



METHODS OF TEACHING PROGRAMS AND CURRICULA: A COMPARATIVE STUDY OF HIGHER EDUCATION IN IRAQ AND U.K

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Abstract: The Higher Education stage is an important stage in student numbers, as it has essential and vital consequences for it to meet students' needs, desires, aspirations and numbers at the same time to meet the needs of society and the requirements of its development plans and is by virtue of its functions and location at the top of the educational ladder set by the state philosophy, as it plays a balanced educational and social role as it prepares its students and prepares them to integrate into the scientific life according to their professional preparations and capabilities.

This study states if the higher education system of Iraq differs from the higher education in the united kingdom. Also, illustrates the relationship between curricula and programs of the higher education systems which both countries follow. On the basis of differences and similarities and how the two systems of higher education have developed. The researcher anticipated that comparative study between western and eastern countries Asia and Europe, two different cultures will certainly enhance the teaching process in Iraq, especially after the thread of wars and political affairs.

The purpose of this study was to gain insight comparison on a higher education institutions in Iraq and U.K that have flourished as key providers of higher education in U.K, how these institutions facilitate access to higher education in Iraq and U.K, and to what extent higher education institutions contribute to the achievement of national higher education goal. Concerning the best methods of teaching programs as well as curricula. The researcher also examined the extent to which the new trends framework, which supports the notion of education as a tool for economic development, is appropriate for understanding how higher education is unfolding in Iraqi universities. Although the principles are evident within the Iraqi higher education system framework alone is insufficient in providing a full understanding of how p higher education is unfolding. The findings of the study suggest that system of higher education curricula and programs will serve to challenge the status by making higher education accessible to members of the society who have been previously marginalized and underserved by the public higher education system. Local private higher education institutions in Iraq have emerged in response to excess demand for higher education that the government was unable disclaimer. This paper further provides recommendations as well as suggested criteria for development.

Hence the importance of research by revealing all elements of a good curriculum in terms of its content, objectives, method of teaching, accompanying educational activities and educational methods used to implement the curriculum and evaluating those components and updating them according to what is required by modern society. The research problem lies in evaluating the curriculum of teaching methods in Higher Education in Iraq and its appropriateness for the time period in terms of objectives, content, educational aids and accompanying activities and how to teach it. The study aimed to evaluate the curriculum of teaching methods for higher education students in Iraq with a comparison with the higher education method in Iraq Britain.

The researcher used the descriptive method to suit the nature of solving the research problem. The research community was deliberately chosen from the teaching methods master and PhD programs at Higher Education in Iraq and the United Kingdom with a descriptive comparison of results with methods of teaching curriculum methods in Britain through the descriptive research approach.

It has been found that there is an association between the content of the curriculum of teaching methods and other sciences in Higher Education and that the curriculum increases the culture of students in a subject and develops their hobbies and raises them scientific thinking, and provides them with opportunities for self-education, as a result of the curriculum containing ideas, facts, concepts, principles, basic applications, exercises and questions raises scientific thinking about them in the subject, and topics of the content of the curriculum of teaching methods method help in doing new and innovative things that provide them with an opportunity to learn to write reports, scientific research, teaching and training plans, and follow the steps of scientific thinking to address the problems, the same correlation that emerged from the process of comparing the content of teaching methods at Higher Education in Britain.

Key words: Higher Education, PhD, Master, Methods of Teaching, Teacher Training, Curricula, comparative , System

