طرائق التدريس، المناهج، والبيئة البحثية في التعليم العالي:مفهوم نظري حديث
للجامعات العراقية والبريطانية

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Teaching Methods, Curricula, and Research Environment *in Higher Education: A* Novel Theoretical Insight *into Iraqi and U.K. Universities*

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Abstract

The moral value of higher education demands a vital role in shaping the personality of all learning individuals, and it leads to be a foundation in contributing to the development of the nation by the creation of skilled and talented individuals for attaining success. The traditional approaches of educating individuals with the help of textbooks have become a challenging task for the faculty members to make adequate attention to the students. Due to the problems and challenges faced by individuals in this modern world, innovations and creativity for teaching and learning methods are essential. Such innovative learning and teaching techniques include creative thinking, flipped lecture hours, and effective communication through new technologies, have increased the need for students to increase their level of confidence in education. Although there is a remarkable advantage for the students through these innovative and modern technologies in their higher education, implementing those ideas and a lack of infrastructure and resources for learning is a problem. Hence, the government is taking adequate measures to satisfy the needs of the learning individuals by providing education through quality learning. The present study also targeted to compare the evaluation protocols of teaching strategies and curriculum for the students pursuing their higher education programs in regions of Iraq with the protocols and educational policies followed in UK. The significant findings from the present study pointed out that the curriculum and programs designed based on the modern innovative technologies in the higher education system might serve to be challenging in projecting the higher education institutions to be dominant and internationally qualified.

Key words: Curricula, Teaching methods, Internationalization, Equity

الملخص:

تتطلب القيمة الأخلاقية للتعليم العالي دورًا حيويًا في تشكيل شخصية جميع المتعلمين ، وتؤدي إلى أن يكون أساسًا المساهم في تنمية الأمة من خلال خلق الأفراد المهرة والموهوبين لتحقيق النجاح. كما ان الاساليب التقليدية لتعليم الأفراد بمساعدة الكتب المدرسية اصبحت مهمة صعبة لأعضاء هيئة التدريس لإيلاء الاهتمام الكافي للطلاب. بسبب المشاكل والتحديات التي يواجهها الأفراد في هذا العالم الحديث ، تعتبر الابتكارات والإبداع

في طرائق التدريس والتعلم ضرورية والتي تتضمن تقنيات التعلم والتعليم المبتكرة مثل التفكير الإبداعي وساعات المحاضرات المقلوبة والتواصل الفعال من خلال التقنيات الجديدة ، مما زاد من حاجة الطلاب إلى زيادة مستوى ثقتهم في التعليم. على الرغم من وجود ميزة ملحوظة للطلاب من خلال هذه التقنيات المبتكرة والحديثة في تعليمهم العالي ، إلا أن تنفيذ هذه الأفكار ونقص البنية التحتية والموارد للتعلم يمثل مشكلة. ومن ثم ، تتخذ الحكومة تدابير مناسبة لتلبية احتياجات الأفراد المتعلمين من خلال توفير التعليم الجيد. تهدف الدراسة الحالية إلى مقارنة بروتوكولات تقييم استراتيجيات التدريس والمناهج للطلاب الذين يتابعون برامج التعليم العالي في مناطق العراق مع البروتوكولات والسياسات التعليمية المتبعة في المملكة المتحدة.أشارت النتائج المهمة من الدراسة الحالية إلى أن المناهج والبرامج المصممة على أساس التقنيات المبتكرة الحديثة في نظام التعليم العالي قد تكون صعبة في تصور مؤسسات التعليم العالي لتكون مهيمنة ومؤهلة دوليًا.

الكلمات المفتاحية: المناهج،طرائق التدريس، التدويل،المساواة

1. Introduction:

Comparative and international higher education issues keep on flooding features, distributions, lead innovative work activities. Teaching methods are one of the most critical tools used to teach students in Higher Education and adapt it to suit modern society's requirements. Therefore, Higher Education methods must submit to its students for evaluation from time to time to reveal the obstacles and weaknesses that are not consistent with the development of daily life. As the world is not considered a monolith in cultural aspects of developing professionalism which varied across the boundary levels. It can also be described that there is an increase in diverse demographic situations (Scanlon, 2011).

