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Identifying Faculty Members' Instructional Development Needs and a Model Proposal for these Needs

Öğretim Elemanlarının Öğretimsel Gelişime Yönelik Gereksinimlerinin Belirlenmesi ve Gereksinimlere Yönelik Bir Model Önerisi[1]

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Abstract. This study aims to determine the instructional development needs of faculty members and to put forward a model proposal for the instructional development of faculty members. Qualitative research was deployed for this research. The participants of the study consisted of faculty members working at the School of Foreign Languages at Anadolu University in the 2017-2018 academic year. The participants were determined according to the criterion sampling method. Descriptive analysis was used in the data analysis. The Nvivo Pro11 program was used in the analysis of qualitative data. As a result of the research, the instructional development needs of the faculty members were determined. Then the data were divided into appropriate analysis units and were interpreted in accordance with the aim of the study. Lastly, a model proposal was put forward based on the data.
Keywords: *Faculty member, instructional development, needs analysis, instructional development model proposal.*

Öz. Bu araştırmada, öğretim elemanlarının öğretimsel gelişime yönelik gereksinimlerinin belirlenmesi ve bu doğrultuda bir model önerisinin ortaya konulması amaçlanmıştır. Araştırma, nitel araştırma desenine uygun olarak yürütülmüştür. Çalışma 2017-2018 öğretim yılında Anadolu Üniversitesi Yabancı Diller Yüksekokulunda görev yapan öğretim elemanları ile gerçekleştirilmiştir. Katılımcılar ölçüt örnekleme yöntemine göre belirlenmiştir. Veri analizinde betimsel analizden faydalanılmıştır. Nitel verilerin analizinde Nvivo Pro11 programı kullanılmıştır. Araştırma sonucunda, öğretim elemanlarının öğretimsel gelişime yönelik gereksinimleri belirlenmiş, veriler uygun analiz birimlerine ayrılarak yorumlanmış ve son olarak verilerden yola çıkılarak bir model önerisi ortaya konulmuştur.
Anahtar Kelimeler: *Öğretim elemanı, öğretimsel gelişim, gereksinim belirleme, model önerisi.*

Genişletilmiş Özet

Giriş. Mesleki açıdan uzman ve yeterli donanıma sahip öğreticiler yetiştirmek toplumların ve eğitim sistemlerinin temel amacıdır. Eğitim sistemlerinde yaşanan değişimler sadece eğitim reformlarından ibaret değildir ve öğretmen eğitimi ve gelişimine doğru bir yöneliş de söz konusudur. Eğitim bilimlerinde yürütülen çalışmalarda, öğretim kültürü ve öğretmen eğitimi ön plana çıkmaya başlamıştır. Eğitim reformlarının ana konularından biri öğreticilerin mesleki gelişimleridir. Bu açıdan, öğreticilerin mesleki gelişimi çok boyutlu bir kavram olarak görülmüş olup bu kavramın öğreticilerin kişisel gelişimine, öğrenci gelişimine ve hatta eğitim sistemine olan katkıları göze çarpmaktadır (Donnelly, 2002, s.4-5).

Yükseköğretim kurumlarında görev yapan öğretim elemanlarının rolleri arasında, yükseköğretimde eğitim gören öğrencilere öğrenme-öğretme sürecinde bilgiyi edinmeleri noktasında yol göstermek, gerekli bilgileri aktarmak, danışmanlık yapmak, sosyal hayata hazırlamak, düşünme becerilerini geliştirmek ve bilinçli bireyler olmaları konusunda destek olmak sayılabilir. Bu öğretim elemanlarının, akademik araştırmalar yürütme ve öğretim sürecini yürütme gibi sorumlulukları vardır. Öğretim elemanları öğrenme-öğretme sürecinde, öğrenme sürecini planlama, öğrenme-öğretme ortamını düzenleme, öğretim teknolojilerinden yararlanma, öğretim materyali geliştirme, ölçme ve değerlendirme uygulamaları gerçekleştirmektedir (Ergün, 2001, s.188-192). Mesleki gelişim etkinlikleri öğretim elemanlarının öğrenme-öğretme sürecini düzenlemede, öğretme yaklaşımlarında ve öğrenme çıktılarında değişime sebep olabilmektedir. Kaliteli öğrenme çıktıları öğretim elemanlarının iyi yetişmeleri ile ilişkilidir (Guskey, 2002, s.381-391). Özellikle de öğretim işini yürütmekle yükümlü olan öğretim elemanlarının öğretimsel gelişimleri üzerinde durulması gereken noktalardandır.

Tüm bu durumlar dikkate alındığında, öğretim elemanları için öğretim becerilerinin geliştirilmesine yönelik uygulamaların sayıca yetersiz olduğu ve göz ardı edildiği düşünülmektedir. Bu doğrultuda, öğretim elemanlarının öğretimsel gelişimlerine ilişkin bir çalışma yapılması gerekmektedir. Yükseköğretim, en son öğretim basamağı olarak düşünülmemekle birlikte, gençlerin büyük bir çoğunluğunun dahil olması gereken bir ara öğretim kademesi olarak görülmektedir. Birçok mesleğin eğitimi, üniversite sonrası eğitimler yoluyla verilmektedir. Dolayısıyla üniversitelerde fakülte ve yüksekokulların ders programlarından ders içeriklerine kadar temel derslerin ve öğretim standartlarının belirlenmesi önemlidir. Öğretim elemanlarının da bu temel bilgi ve becerileri pedagojik doğrulukla verip değerlendirebilecekleri bir yeterliliğe sahip olmaları gerekmektedir (Ergün, 2001, s.188-192). Kısaca belirtmek gerekirse, bu çalışmada yükseköğretimde yaşanan sorunlar, toplumsal ve kültürel yapı, yükseköğretimde görev yapan öğretim elemanlarının gereksinimleri ve yükseköğretime kayıtlı öğrenci profili göz önünde bulundurularak işlevsel bir model önerisi geliştirilmeye çalışılmıştır.