المخلص

مرحلة التعليم العالي هي مرحلة مهمة في أعداد الطلاب ، حيث لها نتائج جوهرية وحيوية لتلبية احتياجات الطلاب ورغبتهم وتطلعاتهم وأرقامهم في نفس الوقت لتلبية احتياجات المجتمع ومتطلبات خطته التنموية و بحكم وظائفها وموقعها في أعلى السلم التربوي الذي حددته فلسفة الدولة ، حيث أنها تلعب دورًا تعليميًا واجتماعيًا متوازنًا حيث تعد طلابها وتعددهم للاندماج في الحياة العلمية وفقًا لإعداداتهم المهنية و قدرات . ان الغرض من هذه الدراسة هو الحصول على مقارنة ثابتة لمؤسسات التعليم العالي في العراق والمملكة المتحدة التي ازدهرت كمزود رئيسي للتعليم العالي في المملكة المتحدة ، وكيف تسهل هذه المؤسسات الوصول إلى التعليم العالي في العراق والمملكة المتحدة ، وإلى أي مدى التعليم العالي تساهم المؤسسات في تحقيق هدف التعليم العالي الوطني. فيما يتعلق بأفضل أساليب التدريس والمناهج. كما بحث الباحث في مدى ملاءمة إطار الاتجاهات الجديدة ، الذي يدعم فكرة التعليم كأداة للتنمية الاقتصادية ، لفهم كيفية تطور التعليم العالي في الجامعات العراقية. على الرغم من أن المبادئ واضحة في إطار نظام التعليم العالي العراقي وحده غير كافية في توفير فهم كامل لكيفية تطور التعليم العالي. تشير نتائج الدراسة إلى أن نظام مناهج وبرامج التعليم العالي سوف يعمل على تحدي الوضع من خلال جعل التعليم العالي متاحًا لأفراد المجتمع الذين تم تهميشهم سابقًا وقله خدماتهم من قبل نظام التعليم العالي العام. ظهرت مؤسسات التعليم العالي الخاصة المحلية في العراق استجابة للطلب الزائد على التعليم العالي الذي لم تتمكن الحكومة من إخلاء مسؤوليته. تقدم هذه الورقة كذلك التوصيات وكذلك المعايير المقترحة للتنمية

ومن هنا تأتي أهمية البحث بالكشف عن جميع عناصر المنهج الجيد من حيث محتواه وأهدافه وطريقة التدريس المصاحبة للأنشطة التربوية والأساليب التعليمية المستخدمة في تنفيذ المنهج وتقييم تلك المكونات وتحديثها وفق ما يطلبه المجتمع الحديث. تكمن مشكلة البحث في تقييم منهج طرق التدريس في التعليم العالي في العراق ومدى ملاءمته للفترة الزمنية من حيث الأهداف والمحتوى والوسائل التعليمية والأنشطة المصاحبة وكيفية تدريسها. حيث هدفت الدراسة إلى تقييم مناهج وطرق التدريس لطلاب التعليم العالي في العراق بالمقارنة مع طريقة التعليم العالي في بريطانيا.

استخدم الباحث المنهج الوصفي ليناسب طبيعة حل مشكلة البحث. تم اختيار مجتمع البحث عن عمد من برامج الدراسات العليا في طرائق التدريس في التعليم العالي في العراق ، مع مقارنة وصفية للنتائج بأساليب تدريس المناهج في بريطانيا من خلال منهج البحث الوصفي. وقد وجد أن هناك ارتباط بين محتوى منهج طرق التدريس والعلوم الأخرى في التعليم العالي وأن المنهج يزيد ثقافة الطلاب في مادة ما ويطور هوياتهم ويرفع منهم التفكير العلمي ، ويزودهم فرص التعليم الذاتي ، نتيجة المنهج الذي يحتوي على أفكار ، حقائق ، مفاهيم ، مبادئ ، تطبيقات أساسية ، تمارين وأسئلة في نهاية الفصل تثير التفكير العلمي عنها في الموضوع ، وموضوعات محتوى المنهج تساعد طريقة طرق التدريس في القيام بأشياء جديدة ومبتكرة توفر لهم فرصة لتعلم كتابة التقارير والبحث العلمي وخطط التدريس والتدريب ، واتباع خطوات التفكير العلمي لمعالجة المشكلات ، نفس الارتباط الذي نشأ عن عملية مقارنة محتوى طرق التدريس في التعليم العالي في بريطانيا.

