**University of Management and Technology**

**Department of Education**

**School of Social Sciences and Humanities**

**Course Outline**

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| Course Code | **ED-337** |
| Course Title | **Teaching Practicum I** |
| Resource Person(s) | **Dr. Afshan Naseem** |
| Semester | S 2024 |
| Program | BS Education |
| Credit Hours | 3 |
| Duration | 16 weeks |
| Prerequisites | Nil |
| Counseling Hours |  |

**Chairperson/Director signature………………………………….**

**Dean’s signature……………………………**

**Date………………………………………….**

**UMT Vision**

Our vision is Learning. It defines our existence, inspires all stakeholders associated with us, creates a powerful momentum inside, and responds to the challenges outside. It continues to evolve as present captures new realities and foresight unfolds new possibilities. All in an incessant attempt to help individuals and organizations discover their God-given potentials to achieve Ultimate Success actualizing the highest standards of efficiency, effectiveness, excellence, equity, trusteeship and sustainable development of global human society.

**UMT Mission**

Our mission is leading. We aspire to become a learning institution and evolve as the leading community for the purpose of integrated development of the society by actualizing strategic partnership with stakeholders, harnessing leadership, generating useful knowledge, fostering enduring values, and projecting sustainable technologies and practices.

**Dept. of Education Vision.**

To become an internationally well-recognized research oriented platform for pre-service & in-service teacher education as well as leadership & management programs.

**Dept. of Education Mission**

Our mission is to contribute in developing knowledgeable, skilled and professional individuals who can contribute to the human development for a sustainable peaceful society for the present and future generations.

Program Educational Objectives

After completion of graduation, the graduates of the BS Education will be able to:

**PEO 1:** Apply the research based quality knowledge of core areas of education required for teaching, management, and learning to take a lead in competitive environment for an improved version of society based on equity and equality. **(Cognitive)**

**PEO 2:** effectively choose professional ethics, skills and competence to perform their job meeting the local and global standards to solve the problems **(Affective)**

**PEO 3:** lead the way in shaping and equipping students, schools and society for the future through creative problem-solving methods rooted in both modern and seminal educational theories and religious principles. **(Cognitive)**

**PEO 4:** effectively exhibit the hands-on skills of Information Communication Technology (ICT) in their classroom teaching and professional development through learning communities. **(Psychomotor)**

Program Learning Outcomes (in accordance with HEC, UMT 2.0 Policy and NACTE)

After successful completion of the program, the graduates will be able to:

|  |  |  |
| --- | --- | --- |
| PLO # | PLO Title | Description |
| 1 | Subject Matter Knowledge | Evaluate the existing curriculum, content, theories, and practices related to education in local and global perspective to apply in their context. |
| 2 | Human Growth and Development | Relate teaching-learning with real-life examples considering the physical, psychological, social, and moral development of students to develop critical and creative thinking among students. |
| 3 | Knowledge of Ethical Values/social life skills | Exhibit the understanding of Islamic/Religious, ethical and professional values in their professional and social life to promote equity and equality for learning and development of the students’. |
| 4 | Instructional Planning and Strategies | Apply and utilize academic planning skills in their specialized areas and content areas to improve students’ learning considering multiple factor e.g. content, curriculum, community, educational theories. |
| 5 | Students’ Assessment | Evaluate, select, and develop assessment strategies/tools/tests appropriate to measure students’ learning, considering curriculum requirements and learning objectives to improve both students’ and their own performance. |
| 6 | Learning Environment | Create a safe, conducive and inclusive learning environment supported by educational theories in the context of local and global needs and standards. |
| 7 | Effective Communication, and use of Information and Communication Technologies | Use appropriate and effective academic communication skills and Integrate ICT and emerging technologies in their teaching. |
| 8 | Collaboration and Partnership | Improve teaching-learning scenario by developing relationship with colleagues, parents, community and local as well as global platforms/organizations. |
| 9 | Continuous Professional Development and Code of Conduct | Meet the required standards of professional and academic integrity by pursuing and searching opportunities for their professional growth and development. |
| 10 | Teaching of English as FL/SL | Teach English effectively in different contexts by using their knowledge of ELT pedagogy |