Yöntem. Araştırma nitel araştırma tasarımına uygun olarak yürütülmüştür. Nitel verilere dayanarak öğretim elemanlarının öğretimsel gelişimine yönelik gereksinimleri belirlenmiş ve bu doğrultuda bir model önerisi ortaya konulmuştur. Bu araştırma, 2017-2018 eğitim-öğretim yılı bahar döneminde Anadolu Üniversitesi Yabancı Diller Yüksekokulu'nda görev yapan öğretim elemanları ile yürütülmüştür. Çalışmaya katılanlar ölçüt örnekleme yöntemine göre belirlenmiştir. Bu çalışmada yarı yapılandırılmış görüşme formu kullanılmıştır. Görüşmeler, Anadolu Üniversitesinde çalışan öğretim

elemanları ile gerçekleştirilmiştir. Veri toplama aracından elde edilen veriler Nvivo Pro 11 programı ile analiz edilmiştir. Verilerin yorumlanmasında betimsel analiz kullanılmıştır.

Bulgular. Araştırmada, yarı yapılandırılmış görüşmelerden elde edilen veriler analiz edilmiş ve araştırmanın amacına uygun olarak tema ve alt temalar belirlenmiştir. Verilere göre ana tema olarak gereksinim teması belirlenmiştir. Öğretim elemanlarının planlamaya yönelik gereksinimlerinin olduğu ortaya çıkmıştır. Öğretim becerilerinin geliştirilmesine yönelik düzenlenecek etkinliklerden en üst düzeyde verim alınması için etkinliklerin planlama aşamasının dikkate alınmasının gerekliliği vurgulanan noktalardan biridir. Gereksinim boyutunda üzerinde durulan diğer nokta kurumla ilgili gereksinimlerdir. Öğretimsel gelişim etkinliklerinin düzenli olarak yürütülmesi ve etkinliğin düzenlendiği kurumun ve yöneticilerin de bu tür etkinliklere destek olması ulaşılan sonuçlardandır. Öğretim becerilerinin geliştirilmesi için planlanan etkinliklerin bir programa dayalı olması gerektiği veri toplama aracının yorumlanmasıyla elde edilen sonuçlardan biridir. Bu noktada, etkinliklerin bir programa bağlı olarak yürütülmesi gerekliliği üzerinde durulmuştur. Öğretim elemanları, öğretimsel gelişim sürecinde düzenlenecek etkinliklerin içerik açısından uygun olmasına dair görüş belirtmişlerdir. Öğretim becerilerini geliştirmek için içeriğin etkileşimli ve uygulamaya dönük olması ön planda tutulması gereken noktalardandır. Öğretimsel gelişim etkinlikleri bir eğitim uzmanı rehberliğinde düzenlenmelidir. Bu noktada, eğitim uzmanının eğitim vereceği kitleyi ve kurumu tanıması gerekliliği göze çarpmaktadır. Çalışma sürecinde, ortaya çıkan gereksinimlerden yola çıkılarak, bir öğretimsel gelişim modeli tasarlanmıştır. Modelin aşamalarının belirlenmesinde Taba Program Geliştirme Modelinden faydalanılmıştır. Modelin uygulamaya yönelik olmasına dikkat edilmiştir. Model önerisinde dört ana adım bulunmaktadır. Bunlar; öğretimsel gelişim birimi, planlama, uygulama ve değerlendirmedir.

Sonuç, Tartışma ve Öneriler. Bu çalışma, öğretim elemanlarının öğretimsel gelişimine yönelik bir model önerisi ortaya koymak amacıyla yapılmıştır. Bu amaçla Yabancı Diller Yüksekokulu'nda görev yapan öğretim elemanlarının öğretimsel gelişim gereksinimlerinin belirlenmesi ve öğretim elemanlarının bu gereksinimlere yönelik öğretim becerilerinin geliştirilmesini destekleyecek bir model önerisi geliştirilmesi önem taşımaktadır. Öğretim elemanlarının öğretim becerilerini geliştirerek etkin bir öğretme ve öğrenme ortamına sahip olmanın verimliliği artıracağı düşünülmektedir (Avalos, 2011). Araştırma sürecinde, üniversitelerin Yabancı Diller Yüksekokulunda görev yapan öğretim elemanlarının görüşleri alınarak gereksinimleri belirlenmiş ve bu gereksinimleri karşılamanın yolları aranarak öğretimsel gelişimin noktasındaki eksiklikler tespit edilmiştir. Böylelikle, öğretim elemanlarının öğretimsel gelişim konusunda farkındalık kazanacakları düşünülmektedir. Çalışmada ortaya konulan model önerisi, öğretim becerilerinin geliştirilmesine katkıda bulunabilir ve öğretim sürecinde karşılaşılan sorunlara çözüm sağlayabilir. Çalışma, öğretimsel gelişim gereksinimine cevap verecek bir model önerisine odaklandığından, bu konunun literatürdeki eksikliği de giderilmeye çalışılmıştır. Çalışma boyunca öğretimsel gelişime vurgu yapılmış ve nitelikli öğrenme ve öğretme süreci yürütmek için gerekli noktalar üzerinde durulmuştur. Öğretim becerilerinin geliştirilmesi sürecinde, üzerinde durulması gereken boyutlar modül olarak tasarlanmış ve model önerisi bu kapsamda oluşturulmuştur. Bu çalışmayla birlikte öğretim becerilerinin geliştirilmesinin önemine vurgu yapıldığından, etkili bir öğrenme-öğretme süreci için öğretimsel gelişime yönelik bir farkındalık oluşturularak öğretimde niteliğin arttırabileceği düşünülmektedir.

Sonmez Akalin, T. and Guven, M. (2023). Identifying faculty members' ınstructional development needs and a model proposal for these needs. *Western Anatolia Journal of Educational Sciences, 14*(2)*,* 1249-1272*.* DOI. 10.51460/baebd.1351350

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Introduction

The faculty members consist of lecturers, research assistants, assistant professors, associate professors, and professors working in higher education institutions. Faculty members are the personnel responsible for conducting research, teaching, and advising students at a higher education institution or university. Lecturing is among the main tasks of the faculty members, which refers to teaching (Bowen and Schuster, 1986; cited in Moeini, 2003). To carry out these basic tasks effectively, the professional development of the faculty members is a dimension that should be considered.

