

Needs for Professional Development in Teaching and Learning in an International University

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Suggested Citation:

Elçi, A., &Yaratan, H. (2012). Needs for professional development in teaching and learning in an international university. *Eğitim Araştırmaları-Eurasian Journal of Educational Research*, 49/A, 47-66.

Abstract

Problem Statement: Due to the impact of globalization and technological innovations, internationalization has attained importance in educational systems and parallel to this progress professional development has gained a vital role. Internationalization serves to bring a global aspect to dimensions of higher education, particularly to appreciation for quality in teaching where the role of faculty members cannot be neglected. Faculty members are the ones who prepare suitable teaching and learning environments starting from curriculum work and extending to student support and guidance. Hence, they have to develop themselves by improving their professional skills in teaching and learning. **Adult learning theories suggest that faculty members' needs should be taken into consideration for efficient faculty development.** Therefore, identifying faculty needs for professional development is essential.

Purpose of the study: This study seeks to assess faculty members' needs for professional development in teaching and learning. Needs of the faculty members in Eastern Mediterranean University (EMU), an international university in North Cyprus, were assessed. The results were compared with other international universities for the purpose of providing a broad view of faculty needs.

Method: This is a quantitative study where faculty needs in teaching and learning were investigated by administering a survey instrument which was developed by the researchers. Data collected were analyzed to find answers to the following research questions for the study: 1) How are the

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perceived needs of the faculty members in EMU for professional development in teaching and learning? 2) How do the faculty members' needs in EMU compare with the needs of faculty members in other universities?

Findings and Results: The needs for professional development in teaching for higher order skills, using instructional technology, and motivating students have emerged as highly-regarded. Needs seem not have changed very much since late 1990s. This study confirmed that most of the perceived developmental needs are similar among the faculty members in various countries.

Conclusions and Recommendations: Through its findings, this study shows that faculty members give a great emphasis to professional development in teaching and learning. Specifically, they stressed the need for development in skills for teaching competencies such as supporting students with learning disabilities, teaching students how to learn, and developing higher order skills. Furthermore, they perceived the need for development in preparing effective teaching materials and developing a web site for their courses.

Keywords: Faculty development, professional development, higher education, internationalization, teaching and learning, needs assessment.

All over the world, recognizing that education became attention span for development of nations, there is a big demand for higher education. Globalization and technological innovations make educational opportunities diffused and flexible. Broadening the use of the Internet and communication technologies allowing more student access, wherever and whenever they want, is a powerful tool in education (Volery & Lord, 2000). As a result of such changes, higher education institutions wanted to get their share from educational revolution. In meeting the global competition, higher education institutions have to add value to their processes and services. They want to attract more students, both local and international, by meeting their expectations through improving quality and internationalizing faculty and facilities.

Internationalization of education is possible by concentrating on core dimensions, that is, teaching, research, and services (Qiang, 2003). Teaching is the most outstanding dimension since it involves both the lecturer and the student. Within organizational elements of internationalization, Qiang identifies academic programs which include internationalized curricula, and teaching and learning processes. It is evident that faculty members are mainly the ones who are held responsible to deliver quality teaching. They are the ones who prepare suitable teaching and learning environment starting from designing and implementing the curriculum. Nowadays, lecturers have to learn new teaching approaches that will allow students share the responsibility of teaching and learning in contrast to traditional transfer of knowledge. This can be achieved by faculty professional development in teaching and learning. Professional and Organizational Development (POD) Network

(Sorcinelli, Austin, Eddy, & Beach, 2006) defines 'faculty development' as the improvement of teaching skills of faculty members in a faculty-centered approach.

Attempts to develop competence in teaching and learning are mainly done by faculty members intrinsically and individually. Since the beginning of the 21st century, professional development moved from individual to more organizational level, carrying it to a formal stage (Kisner et al., 1998). Regardless of being formal or informal, it cannot be neglected that faculty members are adult learners. Malcolm Knowles's (1984) seminal adult learning theory recognizes adults as self-directed, and, suggests to organize learning activities by considering their needs, beliefs, prior experiences, learning styles, and developmental stages. In parallel to these suggestions faculty development programs are expected to value and consider the needs of faculty members, so that faculty members as adults will highly benefit from these activities. Kisner et al. (1998) also suggested assessing lecturers' needs in a bottom-up approach, and as Ferman (2002) asserts faculty members have to be given the opportunity to identify their needs for designing and forming continuing professional development activities. Hence for sure, professional development is expected to respond to individual faculty member's needs (Sorcinelli et al., 2006).