Without good higher education and research foundations giving an elemental gifted and instructed individuals, no nation can guarantee endogenous and supportable improvement. Consequently, efficient and completely bolstered and great nature of advanced education and logical scientists are considered the core of any nation to get an entrance to the advancement in day by day life. It is stated that the education scheme aimed for its benefits and prioritization focuses on the perspectives of targeted learners (Khoshsima et al. 2014).

Distressingly, for others from different nations, the Republic of Iraq is considered an ethnic country growing in fast and multiple ways consisting of nearly 37.2 million people (World Bank, 2016). The higher education in Iraq may show up appallingly confined and complex, hurtfully influenced by the unfinished political undertakings regardless of whether the specialists from different nations greatly regard Iraqi colleges, schools, grants, higher education frameworks, and projects as cutting-edge instructor preparing. The universities in Iraq, mainly the international and government organizations mainly focus on the instructors and researchers caused by the mass population seeking their attention in political violence. The UNICEF (2018) organization creates a record that the quality of education would deteriorate if education expenditure were increased.

Teachers in higher education are gradually tolerating how they need to become increasingly proficient in their way of dealing with educating, coordinating their demonstrable skills in research. The thoughts of value review and instructor are new, and in their current structures not well established, they speak to a test that educators should confront. University education is given by colleges, which might be open or

private State-funded colleges are made and private colleges are perceived through an Act passed by the Legislative assembly of the autonomous community where the organization will be found at the proposition of the government, as per the government council of the pertinent autonomous community. Higher education institutions are adequately categorized based on their provision for the norms of university or other modes. The non-university category education is sub-classified into individual centers offering training cycles and specialized education in private institutions and research schools.

This present work aimed to analyse the importance of higher education and the summary of teaching programs in both Iraq and UK universities. The central prediction is assumed to be the importance of higher education to reconstruct the educational policies and recovery aspects that might effectively act as a pillar. This study has been conducted to raise awareness of higher education and its recovery aspects, which sounds attention to its demand in academic programs. It was suggested to create a positive recognition in higher education development that might better understand the teaching programs about higher education components.

2. The problem and significance

The importance of higher education was not significant studied by researchers. Similar studies of basic education have emerged in the field of research sciences and it was proposed that these might not be the same when analysing higher education. Despite the fact related to higher education proposed in the late 1990s, it is considered an important component in the global agenda is driving its attention to innovation aspects (Brennan, 2004; Tilak 2004). Additionally, many universities have made their crucial policy in developing civic and national identities, producing high standard skills, and increasing social mobility, and developing the behavior of critical thinking. In focusing on the role of developing higher education in the growing research perspective, the post-analysis survey is limited to a minimum availability of studies performed in those areas. Also, there are no theoretical or systematic studies that addressed the importance of higher education.

This present investigation aims to restore the knowledge gap related to the overlapping spheres present in higher education programs. This target should be achieved by providing a framework for analyzing the impacts of arguments procured in higher education. The UK and Iraq cases are further investigated in detail regarding their teaching programs, curricula, structure, and quality assessment calculations.

2.1. Topicality of the Research

This present research's usefulness is towards developing new methodologies lying in comparison and analysis with the methodological trends in the global world. Furthermore, the focus is specifically on the value of quality assurance, interrelations, equality and interdependence, and the innovative teaching methods in multimedia about the higher education programs and curricula in Iraq with those in UK ones.

2.2. Scope and Limitation of the Study

The importance of higher education is described clearly in this study. The central theme was highlighting the negligence of higher education in reconstruction and recovery procedures which might surely cause a positive response. Higher education is designed with the theory having the potential to perform various functions about the knowledge and skills contributing to teaching methods. Also, various universities take care of the economic recovery process, democratization processes,

and an analysis of teaching programs present in various universities pertaining to higher education between Iraq and the UK.

Basic arguments involve the teaching methodologies in higher education existing in Iraq and the UK. For example, state universities process the rebuilding through sustainable capacity in long-term development. Additionally, the main focus is on the teaching programs in higher education in theoretical design and structures, such as mediating divisive or unifying identities in the affected societies.

The claims proposed in this study are merely a hypothesis, but it might act as an indicator of the investigators' predictions during the research outcome.

1. **Claim One:** Higher education's importance should be pitched towards the early recovery stages other than the stand-alone treatment. The concept of proposing long-term involvement is considered based on the transition from the recovery stages back to its normal level completion.
2. **Claim Two:** The investments made through strategic planning in higher education in the Iraq and UK countries can build the national capacities required for construction and development.
3. **Claim Three:** There is a critical role in developing a relationship between the teaching programs in both countries (Iraq and UK) for successful delivery in reconstruction purposes, which would positively affect the public.