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INTRODUCTION

Plainly nowadays the Educational foundations wherever all through the world face the trial of giving particular assistance to work force, staff, and understudies for tending to their requests and responding to their solicitation and issues with a fitting game plans and inside a beneficial time. (Cruet.etal, 2002) Comparative and universal advanced education issue continue flooding highlights, disseminations, lead creative work exercises far and wide.

Tortuously, for others from various countries, the higher education in Iraq may show up horrifyingly restricted and complex, all around masterminded, perniciously impacted by the uncompleted political endeavors whether or not the authorities from various countries staggeringly respects Iraqi universities, schools, awards, the advanced education structures and undertakings similarly as front line educator planning.

Making of various techniques for correspondence the path toward learning similarly as instructing and experience exchanging is unmistakably wrapping up progressively increasingly fundamental which prompts the speedy noticeable changes in systems for demonstrating

strategies and methodology. All should be front line and essential to the colossal changes and using multi-media during the time spent learning and teaching. In this condition assessment and relationship of current methods for preparing English give off an impression of being a crucial request that ought to be comprehensively investigated.

Significance of the Study:

Comparative and international higher education issue continue to flood headlines, publications, lead research and development initiatives worldwide. (*w.james jacob institute*)

The Higher Education stage is an important stage in student numbers, as it has essential and vital consequences for fulfilling students' needs, desires, aspirations and numbers at the same time to meet the needs of society and the requirements of its development plans and is by virtue of its functions and location at the top of the educational ladder set by the state philosophy, as it plays educational and social balanced role. It prepares its students and prepares them to integrate into the scientific life according to their professional preparations and capabilities. Therefore, it is our responsibility to be specialized in the field of teaching methods, to strive ourselves by searching and investigating what can be updated or changed in the curriculum of teaching methods for higher education students in Iraq, hence the importance of research by revealing all elements of a good curriculum in terms of its content, goals and method of teaching compared to that of teaching methods at Higher Education in Britain.

Research problem:

Methods of Teaching is one of the most important tools that are used to teach students in 'Higher Education' and adapt it to suit the requirements of modern society. Therefore, Methods of Teaching offered by Higher Education must submit to its students to evaluate from time to time to reveal the obstacles and weaknesses that are not consistent with the development of daily life. Hence, the research problem arises in the evaluation of the Methods of Teaching method in Higher Education in Iraq and its suitability for the time period in terms of goals, content, educational aids, accompanying activities, how to teach it, and comparing that with

Objectives of the Study

The researcher undertakes the world's first large scale assessment conducting a comparison of higher education system between Iraq and UK. The aim of the work lies in:

1. Describing the regularities of the historical development of methodology as a science under the influence of various factors;
2. Studying the Higher Education system by giving the characteristics of the newest methods of teaching, programs and curricula
3. Classifying, analyzing, and comparing methods and approaches in Master and PH.D programs.
- 4- Investigating the similarities and differences between Teaching methods programs and curricula between Iraq and U.K.

RESEARCH QUESTIONS

Based on the problem statement mentioned before, the following questions are constructed:

1. What are the limitations of the current Postgraduate system that the two selected countries follow?
2. What are the curricula that are going to be used during the developing stage for applying and adapting the Higher education system in Iraq and U.K?
3. How can we evaluate the effectiveness of the proposed higher education system?



LIMITS OF THE STUDY

This study is restricted to Evaluating the Methods of Teaching curricula for pedagogy students in Iraq in light of the advantage of comparing them with the Methods of Teaching subject to pedagogy students in UK. Babylon University and Baghdad university in Iraq. University College London and Institute of Education - UCL - London's Global University in UK.

