

Annexure-D

Proposed courses of study for B.Ed (1.5 YEARS) semester program

Detail Of Courses For Bachelor Of Education

Programme Name: B.Ed (1-1/2-Years)

Admission Requirement:

16 Years of Education (Academic disciplines other than Education) MA/MSc/BA Hon (4-Year)/BS (4 Years) with minimum second division.

Selection Process:

Merit based

Duration: 1 Year 6 Months

Medium of Instruction: English

Credits Required: 54 Credit Hours

Course Required:

SEMESTER-1

S.No	C.CODE	Courses	Credit Hrs
1	EDU-1101	General Methods of Teaching (General)	3
2	EDU-1102	Classroom Assessment	3
3	EDU-1103	Curriculum Development	3
4	EDU-1104	Research Methods in Education	3
5	EDU-1105	Educational Leadership and Management	3
6	EDU-1106	Information and communication technologies (ICTs) in Education	3
TOTAL CREDIT			18

SEMESTER-2

S.No	C.CODE	Courses	Credit Hrs
1	EDU-1201/ EDU-1202	Area of Specialization (Course-I)- Teaching of Urdu (For Humanities Group) Computer Education (For Science Group)	3
2	EDU-1203/EDU-1204	Area of Specialization (Course-II)- Teaching of Mathematics (For Science Group) Teaching of Islamic Studies (For Humanities Group)	3
3	EDU-1205/ EDU-1206	Area of Specialization (Course-III)- Teaching of Physical Science (For science Group) Teaching of Pakistan Studies (For Humanities Group)	3
4	EDU-1207/ EDU-1208	Area of Specialization (Course-IV)- Teaching of biological science (For science Group) Teaching of English (For Humanities Group)	3
5	EDU-1209	Teaching Practice I (Professional)-	3
6	EDU-1210	Critical Thinking and Reflective Practices (Professional)-	3
TOTAL CREDIT			18

SEMESTER-3

S.No	C.CODE	Courses	Credit Hrs
1	EDU-2301	Teaching Practice II (Professional)-	3
2	EDU-2302	Foundations of Education (Foundation)-	3
3	EDU-2303	Perspectives of Education and Contemporary Issues (Foundation)-	3
4	EDU-2304	Educational Psychology (Professional)-	3
5	EDU-2305	Research Project (Content Embedded) (Professional)-	3
6	EDU-2306	Comparative Education (Professional)-	3
		Total Credit	18
		GRAND TOTAL Credit Hrs	54

B.ED

Course Title: General Methods Of Teaching

Course Code: EDU-1101
Year /Semester: Year 1/Semester 1
Credit Value: 03 credits
Prerequisites: Sixteen Years of Education

COURSE DESCRIPTION

This course is an introduction to teaching methods used in elementary schools. Since you have been an elementary school student, you will recognize some of the methods but you know them from a student's perspective rather than a teacher's perspective.

Teaching methods are often divided into two broad categories: teacher-centred methods (also called Direct Instruction) and learner-centred methods (also called Indirect Instruction or Inquiry Learning). An effective teacher knows several methods, some teacher-directed and others learner-directed. He or she would choose, from among these, the one method or combination of methods most likely to achieve a particular lesson's objectives with a particular group of students.

Because teaching and learning interact, a course about teaching must also be about learning. The content and structure of the course is based on two strong claims about learning. First, learning results from what the student already knows, thinks, and does and *only* from these actions of the student's mind. A teacher enables students to learn by influencing what the student *does to learn* but the student has to *do* it. Second, as students progress through school they should learn to become their own teachers. That is, students should learn *how to learn* using their teachers as models.

COURSE OUTCOMES

1. A personal theory of teaching and learning based on a critical analysis of implicit theories formed as a student and modified/elaborated through reflections prompted by the work done in this course.
2. An argument paper that presents the pros and cons of teacher-centred and learner-centred teaching methods and states your position as a teacher
3. Records of structured, reliable classroom observations and conclusions drawn from reflection on these.
4. Participation in a Cooperative Learning group that planned, taught, and critiqued a lesson to college/university classmates
5. An elementary school lesson plan
6. A reflective journal

LEARNING AND TEACHING APPROACHES

This is your first opportunity to study teaching and, to a lesser extent, learning in school. You will soon learn that there are several sources of knowledge about teaching and learning and you will be introduced to these sources. Because you have years of experience as a student but

are a beginner to the study of teaching, this course provides you with the opportunity to experience school with a focus on the teacher. You will observe teachers at work in classrooms and interview two students in each classroom. You will start your student interviews with two elementary school students whom you interview about their teachers away from the classroom. You will have a conversation with at least two experienced teachers. You will participate in planning and teaching a lesson to your college/university classmates and you will write a plan for a lesson appropriate for students in an elementary school. Experiences of all types have more meaning when you *reflect* on the experience. In this context, *reflection* means turning your attention inward to your mind and searching for connections between the experience you have just had and past experiences. You turn to your own thoughts, experienced as mental images and words, to discover what you learned through the new experience. Reflection is aided by writing about your thoughts and by talking about them with other people. The course is organized so that you complete many of your assignments in collaboration with two or more of your classmates and you write 3 to 5 times a week in your journal.

You are expected to be a self-directed student in this course. This means that you will act to arrange school visits and to find teachers and students to talk with away from school. You also will take an active interest in your journal and use it for the purposes for which it is intended. Finally, you will be a responsible member of any group of classmates with whom you work. It is probable that the value of this course to your study of teaching will be proportional to the energy and time you invest in the course assignments.

COURSE OUTLINE

Unit 1 Teaching and Learning in School (2 weeks/6 hours)

You have been in school for at least 12 years. If you are like other prospective teachers, you probably have a personal theory about teaching and learning that was formed by your experience in school as a student. You may not be aware of all of these thoughts and beliefs but some of them may interfere with learning to teach. In this unit you will examine and write in your journal about your existing theory about teaching and learning so you become fully aware of it. Then you will compare your personal theory about teaching with other perspectives on effective teaching. You may want to modify your theories. You will also learn how to observe teachers and students at work in classrooms.

Week	Topics	Sub Topics
1	Sources of Information about Effective Teachers	<input type="checkbox"/> Your experience as a student <input type="checkbox"/> Students currently in school <input type="checkbox"/> Published research <input type="checkbox"/> Observations in classrooms <input type="checkbox"/> Reflections on classroom observation by yourself and with Others <input type="checkbox"/> Conversations with experienced teachers <input type="checkbox"/> Theories about education and instruction <input type="checkbox"/> The relationship between teaching and learning
2	Sources of Information about Learning in School	<input type="checkbox"/> Your experience as a student <input type="checkbox"/> Current students' self descriptions <input type="checkbox"/> Published research, especially in cognitive and educational Psychology <input type="checkbox"/> Observations in classrooms <input type="checkbox"/> Reflections on student interviews by yourself and with Others <input type="checkbox"/> Conversations with experienced teachers <input type="checkbox"/> Theories about learning <input type="checkbox"/> Cultural influences on teaching and learning

Unit 2 Classrooms are Busy Places (2 weeks/6 hours)

Teaching is a universal human experience: parents teach their children; brothers and sisters teach each other; friends teach friends; employers teach employees; and colleagues teach each other. These examples of teaching usually involve a few students at the most and occur in the setting where the learning is used. (For example, young children learn about collecting water with their mother at a stream or well, or a child learns a new game from a group of friends in a playground.)

Classroom teaching is a special instance of teaching. First, the group is large and diverse creating management challenges for the teacher. Second, learning takes place in an unnatural environment creating motivation and attention problems for the students. People who have not been responsible for teaching in a classroom have difficulty appreciating the complexity of the work. The purpose of this unit is to introduce you, a prospective classroom teacher, to the complex environment in school classrooms

Week	Topics	Sub Topics
3	Sources of Complexity in the Classroom	<input type="checkbox"/> Classroom space is crowded <input type="checkbox"/> Work takes place in public: students don't have offices <input type="checkbox"/> Teachers must simultaneously pay attention to a group and each individual in the group <input type="checkbox"/> Children are not carbon copies of each other <input type="checkbox"/> Resources are scarce: students have to share and often Wait <input type="checkbox"/> Teachers plan but unexpected events upset plans often <input type="checkbox"/> Classroom activities do not occur one at a time: several different activities are in progress at the same time
4	Managing Complexity	<input type="checkbox"/> Learn names, interests, & learning strengths fast <input type="checkbox"/> Establish rules and routines <input type="checkbox"/> Group students <input type="checkbox"/> Organize books and other materials for easy access <input type="checkbox"/> Create pairs of students to help each other

Unit 3: Teacher-centered and Student-centered methods (2 weeks/6 hours)

These two methods are a good place to start your study of teaching methods because they are usually seen in opposition to each other when they may be seen as complementary. Teacher-centered, Direct Instruction is used to help students acquire knowledge and skills. Student centered, Indirect Instruction (Inquiry/Problem Solving) is used to help students understand the physical, social, and psychological world in which they live. In addition to different goals, the methods derive from different theories about learning and employ different practices. The Unit is organized around the view that both methods belong in schools. *Knowing* and *understanding* are different but related mental processes; each is a legitimate goal of schooling for all students.

Week	Topics	Sub Topics
5	Key Concepts	<input type="checkbox"/> Distinction between lower and higher order learning <input type="checkbox"/> Outcomes from lower order learning <input type="checkbox"/> Outcomes from higher order learning <input type="checkbox"/> Instructional activities that enable lower order learning <input type="checkbox"/> Instructional activities that enable higher order learning <input type="checkbox"/> Direct Instruction: a method to enable lower order Learning <input type="checkbox"/> Inquiry Learning: a method to enable higher order learning <input type="checkbox"/> Different roles for teachers and students
6	Model Lessons	<input type="checkbox"/> Template for Direct Instruction lessons <input type="checkbox"/> Sample lessons <input type="checkbox"/> Template for Inquiry/Problem Solving lessons <input type="checkbox"/> Sample lesson <input type="checkbox"/> Inquiry, Problem Solving, Project: same or different? <input type="checkbox"/> Choice: Teacher –centred or Learner- centred? Or both?

Unit 4: Lecture, Demonstration, Discussion, Questions, and Cooperative learning
(3 weeks 9 hours)

As the previous unit illustrates, the method or practice that a teacher chooses depends on the goal s/he intends to achieve with a particular group of students. Teachers have choices not only about teaching methods but also about how they group students for instruction: whole class; small groups; pairs; or as individuals. A teacher's decision about grouping is usually determined by a lesson's goal or objective. For example, if a lesson requires that every student in the class have information that is not easily accessible and requires interpretation, the teacher will probably decide to construct a lecture followed by discussion, including questions, for the whole class.

This Unit has ambitious goals and complicated logistics. Each of you will be assigned to one of six cooperative learning groups. Each group's task is to create a 15 minute lesson using one of the methods in the Unit title (lecture, demonstration, or discussion) for a total of six lessons (two for each method). All six lessons will include questions. One person from each of the six groups will teach the lesson to the rest of the class during the third week of the Unit (week nine of the course). Three class sessions will be devoted to the lessons the (2 lessons per day) leaving 15 minutes day for discussion of the lessons and 15 minutes for continued study of questioning strategies. There are handouts for this unit that facilitate the work of the Cooperative Learning groups. Persons who will teach the lesson from each group will be selected by drawing one name from an envelope that contains names of everyone in the group at the beginning of class on the day of the lesson.

Week	Topics	Sub Topics
7	Cooperative Learning	<input type="checkbox"/> Peer teaching practice <input type="checkbox"/> Rationale for Cooperative Learning <input type="checkbox"/> Different models of Cooperative Learning <input type="checkbox"/> Cooperative Learning procedures <input type="checkbox"/> Incentive structure of Cooperative Learning <input type="checkbox"/> Limitations of Cooperative Learning <input type="checkbox"/> Checklists as assessment devices
8	Lecture, Demonstration, and Discussion	<input type="checkbox"/> Reasons to lecture <input type="checkbox"/> Structure of a lecture <input type="checkbox"/> Active lectures <input type="checkbox"/> Structure of a demonstration <input type="checkbox"/> Characteristics of good discussion <input type="checkbox"/> Purposes of questions <input type="checkbox"/> Questions in lecture, demonstration and discussion <input type="checkbox"/> Wait time
9	Asking questions	<input type="checkbox"/> Open and closed questions <input type="checkbox"/> Lessons taught in class

Unit 5: Teacher-Student and Student-Student Interactions that Support learning in the Classroom (2 weeks; 6 hours)

While studying Unit 2 in this course, you had the chance to watch a teacher and students at work in 2 different classrooms and discuss the observations with your colleagues. Hopefully, you could see that classrooms are unusual social environments. One adult is expected to allocate limited resources (space, time, learning tools, and attention) equitably among 40 (more or less) students.

Students are expected to sit for long periods of time and pay continuous attention to their lessons. Each student's competence is on public display all the time. The teacher is supposed to have eyes that rotate 360 degrees so that s/he knows what each student in the class is doing most of the time. In this unit you will learn that a teacher and students can turn an unusual social environment into an environment that supports learning

You and your partners will observe in two more classrooms during the next two weeks. In each classroom you will observe a teacher interacting with two students and those students interacting with each other. In each classroom the teacher will choose the students whom you will observe.

Week	Topics	Sub Topics
10	Constructive Interactions Between Teacher and Students	<input type="checkbox"/> Respect <input type="checkbox"/> Credibility <input type="checkbox"/> Fairness (justice) <input type="checkbox"/> Trust <input type="checkbox"/> Interest <input type="checkbox"/> Enthusiasm <input type="checkbox"/> Adaptive teaching
11	Constructive Interactions Between Students	<input type="checkbox"/> Cooperative working relationships are central <input type="checkbox"/> Examples of cooperative working relationships <input type="checkbox"/> Feelings are the foundation of thought <input type="checkbox"/> Importance of trust and confidence

Unit 6: Designing Instruction: Goals and Objectives; Assessment; Plans; and Materials (4 weeks; 12 hours)

Teachers started using learning objectives (also called learning outcomes) to design lessons about 50 years ago. Previously, lessons were named by the topic rather than a learning outcome. For example, ‘Addition of two-digit numbers’ rather than ‘All students will correctly solve at least 8 out of 10 problems involving the addition of two-digit numbers’. Teachers have more than one way to write learning objectives.

You have seen different formats for lesson plans: some plans have more parts than others. Though there are differences in the number of parts a plan may have, all lesson plans have objectives, a sequence of activities for obtaining the objectives including materials that will be used; and means for collecting evidence that students achieved the learning outcomes. In this unit, you will learn how to write learning outcomes and choose or create assessments. You will use knowledge you have acquired about methods to create and write a teaching plan. You will learn to find or create the materials that you need to use your plan. You will do some work on the lesson plan in class with the two people with whom you have visited schools. During the last week of the Unit (week 15 of the course) you will review what you have learned about teaching methods and learning and instructional principles in the course and compare that knowledge with your current personal theories of teaching and learning.

Week	Topics	Sub Topics
12	Sources of Knowledge for Designing Lessons	<input type="checkbox"/> Learning principles <input type="checkbox"/> Pakistan’s elementary school curriculum <input type="checkbox"/> Definitions of standards, goals, and objectives <input type="checkbox"/> Examples of standards, goals, and objectives <input type="checkbox"/> Bloom’s Taxonomy of Educational Goals and Objectives
13	Assessment	<input type="checkbox"/> Definition of assessment in schools <input type="checkbox"/> Personal experience with assessment <input type="checkbox"/> Assessment practices in schools in Pakistan <input type="checkbox"/> Purposes of assessment <input type="checkbox"/> Distinction between formative and summative assessment <input type="checkbox"/> Examples of formative assessment
14	Instructional Materials	<input type="checkbox"/> Sources of instructional materials, including textbooks, in Pakistan <input type="checkbox"/> School budgets for instructional materials <input type="checkbox"/> Lo/no cost materials as a supplement to or substitute for materials provided by the government <input type="checkbox"/> Examples of materials created from local resources by teachers for mathematics, science, and literacy
15	Review and Synthesis	<input type="checkbox"/> Review of teaching methods and instructional and learning principles <input type="checkbox"/> Review of students’ current personal theories of teaching and learning <input type="checkbox"/> Search for synthesis <input type="checkbox"/> Complete instructional design project (lesson plan) <input type="checkbox"/> Presentation of lesson plans designed by students

Unit 7: Self-Regulated Learning

(1 week 3 hours)

You know that learning is not confined to school. Children learn to walk and talk before they go to school. People continue to learn after they go to work. When you think about it for a little while, you will probably conclude that people learn throughout their lives. When you think about your own experience in school, you will probably also conclude that as you progressed from grade 1 through grade 12 the work in school got harder and you had more responsibility for learning. (Learning in school can also be called studying.) The fact that learning is continuous in people’s lives is partly responsible for the claim that children should ‘learn how to learn’ while they are in school.

The purpose of this Unit is to introduce you to the process of learning how to learn. You will probably become aware of mental actions that you do without thinking about it (For example, checking with yourself to be sure you understand when you are reading in preparation for a test.) As you study the unit, try to think of yourself both as a student (which

you are) and as a teacher (which you are becoming) because you are learning about mental actions that you will teach your students.

