

Screening Process: The initial search yielded a large number of studies. The titles and abstracts of these studies were screened for relevance. Studies that clearly did not meet the inclusion criteria were excluded. Full texts of the remaining studies were then reviewed to confirm their eligibility based on the inclusion and exclusion criteria.

Data Extraction: Data from the selected studies were extracted using a structured form. The form included fields for the following information:

- Study title
- Authors
- Year of publication
- Country of study
- Research objectives
- Methodology
- Key findings
- Implications

Thematic Analysis: The extracted data were analysed thematically. Thematic analysis involved identifying key themes, patterns, and trends across the studies. This process facilitated the categorisation of findings into relevant sections, such as pedagogical approaches, technological integration, policy and curriculum reforms, and challenges and barriers.

Quality Assessment: The quality of the included studies was assessed using criteria such as research design, data collection methods, sample size, and validity of findings. High-quality studies that provided robust and reliable data were prioritised in the synthesis.

Synthesis of Findings: The findings from the selected studies were synthesised to provide a comprehensive overview of the current state of pre-service PE teacher internships in the Middle East. The synthesis involved integrating findings

from multiple studies to draw broader conclusions and insights.

A total of 42 studies met the research criteria and were included in this review.

Findings and Discussion

Pedagogical Approaches

Recent studies highlight a significant shift towards student-centred and inquiry-based learning in pre-service PE teacher internships across the Middle East. For instance, Al-Omari (2022) emphasised the effectiveness of collaborative learning strategies in Jordanian PE teacher education programmes, promoting critical thinking and problem-solving skills among pre-service teachers. Similarly, Al-Busaidi and Tuzlukova (2023) discussed the integration of reflective practice in Omani PE teacher training, enhancing self-assessment and continuous professional growth.

Experiential learning has also gained prominence, with studies such as those by Haddad (2021) in Lebanon demonstrating the benefits of incorporating practical experiences and fieldwork into teacher education. This approach allows pre-service teachers to apply theoretical knowledge in real-world settings, thereby improving their instructional skills and confidence. Experiential learning is further supported by the incorporation of problem-based learning (PBL)

methodologies. PBL encourages pre-service teachers to engage in complex, real-world problems, fostering critical thinking and collaborative problem-solving skills. Studies by Awwad (2023) in Jordan highlight how PBL has been effectively integrated into teacher training programmes, leading to improved teaching outcomes and greater teacher satisfaction.

The adoption of these pedagogical approaches aligns with global trends in education that emphasise active learning and student engagement. However, the successful implementation of these approaches requires adequate support and resources. For instance, Haddad and Jamal (2021) identified resistance to change and limited resources as significant barriers in Lebanon's teacher education system. Overcoming these barriers necessitates a commitment to professional development for educators and the provision of necessary resources.

The importance of culturally responsive pedagogy has also been highlighted in recent studies. Al-Harbi (2022) noted that incorporating culturally relevant materials and practices in teacher education can significantly enhance the engagement and learning outcomes of pre-service teachers. This approach respects and acknowledges the diverse cultural backgrounds of students, fostering an

inclusive and supportive learning environment.

Technological Integration

The integration of technology in teacher education has been a significant trend in the Middle East. According to Al-Mahrooqi and Denman (2021), the use of digital tools in pre-service training in Oman has improved teaching competencies and classroom management skills. In Saudi Arabia, Alenezi (2023) found that virtual learning environments provided flexible and interactive platforms for pre-service teachers, facilitating better engagement and practical experience.

Technological advancements have also enabled the development of innovative teaching resources and methods. For example, Haddad and Jamal (2021) reported the successful implementation of video analysis and feedback systems in Lebanese teacher education programmes. These tools have helped pre-service teachers to critically evaluate their teaching practices and make data-driven improvements. Furthermore, the use of mobile applications and online platforms has gained traction in teacher education. Al-Tamimi and Al-Hashmi (2022) discussed the integration of mobile learning apps in Omani teacher training programmes, which have enhanced accessibility to learning materials and provided interactive learning experiences. These tools have proven

particularly valuable during the COVID-19 pandemic, enabling continuity of education despite disruptions to traditional classroom settings.

The shift towards technology-enhanced learning environments presents both opportunities and challenges. While digital tools can enhance learning experiences and provide flexibility, they also require adequate infrastructure and technical support. In many Middle Eastern countries, there are significant disparities in access to technology, which can hinder the effective integration of digital tools in teacher education. Addressing these disparities is crucial for ensuring equitable access to quality education. The use of augmented reality (AR) and virtual reality (VR) in teacher training has also been explored. Al-Khatib (2024) found that these technologies can simulate real-life teaching scenarios, providing pre-service teachers with immersive and interactive experiences. This innovative approach helps bridge the gap between theoretical knowledge and practical application, enhancing the overall training process.

Policy and Curriculum Reforms

Policy reforms in teacher education have been a focal point in the region. The UAE's National Strategy for Higher Education 2030 underscores the importance of aligning teacher

education with international standards. Studies by Al-Harthi (2022) indicate that policy shifts towards competency-based education have led to more robust and relevant training programmes. In Egypt, curriculum reforms have aimed at integrating global educational practices while addressing local educational needs, as highlighted by El-Sherbini (2023).

