

## STRATEGIES FOR ENHANCING LEARNING OF THE UNIVERSITY STUDENT

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Received : 15/09/2023 ; Accepted : 01/01/2024 ; Published : 04/01/2024

### Abstract:

The quality of the educational process is closely related to the quality of the learning outcomes of students, and improving the quality of their learning drives us to pay attention to the qualitative level of strategies and methods that promote good learning among university students, whose perceptions of the learning and teaching they receive vary from one student to another. Learning has become central in determining the levels of students and university professors have to know the situation of each student while recognizing some of the different things between them and focusing on what would contribute to raising the level of the student in particular and the level of the educational process in general.

**Key Concepts:** Strategy, Learning, Reinforcement, Undergraduate student.

### First: introduction:

University's education has a great importance in building societies through the preparation of trained human resources. The stages of university's education that an individual goes through are considered one of the most important educational stages in his life because they complement what has been achieved at previous educational levels. It helps to build an educated individual who is able to achieve comprehensive development in any society according to the accelerated scientific and technological developments that directly affect these individuals. Accordingly, higher education institutions must develop university's education by developing and raising the efficiency of the teaching process and improving it, focusing on students and helping them to become active and responsible participants in the learning process, while spreading the spirit of research, scrutiny and methods of science in them, instilling ethics of science and scientists and qualifying the values and principles governing their formation and education in higher education institutions.

There is no doubt today that the university professor is directly responsible for stimulating the motivation of students towards the teaching and learning process, as stimulating motivation is one of the "learning and teaching strategies practiced by the professor in the classroom, but perhaps it is

one of the most important and difficult of these strategies to apply. Students come to the educational institution with different levels of motivation (high, medium, low), and there is no magic recipe to stimulate the motivation of students to learn, so this excitement needs skill and art by the professor" (Al-Zoubi, 2011).

Many researchers have emphasized the basic function of the professor, who must use learner-centered learning strategies in order for them to have meaning and become contributors to their learning project, and to be interested in reaching a certain goal and specific and intended results. Many studies have also led to the belief that achieving quality in the educational process is coupled with "focusing on the needs of learners and not on the needs of teachers. Data on teaching and learning must form the core element when making decisions about guidance, and that both teachers and students have the authority to make such decisions. Each student and each course (subject matter) must be considered as part of a system that includes parts that have mutual interdependent relations. Each part should be a goal of continuous improvement. All employees of the institution are participants in the system, and the entire system is oriented towards better learning". (Hopa,Ferid, 2000/2006, pp. 25-26)

Enhancing the students' learning process requires many theorists to transform the educational process from a teaching process to a learning process, by reformulating their role in the educational process by carrying out specific behaviors and actions inside the classroom, while giving them the necessary freedom that makes them self-learners capable of employing all that they have learned in previous educational and social situations, in addition to following teaching methods and strategies that consider the student as the focus of the learning process and the professor as its only facilitator, and putting into function the capabilities and energies that make the student more motivated, impulsive and independent towards the learning process.

All of this we will try to clarify through a set of questions:

What are the appropriate teaching methods to increase students' motivation towards the learning process?

What are the reasons that led to changing the focus of the educational process from the teacher to the student?

What are the strategies and ways to enhance the learning process of the university student?

Second: Objectives and importance of the article:

Knowing the most important appropriate and effective teaching methods to enhance students' learning.

Proposing a model of mechanisms that promote student learning.

Enlightening university professors as an actor in the educational process with the most appropriate strategies to enhance learning among university students in a way that improves their performance and pedagogy.

Attempting to provide a clear vision of everything related to the classroom situation.

Revealing the likes of strategies that help to enhance learning.

This research focuses on the two most important categories, namely professors and students, and the necessity to find the correlation and compatibility between them to achieve high quality for the practice of the teaching process.

Responding to recent trends that call for paying more attention to the university student and making him the focus of the educational circle.

Third: Key Concepts of the article:

The reference to pivotal concepts in any research is a necessary methodological requirement, as these concepts help guide the contexts of our research towards the courses necessary to diagnose the subject of our study, and among these concepts we find:

Strategy: The origin of the word strategy goes back to the Greek word (Strategia), which means military prowess or the art of war.