LITERATURE REVIEW

There has been creating conversation about the "crisis" in higher education. Government authorities are calling for huge upgrades of both open and tuition based schools. Instructive expense is so far outpacing expanding even in spite of a flood of horrible press. The open is rapidly losing trust in the limit of cutting edge training to give the instruments the present understudies require. There has been a flood of books in view of these responses from both the left and the right. Makers from inside and outside of the establishment have offered their finding. In *The Idea of the Digital University*, the makers fight that the forces that have understood these movements are the very gadgets we need to grasp them. They show how the school needs to conform to the propelled age while keeping what is generally essential to its focal objective. In 1852 John Cardinal Newman made *The Idea* out of the University which has been required scrutinizing starting now and into the foreseeable future. This book begins with the issues that he oversaw and revives the trade for the mechanized age. Using history, hypothesis and outline data, the makers just as the leaders exhibit the impact that electronic advances have had on higher education. By coming back to made by such researchers as Aristotle, Kant and Newman, the makers show how the essence of the school can get by just as prosper in the new electronic age. In case schools make, store and offer information does it not look good that the electronic surprise (which changes the way where we make, store and offer information) would shake the school to its very foundation? The makers, who have together experienced more than seventy years in cutting edge training, give us a layout for what can be saved and what necessities to change. Sketchy, polemical and clearing this guide for the future will make a point to make a good read for those captivated by the inevitable destiny of higher education. (Kirschner, P. A., Sweller, J., and Clark, R. E., 2006).

Learning is imbedded in the legitimate culture when individual and social event learning are energized by the generation of "new, incredible, facilitated learning systems" (Jensen, 1998, p. 114). Regardless, progressive changes, while open to definitive needs, may conceivably reflect authentic learning of the affiliation (Cook and Yanow, 1993; Nonaka and Takeuchi, 1995; Weick, 1991). Social digestion implies various leveled learning (Bruffee, 1999; Nonaka and Takeuchi, 1995).

COMPARATIVE STUDY

The need of social exchange of data resources and development the activity of widespread comparative higher education incorporates become inside the latest three decades broadly. International Comparative higher education research has grown considerably during the past two decades, it reports the outcomes of recent studies which explored what patterns share does international comparative research reveal in higher education, and how many universities, colleges and countries are compared? To answer the researcher adopted a definition of an international comparative of higher education. The comparison of issue and developments of higher education within different national higher education system.

Results about overall comparative research in higher education should be deciphered with alarm, and give captivating initial bits of information, they have to show express characteristics of worldwide connection of the whole higher education structure. It will in general be depicted as a little and determined piece of all-inclusive higher education investigate, anyway

the keep going focusing on worldwide or worldwide subjects may extensively appear in the field of inclusive journals, real overall comparative higher education has not get a well offer or a significant experience in the overall journal composing. Thusly, relationship is essentially associated with little gathering assessment, a couple of countries and it is to a tremendous grow internationally collaborative.(Dr. Anna Kosmutzy(INCHER))JOURNAL

Quality assurance

Quality assurance of higher education is constrained by the Law on Higher Education and the appropriate by-laws. As per the Law, the tasks of value confirmation in higher education are performed by the Agency for Control and Quality Assurance of Higher Education and the Council for Higher Education. By setting up of the Agency, unprecedented for Montenegro, according to EU order and recommendations in the field of higher education quality, quality affirmation instruments will be improved.

One of the more sketchy changes related with higher education and Equality of Opportunity is administrative strategy in regards to minorities in the public arena, which stores unique treatment, and even sums, for the most part prevented get-togethers. This can provoke the complaint that legitimacy, and not race or class, is the principle significant reason for picking school up-and-comers and can incite the belittling of people from those social occasions who do go to class as not justifying their place. In any case, this is to ignore that odds to make authenticity are themselves outlandishly scattered between social occasions by and large. In spite of this response, administrative approach in regards to minorities in the public eye stays a questionable response to an amazingly inconvenient social issue.