Professional development can be defined as deepening the understanding of teachers about the learning-teaching process and students. This process should start with pre-service training and continue throughout a teacher's career (Darling-Hammond and McLaughlin, 2011). The learning process that continues throughout a professional life related to any kind of educational experience of an individual is professional development, and each new learning process contributes to professional development. In education, the quality of education is closely related to the professional development of teachers and school administrators. From this point of view, teachers and school administrators should improve themselves in order to be effective and efficient. Acquiring new knowledge and skills is considered a part of professional development, and students are also directly affected by the professional development process (Mizell, 2010, p. 7).

Another dimension of professional development is instructional development. The basis of instructional development is how teachers maintain their professional development, how they learn to learn, how they put the knowledge they have learned into practice, and how they transfer this information to students (Guskey, 2002). The whole set of formal and informal activities that managers and trainers carry out to make the learning environment, learning outcomes, and teaching strategies more effective is called instructional development (Munn, 1995). According to Diamond (2002), instructional development focuses on students by making teaching and instructional programs better. Instructional development includes instructional design, application, assessment, and including the technology to the curriculum. The outputs of the instructional development include the development of effective teaching skills, the effective use of materials, the focus on student learning, and the increase of both educational and student satisfaction. In addition, it is expected that instructional development will cause a change in educational attitudes and beliefs, which will result in an improvement in learning outcomes (Guskey, 2002). Since, instructional development focuses on teaching and learning environments at school (Munn, 1995).

Instructional development is a process that creates a change in teaching practices, and it should be carried out continuously (Jones and Lowe, 1990). Teachers should transfer the knowledge and skills they have acquired during the instructional development process to the learning-teaching environment. Instructional development should aim at providing educators with sample practices on new techniques, strategies, methods, and approaches in an environment where the educators feel comfortable (Barnard, 2004). At this point, instructional development activities may focus on changing the professional practices, thoughts, and understanding of teachers. This change may lead educators to a result and this result is learning. Therefore, instructional development practices

should offer a different perspective on the applications of educators in the learning-teaching process (Guskey, 2002).

Instructional development helps conduct an efficient learning-teaching process by developing the teaching skills of the faculty members to use those skills more effectively in the learning-teaching environment. The basis of instructional development is the improvement and development of teaching skills. When the activities are carried out within this scope and when they are directed at a specific purpose, the instructional development process is better supported. In addition, the presentation of realistic practical activities to the faculty members can also contribute to the learning-teaching process. Taking all these into account, it is important to reveal the faculty members' needs in terms of instructional development. There are some studies that look to improve the teaching skills of the faculty members and determine their views on this issue (Ercan, 2010; Stes et al. 2010; Benor, 2000). In some studies, the researchers have tried to put forward program designs and recommendations for the professional development of faculty members, but no study thus far proposed a direct instructional development model for faculty members (Nandan et al., 2010; Felder et al., 2011).

It is thought that this study will contribute to the effective execution of the learning-teaching process by improving the teaching skills of the faculty members and increasing the efficiency obtained from the process. In this context, during the research process, by asking the opinions of the faculty members working at the School of Foreign Languages at universities, deficiencies in instructional development were identified and ways to respond to the needs in this regard were found. The study concentrates on ensuring faculty members gain awareness about instructional development, by this way it is thought to contribute to the development of teaching skills and provide solutions to the problems encountered in the teaching process.

Purpose of the Study

This study was conducted to determine the needs of the faculty members for their instructional development and to put forward a model proposal in this direction. In this context, the research questions of this study are as follows;

1) What are the opinions of the faculty members working at the School of Foreign Languages about the need for instructional development?
2) What can the characteristics of the model proposal for the instructional development of the faculty members be?

Method

Research design

The research is a case study which was conducted by qualitative research design. The qualitative research pattern in which the researcher actively participates in the research process is specific to the situation and event being investigated. Qualitative research design is one of the preferred methods in research processes as it provides rich data (Creswell, 2013). In the qualitative

research design, the requirements of the teaching staff for educational development were determined based on qualitative data, and a model proposal was put forward in this direction.

Participants of the study

This research was conducted with the faculty members working at the Anadolu University School of Foreign Languages during the spring semester of the 2017-2018 academic year. In the selection of the participants, the criterion sampling method was preferred. The participants were chosen among the lecturers who were working at School of Foreign Languages, who were teaching actively and who were graduated from department of foreign languages. The following table contains some information about the participants.

Table 1.
Participants with whom semi-structured interviews were carried out

Participant	Gender	Year (Professional Seniority)	Bachelor's Degree Program	Post-graduate Education	Having a Different Degree
1.	Male	18	English Language Teaching	English Language Teaching, Ph.D.	Pearson Art Training
2.	Female	29	English Language Teaching	English Language Teaching, Ph.D.	-
3.	Female	16	English Language Teaching	-	-
4.	Female	9	English Language Teaching	-	-
5.	Female	8	English Language Teaching	English Language Teaching, Ph.D.	Philosophy
6.	Male	21	English Language Teaching	English Language Teaching, MA.	-
7.	Male	20	English Language Teaching	English Language Teaching, MA.	Testing Seminars
8.	Male	22	English Language Teaching	English Language Teaching, Ph.D.	Total Quality Workshops
9.	Male	17	English Language Teaching	Integration of Education and Technology	Integration of Education and Technology Creative Drama

10.	Male	14	English Language and Literature	English Language Teaching, Ph.D.	-
11.	Female	19	English Language Teaching	English Language Teaching, MA.	Office Management Sociology
12.	Female	7	French Language and Teaching	French Language and Teaching, PhD	-
13.	Female	16	American Culture and Literature	Distance Education, Ph.D.	Certificate of English Language Teaching
14.	Male	4	French Language and Teaching	French Language and Teaching, Ph.D.	-
15.	Male	15	English Language Teaching	Curriculum and Teaching, Ph.D.	-
16.	Female	19	English Language Teaching	Faculty of Communication	Communication
17.	Male	15	American Culture and Literature	Curriculum and Teaching, Ph.D.	Integration of Education and Technology
18.	Female	22	English Language Teaching	English Language Teaching	Self-Improvement Seminars
19.	Male	6	English Language Teaching	English Language and Literature	English Language and Literature
20.	Male	9	German Language and Teaching	German Language and Teaching, Ph.D.	Fine Arts, MA.

