Oral Defense Announcement
University of Missouri – St. Louis Graduate School

An oral examination in defense of the dissertation for the degree
Doctor of Philosophy in Education with an emphasis in Teaching and Learning Processes

Layla Azmi Goushey

Graduate Certificate, Teaching of Writing, May 2012, University of Missouri-St. Louis
M.F.A. in Creative Writing, May, 2002, University of Missouri-St. Louis
B.A. in General Studies, May 1987, University of Texas-Dallas

Teaching Perspectives of Faculty Members at Arab Universities:
Andragogy and Islamic Humanism

Date: April 15, 2020
Time: 11:00 a.m. to 12:00 p.m.
Place: Remote

Abstract
Cultural differences exist between Western perspectives on humanistic teaching methods and methods developed during the past 100 years in the Arab region based on English and French colonialist systems. Political structures and economic challenges in the region uphold the rigid societal and security structures that limit faculty governance and academic freedom, which impacts teaching and learning perspectives. This study utilized basic qualitative design methods based in constructivist grounded theory. Questionnaires, surveys, and email interviews that invited open-ended, explanatory, and descriptive answers were central to this work. Taking an observer’s approach to this study, I analyzed survey responses of Arab university faculty members about their andragogical practices and teaching perspectives. The findings indicate Arab university faculty have a strong sensibility of humanistic teaching principles rooted in social and intellectual subcategories which reflect narratives of a community and caring for students. Implications are that while faculty members exhibit low-average knowledge of specific andragogical principles their intentions are to create a teaching environment that is similar to andragogical humanistic teaching and learning philosophy. This indicates that further professional development in andragogy and in constructivism would be welcome. However, it is important to allow Arab university faculty members to identify methods that fit within their own societal norms and goals. Instructional designers and facilitators must acknowledge the limited political autonomy of faculty members when designing professional development opportunities.

Defense of Dissertation Committee
Chairperson, E. Paulette Isaac-Savage, Ed.D.
Outside Committee Member, Luke Bobo, Ph.D.
Committee Faculty Member, Rebecca Rogers, Ph.D.
Committee Faculty Member, Paul Wilmarth, Ph.D.