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\*Corresponding author:

**Hawaa Hadi Baqer**

**Muhammed shubr**

waist University/ college of  
literature

Email:

[Hawaa.Hadi98@gmail.com](mailto:Hawaa.Hadi98@gmail.com)

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## Investigating the Teacher's Role in the Selection and Impact of Teaching Methods on the Educational Process

### Abstract:

This study explores the critical role of teachers in selecting and applying effective teaching methods and their subsequent impact on the educational process. It highlights the importance of teachers' pedagogical knowledge and their understanding of the diverse educational needs of their students when choosing appropriate teaching strategies. The research examines the relationship between various teaching methods, such as active learning, cooperative learning, and differentiated instruction, and their effectiveness in enhancing student engagement, motivation, and academic achievement. It also investigates the challenges teachers face in adapting their instructional practices to meet the evolving demands of 21st-century learning environments. By analyzing the impact of effective teaching strategies on student learning outcomes, this study aims to offer valuable insights for teachers, policymakers, and curriculum developers in creating a more impactful and student-centered educational experience.

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التحري عن دور المعلم في اختيارها وتأثيرها على العملية التعليمية

حواء هادي باقر محمد شبر/ جامعة واسط / كلية الاداب

## ملخص

يستكشف هذا البحث الدور الحاسم للمعلمين في اختيار وتطبيق أساليب التدريس الفعالة وتأثيرها اللاحق في العملية التعليمية. يسلط الضوء على أهمية المعرفة التربوية للمعلمين وفهمهم للاحتياجات التعليمية المتنوعة لطلابهم في اختيار أساليب التدريس المناسبة. تحقق الدراسة في العلاقة بين أساليب التدريس المختلفة، مثل التعلم النشط والتعلم التعاوني والتعليم المتميز، وفعاليتها في تعزيز مشاركة الطلاب وتحفيزهم وإنجازهم الأكاديمي. كما يبحث في التحديات التي يواجهها المعلمون في تكييف ممارساتهم التدريسية لتلبية المتطلبات المتطورة لبيئة التعلم في القرن الحادي والعشرين. بتحليل تأثير أساليب التدريس الفعالة في نتائج تعلم الطلاب، يهدف هذا البحث إلى تقديم رؤية قيمة للمعلمين وصانعي السياسات ومطوري المناهج الدراسية في خلق تجربة تعليمية أكثر تأثيرًا وتركز على الطالب.

الكلمات المفتاحية: أساليب التدريس الفعالة، دور المعلم، أساليب التدريس، مشاركة الطلاب، العملية التعليمية.

## 1. Introduction

The teaching methods gives an impact to the learning of students whether it effective, motivating, or disengaging enhancing their performance. Teaching approaches have always been considered core elements of successful education. The diversification and dynamic nature exhibited these days in educational contexts makes a teacher's job, particularly in planning and organizing lessons, far more challenging than it was previously (Marzano, 2007). This paper evaluates the criteria and consequences of teaching methods in regard to the impact on the learning environment.

### 2.1 The Importance of Teaching Methods

Effective pedagogical strategies act as a bridge between the expertise of the educator and the level of comprehension of the learners. Techniques like-cooperative learning, direct instruction, inquiry-based instruction, and differentiation have unique advantages (Slavin, 1995). It is necessary that the

method selected aligns with the educational objectives, subject matter, as well as the unique attributes of the learners.

## **2.2 The term effective teaching in its modern concept:**

Existing pedagogical practice as a broad and specialized branch of applied science represents a conscious and systematic teaching procedure that recognises the diverse factors influencing teaching and learning. Educators, students, school managers, guardians, and community stakeholders work collaboratively to achieve goals that have traditionally been recognised as educational objectives. Additionally, the educational procedure involves a social aspect of interaction that includes cognitive involvement, sensory stimulation, emotional reaction, and verbal interactions.

Effective pedagogy is characterized by the dynamic interaction of two key players: the instructor and the student, each of whom performs a unique role in the accomplishment of certain goals. As a result of this, the learner moves beyond the passive receiver role of the traditional model of education common in most educational practices; the student comes to school as a bearer of varied experiences as well as many questions that need clarification. The learner should develop the capacity for individual study while simultaneously developing basic proficiency in such areas as reading, listening, reflective thinking, and evaluative judgment. Factors affecting the process of learning include the educator, the students, the expected results of the learning process of the instructional period lesson, the curriculum, considerations of time, the educational environment, the teaching strategies by the educator as well as the key relationship that should be present between the context of the learning environment and the student as well as the community environment (Ziad, 2010).