Semi-structured interviews were conducted face-to-face with 20 faculty members working at the School of Foreign Languages at Anadolu University. According to Table 1, the participants consist of 11 male and 9 female faculty members. Six of the interviewees have a professional seniority of 0 to 10 years, while ten of them have a professional seniority of 10 to 20 years. Four of them have a professional seniority of 20 to 30 years. 70% of the participants stated that they had graduated from the English Language Teaching undergraduate program and 2% of them had not received graduate education. Finally, 65% of the faculty members expressed that they had received an education apart from their field of expertise.

Data collection

Within the scope of qualitative research, the data were collected with the semi-structured interview forms. The interviews were conducted face-to-face with faculty members working at

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Anadolu University School of Foreign Languages between 15.03.2018 and 16.03.2018 in the 2017-2018 spring term. The interviews lasted between 10-20 minutes on average and the total interview time was 275 minutes. The necessary ethics committee permissions were obtained before starting the research process.

Data analysis

Within this study, a functional instructional development model proposal was put forward based on the data obtained from the literature review and data collection tools. Firstly, the data obtained from the semi-structured interviews were transcribed and analyzed with the NVivo Pro 11 program. The analysis units were coded by two different researchers and the reliability coefficient was calculated by making comparisons to ensure validity and reliability (Miles and Huberman, 1994). Based on the reliability coefficients originating from a comparison of the codes created by different encoders, the research was considered reliable (%95,91). Tables below showing the codes have been created in accordance with the common codes that emerged after the calculations. The codes were supported by direct quotations from the answers given to the open-ended questions and they were grouped under themes. Based on these data, the basic steps and sub-steps of the instructional development model proposal have been created.

Findings

The findings obtained from the semi-structured interview

According to the results from analyzing the data obtained from the interviews, sub-themes were created under the theme of 'needs' and their sub-dimensions were included. The sub-themes of the *need* theme are the need for *planning*, the needs related to the *institution*, the needs related to the *program*, the needs related to the *content*, and the needs related to the *trainers*.

The views of the faculty members about the need for planning

In this section, explanations about the planning needs, which is the sub-theme of the *needs theme*, are included. In Table 2, the sub-dimensions, frequency values and total values of the planning needs theme are given.

Table 2**.**
Needs Related to Planning

Theme	Need	F
	Needs Related to Planning	
	Pre-registration	14
	Systematic and Regular	9
	Pre-determined content	3
	Identifying the Needs	3
	Participants with the Same Features	1
	Informing Trainers Beforehand	1
	Total	**34**

According to Table 2, the sub-themes of needs related to planning are; pre-registration (f:14), systematic and regular (f:9), pre-determined content (f:3), identifying the needs (f:3), participants with the same features (f:1), informing trainers beforehand (f:1).

It was stated by the interviewees that pre-registration should be made to determine the people who will participate in the event during the planning of the instructional development activities. Participant 5 mentioned that the first step in organizing the events is to pre-register to clarify the people who will participate in the event. Participant 5 said that 'if an event is to be organized, it should be planned. In other words, who will participate in this event, and how many people will there be.' According to those statements it can be said that if pre-registration is done before the event, arrangements can be made according to the number of people who will attend. It was emphasized by the participants that first pre-registration should be made about the need for instructional development activities. Thus, it can be said that the process of organizing events will proceed in a more planned way.

Emphasizing the importance of systematic and regular progress of activities during instructional development activities, participant 11 used the following expressions: 'Well, I'm in favor of continuity. So if professional development activities, instructional development activities are organized in an institution, I prefer it to be organized regularly.' Based on this, it can be said that instructional development activities should not be one-time events, these activities should be ongoing events. Another point touched upon by the participants is that continuous implementation of instructional development activities will improve the learning-teaching process by making a continuous contribution to the development of teaching skills.

The participants emphasized the importance of pre-planning the content of the educational development activities. According to Participant 13, it is important to determine the content of the events in advance. Thus, when diversity is provided efficiency increases. It can be said that instructional development activities are not haphazardly organized activities, and conducting these activities depending on the context is necessary to achieve effective results.

When organizing educational development activities, the activities should be determined according to the characteristics of the target audience. 'Everyone can be asked, that is, these events are planned in accordance with the individual needs. What kind of activity do they want in what field?' (Participant 16). Instructional development activities should be organized based on the needs of the educators in the process. Thus, since the characteristics of the target audience are known, both the content is determined according to the participants' needs and they conduct the event more efficiently.

While organizing instructional development activities, participant 12 expressed their opinion on the formation of groups of participants with similar characteristics. 'Now that we have an English teaching degree, we know the field very well, actually some basic things. Therefore, when we participate in a mandatory event on this subject, here is a friend who graduated from American Culture and Literature, while we follow it with more interest, sometimes we can get bored, too... a similar audience should be in that group.' Based on the participant's opinion, it can be said that

bringing participants with similar characteristics together in instructional development activities can increase the effectiveness of activities.

The participants of the interviews stated that while organizing instructional development activities, the trainers should have prior knowledge about the institution and the audience for whom the event will be organized if they come from outside the institution. Participant 18 thought that 'Educators come from different institutions, of course, but we give background information to those people who come here, this is a place like this, this is a student, this is a teacher, we need something like this or something else, they are doing activities in this direction. Otherwise, the efficiency may not be obtained when they make ready presentations that they make everywhere.' By looking at the statements it can be said that the educator needs to know the institution and the audience to be trained in instructional development activities.

Needs related to institution

In this section, explanations about *the needs related to the institution* have been made and the opinions of the faculty members on this issue have been given. The data related to this are presented in Table 3.