Needs assessment of lecturers in 34 vocational colleges in USA aimed to investigate the needs for professional development (Kisner et al., 1998). Faculty reported that they wanted to learn about teaching strategies. The same year Eleser and Chauvin (1998) found the topic of effective methods on stimulating student motivation as the highest faculty preference in a university (37.42%); learning about characteristics of effective teaching was the second highest choice (32.65%). Year 2000 onwards faculty perceptions placed more emphasis on improving student higher order skills and using technology. Confirmed findings in a university showed that improving student critical thinking skills was the highest needed instructional topic (74%) (Saena, 2003). Other findings from the same study was that faculty needed to learn about using technology to enhance student learning (73%) and how to increase student motivation (64%). Similar findings were confirmed by Wallin and Smith (2005). Their survey findings of competence levels of Georgia's technical college faculty showed that the faculty members are keen to improve themselves in instructional methods which would help students in developing higher order skills and in using technology for student work. Similarly, active learning strategies that promote critical thinking and the use of technology to enhance teaching effectiveness (44.4%) were the most needed topics in Michigan State University (Matsubayaski, Drake, Shaw, & DeZure, 2009). In addition to these two topics, faculty also expressed the need to develop themselves in teaching students how to learn (42.3%).

Results of similar research in Spain, Malaysia, Turkey, and Canada tend to concur with those from the USA. In Rima College in Malaysia faculty claimed the need to improve using problem solving techniques (D'Cruz-Endeley, 1994). One of the two studies from Turkey, Moeini (2003) found that both faculty and research assistants in a highly-esteemed university, namely, Middle East Technical University, did not see themselves as experts in learning theories and multiple teaching methods. On the other hand, the same faculty self-reported themselves as being experts in

measurement and evaluation. The same year in a survey (Odabaşı, 2003) in Anadolu University, a Turkish university with extensive involvement in educational studies, 84.4% faculty claimed that they needed effective teaching skills. The survey also found out that 61.7% of faculty expressed the need to learn how to use technology for teaching.

From a European perspective, the teaching skills needed to overcome European Higher Education Area (EHEA) challenges were investigated in schools in Madrid, Spain (Diaz, Santaolalla, & Gonzalez, 2010). This study aimed at evolving a training model that could suit faculty needs. The results show that faculty needed to develop in inquiry learning, critical thinking, and integrating new learning models. Developing assignments that promote learning was also needed by faculty members. In addition to these, how to motivate students to learn was of high importance for the faculty in Diaz et al.'s research.

At the start of the 21st century there was an increase in faculty members' needs for enhancing student motivation and assessment. This was pronounced in the studies of Eleser and Chauvin (1998), and Saena (2003) in USA and later in Europe by Diaz et al. (2010). On the other hand, in a Canadian university one of the faculty-preferred topics to concentrate on was found to be related to engaging students effectively (Vajoczki & Knorr; 2010). This is important since motivation also leads to engagement thus eventually to learning. Hence, it can be deduced from the above findings that there is a huge and cumulative effort for determining faculty needs all over the world.

Needs of the faculty are usually identified by the individual higher education institution or consortium of institutions; which is true in both at national and international scenes, and the results are used in designing and developing suitable faculty development programs. Higher education institutions scattered all around the world have different educational systems, strategies, curricula, resources, and culture; and as Chism, Gosling, and Sorcinelli (2010) suggest "..., developers need to acquire new skills and sensitivities in order to understand the faculty members' needs, which may be quite different from those of faculty members in the US." (p. 244)

Odabaşı (2003) stated that faculty development is a new concern in Turkey. This may be because institutions are not yet much aware of the existence and importance of those topics. Later Odabaşı (2005) explained that there are no professional development opportunities for faculty members in Turkey and that "there is a long way to go". Recently, some suggestions for faculty training programs (Ünver, 2010) came up where faculty members should be ready for their changing roles (Kızıltepe, 2010). Institutions in countries in this situation tend to follow footsteps of developed ones with established faculty development models. A good example to this is the Eastern Mediterranean University (EMU) in North Cyprus.