Week	Topics	Sub Topics
16	Self-Regulated Learning	<input type="checkbox"/> Becoming your own teacher <input type="checkbox"/> Parents and teachers attitudes toward self-regulated learning <input type="checkbox"/> Interdependence between learning and motivation <input type="checkbox"/> Intrinsic and extrinsic motivation <input type="checkbox"/> Mastery learning goals and performance learning goals

SUGGESTED REFERENCES

Boekarts, M. (2002). Motivation to learn. (Educational Practice Series No. 10). Geneva: International Bureau of Education. Retrieve from <http://www.ibe.unesco.org/en/services/online-materials/publications/educational-practices.html>

Brophy, J. (1999). Teaching. (Educational Practice Series No. 1). Geneva: International Bureau of Education. Retrieved from <http://www.ibe.unesco.org/en/services/online-materials/publications/educational-practices.html>

Dasgupta, M. A. (n. d.). Low-cost, No-cost Teaching Aids. Retrieved from <http://www.arvindguptatoys.com/arvindgupta/lowcostnocost.pdf>

Elias, M. J. (2003). Academic and Social-Emotional Learning. (Educational Practice Series No. 11). Geneva: International Bureau of Education. <http://www.obe.unesco.org/en/services/online-materials/publications/educational-practices.html>

UNESCO(1973). NewUNESCO sourcebook for science teaching. Retrieved on January 20, 2012. <http://unesdoc.unrsco.org/images/oooo/ooooo56/00564le.pdf>

Rosenshine, B. (2010). Principles of instruction (Educational Practice Series No. 21). Geneva: Retrieve from <http://www.ibe.unesco.org/en/services/online-materials/publications/educational-practices.html>

Vosniadou, S. (2001). How children learn. (Educational Practice Series No. 7). Geneva: International Bureau of Education. Retrieve from <http://www.ibe.unesco.org/en/services/online-materials/publications/educational-practices.html>

What Makes a Good Teacher? Opinions from Around the World. Retrieve from <http://www.unicef.org/teachers/teacher/teacher.htm>

GRADING POLICY

A variety of assessments should be used to assess student learning. It is recommended that course work count towards at least 50% of the final grade. Instructors will advise at the start of the course about which pieces of course work (assignments) will be graded. The remainder of the grade will be determined by mid and end of semester exams. s

COURSE ASSIGNMENTS

Reflective Journal

Each student will purchase a spiral bound notebook to be used as a Reflective Journal. This journal will be used for specific assignments (e.g.) the development and continuous revision of a personal theory of teaching and of learning) and also for classroom observations. In sum, the journal will function simultaneously as a repository for certain assignments and as a diary for recording experiences connected with the course (e. g. classroom observations). When you talk with students about journal, tell them either to leave a wide margin when they write or to leave one side of each page blank so that you can record your reactions to their work and they can go back and record their own reactions to text they have written earlier (e.g. personal theory of teaching and of learning).

Classroom Observations

The course includes nine observations in classrooms. The course syllabus indicates that students may have to locate the schools in which they will observe. If the teachers approve, form triads among the students so three people observe in the same class at the same time. Each triad should remain together throughout the semester. Observing in triads has two purposes.

First, it allows a richer conversation about the observation and, second, it allows the students to practice talking and thinking together about teaching and learning with colleagues. Hopefully, they will bring this habit with them when they begin their teaching careers. Explain that observing and recording what they see is necessary but not sufficient. The value of the observations comes from talking and thinking Together about what you have seen and then individually describing what you saw and your interpretations as a one page paper.

Observations are planned for Units 1, 2 & 5. Each set of observations has a different purpose. The first two observations are of teachers' actions during a lesson using a checklist created from the teacher effectiveness research. Two teachers are to be observed varying the age of the students (within grades 1 through 8) and the subject of the lesson (e.g. math, Urdu, etc.). The third observation is of a teacher's movement in the classroom during a lesson. The fourth and fifth observations are in the same classroom and are of a teacher interacting with two students in the class whom the teacher has identified as in the top quarter of the class and the bottom quarter of the class academically. The remaining four observations take place in two classes again varying students' age and subject matter. These observations are of two students in each class who have been identified by their teachers as popular and less popular. Here the observation is of the interaction of the two target students in each class with other students in the class. Each type of observation (teacher alone; teacher-student interactions and student-student interactions) has data collection forms that are among the handouts accompanying this guide.

Student Interviews

The course includes ten interviews with students. The first interviews are with two elementary school students who are to be asked their views about good teachers. Then each triad will interview four students (two high achievers and two low achievers) during lessons in classes the first observation is conducted. The student interviewers will create their own interview questions. The purpose of the interviews is to learn the students' opinions about school, the teacher and themselves as students. The other four interviews are with two popular students and two less popular students each pair in a different class. The student interviewers will determine the questions which can be the same as those used for the first set of interviews. For each set of interviews, the interviewers might consider asking each student, 'If you could change one thing about school and one thing about the teacher in the class we just visited, what would it be?' Summaries of these interviews, including the questions asked and interpretations, become journal entries.

Teaching a Lesson

This assignment is described in the course syllabus. It is a group project the purpose of which is twofold: to plan and critique a lesson using a lecture, discussion, or demonstration and to work in a group using cooperative learning.

Divide the class into six groups. Prepare six slips of paper – two will say lecture, two will say discussion and two will say demonstration. Put them in a bag or envelope. Have one member from each group draw a slip from the envelope. The name on the paper is the method the group will build into a lesson appropriate in content for their college/university classmates.

Each member of the group will participate in planning the lesson as a cooperative learning experience. At the beginning of the class session in which the lesson is to be taught, names of the people in the group that planned the lesson will be put in an envelope and one name will be drawn. That person is the one who will teach the lesson to the class. In other words in each of the six groups every person has to be prepared to teach, though only one of them will actually give the lesson. Class members will be given rubrics to be used to judge the lesson. A critique will follow each lesson and will include the members of the group who planned the lesson. Each group will be responsible for providing evidence that every member of the group participated equally in preparing the lesson.

Designing a Lesson

It may seem strange to plan and teach a lesson before learning how to design a lesson. This is a more detailed plan than the one used to teach using a lecture, demonstration or discussion. Hopefully, using a simpler plan just utilizing one method will make the more comprehensive plan easier to create.

This is also a group experience with three persons in a group. There may be some advantage in keeping the people who observed in classrooms together for this project. (There are also advantages to working with a new group.) The topic for the lesson is nutrition. The lesson is for students in Class IV. It will be helpful if you can find 4th grade textbooks containing chapters on nutrition and put them on reserve for this course in the library. Students should be encouraged to collect teaching materials for this assignment on their own also.

B.ED

Course Title: Classroom Assessment

Course Code: EDU-1102
SEMESTER: Year 1/Semester 1
DURATION: 48 Hours (16 weeks)
CREDITS 03
PREQUISITES: None

COURSE DESCRIPTION

Historically, the practices of testing and teaching have been conducted separately. A shift in schools throughout the world from the practice of testing to the practice of assessment is an effort, in part, to integrate assessment and instruction. Experienced teachers know that when a lesson ends, the teacher does not know exactly what each student learned. (The fact that the teacher taught does not necessarily mean that the students learned.) The only way to know what the students actually learned is to check in some way (written quiz, homework assignment or, perhaps, oral questions from the teacher that individual students answer when called upon.)

Fortunately, educational researchers, working in many countries throughout the world, have proven something that some teachers learned from experience. These researchers have shown time and again that students earn significantly higher scores on major tests when their teachers check for learning during and/or immediately after lessons than do similar students whose teachers do not check for learning while students are learning but wait until it is time for a major test. Checking for learning continuously rather than assuming it has occurred is the essence of several practices that educators call *Classroom Assessment*.

The emphasis in this course is on interactions between instruction, assessment, and learning. The goal of the course is to persuade you that integrating assessment activities into lesson plans improves learning. You will practice writing assessment criteria and assessment methods into lesson plans. You will study and critique links between assessment and instruction.

Assessment, done properly, is a continuous process. The information gathered is used to remove obstacles to learning, improve instruction, and enable students to progress to increasingly complex mental work. The teacher who is assessing learning uses a diverse array of methods, including tests. It is unlikely that a student enrolled in a class where the teacher understands the process of continuous assessment will sit in a classroom very long without learning.

You will practice giving constructive feedback, a major component of assessment, to each other throughout the semester. You will learn about the steps involved in test construction and practice writing questions for classroom tests. You will have the opportunity to study and discuss different types of assessment methods. Throughout the course, you will be encouraged to think about and discuss your own beliefs and judgments about classroom assessment. By the end of the course, you should have a commitment to your own version of a philosophy of assessment in the classroom.

This course is based on the belief that wise decisions are a teacher's most important skill. Good assessments are at the core of wise decisions.

COURSE OUTCOMES

- After completing this course, you will be able to:
- explain and defend the claim that professional judgment is the essence of classroom assessment
 - explain error in assessment, identify potential sources of error, and describe how teachers can compensate for error in assessment
 - create classroom scenarios that illustrate links between instruction, assessment, and learning.
 - explain the difference between formative and summative assessments
 - list the characteristics of constructive written feedback accompanied by an example produced by you on an elementary school student's achievement test
 - explain why the data obtained from an assessment always has to be interpreted and shared with relevant stakeholders

TEACHING AND LEARNING FRAMEWORK

This course introduces prospective elementary school teachers to two complex practices that characterize effective teaching: 1) constructing a test, using it, scoring it, interpreting the scores, and providing feedback to students; and 2) integrating assessment into lesson plans through establishing criteria for judging if learning objectives have been attained and selecting appropriate assessment tools.

Notions of Assessments are learned through practice, coaching, feedback and reflection in a classroom. Since these are complex teaching practices, rather than expecting you, the student teacher, to practice the finished act you will practice component parts which can be integrated as you achieve proficiency. You will have models to guide you and access to cued practice. Most of this practice can take place in college and university classrooms with peers providing feedback to each other. The learning framework for the course is guided practice and reflection. You will work in pairs and small groups. Class discussions will aim at identifying indicators of quality in the work done by you and your colleagues.

Course Outline

UNIT 1: Introduction to classroom assessment: concepts and context

(3 weeks, 9 hours)

The Unit will begin with begin by pushing you to explore your personal experiences with assessment as a way to orienting you to the broader forms and functions of assessment as a tool that measures, and also facilitates, learning. You will review research that explains the positive role of teacher feedback on learning and also look at assessment in the light of broader curriculum. In exploring concepts of assessment, you will learn how tests may be used formatively or summatively and how they may be checked for reliability and validity. Finally, you will evaluate how a culture of testing differs from a culture of authentic assessment and all that this entails.

By the end of this unit you can expect to:

- Know what research reveals about teacher feedback before, during and after assessment.
- Differentiate between the formative and summative uses of assessment.
- Understand the concepts of validity and reliability as they apply to assessments conducted in the classroom.

- Compare and contrast a culture of testing versus a culture of assessment

Week 1: Overview of course and ideas

Session 1 and 2

- Overview of course
- Revisit Assessment practices in schools in Pakistan
- Personal experience with tests in school
- The distinction between assessment *of* learning and assessment *for* learning

Session 3

- Review of research on the positive effects of continuous assessment
- Possible causes of those effects: motivation; feelings toward self; improved instruction
- Review of research on the effects of a teacher's feedback on learning

Week 2: Assessment concepts and underpinnings

Session 1

- Curriculum: goals, objectives, standards, targets
- Pakistan National Curriculum (2006-2007): standards, benchmarks, learning outcomes

Session 2

- Formative and summative Assessments
- Distinguishing between the two through real examples

Session 3

- Assessments concepts: The relationship between reliability and validity

Week 3: Cultures of testing and assessment

Session 1

- Shift from a culture of testing in schools to a culture of assessment

Session 2

- Assessment practices and policies in elementary schools in Pakistan

Session 3

- How might the culture of classrooms change if formative assessment becomes a routine part of instruction? How might the roles of teachers and learners change? Might this pose challenges?

UNIT 2: ASSESSMENT IS THE BRIDGE BETWEEN TEACHING AND LEARNING (5 Weeks/ 15 hours)

This unit will give you the chance to develop a valid and reliable test based on 4 to 6 lesson units in a subject of their choice. You will work with peers, either in pairs or triads, developing lessons that incorporate assessment. These assessment tasks can be a combination of Selected-Response items (multiple choice, true-false and matching) and Constructed-Response items (completion and short-answer). The test will have to be balanced not only among these types of test items but also across the mental demands of knowing, understanding and reasoning. You will have a chance to practice each step in test construction, using models to guide you (a model learning unit, model table of test specifications, and model test).

By the end of this unit, you will be able to:

- Describe both objective and subjective item types used in assessment.
- Write Selected-Response and Constructed-Response test items following the rules and produce good examples of those test items.
- Prepare a test specification table showing proportional representation among content topics and among different mental demands.
- Prove that test items map onto lesson objectives.
- Compile items into a test in accordance with the distribution on the table of text specifications.
- Write clear instructions for a test.

Week 4: Constructing the Unit upon which the test will be based

This week you will work with your partner(s) to construct the 4 to 6 lessons unit upon which your test will be based. Between Sessions 1 & 2 write the learning objectives for your content outline. Again, check the National Curriculum and textbook to be sure your objectives are consistent with these sources.

Session 1

- Study the subject textbooks to select the unit and determine the subject and topic for your unit with partner(s)
- Outline the content for your unit with your partner(s)
- Check your content outline with the National Curriculum content for your subject, topic and grade level

Session 2

- Write the first lesson for your unit with your partners

Session 3

- Groups exchange their unit , read each other's lessons and give feedback
- Write lessons 2 and 3 for your unit.

Week 5: Principles and rules for writing Selected-Response and Constructed-Response objective test questions

Session 1

- Study directions for and practice writing short answer and completion questions for your test(for the lessons that you have constructed)

Session 2

- Study directions for and practice writing true-false, alternate-choice and matching questions for your test(for the lessons that you have constructed)

Session 3

- Study directions for and practice writing multiple choice items for your test(for the lessons that you have constructed)

Week 6: Assembling your test

Session 1

- Writing and constructing answers to sentence completion and short answer questions

Session 2

- Writing and constructing answers to true-false, alternate-choice and matching questions

Session 3

- Writing and constructing answers to multiple questions
- Writing directions for the test

Week 7: Assembling your test

Session 1

- Building a Table of Specifications I

Session 2

- Finishing a Table of Specifications II

Session 3

- Checking for balance in the coverage of learning objectives
- Determining the length of the test

Week 8: Essays - One way to assess complex learning and achievement

Session 1

- Forms and uses of essay questions
- Restricted-Response essay questions
- Extended-Response essay questions

Session 2

- Scoring rubrics for Restricted and Extended-Response essays

Session 3

- Advantages and limitations of essays
- Suggestions for constructing essays

Week 9: Making sense of the test items

By now you and you and your partner(s) will have gained enough experience on how to write a good test and connect it with SLO's. You can now analyze the type of test items that you see in textbooks for the same unit or a teacher made test.

Session 1

- Item analysis of the test.
- Report on the results of the item analysis
- Decide which items to eliminate/improve.

Session 2 and 3

- Research on students' reactions to the kinds of tests that they are given by the teachers as a means of feedback on tests items .

UNIT 3: INTEGRATING AND SHARING ASSESSMENT RESULTS

(3 weeks, 9 hours)

You have been in school for 13 years, at least. During those years you were given feedback about your academic performance but you may not be fully aware of the influence that feedback had on your attitude and motivation toward learning and your feelings about yourself as a student. This unit will introduce you to the importance of feedback and the types of feedback that have the most positive effects on learning and motivation. Motivation has been included in two previous courses you have taken, i.e. *Methods of Teaching* and *Classroom Management*. This unit will reinforce what you already know about motivation while showing you the critical role that teacher feedback plays in this.

Feedback is a term that educators borrowed from biologists and electrical engineers. Used by teachers, feedback means giving information to a student in response to an action on the part of the student. You will learn in this unit there is more than one type of feedback. To be useful to a student, feedback must make him or her think.

In this unit you will work with partner(s) on the test you created in the previous unit, share it with a cooperating teacher in a school and with his/her support, administer it to a group of students. You will provide two or three rounds of feedback to students based on their performance in this test and evaluate the effects that your feedback had on their next performance.

Unit Outcomes

By the end of this unit you will:

- Know what makes feedback particularly effective.
- Be able to provide feedback that enables learning.
- Appreciate parents' need for information about their child's performance on tests and other assessments and give it to them effectively.

Week 10: Characteristics of effective and ineffective feedback

Session 1

- What is feedback?
- What are some ways in which teachers provide conscious and unconscious feedback to students? How might these affect learning?
- Conclusions from research on feedback in the classroom

Session 2

- Characteristics of effective feedback
- Consequences for students from effective feedback on assessments
- Examples of effective feedback
- Characteristics of ineffective feedback

- Examples of ineffective feedback

Session 3

- Guidelines for writing effective feedback
- Ways to avoid ineffective feedback statements
- The role of feedback in increasing students' learning and confidence

Develop a mock conference with a student in which you provide feedback on his/her recent assignment. Peers will critique each others' feedback strategy.

Week 11: Sharing assessment results with others

Session 1

- How might you provide feedback to a parent in a way that facilitates the environment of teaching and learning at home
- Develop a mock parent teacher conference, keeping cultural considerations in mind.
- Role-play various parent teacher conference scenarios

Session 2 and 3

Develop a mock teacher student session following points to be considered

- Sharing assessment results with students
- Integrate test performance with classroom performance.
- Develop some feedback statements that you would give students on their assignments

Week 12: Practice - Feedback to students and assessment results to parents

This week follows the practical administering of a test to students in a lab school. Bring the test results including transcripts of any oral or written feedback you provided.

