

NEW PORTFOLIOS IMPACT ON LIBYAN LECTURERS' EVALUATION AND PROFESSIONAL DEVELOPMENT

تأثير نظام تقارير المتابعة الجديد على التقييم و التطوير المهني لأعضاء هيئة التدريس في
ليبيا-دراسة مقدمة عن جامعة درنة\ دولة ليبيا

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Abstract

The aim of this study is to analyze the direct impact of the new portfolio on evaluating Libyan lecturers performance for liability and academic development reasons. Also, at the university of Derna this new portfolio system proved to be unique in documenting Libyan lecturers' professional skills. Also, it was really unique to observe Libyan academics' performance during this study. Moreover, the new portfolio system helped in making finer evaluation about Libyan lecturers' teaching quality as the collected data proved that lecturers and observers regarded portfolios as very accurate performance measurement instrument. Furthermore, this study is the first of its kind in Libya to involve graduates and students in the lecturers evaluation process with using new technology tools and online portfolio system that saved time and efforts. Finally, this academic work has added a valuable source of the impact of portfolio on evaluating Libyan lecturers' performance, liability and academic improvement.

Keywords: Online Portfolio System, Performance Measurement, Libyan Lecturers Performance, Professional Development, Lecturers Evaluation.

ملخص

تهدف هذه الدراسة الى تحليل التأثير المباشر لتقارير المتابعة الجديد الأداء لأعضاء هيئة التدريس في ليبيا لتحملهم للمسؤوليات العلمية المنوطة بهم. ونظام المتابعة الحديث الناتج عن هذه الدراسة أثبت جدارته في تقييم العنصر الاكاديمي بجامعة درنة الليبية واكتشاف مهاراته مع الاخذ بعين الاعتبار أن هذه العملية التقييمية قد شملت سير بعض المحاضرات و لقد تم التأكد من فاعلية هذا النظام كوحدة قياس لتقييم وتطوير أداء اساتذة الجامعات في ليبيا وتم تحقيق ذلك بعد جمع المعلومات والبيانات وتحليلها واختبارها. وبحسب علم الباحثان فإن هذه الدراسة هي الاولى من نوعها في ليبيا التي اشركت الطلبة والخريجين في عملية التقييم لأداء المحاضرين بهدف تطوير المستوى العلمي للأساتذة والطلبة مع توفير الوقت والجهد باستخدام التقنيات الالكترونية الحديثة مما يدل على أن هذه الدراسة اضافت مصدراً جديداً في التقييم العلمي الحديث لسير العملية التعليمية وبشكل استراتيجي.

الكلمات المفتاحية: النظام الالكتروني لتقارير المتابعة، وحدة قياس الاداء، أداء المحاضرين الليبيين، التطور المهني، تقييم الاساتذة.

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1. Introduction

Since 1993, when the university of Derna was established, the portfolio system was used as an important tool in all faculties aiming to enhancing the lecturing quality service and to secure better students' achievement. And the portfolio method was first put in use by head of departments to assess our academics' lecturers knowledge, skills and performance for achieving the aimed learning outcomes. Moreover, the portfolio system reflected a strategic prospective on active teaching and learning and the required training programs as well (Walker, T, 2013).

Another level or wave of portfolio system adaptation took place in Libyan university to examine its effectiveness and to improve the traditional way of evaluating Libyan teachers to counterbalance its importance on implementation and classroom surveillance (Sherman, Z, 2012). As an indicator of improvement, the Libyan Quality Assurance Office (LQAO) made it obligatory to use the portfolio system as a means of certifying practitioners and external auditors and the University of Derna has fully complied by putting this system in use to analyze and evaluate all academics performance, achievement and research development. For higher education (HE) strategic improvement, the use of portfolios is the way forward as most higher education institutes in Libya are already using them for better BS and BA students development with securing lecturers self-reflection according to their tasks and academic duties aiming for more professional HE effectiveness. Thus, academics at the university of Derna have improved the use of portfolios for both self-development and for enhancing their students advancement.