**Course Description**

This course is compulsory for prospective teachers. The development of new teachers is mandatory as they will be replaced by older ones. So, novice teachers with the best teaching skills will be able to ensure quality education. Student teachers will observe the teaching practices of teachers who will work as mentors for the prospective teachers. During teaching practice-1 all the prospective teachers will observe classroom teaching of senior teachers. Trainee teachers also learn by observing classroom management, school building and infrastructure, school environment, and a lot of co-curricular activities taking place in the school.

This course is a supervised experience of working with Senior Teachers working in a school setting. This course is set to develop observational and reflective skills. Prospective teachers are required to observe, think critically, and then reflect on the events and situations. Students will be engaged in observing classroom practices, science laboratory practices, and the environment of the school, playground, and library to develop observational skills through reflective writing or journal writing.

**Course Learning Outcomes:**

After completion of the course, the prospective teachers will be able to:

CLO1. Reflect on and learn from teaching practice (Observation phase). C4

CLO2. Collaborate with peers, cooperating teacher, and college/ supervisor, establishing

professional relationships. A3

CLO3. Invite, accept, and utilize feedback from the supervising teacher, peers, and the

college/university supervisor in a non-defensive manner. A5

CLO4. Transcribe recorded observations and write field notes. C5

**Teaching Practice:**

This course consists of:

1. Three day’s workshop.

2. School visits (Fourteen Days).

3. Field Notes (12-15)

4. Observational/Reflective Reports (02)

5. Presentation of your work

**Guideline for Assignments and Presentations:**

* Follow APA 7th Edition style in written assignments.
* Every presenter/pair or group must prepare a presentation summary and distribute it in the class before the presentation.
* Every presenter/pair or group must prepare a backup plan for the presentation in case of electricity or technology failure.
* Meet the deadlines; due to a tight schedule, there are no retakes of presentations.
* Use readable font style, size, slide design, and color schemes for ppt presentations.
* Submit a written report of the presentation before the presentation.
* Each presenter/pair/group will be given 20-30 minutes (but not as a fixed rule, it is a tentative time) for the presentation and 10 minutes for open house question answers.

**Grade Evaluation Criteria**

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

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| --- | --- |
| **Components** | **Marks in Percentage** |
| Class Activity | 10% |
| Attendance | 10% |
| Field notes | 20% |
| Observation | 20% |
| Presentations | 20% |
| Project Submission | 20% |
| Total | 100% |