2.3. Objectives of the study

The researcher undertakes the world's first large-scale assessment to compare the higher education system between Iraq and UK. The objective of the present study relies on,

1. Explaining the regularity concerns of developing methodology as a historical science under the effect of various factors;
2. Performing higher education system by adequate delivery of the characteristic features of curricula and teaching.
3. Classifying, analyzing, and comparing methods and approaches in Master and PhD programs.
4. Investigating the similarities and differences between Teaching methods programs and curricula between Iraq and UK.

2.4. Limits of the study

This study is restricted to evaluating the Methods of Teaching curricula for pedagogy students in Iraq in light of comparing them with the Methods of Teaching subject to pedagogy students in UK. Babylon University and Baghdad university in Iraq. University College London and Institute of Education - UCL - London's Global University in UK.

2.5. Research Questions

The basic questions addressed in the present study are:

RQ1: What are the postgraduate system's limitations in the current mode that the two selected countries (Iraq and UK) follow?

The following sub-questions were also addressed in this dissertation which includes,

RQ2: What curricula will be used during the developing stage for applying and adapting the higher education system in Iraq and UK?

RQ3: How can we evaluate the effectiveness of the proposed higher education system?

RQ4: What are the challenges and opportunities associated with implanting various higher education methods in Iraq and the UK.

2.6. Scientific Novelty of the research

The primary focus is the analysis of two independent situational case studies in higher education recovery in Iraq and UK. During this analysis, the hybrid approach's implementation is exploited for the qualitative methods in the study's conduct. The typical data collection procedures comprise of focus groups, elite interviews and observation undertaken during the field works.

In the approach for answering those research questions, the research structure undergoes a most-similar approach exploiting two cases namely UK and Iraq, which typically share the basic values on independent variables, however documenting the similar differences. In general, Iraq and UK look most similar in their dependency, Arab cultures and legal authoritarian concept rules and their reclusing status which are involved in permissions and isolation procedures in international standards.

The research findings in the modern methodology of educating foreign language have become an immediate cause in this present moment. The availability of various methods in this world has raised the emergency for classifying the advances in science and its descriptions. Similarly, these new achievements have been studied concerning their legal needs compared to higher education followed for their educational programs and systems.

This work aims at helping the ministry of higher education and scientific research shape. It improves the post-graduated systematic procedures applying the most appropriate programs and curricula to be considered by the decision-makers for applying the newest trends within recent studies to achieve the ultimate aims of higher education in Iraq.

3. Literature Review
3.1 The Meaning of Higher Education

In the event of considering the targets in a diversified view of institutional and national environment, it does not seem to be a simple task for defining the higher education in modern style and in universities. The concept of higher education encircles a broad view governing all universities and learning institutes. The institutes prescribed for performing their higher education are organized in various modes specifically within a selective institution nominating as a university or within a university or a specific institute designated for learning. For example, a British university in its own perspective have the power of nominating and awarding their own degree in the desired area of research after satisfying a set of prescribed norms (Allen, 1988). Preferably, the process mode in higher education defines a set constituting the norms of the university, which is considered as their own subset. Still, in preferrable texts, the usage of university and higher education and university may be interchangeable (Assié-Lumumba, 2005). However, the same reality is not matched up in all situations. The higher education contributes a resonance as it comprises all tertiary and secondary institutions. Similarly, a university is also a ruling body for pursuing their higher education and are capable for rewarding a degree or other confidential certification courses.

The term higher education in modern style can be defined as an institution framed with tertiary training and learning activities and also possess institutions including conventional universities like humanities, arts and science faculties and additionally specialized institutions in the university possessing engineering, technology and agricultural sciences. The principal perception of higher education including institutions of secondary grade like institutions of education, polytechnics etc. All the courses pertaining to higher education come under a common form of

graded universities. It is believed that the generated wide spectrum for learning higher courses would not exhaust the options of various higher education procedures (Ibid.).