In the university of Derna these portfolios inclinations are helping to reflect whether the academic staff have succeeded or not to achieve the same end in mind according to each faculty annual plan, but in fact only limited research took place in Libya to address some other aspects such as usefulness and subjects content validity and many authors think that portfolios just another bandwagon for educators, and others stated that portfolios have good value in analyzing both Libyan educators' liability and teaching skills development. This study was undertaken to create an initial Libyan research base for portfolios to easily evaluate university lecturers teaching performance with specifying the level to which portfolios can meet the required measures for better academics personnel evaluation standards (Blazar, D, 2016). Specifically, throughout this academic work

there three essential questions to determine the importance of portfolios for Libyan teachers evaluation:

1. Do lecturers' portfolios lead to an authentic assessment tool at the university of Derna?
2. Will the Libyan lecturers' portfolios system add the required significance to improve their lecturing quality?
3. How can lecturers' portfolios lead to the required teaching improvement at all levels?

2. Study Hypothesis / Problem

This study concerns mainly with the problem of analyzing the impact of portfolio on evaluating Libyan lecturers' practice both for their liability and teaching improvement at the University of Derna, in which the authors realized the importance of portfolio adoption and would like to examine its impact on new and existing Libyan lecturers real evaluation and professional development. As well as, to assess its validity on guaranteeing Libyan academics achievement and learning outcome which they are aiming to be equipping their students with as the necessary employability skills in preparation for joining the labor market after graduation (Darling-Hammond, L. 2015).

On the other hand, there is a serious demand for clear and original evaluation and higher education professional development portfolio plans and strategies to take our Higher Education Quality Assurance System up to the next level beside combining theory and practice in well-designed standards. In this project of portfolio effectiveness in Libya, and for better results the authors also involved two groups of lecturers (male and female) from different academic background of science fields, taking into account all critical self-improvement issues that caused lack of good educational achievement so they can be quickly dealt with accordingly at present and in future.

Furthermore, the authors realized the valuable opportunity for drawing a clear vision leading Libyan and Arab university educators to proactively engage with new lecturing methods for better academic development such as flipped learning model (FLM), online lecturing and distance teaching making the best use of information and hybrid teaching to succeed in merging the required specific and generic competencies within all related subjects' learning outcomes while carrying out the responsibility of teaching different BA and BS university students, furthermore, it seems that there is no certain development strategy from the Libyan Ministry of

Higher Education regarding this important academic portfolio evaluation and professional development methodology.

Therefore, this study is considered as a stepping stone for other researchers and regulators to pay good attention to the usefulness of the new technological portfolio system on Libyan teachers evaluation and professional development, and the group samples of educators involved in this study were eventually convinced that the role of academics evaluation is a fundamental aspect for their own professional development and for the improvement of the university of Derna for the following reasons:

- 1- To focus the current attention on students and their lecturers quality.
- 2- To develop lecturers information and communication technology (ICT) skills.
- 3- To replace the old teaching methods with more up to date methods.
- 4- Helping Libyan HE policy makers to be more quality centered.
- 5- To secure Libyan lecturers' continual self-awareness/ development.

Also the authors kept working on external literature sources review with focusing on the experimental part results because this academic study is looked at as qualitative rather than being a quantitative research based. Accordingly, the authors arranged for open discussions with new and existing lecturers, head of departments for consulting the mentioned two main groups of (male & Female) lecturers to examine the effectiveness of portfolio on Libyan lecturers evaluation and professional development with taking into account graduate and students survey answers about the portfolio-based lecturers and students benefits and what does it offer to the Libyan higher education institutions at present and in future.

3. *Research method*

Various academics, educators and researches are complementary to each other and their natural procedures are normally multidisciplinary and multi method as no single method of inquiry should be used in educational research (Hannaway, J, 2009). And this research is considered to be qualitatively oriented by consulting 20 male and female academics and educators, and the quantitative approach was used for data collection to critically analyze, discuss, evaluate and interpret the required information taken from 50 graduates and 100 students.

Furthermore, in this academic study the authors worked hard on external literature to discover the reasons that affected portfolio results in evaluating Libyan lectures and how can that portfolio system lead to a finer

evaluation, professional development and better achievement? And the previously mentioned qualitative approach was adopted in the final phases of this research by asking different students and graduates in the treatment group samples crucial questionnaire questions about the advantages and challenges of the portfolio online and offline system and this study is important for including anonline portfolio method which was significant success factor for the following reasons:

- 1- This is a contribution to the online portfolio use based on CCTV technology for classroom performance evaluation which is a new method for a Libyan university to integrate ICT with the use of portfolio-based lecturers and students.
- 2- This study is important for Libyan policy makers for future strategic planning to professionally improve universities ranking and academic staff performance.
- 3- This research is a direct response to the academic staff evaluation and professional development strategies to use modern and promising portfolio methods including new online recording systems.
- 4- Due to the authors 20 years' experience in higher education, this study is important to light the way well for other academics and decision makers to focus more on academic staff quality development and students achievement.
- 5- Also this study methodology will help in implementing and utilizing portfolio-based lecturers and students differently when processing and evaluating the curriculum learning outcomes in light of the 21st century which requires new competencies with using more up to date and new technology.