Session 1

- Half the class presents their feedback.
- Members of the class critique the feedback presentations

Session 2

- The other half of the class presents their feedback.
- Members of the class critique the feedback presentations

Session 3

- Feedback Framework: Medal, Mission and Goals
- review the feedback received in different courses against this framework

UNIT 4: THE ARRAY OF AVAILABLE ASSESSMENT TASKS (4 weeks/12 hours)

Teachers are assessing their students all the time but such assessment is often neither systematic nor recorded and the teacher may or may not remember what s/he learned about a particular student or a group of students. In this unit alternate forms of assessment will be discussed, you will receive information about the variety of assessment tasks that are available to you in addition to tests. At the end of the Unit you will review your understanding of assessment and how this course has helped you in constructing new knowledge regarding assessment. You

will further enhance your knowledge of assessment testing and evaluation when you will study a second course in Year 3 of the 4 year B.Ed. Hons.

Week 13 Informal Performance Assessment

- Anecdotes in teacher journals.
- Homework
- Written work produced in class
- Informal behavioral observation with check lists and rating scales
- Class discussions.
- Academic Tasks (Running Oral Reading Records, for example)

Weeks 14 Restricted and Extended Performance Assessment

- Essays, Experiments, Projects, Demonstrations, Performances
- The Best Apple: an example of a Restricted Performance Assessment
- The Green Bean Race: an example of an Extended Performance
- Rubrics
- Learning objectives for Performance Assessments
- Strengths and weaknesses of Performance Assessments

Weeks 15 Portfolios

- Purpose of Portfolio Assessment
- Supply content
- Evaluation of Structure
- Evaluation of Content
- Illustrations of Portfolio Assessment: Your Semester 3 Student Teaching Portfolio

Week 16 Review

- You know more about assessment now than you knew 15 weeks ago when you had the discussion about a shift from a culture of testing in schools to a culture of assessment. Go back to that discussion now. Do you believe such a cultural shift can take place in classrooms in Pakistan? How?
- Though the topic was not covered in this course, there is some evidence that students earn higher scores on a test if they write test questions and answer them before taking the test prepared by the teacher. This is a good course in which to try this out. See if you can devise an assessment task for the course that you are taking and share it with your professor.

Practice Exercises

This course was developed around a series paper and pencil exercises designed to help you acquire the knowledge and skill to conduct classroom assessment. We recommend to your teachers that you do these exercises in class. We also recommend that you exchange with partners and use your partner's work to practice giving constructive feedback.

Appendix A of the instructor's guide for this course contains a set of materials (learning objectives for a unit on the solar system; the 8 lesson unit; a table of specifications for the test; an answer key; and a spread sheet with 32 students' answers keyed to whether the answer was correct or incorrect.) You will be given a copy of these materials when you receive this syllabus. You will use these materials throughout the semester to learn about relationships between

assessment and instruction as well as the process of test construction. The materials were developed for this course by two teachers.

Course Assignments

Assignments will be listed on a separate handout. These assignments will count toward your grade.

Examples of assignments are:

- Interviews with school officials about assessment practices at the district and provincial levels
- Designing alternate assessments to those in students textbooks
- An information sheet for parents explaining the difference between formative and summative assessment
- Creation and administration of a test
- Providing informative feedback to students on the test they have taken that you developed
- Creating formative assessments for lessons in the unit you developed and used to create a summative assessment

Grading Policy

The university and its affiliated colleges will determine the course grading policy which will be shared with students at the beginning of the course. It is recommended that at least 50% of the final grade be determined by course work carried out by students preparing to be teachers. Course work may include assignments completed in schools

Suggested Textbooks and Resources

Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2010). *Assessment for learning: Putting it into practice*. Berkshire, UK: Open University Press.

Clarke, S. (2008). *Active learning through formative assessment*. London, UK: Hodder Education

McMillan, J. H. (2011). *Classroom assessment: Principles and practice for effective standards-based instruction (5th ed)*. Boston: Pearson.

Miller, M.D., Linn, R.L., & Gronlund, N.E. (2009). *Measurement and assessment in teaching (10th ed)*. Upper Saddle River, NJ: Pearson.

Stiggins, R., Arter, J., Chappuis, J., & Chappuis, S. (2006). *Classroom assessment for student learning: Do it right-Using it well*. Boston: Pearson. This text has a DVD and CD.

Wiliam, D. (2011). *Embedded formative assessment*. Bloomington, IN: Solution Tree Press. There are several website addresses to use for the course that are recorded on the handouts where they are to be used. They were last checked during the week of December 3, 2012 and were active.

B.ED

Course Title: Curriculum Development

Course Code: EDU-1103
SEMESTER: Year 1/Semester 1
DURATION: 48 Hours (16 weeks)
CREDITS 03
PREQUISITES: None

Course Description

This course is intended to orient the prospective teachers about the principle, process and procedure of curriculum design and development. The participants will be informed about various foundations on which the curriculum is based, defining and delineating the objectives, selection of content, its scope and outcomes, teaching strategies, curriculum evaluation, design of instructional materials. This course will also include various factors that affect the process of curriculum development and implementation. Students will be provided exposure to various curriculum development models and theories to enhance their understanding. The course will be delivered within the context of existing curriculum and the bodies and procedures adopted for curriculum development process in Pakistan.

Learning Outcomes

At the end of the course, the students will be able to:

- understand the concept of curriculum
- aware about the process of curriculum development in Pakistan
- examine the components of curriculum development
- differentiate between different types of curriculum
- write curriculum objectives in behavioral terms
- state the critical issues, problems and trends in curriculum

Course Outline

Unit 01 Introduction to Curriculum

- The definition of Curriculum
- Various forms of Curriculum
- Elements of Curriculum: Objectives, Content selection, Curriculum implementation, evaluation of curriculum.
- Learning experiences and assessment of students learning

Unit 02 Foundations of Curriculum

- Philosophical
- Psychological
- Sociological

Unit 03 Curriculum: Aims, Goals and Objectives

- Distinction between aims, goals & objectives
- Taxonomies of educational objectives
 - Cognitive domain
 - Affective domain
 - Psychomotor domain
 - Solo Taxonomy of educational objectives

Unit 04 Models of Curriculum

- Tyler Model
- Wheeler Model
- Dynamic Model
- Skel Beck Model

Unit 05 Designs of Curriculum

- Subject-based
- Activity-based

Unit 06 Process of Curriculum Development in Pakistan

- Curriculum development at elementary and secondary level
- Role of teacher in curriculum development process at various levels

Unit 07 Curriculum Change

- Process of Curriculum Change
- Various issues in Curriculum change

Recommended Books:

Beane I.A, Toefer C.F & Alessi S.J (1986). *Curriculum Planning & Development*. Boston and Bacon.

Farooq, R.A. (1993). *Education system in Pakistan*. Islamabad: Asia Society for the Promotion of Innovation and Reforms in Education. Kelley A.V (1999). *The Curriculum: Theory and Practice*. London. Paul Chapman.

McNeil J. D (1990). *Curriculum: A Comprehensive Introduction*, (4th.ed) Los Angeles: Harper Collins

Murray P. (1993). *Curriculum Development & Design*, (5th ed), Sharma R.C (2002). *Modern Methods of Curriculum Organization*. New Delhi:

B.ED

Course Title: Research Methods in Education

Course Code:	EDU-1104
SEMESTER:	Year 1/Semester 1
DURATION:	48 Hours (16 weeks)
CREDITS	03
PREQUISITES:	None

Course Description

This course is designed for B.Ed honors candidates to prepare them to situate themselves as researching professionals and at the same time enhance their own professional practice. Students will engage in a critical analysis of different research work and relate it to their own context. The units provides students with the opportunity to engage with the research literature and to establish how different researchers techniques help improve the overall classroom situation

Specific Objectives

- At the end of the course, the learners will be able to
- Discuss the meaning, nature & scope of research in education
 - Situate themselves as researching professionals
 - Conduct research in different educational settings
 - Write research report and present it effectively

Course Outline

Unit 1: The Nature of Educational Research

- 1.1. Definitions of Educational Research
- 1.2. Scope and importance
- 1.3. Scientific method
- 1.4. Research problem and topic
- 1.5. Characteristics of research problem

Unit 2: The Researching professional

- Qualities of a researcher
- Teacher as researcher
- Research ethics

Unit 3 Types of Educational Research

- Descriptive Research
- Experimental Research
- Historical Research
- Action Research

Unit 4: Techniques of Reviewing Literature

- Primary sources
- Secondary sources

Unit 5: Methodology

- Population
- Sampling
- Instrument
- Data collection procedure

Unit 6: Data Analysis

- Descriptive
- Inferential

Unit 7: Report Writing

- Writing formats & Presentation
- Referencing

Recommended Books:

Best & James (2003) *Research in Education*

Crtswell, J. W (2009. *Research Design*”, London: Sage Publications. Fraenkel, J. & Norman, E.

(2005) *How to Design and Evaluation Research* (8th edition)

L.R. Gay. (2001) *Educational Research*.

B.ED

Course Title: Educational Leadership and Management

Course Code: EDU-1105
SEMESTER: Year 1/Semester 1
DURATION: 48 Hours (16 weeks)
CREDITS 03
PREQUISITES: None

Learning Outcomes

After studying the course, the students will be able to:

- Explain the concept of school organization, management and discipline and factors affecting school discipline
- Organized school activities (curricular and co-curricular) affectively and manage available resources (material, human and time) efficiently.
- Differentiate between the concept of leadership and management utilizing the major indicator of effective leadership management.
- Maintain school record and activities according to the school mandate.
- Explain the functions of basic rules of leave pay and allowances E & D, codes of ethics

Course Outline

Unit 01 Introduction to Management

- Definitions of Management and Leadership.
- Difference between leadership and management
- Difference between general and educational management and Leadership.

Unit 02 Process of Management

- Planning
- Organizing
- Staffing
- Communicating
- Controlling
- Budgeting

Unit 03 Resource Management

- Human resources
- Physical resources
- Financial resources
- Information and learning resources (Library, AV Aids and instructional material)

Unit 04 Rules and Regulations

- Rules regarding appointment, leaves, pay and allowances.
 - Efficiency & Discipline rules
 - Terms of reference of various personals in the school
- 4.4 Code of ethics

Unit 05 Records in Educational Institutions

- Attendance register
- Leave register
- Stock register
- Cash register (fee, different kind of funds)
- Personal files of teachers and other staff
- Other academic record (students result, staff meetings etc.)

Unit 06 Theories of Leadership

- Trait Theories
- Contingencies Theories

Unit 07: Leadership Style

- Democratic
- Autocratic
- Lauzis-faire
- Leadership style and Headship

Recommended Books

Afridi, A. (1998). *School organization*: Ijaz Publishers.

Bovee, C.L. et al. (1995). *Management*. International Edition. New York: McGraw Hill, Inc.

Burden, R.P. (1995). *Classroom management and discipline: Methods to facilitate cooperation instruction*. New York: Longman.

Bush, T.B. et al. (1999). *Educational management: Re-defining theory, policy and practice*. London: Longman.

Farooq, R.A. (1994). *Education system in Pakistan*. Islamabad: Asia Society for the Promotion of Innovation and Reforms in Education. Lumicbry, R.P. (1995). *Classroom demonstration, administration, concepts and practice*. Third Edition. London: Wadsworth.

(2004). *School and Family Partnership*. Islamabad: Children's Resources International.

B.ED

Course Title: Information and Communication Technologies (ICTs) in Education

Course Code: EDU-1106
SEMESTER: Year 1/Semester 1
DURATION: 48 Hours (16 weeks)
CREDITS 03
PREQUISITES: None

COURSE DESCRIPTION

Information and Communication Technologies (ICTs) in Education is a broad and constantly changing subject. This course will prepare teachers to understand, use and apply a range of technologies* and platforms in teaching and learning, in line with international standards.

With the changing face of technologies and related application, this course will primarily focus on using technologies for learning ‘how to learn’ to cope with change. It will provide opportunities to prospective teachers to collaborate with students, educators, peers, parents, and global community using digital tools and resources to support learning, success and innovation.

Course topics include supporting policies and guidelines for ICTs integration, computer-mediated learning, telecommunications and multimedia resources, online teaching and learning, problems of classroom integration, and computer support for professional development and administration.

Teachers-in-training will engage with the design and creation of exciting, intellectually challenging and authentic learning environments in which ICT changes not only what students learn but also how they learn, as we move forward in the 21st century. Trainees in this course will examine how ICT might be used to both enhance and transform learning.

The changing world demands changes in, and quickly learning competencies. The course is aimed at specifically developing the following competencies in prospective teachers:

- critical thinking and reflective approach,
- decision-making,
- handling of dynamic situations,

- multi-tasking
- working as a member of a team, and collaboratively
- communicating effectively, and
- general ICT competencies enabling professional and day-to-day work

*(computer/Internet, other audio/video equipment, digital camera, mobile phones, online and digital resources and tools)

The ADE/B.Ed. (Honours) program aims to develop in its graduates the capabilities and dispositions to work as engaged professional educators in contemporary knowledge building communities. Use of ICTs in all courses across the program is highly appreciated to achieve this end. Focusing on the details of ICTs integration in education would be challenging for this 2-credit hour course. Therefore, course-extension suggestions and ideas are also provided at the end of this course guide.

The course comprises (a) an experience-based study of learning with information and communications technologies (ICTs), (b) a critical examination of pedagogical, technical, and societal issues arising in the educational use of ICT, and (c) the development and evaluation of educational applications and resources of ICTs.

COURSE OUTCOMES

After completing this course, pre-service teachers/teachers will be able to:

- develop a well-articulated perspective on information and communications technology in education informed by personal experience and critical examination of computer resources, curriculum, and educational practice.
- model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning
- engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- participate in local and global learning communities to explore creative applications of technology to improve student learning
- promote student reflection using collaborative tools to reveal and clarify students' understanding and thinking, planning and creative processes
- evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- develop confidence, skill and an attitude to use a range of technologies (radio, video, computer, digital and online tools, digital accessories, etc.) for instruction and generating new knowledge for life-long learning

LEARNING AND TEACHING APPROACHES

Teachers-in-training and instructors should integrate this course with other courses and with their theses or projects; adapt the course to personal interest, knowledge, experience, and

responsibility; and design assignments with sufficient depth and breadth to be useful in other courses and later work.

Trainees will combine the exploration of educational software and other ICT resources with the discussion of its application with a critical examination of educational issues that surface with computer and other ICTs use - issues such as empowerment, the shaping of modes of thinking, access, control, ownership, role of student and teacher, classroom and school organization, and professional development.

Throughout the course, electronic mail (email), Google applications, and other tools that support collaboration will be used to provide continuity of discourse, to increase the coherence of work, to share information, to discuss issues, and to articulate thoughts about ICTs in education.

The course facilitators will model the use of ICTs to support professional interaction and learning. The prospective teachers need to be “immersed” in a technology-rich instruction experience and practice so as to progress on various levels of ICT integration in education.

Peer-teaching or peer-instruction would be used regularly as a learning strategy as the participants of this course specifically, are expected to benefit from it much more than lecturing or other strategies when it comes to using technologies. Other active-learning strategies such as discussions, pair and group work, etc. are suggested to be used rigorously throughout the course. The sessions are designed in a way that they use content to teach skills. The instructors would observe that the first half of most of the sessions in Unit-2 is about using content from different subjects. The second half focuses on analysis of how use of technology enhanced and/or supported teaching of skills by using particular content. It should be noted that none of these halves or session sections should be treated as ‘optional’.

Who should teach this course?

The Methods of Teaching instructor is recommended to take this course, however, team-teaching is highly recommended. As the course teaches skills using content from different subjects, team-teaching is expected to have a multiplier effect to enhance learner achievement. Instructors’ collaboration is also expected to set an example for the trainees to collaborate. The instructors are encouraged to co-plan the sessions and use a variety of team-teaching techniques. Some possible options are where:

- two or more teachers teach the same group at the same time;
- team members meet to share ideas and resources but generally function independently;
- teams of teachers share a common resource centre;
- a team shares a common group of students, shares planning for instruction but team members teach different sub-groups within the whole group;
- planning is shared, but teachers each teach their own specialism or their own skills area to the whole group;
- teams plan and develop teaching resource materials for a large group of students but may or may not teach them in a classroom situation.

A commonly observed misconception is that a computer science expert or a computer literacy instructor should teach such ICT-integration courses.

However, at a teacher-education level where the purpose is to integrate available ICT resources and tools, and to develop local content to be used in classrooms, any subject-expert or a methods teacher is the best person to implement this course. The computer teacher is expected

to support the ‘technical’ and operational issues (like working with a multimedia projector, copying files on computer from a digital device, etc.) but s/he wouldn’t be a better judge than a Child Development instructor to assess the ‘value -addition’ that the use of a video-resource brought to the understanding of the subject topic (for example, learning disabilities in children). The bottom-line is ‘it is about education’ and NOT ‘technology’!

Note: It is essential that this course is taught in a computer-lab with broadband Internet connectivity. As this course is heavily-dependent on ‘functioning ICTs’ for using video and other resources, head phones and other audio-video and projection equipment need to be available and functioning ALL the time.

