

## **ABSTRACT**

Lebanese higher education is diversified, and universities are classified based on the higher education model they follow, such as the American and French models. This dissertation thesis followed the intranational comparative approach to make a comparison of teacher education programs in American and French-patterned universities in Lebanon. Six universities were selected, three of each model. The aims were to describe the structure and content of the programs, to examine the perceived effectiveness of the programs based on the input of graduates, and to compare the programs on the indicators of practical experience, reflective practice, and acquisition of knowledge bases. The comparison was done by using well-established theories as benchmarks: Feiman-Nemser's typology of conceptual orientations in teacher education programs, Lee Shulman's theory of prospective teachers' acquisition of knowledge bases, and Fred Korthagen's theory of incorporating reflective practice in teacher education. The document analysis method was used to explore program structure and content, and semi-structured interviews were conducted with twenty graduates from the six selected American and French-patterned universities to examine perceived effectiveness of the programs in preparing students to teach. Results showed similarities and differences between the American and French-patterned universities, such as a need for increasing teacher preparation in using technology and in working with diverse students. The most notable difference was a longer duration of practicum and a more diverse practicum experience in the French-patterned universities. The main contribution of this dissertation thesis lies in the suggestions of reforms to the teacher education programs made by the graduates of the six universities.

## **KEYWORDS**

teacher education programs, practicum courses, reflective practice, knowledge base acquisition, technology in teaching