



Assessing the Effectiveness of Professors' Teaching Methodologies at Moulay Ismail University: Insights from Postgraduate Students

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Received: 02.01.2025 • Accepted: 20.02.2025 • Published: 22.03.2025 • Final Version: 28.03.2025

Abstract: This study investigates the effectiveness of the teaching methodologies employed by professors at the open-access institutions of Moulay Ismail University (UMI), namely the School of Arts and Humanities (FLSH), the School of Sciences (FS), the School of Law, Economics and Social Sciences (FSJES), and the Polydisciplinary School of Errachidia (FP). Utilizing an embedded research design, a questionnaire was administered to 742 postgraduate students, and semi-structured focus group interviews were conducted with 28 doctoral students. The findings revealed a significant level of dissatisfaction among the students regarding their professors' teaching practices, which are predominantly characterized by traditional methods of lecturing and dictating. Students also expressed concerns about the lack of interactive and student-centred approaches in the classroom. Based on these insights, the study proposes several implications aimed at enhancing classroom practices and fostering the development of professors' instructional performance. The recommendations emphasize the need for a shift towards more engaging, participatory teaching methods that better address the learning needs and preferences of students. These findings contribute to the ongoing discourse on pedagogical improvement within higher education, particularly in the context of the open-access institutions of the UMI.

Keywords: Teaching methodologies, Moulay Ismail University, student-centered approaches, higher education.

1. Introduction

2. The field of education is continually evolving, driven by rapid changes in teaching methodologies and educational paradigms. This ongoing development underscores the necessity for teachers, who are pivotal agents in the teaching and learning process, to stay informed and up-to-date with the latest advancements in educational practices. Consequently, the effectiveness of teachers' classroom strategies and pedagogical performance has become a crucial benchmark for evaluating the overall quality of education systems. This issue is particularly pronounced in the Moroccan context, where most university teachers have been recruited without any formal pre-service training. Research has consistently shown that possessing content knowledge alone is insufficient; it must be supplemented with robust pedagogical skills to facilitate effective knowledge transfer to students (Loughran, 2012; Alonzo, 2012; Gess-Newsome, 2013). Addressing this critical gap, the present study seeks to assess and measure the effectiveness of the teaching methodologies employed by faculty at the open-access institutions of Moulay Ismail University (UMI), drawing insights from postgraduate students.

3. The significance of this study lies in its potential to illuminate the deficiencies within the Moroccan higher education system and to propose actionable solutions for enhancing its effectiveness. The study begins with a comprehensive review of the literature, analyzing previous research on teaching methodologies and their impact on educational outcomes. Following this, the methodology

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section outlines the research design and methods used to explore the study's research questions. The third section details the quantitative and qualitative findings, providing a thorough analysis of the data collected. In the fourth section, the findings of the study are critically examined in relation to existing research, highlighting areas of agreement and divergence. Finally, the fifth section draws practical implications from the study's findings and offers recommendations for future research, with the aim of refining and improving educational practices within the Moroccan higher education system.

2. Review of the literature

2.1. Why it is important to evaluate the effectiveness of teachers' teaching methodologies

4. The evaluation of teachers' teaching methodologies has garnered considerable attention in educational research, largely due to its significant implications for student learning outcomes, teacher development, and the broader educational system. This review of the literature synthesizes current research on the importance of evaluating the effectiveness of teaching methodologies, highlighting the key themes of student achievement, professional development, instructional quality, and educational policy.

5. One of the primary reasons for evaluating teaching methodologies is to ensure that students achieve optimal learning outcomes. Research consistently demonstrates a strong correlation between effective teaching practices and student academic success (Hattie, 2009). By systematically evaluating teaching methodologies, educators can identify which practices yield the highest levels of student engagement and achievement. This focus on student outcomes is particularly crucial in diverse classrooms, where different teaching strategies may be required to meet the needs of various learners (Darling-Hammond, 2010). Moreover, evidence-based evaluation allows for the tailoring of instructional practices to maximize their impact, thereby fostering a more inclusive and effective learning environment (Marzano, 2003).