This study seeks to assess faculty needs in teaching and learning in Eastern Mediterranean University (EMU), an international university in North Cyprus. North Cyprus is an "education island" with seven international universities

accommodating approximately 40,000 students, amounting to 15% of the country's population. EMU is a teaching-intensive university using mottos such as "Aiming for the peak of quality" and "For your international career". EMU's primary internationalization goals include enhancing educational quality and competing effectively at a global level. Through its strategic plan towards this end, EMU draws international students and faculty, encourages faculty and student exchanges, seeks accreditation of programs through international bodies, and offers joint degrees with universities abroad. EMU has about 14500 students and around 600 academic staff. Within these 9% of faculty and 24% of students of EMU are from overseas excluding Turkey (Altınay & Ezel, 2011). As the European University Association (EUA) team (2007) expressed in their accreditation review report for EMU, there are significant efforts expanded towards internationalization. Such efforts target enhancing quality, garnering accreditation, and establishing exchange programs (Mehtap-Smadi & Hashemipour, 2011). The programs that have gained accreditation from USA, Europe, and Turkey comprise Faculty of Engineering from ABET, Faculty of Architecture from MIAK, School of Computing and Technology from ASIIN and Faculty of Tourism and Hospitality Management from TEDQUAL. On the other hand, Faculty of Business and Economics has already begun the process of accreditation from AACSB.

In line with these accreditation processes EMU faculty members are reportedly involved in a number of professional development activities. Although very few of these activities are in teaching and learning they are encouraged to attend national and international symposia and seminars, do projects and collaborative work in **course teams and committees**. Some of these are supported by the by EMU's Research Advisory Board which is the only formal structure working systematically. At EMU, organizational culture is yet to evolve to target wide-spread professional development. This situation asserts the significance, necessity, and timeliness of analysis and assessment of faculty needs.

The purpose of this paper is first to investigate perceived competence development needs of EMU faculty in teaching and learning and then compare these against needs for professional development at different parts of the world. For this purpose the following questions will be sought:

1. How are the perceived needs of the faculty in Eastern Mediterranean University for professional development in teaching and learning?
2. How faculty needs for competence development topics compare among EMU and other selected international universities?

Methods

Research Design

Survey research method was used to collect data in Eastern Mediterranean University (EMU) about faculty members' perceived needs for professional development in teaching and learning. The survey instrument used was "Faculty

Needs Assessment Questionnaire for Professional Development in Teaching and Learning (FNATAL)". Later the data collected were analyzed by using the statistical package SPSS.

Sample

The target population was full-time teaching faculty of various disciplines representing altogether forty departments in eleven faculties and schools. It was aimed to sample as many faculty members as possible. Two hundred and nine valid questionnaires were collected and evaluated.

The male faculty members (57.5%, $N = 119$) were the majority of the sample and there were less female faculty members (42.5%, $N = 88$). According to the academic positions 39.6% of the survey participants were instructors and lecturers ($N = 82$); 30.0% were assistant professors ($N = 62$), and 17.4% were associate professors ($N = 36$). The lowest participating academics were the professors ($N = 27$) with 13.0%. However, these figures are reminiscent of the percentages of respective faculty in the total population. The frequencies of faculty members according to their fields of study can be seen in Table 1.

Table 1.

Distribution of Faculty Members According to Field of Study (N = 182).

Field of study	N	%
Engineering	37	18.2
Teacher Education	32	15.8
Communication & Media Studies	22	10.8
Computing & Technology	21	10.3
Social & Behavioral Sciences	20	9.9
Business & Economics	19	9.4
Physical & Natural Sciences	17	8.4
Tourism & Hospitality Management	12	5.9
Architecture	12	5.8
Humanities	11	5.4
Fine & Performing Arts	3	1.6

Research Instruments

A valid and reliable survey instrument, "Faculty Development Survey" was designed and evolved by the researchers; literature review of surveys with similar objectives elsewhere and perceived needs of EMU faculty were considered at length.

In the first section, there is faculty members' demographic information such as gender, academic position, and field of study. Second part of this questionnaire was titled as "Faculty Needs Assessment in Teaching and Learning" (FNATAL) and included 44 items which were topics related to competence development in teaching and learning in six categories. In each category, a space was allowed for entering any additional views. The categories were as follows: A- Curriculum, B-Teaching and Learning, C- Instructional Technology, D- Teaching Environment, E- Assessment, and F- Student Support and Guidance. FNATAL Questionnaire was an instrument with a 6-point Likert Scale aiming to identify the level of faculty members' perceived needs for professional development. On the range of needs scale: 0 is indicative of "no need", 1 is of "the lowest level" and 5 is of "the highest level" of the needs. Next to each item there was an explanation for those who were not familiar with pedagogic terms.

Validity and Reliability

For verifying validity of FNATAL, the instrument was sent to seven experts through e-mail for testing face and content validity. Five responses were received from the experts. As a result of these responses some survey items were deleted and wording of some items were changed. Following the validity verification, a pilot study was administered in EMU to eradicate any deficiency and obtain suggestions on implementation issues if any. Questionnaires were distributed to ten faculty members in different departments and responses were analyzed. The feedback from these responses was used in finalizing the survey questionnaire.