4. Study aims and objectives

The aim of this study concerns with investigating the impact and effectiveness of portfolio on Libyan educators' evaluation and professional development at the university of Derna. And this well-known documented method of keeping records for all teaching staff's performance and achievement refers to the dedicated follow up level of administrative and communicative algorithms applied during educational communications and interactions in order to reach the aimed and final results not only for the university of Derna academic staff improvement, but also for all other Libyan universities academic staff continues and strategic development. Also, university portfolios are important for Libyan academics to implement their lecturing competencies through an authentic amount of evidence to improve their students learning outcomes (Bobbitt, J. F, 2019).

As well as, lecturers would have full control on their self-reflection and self-improvement. Also there are some other reasons of doing this paper as shown follow:

- 1- To validate if portfolios can reflect the collected work to illustrate Libyan lecturers' talents and other job related skills.
- 2- To explore if portfolio support lecturers' to improving their interpersonal and teaching skills especially in relation to adapting the new blended online teaching and flipped learning methodology during COVID-19 pandemic.
- 3- To examine if the current record system helps all lecturers to be well aware of their duties, targets, key performance indicators (KPI) and the required quality level to be achieved.

Furthermore, by undertaking this academic work the authors decided to open the door for other Libyan and Arab academics to pay extra attention and write more related articles by doing more efforts for improving our universities quality standards and ranking levels by securing good portfolio system that leads to a more sustainable lecturers evaluation and professional development in which at the end will lead to produce good quality graduates. Moreover, the authors took into account previous studies with consulting different lecturers, graduates and students in the experimental part to achieve the above objectives.

5. Study Motivation and Literature Review

In the last decade, there was an interest in university lecturers periodic evaluation for continual higher education betterment. Furthermore, many higher education institutions in the 20st century have paid attention to the important role of portfolio principals for the higher educational sector change and reform, specifically in the developing countries. Although the teaching process in most Libyan university was faced by many scientific and technological changes and challenges but evaluating academics performance was at the center of most regulators attention to guarantee the final achievement and HE policymakers need to recognize that teaching competences are critical component of improving our educational quality service in Libya aiming at enhancing the knowledge and teaching skill of Libyan academic staff members.

Moreover, Libyan universities were not specific in their supervision style nor their evaluation strategies to improve the modes of teaching assessment at public and private HE institutes. Nevertheless, the current situation of

higher educational reform in Libya has developed the interest in which lecturers performance is analyzed and evaluated. Also most universities in the Arab nations have designed their own portfolio systems to discover what is currently known to assess lecturers' teaching skills and research competences. Other countries have modified their own means and understanding of teachers evaluation methods and especially put in use their modified portfolio appraisal systems to gain an accurate personal assessment and goal setting. The usage of portfolio system in Libyan universities is nowadays considered to be an official internal method for academics with strong adoption particularly in pre-service learning BS & BA programs.

In general, daily lecturers performance evaluation at the university of Derna can be executed by using CCTV for each academic individually and for each lecture but the final assessment is taken by administrators on at least one observation event to meet the annual university strategic plan targets and the Libyan ministry of higher education requirements. Often, the communication of the evaluation process is primarily a simulation lecture by an independent evaluator where lecturers hypothesize a role of passivity which means that university lecturers have to spend good time in reflecting their thoughts and discussion related to their professional academic improvement.

Lecturers portfolio in Libya is naturally encourages teachers reflection and patience, as well as the two-way communication process is normally taking place between a lecturer and his validator. Therefore, the portfolio system is widely accepted by Libyan HE institutions and educators as a means for an authentic rating lecturers improvement and strategic academic professional development and the most common types of Libyan lecturers performance evaluation are formative and summative:

- 1- Summative analysis and evaluations provide information by putting in use formal observation tools with one year's informal assessments to evaluate a lecturer's performance.
- 2- The formative evaluation method, based on the judgments of a CCTV or an independent validator and it will be kept in the lecturer's personnel.