Teaching Methods

Teaching method incorporates the norms and strategies used by instructors to engage understudy learning. These techniques are settled not entirely on theme to be taught and fairly by the possibility of the understudy. For a particular training technique to be appropriate and beneficial it must be regarding the typical for the understudy and the sort of learning it ought to figure it out. Proposition are there to structure and assurance of training strategies must consider the possibility of the point just as how understudies learn What instructors need to think about Teaching techniques. (Westwood, 2008).

The methodologies for educating can be completely orchestrated into educator centered and understudy centered. In Teacher-Centered Approach to Learning ,instructors are the guideline authority figure right now. Understudies are viewed as "empty vessels" whose basic occupation is to idly get information (by methods for addresses and direct direction) with a genuine goal of testing and evaluation. It is the basic occupation of teachers to pass learning and information onto their understudies. Right now, and assessment are viewed as two separate components. Understudy learning is evaluated through impartially scored tests and appraisals. An encouraging technique fuses the standards and procedures utilized by educators to draw in understudy learning. These methods are settled not so much on topic to be educated and decently by the probability of the understudy. For a specific preparing method to be fitting and gainful it must respect the normal for the understudy and the kind of learning it should make sense of it. Suggestion are there to structure and confirmation of preparing procedures must think about the point similarly as how understudies learn Westwood, P. (2008).

The techniques for instructing can be totally organized into instructor focused and understudy focused. In Teacher-Centered Approach to Learning ,educators are the rule authority figure at this moment. Understudies are seen as "vacant vessels" whose fundamental occupation is to inertly get data (by techniques for addresses and direct bearing) with an authentic objective of testing and assessment. It is the essential control of educators to pass learning and data onto their understudies. At this moment, and evaluation are seen as two separate parts. Understudy learning is assessed through fair-mindedly scored tests and examination

RESULTS AND DISCUSSION

A Comparison of Educational System of UK and Iraq the researcher prefers to define the word what dose “education” mean? According to the dictionary, “to educate” means “to bring up and train the mind and way of thinking”. And “education” refers to “the act or process of educating”. Education is definitely an important thing that can brighten people’s mind, enlarge their skills, knowledge and lift learners ability of many certain areas. The educational systems of two big countries in the world, UK and Iraq, are very complicated in some degree. There are a lot of similarities and differences between them. They both have advantages and disadvantages in each phase of education.

Iraq and U.K both have advantages and disadvantages in each phase of education. In UK, the educational system is more complicated. Generally speaking, there are two parallel systems of primary and secondary education, the state school and “public school”, of which the former is in the majority. For higher education, the case is even more complex. There are four main sorts of universities, in addition to some open ones. So we may say that the system of educational system in UK is one of the most complicated in the world. In Iraq, the system is less complex compared with Britain. There are also public and private schools in each level. But generally there is one system. We have compulsory education for nine years, after which some students stop school, but much more go on with studying in higher schools. In the old days, the education in Iraq is completely designed for exams. After the political changes in Iraq, educators and educated people are calling for applying new systems “education for quality”. That encourage learners develop there learning skills in every field. Students no longer still writing and reading books all the day for passing exams .Involving students in some activities employing critical thing class. Unlike the old system, hopefully this matter will achieved the real goal of education.

With regards to enlistment and graduation, more understudies start school in the US when contrasted with the UK, however a lot more neglect to finish their degrees. Profession fulfillments after graduation follow a comparative example, with a tertiary degree being everything except required for the most elevated profit in the US, while non-graduates in the UK appreciate a littler income hole when contrasted with graduates every year .

According to the major findings and collected information, by reviewing the Iraqi Higher educational system, programs and curricula as well as the higher education in the United Kingdom system in the present study, we can conclude that both of the two selected countries have some points of view ,they share the same visions as well as some objectives.

-Though both of the Iraqi universities ,Baghdad and Babylon hadn’t had the same historical establishment with the British ones ,still both of the previous mentioned countries have their good reputations and have their own ranking .