## **2.3 Study Problem**

The development of English curricula, especially at the elementary level, faces significant challenges that hinder the attainment of set educational objectives. The main challenge is the poor academic performance of the students. It can be attributed mainly to overreliance on traditional teaching methods that do not accommodate the changing needs of learners within the context of fast technology advancement. Therefore, there is a great need for the timely embracing of new and innovative teaching methods that are compatible with prevailing developments (Al-Brahamiya, 2022).

The problem of the study: When there is a need to understand how technology can effectively contribute to raising the level of quality of education and how it supports sustainability within educational institutions despite the rapid development of smart digital technologies.

A plethora of research established the reality of subpar academic achievements across the board, emphasizing the need for the empowerment and capacity building of educators towards adopting innovative methods of transforming the learning process from tedious and passive into one of engaged and motivated participation. For example, Akamatsu (2017) reported a decline in the level of students' achievements and called for the application of modern learning methods for enhanced educational effectiveness. Likewise, Al-Janayda (2017) identified the persistent failure of outdated traditional methods of instruction as a key stumbling block towards education improvement. Moreover, Dev & Qiqieh (2016) highlighted the role of modern teaching methods improving effective learning by promoting students' active involvement and interest towards the subject matter. Farmasari (2022) referred to the positive impact of peer teaching strategies towards academic achievement. In the same context, Karim & Mohammed (2018) and Alharbi (2023) demonstrated the effectiveness of peer teaching towards enhancing students' academic performance.

Given these findings, the researcher felt compelled to conduct the present work in order to investigate teachers' perspectives on the application of innovative teaching methods as well as the resultant impact on academic achievement.

## **2.4 Barriers to Implementing Effective Teaching Strategies**

A significant number of educators in schools often rely on traditional teaching approaches, significantly affecting the effective delivery of academic content and the appropriateness of instructional methods. The effective utilization of educational strategies faces numerous challenges as revealed by various scholars:

1. Hussein, Taama Matar, L. Lark Journal of Philosophy, Linguistics and Social Sciences, Issue 25, 2017 AD, The University Professor Between Traditional and Modern Teaching Methods.
2. Mahmoud (2016) described them as "challenges and difficulties that teachers encounter while selecting and organizing modern teaching strategies to deliver educational content."
3. Al-Nuaimi (2010) identified them as "all obstacles and difficulties faced by teachers that directly impact the teaching process and hinder achieving educational objectives."

## **2.5 Research Objectives**

1. The objective is to determine the most innovative pedagogical strategies used by professors.
2. To examine the challenges faced by the educators when implementing modern teaching methods.
3. To examine the impacts of modern teaching approaches on the academic performance of students.
4. To provide recommendations for enhancing the incorporation of innovative measures in higher education.

## **2.6 Importance of the Study**

This study is of great significance because it explains the challenges and opportunities associated with the use of innovative pedagogical practices in the higher education context. By understanding faculty members' experiences and perspectives, higher learning institutions are able to develop more effective support systems and training programs designed to enhance teaching effectiveness and students' learning success.

## **2.7 Main Research Question**

The views of the faculty at the University of Wasit regarding the application of innovative teaching methods and the challenges they encounter while applying these methods towards improving the academic achievement of the students.

## **3. Methodology**

### **3.1 Research Design**

This study employed a quantitative descriptive design with the aim of analyzing the relationship between the selection of instructional strategies by educators and their perceived impacts on the learning process. A descriptive design was selected to gain detailed information about the practices and attitudes of teachers without intervening in any variables.

### **3.2 Population and Sample**

#### **3.2.1 Research Community**

The instructional faculty of the University of Wasit consists of academics from scientific and humanities backgrounds. Their titles include Professor, Associate Professor, and Lecturer. The total number of the faculty was 100.

#### **3.2.2 Study Sample**

The sample consisted of 50 faculty members that were randomly selected from the Wasit University. In addition, the researcher consciously chose 10 faculty who used the observation checklist during the academic year 2024–2025.

