

ACKNOWLEDGEMENTS

IN THE NAME OF ALLÂH, MOST GRACIOUS, MOST MERCIFUL

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May these individuals and organisations be blessed with prosperity.

SYNOPSIS

Teaching in institutions have come under the spotlight, as a result of inadequate teaching, learning and assessment strategies. Some of the most critical remarks that were made against teaching in institutes of higher education is that that the traditional methods of direct instruction are ineffective in developing learners' critical thinking powers and problem-solving abilities. Alternative methods of teaching, learning and assessment should be taken into consideration, rather than teaching.

The question that arises is whether the *Dâr 'al 'Ulûm*, which is also an institute of higher education, are aware of these arguments and whether it strives to implement effective teaching, learning and assessment strategies.

In this study the researcher concentrates on the development of criteria for effective teaching, learning and assessment. These criteria are developed by firstly conducting a literature review and then by evaluating the strategies of teaching and assessment in a *Dâr 'al 'Ulûm*, to these criteria.

The research methodology of this study consist of a qualitative component and it includes observations of the teaching methods in the classroom, document analysis and interviews with the teachers. The aim of the different data gathering methods is to determine the trustworthiness of the data. The same results were achieved each time the data provided was analysed. Furthermore, the consistency of interpreting and analysing the data was also addressed by returning the findings of this study to an external decoder.

The empirical research results indicated that this *Dâr 'al 'Ulûm* did not meet the criteria that was developed, and that this *Dâr 'al 'Ulûm* relies heavily on the traditional method of direct instruction.

The *Dâr 'al 'Ulûm* is an institute that develops the minds, the values and the attitudes of '*Ulamâ*'. Knowledge, values and attitudes are shaped in this institute.

Appropriate teaching and learning strategies are vital for quality education. Research has pointed out that an outcomes-based approach is more effective than the traditional direct instruction approach. It remains the responsibility of the *Diyâr 'al 'Ulûm* to ensure that the teachers are trained in teaching skills that will promote effective learning.



SINOPSIS

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Onderrigstrategieë in hoëronderiginrigtings het sterk onder die soeklig gekom as gevolg van ongepaste onderrig, leer en assesseringstrategieë. Van die mees kritiese opmerkings wat gemaak word teenoor onderrig in hoëronderiginrigtings is dat die tradisionele metode van direkte onderrig oneffektief is om leerders se kritiese denkvermoë en hul probleemoplossingsvaardigheid te ontwikkel. In Alternatiewe metodes van onderrig, leer en assessering metodes moet in ag geneem word.

Die vraag ontstaan of die *Dâr 'al 'Ulûm*, wat ook 'n hoëronderiginrigting is, bewus is van hierdie argumente en of dit strewe na die implementering van effektiewe onderrig en assesseringsstrategieë.

In hierdie studie konsentreer die navorser op die ontwikkeling van kriteria vir effektiewe onderrig en assessering. Hierdie kriteria word ontwikkel deur eerstens 'n literatuurstudie te doen en dan die onderrig, leer en assessering strategieë van 'n *Dâr 'al 'Ulûm* daarmee te evalueer deur die kriteria toe te pas.

Die navorsingsmetodologie van hierdie studie bestaan uit 'n kwalitatiewe komponent en dit behels waarneming van die onderrigstrategieë in die klaskamer, analise van die kurrikulum en onderhoude met die onderwysers. Dieselde resultate was behaal elke keer waneer ingesamelde data geanaliseer word. Verder was die konsekwentheid van die interpretering en analise van die data aangespreek deur die bevindinge van hierdie studie na 'n eksterne dekodeerder te verwys.

Die empiriese navorsingsresultate dui aan dat hierdie *Dâr 'al 'Ulûm* nie voldoen aan hierdie kriteria nie en dat hierdie *Dâr 'al 'Ulûm* hewig op die tradisionele metode van direkte onderrig steun.

Hierdie *Dâr 'al 'Ulûm* is 'n inrigting wat die denkswyse, die waardes en die houdings van '*Ulamâ*' vorm. Kennis, waardes en houdings word gevorm in

hierdie inrigting.

Aanvaarbare onderrig en assesseringstrategieë is mees belangrik vir gehalte onderrig. Navorsing bewys dat uitkomsgerigte onderrig meer effektief is as die tradisionele metode van direkte onderrig. Dit is die verantwoordelik van die *Diyâr 'al 'Ulûm* om te verseker dat onderwysers opgelei word in onderrig en assesseringstrategieëvaardighede wat effektiewe leer sal bevorder.





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