6. Evaluating teaching methodologies is also critical for teachers' professional growth. Continuous assessment of instructional strategies provides teachers with valuable feedback that informs their ongoing professional development (Guskey, 2002). Such evaluations can help teachers reflect on their practices, recognize areas for improvement, and engage in targeted professional learning activities (Timperley, 2008). Furthermore, when teachers understand the impact of their methodologies on student outcomes, they are more likely to adopt and refine practices that are evidence-based and effective (Knight, 2007). This reflective practice contributes to a culture of lifelong learning among educators, ultimately enhancing their teaching effectiveness over time.

7. The quality of instruction is a key determinant of student success, making the evaluation of teaching methodologies essential for maintaining high standards in education. Research highlights that instructional quality is not only about the content delivered but also the methods used to engage students and facilitate their understanding (Stronge, 2018). By evaluating the effectiveness of various teaching methodologies, educators can discern which approaches foster critical thinking, creativity, and deep learning (Fisher & Frey, 2014). Additionally, such evaluations can help identify ineffective practices that may hinder student learning, allowing for timely interventions and improvements (Wiliam, 2011).

8. Educational policies increasingly emphasize accountability, requiring schools and teachers to demonstrate the effectiveness of their teaching practices (Danielson, 2007). Evaluating teaching methodologies plays a crucial role in meeting these accountability standards, as it provides empirical evidence of what works in the classroom. This evidence is vital for informing policy decisions at the school, district, and national levels (Fullan, 2011). Furthermore, such evaluations support the development of data-driven policies that aim to improve educational outcomes for all students (Datnow & Park, 2014). By linking teaching practices to student achievement data, policymakers can allocate resources more effectively and implement strategies that have a proven impact on student learning.

2.2. Previous studies

9. Research has consistently highlighted the significant impact of teaching methodologies on student outcomes in various educational contexts. Studies have shown that active learning strategies, such as collaborative learning and problem-based learning, tend to enhance student engagement and retention of knowledge compared to traditional lecture-based approaches. For instance, Prince (2004) found that students who participated in active learning sessions demonstrated higher levels of understanding and

application of concepts. Similarly, Freeman et al. (2014) conducted a meta-analysis revealing that students in active learning environments were 1.5 times more likely to pass their courses than those in traditional lecture settings. These findings suggest that teachers who adopt interactive and student-centred methodologies may foster deeper learning and improve academic performance across diverse student populations. However, it is also noted that the effectiveness of these methodologies can be influenced by factors such as class size, subject matter, and the instructor's proficiency in implementing these strategies (Andrews, Leonard, Colgrove, & Kalinowski, 2011).

10. Equally important, local research conducted in the Moroccan context highlights several critical areas in university teaching that need improvement to enhance the quality of higher education. For instance, Benzehaf (2018) conducted a study at Chouaib Doukkali University and discovered that while most professors demonstrate a strong command of their subject matter, they often fall short in essential pedagogical skills. Specifically, deficiencies were noted in providing clear explanations, maintaining effective communication, and fostering creativity and innovation in the classroom. In a similar vein, Echchafi et al. (2021) explored student satisfaction with their teachers' instructional practices and found that only 49% of students were content with how lessons were explained, and a mere 33% were satisfied with the opportunities provided for classroom interaction. These findings are consistent with those of Ben Ajiba et al. (2019), who studied student engagement across several Moroccan universities and reported that a significant portion of students (41%) never receive academic support from their professors, only 38.4% had the chance to engage in group work, and just 15.1% were encouraged to participate actively in class. Moreover, Brosseau (2000) examined students' preferences concerning teaching styles and found a clear preference for learner-centred approaches, with students more likely to attend classes where the professor adopts this style, as opposed to the traditional, lecture-based, teacher-centred methods.

11. In conclusion, evaluating the effectiveness of teachers' teaching methodologies is a critical component of educational practice. It not only enhances student achievement but also supports teachers' professional development, ensures high instructional quality, and informs educational policy. As the educational landscape continues to evolve, ongoing evaluation of teaching practices will remain essential for fostering an equitable and effective education system.

3. Methodology

3.1. Research design

12. The present study adopts a mixed-methods research approach. Its main objective is to measure and evaluate the effectiveness of the teaching methodologies employed by teachers at the UMI from the perspective of postgraduate students. The embedded research design is used to achieve this objective. Creswell (2014) defines this research design as an inquiry that "involves a two-phase project in which the researcher collects the quantitative data in the first phase, analyses the results, and then uses the results to plan or build on to the second qualitative phase (p. 224). Accordingly, at the initial quantitative phase, we use a Likert scale agreement questionnaire to investigate students' evaluation of teachers' teaching methodologies. Afterwards, at the follow-up qualitative phase, focus group interviews are conducted to explain and extend the quantitative results.