3.2. Iraqi Higher Education and Development

Earlier, the universities available in Iraq was very few in addition to the foundation of two public polytechnic universities for providing technical higher education. People in Iraq do not emphasize the individuals towards learning or gaining knowledge. Hence many funds received from UNESCO for implementing certain innovative academic development in the regions of Iraq were not properly utilized in the earlier years which resulted in people's poor critical thinking (Heshmati and Chawsheen, 2008). In the regions of both southern and central parts of Iraq, due to the presence of non-governmental organizations they provide education and job opportunities. Additionally, the process of learning and teaching was not seriously undertaken by the people which resulted a poor knowledge in the individuals where they fail to corroborate their knowledge with their real-life situations.

During 2009, there existed many modifications in the educational systems as they witnessed an expansion happening in the regions of education sectors. This expansion was demanding an outcome in terms of multiple elements or factors comprising the increased count of high school educational graduate places and the essentiality of specialization required in every department, the reformation process, and the constant growth in population in the southern and central regions of Iraq due to their unsafe and instability conditions. It is essential to highlight certain educational sectors in the cities and villages for the purpose of reconstruction of higher education in their curriculum design and other aspects as they are focusing the needs of the teaching process. Hence, attempts were made to a greater extent in ensuring the students strength for enrolling or registering themselves in graduate courses conducted by the higher education institutions. This strategy might turn the situation in a positive approach by providing job opportunities for the students and converting the inaccessible institutions back to their active modes. These situations actually happen at special cases, where the middle class persons or low class individuals struggle themselves for their higher studies as they find it too far from their locality as they do not have proper transportation to reach the institution for their studies and several universities also demand an enormous fee which is highly impossible for those individuals. Hence, the count of public universities and private sectors are increasing abundantly (Ibid.)

3.3. U.K. Higher Education and Development

In the UK educational system, it is described that there are five phases of education comprising early stages, primary level, secondary level, further level of education and higher educational programs. It is mandatory to pursue education by all individuals upto age of 16 and later it is on choice-based approach. Further education is not mandatory for the individuals which includes educational courses that can be learnt in colleges or higher education institutes. The last stage can be dealt by all individuals who pursue education in higher educational centres or colleges.

The teaching methods of individual teacher is decided based on their own decision among the faculties or within the department or institution. Most of the time, these courses are conducted by lecture sessions and seminars by students where the students are motivated for active participation and discussions. Few courses are designed in such a way that they require a laboratory session or oral session for teaching foreign languages. The higher education institutions comprise of academic faculty members with experience in professional background, development and

networking facilities, financial support, and advice by expert members in reputed board of higher education department to clearly understand the need for learning individuals and their priorities. The higher education in UK is ready for funding the Higher Education Academy (HEA) that supports, "the higher education community aimed to enhance and impact the quality of learning and teaching".

4. Comparative Analysis and Discussion

The meaning of the word education describes "to bring up and train the mind and way of thinking". The conceptual meaning of the term education is the "the act or process of educating". Hence, education is considered as a dominating thing which can sharpen the individual's mind and develop their knowledge and creativity and boost up their capabilities and creativity in multi-disciplinary areas. The educational procedures and regulations followed in Iraq and UK are extraordinarily complex to certain extent. There are many similarities, differences, merits, and demerits between the educational policies of both UK and Iraq. In the higher education system of UK, the educational policies are extremely complicated. In general, the educational system comprises of primary and secondary educational systems conducted in parallel modes where the state school is followed by major individuals compared to the public environment. The situation pertaining to higher education system is still more complex. There are nearly four universities who frame their educational guidelines along with the open universities. Hence, UK system is considered as the complicated educational system in the world. Considering the situation in Iraq, the educational system is little less complex than UK. Here, too there are many public and private sectors in each phase of education. But normally in Iraq they follow only one system that, "compulsory education for nine years, after which some students stop school, but much more go on with studying in higher schools". In the earlier days of Iraq, the education system was framed for exams and this was not helpful to the learning individuals and students to gain knowledge. Currently in Iraq, they follow a system called the "education for quality" which motivate students to develop themselves in all fields. Hence, learning individuals or students need not sit in the lecture halls listening to lectures and reading books all the time. Activity based learning in incorporated which promotes the students to gain knowledge and innovation.

4.1. Educational features

The educational features of both countries Iraq and UK are commonly addressed based on the access, equity, quality, faculty population and their publication values.