**Course Calendar**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Weeks** | **Topics** | **Ref Chapters** | **Assignments & Tasks** | **CLOs** |
|  | Introduction to the course  Importance and significance of Teacher Practicum | Handouts by resource person | Activity: KWL chart |  |
|  | Effective teacher and teaching  How to do classroom observation  Learning by Observing: Observing teachers in a classroom | PPT and Handout by resource person | Reflection | 1 |
|  | School visit: Assigning the teacher to classroom observation as requested and assuming responsibility for planning, observing, and recording observation in one subject. | NA | Classroom observation and field notes | 1,2 |
|  | School visit: Assigning the teacher to classroom observation as requested and assuming responsibility for planning, observing, and recording observation in two subjects. | NA | Classroom observation and field notes | 1,2 |
|  | School visit: Assume additional responsibilities as agreed with the cooperative teacher along with observation in two subjects | NA | Classroom observation and field notes | 1,2 |
|  | School visit and record observation  Feedback will be held for sharing learning experiences with peers and the course supervisor. Suggestions will be provided by the supervisor | NA | Classroom observation and field notes | 1,2 |
|  | School visit and record observation  Practical issues of observing in their field placement: Language learning, Different perspectives on how to organize and manage the classroom, lesson planning and its delivery, relevance of content, use of teaching methodology, use of assessment techniques, teacher-student relationship and behavior, teachers’ appearance, and overall classroom environment. | NA | Classroom observation and field notes | 3,4 |
|  | School visit and record observation | NA | Classroom observation and field notes | 1,2 |
|  | School visit and record observation | NA | Classroom observation and field notes | 1,2 |
|  | School visit and record observation | NA | Classroom observation and field notes | 1,2 |
|  | School visit and record observation  Feedback will be held for sharing learning experiences with peers and the course supervisor. Suggestions will be provided by the supervisor | NA | Classroom observation and field notes | 1,2,3,4 |
|  | School visit and record observation | NA | Classroom observation and field notes | 1,2 |
|  | School visit and record observation | NA | Classroom observation and field notes | 1,2 |
|  | School visit and record observation | NA | Classroom observation and field notes | 1,2 |
|  | Students will prepare their portfolio after every school visit which will approximately be 12 weeks in length. The portfolio will be 24 classroom observation reports, 12-15 field notes (12-15), and 02 comprehensive observational/reflective reports. | NA | Classroom observation and field notes | 1,2,3,4 |
|  | Seminar by the students: Presentation of their teaching experience. Feedback and submission of portfolios. | NA | Presentations | 1,2,3,4 |

**Mapping of CLOs to Direct Assessments**

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| --- | --- | --- | --- | --- |
| **CLOs▼** | Observation notes | Field Notes | Presentation | Project/  Portfolio |
| 1 | ✔ | ✔ | ✔ | ✔ |
| 2 | ✔ | ✔ |  |  |
| 3 | ✔ | ✔ | ✔ |  |
| 4 | ✔ | ✔ | ✔ | ✔ |

**Mapping of CLOs to Program Learning Outcomes (PLOs):**

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| --- | --- | --- | --- | --- |
| **CLO’s/**  **PLO’s** | **CLO 1** | **CLO 2** | **CLO 3** | **CLO 4** |
| **PLO 1: Subject matter knowledge** |  |  |  |  |
| **PLO 2: Human Growth and Development-** |  | **✔** |  |  |
| **PLO 3: Knowledge of Professional and Ethical Values** |  |  | **✔** |  |
| **PLO 4: Instructional Planning and Strategies** |  |  |  |  |
| **PLO 5: Students’ Assessment-** |  |  | **✔** |  |
| **PLO 6**: **Learning Environment** | **✔** |  |  |  |
| **PLO 7: Effective Use of Information and Communication Technologies** |  |  |  | **✔** |
| **PLO 8: Collaboration and Partnership** |  | **✔** |  |  |
| **PLO 9: Continuous Professional Development and Code of Conduct-** |  |  |  | **✔** |

**Recommended Text Books:**

AIOU (2019). *Manual Teaching Practice I*. Allama Iqbal Open University, Islamabad.

Graham Crookes (2003) *A Practicum in TESOL: Professional Development Through Teaching*

*Practice*. Cambridge University Press

**Reference Books:**

Jaan Mikk, Marika Veisson, and Piret Luik (2010).*Teacher's Personality and Professionalism*;

Peter Lang

Geraldine McBurney-Fry . (2002). *Improving Your Practicum: A Guide to Better Teaching*

*Practice.* Social Science Press

**Online References:**

<https://www.torsh.co/article/classroom-observation/>

<https://www.codimg.com/education/blog/en/classroom-observation>

<https://classroommosaic.com/blog/an-introduction-to-classroom-observations>

<https://gradx.co/objectives-of-classroom-observation/>

<https://mondship.com/what-are-the-steps-in-classroom-observations/>

<https://libguides.usc.edu/writingguide/assignments/fieldnotes>

<https://cfde.emory.edu/_includes/documents/sections/teaching/classroom-observation.pdf>

<https://history.utah.gov/repository-item/how-to-write-field-notes/>