**University of Management and Technology**

**Course Outline**

Course Code ED651 Course Title **Models and Theories in Teacher Education**

|  |  |
| --- | --- |
| Program | MPhil Education |
| Credit Hours | 3 |
| Duration | 16 weeks |
| Prerequisites | NA |
| Resource Person |  |
| Counseling Timing(Room# ) |  |
| Contact | (042) 35212801, Ext. |

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

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

**Course Description:**

This course explores educational goals, policies, and practices around the world about teacher education. The field of teacher education is built on models and their practices to develop reflective teachers. We will examine specific models of teacher education and discuss their application to local context. The course is organized in two main parts: The first part of the course will serve as an introduction to the field of teacher education. We will critically examine the colonial and postcolonial roots of teacher education. The second part of the course will focus on examining the various models of teacher education. The focus of the models of teacher education has shifted in recent years from increasing access to formal schooling to all pre-service and in-service teachers to improving the quality of instruction.

**Learning Objective:**

By the end of this course participants will be able to:

1. Explain the concept and scope of teacher education.
2. Discuss the nature of teacher education programs.
3. Explain the changing context of teacher education in the Pakistani scenario.
4. Analyze the changing context of teacher education in the global scenario
5. Gain knowledge of the system of education and teacher preparation in Pakistan.
6. Explain different models of teacher education and their relevance to prepare teachers for future need.

 **Learning Methodology:**

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

**Grade Evaluation Criteria**

Following is the criteria for the distribution of marks to evaluate final grade in a semester.

**Marks Evaluation Marks in percentage**

Quizzes 10%

Assignments 10%

Mid Term 20%

Attendance & Class Participation 05%

Term Project 15%

Presentations 10%

Final exam 30%

Total 100%

**Recommended Text Books:**

**References:**

1. Richard, D. (2008). ***Models and the knowledge base of second language teacher education***. University of Hawaii. <http://www.hawaii.edu/sls/uhwpesl/112/day112.pdf>
2. Wallace, M.J. (2011). ***Training foreign language teachers: a reflective approach***. Cambridge.
3. Watson, K. (2018**). *Key issues in education: Comparative perspectives.*** Routledge.
4. Beech, J. (2016). ***The theme of educational transfer in comparative education: Research in comparative and international education***. Routledge.
5. Han. S., & Buchmann, C. (2016). **Aligning science achievement and stem expectations for college success: A comparative study of curricular standardization**. *The Russell Sage Foundation Journal of the Social Sciences, 2*(1), 192-211.
6. Hayhoe, R., Manion, C., & Mundy, K. (2017). ***Why study comparative education*. Routledge.**
7. Marshall, J. (2014). ***Introduction to comparative and international education.*** Sage.
8. Rora G. L., & Panda, P. (Eds). (2001). ***Fifty years of teacher education in India***. NCERT.
9. Kohli, V. K. (1992). ***Teacher Education in India*.** Vivek.
10. Liberman, M. (1992). ***Building professional culture in schools and colleges***. Teachers college press.
11. NCTE. (1998). ***Competency based and commitment oriented, teacher education for quality college education*.** NCTE.
12. Khan, M. S. (1983). ***Teacher Education in India & abroad.***Himalaya Publishing.
13. Scielo, N. (2008). ***Tasting teaching flavors: a group of student-teachers’ experiences in their practicum***. University of Colombia. <http://www.scielo.org.co>

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

Course Code ED677 Course title **Models of Teacher Education**

|  |  |  |
| --- | --- | --- |
| **Week** | **Course Contents**  | **Reference Chapter(s)** |
| 1 | **Introduction to Teacher Education*** Concept of **teacher** education
* Need and scope of **teacher education**
* Purpose of **teacher** education
 | Chapter 1 |
| 2 | **The Role of Teacher Education to Prepare Teachers*** Pre-Service **teacher training**
* **In-Service teacher training**
 | TBS |
| 3 | **Models of Teacher Education*** The Applied Science Model
* The Craft Model
* The Reflective Model
* The Normal Model
* The Higher Education Model
* The Pedagogical Internships Model
 | Chapter 2 |
| 4 | The Applied Science Model* Meaning and scope of applied science model
* Implication of applied science model
* Merits and demerits of applied science model
 | Chapter 3 |
| 5 | The Craft Model* Meaning and scope of craft model
* Implication of craft model
* Merits and demerits of craft model
 | Chapter 4 |
| 6 | The Reflective Model* Meaning and scope of reflective model
* Implication of reflective model
* Merits and demerits of reflective model
 | Chapter 3 & 4 |
| 7 | Comparison among Allied Science, Craft, and Reflective Models of Teacher Education  | Chapter 2, 3, 4 |
| 8 | Mid Term Exam |  |
| 9 | The Normal Model* The concept of normal primary schools
* Admission to teacher education schools
* Mathematics in the courses of teacher education schools
 | Chapter 5 |
| 10 | The Higher Education Model* The qualification course for secondary school
* The normal high schools
* Teaching knowledge and the normal high schools
 | Chapter 6 |
| 11 | The Pedagogical Internships Model* Professional knowledge developed during the internships
* Professionalization in practice
 | Chapter 7 |
| 12 | Institutionalization Models for Teacher Education* Teachers’ professional knowledge
* Teachers’ pedagogical knowledge
 | Chapter 8 |
| 13 | Continue Professional Development (CPD)* The scope of CPD
* Implication of CPD
* Role of CPD in in-service training
 | Chapter 9 |
| 14 | Researching the Teacher Education | TBS |
| 15 | Evaluation of Curriculum Models in Teacher Education | TBS |
| 16 | Final Term Exam |  |

 Note= TBS: To be shared via resource person