Procedure

A booklet including the cover letter, teaching and learning needs topics was designed, developed and printed. The cover letter described the aim and significance of the study within a brief paragraph. At the end of the cover letter, ethical issues were stated. A brief description of the standardized directions was included at the beginning of FNATAL section. The questionnaire was then delivered individually to faculty members in EMU according to full-time faculty lists obtained from the faculties and schools. Reminder calls were made and offices of faculty were visited few times to collect the completed questionnaires. Data from these questionnaires were plugged in to SPSS and analyzed to find answers to the research questions set for the study.

Data Analysis

An approximation of the internal consistency reliability of the FNATAL was tested by Cronbach's alpha (Cronbach & Meehl, 1955). Before exploratory factor analysis was performed Cronbach's alpha for the whole instrument was calculated as .984 which implies a very high reliability of the instrument.

Table 2.

Factor Loadings And Cronbach α Values for Needs Categories

	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6
Curriculum, $\alpha = .949$						
fnatal01	.873					
fnatal02	.590					
fnatal03	.656					
fnatal04	.868					
fnatal05	.683					
Teaching and Learning Methods, $\alpha = .951$						
fnatal06		.617				
fnatal07		.375				
fnatal08		.567				
fnatal09		.626				
fnatal10		.612				
fnatal11		.698				
fnatal12		.387				
fnatal13		.501				
fnatal15		.462				
Instructional Technology, $\alpha = .883$						
fnatal16			.444			
fnatal17			.567			
fnatal18			.699			
fnatal19			.898			
fnatal20			.891			
fnatal21			.878			
Teaching Environment, $\alpha = .972$						
fnatal22				.613		
fnatal23				.347		
fnatal24				.476		
fnatal25				.390		
fnatal26				.704		
fnatal27				.761		
fnatal28				.694		
fnatal29				.688		
fnatal30				.871		
fnatal31				.764		
fnatal32				.453		
fnatal33				.608		
fnatal34				.444		
Assessment, $\alpha = .811$						
fnatal35					.625	
fnatal36					.586	
fnatal37					.338	
Student Support and Guidance, $\alpha = .937$						

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fnatal38						.344
fnatal39						.735
fnatal40						.626
fnatal41						.660
fnatal42						.728
fnatal43						.430
fnatal44						.760
% of variance explained	2.0	4.2	7.1	60.6	2.4	2.7

Overall $\alpha = .983$

The items were loaded highly onto the six-factor model (Table 2). Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy was found to be .954 where values between .5 and 1.0 are considered as adequate to correlate. Bartlett's Test of Sphericity was found to be $\chi^2 (946, N = 209) = 7863.366, p = .000 < .05$ which is suitable to continue with factor analysis.

The categories of faculty members needs for professional development in teaching and learning were clarified by exploratory factor analysis. Principal components analysis extraction method and Direct Oblimin with Kaiser Normalization rotation method was performed to extract six factors from 44 items. All items except item fnatal14 ("Teaching in various setting") were loaded as greater than .335 on relevant factors and were retained. Item loadings above .30 are accepted for cleanest factor loading structure (Costello & Osborne, 2005). The factor loadings and Cronbach's alpha values for needs categories are shown in Table 2. Based on the factors extracted as a result of exploratory factor analysis, descriptive statistics of each factor were computed and the results are given in the following section.

Results

In order to answer research question one, 44 needs items included in the survey instrument were analyzed and reported. It should be noted that faculty did not suggest any significant additional "need for professional development", specified as self-declared response in each category. Table 3 displays descriptive statistics of overall top five items. The need assessment findings of all items in categories are given in Table A1 in the Appendix.

Table 3.

Descriptive Statistics of Most Required Five Needs

Rank	Items	Mean (SD)	Median	Category*
1	fnatal48 Supporting students with disabilities	3.16 (1.7)	3	SOG
2	fnatal49 Teaching students how to learn	3.07 (1.8)	3	SOG
3	fnatal15 Developing higher order skills in students	3.06 (1.7)	3	TLM
4	fnatal21 Preparing teaching materials	3.00 (1.7)	3	TE
5	fnatal24 Developing course Web site	2.98 (1.8)	3	IT

* SOG: Student Support and Guidance; TLM: Teaching and Learning Methods; TE: Teaching Environment; IT: Instructional Technology

The most important professional development needs for teaching and learning are the items which faculty members ranked with mean value close to 3.0 or higher. Among the three items of highest needs, two were related to student support and guidance and one to teaching and learning methods. In order of importance the needs were 'Supporting students with disabilities' ($M = 3.16$), 'Teaching students how to learn' ($M = 3.07$), and 'Developing higher order skills in students' ($M = 3.06$). According to these results faculty perceived more need in developing themselves in student support and guidance and in teaching and learning methods. The next two important items were 'Preparing effective teaching materials' ($M = 3.00$) from the teaching environment category and 'Developing a course web site' ($M = 2.98$) from the instructional technology category.