5.1 The Meanings of Lecturer's Portfolio

The terminology of portfolio in connection with university lecturers evaluation is known as "collection of information about a teacher's practice" (Walker, T. 2013). And the following descriptions of a university

teacher portfolio illustrate both the common elements and attributes exemplary found in previous literature as follows:

1. It's a meaningful collection of a certain data about the lecturers performance.
2. A portfolio is an art of collecting works to illustrate a lecturer's talents, so it's designed to demonstrate teachers talents.
3. Teachers implement their skills using a portfolios with multiple evidence that collectively trace teacher' effectiveness to improve their student learning outcomes.
4. Portfolios are good for documenting the unfolding of both lecturing and learning records with opportunities for lecturers to be involved in the analysis of what they and their students have achieved so far.

In a previous self-assessment, formative performance reviews, there were diversities that can be described as low stakes and high stakes. Libyan university lecturers' portfolios are engaging for many reasons including their authentic nature. In addition, the rooted flexibility of lecturers portfolio system makes it an attractive method for diverse programmatic goals. However, the literature on university lecturer portfolios in Libya did not address the question of how well portfolios may improve lecturers' evaluation and continues improvement?

5.2 Portfolio and Lecturers Professional Development

The increased acceptance of portfolios as a tool for both universities and educators progress reflects a real support for training but the question is still remaining if the recent research contribution strengthen lecturers portfolio enhancement? Furthermore, other studies on the use of portfolio systems for university teachers evaluation and professional improvement are considered as high reliability rate in making Libyan university teacher promotion decisions for a professional career ladder system in most of Libyan universities.

As well as, this suggests that there's also more convenience in the process of making academic decisions and liability performance of Libyan university lecturers assessment. In previous studies of some academic institutions in California, they implemented university portfolio for evaluating teachers and educators skills and they had to interview and survey different academics regarding their thoughts of portfolio- based teacher evaluation and analysts noted some advantages such as:

1. Further authentic feedback as lecturers and administrators discovered that the process is more informing comparing to what's going on in the classroom.
2. Getting a bigger picture as lecturers see the portfolio system as a better way to look into the whole program.
3. Self- gratification as lecturers were fully supported during this evaluation process.
4. Very good opportunity as affirmative criticism was involved in the conversation.
5. Clear reversal on what and why lecturers supported analysis and self-evaluation.
6. Portfolio meetings and conferences promoted academic improvement and lecturers were more critical on what there're doing.

Therefore, from a positives prospective, portfolios were positively adding more value to the lecturers assessment process and professional improvement not only in the USA but in other developing countries like Libya.

5.3 Portfolio and Award Decision Making Process

In the last century, academic studies have tried hard enough in addressing the advantages of portfolios and one of which was how to be transparent and fair in terms of academic staff awards and promotions criterions and assessment. Wolf, Lichtenstein, Bartlett, and Hartman (1996) investigated the first-year results in an American institution's academics assessment system were the lecturer portfolio system was more critical in pay-for-work decisions making scenarios. They have discovered that out of 829 lecturers who were qualified to participate in the program, only 266 academics submitted portfolios.

However, out of the 266 teacher portfolio participants 90% of them were given awards of recognition plus a \$1,000 cash bonus indeed as prove of the portfolio system acceptance. Furthermore, a similar method of assessment like pay-for- work system will incorporate into the University of Derna negotiated teacher contract giving another example of accepting and supporting the portfolio system with fulfilling the liability function of academics performance assessment and how can they act and perform without being offered awards, bonuses or promotions.

Libyan higher education institutions need to use portfolios to evaluate new and existing lecturers achievement. Previous studies explained the usage of portfolio analysis and evaluation in the Performance Evaluation System, discovering that lecturers applied their teaching skills through a portfolio system with multiple proofs depicting university lecturer's approach for improving all student learning philosophy indicating that Portfolios Evaluation Standards meet the principals of four major domains; propriety, utility, accuracy, and feasibility.

On the other hand, the portfolio-based academic assessment process helps in establishing new standards for the advanced certification of university lecturers in many different academic areas in the higher education sector (Isoré, M. (2009). According to more recent studies, there is motivating news regarding the implementation of the portfolio system for the liability and academic growth reasons of lecturers assessment, but the effectiveness of the portfolio system as a measurement tool for lecturers quality was quite limited because it's hard to observe teachers performance in the classroom.