Access

Considering the features related to access, Iraq regions and their associated institutions should function on the region-based selection and essentiality of social values within those sectors. Also, it is well comprised on the academic standard with fundamental criterion on affiliations and maintaining a proper communication level during the emergence of public and private universities. It is quite advantageous that Iraq countries provide funds and scholarships for overseas students based on their scores achieved through competitive examinations. Along with that, learning individuals in Iraqi Universities face several barriers for pursuing their higher education programmes like financial barrier, geographical barriers, educational barrier, organizational barrier, and physical barrier. It is evident that in Iraq, there is a possibility for free education and access for all universities in both public and private

organizations. This motivates the students and the learning individuals to develop their knowledge and innovations.

In UK academic institutions and organizations, the primary level of educational phase is providing access to the courses that are trained by expert members and specialized persons who are well versed in multiple disciplines. These courses might sharpen the learning individuals and students in wider range of background for those who are attracted towards the process of learning and teaching. It is proposed that, "white paper Higher Education: Meeting the Challenge, the government identified Access to higher education as the third recognised route to higher education and sought to extend Access to higher education provisions through a national framework for the recognition of Access to higher education courses". Additionally, in UK, students have the access of applying to all higher education programme in all universities (both public and private) without any restrictions. For instance, there are "access to law, access to medicine and access to nursing pathways that prepare students to study law, medicine and nursing at undergraduate level", respectively. Considering the students or learning individuals who left their academic places without providing proper information or reasons are also provided access for pursuing higher education programmes in Diploma level.

Quality

The primary element for better development of higher education programme is considered to be quality.

In Iraq, the administrative and accreditation systems are not sufficient for evaluating the quality of the academic institutions as they witness only the infra structure and the profits. Ultimately, the quality is not monitored in several private Iraqi Universities which brings down the quality of students and faculty members which ends up with lack of knowledge and creative thinking in both theoretical and laboratory courses. Quality assurance programmes were conducted for developing the talents and knowledge of faculty members towards the process of teaching and learning. The evaluation protocols like feedbacks from the students were designed for improving the educational process and their quality meeting on international standards.

In UK, they have a consistent record in producing quality students by providing international standard education to the learning individuals who are pursuing higher education programmes or courses in both public and private UK universities. They are a well-established educational system which is recognized all over the world which is not present in Iraqi Universities. These dominating qualities have encouraged students to project at forefront of the global research. It is evident that, UK universities are ranked at second position compared to Iraqi institutions and universities for the stream of science and research towards the process of learning and teaching.

Equity

In the mode of higher education, the term equity can be described as "to ensuring that each student receives what they need to be successful through the intentional design of the college experience". Equity in higher education is achieved in a situation where the learning individuals receive the needed resources, they want for their graduation purposes for achieving success after high school.

In Iraqi universities, it is evident that, equal education and equal behaviour provided to all learning individuals and students has led to societal equality. Equal chances were provided to all in higher education which brought a change automatically in the standard of living among various sectors and led to elimination of social discrepancies. The situation of education is improved in the rural areas. Funds are

arranged for individuals whose annual income is very low for pursuing their higher education. Also, faculty members are recruited based on their talents and educational qualifications. There is a practice where girl students are particularly focused in the villages for helping them in solving their financial and academic related problems and Iraqi Universities follow the ethics stating, all genders must be treated equally.

Similarly, in UK, equity is followed with strict rules for pursuing higher education degree in UK Universities which implies, the institutions and organizations provides education with equity to all students and learning individual. Also, it is noted that, "all students obtain equal education outcomes, but rather that differences in students' outcomes, such as academic performance, social and emotional well-being, and post-secondary educational attainment, do not depend on their socio-economic background".

4.2. Institutional features

In Iraq, the public universities are not well equipped satisfying the quality with international standards. Also, there is a shortage in instruments and equipment in laboratory which is not observed in UK countries, especially engineering apparatus, materials needed for the laboratory equipment to physical, biology and chemical studies. There is no proper classroom allocated for students and some universities are devoid of class halls and there is a demand in the increase of admitted entities every academic year. This is not the situation in UK universities where the infra structure is entirely satisfied, and students can make use of these opportunities.

Weakness and ambiguity of relation between graduates, higher education, and jobs market, actual demand in various specialization and limited restrictions and shortage in availability of computers and internet networks, also the establishment and reconstruction of infrastructure ensuring the sharing and exchange of information between the academic institutions, and between universities inside the regions of Iraq or abroad.

