

# A Survey Of Recent Qatari Secondary School Graduates: Methods And Results



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Research article

## Conditions for student-centered teaching and learning in Qatari elementary math and science classrooms: Relationship between classroom processes and achievement of curriculum standards

Atmane Ikhlef<sup>1\*</sup>, Stephanie L. Knight<sup>2</sup>

<sup>1</sup>Qatar University, Doha, Qatar  
<sup>2</sup>Penn State University, University Park, Pennsylvania, USA  
\*Email: [atikhelf@qu.edu.qa](mailto:atikhelf@qu.edu.qa)

### ABSTRACT

Qatar K-12 school reform emphasizes student-centered classrooms where students actively engage in enquiry and use their critical thinking and problem solving skills. Classrooms characterized by these elements should emerge as more successful on Qatari standards-based assessments, but little research has been done to examine the relationship between these characteristics and standards attainment. This study investigated the conditions for student-centered teaching and learning through examination of teacher and student perceptions, and student achievement in math and science classrooms in higher and lower achieving elementary schools. Data were collected in 17 schools randomly selected from 46 schools that had implemented the standards for at least 3 years. Findings indicate that the percentage of standards met by schools is very low and the incidence of classroom behaviors associated with student-centered classrooms is also very low across schools. However, schools making more progress meeting standards tended to exhibit higher levels of student-centered behaviors. The implications of these findings for professional development and the implementation of reform in Qatar were discussed.

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