5.4 Portfolios importance and Benefits

As measurement tools portfolios can provide Libyan lecturers and educators with the right chance to participate in arranged periodic assessment sessions. Portfolio systems require Libyan university lecturers to consult the various elements of their own teaching practices, and this process is a powerful source of academics learning and periodic improvement. However, the benefits of academics portfolios for Libyan university lecturers assessment and for evolving academics professional growth needs which are mainly depending on what must be embraced in them and why. For example, with short or no guidance, Libyan lecturers and academics are embracing evidence according to their favorable impression to evaluators such as workshop and conferences recommendations, compliments from parents and examples from student work.

Therefore, for a beneficial portfolio system are important especially for strategic planning and professional growth practices and activities and might be vary according to each university goals, vision and mission. And the main focus should be on strategic and instructional data collection and filtration regarding students learning performance and enhancement with academic professional improvement taking into account the rapid changes

and challenges with how they are first addressed, dealt with and how was the final training and practice results.

Overall, these important gateways will allow coaches, mentors, and validators to have beneficial discussions about Libyan university lectures' needs and requirements and how they might be met through an academic professional enhancement opportunities. (Jakku-Sihvonen, R., 2006). The portfolio system, once it's used as described in this study, it would help in monitoring university lecturers and will improve their research, teaching and academic performance, assisting administrators in acquiring a fuller and more accurate description of Libyan Academics Performance.

Ultimately, the portfolio system can add the required benefit for most Libyan university students in a very organized and improved learning scopes. Furthermore, in other counties, academics and university lecturers portfolio systems were used with undergraduate students for the same goals as they offered a more positive and proactive approach to reviewing and guiding different student's on their own learning skills (Sherman, Z, 2012). On the other hand, the authors think that figure 1.1 shows the planning part and then the different phases of portfolio building importance for Libyan universities students as they are at the center of the higher education process at the university of Derna as shown cluster below:

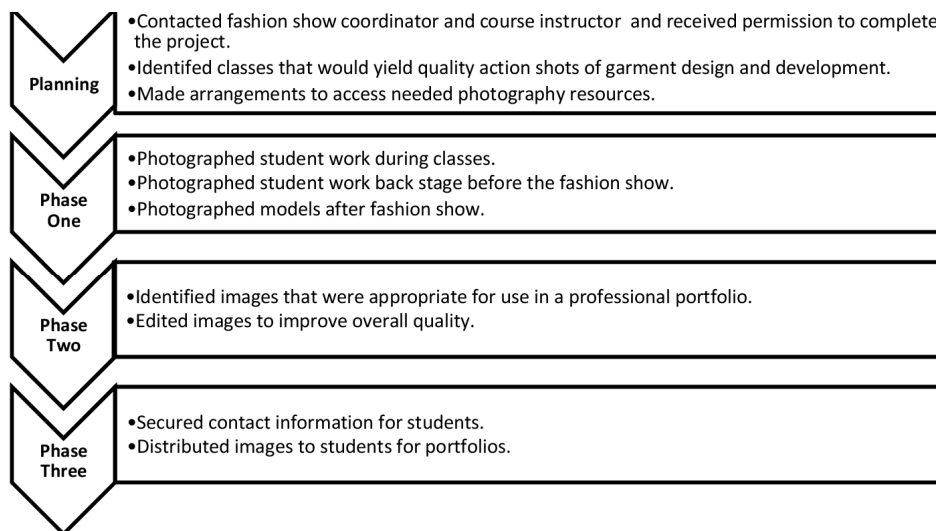


Figure 1.1 The Importance of Portfolio System.

Source: the figure was inspired by (Sherrman, Z. 2012)

5.5 From Teacher Evaluation to Professional Development

Libyan university lecturers assessment process has brought up some questions regarding the link between lecturers evaluation/ academic improvement and students' learning outcomes enhancement. Many researchers have mentioned their value-added research the sizable varieties among university academics in their skills for helping students to learn at high quality levels not just across faculties but within different universities. These significant differences lie at the heart of the current approaches to measuring Libyan academics effectiveness through strategic lecturer evaluation.