### **3.3 Instrument Validity**

The validity of the questionnaire was determined by submitting it to a panel of faculty members and experts in curriculum and pedagogical approaches at the University of Wasit. The feedback obtained from this review was crucial in ensuring the relevance, linguistic accuracy, clarity, and congruence of the questionnaire items with the study objectives. As such, necessary changes, including additions, deletions, and amendments, were made as required.

### 3.4 Research Tool

The researcher utilized a questionnaire as the main data collection tool, prepared based on relevant theoretical literature, previous studies, and practical considerations related to the research topic and the study sample.

### 3.5 Data Collection Procedures

- The questionnaire was distributed electronically via email and educational platforms.
- Participants were given one week to complete the questionnaire.
- Informed consent was obtained, and participation was voluntary and confidential.

### 3.6 Data Analysis

The collected data were analyzed using **SPSS (Version 28)**. The following statistical methods were employed:

- **Descriptive statistics** (means, standard deviations) to summarize the data.
- **Independent samples t-test** to explore differences based on demographic variables (e.g., gender, type of school).
- **One-way ANOVA** to determine differences based on years of experience and educational level.
- **Pearson correlation coefficient** to examine the relationship between method selection and perceived impact on the educational process.

A significance level of  $p < 0.05$  was used for all statistical tests.

#### 4. Importance of Research

The educational process demands the active intervention of learners within a suitably structured educational environment, which should be supported by cognitive and psychological readiness, thus permitting the acquisition of experience, skills, abilities, knowledge, and values relevant to the individual strengths and aptitudes of the learners. Learners should participate within a context of adequate educational facilities, qualified educators, and suitable teaching tools and methods designed towards the attainment of the intended educational goals. (Mar'i, Tawfiq Ahmad and Muhammad Mahmoud Al-Hilah 22:2009) Successful execution of duties renders educators required to have a comprehensive knowledge of diverse educational models and strategic methods that enhance effective acquisition of learning and the attainment of set objectives. An effective educator uses teaching measures and materials adjusted according to the competencies and objectives of the learners, considering the needs, interests, and stages of development of the learners. (Al-Hariri, Rafida 320:2011) Due to the central role of higher education towards the promotion of world development and aligning workforce abilities with the needs of various sectors within a country, there is a need for society to facilitate higher education towards development and advancement; thus, most countries have invested a great deal of finances towards this end. Higher education acts as a key mechanism through which both advanced and developing countries confirm their identity and meet developmental goals. (Al-Tal, Saeed 11:1976) In this context, the role of the university as a holistic institution inclusive of various components and departments calls for the continued search for the most advanced educational tools and methods.

##### 4.1 Research Problem and Questions

Within modern educational thought, the instructional model includes three basic components: the instructor, the learner, and the curriculum. The curriculum



includes four fundamental elements: objectives, subject matter, teaching strategies, and evaluation. These elements interact as substantive factors that are central in keeping the experience of instruction coherent. Shortfall or limitations within any of these elements negatively affect the trajectory, effectiveness, and results of the process of instruction (Hamdan 12:1985). Therefore, these teaching approaches are a fundamental cornerstone of instruction that makes content accessible within the intellectual structures of learners. With the tremendous speed of social transformation within the present period of time, there is the imperative of developing refined strategies of instruction and actively involving students within groups of their own to change their conduct towards fulfilling individual and social needs (Labib, Rushdi and others 32:1957). Scholars have noted that most lecturers have a preference for certain teaching strategies that align with individual interests, expertise, and personality traits and prefer these over alternative teaching methods notwithstanding the occurrence of new pedagogical methods produced by human ingenuity.

#### **4.2 Problem Solving**

The ability to deal with problems successfully represents a fundamental part of human existence as most situations experienced during the lifetime of a person generally require problem-solving skills. People use the knowledge and skills they have acquired and make use of these methods by dealing with new situations. Thus, they reconstruct previously noted knowledge and put it into practice through the process of synthesis and analytical thinking according to the situation. (Rabie, Hadi Mishaan and Tariq Abd Ahmad 125: 2009).