The strategy refers to "the art of distributing and using the means and tools of the army in order to reach a specific goal, and upon direct contact with the enemy, the focus moves to the tactics that refer to the methods used in the implementation of each element of the plan and the method of employing all sources and capabilities, including armies in battle. (<http://sites.google.com>)

Sobhi defined it as " a pattern of actions and behaviors that are used to achieve certain results and these actions work as a result according to the achievement of desired results". (Mubader, Kamel, 2011, p. 392).

Zaitoun Ayesh Mahmoud defines it as " devoid of pre-planned procedures directed to the implementation of certain activities in order to achieve certain goals according to the available capabilities ". (Zaitoun, 2001, p. 289)

Therefore, a strategy is a plan which includes a set of actions that ensure that we reach a specific set of goals and objectives.

University student: One of the most important elements contributing to the success of the educational process at the university and the word "student" in linguistics can be defined as "the name of a doer, and it's plural form is students, as a servant and servants which is derived from the verb to ask for any desire and said to love the arrival of the thing in a way that requires the pursuit of achievement, without the impediment of impossibility and distance as in wishful thinking ".(The teacher, 1998, p. 553).

As for the terminology, it was stated in the preliminary project of the university charter for the student that "the name of a student shall be given to every person who registers regularly in a higher education institution in order to continue training to obtain a certificate ". (Ministry of Universities, 1991, p. 11)

Muhammad Ali Muhammad defines university students as "a group or segment of intellectuals in society in general, as hundreds and thousands of young people are concentrated within the scope of educational institutions". (Muhammad Ali, 1985, p. 16)

Therefore, practically, the university student is the person whose qualifications allowed him to move from the secondary level to the university level, in order to practice a study in a specific discipline to finish with a university degree.

**1- Learning:** The definition of learning varies depending on the theorists and the cognitive courses they adopt, and the lexicon of social science terms defines learning as "the process of modifying behavior or experience as a result of practice and experience and providing the individual with knowledge and skills. The extent to which an individual advances in learning is

measured by the speed of performance, freedom from error, and the ability to coordinate and economize in effort” (Al-Jawhari, 2010, p. 243).

That is, learning is a process of thinking that requires the learner to reformulate and adapt their knowledge and information in a way that enables them to develop in their skills, relationships and performances that they did not reach before.

The learning style includes four aspects of the learner's “cognitive style, patterns of his attitudes and interests, his tendency to look for learning situations that match his learning patterns, and his drive to use only limited learning strategies”. (<http://en.wikibooks.org>).

Therefore, the basis and the pillar of learning is the learner and not any other person within the educational system.

**2- Reinforcement:** Reinforcement is a necessary condition for the effectiveness of repetition, and the teacher in the teaching process is fully aware that this element is effective and necessary for the student to gain the educational material. The greater the reinforcement, the better the learning outcomes. Therefore, this process takes a good course within the classroom towards achieving the objectives of the educational process. Reinforcement is defined as "the process of reinforcing the appropriate behavior or increasing the likelihood of its recurrence in the future by adding positive stimuli or removing negative stimuli after its occurrence. The function of reinforcement is not limited to increasing the likelihood of repeating the behavior in the future. It also has a positive emotional impact (as it leads to improving the self-concept) and it also stimulates motivation and provides constructive feedback" (Reinforcement concept in education and its types:( <http://docx.google.com>).

Reinforcement is functionally defined by its consequences for behavior. If the consequences of behavior increase the likelihood of its occurrence in the future, those consequences are reinforced and what happened is reinforced well.

Shehata et al. defined it as “the process by which the likelihood of an individual engaging in a particular behavior or response is increased or strengthened, by providing a reinforcer that follows the emergence of that behavior or response from it (<http://sites.google.com>).

The method of reinforcement is a prophetic approach introduced by the Quran and the Sunnah, so that man is merciful to his Muslim brother and the professor is merciful to the learner. He also used this method of all kinds (verbal, non-verbal) in the educational atmosphere and the classroom because of its importance in increasing learning and thus increasing student participation in educational activities. He is also able to bring pleasure and satisfaction to the student, create a democratic atmosphere and an appropriate study environment, and also increase the student's self-confidence and educational achievement and build positive interactive relationships with the professor and his subject.

