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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 Dār ʿal ʿUlûm, 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 Dār ʿal ʿUlûm, 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 Dār ʿal ʿUlûm did not meet the criteria that was developed, and that this Dār ʿal ʿUlûm relies heavily on the traditional method of direct instruction.

The Dār ʿal ʿUlûm is an institute that develops the minds, the values and the attitudes of ʿUlamāʾ. 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 Diyār ‘al ‘Ulūm to ensure that the teachers are trained in teaching skills that will promote effective learning.
Onderrigstrategië in hoëronderriginrigtings 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 hoëronderriginrigtings is dat die tradisionele metode van direkte onderrig oneffektief is om leerders se kritiese denkvermoë en hul probleemoplossingsvaardigheid te ontwikkels. 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 hoëronderriginrigting is, bewus is van hierdie argumente en of dit strewe na die implementering van effektiewe onderrig en assessoringsstrategië.

In hierdie studie konsentreer die navorser op die ontwikkelling van kriteria vir effektiewe onderrig en assessoringsstrategië. Hierdie kriteria word ontwikkel deur eerstens ’n literatuurstudie te doen en dan die onderrig, leer en assessoringsstrategië 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 hiedie 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 denkwyse, die waardes en die houdings van ‘Ulamâ’ vorm. Kennis, waardes en houdings word gevorm in
hierdie inrigting.

Aanvaarbare onderrig en assessoringsstrategieë is mees belangrik vir gehalte onderrig. Navorsing bewys dat uitkomstgerigte onderrig meer effektief is as die tradisionele metode van direkte onderrig. Dit is die verantwoordelik van die *Diyār ʿal ʿUlûm* om te verseker dat onderwysers opgelei word in onderrig en assessoringsstrategieëvaardighede wat effektiewe leer sal bevorder.
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