The trainee-practice and study time needs to be organized in the computer lab or computer-equipped classrooms or other such facilities with Internet connection.

COURSE OUTLINE

Unit-1:

Introduction to ICTs, Policy and Other Guidelines for Use of ICTs in Education

(1 week / 3 hours)

Unit Overview

The first unit aims at providing prospective teachers an understanding of ICTs in Education and the driving forces - i.e., supporting policies and the need. The trainees will get an overview of National Education Policy for Pakistan and the National Professional Standards (NTSTP) for ICTs in Education. The trainees would discuss and analyze the objectives for integrating ICTs in Education to live, learn and work successfully.

Intended Learning Outcomes:

After going through this unit and the suggested assignments, the trainees would

- develop an initial understanding of different types and formats of technologies that can be used in education
- discuss and analyze the way needed teaching and work skills keep changing with the demand of the day
- compare and contrast the conventional teaching practices with technology-supplemented and enhanced instructional and learning opportunities

Week 1:	<p>Introduction and Guidelines</p> <ol style="list-style-type: none"> a. Introduction to the course – ICTs in Education b. Pre-assessment for the course c. 21st Century Skills – the need of the day d. What are ICTs? Highlights - National ICTs Strategy for Education e. in Pakistan, National Education Policy 2009
Week 2:	<p>ICTs Integration, Standards and Competencies for Teachers</p>

- a. ICTs Integration – Why and What it means; objectives; Misconceptions
- b. ICT competencies for Teachers
Highlights - National Professional Standards (NTSTP)
- c. for
ICTs in Education
- d. Introduction to electronic Portfolios – setting up for the Course

Unit 2:

ICTs Integrated into Curriculum and Instruction– (9 weeks / 18 hours)

Unit Overview

This unit provides extensive technology-rich and enhanced instruction experience to the prospective teachers by giving essential knowledge and allocating several hours of practice sessions on ICT applications, discussions and analysis of situations how ICTs are exploited to maximize learning experiences and outcomes. With an understanding of these requirements and benefits of *multi-channel learning*, the prospective teachers could develop sufficient confidence and skills to design ICT-supplemented instruction, using alternatives as needed.

Training teachers how to implement technology-enhanced instruction can fail. One of the reasons is that teachers experience "Information Overload" very easily when it comes to technology, and they shut down. This unit breaks the 'tasks' into small "chunks" (sessions by technology) coupled with hands-on practice which is expected to lead to success!

Intended Learning Outcomes:

The trainees will:

- go through technology-rich experiences throughout all aspects of the training and understand ICTs-integration for a variety of content and pedagogical themes
- develop an understanding of providing video-enhanced learning experiences to their students
- practice utilizing technology effectively to enhance teaching through lesson-planning
- analyze, experience and get supported through peer-teaching
- compare and contrast the conventional teaching practices with technology-supplemented and enhanced instructional and learning opportunities
- develop a technology plan for practicum school and classroom after thorough analysis of situation

Week 3:

Learning through custom-designed/ready-made applications
(available on DVDs/CDs – Story of Pakistan, tutorials, multimedia encyclopedias, etc.)

- a. Exploring the custom-designed multimedia resources
- b. Instruction using available applications for teaching of Pakistan Studies/History, Functional English, Methods of

<p>Week 4:</p>	<p>Teaching, etc.)</p> <p>c. Lesson planning and review</p> <p>Audio, Radio Broadcast and Interactive Radio Instruction (IRI)</p> <p>a. Power of audio/radio in education</p> <p>b. Using audio/radio/IRI resources for teaching of different subjects (Functional English, Pakistan Studies/Islamic Studies, Early Childhood Education, etc.)</p> <p>c. Case-studies for extended reading</p>
<p>Week 5:</p>	<p>Video, animations, movies and television broadcast (Examples for different content/subject and pedagogy areas – Child Development, Early Childhood Education, Communication, Geography, Science, etc.)</p> <p><input type="checkbox"/> Using recorded-classroom videos (Examples for different subject and pedagogy areas - Child Development, Early Childhood Education etc.)</p> <p><input type="checkbox"/> Using video prompts in classroom</p> <p><input type="checkbox"/> Lesson Planning using video resources</p>
<p>Week 6:</p>	<p>(Continued) Video, animations, movies and television Broadcast</p> <p><input type="checkbox"/> Using movies in education</p> <p><input type="checkbox"/> Using video commercials in education</p> <p><input type="checkbox"/> Using split-video technique in classroom</p>
	<p><input type="checkbox"/> Documentaries and discussions</p> <p><input type="checkbox"/> Exploiting the potential of television broadcast in education</p> <p><input type="checkbox"/> Case-studies for extended reading</p> <p><input type="checkbox"/> Lesson Planning using video resources</p> <p><input type="checkbox"/> Lesson Demo and Presentations</p>
<p>Week 7:</p>	<p>Learning through Internet (applications, etc.) (Examples for different content/subject and pedagogy areas – Teaching of Science, language-development, improving communication skills, etc.)</p> <p>a. Concept of globalization – ‘Global Teacher Community’</p> <p>b. Online tutorials</p> <p>c. Browsing for a purpose - Seeking and filtering information</p> <p>d. Online tools for communication and collaboration</p> <p>e. Introduction to Digital Libraries, archives and eBooks</p>
<p>Week 8:</p>	<p>Learning through Internet /Videos in Education – Revisited</p> <p>a. Interactive Online applications (Google Earth and Google Maps)</p> <p>b. Online video resources and video channels (Teacher Tube, YouTube, etc.)</p> <p>c. Sketch casting technique and animation in education (Case Study: The Khan Academy)</p>

Week 9:	Using Digital Camera in Education (Examples for different content/subject and pedagogy areas - Methods of Teaching, Child Development, Classroom Management, Practicum, etc.) <ol style="list-style-type: none"> Power of Pictures/photographs Developing local content using digital camera 'Shoot and share' - Sharing experiences
	Interactive Games and Puzzles <u>Exploring resources and applications</u> , subject-wise
Week 10:	<ol style="list-style-type: none"> (language, Science, Mathematics, etc.) <u>Digital Applications - From Toys to Learning Tools</u>
	Trainees to design a storyboard of an educational game; Or design a puzzle online
Week 11:	Planning for ICTs Integration <ol style="list-style-type: none"> <u>Planning for ICTs Integration</u> (SWOT analysis, building support networks, etc.) <u>Developing a Technology Plan for Classroom and School</u> <u>Barriers for effective ICT use in schools and suggestions</u>

Unit-3:

Collaborative Learning using ICTs (2 weeks – 4 hours)

Unit Overview

ICTs has undoubtedly offered numerous practical advantages by allowing users to overcome restrictions of time and place, transcending barriers of textbooks and classroom walls, providing up-to-date resources for teachers and students, supporting a range of individual learning styles, providing authentic contexts for students and broadening the curriculum. One of the most promising ways the Internet is being utilised in schools is to participate in global or collaborative Internet projects and assignments. These projects often involve students in using the Internet and WWW for research, publishing of Web pages and communication using chat and e-mail. These project-based learning contexts are motivating students and providing real life contexts for successful collaborative learning. In this unit, students will experience working on collaborative projects and assignments. It is encouraged that trainees establish contacts with trainees from other institutions in and outside of the country – as, with technology, there are no boundaries to learning!

Week 12:

Enhancing Opportunities for Collaborative Learning

- Collaborative projects (using email, Google Docs/presentations, etc.) – folk tales/cultural stereotypes, learning about communities, and other iEARN projects)

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Pakistan Studies

English/Urdu – Using email or Google Docs to write a collaborative “Rotating Story” (Project)

Civics, etc.b. Using Wikis and Blogs – an introduction

Unit-4:

ICTs for Life-long Learning and Teacher Professional Development (2 weeks – 4 hours)	
Unit Overview	
<p>This unit will provide some orientation to the prospective-teachers and teacher educators about the need for continuous professional development specifically in this age of ever-changing circumstances – technologically, socially, culturally and economically. This unit emphasizes the need of life-long-learning as opposed to learning in the initial part of professional life. Moreover, this unit focuses on supporting life-long-learning with ICTs. The prospective-teachers will learn to connect and ‘connect’ to learn!</p>	
Week 13:	<p>ICTs for life-long learning and teacher professional Development</p> <ul style="list-style-type: none"> d. Why life-long learning? Planning – an information resource (TL resources on e. WWW, Wikipedia, National curriculum, etc.) f. Learning content and methods g. ICT/Collaborative Tools for Teachers (Emails, discussion groups, chat, mailing lists, professional forum, etc.) h. Teaching-learning and assessment tools (templates, lesson plans, worksheets, online tests-IELTS, etc.) i. Video/teleconferencing (Skype)
	j. eLearning and Blended Learning (Introduction)
Week 14:	Continued - ICTs for life-long learning and teacher professional development

Unit-5:

Evaluating ICT Tools and Resources for Use

Unit Overview

This unit emphasizes the purposeful and judicious selection of digital resources. As a teacher would consider different factors while referencing a book, same is the case with using and referencing any ICT resource, be it a website, a video clip, radio program or an online puzzle. Prospective teachers will evaluate resources based on several factors (purposefulness, need, time, cost, presentation quality, instructional value-addition, usability, context, etc.). Due to time constraints, the types of evaluation for technology interventions in education (like IRI programs, interactive video, etc.) is not covered in this unit (for example, formative and summative evaluation, integrative evaluation, etc.)

Evaluating ICT tools and resources	
Week 15 (2 sessions/2 hours)	<ol style="list-style-type: none">a. Making decisions on identifying ICT resources: Assessing quality and usability of ICT resources with the help of rubrics Assessing quality of websites and other Internetb. applications, educational games, etc. (Gathering and analyzing information)
Week 16	<ol style="list-style-type: none">a. Reviewb. Post-assessment

Course Extension Ideas

- Emerging trends (Virtual schools, Online Universities, eTutoring, etc.)
- Assistive Technologies (Case Study – Pakistan Foundation for Blinds; Technologies to assist Special Education)
- Technologies in other domains of education - Life Skills, health education, vocational training, preparing-for-work, etc.)
- Professional Associations online
- Digital Libraries
- Using Wikis and Blogs
- Tools and applications to support distance education (Moodle, Whiteboards, Elluminate, etc.)
- Cell phones in education
- Concept-mapping (MindMap)

SUGGESTED TEXTBOOKS AND REFERENCES

- Journal of Research on Technology in Education (JRTE, International Society for Technology in Education (ISTE) - <http://www.iste.org/learn/publications/journals/jrte-old.aspx>
- Journal of Technology and Teacher Education (JTATE) - <http://aace.org/pubs/jtate/>
- Partnership for 21st Century Skills. 2010. Framework for 21st Century Learning. http://www.21stcenturyskills.org/index.php?Itemid=120&id=254&option=com_content&task=view

RESOURCES

Geography

- Google Earth free download: <http://www.google.com/earth/download/ge/agree.html>
- Google Earth tutorial: http://earth.google.com/outreach/tutorial_annotate.html
- Google Maps: <http://maps.google.com/>
- National Geographic Channel: <http://maps.google.com/>
- Videos – National Geographic: <http://video.nationalgeographic.com/video/player/national-geographic-channel/>

Science, History, News, etc. - Discovery Channel

- Videos – Discovery Channel
<http://dsc.discovery.com>

Mathematics, Physics, etc.

Videos – The Khan Academy
<http://www.khanacademy.org/>

English:

English Grammar software free download <http://freesoftwarepc.biz/educational-software/download-free-software-3d-grammar-english-portable/>

GRADING POLICY

A variety of assessments will be used in the course, including mid-term, lesson planning and demonstration, collaborative semester project and final examination.

B.Ed
Semester-2

S.No	C.CODE	Courses	Credit Hrs
1	EDU-1201/ EDU-1202	Area of Specialization (Course-I)- Teaching of Urdu (For Humanities Group) Computer Education (For Science Group)	3
2	EDU-1203/EDU-1204	Area of Specialization (Course-II)- Teaching of Mathematics (For Science Group) Teaching of Islamic Studies (For Humanities Group)	3
3	EDU-1205/ EDU-1206	Area of Specialization (Course-III)- Teaching of Physical Science (For science Group) Teaching of Pakistan Studies (For Humanities Group)	3
4	EDU-1207/ EDU-1208	Area of Specialization (Course-IV)- Teaching of biological science (For science Group) Teaching of English (For Humanities Group)	3
5	EDU-1209	Teaching Practice I (Professional)-	3
6	EDU-1210	Critical Thinking and Reflective Practices (Professional)-	3
TOTAL CREDIT			18

نصاب برائے تدریس اردو

(CURRICULUM FOR TEACHING OF URDU)

سال دوم/سمیسٹر ۳

ایسوسی ایٹ ڈگری آف ایجوکیشن/ADE

کریڈٹ: ۳

پیش لازمی: (PREREQUISITES)

تدریس اردو کے اس کورس میں صرف وہ طلبہ داخلے کے اہل ہوں گے۔ جو سیمسٹر اول میں اردو کورس کا میانی سے مکمل کر چکے ہوں۔

کورس کا تعارف: COURSE INTRODUCTION

اس کورس میں زیر تربیت اساتذہ نظریہء آموزش زبان (The Theory of Learning of Language) اور زبان کے متنوع ماحول (FEATURES OF A LANGUAGE - RICH ENVIRONMENT) کے حوالے سے تدریس زبان کو سمجھیں گے۔ ماہرین زبان کا کہنا ہے کہ زبان کا فطری سافٹ ویئر پیدائش سے قبل ہی ہمارے دماغ میں موجود ہوتا ہے اور یہ پروگرام یونیورسل گرائمر کہلاتا ہے۔ بچے اپنی معصوم عمر ہی میں ہم سے اچھے زبان کے متعلم ہوتے ہیں۔ اس نظریے کے تحت اس کورس میں ابتدائی اور وسطیٰ جماعتوں کی درجہ بندی کی گئی ہے۔ لسانی مہارتوں کو جماعت بندی کے تحت عملی تدریسی طریقے (سننا، بولنا اور سمجھنا) اور عملی تدریسی طریقے (پڑھنا اور لکھنا) میں تقسیم کیا گیا ہے۔ علاوہ ازیں ان مہارتوں پر دسترس کے نقطہ نظر سے آڈیو ٹیکسٹ اور ٹول فریکل جیسے عملی طریقوں سے استفادہ کیا گیا ہے۔

جائزہ و پینشن اور اس پر تنقید کرنا مدرس کے لئے بہت مفید ہے۔ اشارات سبق کا میاب تدریسی حکمت عملی کی ضمانت ہیں۔ جو اساتذہ کی تربیت کا لازمی ہیں۔ اس لیے اس نصاب میں ایلمینٹری اساتذہ جماعت اول تا ہشتم جدید سبقی اشارات نا صرف خود تیار کریں گے بلکہ ایلمینٹری مدارس میں ان کی عملی مشق بھی کریں گے۔ اس کورس کی جدت یہ ہے کہ سبقی اشارات کی تیاری اور عملی مشق کورس کا آخری یونٹ نہیں بلکہ دوران کورس جاری رہے گی۔

حاصلات کورس: COURSE OUTCOMES

اس کورس کی تکمیل کے بعد زیر تربیت اساتذہ اس قابل ہو جائیں گے کہ وہ:

- ۰۔ نظریہء آموزش زبان (The Theory of Teaching of Language) کے فطری تقاضوں کو سمجھ سکیں۔
- ۰۔ اردو زبان شناسی پر عبور حاصل کر سکیں۔
- ۰۔ سن کر لہجے، تلفظ کی ادائیگی اور الفاظ کے آہنگ کا لطف لے سکیں۔
- ۰۔ بڑھ کر جملہ سازی کی تحریری مشق کر سکیں۔
- ۰۔ پڑھ کر زندگی سے متعلق مختلف موضوعات پر عمدہ تحریریں پیش کر سکیں۔
- ۰۔ جائزہ و آزمائش کے جدید ترین انداز سبقی اشارات میں بتا سکیں۔
- ۰۔ طریقہ ہائے تدریس میں عملی کا مظاہرہ کر سکیں۔
- ۰۔ ابتدائی سے وسطیٰ سطح کے تدریسی کورس پر سمعی بصری معاونات و سبقی اشارات تیار کر سکیں۔

نظریہء آموزش زبان کے ماہرین کا کہنا ہے کہ بچہ ماں کے پیٹ ہی سے سنتا شروع کر دیتا ہے۔ کیوں کہ زبان بچے کے جینز میں پوشیدہ ہوتی ہے۔ جدید تکنیکی مہارتیں، تدابیر، فطری سانچے، آزمائشی سوالات اور سوالنامے تدریسی عمل کو جانچتے، پرکھتے اور معیاراً استدلال مقرر کرتے ہیں۔ اس کورس کی تدریسی تعلیمی رسائی زیر تربیت اساتذہ کا (جماعت اول تا ہشتم) کے طلبہ کے لیے فراوانی زبان کا ایک متنوع ماحول تیار کرنا اور آموزش قالب تیار کرنا ہے۔ جو معیار زبان کے اصولوں پر پرکھے جاسکیں۔ کورس سے منسلک ان سرگرمیوں کا مقصد زیر تربیت اساتذہ کو اپنی تعلیمی ذمہ داری بڑھانے کا موقع فراہم کرنا ہے۔

