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Introduction

• The purpose of public examinations, is to assess the learner, the educational material as well as to receive an official “certification” provided by the state.

• As 27 sessions of the Lebanese Sociology Official exams have passed, we see the need to search in the questions and in their evolution which began in a pilot contest in 2001 in Sociology and Economic Science.
Methodology

• This study is delimited by the examination questions and their correction criteria, the official textbook, the publications of the Lebanese Educational Centre related to the Sociology science, the instructions of the “bank of questions” in the Ministry of Education, in addition to other sources connected to the research topic. The methods were conformed to the educational collection methods.
Results

Concerning the mandatory group “The use of the concept and techniques”: Many malfunctions are recognized:

• Questions that mismatched with the correction standards
• The exam concepts are taken out from only one axis
• No difference between values and system values, ...
Results

Concerning the first optional group “Analysis of social documents”:
The errors where fundamental hence, they could not be repaired, specially that the students are not well trained to meet that goal by the Educational Centre, the Ministry of Education nor by the Faculty of Education. Therefore, we must start from the beginning e.g.: Training the trainers, workshops, dissemination of accurate models, ...
Results

Concerning the second optional group “The study of a social issue”:
The methodology is not new; there is no modern approaches or networks to give the student various processing techniques and methodology of specific methods. Thus, student at exam will be evaluated accordingly.
Implications for policy/Practice

- The sociology teachers reveal their need of reform:

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<thead>
<tr>
<th>IN NEED OF REFORM</th>
<th>%</th>
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<tbody>
<tr>
<td>Content only</td>
<td>9.52</td>
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<tr>
<td>Teaching methods only</td>
<td>19.5</td>
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<td>Evaluation methods only</td>
<td>3.7</td>
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<td>Content &amp; Teaching methods</td>
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<td>32.8</td>
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<tr>
<td>No need of reform</td>
<td>15.34</td>
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</tbody>
</table>
Implications for policy/Practice

- Statistical diagram of the sociology teachers in secondary in need of reform:

  ![Pie chart showing the need for reform in various dimensions of teaching and evaluation.]

- No need of reform
- The content only
- The teaching methods only
- The evaluation methods only
- The content & the teaching methods
- The content & the evaluation methods
- The teaching methods & the evaluation methods
- The content, the teaching methods, the evaluation methods
Conclusion

• We found as a result of observation and research on Sociology official exams, that the mentioned exams only measure the lowest cognitive levels as memorization and understanding for their maximum parts questions, in all themes.

• Exams must rely on remembering, understanding, applying, skills going thru upper levels.
Conclusion

We suggest the following:

• Cancel the elective/optional exam groups.
• Create a qualified personification to achieve the expected goals.
• Establish an effective training workshops.
• Work on updating the textbook of sociology
• Encourage the process of criticism and renewal for this developed topic.

Of The Paper

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icCSBs 2016