In UK universities, the idea of inventiveness is challenged and, up 'til now, defectively comprehended. Researchers have investigated that a little is presently expounded specifically on imaginative learning and teaching with regards to UK colleges. Quite a bit of what exists continues from the suspicion that most understudies are able to do some imaginative work at some level; that inventiveness can add to the lives of people and social orders; and that its support among scholastics and understudies is a focal piece of colleges' missions. This part blends conversations including scholastics in two colleges so as to investigate their points of view on imagination and the educational program. The connection between these is basic to understanding what higher education needs to do to make the spaces inside its educational plans to advance understudies' innovativeness. The decent variety of perspectives on these subjects serves to represent the unpredictability of these ideas.

4.3. Structural features

It is described by Yu and his team in 2016 that, "faculty to student ratio is a major determinant of the levels of interaction between students and faculty, and so influence student engagements".

The proposed methods or strategies are outlined in level of execution, then it is mandatory for organizing certain seminars and conferences where the Iraqi faculty members can interact with each other and discuss the research needs and share their technical knowledge with respective to their curriculum design. These official discussions can be conducted in the regions of Iraq and main topics for discussions can

be summarized as pedagogy, research, journal publication, design of infrastructure and communications with foreign universities. Several teaching key problems can present themselves as their discussion subjects like proposing innovative teaching methodologies, research requirements and adequate training in foreign languages.

Specifically, Chigishevaet's and Naushad's research group in 2018 suggested certain statements in teaching that, "the assessors sought to evaluate the teaching environment; in research, they evaluated the volume of research, income, and reputation; citations were used to assess research influence; and in research; and industry income assessed the impact of the institution on knowledge transfer". The elements that are not included for the assessment procedures of ranking systems emerged as different challenges in competitions to various universities. The significant parameter linked to the environment for implementing learner centered principles which is beneficial for the students is the ratio of faculty to students. The countable value of teacher to the student's ratio might provide certain instructions by the faculty members".

4.4. External features

In association with the events between the Iraqi Universities and UK universities, considering the education system, there are certain comparisons in the field of academics and are listed as mentioned below,

In Iraq, it is observed that there is a lack in the network communication in the sectors governing higher education departments. It is believed that the teaching professionals, administrative staffs are utilizing their email conversations and related documents through the communication platforms like Gmail, Yahoo, Outlook, etc. Additionally, it is also evident that all universities are fighting hard to handle the workload allocated to them in their universities due to their poor infrastructure and design structure. Thus, these communicational platforms are not in updated mode and hence, they are not efficient to handle these pressures with the help of the administrative staffs and teaching assistants. In UK, it is strongly believed that the networking and communicational platforms are developed with new innovations which are easy for the learning individuals and academic professionals in utilizing the documents and teaching materials from the Internet platforms. Hence, UK is superior to Iraq in the networking settings as they have a well-established infrastructure with technical experts.

In Iraq, it is believed that the universities have framed their curriculum in terms of meeting the requirements of the learning individuals, but they have not matched these needs with the current market value. The curriculum framed in those periods are outdated and are existing in poor condition. Many of the contents mentioned in the curriculum need to be replaced with the current existing technologies which are essential for developing the people's critical thinking skills. Hence, the curriculum should be modified appropriately. In an attempt of modifying the contents and updating, the information in the curriculum needs the help of an expertized person in the industry or in academic industry. Currently, Iraq is lacking in academicians and expert professionals for designing the curriculum which exists as a crucial problem in the current market. Hence, the individuals suffer from critical thinking and applying the knowledge in their personal life conditions. In case of UK, the scenario behind the design of curriculum is based on the industry-based approach and students are well trained accordingly with the help of industrial experts and academic professionals. Hence, the students gain confidence in developing new innovations and creative things which projects them with a strong fundamental background in facing the challenging

market. Also, the students learned in UK universities are trained with practical-based approach of learning and faculty members are also trained accordingly to teach the students in the mode of practical-based learning.