Furthermore, the final results of these assessments might be used in many ways in Libyan HE institutions for accountability reasons to make high-stakes decisions about university academics professional improvement. As well as, this strategic assessment process is the right instrument for supporting Libyan educators and regular teachers periodic improvement. However, faculty deans often require more training on how to use assessment results to guide academics towards HE professional growth. Hence, both the outcomes of assessment for liability and strategic portfolio system rely on the same principals for making the correct decisions for improving Libyan university lecturers performance with securing students achievement as shown below:

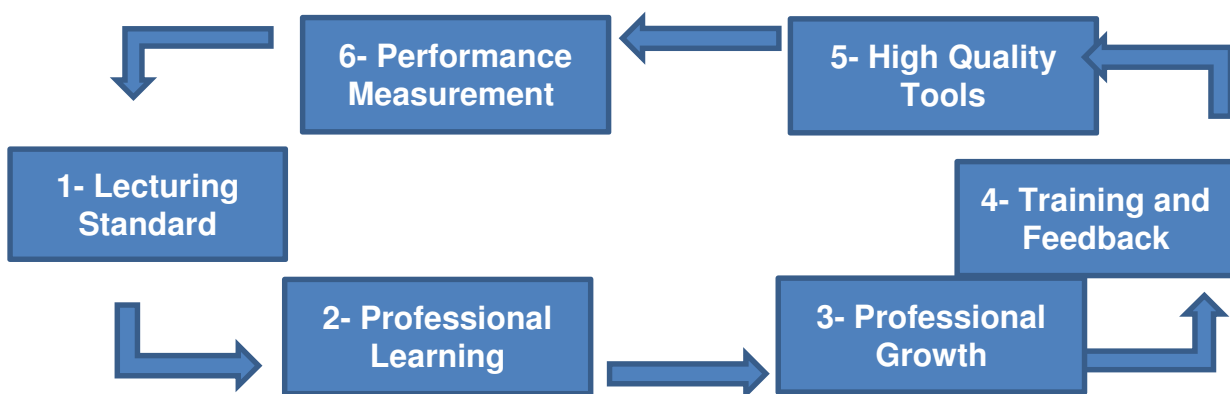


Figure 1.2 Lecturer Evaluation and Professional Development System.

Source: the figure was inspired by (Harman, A. E. 2001).

The above lecturer evaluation and professional development system (EPDS) involve keeping lecturers and students comfortable and happy, preventing them from leaving or keeping the intimacy at the right level. And once Libyan academics and students understand the EPDS would help them to develop new different skills so they will be able to:

- 1- know that the EPDS will help learners to critically assess the effectiveness of their employability skills at every level.
- 2- Describe the hierarchical structure of motor skills and explain how this offers the possibility of breaking down complex employability skills into their component parts.
- 3- Understand the contribution that conceptual evaluation, development models and theories can make a dramatic improvement on critical thinking training (Fowler, F. J. 1993).
- 4- Understand the difference between cueing and learning and how the experiential evaluation and development system can help university students to improve their experience and refine their learning interaction.

5.6 Multiple Criterion -Based Measures of Lecturer Performance

For making an active lecturers portfolio system, Libyan HE developers and regulators must take into consideration the different sorts of evidence that must be gathered to assess university lecturers' performance against set teaching standards enabling administrators to make decisions about the right measures for collecting the requested data. University lecturers assessment standards are normally structured to result in targets that specify academics to a level along a specific/ certain performance, such as beginning lecturing. And for a healthy discussion on how single achievements would be created from multiple sources of evidence in the evaluation process.

Furthermore, using multiple measures-based performance secures the chance for better results by comparing scores across different kinds of standard to find if all the scores support a single performance level for that academic. Triangulating measurement results give a greater confidence in any academic score when all results are different. It also makes it possible to verify different challenges in the collection of performance evidence once the scores are in disagreement. Scores for an individual academic that are very high on a measure of student learning development but very low on a classroom observation and this will raise a red flag that there is probably an interpretation error because good learning results are assumed to be the result of good online and offline teaching practices (Goe, L., Bell, C, 2008).

5.6.1 University Classroom Observations

Observing any university lecturers performance is an important part for the evaluation process and one of the best sources of information to guide Libyan academics towards a proper professional growth and strategic improvement. In particular, academic observations normally helps to provide the required data on lecturers and students educational relationships within the learning environment (Johnson, S. M, 2015).

Moreover, rare offline academics observations may not lead to teaching and learning quality performance, however, without examining the standards and evidence obtained in the classroom observations. In addition, CCTV technology evidence inclusion of Libyan university student learning process that would rather lead validators and regulators to primarily have the full picture on whether Libyan lecturers are apparently progressing rather than focusing only on their own instruction. Thus, lecturer and student educational relationship is the key to students better achievement and success as many previous studies in this regard have emphasized the importance of that relationship. Moreover, other recent studies on the educational teacher and student relationships proved that positive relationships could influence the entire academic performance (Ingersoll, R., & Merrill, E, 2011). However, not most of the academic observation methods, tools and instruments are taking care of teachers and students relationships despite of how important they are and that's why regulators and policy makers at the Libyan quality assurance office in the higher education sector should make them (lecturers and students relationships) the major focus of the observation strategy.