#### **4.3 Research Community:**

The sample under investigation includes the staff of the University of Wasit, both scientific and humanities departments, and includes all the individuals holding the academic title of Professor, Assistant Professor, and Lecturer, totaling 100

academic staff. The ability of problem-solving represents a pivotal attribute of human existence because the numerous challenges faced on a day-to-day basis constantly require efficient problem-solving skills. Thus, the people resort to previously obtained knowledge and expertise to cope with new challenges faced. While dealing with such a situation, they rebuild information acquired before and implement the same by breaking down and combining the pieces at hand within a certain context using logical reasonings relevant to the situational conditions. (Rabie, Hadi Mishaan and Tariq Abd Ahmad 125: 2009) Problem-solving involves a systematic plan towards finding a better solution of the problem at hand and includes the following consecutive steps:

1. Feeling the problem.
2. Defining the problem.
3. Gathering information.
4. Setting hypotheses.
5. Choosing hypotheses.
6. Choosing the hypothesis nominated for the solution.
7. Accepting the hypothesis.
8. Reaching the solution. (Al-Tamimi, Awad Jassim Muhammad 67: 2010).

## 5. Rustle and dissection

**Table 1: Teaching Methods Adopted for Student Instruction**

Teaching Method	Number	Percentage (%)
Traditional Lectures		
Group Discussions	23	46
Active Learning	14	28
Self-Directed Learning	10	20
A Combination of Different Methods	3	6
<b>Total</b>	<b>50</b>	<b>100</b>

Table 1 shows that the teaching method based on group discussions achieved the highest number of responses, with 23 students, representing 46% of the total. Meanwhile, active learning was indicated by 14 respondents, accounting for 28%. Self-directed learning was selected by 10 respondents, representing 20% of the total. The method involving a combination of different methods received the lowest number of responses, with only 3 students (6%). It is noteworthy that traditional lectures did not receive any responses and thus recorded no percentage.

**Table 2: The Impact of Using Technology in the Educational Process on Students**

Effect	Number	Percentage (%)
Significant Improvement	12	24
Moderate Improvement	26	52
No Significant Impact	11	22
Negative Impact	1	2
<b>Total</b>	<b>50</b>	<b>100</b>

Table 2 shows that the impact of using technology in the educational process on students was predominantly a moderate improvement, with the highest number (26) and percentage (52%). It was followed by significant improvement (12 students, 24%), no significant impact (11 students, 22%), and finally, a negative impact (1 student, 2%).

**Table 3: Challenges in Implementing Innovative Teaching Strategies**

Challenges	Number	Percentage (%)
Lack of Resources	17	34
Insufficient Teaching	9	18
Student Resistance to Change	5	10
Lack of Administrative Support	10	20
All of the Above	9	18
<b>Total</b>	<b>50</b>	<b>100</b>

Table 3 indicates that the primary challenge in implementing innovative teaching strategies was the lack of resources (17 respondents, 34%). This was followed by insufficient teaching (18%), student resistance to change (10%), lack of administrative support (20%), and finally, all of the above combined (18%).

**Table 4: Plans to Improve Lesson Design and Implementation Skills**

Skills	Number	Percentage (%)
Attending Training Workshops	13	26
Reading Educational Books and Articles	18	36
Participating in Study Groups	7	14
Observing Experienced Teachers	9	18
All of the Above	3	6
<b>Total</b>	50	100

**Table 5: The Impact of Cooperative Teaching Methods on Improving Communication and Thinking Skills**

Effects	Number	Percentage (%)
High Positive Impact	14	28
Moderate Positive Impact	24	48
No Impact	10	20
Negative Impact	2	4
<b>Total</b>	50	100

Table 5 shows that cooperative teaching methods most often resulted in a moderate positive impact (24 students, 48%). A high positive impact was noted by 14 students (28%), no impact by 10 students (20%), and a negative impact by 2 students (4%).

**Table 6: Stimulating Educational Environment to Enhance Academic Achievement**

Stimulating Environment	Number	Percentage (%)
Creating an Atmosphere of Respect and Acceptance	21	42
Providing Opportunities for Self-Learning	18	36
Using Motivation Techniques	3	6
Providing Constructive Feedback	6	12
All of the Above	2	4
<b>Total</b>	<b>50</b>	<b>100</b>

Table 6 illustrates that creating an atmosphere of respect and acceptance had the highest impact (21 students, 42%), followed by providing opportunities for self-learning (18 students, 36%), constructive feedback (6 students, 12%), using motivation techniques (3 students, 6%), and the combination of all factors (2 students, 4%).