3.2. Participants and sampling procedures

In Morocco, Higher Education is offered in 12 public universities and eight private ones. In public universities, there are two types of institutions: open-access institutions, where admission is unconditioned, and limited-access institutions, where students must pass entrance examinations. The population of this study is the students of Moulay Ismail University. However, it is delimited only to postgraduate students in the open-access institutions affiliated with this university. The choice of this category of students is motivated by the fact that, after five or more years of studying in these institutions, they are now presumed to be aware of the characteristics of the Moroccan higher education system and the challenges it poses to them. Therefore, their views regarding their teachers' teaching methodologies are legitimated by the maturity and the academic knowledge and experiences they have accumulated heretofore, equipping them to make plausible and reliable judgments about the suitability of these teaching methodologies.

As for the choice of open-access schools, it is motivated by the fact that they are among, if not the most under-performing higher education institutions in Morocco. They host 87 % of new baccalaureate holders, according to the statistics provided by the Ministry of Higher Education in 2021. However,

25% of graduates from these institutions face unemployment because their qualifications do not match the requirements of the job market. This situation might be worse at Moulay Ismail University, considering the fact that it has been ranked 8669 of 14131 in the world, 400 of 1104 in Africa and 9 of 12 in Morocco according to the 2023 global university ranking released by the Times Higher Education (THE). The open-access institutions affiliated with this university are generally of four types, namely the School of Arts and Humanities (FLSH), the School of Sciences (FS), the School of Law, Economics and Social Sciences (FSJES), and the Polydisciplinary School of Errachidia (FP). As for the different streams of study available in each institution, they were not taken into account because their effects on results, if there are any, are of no concern to the current study. The demographic characteristics of the sampled schools are shown in Table 1 below.

Table 1. The non-randomly sampled institutions and their demographic characteristics

institution	Licence	Master	Doctorate	Females	Males	International students	Professors
FLSH	12860	606	344	7443	1383	15	155
FS	4970	232	504	2812	5822	116	287
FSJES	25197	848	416	1388	1279	216	111
FP	24592	332	78	1382	1117	4	105
Total	67619	2018	1342	3796	4363	351	658

Source: Ministry of Higher Education (2021)

In the four non-randomly sampled higher education open-access institutions, a total of 235 doctoral students and 545 master's students completed the questionnaires. Excluded from the analysis were those who left one or more items unanswered, as well as students who did not pursue undergraduate studies at Moulay Ismail University. Eventually, the quantitative sample for this study comprised 742 postgraduate students. The sampled students are categorized by gender, education cycle, and schools, as illustrated in Table 2.

Table 2. Distribution of the students' sample by gender, school, and education cycle

Institution	Gender		Education cycle	
	Male	Female	Doctorate Students	Master Students
FLSH	108	129	76	161
FS	79	82	49	112
FSJES	101	87	61	127
FPE	86	70	35	121
Total			N= 742	

In the qualitative phase of the study, a focus group of postgraduate students were purposefully selected and interviewed to elaborate on and expand upon the results derived from the questionnaires. The focus was on students enrolled in doctoral programs. This choice was based on their extensive academic background, with a minimum of six years of experience, rendering them a more mature and reliable source of information compared to master's students.

3.3. Research questions

The present study is guided by two main questions:

RQ1: How do Moulay Ismail University postgraduate students measure and evaluate the effectiveness of their professors' teaching methodologies?

RQ2: How do Moulay Ismail University postgraduate students explain the failure of the teaching methodologies used in their schools?

3.4. Research instruments

3.4.1. Questionnaire

As this study aims to evaluate and measure the effectiveness of the teaching methodologies at the UMI from the student's perspective, a questionnaire was designed and administered to postgraduate students in the sampled schools. This questionnaire consists of two sections, the first of which covers the demographic information of the participants, particularly their age, gender, institution, cycle of education, type of studies, and the institution where they had their undergraduate studies. The second section contains seven items evaluating the adequacy of the teaching methodologies deployed by teachers. At the end of the questionnaire, students are given an open-ended question asking them to write down any further comments and ideas in case they want to elaborate on an issue. The objective is to elicit more insights from the students, provided that the items in the second section of the questionnaire did not capture them.