Consideration of means of categories (see Table A1) showed that curriculum category ($M = 2.77$) had the highest mean. Second highest category was the student support and guidance category ($M = 2.76$). The other categories followed were teaching and learning methods category ($M = 2.73$), instructional technology category ($M = 2.72$) and, teaching environment category ($M = 2.68$). Assessment category ($M = 2.29$) was found to be the category that faculty members perceived as the least essential need for development.

After analyzing the needs of EMU faculty members, the second research question is taken up to explore whether their needs diverge from those of the faculty members in other countries. Kisner et al. (1998) discovered that faculty members needed to learn innovative teaching strategies; likewise, Eleser and Chauvin (1998), and Odabaşı (2003) found that effective teaching methods were being sought. Similarly, the results of Moeini (2003) showed that faculty members were in need of developing

themselves in learning theories and diverse teaching methods. Recently, Diaz et al. (2010) claimed inquiry learning as one of the teaching and learning methods needed by faculty members. In our study similar results were found and faculty members indicated that they needed to follow new developments in teaching and learning. Lately, enhancing higher order thinking skills of students became a key educational strategy. This is similar to the findings of other research studies where faculty members are mostly in need to learn how to develop student skills such as critical thinking and problem solving (Diaz et al., 2010; D'Cruz-Endeley, 1994; Matsubayaski et al., 2009; Saena, 2003; Wallin & Smith, 2005). The above results were obtained from research conducted in three higher education institutions from USA, a college from Malaysia, and 10 different universities from Spain. It is impressive that these institutions are from different continents like North America, Europe, and Asia, and yet ranking of needs are similar.

The need for teaching students how to learn was the second highest rated need in our research; this nearly matches with the findings in Michigan State University (Matsubayaski et al., 2009). A reason for this high ranking of this need may be due to the decreasing academic performance of students and exhibition of their unwillingness to learn. As a result of changes in student learning styles in parallel to technology enhanced learning environments, faculty members are gradually recognizing that traditional ways of teaching do not succeed anymore, hence they are looking for alternative ways of facilitating student learning. Thus, faculty wants to learn 'how to teach students -- to learn'.

Odabaşı (2003) from Turkey found that majority of the faculty members needed to learn the ways to use technology in teaching and learning. Furthermore, İşman (2005) claimed that there is an increasing use of technology by educators in all phases of their profession. Preparing effective current instructional materials were one of the top items in Wallin and Smith (2005). Similarly in EMU, preparing effective teaching materials and developing a course web site were rated high. These results seem to match the 21st century higher education institutional needs, where more educational technology is used to keep up with increasing interests and enhance student satisfaction. Hence, faculty members at EMU want to learn how to use efficiently and benefit from innovative educational technology, which is regarded as a powerful tool for education (Volery & Lord, 2000).

On the other hand, using mobile technology for learning was rated very low in our case. It is indicative that use of mobile technology ($M = 2.59$) for formal educational purposes was not perceived needed as much as other educational technology by faculty members in EMU. Even though there is a bursting usage of mobiles especially by students in this part of the world, this outcome could be due to the perceived lack of readily available pervasive Internet connection and terminal devices such as notebooks, iPads, PDAs, and cell phones capable of Internet connection. Also, faculty members could be unaware of utility of mobile devices in teaching and learning.

In this study, although overall rating of this was not high, 'Motivating students effectively' was one of the most desired needs for teaching environments. There are similar findings related to enhancing motivation in teaching and learning. The fact that increasing student motivation has been the focal interest for many years it is still the primary concern of researchers. A brief review of literature reveals that faculty members of universities from USA, Spain, and Canada also share this concern (Eleser & Chauvin, 1998; Diaz et al., 2010; Saena, 2003; Vajoczki & Knorr, 2010).

Faculty members need to learn various techniques for assessment of teaching and learning. Needs in designing and developing different types of assessment instruments were investigated by recent research and results similar to the results of this study were found. Moeini's (2003) research conducted in Turkey showed that faculty members did not perceive too much need to develop skills in measurement and evaluation. Similarly, assessment category had the lowest mean in our study showing that faculty members perceived the need to develop skills in assessment as a moderate need ($M = 2.29$). Conversely, research conducted by Diaz et al. (2010) and Vajoczki and Knorr's (2010) showed that faculty members wished to develop themselves in assignments and assessment more than the faculty members in EMU.