**Table 7: The Role of Teachers in Encouraging Students to Think and Innovate in Problem Solving**

Encouraging Roles	Number	Percentage (%)
Providing Opportunities for Creative Projects	20	40
Encouraging Students to Present New Ideas	23	46
Providing Positive Role Models	7	14
All of the Above	—	—
<b>Total</b>	<b>50</b>	<b>100</b>

Table 7 highlights that encouraging students to present new ideas had the highest impact (23 students, 46%), followed by providing opportunities for creative projects (20 students, 40%), and providing positive role models (7 students, 14%).

**Table 8: Assessment Methods Provided to Students (Continuous Feedback)**

Assessment Methods	Number	Percentage (%)
Tests and Exams	31	62
Daily Observations	16	32
Personal Interviews	—	—
Questionnaires	3	6
All of the Above	—	—
<b>Total</b>	50	100

According to Table 8, tests and exams were the most common method of continuous feedback (31 students, 62%), followed by daily observations (16 students, 32%), and questionnaires (3 students, 6%). No responses were recorded for personal interviews or all methods combined.

**Table 9: Building Positive Relationships with Students to Enhance Self-Confidence**

Nature of Relationships	Number	Percentage (%)
Active Listening	12	24
Open Communication	8	16
Praise and Positivity	14	28
Emotional Support	10	20
All of the Above	6	12
<b>Total</b>	50	100

Table 9 demonstrates that praise and positivity had the highest effect (14 students, 28%), followed by active listening (12 students, 24%), emotional support (10 students, 20%), open communication (8 students, 16%), and all factors combined (6 students, 12%).

**Table 10: Ways of Keeping Up with Modern Educational Developments and Applying Them in the Educational Process**

Methods	Number	Percentage (%)
Attending Conferences and Seminars	18	36
Reading Educational Books and Magazines	11	22
Participating in Training Courses	9	18
Continuous Research and Development	10	20
All of the Above	2	4
<b>Total</b>	<b>50</b>	<b>100</b>

Table 10 reveals that attending conferences and seminars was the most common method for keeping up with modern educational developments (18 students, 36%), followed by reading educational books and magazines (11 students, 22%), continuous research and development (10 students, 20%), participating in training courses (9 students, 18%), and all combined (2 students, 4%).

## 6. Recommendations

In light of the findings obtained in this study, the following recommendations are proposed:

1. Careful and organized planning for the use of effective teaching strategies, with an emphasis on selecting the most appropriate and suitable methods based on the lesson topics, students' abilities, and their interests.
2. Providing the necessary infrastructure required for the successful application of effective teaching strategies, along with ensuring the availability of essential educational resources and instructional tools.
3. Organizing training programs and workshops to qualify and empower faculty members, enhancing their ability to use effective teaching strategies appropriately and efficiently.

4. Directing concerned authorities involved in curriculum development to ensure that there is a proper alignment between curriculum content and the instructional strategies adopted.
5. The researcher emphasizes the importance of adhering to these crucial points to enhance the effectiveness of the educational process.

## 7. Conclusion

Based on the analysis, it seems that the most effective method of teaching is the one created by the individual teacher, who tailors it to their specific students and context, instead of using a pre-packaged, one-size-fits-all method .

At the same time, as highlighted before, no such method would suit all teachers, settings, or circumstances. A teaching method's effectiveness relies on a myriad of factors, including the subject at hand, the students' level of understanding, the setting in which the lesson takes place, and the resources at hand .

Flexibility, systematic assessment, and adaptation of the chosen strategies to appropriately meet predetermined educational objectives is vital for the best results.

## 8. Future Research

Future research might shift their focus to the interdisciplinary assessment of the effectiveness of new pedagogical frameworks, measuring their impact on learners' performance and competency over time, studying the contribution of contemporary teaching aids to the enhancement of pedagogical processes, diagnosing teachers' educational needs, and researching student opinions about current teaching approaches in order to advance educational achievement.

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# مجلة لارك للفلسفة واللسانيات والعلوم الاجتماعية