Table 3.
Needs Related to Institution

Theme	Need	F
	* Needs Related to Institution	
	Regular activities	9
	Institution's support	7
	Instructional development unit	4
	Instructional development activities like seminars, workshops meetings etc. Should be held	3
	Trainers from both inside and outside of the institution	2
	Place and necessary equipment for activities	2
	Announcements about the activity's content	2
	Motivational rewards	2
	Total	**31**

As can be seen from Table 3 the needs related to the institution are as follows; regular activities (f:9), institution's support (f:7), instructional development unit (f:4), instructional development activities like seminars, workshops meetings, etc. should be held (f:3), trainers from both inside and outside of the institution (f:2), place and necessary equipment for activities (f:2), announcements about activity's content (f:2), motivational rewards (f:2).

Faculty members thought that instructional development activities should be done regularly. Participant 11 expressed that 'I am in favor of the continuity of the activity. Stability in such kind of activities is very important.' Regularly held instructional development activities may increase the effectiveness of the activities and they may contribute more to the learning-teaching environment.

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In instructional development activities, the institution where the faculty members work should support all these activities both morally and materially. Participant 1 is in the same idea; 'The only thing I demand from my institution about these activities is support. We should be given money to attend the activities. The institution should encourage us to attend instructional development activities.' It can be said that supporting faculty members in every aspect may motivate them to attend such kinds of activities.

The participants of the study thought that the instructional development activities should be more corporate; for this reason, forming a unit of instructional development may be beneficial (Participants 5, 1, 11, 15,). To diversify the instructional development activities and increase the frequency of the activities, the faculty members believe that 'the institution should organize congresses, conferences, workshops, seminars and in-service training for instructional development' (Participants 9, 13, 14, 20).

Participant 3 expressed that instructional development activities can be carried out by trainers both from the institution and from outside the institution; 'The trainers are also from this institution, they also come from outside of the institution, but mainly at first we are asked here who wants to do the training. Trainers from outside of the institution are also coming, at this point, trainers from outside need to be informed.' By looking at this statement, while conducting instructional development activities, support can be received from internal and external trainers in accordance with the needs and possibilities of the institution and faculty members. As mentioned before, what is important at this point is the trainers' being informed about the institution and the participants beforehand.

Participant 10 expressed his opinion on the provision of place and equipment by the institution in the following sentence: 'I want the institution to provide us with place and equipment.' When planning and programming instructional development activities, it is necessary to provide the necessary materials and equipment as well as the environment in which the activities will be conducted.

Participant 18 mentioned the necessity of making announcements about educational development activities in the following statement; 'There's a meeting on Wednesday afternoon. If there is a professional development event in that month, I also want to know about it.' Making the necessary announcements at the stage of organizing instructional development activities may facilitate the participants to make plans for participation in the event. Thus, participants can attend training according to their schedule.

Participant 13 mentioned the positive effect of providing some opportunities as motivating rewards to the faculty members in terms of increasing motivation when they participate in organized events. Instructional development activities should be optional activities and faculty members should not be forced to attend the activities. At this point, it can be said that finding ways that will motivate faculty members to participate in the event will be effective.

Needs related to the program

In this section, the sub-dimensions of the *needs related to the program* are shown and explanations about them are made. Data related to this theme are presented in Table 4.

Table 4.
Needs Related to the Program

Theme	Need	*f*
	Needs Related to the Program	
	Training program	3
	Reflection and Discussion on the Activities	3
	Careful planning and Programming	3
	Knowing Trainer's Expectations	1
	Total	**10**

According to Table 4, the sub-themes of needs related to the program are 'training program (f:3), reflection and discussion on the activities (f:3), careful planning and programming (f:3), and knowing trainer's expectations (f:1).

Research participants mentioned the necessity of a training program to carry out the activities in a more planned and organized way. Participant 5 said that 'A program should also be prepared for such events. What is to be taught, what is to be shown, what is to be presented, this must be determined in advance. This may also be possible with a training program.' Faculty members think that it is important to prepare a training program and conduct activities by adhering to this program in instructional development activities.

Participant 15 emphasized the need to reflect on and discuss the activities. 'So, it's very difficult for this to happen in environments where there are no discussions such as a reflection on it, discussion, how is it going, why is it going well, why is it not going well, and how could it have been done better?' In instructional development activities, , participants' exchanging ideas, discussions on the topic, and reflection on the practice can contribute to increasing effectiveness at the end of the event.

Participant 16 stated their idea about instructional development activities being planned and programmed; 'Deciding what to do at the time of the event is not effective. That's what I'm going to present, I'm going to say about this, and it shouldn't come out at that moment. Whatever the trainer is going to do, they have to plan. Of course, these activities should also be done based on a program if the work is taken seriously.' Based on this view of the participant, it can be said that when instructional development activities are carried out within the framework of a plan and depending on a program, the activity can be more systematic.

Participant 10 stated their idea about the trainer's expectations in this way; 'What the trainer expects is also important. After all, that person is also coming to this institution, so I should not say what will happen in the end. Now, is that trainer thinking about making a practical application or does he want them to provide an example? The trainer needs to know this.' Since the instructional

development process is a process that requires mutual interaction, knowing what both trainers and participants want and expect can make a positive contribution to the process.

Needs related to the content

In this section, explanations about the *needs related to the content* are included and these explanations are supported by the opinions of the participants. Data for this need are presented in Table 5.

Table 5.
Needs Related to the Content

Theme	Need	f
	Needs Related to the Content	
	Interactional and practical activities	5
	Technology usage in foreign language classrooms	4
	Activities to develop foreign language skills	2
	Contemporary activities	1
	Total	**12**

As can be seen from Table 5, sub-themes of needs related to content are; interactional and practical activities (f:5), technology usage in foreign language classrooms (f:4), activities to develop foreign language skills (f:2), contemporary activities (f:1).

Instructional development activities should include practical as well as theoretical knowledge. In addition, the activities should also be interactive. Participant 5 shared their ideas about this issue; 'That's why I think sharing is more important, you know, rather than being very theory-based in general. It is more beneficial when it is practice-oriented. When there is an application, we are also in the process and there is an interaction with our friends.' The process of developing teaching skills requires that theoretical knowledge and practical application should be included. At this point, it can be said that organizing both theoretical and practical activities in instructional development activities will positively affect the instructional development process.

