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.(%93.3)

.(%94.8)

.(%94.2)

.(%91.3)

.(%95.2)

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2008/5/7

.(Hadhod,2004)

.2009/2/23

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(Troutman & Palomo,1983 )

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(Delors et al., 1996)

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(49)

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150

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(75)

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(1)

(McMillan & Schumacher)

(1)

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|------|----|--|
|      |    |  |
| %50  | 10 |  |
| %50  | 10 |  |
| %100 | 20 |  |

McMillan )

.( & Schumacher,S,1997

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(3)

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(53) =

.(60) = (3)

(20)=

%88.3

60/53 =

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-%70)

(2)

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|              |    |  |   |
|--------------|----|--|---|
|              | *  |  |   |
| %100         | 60 |  | 1 |
| %91.7        | 55 |  | 2 |
| %95          | 57 |  | 3 |
| %96.7        | 58 |  | 4 |
| %100         | 60 |  | 5 |
| %85          | 51 |  | 6 |
| %93.3        | 56 |  | 7 |
| %93.3        | 56 |  | 8 |
| %85          | 51 |  | 9 |
| <b>%93.3</b> |    |  |   |

(3+2+1)

(20)

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(

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(3)

|              |    |  |   |
|--------------|----|--|---|
|              | *  |  |   |
| %93.3        | 56 |  | 1 |
| %100         | 60 |  | 2 |
| %93.3        | 56 |  | 3 |
| %88.3        | 53 |  | 4 |
| %100         | 60 |  | 5 |
| %100         | 60 |  | 6 |
| %93.3        | 56 |  | 7 |
| %93.3        | 56 |  | 8 |
| %86.7        | 52 |  | 9 |
| <b>%94.2</b> |    |  |   |

(3·2·1)

(20)

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(86.7)

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(%94.8)

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(5) (%88.3)

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(4)

|              |    |  |   |
|--------------|----|--|---|
|              | *  |  |   |
| %100         | 60 |  | 1 |
| %100         | 60 |  | 2 |
| %88.3        | 53 |  | 3 |
| %88.3        | 53 |  | 4 |
| %100         | 60 |  | 5 |
| %96.7        | 58 |  | 6 |
| %91.7        | 55 |  | 7 |
| %95          | 57 |  | 8 |
| %93.3        | 56 |  | 9 |
| <b>%94.8</b> |    |  |   |

(3·2·1)

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|              |    |  |   |
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|              | *  |  |   |
| %88.3        | 53 |  | 1 |
| %100         | 60 |  | 2 |
| %96.7        | 58 |  | 3 |
| %100         | 60 |  | 4 |
| %91.7        | 55 |  | 5 |
| %91.7        | 55 |  | 6 |
| %100         | 60 |  | 7 |
| %93.3        | 56 |  | 8 |
| %95          | 57 |  | 9 |
| <b>%95.2</b> |    |  |   |

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|--------------|----|-----|---|
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| %100         | 60 |     | 1 |
| %90          | 54 |     | 2 |
| %91.7        | 55 |     | 3 |
| %93.3        | 56 |     | 4 |
| %86.7        | 52 |     | 5 |
| %90          | 54 |     | 6 |
| %78.3        | 47 | ( ) | 7 |
| %100         | 60 |     | 8 |
| %91.7        | 55 |     | 9 |
| <b>%91.3</b> |    |     |   |

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| %88.3 | 53 |  | 1 |
| %100  | 60 |  | 2 |
| %76.7 | 46 |  | 3 |
| %93.3 | 56 |  | 4 |

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|--------------|----|---|---|
|              | *  |   |   |
| %93.3        | 56 | . | 5 |
| %100         | 60 | . | 6 |
| %78.3        | 47 | . | 7 |
| %96.7        | 58 | . | 8 |
| %100         | 60 | . | 9 |
| <b>%91.8</b> |    |   |   |

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## Features of the Future School as Perceived by Educational Experts in Jordan

*Mohammed Saleem AlZboon \**

### ABSTRACT

The study aimed at identifying the features of future schools from the viewpoint of the expert educators. The research sample consisted of (20) experts and specialists from the Ministry of Education and university faculty members. The study adopted the descriptive analytical approach by using direct interview, whereby many questions were raised covering the six areas of study related to the enquiry. Replies were tabulated and were assigned numbers (3,2, and 1) representing the degree of identifying the features of the future school as (high, medium, and low), respectively. Findings of the study revealed that: The agreement of the sample study on the basic features for future school related to its philosophy and goals reached a percentage of (93.3%). The basic features of the future teacher reached (94.2 %).the basic features for the school of the hit (94.8%). The basic features for future school curriculum amounted to (95.2%).the future teaching and educational management amounted to (91.3%). The school-building infrastructure hit (91.8%).

In light of the previous findings, the study recommended the need to reconsider the educational environment both in terms of the philosophy of education, goals, teachers, students, curriculum, school management and building in which classes are to be held, in order to be in line with the requirements of the era of modern technology and to start designing new mechanisms that suit the realities of the school of the future school for educational quality control and its incorporation in the educational programs.

**Keywords:** Future School, Educational Experts.

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