Fourth: The theoretical background of the subject of enhancing learning among university students:

The subject of learning among individuals has gained the attention of a group of scientific and cognitive circles as one of the most important matters at any age and in any society. The emergence of many theoretical trends is an evidence of the different visions and representations of theorists about the ways of studying it and promoting learning, especially in educational institutions. Among these theories, for example:

**1-** Behavioral theory: Pavlov is one of its founders, developed by Skinner and Watson, "Their learning occurs through trial and error and repetition and is the result of relationships between the learner's experiences and change in their responses. Under this theory, we find learning is coupled with two kinds: a type of learning which is associated with reinforcement, which is positive learning, and another learning associated with punishment, which is negative learning, and learning is not due to developmental maturity, but to the action of the external environment and its effects". (FahriTouria, elbassir.net).

Reinforcement also means success and forming a positive image of oneself. As Skinner says, reinforcement drives reinforcement again, that is, the better the reinforcement, the easier and more fulfilling the learning process.

**2-** Constructivist theory: In this theory, which is pioneered by Bayaji, learning in this theory "is built and strengthened through the adaptation of oneself to the subject of learning through understanding and adaptation leading to the balance in the brain between previous data and new data" (a website, learning theories).

On the basis that the brain is the necessary and necessary thinking machine.

Among the principles of learning in this theory are:

- Learning is inseparable from developmental development, that is, cognitive development is governed by individual internal mechanisms and nothing external exists.
- Learning is associated with self-actualization of the subject, that is, learning is linked to the individual's ability to assimilate and adapt.
- Representations are the basic strategy by which the learner learns, and learning is done by posing the problem that leads to the disruption of the learner's balance, which requires invoking his representations and mental skills to find the solution.
- One trigger may lead to different responses ([www.dirasolive.com](http://www.dirasolive.com))

Accordingly, learning is a behavior that occurs to the learner by employing his representations in order to obtain a balance between previous and subsequent knowledge.

**3-** Gestalt theory: One of the founders of this theory is Max Wertheimer, and it moved to America at the hands of Koffka and Kohler, and it criticized the behavioral theory for neglecting the learned self, that is, learning from this perspective is linked to the object's perception of itself and the learning situation, and " learning is based on perception that is

based on receiving and reorganizing information through the stages of receiving information and then interpreting it according to previous acquirments, and learning is achieved when the self can, through insight, understand the meanings of structure and move from ambiguity to clarity, and foresight-based learning avoids making mistakes, memorizing and automatically applying knowledge " (website, learning theories).

**4-** Cognitive theory: One of its most prominent pioneers is Kani, Tardif and Novak, and learning according to their ideas is a change of knowledge rather than a change of behavior, that is, an internal process that occurs in the mind of the individual, and learning is an activity that assumes the processes of perception, understanding and deduction, and among of the " assumptions that focus the cognitive outlook in general:

- Learning involves rearranging past ideas and experiences and forming new ones.
- Learning occurs when the learner processes new information.
- Without adequate preparation, learning may not take place or may be ineffective.
- The learner can make learning meaningful if they pay attention to new experiences and relate them to previous experiences.
- Focus in the training on the use of feedback related to the learner's knowledge, performance and organization that he conducts on his cognitive structures in order to support and guide mental connections " (website, learning theories).

**5-** Social learning theory: It is a theory by Julian Rotter that investigates the complex behavior of individuals in complex social situations, and differs from other learning theories in its emphasis on combining three main trends: behavior, knowledge, and motivation, in addition to the social context in which learning occurs. It emphasizes that the patterns of behavior learned are the result of expectation (knowledge) and the value of reinforcement (motivation), and that they are affected by the context of the situation in which they occur. (Poor, 2012, p. 35).

The learning that this theory researches is " learning that occurs in realistic social situations during social interaction, because it sees that the great aspect of learning for a person is either mediated by other people or occurs in the presence of these people, and specifically the individual develops his abilities to track reward and avoid punishment in a social context" (Miskin, 2012, p. 37).

Social learning theory has linked the concepts of reinforcement and expectation in one theoretical framework, and man moves towards the goal, that goal is believed to be positively enhanced, and when man moves away from the goal, the conclusion is that the goal has negatively enhanced properties (World of Knowledge, 1986, p. 192), that is, the occurrence of any behavior is associated with the presence of goals and reinforcements with the expectation of occurrence.