After the questionnaire was designed, it went through internal reliability checking. Bryman (2012, p.168) refers to internal reliability as "the consistency of measures". More specifically, the researcher needs to make sure that all the items in a scale measure the same construct consistently and do not fluctuate. The Cronbach alpha test is the most reliable and frequently used internal reliability test in research. It is expressed as a number that ranges from 0 to 1. Zero stands for no internal reliability, whereas 1 means perfect internal reliability. The coefficient alpha of the questionnaire was calculated using SPSS. The result is given in Table 3.

Table 3. The alpha reliability of scales in the questionnaires

Scale	The Cronbach alpha reliability coefficient	Number of items
Evaluating the suitability of teaching methodologies	.838	7

Results show that the correlation between the items in the questionnaire is good. The coefficient exceeds 0.70, which is considered a satisfactory test level according to Bryman (2012).

3.4.2. Semi-Structured Interviews

The researcher seeks to explain the quantitative results of this study from the perspective of students, and on that account, semi-structured interviews were conducted with a sample of twenty-eight doctoral students with an average of seven students from each of the sampled schools. The interviewees are delimited to students enrolled in doctoral rather than master's programs because this category of students is presumably a more reliable source of information considering their maturity and the number of years they have spent at the university, five years minimum.

4. Results

4.1. Results for research question 1

Table 4. Students' evaluation of the effectiveness of their teachers' teaching methodologies

Students' evaluation of the effectiveness of their professors' teaching methodologies	Agreement degree					Desc statistics	
	SA	A	CD	D	SD	M	SD
	%	%	%	%	%		
1. Professors' instructional practices are engaging and interactive.	0.0	21.7	0.0	39.1	39.2	2.0	1.1
2. Professors use activities that improve students' problem-solving skills.	0.0	37.2	0.5	57.3	4.9	2.7	1.0
3. The activities of professors are learner-centered.	6.7	29.2	1.2	43.3	20.0	2.6	1.2
4. The activities by professors improve students' information and communication skills.	14.2	11.1	0.9	43.3	29.5	2.3	1.3

5. The activities used in graduate courses (e.g., lectures, seminars, etc.) Are/were well-tailored for my learning needs and interests.	0.0	26.6	0.2	46.8	26.5	2.2	1.1
6. Professors' teaching styles are lecture-based.	31.1	36.2	1.2	26.1	5.5	3.6	1.3
7. Overall, I am satisfied with professor's teaching methodologies.	8.2	31.7	0.0	29.0	31.1	2.5	1.4

As reported in the table above, the findings reveal that two-thirds of students (60.1%) are not satisfied with the teaching methodologies of their professors. 78.3% of them disagree or strongly disagree that professors' instructional practices are engaging and interactive. The same negative evaluation was expressed by 62.2% and 73.1% of the respondents who disagreed or strongly disagreed that professors use activities that improve students' problem-solving skills and their information and communication skills, respectively. Very significant is also the number of students who disagree or strongly disagree (63%) that professors' teaching activities are learner-centred, and the percentage of those who agree that these activities are tailored to suit their learning needs and interests (26.6%). Finally, over two-thirds of students (67.3%) consider that professors' teaching styles are lecture-based.

4.2. Results for research question 2

To describe their negative evaluation towards the teaching practices of their professors, the majority of student interviewees used statements such as "I was often absent-minded and bored in the majority of classes" (PhD student at the FLSH), "I thought of dropping out from the university several times" (PhD student at the FSJES), "student talking time was low while professors' talk was maximized" (PhD student at the FPE), "the student-professor interaction was minimally observed in the classroom" (PhD student at the FS), "professors focused more on theoretical work than on practice" (PhD student at the FPE) and "very rare were the professors who considered the varied individual needs and abilities of students" (PhD student at the FLSH), "some professors read aloud content from books, and students have to take notes from what they hear" (PhD student at the FSJES).