Comparing with the funds and scholarships for pursuing higher education, it is observed that, in UK, there is limited options of providing free education in many universities as the eligibility criteria are too stringent which restrict the individuals in registering themselves for their studies. The Universities are maintaining high standards for higher education which leads to an increased count in enrolling themselves in higher education. These options might enhance the quality of educational system as all teaching professionals and academicians are tightly engaged in teaching process with either morning or evening lecture sessions in the departments. Thus, it is obvious that, the individuals who are well settled with financial background can alone opt for higher education in UK universities which limits the students' enrolment with less financial background. Comparatively, in Iraq, there are many options for providing free education in many Iraqi Universities, because the curriculum and educational system is framed accordingly, so that the students and the learning individuals can learn the concepts easily. Also, the academicians and teaching professionals possess no additional time for performing the activities other than academics. This might pull down the critical thinking of the teacher in research activities which would not be beneficial for the learning individuals. Also, there is a constraint for the teachers that they have the freedom of altering the contents or suggest a modification of only 20% of the curriculum design. In special cases of huge modifications and alterations, they must get an approval form the university by submission of request with all modifications. Considering these points, the curriculum and educational system in UK is superior when compared with Iraqi educational system.

In Iraq, there is also a problem in the decision making as the management of the university has scarcity in people or individuals with leadership abilities. The persons in the management position considered as senior manager or junior managers or technical specialist lack the experience in handling works or issues. They do not care about the procedure needed to be followed in critical situations and how it is solved before. In case of UK, they have a well-furnished infrastructure led by industrial and technical professionals and, hence, there is no chance of misguidance or lack of awareness is observed among the learning individuals. Also, in UK universities, it is evident that, the decision-making authorities can propose their own proposals and can act according to the benefits of the students and learning individuals.

5. Comparative Perspectives on Teaching methods and Curricula

Generally, teaching has been focused on scientific knowledge and content-driven until the year 1983 where usually a review meeting was planned, and the curriculum issues were reviewed, and corrections were suggested. During that period, the concept of Science was replaced with a new subject termed as "Man and his Environment". This new subject was not considered a core subject, it was not examined in the primary school achievement test in the sixth grade. The investigation has proved the concepts of research that, showed that this new curriculum has created a lot of significant negative impact, and the Ministry of Higher Education decided to revamp the science curriculum again during 90s. Since 1993, teaching Language has been reverted to a 'core' subject during the National Curriculum review. This curriculum introduces teaching Language as compulsory subject at grade. It focuses

on knowledge acquisition and is also aimed at developing the scientific, thinking, and analytical skills of students. In recent years, with the rapid development of information technology and the need to produce a workforce that is equipped to meet the challenges of the information age, the existing curriculum of the school system has been reviewed to be reflective of the knowledge and skill needs of the country.

The following are the teaching methods followed in Iraq based on framework of the curriculum,

➢ Teaching Large Groups (Lectures)
➢ Small Group Teaching.
➢ Demonstrating in practical classes.
➢ Flipped classroom.
➢ Massive Open Online Courses (MOOCs)
➢ Active learning.
➢ Problem based learning.
➢ Work based learning.

In UK Universities, initially all faculty members and research scholars must compulsorily follow the ethics and cleanliness in all public and private Universities of UK. The commonly available teaching methods were executed by the faculty member or department faculty. Mostly, these courses contain both formal lectures, less formal seminars, in which students are encouraged to participate and lead discussions. Some courses may require practical sessions like work in a laboratory for science subjects or oral classes for foreign languages. The HEA provides academic staff with professional recognition, networking and development opportunities, and advice and support, including by working directly with Higher Education Institutions to understand their individual circumstances and priorities. UK higher education four funding bodies fund the Higher Education Academy (HEA) that supports the higher education community aimed to enhance and impact the quality of learning and teaching.

While discussion with the curriculum design of Iraq, the curriculum was framed with basic knowledge and seems to be less complex. The designed Iraqi curriculum will not help the students to satisfy the international standards, because the curriculum was framed based on the available topics in specific areas. But in UK, the situation is completely vice versa, the curriculum was much complicated and high-quality satisfying with international standards. Hence, normal individuals feel hard to pursue their masters in online mode.

6. Central Conclusions

The researcher concludes that, there are certain differences and similarities between the Iraqi higher education system and UK, the specialization of teaching methods, and the points are highlighted as follows,

➢ Concerning the areas of study, most common regions of Iraq and UK, share certain areas of study like methods of teaching higher education degree programs (master and doctoral programs) by far fall in the educational institution's social science.
➢ The higher education staff is most common, composing of the same procedures. Both Iraq and UK have well educated staff sharing academic equivalences.
➢ Candidates and applicants must follow the demands of the university, college, and institutions.