Discussion and Conclusion

With the anticipation of becoming a member of the European Union and trying to get involved in the European Higher Education Area (EHEA, 2010), efforts towards achieving improvement in education have lately gained speed in EMU in particular and throughout North Cyprus in general. In this context, EMU's primary policy entails internationalization and enhancing educational quality for competing effectively at a global level (Altınay & Ezel, 2012). The measures towards that end include attracting more international students and faculty, encouraging faculty and student exchanges, seeking accreditation of programs by international bodies, and offering joint degrees with universities abroad. Although adequate resources and infrastructure exist in EMU, faculty development initiatives have been limited to isolated attempts and were left to the concern of individuals' efforts. For this reason faculty members' needs assessment was conducted and reported in EMU.

In this study, the highest needed competence development areas in EMU were determined. These needs were later compared against those of the faculty members in universities in various countries. The needs for development in teaching and learning methods such as developing higher order skills, using instructional technology, and motivating students have surfaced as highly-regarded. These needs are very similar to findings abroad. In summary, the faculty needs are found not to be different but in harmony with those elsewhere globally. It is also interesting to note that needs of faculty members appear not to have changed much since late 1990s.

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APPENDIX

Table A1.

Descriptive statistics of faculty members' needs in FNATAL survey

Items in categories	Mean (SD)	Median
A. Curriculum		
1. Curriculum development process	2.75 (1.7)	3
2. Course designing: aligning goals, methods, and assessment	2.76 (1.7)	3
3. Designing learning activities, assignments, and projects	2.72 (1.7)	3
4. Modifying curriculum	2.67 (1.6)	3
5. Evaluating the curriculum	2.91 (1.6)	3
Average	2.77 (1.5)	3
B. Teaching and Learning Methods		
6. Cooperative learning	2.72 (1.7)	3
7. Problem-based learning	2.74 (1.7)	3
8. Case-based learning	2.63 (1.7)	3
9. Discovery-based learning	2.77 (1.7)	3
10. Group discussion	2.63 (1.7)	3
11. Team teaching	2.46 (1.6)	2
12. Developing higher order skills in students	3.06 (1.7)	3
13. Supporting interdisciplinary teaching and learning	2.93 (1.6)	3
15. Learning styles and using them for teaching	2.76 (1.5)	3
Average	2.73 (1.4)	3
C. Instructional Technology		
16. Using audio and/or visual media technology in teaching	2.78 (1.7)	3
17. Developing and using computer-aided instruction	2.79 (1.7)	3
18. Developing a course Web site	2.98 (1.8)	3
19. Developing and teaching a hybrid (online & face-to-face) course	2.65 (1.7)	3

Table A1:

Descriptive statistics of faculty members' needs in FNATAL survey (continued)

Items in categories	Mean (SD)	Median
20. Taking advantage of online/ web-based courses	2.61 (1.6)	3
21. Using mobile technology for learning	2.59 (1.7)	3
Average	2.72 (1.3)	3
D. Teaching Environment		
22. Using the lecture method effectively	2.56 (1.8)	3
23. Student-centered teaching and learning	2.80 (1.6)	3
24. Evaluating teaching	2.83 (1.7)	3
25. Preparing effective teaching materials	3.00 (1.7)	3
26. Building positive teaching and learning environment	2.67 (1.9)	3
27. Motivating students effectively	2.83 (1.9)	3
28. Managing discussions in the classroom	2.70 (1.9)	3
29. Maintaining academic integrity and standards	2.71 (1.9)	3
30. Dealing with difficult students	2.80 (1.7)	3
31. Resolving teacher-student conflicts	2.55 (1.7)	3
32. Writing effective essay exams	2.41 (1.7)	2
33. Writing effective objective tests	2.45 (1.7)	2
34. Developing and grading written assignments and projects	2.51 (1.8)	2
Average	2.68 (1.5)	3
E. Assessment		
35. Developing and grading laboratory assignments	2.04 (1.8)	2
36. Using and evaluating portfolios and e-portfolios	2.25 (1.7)	2
37. Using research techniques to develop classroom instruction	2.56 (1.6)	3
Average	2.29 (1.5)	2