یونٹ ۱

نظریہء زبان

(THEORY OF LANGUAGE)

تعارف:

زبان کے متنوع ماحول میں بچے کے لیے کثرت سے ماحولیاتی مواد زبانی اور تحریری صورت میں موجود ہوتا ہے جو والدین، عزیز واقارب اور اساتذہ کی جانب سے میسر آتا ہے۔ اس یونٹ میں زیر تربیت اساتذہ فراوانی زبان کی نمایاں خصوصیات FEATURES OF A LANGUAGE -RICH ENVIRONMENT کو سمجھتے ہوئے آموزش زبان کے وسیلوں کے مطابق زبان کے فطری سانچوں پر تدریسی حکمت عملی تیار کریں گے۔ مثلاً بچوں کو بات کرنے کے مواقع فراہم کرنا، ارد گرد کے ماحول پر رائے لینا، خواہش دریافت کرنا اور منظوم و نثری آسان فہم مواد فراہم کرنا وغیرہ۔ اردو کی لسانی خوبیاں صوتی، قواعدی، بیتی نوعیت کی حامل ہیں۔ ان خوبیوں سے استفادہ کرتے ہوئے زیر تربیت اساتذہ جماعت اول تا ہشتم کے تدریسی مسائل پر کیسے قابو پاتے ہوئے جدید سبھی ڈیزائن میں کارآمد تدریسی تدابیر اختیار کرتے ہیں۔ اس یونٹ کا کام عملی تدریسی معلومات فراہم کرنا ہے تاکہ اساتذہ عملی مشق کی تیاری کر سکیں۔

پہلا ہفتہ

- ۰ نظریہء زبان (THEORY OF LANGUAGE)
- ۰ آموزش زبان کے وسیلے (پیدائش سے پہلے اور بعد کے محرکات، والدین، اساتذہ)
- ۰ اردو زبان کا متنوع ماحول

دوسرا ہفتہ

- ۰ اردو کی بنیادی لسانی خصوصیات (صوتی، قواعدی، بیتی)
- ۰ اردو سے متعلق غلط فہمیوں کا ازالہ
- ۰ اردو کی تدریسی تدابیر

تیسرا ہفتہ

- ۰ جدید سبھی ڈیزائن

۰۔ تدریسی تکنیک

۰۔ سمعی بصری معاونات

عملی مشق (TEACHING PRACTICE) شروع ہونے سے پیش تر اساتذہ موضوعاتی بحث کے ذریعے درج بالا نکات کے تحت راہنما استاد کی زیر نگرانی اپنی حکمت عملی طے کریں گے۔

یونٹ ۲

عملی تدریسی طریقے (سننا، بولنا اور سمجھنا)

ابتدائی تا وسطانی سطح کی جماعتیں

تعارف:

زبان کی تدریس میں صرف سننا ہی کافی نہیں، سن کر سمجھنا ہی اصل شے ہے۔ بچے کے ارد گرد مبہم آوازیں اس کے لیے جلد از جلد زبان اذہر کرنے میں مددگار بنتی ہیں۔ زبان سننا اس کے سیکھنے کا پہلا مرحلہ ہے۔ تدریس زبان میں بھی پہلی مہارت سننا سکھانا یا تدریس سماعت ہے۔ جماعت اول تا ہفتم عملی تدریسی طریقوں (سننا، بولنا اور سمجھنا) کے ذریعے حروف اور الفاظ کی کھوج زبان کا عملی پہلو ہے۔ قرآن ۵۶ آیات میں مطالعہ کائنات کا درس دیتا ہے۔ اس کائنات میں موجود ہر شے پر غور کرنے کی دعوت دیتا ہے۔ اس یونٹ میں دیکھ کر زبان سیکھنا یعنی مطالعہ بہ ذریعہ سماعت تدریس کیسے کی جائے۔ اوصاف خوش خوانی تدریس نظم و نثر میں کارگر ثابت ہوتے ہیں اس لیے زیر تربیت اساتذہ جدید طریقہ ہائے تدریس مثلاً (فکشل، آڈیو ٹیکسٹ اور ٹوٹل فزیکل) کو جدید سمعی اشارات میں دوران عملی تدریس استعمال کریں گے۔ زیر تربیت اساتذہ کی تدریس دوران کورس جاری رہے گی۔ اس لیے ایک ہفتہ سمعی اشارات کی تیاری کے لیے مختص کیا گیا ہے۔ جس میں زیر تربیت اساتذہ عملی تدریسی طریقے (سننا، بولنا اور سمجھنا) اور مطالعہ بہ ذریعہ سماعت تدریس کا گریکھ سکیں۔

چوتھا ہفتہ

- ۰۔ اوصاف خوش خوانی / کرداری مقاصد (تلفظ، روانی، تاکید، لب و لہجہ، تفصیل)
- ۰۔ بنیادی لسانی عادات / مہارتیں تعارف (بولنا، سننا، سمجھنا)
- ۰۔ بولنا اور سننا (فکشل، آڈیو ٹیکسٹ اور ٹوٹل فزیکل طریقوں سے مشق)

پانچواں ہفتہ

- ۰۔ بہ ذریعہ قصہ / کہانی (تمثیل، ڈراما، قصہ گوئی)
- ۰۔ بہ ذریعہ کھیل (مثلاً لفظ کی بناوٹ میں حروف کی کھوج)
- ۰۔ بہ ذریعہ مطالعہ (ٹی وی، ریڈیو، کمپیوٹر، مطالعہ کائنات)

ششم ہفتہ

- ۰۔ پرائمری سطح پر تدریس نظم
- ۰۔ نڈل سطح پر تدریس نظم
- ۰۔ فی الہدیہ نظم گوئی

- ۰۔ سبقی اشارات/طریقہ ہائے تدریس (ابتدائی تا وسطانی سطح کی جماعتیں)
- ۰۔ سبقی ڈیزائن/تکنیکی مہارتیں/تدریسی حکمت عملی نظم و نثر

یونٹ ۳

عملی تدریسی طریقے (پڑھنا اور لکھنا)

ابتدائی تا وسطانی سطح کی جماعتیں

تعارف:

اس یونٹ میں عملی تدریسی طریقوں (پڑھنا اور لکھنا) کی مشق کروائی جائے گی۔ تاکہ زیر تربیت اساتذہ الف بائی طریقے سے حروف کی ساخت اور تجلیلی طریقے سے مرکب جملے بنانے کی مشق کا استعمال اشارات سبق کی تیاری میں خوب کر سکیں۔ مثلاً ابتدائی جماعتوں کے لیے حروف کی پہچان پر آزمائشیں تیار کرنا یا وسطانی جماعتوں میں مولانا روم کی حکایات پڑھا کر کہانی لکھنے کا ہنر سکھانا۔ تصویر دکھا کر کہانی کے مختلف پلاٹ تیار کرنا اور پھر سننے بولنے کی مشق کروانا جو ہر سطح پر کی جاسکتی ہے۔ تاہم ابتدائی تا درمیانی سطح کی جماعت کا معیار، استحسان و استدلال مد نظر رکھ سبقی اشارات تیار کیے جائیں گے۔ کیوں کہ اشارات سبق کی تیاری اور عملی مشق ہر یونٹ کا حصہ ہیں۔ تاکہ زیر تربیت اساتذہ عملی مشق کی اہمیت سمجھ سکیں۔

آٹھواں ہفتہ

- ۰۔ طریقہ ہائے تدریس کا تعارف (ابتدائی و وسطانی سطح کے مطابق)
- ۰۔ الف بائی، جملوی، تجلیلی طریقے
- ۰۔ فنکشنل/عملی اردو

نواں ہفتہ

- ۰۔ زبان شناسی کی تدریس (ابتدائی و ثانوی سطح کے مطابق)
- ۰۔ تدریس قواعد (بہ ذریعہ نظم)
- ۰۔ تدریس قواعد (بہ ذریعہ اقتباس)

دسواں ہفتہ

- ۰۔ رول۔ پلے، بازی (FEED BACK)
- ۰۔ فنکشنل/عملی طریقے (ابتدائی و ثانوی سطح کے مطابق)
- ۰۔ تدریسی تدابیر (ابتدائی و ثانوی سطح کے مطابق)

گیارہواں ہفتہ

- ۰۔ منظومات پر مبنی اسباق کی منصوبہ بندی جماعت اول تا سوم
- ۰۔ نثر پر مبنی اسباق کی منصوبہ بندی جماعت اول تا سوم
- ۰۔ نثر پر مبنی اسباق کی منصوبہ بندی جماعت چہارم تا ششم

جائزہ و آزمائش

تعارف:

تدریسی عمل کا جائزہ اور اس پر تنقید کرنا مدرس کے لیے بہت مفید ہے۔ اسباق کے جائزے میں مدرس کے اشارات، سبق کی خوبی اس کے موقف کی موذونیت، اس کی تدابیر، توضیح کی کامیابی، اس کے عمل تدریس کی کیفیت اور بہ حیثیت مجموعی اس کے سبق کے اثر اور نتیجے پر خاص نگاہ تنقید ڈالنی چاہیے۔ زبان کی جانچ پڑتال کے ساتھ ساتھ اس کا کٹھنک قالب تیار کرنا اس یونٹ کا کارآمد پہلو ہے۔ ایلمینٹری اساتذہ جماعت اول تا ہفتم ہر درجے میں شامل نصاب پر نئے پیمانے تیار کر سکیں گے۔

بارہواں ہفتہ

- ۰۔ جائزہ و آزمائش تعارف
- ۰۔ سوالات کی تکنیک، مشق
- ۰۔ کلور پیج، کثیر انتخابی
- ۰۔ آزمائش (TEST)

تیرہواں ہفتہ

- ۰۔ سوالنامے
- ۰۔ پرچہ جات
- ۰۔ اسائنمنٹ

چودھواں ہفتہ

- ۰۔ ابتدائی سطح کے سانچے (جماعت اول تا سوم)
- ۰۔ وسطانی سطح کے سانچے (جماعت چہارم تا ششم)
- ۰۔ مڈل/وسطانی سطح کے سانچے (جماعت ہفتم و ہشتم)

پندرہواں ہفتہ

- ۰۔ منظومات پر مبنی اسباق (جماعت چہارم تا ششم)
- ۰۔ نثر پر مبنی اسباق (جماعت ہفتم و ہشتم)
- ۰۔ منظومات پر مبنی اسباق (جماعت ہفتم و ہشتم)
- ۰۔ نثر پر مبنی اسباق (جماعت ہفتم و ہشتم)

B.ED

Course Title: Computer Education

EDU-1202
SEMESTER-2
Credit Hours 03

Learning Outcomes:

After studying this course, the students will be able to:

1. define computer terminology;
2. identify the basic components of a computer and describe the function of each;
3. use the keyboard to interact with the computer;
4. describe different applications of computers in education;
5. develop skills to use computer in educational settings;
6. communicate through computer with friends, and teachers in and outside the country;
7. use computer for research, data analysis and presentations.

Course Outlines

Unit 1: Introduction

- 1.1 Definition and importance of computer
- 1.2 Basic concepts of the computer hardware
- 1.3 Input and output devices
- 1.4 Functions of computer

Unit 2: Computer Software

- 2.1 Concept of software
- 2.2 Types of software
- 2.3 Applications of computer in education

Unit 3: Word Processing and Document Handling

- 3.1 Creating, saving and opening a document
- 3.2 Composing and editing educational documents
- 3.3 Inserting and resizing tables, pictures and shapes
- 3.4 line spacing, paragraphing and formatting text
- 3.5 Page setup and printing document

Unit 4: Spreadsheet (Excel)

- 4.1 Features of MS. excel
- 4.2 Sum/subtractions/multiplication/division/ percentage/ average/ if statement
- 4.3 Sorting and filtering data
- 4.4 Inserting charts and graphs

Unit 5: PowerPoint

5.1 Composing presentations

5.2 Delivering presentations

Unit 6: Internet and Information Highways

6.1. Network, types of network, server and client

6.2. Internet, world wide web, search engines, internet browser

6.3. E-mail management 6.4. Online educational resources

6.5. Educational databases

Unit 7: Computer Based Instructions

7.1 Computer based instructions: an introduction 28

7.2 computer assisted instruction

7.3 Computer based assessment

B.ED

Course Title: Teaching Of Mathematics

EDU-1203

Year/Semester: Year 1/Semester 2

Credit Hrs: 03

Course Description

This course will equip prospective teachers with the knowledge and skills to teach math in grades 1 through 8. They will become familiar with Pakistan's National Mathematics Curriculum and expected student learning outcomes. Prospective teachers will learn to use a variety of instructional methods that promote active learning of math, including making and using teaching and learning materials. They will plan mathematics lessons and activities, and engage in practice teaching of math.

Learning Objectives:

Students will:

- Deepen their understanding of key mathematical concepts in Pakistan's 1-8 National Mathematics Curriculum.
- Identify and assess areas of youngster's understanding and misconception to inform their teaching practices.
- Acquire the pedagogical skills and competencies required to teach Pakistan's 1-8 National Mathematics Curriculum.
- Describe the nature, history, and development of grade 1-8 mathematics education both in Pakistan and internationally.

Course Structure

Each three-session week will focus on three aspects of Math education: Mathematical Content, Learning the Math Content, and Teaching the Math Content. These will be combined to form an integrated instructional model that addresses the above learning outcomes.

- **Mathematics Content:** The first session of the week will begin working on at least one math problem. Prospective teachers will engage in solving and discussing the problem and sharing approaches and solutions. The content will be developed so that prospective teachers will engage in mathematics *in depth* to help them connect concepts within and across the four units of the National Curriculum: Number & Operations, Algebra & Algebraic Thinking, Geometry & Geometric Measurement, and Information Handling.
- **Learning & Pedagogy:** The week will continue with an emphasis on children's learning and teachers' instructional practices. Class participants will continue to do mathematics in order to experience approaches to teaching and learning that they can use when they teach. They will recognize that there are often multiple ways of approaching a problem (and in some instances more than one correct answer). The

instructor will present questions that stimulate curiosity and encourage prospective teachers to investigate further: by themselves, with their classmates, or in local schools.

The course will examine how children learn and develop mathematical understanding and skills and how the way children think should influence the teaching of mathematics in the primary, elementary, and middle grades.

- **Assignments:** Students are expected to continue learning about math and the teaching of math after class. There will be assignments to stretch prospective teachers' content knowledge so that they learn more about teaching math. Assignments will take many forms including independently solving math problems and school-based tasks.

In summary, the Teaching Mathematics is a comprehensive effort so that pre-service teachers will:

- Build and deepen their math content knowledge
- Study ways in which young students learn mathematics
- Learn about and use high-quality instructional practice

Course Outline

Week #	Mathematics Content	Learning the Math Content	Teacher Decision Making: Teaching the Math Content
Unit 1			
1	<input type="checkbox"/> Prime & Composite Numbers <input type="checkbox"/> Factors & Multiples	<ul style="list-style-type: none"> ● Anticipated Student Misconceptions 	<ul style="list-style-type: none"> ● Setting Goals for: <ul style="list-style-type: none"> ○ The Program ○ Teaching ○ Learning
2	<input type="checkbox"/> Division of Whole Numbers	<ul style="list-style-type: none"> ● Emergent Mathematical Thinking 	<ul style="list-style-type: none"> ● Lesson Design Model <ul style="list-style-type: none"> ○ Launch ○ Explore ○ Summarize
3	<input type="checkbox"/> Greatest Common Factor <input type="checkbox"/> Least Common Multiple <input type="checkbox"/> Prime Factorization	<ul style="list-style-type: none"> ● The Value of Student Errors 	<ul style="list-style-type: none"> ● Using Questioning Techniques, Wait Time, Probes, and Prompts to Foster Student Thinking

Unit 2			
4	<input type="checkbox"/> Operations with Fractions (1)	<ul style="list-style-type: none"> ● Learning Mathematics with Manipulatives & Visual Aids 	<ul style="list-style-type: none"> ● Using Application Problems to Develop Algorithms
5	<input type="checkbox"/> Operations with Fractions (2)	<ul style="list-style-type: none"> ● Mathematical Problem Solving Strategies 	<ul style="list-style-type: none"> ● Physical Set-up of a Student-Centered Classroom
6	<input type="checkbox"/> Fractions-Decimals-Percents	<ul style="list-style-type: none"> ● Mathematical Discourse: Learning by Talking 	<ul style="list-style-type: none"> ● Designing & Managing Cooperative Group Work
7	<input type="checkbox"/> Pie Charts	<ul style="list-style-type: none"> ● Seeing Connections between Units of the National Curriculum 	<ul style="list-style-type: none"> ● Timing of Lessons, Pacing of Units

Unit 3			
8	<input type="checkbox"/> Geometric Ratios	<ul style="list-style-type: none"> ● Cognitive Demand of Mathematical Tasks 	<ul style="list-style-type: none"> ● Selecting Worthwhile Mathematical Tasks
9	<input type="checkbox"/> Rates & Linear Functions	<ul style="list-style-type: none"> ● The Balance Between Concepts & Skills, The Role of Drill & Practice 	<ul style="list-style-type: none"> ● Bloom's Taxonomy of Learning applied to Mathematics
10	<input type="checkbox"/> Systems of Linear Equations	<ul style="list-style-type: none"> ● Multiple Representations for a Single Mathematical Idea 	<ul style="list-style-type: none"> ● Comparing Models of Teaching <ul style="list-style-type: none"> ○ Deductive-Analytic ○ Inductive-Synthetic
11	<input type="checkbox"/> Symmetry	<ul style="list-style-type: none"> ● Mathematical Learning Styles and Modalities, Mathematics & Multiple Intelligence Theory 	<ul style="list-style-type: none"> ● Comparing Models of Teaching <ul style="list-style-type: none"> ○ Heuristic ○ Interactive ○ Hands-on
12	<input type="checkbox"/> Volume & Surface Area	<ul style="list-style-type: none"> ● Learning Mathematics by Writing 	<ul style="list-style-type: none"> ● Comparing Models of Teaching <ul style="list-style-type: none"> ○ Problem-based Learning ○ Project-based Learning
13	<input type="checkbox"/> Measurement & Precision	<ul style="list-style-type: none"> ● Precision in Mathematical Vocabulary and Syntax 	<ul style="list-style-type: none"> ● Differentiating Assignments

Unit 4			
14	□ Data: Estimation & Large Numbers	● Learning Mathematics with Available Technology	● Differentiating Assessments
15	● Introduction and/or Review of Seminal Thinkers in Mathematics & Mathematics Education		
16	● Introduction and/or Review of Seminal Islamic Thinkers in Mathematics & Mathematics Education		

Suggested Resources:

These resources provide additional information about math education and the mathematical topics addressed during the course.

