UNIVERSITY OF MANAGEMENT & TECHNOLOGY

SCHOOL OF SOCIAL SCIENCES & HUMANITIES

Department of Education

**Course Outline**

Course code… **(ED759)** Course title… **Perspectives of Teacher Education**

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| Program | PhD Education |
| Credit Hours | 3 |
| Duration | 16 weeks |
| Prerequisites | Nil |
| Resource Person | Dr. Irfan Bashir |
| Counseling Timing(Faculty Office or Online meeting) | Monday to Friday 4:00 pm – 6:00 pm |
| Contact | 03334627962 |

**Chairman/Director signature………………………………….**

**Dean’s signature…………………………… Date………………………………………….**

**Learning Objective:**

This course begins with the assumption that our ability to understand curriculum, teaching and teacher education, and learning is too often limited by our familiarity with education. The course will inculcate a deep understanding of teacher education, its trends and issues. It will also equip the participants with analytical and creative skills in the domains of Teacher Education with global perspectives to identify the strengths and limitations of various Teacher education systems. The participants will be able to:

1. Critically analyze various definitions of teacher education
2. Compare various models of teacher education
3. Synthesize personal experiences and knowledge bases to develop teacher education models
4. Write a term/research related to their selected area of teacher education

**Learning Methodology:**

The course will be taught using a variety of techniques and modes including online / on campus lectures, discussions, reading assignments, presentations, groups work, research project, and seminars.

**Guideline for Assignments and Presentation:**

1. Follow APA 7th Edition style in written assignments
2. Every presenter/pair or group must prepare a summary of presentation; and distribute in the class before/ right after presentation
3. Every presenter/pair or group must prepare a backup plan for presentation in case of electricity or technology failure
4. Meet the deadlines; due to tight schedule, there are no retakes of presentations
5. Use readable font style, size, slide design and color schemes
6. Submit written report of the presentation before presentation
7. All students must keep the record of all presentations and summaries, as these will be used in midterm and end term exams
8. Each presenter/pair/group will be given 15-20 minutes for presentation and 10 minutes for open house question answers

**Grade Evaluation Criteria**

Following is the criteria for the distribution of marks to evaluate final grade in a semester. This is a tentative distribution that may vary as per directions from the competent authority of UMT.

**Marks Evaluation Marks in percentage**

Quizzes 10

Assignments 20

Mid Term 20

Term Project/paper 20

Final exam 30

Total 100

**Recommended Text Books:**

* Motoko Akiba and Gerald Letendre. (2009). *Improving teacher quality: The U.S. teaching force in global context*. NY: Teachers College Press.
* Kathryn Anderson-Levitt. (2003*). Local Meanings, Global Schooling: Anthropology and World Culture Theory*. New York: Palgrave Macmillan.
* David Phillips and Michelle Schweisfurth. (2008). *Comparative and international education: An introduction to theory, method, and practice*. NY: Continuum International Publishing Group.
* Joseph Tobin, Y. Hsueh, and Karasawa (2009) *Preschool in Three Cultures Revisited: China, Japan and the United States.* Chicago: University of Chicago Press.

**Reference Books:**

1. Chaube,P.S & Chaube,A.(2003). *Comparative Education.* Vikas Publishing House, Delhi
2. Gardinier, M. P. (2012). Agents of change and continuity: The pivotal role of teachers in Albanian educational reform and democratization. *Comparative Education Review 56* (4): 659-683.
3. Kiyoko Uematsu-Ervast (2019). Global perspectives of Teacher Education
4. Mugo, P. and Wolhuter, C.C. (2013). *Comparative Teacher Education.* platinum Press
5. Paine and Zeichner (2012). The local and the global in reforming teaching and teacher education. *Comparative Education Review 56* (4): 569-583.
6. Robinson, M., & Mogliacci, R.  Conceptions and Models of Teacher Education. *Oxford Research Encyclopedia of Education.* Retrieved 16 Jun. 2021, from https://oxfordre.com/education/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-571.
7. Stephen Carney, J. Rappleye, and I. Silova. (2012). Between faith and science: World culture theory and comparative education. *Comparative Education Review 56*(3): 363-393.
8. Thomas Clayton. (2004) “Competing conceptions of globalization” revisited: Re-locating the tensions between world-systems analysis and globalization analysis. *Comparative Education Review, 48* (3): 274-294.
9. Vavrus, F. and Bartlett, L. (2012). Comparative pedagogies and epistemological diversity: Social and materials contexts of teaching in Tanzania. *Comparative Education Review 56* (4): 634-658.
10. National Education Policies, Pakistan
11. Education Statistics Pakistan
12. Education Policies and Economic surveys of Pakistan
13. UNESCO, EFA & MDG, SGDs reports about Pakistan
14. Selected Articles, books chapters

**Calendar of Course contents to be covered during semester**

**Course code……………………………...... Course title………………………………………**

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|  **Week** |  **Course Contents**  | **Reference**  |
| 1 | Introduction to Teacher education: Definition, objectives/purpose and scope, domains/ elements of teacher education | Chaube,P.S & Chaube, A. (2003). |
| 2 | Meaning, Scope and History of Teacher Education (Focus on Subcontinent and West) | Chaube,P.S & Chaube,A |
| 3 | Teacher education in Pakistan (Past, MDGs, SDGs, EFA,NEPs) | Guest SpeakerEducation Policies and ESR  |
| 4 | Understanding Teaching in the era of globalization  | Stephen Carney, J. Rappleye, and I. Silova. (2012). Thomas Clayton. (2004)Mugo, P. and Wolhuter, C.C. (2013) |
| 5 | Teaching as global and/or local: policy and practice | Kathryn Anderson-Levit. (2003). Education policies Pakistan |
| 6 | Comparing and making sense of pedagogies and their reform | Paine and Zeichner (2012). Vavrus, F. and Bartlett, L. (2012). Gardinier, M. P. (2012).  |
| 7 | Quality of Teacher Education : Teacher Licensing and accreditation bodies  | National Professional Standards for Teachers of different countries  |
| 8 | global perspectives of Teacher Education  | Kiyoko Uematsu-Ervast (2019) |
| 9 | Teacher Education Models | Robinson, M., & Mogliacci, R.  Conceptions and Models of Teacher Education.  |
| 10 | Post COVID Teacher education curriculum : suggestions and expectations  | Guest speaker  |
| 11 | Peripheral vision and other lenses to bring to viewing teaching comparatively | Kathryn Anderson-Levit. (2003).  |
| 12 | Future of Teacher Education  | Guest Speaker  |
| 13 | Students’ presentation  | NA |
| 14 | Students’ presentation  | NA |
| 15 | Students’ presentation  | NA |
| 16 | Recap and review  |  |