Participant 9 emphasized the importance of technology. 'Now technology has become something like a savior in teaching. There are disadvantages, sometimes it doesn't work, but if it is used in the appropriate place, the effect is seen immediately. Considering the statements of the participants, it can be said that including applications related to the use of technology when planning the content of instructional development activities will contribute to the teaching process.

In the content theme, Participant 2 made a statement about skill training in foreign language classes 'Language skills like writing, speaking, reading, and listening should also be included in this type of training.' At the point of developing the teaching skills of foreign language teachers, the participants mentioned that the teaching of language skills such as reading, writing, and speaking should be inserted in the content of instructional development activities. In this regard, it can be said that including the teaching of language skills in the instructional development activities will contribute to the foreign language teaching process.

Participant 19 expressed their opinion about the current practices in instructional development activities and their use in the course. 'There are very preferred applications from time to time. Now the events should be prepared in parallel with the contemporary applications. One should stay away from presentations, topics that everyone knows ...' At the point of preparing instructional development activities, it can be said that including current practices and different methods and techniques will add dynamism to the learning-teaching process.

Needs related to the trainer

In this section, data on the *needs related to the trainer* are included and explanations about this are made. Data for this need are presented in Table 6.

Table 6.
Needs Related to the Trainer

Theme	Need	ƒ
	Needs Related to the Trainer	
	Knowing the target audience and institution	4
	Being an expert in the field	3
	Training program	2
	Being objective	1
	Giving feedback	1
	Balancing theoretical and practical knowledge	1
	Total	**12**

Table 6 shows *the sub-themes of needs related to the trainer*. These are; knowing the target audience and institution (f:4), being an expert in the field (f:3), training program (f:2), being objective (f:1), giving feedback (f:1), balancing theoretical and practical knowledge (f:1).

Participant 11 said that the trainer should be informed about the institution and the faculty members who will participate in instructional development activities. As for informing the educational specialist, it can be said that the trainer who is in charge of instructional development activities should know the characteristics of the audience to be trained and prepared accordingly, and this will ensure the effective implementation of the activities.

According to Participant 13, the trainer should be an expert in their field; 'The trainer should be a master in his field. They have things to say about the topic and answer the questions. If the trainer says I have no idea about this, I feel disappointed.' It can be said that in instructional development activities, the trainer needs to be a master in their field knowledge to achieve the purpose of the event and so the participants may benefit from the event.

Participant 5 mentioned that the people who will conduct the instructional development activities should plan the program according to the attendees' needs. Participant 17 stated that 'The trainer should plan the training according to our needs.' In instructional development events, it is important for the trainer to be aware of the needs analysis carried out at the beginning of the event.

Thus, the use of ready-made presentations independent of the context and participants may be dismissed.

Participant 16 summarized the attitude that the trainer should assume to the participants as follows; 'For example, if I feel that I am being judged, it will dissuade me. The trainer should not have a judgmental attitude towards me and should be objective.' It is one of the points emphasized that the trainer should not act biased in instructional development activities. It can be said that not judging the participants during the activities and allowing them to express their opinions freely will contribute to the professional development activities and turn them into more beneficial and motivating activities.

Participant 18 stated that the trainer should provide feedback on their development. 'The trainer should keep our motivation high and constantly observe us and give us feedback. Now, for example, he came here for 10 hours, and we are trained. What do I do after training, he should guide me, give me feedback, and continue to direct me.' The practical organization of instructional development activities may reveal the need for participants to receive feedback in this process. If a sample application is made, the participants should get feedback from the trainer.

Participant 7 thought that there should be a balance between theory and practice in instructional development activities; 'Such activities should no longer be theoretical, but practice oriented. In most of such trainings that I have attended so far, most of the training time is spent explaining the theoretical background of the activity. People are also expecting something practical.' The teaching profession is a process that feeds on theoretical knowledge but also involves practice. At this point, it can be said that it is important to support the participants in the implementation phase and the instructional development activities should include theoretical and practical knowledge.

By looking at the results of the data obtained from the semi-structured interviews examined above, it was seen that the faculty members had some needs for instructional development. Firstly, proper planning of activities can increase the efficiency obtained from activities. The faculty members emphasized that these activities should be planned and systematic. At the planning stage, they focused on pre-registration for the organized events. Then, they also mentioned the importance of systematic and regular organization of these activities to benefit from them most. The faculty members expressed their opinion that the instructional development activities should have predetermined content, that a needs analysis should be carried out for this, and a training program determined based on those needs will increase the efficiency of the activities. In addition, some of the faculty members focused on the formation of participant groups in events with similar characteristics, and finally, they mentioned the need to provide preliminary information to the trainer who will provide the training.

However, the institution's supporting and organizing such kinds of events is also important. In addition, the faculty members also stated opinions about the program that will be used in instructional development activities. It was mentioned that the content used during the instructional development events should be prepared based on interaction and current issues. Finally, the faculty

members have some expectations about trainers who will provide training in instructional development activities. In addition, it may be possible to say that there are different needs for instructional development, such as the establishment of a unit instructional development.

Characteristics of the model proposal for the instructional development of the faculty members

The data obtained from the data collection tool revealed the needs of the faculty members for instructional development. Based on these needs, an instructional development model proposal that will respond to the needs of the faculty members has been put forward.