F. Student Support and Guidance

38. Understanding and using classroom activities techniques	2.54 (1.6)	3
39. Understanding cognitive development of students	2.75 (1.5)	3
40. Teaching and supporting adult learners	2.43 (1.5)	3
41. Giving students effective advice for studying and learning	2.60 (1.8)	3
42. Learning about students' learning styles and characteristics	2.75 (1.6)	3
43. Supporting students with disabilities	3.16 (1.7)	3
44. Teaching students how to learn	3.07 (1.8)	3
Average	2.76 (1.4)	3

Bold numbers indicate highest need in that category, italic ones indicate lowest need in that category

Uluslararası bir Üniversitede Öğretme ve Öğrenme Konusunda Mesleki Gelişim Gereksinimleri

Atıf:

Elçi, A., Yaratan, H. (2012). Needs For Professional Development İn Teaching And Learning İn An International University. *Eğitim Arastirmalari-Eurasian Journal of Educational Research*, 49/A, 47-66.

(Özet)

Sorun: Günümüzde uluslararasılaşma, hızla ilerleyen küreselleşme ve yaygınlaşan teknolojik gelişmeler nedeniyle eğitim sistemlerinde büyük bir önem kazanmıştır. Giderek daha çok etkisini göstermekte olan uluslararasılaşma yüksek öğretimin boyutlarına küresel bir yön vermektedir. Özellikle, yüksek öğrenim kalite artırma çabalarında önemli bir rolü olduğu yadsınamayan öğretim elemanları, eğitim ve öğretimde kalitenin anlaşılması ve işlevsel olmasına yardımcı olmaktadır. Bu tür yeni yaklaşımlara paralel olarak mesleki gelişim yüksek öğretime hayati bir ivme kazandırmaktadır. Öğretim elemanları, üniversitelerde eğitim programı tasarlama ve geliştirme çalışmalarından başlayarak öğrenci destek ve danışmanlık görevlerine kadar uzanan sorumlulukları olan ve bu amaçlarla öğrencilere uygun öğretim ve öğrenme ortamları hazırlayan kişilerdir. Sorumluluklarına giren birçok alanın en önceliklisi olan öğ-

retme ve öğrenme alanında günümüz koşullarına göre kendilerini yetiştirmek ve bu alandaki yeniliklere uyum sağlamak için öğretim elemanları mesleki becerilerini geliştirme ihtiyacındadır. Öğrenme kuramlarında ve yetişkin öğrenme modellerinde etkin mesleki gelişim için öğretim elemanlarının gereksinimlerinin saptanması gerekliliği vurgulanmaktadır. Bundan dolayı öğretim görevlilerinin mesleki gelişmesi için yapılacak çalışmalardan önce gereksinim belirlemesi yapılması yararlı olacağına inanılmaktadır. Bu sebeple mesleki gelişim planlaması yapılabilmesi için öğretim elemanlarının öğretim ve öğrenme alanında algıladığı gereksinimlerin ortaya çıkarılması amacıyla bu araştırmanın yapılmasına karar verilmiştir. *Çalışmanın amacı:* Bu çalışma uluslararası bir üniversitede çalışan öğretim elemanlarının öğretim ve öğrenme konusunda mesleki gelişimleri için gereksinimlerini saptamayı amaçlamaktadır. Bu nedenle, Kuzey Kıbrıs Türk Cumhuriyetinde bulunan uluslararası bir öğrenci ve öğretmen profili olan Doğu Akdeniz Üniversitesi (DAÜ)nde tam zamanlı öğretim elemanlarının mesleki eğitim gereksinimleri irdelenmiştir. Bu gereksinim tespitinin sonuçları ile daha geniş bir açıdan diğer yabancı üniversitelerdeki öğretim elemanlarının gereksinimlerine bakılarak karşılaştırma yapılmıştır.