NCTM *Illuminations*: <http://illuminations.nctm.org/>

New Zealand's Maths Curriculum: <http://nzmaths.co.nz/>

UK's N-Rich Maths site: <http://nrich.maths.org/public/>

How Students Learn: History, Mathematics, and Science in the Classroom
www.nap.edu/catalog.php?record_id=10126#toc Published by National Academies Press.

What does Good Mathematics Instruction Look Like?:
<http://www.naesp.org/resources/2/Principal/2007/S-Op51.pdf>

Mathematics for Elementary School Teachers, by Tom Basserear, published by Brooks Cole.

Elementary and Middle School Mathematics: Teaching Developmentally, by John A. Van de Walle, Karen Karp, and Jennifer Bay-Williams, published by Pearson Education.

Mathematics Explained for Primary Teachers, by Derek Haylock, published by SAGE Publications.

B.ED
Course Title: Teaching of Islamic Study

EDU-1204
SEMESTER-2
Credit hrs: 03

Chapter 1 : Traditional Teaching Methods of Islamiyat :

- Translation Method
- Lecture Method
- Logical Method
- Discussion Method
- Assignment Method
- Touring Method

Chapter 2: Modern Teaching Methods of Islamiyat:

- Problem Solving Method
- Project Method
- Heuristic Method
- Unit Method
- Demonstration Method

Chapter 3: Teaching System of Islam

- Holy Quran and Teaching
- Holy Prophet (S.A.W) as Teacher
- Principles of Islamic Education
- Characteristics of Islamic Education System

Lesson Plan

- Topics
- Planning

Chapter 4: Teacher and Learner, Islamiyat

Attributes of Islamic Teacher

- Educational Capability
- Personal Attributes
- Tarbiyatti Background

Responsibilities of Islamic Teacher

- Role of Student

Chapter 5: Aspects of Islamic Code of Life:

A Complete system of Islam

Introduction of Different Parts of Islamic System:

- Basic concept
- Concept of Muslim Society
- Spiritual System
- Moral System
- Social System
- Economic System
- Political System
- Legal System
- Purposes of Teaching Islamiyat in Secondary Classes

B.ED

Course Title: Teaching of Physical Science

EDU-1205
SEMESTER-2
Credit hrs: 03

Objectives:

At the end of the course, the students will be able to:

- Describe the nature, history and development of Physics.
- Develop skills of teaching Physics.
- Acquire skills and competencies required for teaching of Physics.
- Know and use techniques and strategies of teaching Physics in classroom.
- Make effective use of instructional material' in classroom teaching.
- Properly plan the practical work for effective teaching of Physics.
- understand the general objectives of teaching chemistry at secondary level
- relate the principles of chemistry to the experiences of daily life
- develop teaching skills
- possess manipulate quality to organize practical classroom activities demonstrations and presentations
- develop effective communicative skills

Course Outlines:

Unit 01: Introduction to Physics

- 1.1 Nature of Physics
- 1.2 Educational value of Physics
- 1.3 Use of Physics in everyday life
- 1.4 Correlation of Physics with other subjects

Unit 2: Introduction to Chemistry

- 1.1. Philosophy of Chemistry
- 1.2. Chemistry and its scope
- 1.3. Importance of chemistry in everyday life
- 1.4. Creativity and chemistry teaching
- 1.5. Scientific method and its steps (Statement of the problem, literature review, hypothesis, experimentation, data analysis, conclusions)

Unit 3: Teaching Methods in Physical Science:

- 4.1 Demonstration Method
- 4.2 Lecture Method
- 4.3 Discussion Method.
- 4.4 Project Method

Unit 4: Aims and Objectives of Teaching Chemistry

- 2.1. Aims of teaching Chemistry
- 2.2. Aims of teaching Physics
- 2.3. Objectives of teaching Chemistry
- 2.4. Objectives of teaching Physics
- 2.5. Bloom's Taxonomy of objectives
- 2.6. Scientific attitude
- 2.7. Techniques for developing scientific attitude
- 2.8. Role of Chemistry teacher
- 2.9. Role of Physics Teacher

Unit 05: Teaching Approaches and Strategies

- 5.1 Teaching approaches a) Problem solving b) Enquiry Technique' c) Creative Technique
- 5.2 Teaching strategies a) Activities in Physics and chemistry teaching b) Planning or Practical activity

Unit 06: Laboratory use and Management:

- 6.1 Importance of Laboratory in teaching of Physics and chemistry
- 6.2 Laboratory Management and safety.
- 5.1 Structure of laboratory
- 5.2 Keeping record of laboratory
- 5.3 Importance of laboratory
- 5.4 Establishment of laboratory
- 5.5 Maintenance of laboratory items
- 5.6 Maintenance of stock, perishable, permanent, consumable stock.
- 5.7 Annual checking of stock register

B.ED

Course Title: Teaching of Pakistan Studies

Credit Hrs: 03
EDU-1206
SEMESTER-2

Objectives:

After completing this course the students will be able to:

- 1 describe the objectives of teaching of Pakistan;
- 2 critically analyze the curriculum of Pakistan studies;
- 3 develop a lesson plan and teach accordingly;
- 4 explain the concept of Pakistan ideology;
- 5 analyze various phases of the Pakistan moment leading to the achievement of Pakistan;
- 6 use different teaching methods in the teaching of Pakistan study;
- 7 discuss the value and importance of Pakistan studies in the practical life of students;
- 8 describe the natural & human resources of Pakistan such as high mountains, mighty rivers, sea costs, fertile land and minerals, honest workers.

Unit.1: Objectives of teaching Pakistan studies

- 1.1 Need and importance of objectives
- 1.2 Classification of objectives
- 1.3 Objectives of teaching Pakistan studies at secondary level

Unit 2: Curriculum of Pakistan Studies

- 2.1 Definition and various perspective of curriculum of Pakistan studies #
- 2.2 Elements and principles of curriculum development
- 2.3 Critical analysis of the present curriculum of Pakistan studies

Unit 3: Teaching methods of Pakistan studies

- 3.1 Lecture method 3.2 Discussion/questioning methods
- 3.3 Project methods 3.4 Team teaching methods

Unit 4: Teaching techniques

- 4.1 Importance and functions of questions
- 4.2 Characteristics of questions

Unit 5: Instructional aids in the teaching of Pakistan Studies

5.1 Definition and importance of A.V.Aids

5.2 Types of A.V.Aids 5.3 Techniques for using of A.V.Aids In the teaching of Pakistan Studies

Unit 6: Lesson planning

6.1 need for lesson planning

6.2 characteristics of lesson planning

6.3 lesson plan for the teaching of Pakistan studies

Unit 7: Pakistan studies teacher and his class-room

7.1 Qualities desired in the teacher of Pakistan studies

7.2 Requirements of Pakistan studies

Unit 8: Evaluation of learning outcomes of Pakistan studies

8.1 Meaning and objectives of evaluation

8.2 Characteristics of a good testing program

8.3 Evaluation techniques for Pakistan studies

Semester 2,
B.Ed Professional Courses (Science Group)
Course Title: Teaching of Biological Science

EDU-1207
SEMESTER-2
Credit hrs: 03

Objectives

After completion of the course, the students will:

- understand the general objectives of teaching biology at secondary level
- relate the principles of biology to the experiences of daily life
- develop teaching skills
- possess manipulate quality to organize practical classroom activities demonstrations and presentations
- develop effective communicative skills

Contents

Chap# 1: Aims and Objectives of Teaching of Biology

- 1.1. Aims, goals and objectives
- 1.2. Objectives of teaching biology at secondary level

Chap# 2: Scope and Sequence of biology Curriculum

- 2.1. Introduction
- 2.2. Content sequence of Biology curriculum at secondary level
- 2.3. Structuring of knowledge of Biology 3. Writing Behavioral Objectives in Biology

Chapter# 3: Preparing Lesson Plans and Presentation

Note: the students will prepare lesson plans in biology and will present

- 3.1 What is a lesson plan?
- 3.2 importance of lesson plan in biology
- 3.3 different parts of a lesson plan
- 3.4 A right way to teach biology

Chapter# 4: Establishment and Maintenance of biology Laboratory

The teacher will help physically visit the students to biology laboratory and to make understand of its arrangements.

- 4.1 Structure of biology laboratory
- 4.2 Keeping record of biology laboratory
- 4.3 Importance of biology laboratory
- 4.4 Establishment and maintenance of biology laboratory
- 4.5 Maintenance of laboratory items
- 4.6 Maintenance of stock, perishable, permanent, consumable stock.

4.7 Annual checking of stock register

4.8 Safety Rules during working in science laboratory

Suggested Books

Owen, C.B. (1964). *Methods for Science*. Master-House London: Macmilan's Ltd. Punjab Text Book Board. (2008).

Biology of Class IX. Lahore Punjab Text Book Board. (2008). Biology of Class X. Lahore

Zaidi S.M. (2004). *Modern Teaching of Science*. New Delhi: Anmol Publications Pvt. Ltd.

B.ED
Course Title: Teaching of English

EDU-1208
SEMESTER-2
Credit hrs:03

COURSE OUTLINE

UNIT-1

Week #1-2: Lesson Plan Outline

- Background Information
- Objectives
- Anticipatory Set
-

UNIT-2

Week #3-4: Teaching Listening

- Types of spoken language
- Why teach listening?
- Problem faced by learners dealing with listening tasks
- Types of listening activities

UNIT-3

Week # 5-7: Teaching Speaking:

- What is speaking?
- Oral Communication
- Barriers in effective communication
- Problems in speaking in a classroom
- Strategies for effective communication
- Importance of teaching speaking
- Principles of teaching speaking
- Activities for teaching speaking

UNIT-4

Week # 8-10: Mnemonic Techniques and specific trick to improve memory:

- Acronyms
- Sentences / Acrostics
- Rhymes and songs
- Method of Loci

- Chunking
- Practice makes perfect
- Bed-time Recital
- Trying by not trying

UNIT-5

Week# 11-13: Teaching Reading

- Five areas of Reading Instructions
- Profile of a proficient reader
- Stages of Teaching Reading
- Building Literacy: A classroom Intervention program

UNIT-6

Week# 14-16: Teaching Writing:

- Principles of Teaching Writing
- The Process-Oriented approach to writing
- Sample Rating Scale for assessing writing

Assignments

Topic 1: (Mid-term)

Make a lesson plan keeping in mind following points"

1. Class, Average Age, No of students, Time for lesson
2. Objectives
3. Anticipatory set (Preparation, Presentation, Practice, Production and conclusion)

Topic 2: (Mid-term)

Make an activity on any topic include following points:

1. Pre - listening
2. While listening
3. Post listening

B.ED

Course Title: The Teaching Practicum

EDU-1209

YEAR/SEMESTER: 2

Credit hrs: 03

The Practicum is a 3 credit course. As this is a practical course, one credit requires additional hours of practice. It is recommended that Student Teachers spend approximately 30 days/six weeks on the school placement in semester 4.

Student Teachers should aim to spend six weeks at school for the practicum in Semester 4.

COURSE DESCRIPTION

The Practicum consists of two important parts:

- a. A school placement in an elementary school;
- b. A seminar that meets regularly.

a. **School Placement:**

The practicum experience in Semester 4 should provide elementary grade student teachers with a practicum placement in an elementary classroom. This teaching practice builds on experience in semester 3 when student teachers worked with children at two different grade levels. As in semester 3, the practicum should provide student teachers with carefully sequenced and supervised experiences, with student teachers gradually assuming responsibility for teaching several subjects with the whole class, starting with one subject in week 3, and picking up an additional class in week 4, and an additional class in week 5. So for the last two weeks you should assume full responsibility for at least 3 classes.

During the practicum, student students are expected to critically select and use appropriate materials, resources (including persons in the community) and technology, and to have experiences with classroom management and a variety of evaluation techniques (including authentic assessment).³ Collaboration with other Student Teachers and professionals in the school setting should be encouraged in order to develop team building skills and utilization of all resources to enhance children's learning.

Ideally, groups of three or four student teachers should be placed in each school. Avoid having too many student teachers in one school and more than one student teacher per class (unless they are doing an activity or assignment that requires them to work together).

Opportunities for peer coaching as well as coaching by the cooperating teacher and college/university supervisor should be provided. Student teachers should be encouraged

³ Authentic assessment is a form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills.

take advantage of the opportunity to interact with parents and to develop skills for communicating with parents under the guidance of the cooperating teacher.

- **The Seminar:**

As in semester 3, a weekly seminar will accompany the practicum to help student teachers link the content of the pre-service program content to practice. The seminar should provide an opportunity to clarify and revise their teaching goals and their beliefs about a wide range of educational issues. Although the seminar should be related to and build upon classroom observation and teaching experiences, it should be focused on inducting student teachers into professional practice. Habits of thinking that provide the foundation for continued growth as a teacher are as important as strategies for solving immediate classroom issues and problems. The seminar should also provide a forum for student teachers to share and resolve problems or challenges they are experiencing during their practice.

Student teachers will be asked to complete several types of assignments. Most, but not all, of these assignments will be directly linked in some way to classroom experiences.

For example:

- Present an analysis of own or a peer's teaching;
- Conduct an observation focused on specific classroom practices or an individual child;
- Try out a particular method and reflect on its success in achieving its purpose;
- An interview with of a teacher and a child.

All of the assigned tasks should be flexible enough to allow for adaptation to a wide variety of classrooms.

COURSE OUTCOMES

Student teachers will be able to:

- Reflect on and learn from teaching practice.
- Collaborate with peers, cooperating teacher and college/ supervisor, establishing professional relationships.
- Invite, accept, and utilize feedback from the supervising teacher, peers, and the college/university supervisor in a non-defensive manner.
- Produce and implement plans for teaching and learning which reflect the use of appropriate instructional methods and strategies to meet the needs of all students within the context of the practicum classroom.
- Utilize appropriate instruments or techniques for assessing student learning and learning needs.
- Recognize cognitive and affective needs of students and establish learning environments and use activities appropriate to meeting those needs.

LEARNING AND TEACHING APPROACHES

For the practicum in semester 4, every student enrolled will be assigned to an elementary grade class.

The Practicum Seminar will utilize a variety of teaching and learning approaches, but rely heavily on reflective journals, small group and peer interaction.

Course outline

a. School experiences

The way field experiences for the Practicum are organized may vary from semester to semester, and from institution to institution. Your Instructor will provide you specific information about where you will teach or how to obtain a classroom placement, and your schedule for the semester.

Each Student Teacher will develop a plan for gradually increasing responsibility in the classroom, working with the Seminar Instructor, the College/University Supervisor (Seminar Instructors will supervise field experiences, but may also work with a team of supervisors) and the Cooperating Teacher.

Each college or university will have its own plan for the practicum. It may be organized in a variety of ways. Student teachers can expect the following types of activity and progression during the practicum in Semester 4:

Week 1: Introduction to the school and classroom context.

- Complete the Student Teacher Checklist, provided in your handbook.
- Meeting with the cooperating teacher to discuss how he/she plans for instruction, expectations and the like
- Non-observational Assignments, which will provide you with an opportunity to familiarize yourself with the school, staff, school rules, policies etc. The assignments you are required to complete will depend on your current placement. See the note below.

If you are completing this practicum at a different school than the one you worked in for Semester 3, you will need to complete the assignments provided in your handbook.

- Inventory of School Resources,
- Community/Co-curricular Engagement
- Discipline Procedures and Policies
- Cooperating Teacher Interview Interview
- a Child/Children Classroom Management

If you are at the same school as you were in Semester 3 – but working with a different teacher you need to complete the assignments provided in your handbook.

- Cooperating Teacher Interview
- Interview a Child/Children
- Classroom Management

- Log of Daily Activities
- Daily Reflections (see the forms provided in your handbook)
- Classroom Observations which will provide you with an opportunity to learn how your teacher engages with the children using verbal behavior and how to pace a lesson
- As requested by the Cooperating Teacher, working with children who need extra help and with small groups of children to carry out the teacher's plans

Week 2: Assisting the teacher in classroom instruction as requested and assuming responsibility for planning, teaching and assessing at least part of the lesson.