➢ In analyzing the research parameters of UK and Iraq, each higher education institution has its own publishing means. Both have their enormous, published researches, in Scopus and several national and international journals.

➢ Iraq is a quickly developing multi-ethnic nation of nearly 37.2 million individuals, but the critical ethnic conditions made the other countries students hesitate to apply to the Iraqi universities. UK higher education policy emphasizes the importance of diversity.

➢ UK and Iraqi universities and colleges have their specific aims, goals, strategic plans, mission, vision, and objectives.

➢ Both UK and Iraq have "Teaching for Excellence " which emphasizes the crucial role of teachers and the process of teacher training.

Analyzing the differences between Iraq and UK, the following points have been highlighted below,

➢ Starting with world ranking, UK in top 10 rankings, generally taking turns at holding the 9th or 10th position while Iraq higher education endeavors and expert development open doors for program pioneers, speakers and guides just as ranking directors, building capacity and scholastic systems right now well demonstrate synergist in the journey to reorient higher education towards economic development.

➢ As a result of consistent and hard work, Iraqi Universities continuously improves its ranking positions in Iraq and abroad. The University of Babylon is building a strong international reputation and is becoming a fierce competitor in the education market.

➢ Concerning the educational system, in UK, who is aged over five years and under the age of sixteen is obliged to attend their school. This aging time framework shape contains two sections of education system in UK comprising primary and secondary school. In Iraq everyone who is aged over six years is obliged to attend school. Students number at Iraqi universities is incomparable to number of UK graduates due to huge capacity of UK.

➢ UK Higher education institutions differs from higher education in Iraq, the former has a long history while the latter has been recently founded. UCL was founded on 11 February 1826, under the name London University. While the University of Baghdad (UOB), was founded in 1908 which the largest university in Iraq and the second in the Arab world, after the University of Cairo that was established in 1957. University of Babylon was established in 1991 consisted of 20 colleges and three compounds. College of teachers at University of Babylon was founded in 1994. Its name was changed into (college of basic education) in 2004.

➢ In UK 'Access for All' that means "students have so many choices to be accepted in the higher education whether Master or Doctorate or even further studies".

➢ Curricula is a matter of change even if it is changed manually, no matter, while in Iraq even in the undergraduate educational process it is one of the most complicated issues.

➢ The findings of the study will help to support the generally positive public perceptions of language-learning and help policymakers in identifying possible ways of cross-curricular benefits of language education.

- The most considerable difficulty confronting the higher education in Iraq is political affairs effects. On the other hand, in UK, the academic year begins from the first of September to the end of July and the year is divided into three semesters with three half-term breaks. Hence, there is not a long gap between the academic years, and as a result, the students are less likely to forget their lessons. While in Iraq, the educational institutions, universities, colleges, even schools are closed for a total of three months and this phenomenon may have an adverse effect on students' memory.

- There is no curricula for doctorate programs, mostly depends on researches presented by the applicants. While pursuing doctoral degree programs in Iraq demands both curricula as well as research as a partial fulfillment of the doctoral degree.

- In UK, if students have no aspiration to attend higher education stage at university, college, or institution, he/she would rather like to find a job or live independently and there are several opportunities for the individuals to pursue their education during or after that. Nevertheless, it is not as easy as that in Iraq, even those who graduate cannot find a job.

7. Recommendations

- Since the present study is a cross cultural comparative study, it emphasizes the teacher training process by being in touch with other cultures especially those countries who have the priority position at methods of teaching.

- I helps the educational plan structure and quality systems towards economic development.

- The researcher suggests adapting the idea of B.Ed Degree which is a research degree in education for experienced professionals and related fields who would be interested in working on their profession and developing themselves with research skills and practicing high-level reflection.

- Provide more blended or online learning opportunities.

7. 1 Methodological Recommendations

- Implementation of curriculum design in Iraq would benefit the students to develop motivational and practical skills during the process of learning.

- Quantification of teaching skills in practical approaches.

- Focus on certain reformations and needs in all private and public universities like decentralization, privatization, globalization, and e-learning procedures handles in both student centric and teacher centric approaches might be considered in this work.

7. 2 Theoretical Recommendations

- Iraq should change from their traditional learning and teaching approaches into modern methods of learning and evaluation.

- Assessment for learning is much focused in improving the learning quality. Also, this approach is implemented for developing the academic performance of the students.

> Change of summative Iraqi assessment system to formative UK assessment system.

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