Yöntem: Bu nicel çalışma, araştırmacıların geliştirdiği bir inceleme aracını kullanmaktadır. Bu araç benzer amaçlı araştırmalar incelenerek, DAÜ'nün eğitim ortamı ve öğretim elemanlarının olası gereksinimleri göz önüne alınarak geliştirilmiştir. Bu araç kullanarak öğretim elemanlarının öğretim ve öğrenme konusundaki gereksinim algılarını ortaya çıkartmak amaçlanmaktadır. Bu hazırlanan öğretim elemanı gereksinim araştırması "Öğretim Elemanı Öğretim ve Öğrenme Gereksinim Değerlendirme" (Faculty Needs Assessment in Teaching and Learning - FNATAL) aracı kullanmaktadır. Geliştirilen araç, altı grup içinde toplanan 44 maddeden oluşmaktadır. Bu maddeler öğretim ve öğrenme konusunda yeterlilik konularını içermektedir. Her bir grupta katılımcıların ek bildirimde bulunması için ayrılan "başka" seçeneği bulunmaktadır. Kategoriler, A- Eğitim Programı, B- Öğretim ve Öğrenme, C- Eğitim Teknolojisi, D- Sınıf Yönetim Teknikleri, E- Değerlendirme ve F- Öğrenci Destek ve Danışmanlığı maddelerinden oluşmaktadır. Öğretim Elemanı Öğretim ve Öğrenme Gereksinim Değerlendirme aracında 6-basamaklı Likert ölçeği kullanılmıştır. Her bir maddenin yanında eğitim alanı dışındaki öğretim elemanlarına yardımcı olması açısından eğitimsel terimlerin açıklamaları yer almıştır. Öğretim Elemanı Öğretim ve Öğrenme Gereksinim Değerlendirme aracının yüzeysel ve içerik geçerlilik araştırması için araç yedi uzman öğretim üyesine gönderilmiştir. Alınan beş geri dönüşte araçtan bazı maddeler çıkarılmış bazılarının cümle yapısı değiştirilmiştir. Bu yeni yapısıyla araç pilot çalışma için DAÜ'de değişik fakültelerde çalışan on öğretim elemanına uygulanarak son yapısı oluşturulmuştur. Bu araç ile toplanan veri aşağıdaki araştırma sorularını yanıtlamak için kullanılmıştır: 1) DAÜ öğretim elemanlarının algıladıkları öğretim ve öğrenme konusunda mesleki gelişim gereksinimleri nasıldır? 2) DAÜ öğretim elemanlarının gereksinimlerinin diğer üniversitelerdeki öğretim elemanları ile karşılaştırılması nasıldır?

Bulgular: Öğretim elemanlarının araştırma aracıyla toplanan verilerde belirttikleri öğretim ve öğrenme konusunda gelişme gereksinimleri olduğu belirlenmiştir. Bunların en başında öğrenci destek ve danışmanlık kategorisinden 'öğrenmede yetersiz öğrencilere yardımcı olmak' konusunda kendilerini geliştirme gereksinimi gelmek-

tedir. Bundan sonra yine aynı kategoriden bir gereksinim 'öğrencilere nasıl öğreneceklerini öğretme' konusunda yetişmek istedikleridir. Üçüncü olarak da 'öğrencilere yüksek seviyeli yeti edinmelerini öğretme' konusunda gelişmektir. Takip eden iki yeterlilik konusu ise 'eğitim teknolojilerini kullanma' ve 'ders için web sayfası hazırlama' konularıdır. Ayrıca İspanya, Malezya, Türkiye, Amerika ve Kanada üniversitelerinde yapılan benzer araştırmaların sonuçları irdelenmiştir. Bu çalışmada yer alan Doğu Akdeniz Üniversitesi öğretim elemanları ile adı geçen değişik ülkelerdeki öğretim elemanlarının gelişme gereksinimleri arasında çok fazla farklılık görülmediği ve hatta 1990'lı yıllardan bu yana belirlenen gereksinimlerde evrensel boyutta fazla değişiklik olmadığı belirlenmiştir.

Sonuçlar ve Öneriler: Bulguların sonucunda öğretim elemanlarının öğretme ve öğrenme konusunda mesleki gelişim üzerinde önemle durdukları görülmüştür. Öğretme ve öğretme becerileri arasında özellikle öğrenmede yetersiz olan öğrencilere destek olmak, öğrencilere nasıl öğreneceklerini öğretmek ve öğrencilerde yüksek becerileri geliştirmeyi önemle vurgulamışlardır. Bunun yanı sıra gereksinim belirttikleri diğer yeti alanları dersler için etkin öğretme gereçleri ve web sayfası hazırlamaktır. Ayrıca öğrencileri motive etme gibi konular önem kazanan gereksinimlerdir. Sonuçta en çok önem verilen gelişme konularının toplandığı öğrenci destek ve danışmanlık ve öğretme ve öğrenme kategorisi üniversitelerde öğrencilere verilen değer artması ve onlara karşı yapıcı bir yaklaşımın olduğunu göstermektedir. Bu tür yaklaşımlar DAÜ özelinde ve Kıbrıs üniversiteleri genelinde Avrupa Yüksek Öğrenim Alanı'na katılma için bir iyi niyet belirtisi olabilir. Bu bulguların ışığında mesleki gelişim programları düzenlemenin yararlı bir yaklaşım olacağı düşünülmektedir.

Anahtar sözcükler: Öğretim elemanı yetiştirme, mesleki gelişim, yüksek öğrenim, uluslararasılaştırma, öğretme ve öğrenme, gereksinim belirleme.