In the design of the model proposal for the instructional development of the faculty members, the stages of the 'Taba Model of Curriculum Development have been used. Some steps have been added to the model based on the needs analysis and an original model design has been put forward. It has been tried to provide flexibility to the model and the model has been designed to meet the determined needs. There is a cyclicity in the model proposal and it is possible to come back to the prior steps and revise them. The steps followed in the model proposal of instructional development are shown below in Figure 1.
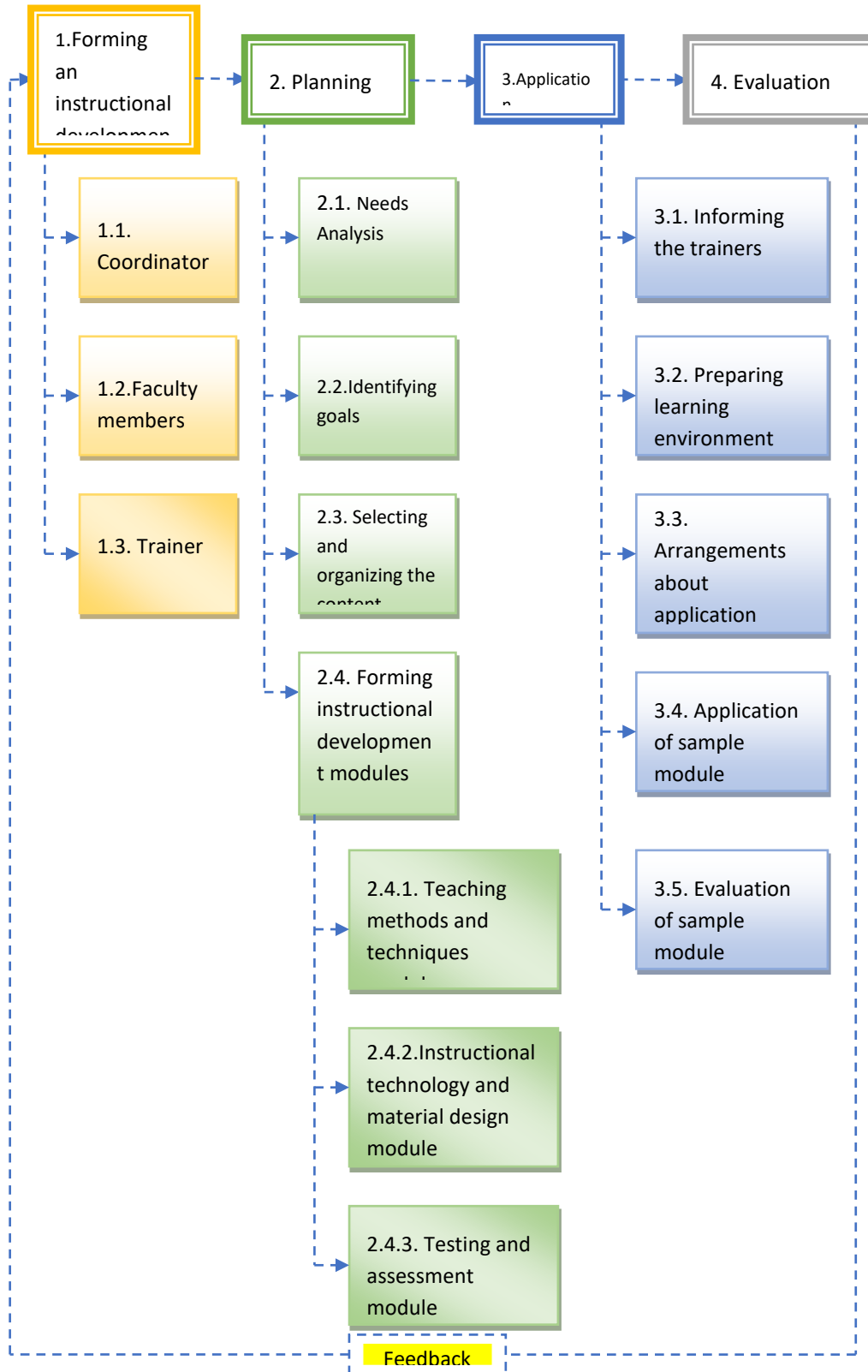
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Figure 1. *The Structure of Instructional Development Model Proposal*

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DOI. 10.51460/baebd.1351350

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As can be seen in Figure 1, the model proposal prepared for the instructional development of the faculty members consists of four main steps. These steps are; the instructional development unit, planning, implementation, and evaluation. In the first step, there is an instructional development unit. This unit has three elements which are the coordinator, faculty members, and trainer. The instructional development unit is responsible for organizing, conducting, supervising, and developing instructional development activities.

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The second step of the model is planning. In this step, needs analysis, determining the purpose according to the needs, the selection and arrangement of the content, and the creation of instructional development modules take place. The objectives of the instructional development model proposal are as;

1. Raising awareness for instructional development,
2. Meeting the needs of faculty members related to instructional development,
3. Determining the critical points of the learning-teaching process in the process of instructional development,
4. Ensuring that the faculty members interrelate instructional development and the effective learning-teaching process,
5. Contributing to the development of teaching skills,
6. Making the learning-teaching process effective by developing teaching skills.

The pragmatic philosophy and progressivism movement are the basis of the model proposal for the instructional development of the faculty members. In addition, the model is designed as learner-centered. From this point of view, it has been decided to use the 'modular programming approach' when organizing the content in the given model.

In the design of the model for the instructional development of the faculty members, the results obtained from the semi-structured interviews were used in the selection and arrangement of content after determining the needs and objectives. The content is organized in the form of learning modules. These modules are given below.

- Teaching Methods and Techniques Module
- Instructional Technology and Material Design Module
- Testing and Assessment Module.

The Teaching Methods and Techniques Module, which is considered the first module, contains components like making the learning-teaching process effective. The teaching methods and techniques module includes topics such as time management, classroom management, learner-centered approach, permanent learning, readiness, motivation, teacher's speaking time in the lesson, and game use in the lesson. In the preparation of this module, more general sub-titles have been created by taking needs analysis results into account.

The Instructional Technologies and Material Design module has been prepared as the second module. This module includes preparing and using appropriate material to make the lesson more fun, to motivate students, to relieve the monotony of the lesson, and to make the learning permanent. In addition, it helps to give a different dimension to the lesson by including instructional

technologies in the lesson. At this point, different mobile applications, computer applications, and internet resources can be used.

The Testing and Assessment Module, which is considered the third module, has been prepared to evaluate learning as a result of the learning-teaching process and to determine the level of achievement of goals. At this point, as well as the formative assessment process, the summative assessment process can be carried out. At the same time, the feedback received from the student during the learning-teaching process can also provide clues about learning during the Testing and Assessment process.