5.6.2 University Student Learning Growth

University student growth data at the university of Derna needs to be wisely updated for the sake of instructional decision making process for guiding all academic training and practice. Thus, it has been previously noted that the way forward to transformation of lecturer practice is depending on the brilliant use of collected data to motivate regulations and instructions as many university analyze and assess data to learn about student growth and improvement for the benefit of producing the right graduates who are equipped with the required employability skills and ready to join the labor market.

Having said that, most of Libyan educators lack the required knowledge of how to use data to improve instruction and academic plans as a result of having insufficient workshops, periodic meetings, training and practice in this regard. Moreover, even with having the necessary actionable data from various sources at the university of Derna, there is still a serious need for more HE guidance on how to professionally put in use that collected data in different strategic student development plan of actions. Unfortunately, Libyan university student development data and information are not of the right use for enhancing notes and instructions for clear draw guide lines for Libyan academics on how to be more open minded, adaptable, how to improve their practices, how to design and develop the right approach for the new lecturing methods and strategies such as hybrid teaching, flipped learning using ICT on how to record lectures and sent them to students while practicing online and distance learning. (Blazar, D., Litke, E., & Barmore, J, (2016).

6- Study Experimental Part/ Field Study

As a matter of fact, during the filed study part at the university of Derna, the authors were using focused groups meetings with 20 male and female lecturers and educators, beside asking 50 graduates and 100 existing student crucial questions via questionnaires to guide Libyan decision makers about professional academic improvement/ enhancement was achieved in many ways during this study for the entire university of Derna, taking into consideration colleges, different departments, subjects and grade activities. Thus, the final results were critically examined across academics and administrators to have a feedback of the general sense of our students' prospective regarding their direct and indirect rehearsals and experiences. Focusing on lecturing values, standards and student learning outcomes and lecturers of the university of Derna collaborated on previous plans to define and address the problem area to apply the suitable solution, with the ability of managing various surveys and questionnaires for measuring academics and students' teaching and learning professional improvement.

6.1 Academics, Graduates and Students Data Results

The best example for student survey to be used during this study is Harvard's Tripod which is planned with the entire university approach with using synoptic data aiming for having beneficial discussions and educational improvement. Libyan lecturers were cooperative and helpful while examining the collected data because the two way discussions methodology was at the center of data collection from different sources. On

the other hand, educational problems and solutions were regarded for 50 graduates and 100 students in two groups.

Thus, the results were examined with consulting each group individually by focusing on specific aspects with an accurate plan of action that was developed to address all areas of developments. Eventually, results were analyzed and evaluated within one professional learning group. In this activity, the authors used graduates and student surveys results as a starting point for improving the whole teaching system with developing risk management skills, students problem solving techniques and other practices that are in need of improvement based on the final data results. University of Derna students' ratings of lecturers through surveys have been found positive for measuring their achievement and they were useful source of feedback on lecturers teaching practices (Liu, C. 2011).

One caution while using our students surveys for evaluation purposes, the authors used old data collection to design the new survey questions leading to stable results. Another warning is that using students surveys for educators evaluation was in its infancy at the university of Derna and not of other Libyan Universities. Moreover, surveys differed greatly in focus and quality and they were to beneficial for lecturers for developing the required level of professionalism as the surveys were conducted and analyzed accordingly. Therefore, the collected data provided the needed amount of information regarding our lecturers practice and overall performance. During this experimental part, student survey at the university of Derna have added an extra advantage of providing information about university lecturers periodic performance and improvement which were found helpful to Libyan regulators and to those academics who would like to support their professional growth and enhance their teaching generic and specific skills.

In this experimental the group of students was divided to male and female groups and the results have shown that male university students obviously value instructional support provided by their lecturers. While female students relatively valued more the emotional help and support and these two elements of teaching were not exclusive for either group. However, the main benefit of carrying out student and graduates surveys was for enhancing Libyan lecturing practices and the learning process depending on lecturers' openness to students' proactive reflection and continues feedback.