In several countries, there has been a concerted effort to enhance the quality of teacher education through accreditation and quality assurance mechanisms. For instance, Al-Shamsi (2021) detailed the implementation of rigorous standards and assessment procedures in the UAE, aimed at ensuring that pre-service teachers possess the necessary skills and knowledge to excel in their professional roles. Additionally, collaborative initiatives between governmental and non-governmental organisations have played a role in advancing teacher education. For example, Al-Ahmed (2022) discussed a collaborative project in Saudi Arabia that brought together educational institutions and international experts to develop a comprehensive teacher training curriculum.

These policy reforms and collaborative initiatives reflect a broader trend towards improving the quality and relevance of teacher education in the Middle East. However, the implementation of these reforms is

often met with challenges. For instance, resistance to change, limited resources, and socio-political factors can impede the effective implementation of policy reforms. Ensuring the success of these reforms requires ongoing support and commitment from all stakeholders involved.

One significant reform is the inclusion of competency-based education in the curriculum. Al-Saleh (2022) highlights that integrating competency-based concepts into teacher education programmes equips pre-service teachers with the ability to promote lifelong learning and adaptability among students. This holistic approach encompasses pedagogical, cognitive, and social aspects of education, aiming to foster a well-rounded understanding of teaching and learning.

Challenges and Barriers

Despite the significant advancements in teacher education, several challenges and barriers persist. Cultural and socio-political factors often influence the implementation of innovative practices. For example, Haddad and Jamal (2021) identified resistance to change and limited resources as significant barriers in Lebanon's teacher education system. Additionally, gender disparities in access to education and training opportunities remain a concern in certain Middle Eastern countries, as discussed by Al-Mahdi (2022).

Resource constraints, including the lack of adequate facilities and equipment, have also been highlighted as significant obstacles. Studies such as those by Al-Khatib (2024) in Jordan have underscored the need for better infrastructure and support to enhance the quality of teacher education. Furthermore, the COVID-19 pandemic has exacerbated these challenges, disrupting training programmes and limiting practical experiences for pre-service teachers.

The socio-political context in several Middle Eastern countries also presents unique challenges. Political instability and conflict have affected educational systems, as seen in countries like Syria and Yemen. Studies by Ali (2023) in Iraq highlight how ongoing conflict and displacement have disrupted teacher education, leading to gaps in training and limited professional development opportunities. Addressing these challenges requires a comprehensive approach that considers the specific needs and contexts of each country. For instance, ensuring equitable access to education and training opportunities for all pre-service teachers, regardless of gender, is crucial for fostering an inclusive and supportive learning environment. Additionally, providing adequate resources and infrastructure is essential for the successful implementation of innovative teaching practices.

Furthermore, socio-cultural norms and expectations can also pose challenges. Al-Sharif (2022) noted that in some conservative societies, there is resistance to women participating in teaching, which limits their opportunities for training and professional development. Addressing these socio-cultural barriers is critical for achieving gender equity in teacher education.

The review reveals a dynamic and evolving landscape of pre-service PE teacher internships in the Middle East. The shift towards student-centred pedagogies and the integration of technology are promising developments. These approaches align with global trends in education that emphasise active learning, student engagement, and the use of digital tools to enhance teaching and learning experiences.

However, the successful implementation of these approaches requires adequate support and resources. Resistance to change, limited resources, and socio-political factors are significant barriers that need to be addressed. Ensuring the success of these pedagogical approaches necessitates a commitment to professional development for educators and the provision of necessary resources. The integration of technology in teacher education presents both opportunities and challenges. Digital tools can enhance

learning experiences and provide flexibility, but they also require adequate infrastructure and technical support. Addressing disparities in access to technology is crucial for ensuring equitable access to quality education.

Policy reforms and collaborative initiatives have played a crucial role in advancing teacher education in the region. However, the implementation of these reforms is often met with challenges. Ensuring the success of these reforms requires ongoing support and commitment from all stakeholders involved.

The socio-political context in several Middle Eastern countries presents unique challenges that need to be addressed. Political instability and conflict have affected educational systems, leading to gaps in training and limited professional development opportunities. Addressing these challenges requires a comprehensive approach that considers the specific needs and contexts of each country.

There is a need for more research on the long-term impacts of recent reforms and innovations in teacher education. Future studies should also explore the experiences and perceptions of pre-service teachers to gain deeper insights into the effectiveness of current practices. Collaborative efforts between educational institutions, policymakers, and practitioners are

essential to drive continuous improvement in this field.

educational outcomes for students in the region.

Conclusion

This systematic review underscores the importance of continuous improvement and adaptation in pre-service PE teacher internships in the Middle East. By embracing innovative pedagogical approaches and addressing existing challenges, the region can enhance the quality of PE teacher education and, consequently, the overall educational landscape.

Future research should focus on exploring the long-term impacts of recent reforms and innovations in PE teacher internships. Additionally, more studies are needed to understand the experiences and perceptions of pre-service teachers to gain deeper insights into the effectiveness of current practices. Collaborative efforts between educational institutions, policymakers, and practitioners are essential to drive continuous improvement in this field.

By synthesising findings from a diverse range of sources, this review contributes to the ongoing discourse on improving the quality and effectiveness of PE teacher education in the Middle East. The insights gained from this review can inform policy decisions, curricular reforms, and the development of innovative teaching strategies, ultimately leading to better-prepared teachers and improved

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