However, when students were asked to comment on the impact of professors' classroom practices on their training, most of them mentioned that these traditional teaching practices, mainly lecturing and dictating, have limited their engagement in the process of learning and turned them into passive consumers of knowledge. For example, a PhD student at the FSJES affirms that "students are overwhelmed by hours of lecturing culminating with their professors asking them, and sometimes forcing them, to buy and read their books." A similar argument was stressed by a colleague of his who noted: "Unfortunately, professors' focus on lecturing and the lack of interaction during sessions have promoted rote learning among students and limited their critical thinking skills." Another interviewee from the FLSH stated that the dominance of lecturing on professors' styles of teaching made her lose motivation for learning: "I never felt engaged in the lessons; all I had to do was sit there, listen and take notes, which is a boring task." In line with this, a colleague of hers described the classroom environment as follows:

It is an authoritative classroom where the professor or the lecturer is the only source of information, and students are not involved in the process of knowledge construction and transmission. They [students] sit quietly and passively receive the information, whereas the professor is focused only on how much information he/she can transmit without verifying if students have understood what is explained.

These negative attitudes towards the teaching practices prevailing in classes were further emphasized by other students, precisely when they were asked about how these practices affect their performance. For instance, a PhD student at the FPE acknowledged skipping classes of the professors whose mode of teaching was lecture-based: "Personally, I do not attend the courses delivered by lecturing; I prefer to study them on my own and show up the day of the exam where I am tested in how much information I could retain and retrieve." Likewise, other students reported that they had the tendency to lose attention in class because of the lack of engaging activities that could constrained

interaction between professors and students. For example, a PhD student at the FLSH admitted having fallen asleep in class several times: "Sometimes, I fall asleep during lectures because of the monotonic teaching of some professors." Moreover, a respondent from the FS, in her return, blamed some of her professors for focusing excessively on theoretical teaching and overlooking practical knowledge: "... how can I understand complex scientific phenomena through theoretical teaching only ... if I cannot do the experiments to test theories, all what I learn in class remains abstract and obscure".

5. Discussion

The purpose of the present study was to evaluate the effectiveness of the teaching methodologies adopted and used in the open-access institutions affiliated with UMI from the perspectives of postgraduate students. The results, both quantitative and qualitative, indicated that the majority of participants were not satisfied with the teaching methodologies of their professors. In fact, most students believe that professors' instructional practices have some critical weaknesses that need to be addressed. This is reflected in the high percentages of students who believe that professors' teaching practices are not learner-centred (63%), not engaging and interactive (78.3%), and do not improve students' problem-solving skills (62.2%). These negative attitudes were further emphasized by students in interviews, arguing that the traditional teaching practices prevailing in most classes, namely lecturing and dictating, have limited their engagement in the process of learning and turned many of them into passive consumers of knowledge.

The findings of the study regarding students' dissatisfaction with professors' instructional practices are consistent with previous studies. For example, Benzehaf (2018) investigated students' perceptions regarding their professors' instructional performance at Chouaib Doukkali University and found that most professors show mastery of content or subject knowledge but lack some pedagogical skills. Among the pedagogical gaps that he identified in professors' instructional performance were concise explanations, strong communication skills, and creativity and innovation. Similarly, Echchafi et al. (2021) surveyed students' satisfaction with their professors' classroom practices. The study found that only 49% of students were satisfied with how lessons are explained, and only 33% were satisfied with the amount of time given to students to interact in class. The findings are also in line with those of Ben Ajjiba et al. (2019), who examined the role of students' engagement in enhancing the quality of teaching at Abdelmalek Essaadi University in Tetouan, Ibn Tofail University in Kenitra, and Cadi Ayad University in Marrakech. The authors found that 41% of students never receive tutoring from their professors when faced with academic difficulties, only 38.4% reported having been given the opportunity to work in groups, and only 15.1% stated that they were given the chance to participate in class. Furthermore, Brosseau (2000) examined the relationship between students' preferences for a professor and teaching style. He found that students enjoy the courses of professors who tend towards a learner-centred teaching style more, while they skip the classes of those who give lectures and tend to adopt a teacher-centred style of teaching.

Moreover, several studies showed that traditional teaching practices, mainly lecturing and dictating, are still predominant in Moroccan universities and make up much of the class time for different reasons (Sbai, 2015; Tamer, 2009; Rasmy et al., 2022; Nachit et al., 2021; El Hammond et al., 2021). For instance, Sbai (2015) upholds that most university professors reject adapting their classroom practices to a learner-centred approach for fear of losing their role as the main actors in the classroom, and they resist this pedagogical innovation because it is challenging to their longstanding traditional pedagogical beliefs. Such fear of leaving one's pedagogical comfort zone was also highlighted by Fatmi (2011), who found that the key barrier to the integration of instructional technology in teaching practices resides in professors' unreadiness to update their pedagogical beliefs. Tamer (2009), on the other hand, presented another significant barrier impeding learners' involvement and participation in the lesson, which is overcrowdedness in classes. Following this researcher:

The teaching methods adopted are not motivating and up-to-date [and] lecturing is the dominant method, if not the only one, used by teachers ... only a teacher-centred methodology is adopted in class because it is both unrealistic and impossible to use other modern pedagogy to teach the huge number of students teachers have in each group (p. 29).