Fifth: The university student and the need to change the role in the learning process:

University education is a human investment that benefits students. It serves as the cornerstone and structures for the advancement of comprehensive development. A successful university education system is one that achieves the largest number of graduates with the best quality and the lowest cost. This student, according to Bouchlouch Taher Mohammed, is known as "the educated elite and the most aware of the social reality and the social and economic transformations that societies are exposed to. In addition, they are more aware of the nature of social and ideological interaction prevailing in society" (Bouchlouch, 2008, p. 60).

As part of the university system and is the main target of the educational process, it is required to commit and attend pedagogical appointments in order to develop and develop its level and skills and adapt to its surroundings and perform its roles to the fullest, which can be limited to the following:

- Teaching and learning: The student must assist his teachers in the educational process by performing the tasks assigned to him, researching, participating in teaching education programs and attending meetings with the aim of developing skills and acquiring knowledge.
- Evaluation: It is through keenness to interact with the professor while evaluating the learning and learning processes, being objective, positive behavior, abandoning negativity, and taking responsibility for his university and community.
- Discussing the curriculum and courses: If necessary, the student must ask questions about the courses and link them with the objectives of the educational process outputs.
- Group learning: By participating in learning activities with colleagues, participating in student activities and working as a team with the aim of developing collaborative and teamwork skills. (Kassem, 2009, pp. 13-15).
- Community participation: It is carried out through:
  - Participate in community and environmental awareness programs.
  - Providing service to members of the local community and activating university activities related to the social environment.
  - Participate in seminars and scientific research related to society and the labor market.
  - Respect for cultural and individual diversity and the choices and rights of others.
  - Educating community members about all behaviors that enshrine social, political and economic citizenship and that seek to achieve better paper growth for society. (Abu Ryash, Zuhriah, 2007, p. 50)

Many studies have shown that the competent professor is the one who possesses many new and exciting teaching strategies based on the learner axis that will push them forward and enhance the academic achievement of students, and allow them to participate in the educational activity and

participate in the learning process to understand more deeply what they are learning by asking questions, exploring, investigating and giving them the opportunity to design the appropriate learning environment for them.

The learning process is a successful educational partnership between the professor and the student, and the prevailing opinion among many theorists in the field of higher education is "to focus on the student learning process and not on teaching in order to improve the university practice of students, and the reason here is not due to the disruption of our current methodology and the need to reform it, but the reason lies in that our job performance does not reach the required efficiency" (Hoba.Ferid, 2000/2006/, p. 32)

Therefore, the shift from the idea of focusing on teaching to the idea of focusing on the learning process necessitated faculty members to " rethink their role and the role of students in the educational process, and the focus on the learning process and not on teaching, the challenge requires all the basic assumptions related to how people learn, and what are the roles of the teacher, we must abandon our previous learning to acquire teaching habits, and adhere to the core issues that investigate the role of both evaluation and feedback in learning " (Huba.Ferid, 2000/2006/, p. 33)

Modern education strategies insist on changing the rules of the pedagogical game in the classroom, the mechanisms of movement and the roles within it in a way that ensures the presence of new playmakers, new borders and serious rules that differ from what was previously. In addition, these strategies include teaching the student how to learn, how to remember and think, and giving the teacher a new role as a facilitator of the learning process, and how to make the learning process more enjoyable with full employment of all his skills and competencies in finding ways that make the student more motivated, freer, more capable, and more aware of what is going on in the educational process.

Sixth: Ways and strategies to support and enhance student learning:

Many researchers have agreed that the process of learning and teaching are two concomitant processes, one supporting the other, but there is a great call within the pedagogical walls for the need to focus on the learning process based on the pivot of the learner in order to reach high quality of the educational process, in addition to the need to consider the university teacher as just a manager and a disposer in this process who performs his functions in a way that values the value of learning and the role of the learner. To enhance this learning and stimulate it in the mentality of the learner, the university professor must pay attention to the transactions, interactions, ways, methods and plans based on the university student first and last. Among these mechanisms that stimulate, support and enhance the learning process, we find the following:

**1-** Emphasizing the centrality of the learner in the teaching process: The basic criterion for good teaching in any classroom is effective learning. This learning has become not very effective according to the centrality of the teacher. Many researches have suggested the need to change the traditional method in university education to enhance the process of student learning by shifting from professor-based teaching to learner-based learning. The active participation of

students in pedagogical practice highlights the physical and psychological energy they enjoy. The process of " learning is not a sport watched by an audience of spectators. Students do not learn much from just sitting in the classroom and listening to teachers, and memorizing lessons prepared within ready-made templates and providing quick answers. Students should discuss and write about what they learn, link it to previous experiences, and apply it in their daily lives. The things that students learn should turn into part of them " (Hoba.Ferid, 2000/2006/, p.34)

Therefore, putting the student at the center of the educational process would help them think well, how to conclude and how to put the cognitive things they learn in the right and effective contexts that give them the ability to coexist and adapt to the pedagogical and societal environment.

Students, according to the learner-centered model, " form knowledge by collecting, synthesizing, and integrating information into general skills in fact-finding, communication, critical thinking, and problem-solving, and participate effectively. Emphasis is placed on the effective use and transfer of knowledge to address permanent and emergency issues within the context of real life. The role of the professor is to provide training and conduct matters, and the professor and students evaluate the learning process together " (Hoba.Ferid, 2000/2006/, p. 37)

**2-** Linking the learning process to the living reality: In the learning process based on the centrality of the learner, " learners are asked to do things worth doing. Learners here do not acquire knowledge just to acquire it, but rather they accomplish forms of evaluation developed on the basis of problems taken from the field of reality, and thus experience the compelling challenges that professionals usually face in their cognitive branches" (Hoba, Ferid, 2000/2006/, p. 87)

All the knowledge that students receive must be coupled with solving complex problems and issues that exist in real life for them, and they must be able to realize or reach real and correct results that help solve problems, and employ all perceptions of the mind in order to reflect and reflect on their solution.

**3-** Building the learning process on bridges of mutual respect: The learning process requires the existence of relations of mutual respect and appreciation between the student and the teacher, with the need to eliminate all barriers and obstacles that stand in the way of a good relationship between the two axes of the educational process, and the indicator of the success of this process is linked to the existence of attractive transactions on the part of the professor with his students so that their motivation towards their professor and his subject increases, " The learning process is carried out by individuals intrinsically linked to others as social beings, who interact with them as competitors or as collaborators, and they either hinder the learning process or support it, and they can promote learning through participation and cooperation " (Hoba.Ferid, 2000/2006/, p. 124).

**4-** Focus on satisfying the psychological and educational needs of the student: Inside the classroom, every student needs to feel loved and effective within the pedagogical group, and

the teacher must feel the student's importance, and encourage him to work collaboratively with the provision of an appropriate classroom environment based on feelings of security, safety and clarity of objectives. In addition, the student also needs to develop an educational project based on which some educational and cognitive needs are fulfilled, in which we ask "the student to lead a research himself on the topic of his choice, away from what the professor has prepared from publishing papers on reality, in an attempt to connect the external reality of the student to the entity of broad knowledge. Each student is asked to write a list of the motivating factors that led to his choice " (James Y. Grocha/ JuditY.Miller, 2000/2006, p. 521)

**5-** Stimulating the learner's learning motivation: Motivation helps to strengthen the enhancement of learning in the student, move and arouse the attention and behaviors of learners, refine their talents, push them towards critical thinking, solve problems, and love discovery and reconnaissance. It is indicated that motivation in learning has important functions, including:

- 1) The function of animating and activating behavior in order to achieve learning.
- 2) Directing learning to the specified destination, so that the educational behavior is meaningful.
- 3) Maintaining the continuity of behavior in order to achieve the learning to be learned. (<http://en.wikibook.org/25/07/2017>)

**6-** Discovering the size of individual differences between students in their experiences and their perception of the learning environment: Students come to the university institution bearing a lot of normal and abnormal behaviors and behaviors, their principles and personalities, their ability and motivation to learn are different, ...Therefore, teachers are required to take into account their different vision of the students' learning and teaching environment within the pedagogical institution, and they must investigate the size of the discrepancy between students in their perception of the learning environment established by their teachers, in addition to being aware of the learning situations that students live in in the learning environment.