Both of the two selected countries had the process of 'Teacher High' in the united Kingdom and in Iraq the University of Ibn Rushd had the 'Teaching excellence' There is no specific curricula or certain text books in the U.K master and PhD while there are some source of knowledge text books both master and PhD students have to study and the success criteria is out of 70/ percent for each subject. The information and findings collected was used as a guidance to develop such a well modern higher education system with ,to some extent, a high level of well selected curricula. By reviewing the Iraqi Higher education system ,programs and curricula help the present study.

As a result , there are many things to consider when comparing between Iraq and U.K such as the Distance Learning ,the UK universities admit and encourages 'Distance Learning' ,while the Iraqi ministry of Higher education refuse such type of learning .

E-Learning ,both countries have E-Learning laboratories ,universities encourage students to get benefit from E-Learning .Web-Based Learning is now the most important matter due to the current situation caused by 9-covid.



There are some differences and similarities between the two selected countries as usual ' one can't ever find the same copy ' of system applied at institutions of education almost always strategies differs from each other's.

Across cultural development focuses attention on higher education lifelong learning opportunities for all. The new targets expand on their predecessors, the millennial development objectives, by both deepening and widening the scope of system-wide range equality and quality of the higher education systems.

Taken all in all, the numbers paint the image of two related however The researcher selected two samples of two Iraqi well known , world-famous universities in Iraq, University of Baghdad and University of Babylon . In most of the universities in Iraq students must observe and get the “specific courses”. So as to have many specialties. But it’s more difficult for Iraqi students to get the chance for getting the master and PhD degrees at the Iraqi universities. The college-entrance examination is not an easy one ,it is hard to pass, but the amount of students is very large and a very little could be accepted. So everyone must try his best and study hard to be better than the others so as to get the opportunity of being accepted and enter a university .

CONCLUSION

The researcher ,in the present paper provides details regarding an undertaking concentrating on the benefit of applying modern methodologies by Iraqi universities and all over the world colleges and universities by establishments of higher education for certain noteworthy internationalization and reformulation of the missions of teaching process instructing, research and administration.

The researcher believes the requirements for success in the implementation of sustainability at colleges and universities. Additionally, measurements of colleges and university sustainability governance are presented. This concerns in particular the establishment of structures and processes through which actors from all university fields of action are involved in the university's sustainability process and with which a transformative effect can be achieved in the long term.

Suggestions for Further Research

In the light of the previous findings, the researcher identified the need for further research into the following areas:

- The cross-curricular benefits of language learning for Iraqi students
- The relationship between language learning in later life and the development of cognitive reserve
- The relationship between learning a language and development of empathy.
- The correlation between applying modern critical thinking activities and creativity through

Areas of Study

In both the US and UK, the largest degree programs by far fall in the social sciences, business and law categories. Roughly 40 percent of degrees in the US are awarded in related fields and roughly 34 percent in the UK.

Science, mathematics and engineering are the next most common areas of study, with 15 percent of degrees in the US coming from these categories, compared to 23 percent of UK graduates.

The arts and humanities are third most common, composing 16 percent of degrees in the US and 18 percent in the UK.

Unspecified or uncategorized areas of study bring up the rear, with 29 percent of US students graduating in this area each year, compared to 27 percent in the UK.

University and College Rankings

The US and UK mutually dominate the international rankings of **higher education** institutions. The US routinely boasts 18 of the top 50 schools in the world (35 percent of top-ranking schools), while the UK hosts 10 of the top 50 schools (20 percent of top-ranking schools.)

That dominance is even more sharply defined in the top 10 schools, with the US comprising 50 percent of that list, while UK schools make up an additional 40 percent. Only Switzerland and Australia regularly join the US and UK in top 10 rankings, generally taking turns at holding the 9th or 10th position.

In the US, the Massachusetts Institute of Technology (MIT) consistently dominates the number one spot, with other top-ranking schools including Harvard University, Stanford University and the California Institute of Technology (Caltech).

The University of Cambridge is habitually the highest-ranking UK school, joined by the University of Oxford, University College London and Imperial College London.

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