Furthermore, Gersten (2018), cited in Ghaicha (2018), describes the teaching practices in most of North Africa as "being prevailed by an abundant use of traditional pedagogical methods, such as copying from the blackboard, where there is little interaction between teachers and students" (p. 12). In the same vein, El-Kigali (2019), in his diagnosis of the higher education crisis in MENA countries, argues that the teaching practices in this region are traditional as they focus excessively on rote learning and passive learning, giving students little chances to interact and participate in the construction of knowledge.

In sum, based on the findings discussed above, it could be concluded that students are not satisfied with the teaching practices of their professors, who, in return, blame the working conditions and students' low self-reliance for not using the learner-centred style of teaching. Accordingly, for a smooth transition from classical lecturing to learner-centred instruction, the Ministry of Education is required to provide and fund professional development opportunities such as conferences, seminars, workshops, etc., where professors can upgrade their pedagogical knowledge according to the latest trends in teaching methodologies. The ministry is also urged to provide adequate working conditions for the application of learner-centred instruction, including reducing the student-professor ratios and the class size.

6. Implications

The results pertinent to the evaluation of professors' instructional practices showed that lecturing and dictating are still the dominant teaching styles among professors. Their heavy dependence on such teacher-centred practices is explained by the fact that most of them have been recruited without receiving any pedagogical training. This also implies that possessing content knowledge alone is insufficient for university professors to excel in teaching; they must also receive training on how to effectively convey knowledge to students. However, it has been argued by professors that students' interaction and engagement in the teaching-learning process cannot be boosted in overcrowded classes and lecture halls. Given this state of affairs, the following implications can render professors' teaching practices more adequate and effective:

- Professors are recommended to reflect on the effectiveness of their teaching practices and be ready to change them in case they are proven ineffective;
- Professors are invited to update their teaching methodologies from the traditional styles of lecturing and dictating to a learner-centred instruction approach, which focuses more on problem-based, project-based, and experiential learning and, therefore, maximizes learners' interaction and engagement in the process of learning and teaching;
- The size of groups should be reduced to enable professors to apply learner-centred instruction and boost students' interaction and engagement in classes;
- The university is invited to provide and fund continuous professional development opportunities where professors can update their pedagogical knowledge;
- Conference organizing committees are invited to organize conferences addressing the pedagogical challenges facing professors in their classrooms;
- Receiving pedagogical training should be mandatory before being recruited as a university professor.

7. Limitations and recommendations for future research

While this study provides valuable insights into the teaching methodologies at open-access institutions affiliated with Moulay Ismail University, it has certain limitations. The research was confined to a specific set of institutions within the university, potentially limiting the generalizability of the findings to other higher education contexts. Additionally, the study primarily relied on self-reported data from students, which may be influenced by subjective biases and may not fully capture the complexity of instructional practices. Future research should consider expanding the scope to include a broader range of institutions and incorporating diverse data collection methods, such as classroom observations and interviews with faculty members, to gain a more comprehensive understanding of teaching practices. Moreover, longitudinal studies could examine the long-term

effects of implementing student-centred approaches on academic performance and student satisfaction, providing further evidence to support pedagogical reforms in higher education.

8. Conclusion

All in all, this study highlights the pressing need for pedagogical reform at the open-access institutions affiliated with Moulay Ismail University. The prevalent reliance on traditional lecturing methods has led to widespread dissatisfaction among postgraduate and doctoral students, who have called for more interactive and student-centred teaching approaches. The findings underscore the importance of adapting instructional practices to better meet the needs and expectations of students, thereby enhancing their learning experiences. By embracing more participatory and engaging methodologies, professors can significantly improve their instructional performance, ultimately contributing to the overall quality of education at UMI. The study's recommendations serve as a critical call to action for educators and administrators alike to prioritize the implementation of these strategies, fostering a more dynamic and responsive educational environment.

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