The educational development model proposal, based on the Taba Model of Curriculum Development, includes the implementation of the instructional development modules. In the implementation step, the trainers who will carry out the implementation should be informed at the first stage. For this purpose, the trainers are informed about the target audience and the content of the activities. Then, the learning environment is prepared. The necessary technological equipment has been provided to the learning environment and materials to be used in the process have been supplied. In addition, the necessary regulations have been made regarding the implementation. At this stage, it is important to hold informative meetings for the participants and prepare the training program. After the necessary arrangements are made, the application of the sample modules in the model proposal is implemented and the evaluation of the application is made.

In the evaluation of the model proposal for the instructional development of the faculty members, the Provus Discrepancy Evaluation Model is preferred.

Conclusion, Discussion, and Suggestions

According to Avalos (2010, p.10), the basis of professional development is to know pedagogy, to master teaching and learning outcomes. When considering instructional development, the teachers' learning, how they learn to learn, and turn the information they learn into practice in a way from which students benefit should be taken into account (cited in Loughran, 2014). Instructional development is one of the important factors in improving the quality of education. The applications for instructional development are systematic and lead to changes in the classroom practices of teachers, attitudes, and beliefs towards learning and teaching outcomes (Guskey, 2002). From this point of view, instructional development results in effective learning. The occurrence of positive changes in learning outcomes can be correlated with the effectiveness of instructional development activities. In addition, changes in the teaching behavior of teachers and their perceptions about the learning-teaching process, especially in terms of classroom experiences, should be among the results of instructional development (Wenglinsky, 2002, cited in. Warren et al.2012). In contrast, the starting point of organizing a program to improve teaching is to make 'teaching' an accepted subject. Making discussions about teaching, expressing opinions, and making criticisms help get rid of prejudices. In addition, it is believed that both theoretical knowledge and practical knowledge lie at the heart of instructional development. However, the tutorials could not go beyond theoretical knowledge in some cases and practical activities remained limited (Jarvis, 1991, p. 56-57). In this context, it is considered that there is a need for an instructional development model based on application,

interaction, and theoretical knowledge, and there is a need to act to improve the teaching skills of faculty members. Based on this need, it has been seen that there is no program or model aimed directly at improving the teaching skills of faculty members. In parallel, an instructional development model proposal was put forward to improve the teaching skills of the faculty members within the scope of the research.

Within the scope of the research, the views of the faculty members working at the School of Foreign Languages on the need for instructional development were tried to be revealed through semi-structured interviews. First, the faculty members expressed their views on the planning of the activities in terms of activities being more systematic (f:34). It may be useful to take these points into account in terms of conducting more planned, systematic, and organized activities. When determining the needs, the needs of the institution, professional, and personal needs should be considered (Barutçugil, 2002, p.59). In addition, some participants emphasized their needs related to the institution and expressed their expectations in this regard (f:24). The needs related to the program used in educational development activities have also been revealed (f:7). The teaching staff referred to the necessity of using an educational program during instructional development activities. They think that reflection and discussion on the activities are important. To achieve instructional development, it is necessary to reflect on the activity or situation. Teachers mostly learn by doing their jobs and they gain experience. Making reflections about teaching in the teaching process also allows for focusing on some situations in detail (Cambridge International Examinations, 2015). In addition, the faculty members have touched on the issues that should be addressed in an instructional development event (f:12). Although it is known that theoretical knowledge is the basis of professional development activities, activating this theoretical knowledge and using it in the classroom are among the issues that should be covered during instructional development activities (Kennedy, 2016). Levin's (2014) view also emphasizes the importance of practice; the effectiveness of the teaching staff is a factor that directly affects student success. Most of the professional development activities are perceived as one-time activities that take an hour or two after school without practice and are done just by sitting and listening in a passive way. Only 10% of the participants in these activities stated that they practiced newly learned items in the classroom. According to research, it takes at least 20 times for an application to be put into practice, and according to some studies, at least 50 hours of professional training is necessary. In some research, it has been seen that the activities organized for professional development increase the theoretical knowledge of the teachers and enable them to make changes in teaching practices. Lastly, there are also some needs of the faculty members about the trainers who will carry out the instructional development activities (f:12).

Based on the needs determined during the study, the instructional development model proposal consists of four steps. In the first step, the instructional development unit is responsible for the needs analysis and the planning of the activities. At this point, it can be said that this unit may contribute to the more systematic and regular implementation of instructional development activities. Studies show that one-time instructional development activities make very little contribution to the change in the teacher's teaching behavior (Gardner, 1996; Smith and Gillespie, 2007; Timperley, 2008). The second step of the model is planning. In this step, determining the needs and the purpose according to the needs, the selection and arrangement of the content, and the

creation of instructional development modules take place. The third step of the model, the implementation step, includes the stages of informing trainers about the content, providing information about the target audience, and preparing the learning environment. The last stage of the model is the evaluation stage. At this stage, it is necessary to evaluate the model proposal based on the determined program evaluation model and make the necessary arrangements.

According to the results of the study, there are some suggestions related to instructional development and for further studies.

Suggestions related to instructional development

Within the scope of instructional development, teachers should be constantly open to learning, and closely follow up-to-date information and practices related to teaching. Nowadays, the use of technology in teaching is at the forefront, teachers should also update their knowledge on this topic. It is necessary to know the applications used in teaching to improve and facilitate the learning-teaching process. At this point, the educators must be open to innovations and changes. In addition, it should be known that the instructional development process is not a passive learning process. From this point of view, instructional development activities should be organized in the form of activities where there is interaction and active participation of teachers. Colleagues can also be included in this development process and contribute to the exchange of ideas and sharing of experience.

Suggestions for further studies

It is thought that this research will serve as an example for studies while designing a model. This research was conducted with the Foreign Language teaching staff working at the School of Foreign Languages. In other studies, teaching staff working in different departments can be selected as an example. In addition, Faculty members who are responsible for teaching, faculty members who are Associate Professors and Professors may also be included in future studies.

According to the results of this research, instructional development activities should be done in a more systematic manner. For this reason during the planning, execution and evaluation stages of the instructional development activities *a responsible unit* may be formed. For this purpose, the establishment of units such as an *instructional development unit or a professional development unit* can be advised.

In this study, a semi-structured interview was used. In further studies, classroom observations may be done to view the teaching and learning environment in detail. By this way, it is possible to experience the classroom practices of lecturers.

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