- Co-planning and co-teaching with the Cooperating Teacher
- Working with children who need extra help
- Completion of any non-observational assignments still outstanding
- Completion of classroom Observations which will provide you with an opportunity to observe children's engagement through their verbal responses and what types of verbal interaction occur in the classroom (selective verbatim)
Working with small groups of children to carry out the teacher's plans
- Co-teaching lessons with the Cooperating Teacher
- Finding out about assessment – what strategies does the teacher use

Week 3 Assuming responsibility for planning, teaching and assessing a at least one subject matter's lesson

- Co-plan full lessons with the Cooperating Teacher
- Co-teach lessons for one subject matter each day
- Working with children who need extra help
- Classroom observations that will provide you with information on how to use questions effectively to engage children. You should also consider using the observation tools provided in your Semester 3 handbook to learn about other aspects of teaching and learning.
- Prepare for a formal observation by your Cooperating Teacher using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet.
- Prepare for a formal observation by your College/University Supervisor using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet.
- Prepare for a mid-way triad meeting.
- Use the Notes for Self Assessment sheet indicating all the evidence you have collected and how this meets the NPSTP.

Week 4: Assuming responsibility for planning, teaching and assessing in two subjects.

- Continue activities above, taking over responsibility for planning, teaching and assessing one subject full lesson) throughout the week
- Co-plan and co-teach all other subjects with the Cooperating Teacher
- Prepare for a formal observation by your College/University Supervisor using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet.

Week 5: Assuming responsibility for planning, teaching and assessing at least three subjects

- Continue activities above, taking over responsibility for planning, teaching and assessing three core subjects with the whole class throughout the week (math, Urdu, science/general studies).
- Co-plan and co-teach all other subjects with the Cooperating Teacher
- Prepare for a formal observation by your Cooperating Teacher using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet.
- Prepare for a formal observation by your College/University Supervisor using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet.

Week 6: Assume additional responsibilities as agreed with the Cooperating Teacher

- Continue planning, teaching and assessing the three core subjects throughout the week and add additional subjects as agreed with the Cooperating Teacher
- Co-planning and co-teaching teaching all other subjects with the Cooperating Teacher
- Prepare for a formal observation by your College/University Supervisor using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet.
- Prepare for a final triad meeting.
- Prepare a Professional Portfolio, addressing the NPSTP. (Use the Rubric provided in your handbook as a guide.)

b. The Practicum Seminar

The seminar runs parallel to your experience at school. The content of the seminar will vary with the Instructor every semester that it is offered.

However, students may expect to discuss issues such as:

- Practical issues of teaching in learning in their field placements,
- Language learning,
- Different perspectives on how to organize and manage a classroom,
- Planning units of instruction,
- Content-specific instruction,
- Selecting and using assessments of learning,
- How to use standards for primary school teaching practice,
- Identifying the hidden curriculum in the classroom,
- Creating classroom environments that recognize physical, emotional, affective, social and intellectual needs of children,
- Non-instructional roles of the teacher,
- Working with parents and community

TEXTBOOKS AND REFERENCES

Course readings and assignments will focus primarily on preparation for field assignments.

Additional assignments and/or readings will be provided throughout the semester.

COURSE ASSIGNMENTS

Assignments will be listed on a separate handout. These assignments will be designed to help you achieve course outcomes. Some will take place in the classroom and others outside of the classroom.

GRADING POLICY

Grading for this course follows the university's policies. This will be explained by the Instructor early in the course and will include both coursework and examinations. Grades for the Practicum Experience will be assigned in collaboration with the cooperating teacher, college supervisor and Practicum Instructor

GENERAL INFORMATION ABOUT THE COURSE

You will be provided with specific and detailed information about every part of your Practicum Experience. The following will give you a general idea of what to expect this semester.

ROLES AND EXPECTATIONS OF PRACTICUM TRIAD MEMBERS

Every Practicum experience is guided by three critical participants: 1) the student teacher, 2) the Cooperating Teacher and 3) the College/University Supervisor.

What happens in the classroom and how it is interpreted will depend on the views of each member of the triad. It is important for each member of the triad to negotiate common expectations for roles and responsibilities. If expectations are clear and understood by each member, the experience is likely to be more satisfactory to all.

The triad should meet together several times during the semester:

- At the beginning when roles and relationships are discussed,
- At mid-point when performance is discussed;
- At the conclusion of the experience as a final evaluation is made.

Depending on the challenges met during the practicum experience, the triad may feel that it is important to meet more frequently.

The Cooperating Teacher will guide the day -to-day work of the Student Teacher, providing feedback and initiating the Student Teacher into the life of the profession. This will include discussions of how planning, teaching and assessment are made.

The Cooperating Teacher will communicate regularly with the college/university supervisor. The purpose of supervision is to support good communication between the Student Teacher and Cooperating Teacher. Communication and collegial relationships are important to the Student Teacher and other triad members in their professional development.

The supervisor will also provide feedback on all aspects of the Student Teacher's development, including planning and teaching.

SUMMARY OF THE ROLE OF THE STUDENT TEACHER

The Student Teacher should have maximum opportunity to perform to the degree which his or her personal interests, abilities, and individuality allow.

There are three major aspects to the Student Teacher's role during the semester:

- His or her activities in the classroom, school and community;
- Participation in the weekly Practicum seminar; and
- Continued reflection and documentation of professional growth.

The Student Teacher should become involved in the instructional program of the classroom as soon as possible. The experience will begin with observation. Time spent in observation will vary in length according to the situation, the Student Teacher will gradually assume more responsibility for planning and instruction through activities such as:

- Assisting individual students
- Working with small groups
- Taking responsibility for planning and teaching sections of whole class lessons
- Assisting the Cooperating Teacher with planning and teaching whole lessons
- Teaching selected lessons under the Cooperating Teacher's guidance and be open to receiving feedback. (these should be lessons that are part of the on-going curriculum, not lessons planned off-site and that do not relate to what is appropriate in the classroom)
- Assuming over-all management for part of the day
- Assuming overall management of the classroom.

During the semester, Student Teachers will engage in a variety of experiences in their classrooms. Attending teacher's meetings, parent meetings and the like are encouraged, where this is possible.

The Student Teacher is expected to play an active role in deciding how he or she will take on new activities and in assessing her or his effectiveness.

The Student Teacher is expected to participate as a regular staff member of the school in terms of professional behavior.

SUMMARY OF THE ROLE OF THE COOPERATING TEACHER

The cooperating teacher is expected to:

- Share school and classroom policies and procedures, the curriculum, the daily/semester schedule, and provide the Student Teacher with a class list, school textbooks, teacher's guides etc.
- Work with other members of the Practicum triad to set up a program for the Student Teacher's gradual assumption of all classroom responsibilities and building up to the student teacher taking on the planning, teaching, and assessing of at least three subjects. This plan should include provisions for Student Teacher involvement in all instructional tasks as well as non-instructional tasks such as home-school communication, parent conferences and staff development; and
- Work with the Student Teacher and university supervisor to set up a lesson plan format to be used by the Student Teacher. The student is required to provide the supervisor with

comprehensive written plans prior to each formal observation. Cooperating teachers may also want to require written plans in addition to those required by the supervisor, for example, for sections of lesson.

- Formally and informally observe and provide feedback to the Student Teacher (use the forms provided in the handbook).
- Meet daily to discuss classroom events and make plans.
- Provide assessment to the college/university supervisor and participate in triad meetings to discuss the Student Teacher's performance.

SUMMARY OF THE ROLE OF THE UNIVERSITY SUPERVISOR

The college/university supervisor is the official representative of the college/university. Therefore, the supervisor has responsibility for the supervision of Student Teachers, serves as the liaison between the college/university the cooperating schools' personnel, and helps establish and maintain positive relationships between the two institutions. Through classroom observations, conferences, and the weekly seminar the supervisor will:

- Make at least four one-hour observation visits throughout the semester, with at least two of these visits followed by a three-way conference involving the student, cooperating teacher, and university supervisor. The focus of these visits will depend on the needs of individual Student Teachers.
- Guide entry into the profession through discussion of issues of professional practice, providing a guided seminar experience, and conferring with the Student Teacher before and after classroom observations and giving feedback on teaching to the Student Teacher.

B.ED

Course Title: Critical Thinking and Reflective Practices

EDU-1210

SEMESTER -2

Credit hrs: 03

Objectives:

After studying this course, the students will be able to:

1. Differentiate between Good & Bad bent of mind
2. Ask & analyze thought provoking Question
3. Understand the relationship of critical thinking with reading and writing
4. Foster rational motivation among the students
5. Apply critical thinking in different content areas
6. Develop the habit of contributive thinking

Unit 01: Introduction

- 1.1 Introduction to the fundamentals of critical thinking
- 1.2 Why critical Thinking
- 1.3 Critical thinking and the process of Analysis
 - A. Teaching Students to think Theoretically
 - B. Teaching Students to Thinking Empirically

Unit 02: Strategies and Techniques to develop critical thinking

- 2.1 Brain Storming
- 2.2 Concept Mapping
- 2.3 Generalization and testing the Limits
- 2.4 Venn Diagram
- 2.5 Logical Diagram

Unit 03: Critical Thinking and Art of Questioning

- 3.1 Critical Thinking and Socratic Questioning
- 3.2 Teaching students to ask Good Question & Follow up the Implications of thought
- 3.3 Teaching Students to narrate ,analyze ,and evaluate their own “Points”
- 3.4 View and of others
- 3.5 Open and close ended Questions

Unit 04: Critical Thinking and its Application

- 4.1 Interrogating the Text
- 4.2 Primary and Secondary Sources
- 4.3 Characteristics of Academic Text
- 4.4 Status of Evidence
- 4.5 Status of the Author
- 4.6 Comparing and Contrasting Different Sources

Recommended Books:

1. Ayoukarm,Govald(1989).Modern Methods and Techniques of Teachings Pahiladephia:Open University press 1
2. Baron, J.and Sternberg, R. (Eds) (1987) Teaching thinking skills: theory and practice, New York: Freeman.
3. Barrow,R.(1990) Understanding Skills :Thinking ,feeling and Caring. London, Ontario: Althouse.
4. Beyer, B.K.(1987)Practical Strategies for the teaching of thinking .Boston Allyn and Bacon.
5. Brookfield's (1987) Developing critical thinkers .San Francisco:Jossey-Bass
6. Chipman .S., Segal, J.and open Questtion.Hillsdale,New Jersey:Erlbaum.
7. Costa, A.L.and Lowery, L/F (1990) Techniques for teaching thinking Melbourne: Hawker Brownlow.
8. Ennis,R.H.(1989)Critical Thinking and subject Specificity: Clarification and needed Research ,Educational Resercher,18(3),4-10
9. Ennis,R.H.Millman,J and Tomko,T.N.(1985) Cornell critical thinking tests level X and Z .Pacific Grove,Ca:Midwest Publications
10. Finn, B. (1991) Young Peoples Participation in post compulsory education and training

.Report of the Australian Education Council Review Committee. Canberra: Australian Government Publishing Service.

11. Garrison, D.R.(1991) Critical thinking and adult education; a conceptual model for development critical thinking in adult learners. International Journal of lifelong Education Vol 10, No 4. pp 287-303
12. Hager, P.(1989) Are the skills of critical thinking /Logical Reasoning Transferable Across Disciplines in Jewell, P.D (ed) intermediate conclusions. Adelaide: Flinders University
13. Hager, P.(1991) the critical thinking Debate Editorial Introduction Educational Philosophy and Theory , Vol 23 No .1, pp.1-6.18
14. Hager, P. and Kaye , M.(1991) Critical thinking Ability and Teacher Effectiveness .Higher Education Research and Development ,(forthcoming)
15. Kaye, M. and Hager P (1991) A study of the critical thinking skills of vocational teachers Australian Journal of TAFE research and Development Vol.6, No.2, pp.19-29
16. Lowery , L.F (1990) thinking and learning .Melbourne: Hawker Brownlow
17. Mcpeck, J.E (1990a) Teaching Critical Thinking. New York and London: Routledge

B.ED

SEMESTER -3

S.No	C.CODE	Courses	Credit hrs
1	EDU-2301	Teaching Practice II (Professional)-	3
2	EDU-2302	Foundations of Education (Foundation)-	3
3	EDU-2303	Perspectives of Education and Contemporary Issues (Foundation)-	3
4	EDU-2304	Educational Psychology (Professional)-	3
5	EDU-2305	Research Project (Content Embedded) (Professional)-	3
6	EDU-2306	Comparative Education (Professional)-	3
		TOTAL CREDIT	18
		GRAND TOTAL	54

B.ED

The Teaching Practicum

EDU-2301

SEMESTER-3

CREDIT hrs: 03 credits

The Practicum is a 3 credit course. As this is a practical course, one credit requires additional hours of practice. It is recommended that Student Teachers spend approximately 30 days/six weeks on the school placement in semester 3.

COURSE DESCRIPTION

The Practicum consists of two important parts:

- A school placement in an elementary school;
- A seminar that meets regularly.
- School Placement:

The practicum experience in Semester 4 should provide elementary grade student teachers with a practicum placement in an elementary classroom. This teaching practice builds on experience in semester 3 when student teachers worked with children at two different grade levels. As in semester 3, the practicum should provide student teachers with carefully sequenced and supervised experiences, with student teachers gradually assuming responsibility for teaching several subjects with the whole class, starting with one subject in week 3, and picking up an additional class in week 4, and an additional class in week 5. So for the last two weeks you should assume full responsibility for at least 3 classes.

During the practicum, student students are expected to critically select and use appropriate materials, resources (including persons in the community) and technology, and to have experiences with classroom management and a variety of evaluation techniques (including authentic assessment).³ Collaboration with other Student Teachers and professionals in the school setting should be encouraged in order to develop team building skills and utilization of all resources to enhance children's learning.

Ideally, groups of three or four student teachers should be placed in each school. Avoid having too many student teachers in one school and more than one student teacher per class (unless they are doing an activity or assignment that requires them to work together).

Opportunities for peer coaching as well as coaching by the cooperating teacher and college/university supervisor should be provided. Student teachers should be encouraged

Authentic assessment is a form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills. take advantage of the opportunity to interact with parents and to develop skills for communicating with parents under the guidance of the cooperating teacher.

- **The Seminar:**

As in semester 3, a weekly seminar will accompany the practicum to help student teachers link the content of the pre-service program content to practice. The seminar should provide an opportunity to clarify and revise their teaching goals and their beliefs about a wide range of educational issues. Although the seminar should be related to and build upon classroom observation and teaching experiences, it should be focused on inducting student teachers into professional practice. Habits of thinking that provide the foundation for continued growth as a teacher are as important as strategies for solving immediate classroom issues and problems. The seminar should also provide a forum for student teachers to share and resolve problems or challenges they are experiencing during their practice.

Student teachers will be asked to complete several types of assignments. Most, but not all, of these assignments will be directly linked in some way to classroom experiences. For example:

- Present an analysis of own or a peer's teaching;
- Conduct an observation focused on specific classroom practices or an individual child;
- Try out a particular method and reflect on its success in achieving its purpose;
- An interview with of a teacher and a child.

All of the assigned tasks should be flexible enough to allow for adaptation to a wide variety of classrooms.

COURSE OUTCOMES

Student teachers will be able to:

- Reflect on and learn from teaching practice.
- Collaborate with peers, cooperating teacher and college/ supervisor, establishing professional relationships.
- Invite, accept, and utilize feedback from the supervising teacher, peers, and the college/university supervisor in a non-defensive manner.
- Produce and implement plans for teaching and learning which reflect the use of appropriate instructional methods and strategies to meet the needs of all students within the context of the practicum classroom.
- Utilize appropriate instruments or techniques for assessing student learning and learning needs.
- Recognize cognitive and affective needs of students and establish learning environments and use activities appropriate to meeting those needs.

LEARNING AND TEACHING APPROACHES

For the practicum in semester 4, every student enrolled will be assigned to an elementary grade class.

The Practicum Seminar will utilize a variety of teaching and learning approaches, but rely heavily on reflective journals, small group and peer interaction.

SEMESTER OUTLINE

a. School experiences

The way field experiences for the Practicum are organized may vary from semester to semester, and from institution to institution. Your Instructor will provide you specific information about where you will teach or how to obtain a classroom placement, and your schedule for the semester.

Each Student Teacher will develop a plan for gradually increasing responsibility in the classroom, working with the Seminar Instructor, the College/University Supervisor (Seminar Instructors will supervise field experiences, but may also work with a team of supervisors) and the Cooperating Teacher.

Each college or university will have its own plan for the practicum. It may be organized in a variety of ways. Student teachers can expect the following types of activity and progression during the practicum in Semester 4:

Week 1: Introduction to the school and classroom context.

- Complete the Student Teacher Checklist, provided in your handbook.
- Meeting with the cooperating teacher to discuss how he/she plans for instruction, expectations and the like
- Non-observational Assignments, which will provide you with an opportunity to familiarize yourself with the school, staff, school rules, policies etc. The assignments you are required to complete will depend on your current placement. See the note below.

If you are completing this practicum at a different school than the one you worked in for Semester 3, you will need to complete the assignments provided in your handbook.

Inventory of School Resources,
Community/Co-curricular Engagement
Discipline Procedures and Policies
Cooperating Teacher Interview
Child/Children Classroom Management

If you are at the same school as you were in Semester 3 – but working with a different teacher you need to complete the assignments provided in your handbook.

