

My name is Osama Naimat assistant professor of administrative law at Philadelphia University Amman-Jordan. In fact I am honored today to be among you and participating in this conference. The Judicial administrative System follows the lateen system where there is a court for administrative disputes which arises between the officials and the administration and that court is called High court of Justice issued by a law in 1992. The basics principles of the courts are the termination of the administrative decision and or the compensation. In Jordan there is no constitutional court.

Since I am a professor of administrative law, Please let me give a brief about my Law School (Philadelphia University). My Law School was subject to the evaluation by the British Quality Assurance Agency in cooperation with the Hussein Fund for Excellency 3 years ago where the school achieved the highest rank among the other schools. The core of the evaluation was the Self Evaluation Document which represented the following:

1) Teaching, Learning & Assessment Strategy

There are adopted strategies for teaching, learning, and assessment regularly reviewed by the Faculty to make knowledge work through accessible programs of teaching and learning.

It aims to support student in developing the knowledge, understanding, specialized practical professional skills, cognitive skills and transferable skills that will enable them to fulfill their intellectual and personal potential, in order to prepare qualified students to participate in society and to enter the market. It also aims to attract and retain highly educated and specialized academic staff, which will be actively engaged in teaching and research.

This is in addition to encouraging the academic research carried out by the faculty members and supporting the publication of their research work, as well as benefiting from their intellectual contribution insofar as enriching the content of courses, which fosters the educational process and being abreast of developments in the legal field.

The educational process is implemented through the following elements:

- Syllabus for every module
- Organize the progress of the educational process through designating a coordinator for each course, and preparing a file particular to each of the specialization module
- Review the module description and its outcomes and the modes of teaching and learning, and the criteria of evaluation that are adopted in a regular manner through the FSPC and the FSC, based on feedback from the students and the faculty staff and/or concerned parties from outside of the faculty insofar as educational and learning policy and evaluation
- The compatibility of the specializations of the teaching staff with the courses that they teach, and benefiting from their academic output and professional experience in enriching the educational material.

2) Teaching & Learning Modes and Programs

A-Modes:

The faculty adopts the following teaching and learning modes based on the nature of the module and the outcome requiring presentation:

- Urge the students to read specific legal (legislative) texts and/or textbooks.
- The faculty has prepared the content of the program modules electronically, which is presented through PowerPoint and projectors. This content is available to the students at the faculty's electronic Internet site.

- Tutorials
- Seminars
- Essays
- Assignments
- Role playing and Moot Court Trials. Two moot court trials are organized for the students in every academic semester.
- Invite persons who are specialists and/or professionals to deliver lectures and to have discussions with the students.
- Field visits to local quarters who are involved in the legal field:
- Multipurpose Room, which is used as a lecture room, and a hall supporting self-learning. Moreover, the students are assigned exercises and cases, and are left on their own to know the answers through researching the legislative and judicial encyclopedias that are available within the room and the law library. Support from teaching staff during special office hours, in order to guide students and offer them academic support.
- Organize and oversee the student self-learning groups

b- Assessment of Modes

Traditional and electronic lectures given by teaching staff and visiting specialists are delivered to encourage the students to acquire subject-specific skills and thinking skills. Moreover, the faculty, insofar as the majority of the specialization modules, invites a person specializing in the subject of the course to deliver a lecture and/or conduct discussions. Most of the specialization modules include exercise solving assignments, through which we develop students for research skills in the legal field, and the ability to solve problems and how to present them.

Students are urged to follow the recent developments in law, judicial decisions and the use of learning resources. Likewise, tutorials and moot court trials make possible effective student participation in dialogues, discussions and teamwork, as well as building of the student's personal abilities and confidence. This would also foster interaction with others in a team spirit. Through the moot court trial students acquire the ethics of the legal profession and carry out the appropriate role, assume responsibility, and possess the skill in formulating judicial rulings based on the provisions of the procedural law.

The faculty applies a number of mechanisms to review and evaluate the modes of teaching and learning among which is:

- Questionnaires distributed among students and academic staff in order to get feedback on the suitability of the teaching and learning modes and the workload.
- Feedback from varied legal entities such as Jordan Bar Association, judges, legal jurists, Lawyers etc.
- Feedback from the student & academic staff committee.
- Feedback from students' representatives.
- Statistical evaluation report.
- Reports of a colleague's visit.
- Reports of coordinators on the evaluation of the process of education and learning.

c- Information and Communication Technology

- Activation and update of the faculty's Website.
- Activation of the electronic mail service for students and academic staff.
- Electronic presentation (display) equipment available in the lecture rooms.
- Activation of the electronic module registration service (through the Internet).
- Prepare a multipurpose room, which contains 10 computers equipped with legal and judicial software and specialized law websites.

d- Strengths & Weaknesses

Strengths

- Continual review and evaluation of the educational process with the participation of many of a specialized professionals.
- Variety and integration of teaching and learning modes
- Support self-learning groups
- Academic guidance and monitoring students' performance, and help students to exceed any academic obstacle.
- Contribution of the researches and experiences of academic staff, particularly, the practical and professional aspects thereof.

- Adopt a continual system for hosting specialized lecturers, and carrying out field visits.

Weaknesses

- The teaching load of the academic staff in addition to the responsibilities and activities of the committees.
- Material and technical obstacles, and the limited space of the faculty building.

3) Student Assessment

a- Modes

The faculty adopts various modes of evaluation as follows:

- Written exams.
- Standard of researches and reports.
- Solving classroom and library exercises and assignments.
- Standard of role performance and delivery (based on the nature of the module).
- Degree of contribution and effective and intelligent participation in classroom dialogues and discussions.

The Faculty applies the procedures of written exams. The requirements for passing every module is a mark of 50%, and until a student fulfills the graduation requirements, he/she must get a cumulative average grade of 60% at a minimum. A specific form for examinations is adopted to measure all educational outcomes for every module. There is also a specific pattern for ideal answers as well as to the form of evaluating the research paper and others for the evaluation of the exercises' answers. Usually a sample of the students' answers (10%-20%) is sent to the external examiner attached with the questions form and the module syllabus for reevaluation.

b- Assessment of Modes

The feedback from the varied resources of evaluation indicate that the modes of assessments are suitable and effective for the evaluation of students level of achieving the educational outcomes. Our confidence in the evaluation standards and procedures stemming from the fact that these standards are:

- Well-studied and are invariably adhered to by the academic staff.

- continually reviewed and monitored in order to assure their non-deviation.
- Applying the external and internal examiner's procedures.
- Coordinators' reports and analysis of the exam results and the reports of the statistical evaluation.
- Feedback from the students' representatives, professors and competent bodies.