As well as, normally academics feel threatened and targeted by students surveys, particularly if they know that students will not describe them fairly. These fears did not take any place during the experimental part of

this study as Libyan lecturers took advantage of this valuable transparent opportunity to read and examine the survey questions that were especially formed to gather the required information about the learning instruments, methodologies, overall environment, instructional guidance and practices rather than only relying on students and graduates personal opinions about their lecturers and educators teaching and training quality service (Hanushek, E. 2009).

6.2 - Laps and Classrooms Assessment

Lecturers portfolio at the university of Derna was best assessed by the authors in laps and classrooms involving with consulting participants of different college students to analyze and examine Libyan academics and lecturers performance and achievement, this was the quantitative tool and the qualitative tool was adopted by asking 50 and 100 students from the university of Derna specific and open questions about their lecturers/ tutors performance, accountability and professional development? But it's important to mention that the inovative method that was prosed by the authors to gather more transparent and authentic data regarding laps and classrooms evaluation is by using CCTV technology and the final results were in favor of the new technology tools for have better portfolio system source of data to fairly evaluate our academics and professional development in order to improve students learning outcomes on regular bases and to uniquely achieve the below designed stages of better students improvement as shown in figure 1.3:

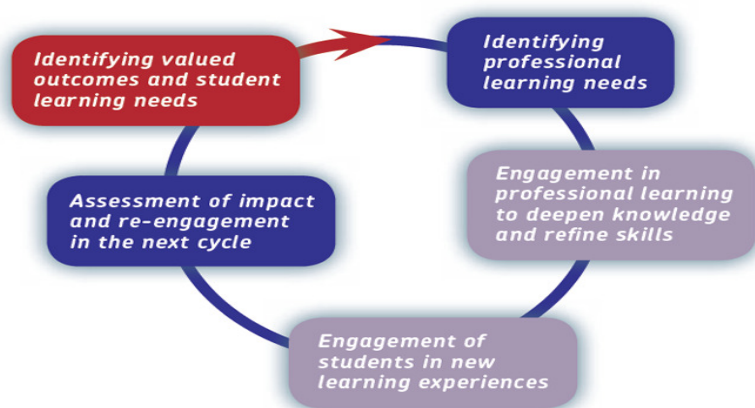


Figure 1.3 Lecturer Portfolio Evidence for Students Improvement.

Source: the figure was inspired by (Hanushek, E. 2009)

7. Study Conclusions

The findings of this study proved the promising future of the dedicated usage of portfolio-based lecturer and students appraisals and emerged as an authentic option to prepare the required arrangements for Libyan university lecturers assessment for more teaching and research productive performance and to make the teaching and learning process more meaningful, proactive, comprehensive, accurate and up to the standard for examining the value of portfolio-based lecturer and students assessment system. The previously mentioned evaluation system is widely considered to be more trustworthy, inclusive and proactive than the classical quick observation method.

On the other hand, in spite of having some barriers such as lack of facilities and the required logistic support, still the final fruitful results of this study are suggesting that using new technology supports portfolios-based lecturers and students show a promising and genuine method of assessment and professional development for all university lecturers, taking into account providing new teaching concepts of flipped portfolio methodology by shifting the attention towards students with using new information and communication technology.

Furthermore, this study concluded that lecturers portfolios act as an authentic and tangible source of evidence of their teaching achievements against specific scientific criteria. However, the rising periodic lecturing portfolios can be used in Libyan universities to illustrate and substantiate claims of statistical review of lecturing because portfolios can be utilized as a focus for dialogues in probation, promotion and control teachers meetings, as well as visibly demonstrating teaching and learning achievements for reward and recognition events (Goldhaber, D, 2015).

8. Study Recommendations

At the end of this academic work, both authors highly recommend adapting the following procedures for better academic staff evaluation and professional development taking into account each institute aims and objectives, vision, mission and organizational culture:

1- Using new technology tools and CCTV to get the right data for portfolios-based lecturer and student appraisals to develop Libyan teachers performance in six major domains; propriety, utility, accuracy, accountability, performance and feasibility.

- 2- Encouraging lecturers and institutions to use Electronic Portfolios forms instead of traditional documenting methods for building new electronic database and archive to save time and efforts.
- 3- Portfolios must be implemented well for better evaluation to justify the gap between performance and achievement.
- 4- Preferably using strategic academic staff pre, midterm and final assessment would guarantee the required academic staff periodic assessment and strategic professional development.
- 5- This new technology portfolio system can lead to a Framework for organizing university lecturers work and students studying/ learning plans.

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