Cooperating Teacher Interview a
Child/Children Classroom
Management

- Log of Daily Activities
- Daily Reflections (see the forms provided in your handbook)
- Classroom Observations which will provide you with an opportunity to learn how your teacher engages with the children using verbal behavior and how to pace a lesson

- As requested by the Cooperating Teacher, working with children who need extra help and with small groups of children to carry out the teacher's plans

Week 2: Assisting the teacher in classroom instruction as requested and assuming responsibility for planning, teaching and assessing at least part of the lesson.

- Co-planning and co-teaching with the Cooperating Teacher
- Working with children who need extra help
- Completion of any non-observational assignments still outstanding
- Completion of classroom Observations which will provide you with an opportunity to observe children's engagement through their verbal responses and what types of verbal interaction occur in the classroom (selective verbatim)
Working with small groups of children to carry out the teacher's plans
- Co-teaching lessons with the Cooperating Teacher
- Finding out about assessment – what strategies does the teacher use

Week 3: Assuming responsibility for planning, teaching and assessing a at least one subject matter's lesson

- Co-plan full lessons with the Cooperating Teacher
- Co-teach lessons for one subject matter each day
- Working with children who need extra help
- Classroom observations that will provide you with information on how to use questions effectively to engage children. You should also consider using the observation tools provided in your Semester 3 handbook to learn about other aspects of teaching and learning.
- Prepare for a formal observation by your Cooperating Teacher using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet.
- Prepare for a formal observation by your College/University Supervisor using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet.
- Prepare for a mid-way triad meeting.
- Use the Notes for Self Assessment sheet indicating all the evidence you have collected and how this meets the NPSTP.

Week 4: Assuming responsibility for planning, teaching and assessing in two subjects.

- Continue activities above, taking over responsibility for planning, teaching and assessing one subject full lesson) throughout the week
- Co-plan and co-teach all other subjects with the Cooperating Teacher
- Prepare for a formal observation by your College/University Supervisor using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet.

Week 5: Assuming responsibility for planning, teaching and assessing at least three subjects

- Continue activities above, taking over responsibility for planning, teaching and assessing three core subjects with the whole class throughout the week (math, Urdu, science/general studies).
- Co-plan and co-teach all other subjects with the Cooperating Teacher
- Prepare for a formal observation by your Cooperating Teacher using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet.

- Prepare for a formal observation by your College/University Supervisor using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet.

Week 6: Assume additional responsibilities as agreed with the Cooperating Teacher

- Continue planning, teaching and assessing the three core subjects throughout the week and add additional subjects as agreed with the Cooperating Teacher
- Co-planning and co-teaching teaching all other subjects with the Cooperating Teacher
- Prepare for a formal observation by your College/University Supervisor using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet.
- Prepare for a final triad meeting.
- Prepare a Professional Portfolio, addressing the NPSTP. (Use the Rubric provided in your handbook as a guide.)

c. The Practicum Seminar

The seminar runs parallel to your experience at school. The content of the seminar will vary with the Instructor every semester that it is offered.

However, students may expect to discuss issues such as:

- Practical issues of teaching in learning in their field placements,
- Language learning,
- Different perspectives on how to organize and manage a classroom,
- Planning units of instruction,
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Course readings and assignments will focus primarily on preparation for field assignments. Additional assignments and/or readings will be provided throughout the semester.

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SUMMARY OF THE ROLE OF THE STUDENT TEACHER

The Student Teacher should have maximum opportunity to perform to the degree which his or her personal interests, abilities, and individuality allow.

There are three major aspects to the Student Teacher's role during the semester:

- 1) His or her activities in the classroom, school and community;
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The Student Teacher should become involved in the instructional program of the classroom as soon as possible. The experience will begin with observation. Time spent in observation will

vary in length according to the situation, the Student Teacher will gradually assume more responsibility for planning and instruction through activities such as:

- Assisting individual students
- Working with small groups
- Taking responsibility for planning and teaching sections of whole class lessons
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- Teaching selected lessons under the Cooperating Teacher's guidance and be open to receiving feedback. (these should be lessons that are part of the on-going curriculum, not lessons planned off-site and that do not relate to what is appropriate in the classroom)
- Assuming over-all management for part of the day
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- Work with the Student Teacher and university supervisor to set up a lesson plan format to be used by the Student Teacher. The student is required to provide the supervisor with comprehensive written plans prior to each formal observation. Cooperating teachers may also want to require written plans in addition to those required by the supervisor, for example, for sections of lesson.
- Formally and informally observe and provide feedback to the Student Teacher (use the forms provided in the handbook).
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- Make at least four one-hour observation visits throughout the semester, with at least two of these visits followed by a three-way conference involving the student, cooperating teacher, and university supervisor. The focus of these visits will depend on the needs of individual Student Teachers.
- Guide entry into the profession through discussion of issues of professional practice, providing a guided seminar experience, and conferring with the Student Teacher before and after classroom observations and giving feedback on teaching to the Student Teacher.

B.ED

Course Title: FOUNDATION OF EDUCATION

EDU-2302

SEMESTER-3

Credit Hours 03

Learning outcomes

At the end of this course, Student Teachers will understand the following:

- the concepts of foundations and education
- the influence of the disciplines that constitute the foundations of education on educational thought and practice
- the interaction of the social, political, and economic structures of Pakistani society
- how social structure and culture cause individual action
- how these structures and cultures interact with the disciplines of the foundations and actually bear on instruction.

Student Teachers will be able to:

- differentiate between the various schools of thought that have influenced education on the whole and education in Pakistan in particular
- explain the idea of education and the social and philosophical influences on it
- evaluate the social structure of Pakistani society and the role of education in strengthening it.

Essential questions

- What is education?
- What are the basic thoughts about education?
 - How have Pakistanis conceptualized education?
- What has been the history of education in general? In Pakistan?
- How does the history of education influence the future of education in Pakistan?
- What should education be like in the future, both worldwide and in Pakistan?
- What are some of the social influences on education?
- How have philosophies influenced education?
- How has sociology influenced education?
- How has psychology as a discipline influenced the learning and instruction process?

Teaching approaches

A variety of interactive learning approaches will be used in this course. These approaches will enhance Student Teachers' ability to: generate ideas; discuss, ask, and answer questions; develop social skills; and analyse and critique readings and discussion topics. The learning approaches will contribute to the conceptual development of the topic and enhance the Student Teachers' ability to evaluate and justify their opinions in an informed way

UNIT 1: The ideological foundations of education

This unit intends to help students understand Islamic ideological perspectives on education, as well as the importance of education for society and individuals in the light of the

Quran and the Hadith. The influence of peace and social justice in Islam is considered as they influence the role of education for all Pakistanis, including religious minorities.

Week # 1

The Islamic foundation (objectives) in light of the Quran and the Hadith

Week# 2

The Islamic concept of peace

Week# 3

The interaction of other religions with Islam in an Islamic state The roles and expectations of the teacher

UNIT 2: The philosophical foundations of education

This unit deals with the classical and contemporary philosophical perspectives on education. It informs Student Teachers about the significant role of philosophical thoughts and their impact on the aims of education, the selection of content, and the methods of teaching. The study of this unit will assist Student Teachers in understanding and appreciating the philosophical notions of good, true, and aesthetic knowledge.

Week 4

The nature, scope, and function of the philosophy of education The role of educational philosophy

Week# 5

Main philosophical thoughts or schools of thought Idealism in education

Week# 6

Realism in education

Week# 7

Pragmatism in education Critical philosophical theories in education

UNIT 3: The sociological foundations of education

The unit intends to foster an understanding of how society and culture, social structure, history, and economics influence schooling. It will explore the formal processes of education and how education in return strengthens the societal culture and its social structure. The unit informs Student Teachers about the three different sociological perspectives (functionalist, conflict, and interactionist). This will assist them in identifying the kind of education that prevails in our society.

Week # 8

The functionalist perspectives on education

Week# 9

The conflict perspectives on education

Week# 10

The interactionist perspectives on education

UNIT 4: The psychological foundations of education

Psychology, as a foundation discipline, has a significant bearing on education because of its influence on the various factors related to teaching, learning, and assessment. This unit intends to foster an understanding of how psychology and education are interrelated. It aims to equip Student Teachers with insights into student behaviour and learning. They will consider the significant influence of psychology on educational objectives, student characteristics, learning processes, teaching methods, and evaluation procedures.

Week # 11

The behaviourist perspective on education The constructivist perspective on education

Week# 2

The social cognitivist perspective on education

Week# 13

The humanist perspective on education Instruction, learning process, and assessment strategies in light of the psychological perspective

UNIT 5: The historical foundations of education

The aim of this unit is to develop an understanding of the history of education from the time of the Muslim rulers of the subcontinent to the current education system in Pakistan. The unit unfolds the works of individuals and organizations that provide religious and secular education. It examines the methods and sources people used to develop individuals through education. The unit assists Student Teachers in thinking critically about their own and others' assumptions and assertions about past education.

Week # 14

The education system before the British invasion of the subcontinent Darul Uloom Deoband Darul Uloom Nadwat-ul-Ulma

Week# 15

Mohammedan Anglo Oriental College

Week# 16

Pakistan's education system (in light of education policies)

- The state of elementary education
- The state of secondary education
- The state of tertiary education and the role of the HEC
- The influence of the 18th amendment on education and thereafter

Resources

The following resources may be helpful in choosing appropriate readings. A choice of readings may be included in the syllabus or distributed in class, but include only resources that you expect students to use throughout the course. Other readings should be distributed as they are needed. Identify specific chapters from recommended books.

B.ED

Course Title: Perspectives Of Education And Contemporary Social Issues

EDU-2303
SEMESTER-3

CREDIT HRS:3(3+0)

Canestrari, A. & Marlowe, B. A. (eds.) (2009). Foundations of education: An anthology of critical readings. New York: Sage Publications.

Semel, S. F. (2010). Foundation of education: The essential text. New York: Routledge.

Holt, L. C. & Kysilka, M. (2005). Instructional patterns: Strategies for maximizing student learning. New York: Sage Publications.

Moore, R. (2004). Education and society: Issues and explanation in the society of education. Cambridge: Cambridge Press.

Sharma, A. (1999). Modern educational technology. New Delhi: Commonwealth Publishers.

Objectives:

It is expected that by the end of the course students will be able to:

1. Analyze various perspectives of education, ideologies and values.
2. Discuss the changing role of education with respect to our society.
3. Develop a critical inquiry approach with reference to educational matters.
4. Become active and useful citizens to play their due role in the educational process and national development by practicing the knowledge and skills acquired through this course.
5. Understand the leading philosophies and theories of education
6. Understand whether they (the teachers) have certain philosophies and theories present in their educational experiences?
7. How these philosophies help them examine their beliefs about knowledge, their practice of ethical values in the school and classroom?

Course Contents:

Unit 01. Development of Education in Pakistan (Issues and Problems)

- 1.1 The first educational conference 1947.
- 1.2 Report on National Education 1959.
- 1.3 The Education Policy 1972-80
- 1.4 National Education Policy 1979
- 1.5 National Education Policy 1992
- 1.6 National Education Policy 1998-2010
- 1.7 National Education Policy 2009
- 1.8 Education Sector Reforms of 2001

Unit 02. Philosophical Perspectives

- 2.1 Educational Philosophy
- 2.2 Muslim contributions to the educational thought.
 - a) Imam Ghazali
 - b) Ibne Khuldum
 - c) Allama Iqbal
- 2.3 Selected Modern Philosophies of Education
 - a) Perennialism
 - b) Essentialism
 - c) Progressivism
 - d) Reconstructionism

Unit 03. Ideological Perspectives:

Ideology and education

- a) Definition and meaning of ideology
- b) Role of Islamic ideology in the development of education

Unit 04. Economic Perspectives

Education and Economic development

- a) Relation ship between education and development

Unit 05. Social Perspectives

- a) Drug abuse and its prevention
- b) Environmental education
- c) Population education
- d) Education for peace tolerance and human Rights.
- e) Moral / Religious education
- f) Culture and Education

Unit 6. Psychological Perspectives

Theories of Learning

- a) Theory of Learning by Trial-and-Error

- b) Conditioning
- c) Cognitive Approach
- d) Nature and Nurture
- e) Creativity

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1. Friere, P (1970). Pedagogy of the Oppressed. What we consume Part 10.1 and teachers Hand book (1990) W. W. F and Richmond Publishing Co.
2. Elias, John L. & Merriam, Sharan (1984). Philosophical foundations of education. Krieger Publishing Company. Malabar, Florida.
3. Heslep, Robert D. Philosophical Thinking in Educational Practice (Westport, Conn, Praeger Publishers)
4. Gutek, Gerald L. Philosophical and Ideological Perspectives on Education, 2nd ed. (Boston, Allyn and Bacon, 1997)
5. William, E. Doll, Jr. A Postmodern Perspective son Curriculum (New York) Teachers College Press, 1993)
6. Iqbal, M. Reconstruction of Religions thought in Islam
7. National Education Policies (1972, 1979, 1998-2010)

B.ED

Course Title: Educational Psychology

EDU-2304
SEMESTER-3
CREDIT Hrs:3

Objectives:

The study of human Development and learning is very important for professional workers in education generally and for teachers in particular. This course will enable classroom teachers to work effectively with better understanding. At the end of the course it is expected that students will be able to.

1. Identify the types of Psychological questions a teachers can ask and problem s he/she attempts to resolve.
2. Trace the development of a child from birth to adolescence.
3. Measure the development of human learning and adapt teaching to these differences.
4. Explore the development of human learning and factors influencing learning .
5. Identify practical problems related to teaching and learning both in and out of the classroom.
6. Outline briefly different theories of personality and their relationship to schooling.
7. Demonstrate how the effective use of Psychological principles can great a more enlightened curriculum process in schools.

Course Contents

Unit No 1 Nature of Educational Psychology

- 1.1 Meaning and Nature of Psychology
- 1.2 Types of Psychology
- 1.3 Functions and Scope of Educational Psychology
- 1.4 Methods of Educational Psychology (Observation and Experiment)

Unit No. 2 Child as a Developing Organism

- 2.1 Growth and development
- 2.2 Emotional development
- 2.3 Social development
- 2.4 Physical development
- 2.5 Intellectual development

Unit No. 3 Learning

3.1 Meaning and Nature of Learning

3.2 Factors Affecting Learning

3.3 Transfer of Learning

3.4 Approaches of Learning

a) Behavioral

b) Cognitive

Unit No. 5 Mental Health and the Classroom

5.1 Mental Hygiene in the Classroom

5.2 Factors affecting the Mental Health of Students

Unit No. 7 Intelligence and Individual Differences

7.1 Definition and Nature of Intelligence

7.2 Role of Heredity and Environment

7.3 Importance of Individual Differences

7.4 Different Kinds of Children

a) Gifted Children

b) Slow Learners

c) Emotionally Disturbed Children

d) Socially Handicapped Children

7.5 Teaching –Learning Strategies and Individual Differences

Unit No. 8 Guidance in Schools

8.1 Nature of Guidance

8.2 Role and Functions of Guidance in Educational Programme

8.3 Counseling and its Principles

8.4 Organization of Guidance services in Schools.

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1. Hurlock E.B. (1970) Child Development
2. Lindgrin, H.C. (1969) Educational Psychology in the Classroom.
3. Alvi A.H. (1972) Taleemi Nafsiat Lahore Sheikh Ghulam Ali.
4. Cheema . A. D. (1982) Lahore Taleemi Nafsiat.
5. Crow, L.D and Crow, A. (1958) Human Development and learning New

B.ED

Course Title: Comparative Education

EDU-2306

SEMESTER-3

CREDIT HRS: 3

Objectives:

- 1. Describe the Meaning and Significance of Comparative Education*
- 2. Compare the Education systems of Selected Development Countries*
- 3. Compare the Education systems of Selected Developing Countries*
- 4. Analyze Critically the education system of Pakistan*

Unit-1 Introduction to Comparative Education

Concept of Comparative Education Meaning Objectives, Need and Scope

Purpose of Comparative Education

Problems & Advantages of Comparative Education

Unit-2 Method of Comparative Education

Descriptive Methods

Historical Approach

Social Approach

Psychological Methods

Quantitative and Statistical Approach

Scientific Approach

Unit-3 Element of Comparative Education (both Qualitative and Quantitative Dimensions)

3.1 Objectives

3.2 Curriculum

3.3 Teaching Methodology

3.4 Assessment and Evaluation(Student Achievement, Examination System)

3.5 Facilities

3.6 Educational Structure

3.7 Administrative and Financial Setup

Unit-04 Comparative Education in Development Countries

USA

UK

JAPAN

FRANCE

Unit-5 Comparative Education in Development Countries

PAKISTAN

CHINA

MALAYSIA

INDIA

Unit-6 Distance Education in Various Countries

Distance Education in UK

Distance Education in USA

Distance Education in PAKISTAN

Distance Education in INDIA

Unit-07 Examination System

7.1 Examination System in UK

7.2 Examination System in USA

7.3 Examination System in PAKISTAN

7.4 Examination system in INDIA

Unit-8 Teacher Education in Various Countries

8.1 Teacher Education in UK

8.2 Teacher Education in USA

8.3 Teacher Education in PAKISTAN

8.4 Teacher Education in INDIA

Unit-09 Basic Requirements of Education in Different Countries