It is said that good teaching " is embodied in giving the content of the subject the appropriate structure and in sorting out the purpose of the information .... Or developing teaching skills, or adopting a flexible method of communicating information to the student .... Etc., There is no doubt that these descriptions are all important aspects that distinguish good teaching from others, but they may not occupy that central position...., but the forefront and the main center of attention must be left to the learning process itself, and to the learning environment as perceived by the students themselves" (Prosser, Terriguell, 1999/2009, p. 31)

In addition, previous experiences and tribal experiences are what stimulate the researcher's mind, especially at the beginning of learning with any subject, and the difference between students in their understanding of the ideas of the educational subject is coupled with the difference in starting points, perceptions, perceptions and experiences ....

**7-** Developing an effective evaluation process for the learning process: Through evaluation during pedagogical practice, it is possible to know the strengths and weaknesses of the students' learning process for the subject, where the strengths are strengthened and the weaknesses and shortcomings are fixed, and the evaluation is effective when the learning process is well understood, and if there are clear goals and great interest in the outcome of the educational process, all this would lead to meaningful evaluation results that allow the improvement and development of the learner's learning process.(Prosser, Terriguel, 1999/2009, p. 138)

**8-** Determining the nature of the desired learning outcomes: Students' understanding of the subject matter they are studying varies, and the student who can understand and see the relationships between the elements of the subject of the lesson is the one who obtains a qualitative level of learning outcomes higher than the level of students who lack this vision. Today, teachers must develop the skills of graduates and their abilities to think, conclude and solve problems while receiving special pedagogical courses and programs and in the university institution in general, which reflects positively on changing their ideas and goals during the teaching process and in their real life.

**9-** Using feedback from students to improve and motivate the learning process: Providing students with direct feedback to improve their performance is linked to having an effective evaluation process of the knowledge they receive and the abilities and skills they possess and“ Feedback is not praise and not vilification, it is the result of what you did and did not do, whether you achieved it or intended to achieve it” (Hoba, Ferid, 2000/2006, p. 225)

Many educational researchers point out that feedback is important in the learning process, and to obtain a high level and quality, you must know your level of performance. Without this nutrition, you will not master anything, will not progress, and will not take a big step forward, and therefore will not achieve the goals of all actors in the school in educational practice.

**10-** Using appropriate teaching strategies and methods for the students' learning process: The success of the learning process requires teachers to be aware of the most important appropriate and exciting teaching methods and models, and students' awareness and awareness of the best teaching strategies that are closest to their skills, ideas and inclinations. These strategies and methods can be limited to the role-playing strategy, in which everyone assumes a role in the educational activity has to do with the realistic situation, as well as the brainstorming strategy, the cooperative learning strategy through small groups, the creative thinking strategy, the constructive evaluation strategy and the problem-solving strategy. All of this is according to the nature and preparations of the members of the classroom he is studying.

Employing the use of technology in the learning process of students: Today, educational methods have changed and evolved, and technology has become present in all aspects of life, especially the educational process. Therefore, the demands of today are to employ technological means and media in the process of educating learners. These electronic devices have become an aid for teachers to enhance the learning process and make it better by repeating and repeating the educational material so that the content of the material is understood and absorbed. Email, for example, is a useful way

to enhance the learning process through students' communication with their teachers, expanding the space for discussions, and exploring critical issues with their teachers and colleagues, in addition to downloading lessons and books from the Internet and participating in research projects...etc. All of this has a positive impact and greatly enhances and supports the learning process of students.

### **Conclusion:**

The learning process is one of the fundamental points in higher education, and it is possible to judge the quality and quality of pedagogical practice as it depends on the student, who is the product of the educational process. Today, university faculty members are required to develop the students' critical intellectual and cognitive abilities and skills by following learning strategies that enhance their motivation towards the educational material, and to realize the learning situations they live in while seeking to change the learning process in a way that ensures that their students carefully choose the appropriate learning methods and models for them, which push and support the cause of their absorption of the educational material and then the learning process.

The university today, simply to ensure quality in the teaching process, must activate a process of evaluation of all related curricula and educational courses, the process of student learning, the teaching process of professors and their teaching methods...Etc., in addition to paying attention to the training of faculty members in charge of the educational-learning process in a manner that ensures their awareness of the teaching curricula, their teaching environment and the learning and teaching situations of students.

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