**University of Management and Technology**

**Department of Education**

**School of Social Sciences and Humanities**

**Course Outline**

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| Course Code | **ED-321** |
| Course Title | **Teaching Practicum II** |
| Resource Person(s) |  |
| Semester |  |
| Program | BS Education |
| Credit Hours | 3 |
| Duration | 16 weeks |
| Prerequisites | Nil |
| Counseling Hours |  |

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

**Dean’s signature……………………………**

**Date………………………………………….**

**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. This course provides opportunities to trainee teachers for classroom teaching and school-based experiences. Besides classroom teaching, this experience will also assist trainee teachers in learning classroom management skills. This course consists of the workshop, teaching practicum in school, and presentation of model/final lesson plans. During teaching practice 2 all the prospective teachers will conduct class as teachers under the guidance of senior teachers. Trainee teachers also learn classroom management, Plan and execute lesson plans, and administrative and communication skills by participating in curricular, co-curricular, and extra-curricular activities.

**Course Learning Outcomes:**

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

CLO1. Reflect on and learn from connecting theory and their teaching practice. C4

CLO2. Collaborate with peers, cooperating teacher, other school staff, and supervisor,

establishing professional relationships. A3

CLO3. Invite, accept, and utilize feedback from the cooperating teachers, peers, and the

supervisor in a non-defensive manner. A5

1. CLO4. produce plans for teaching and learning that reflect the use of appropriate instructional
   * + 1. methods and strategies to meet the needs of all students within the context of the
       2. practicum classroom. C5

**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-** |  |  |  | **✔** |
| **Teaching of English** |  |  |  | **✔** |

**Teaching Practice:**

The total number of hours required in the semester for this course is 3 credits x 3 hours x 16 weeks, or 144 hours. It is recommended that Student Teachers spend around 108 hours (18 days with 6 hrs. fieldwork) in the classroom for teaching practicum, and the rest of the hours will be spent in seminars, meetings, and working on assignments. The time during practicum II would be spent at the primary level (Phase 1: Classes 1 & 2, Phase 2: Classes 3 to 5).

This course consists of:

1. Three day’s workshop.

2. School visits = 18 days (18 Days= 108 hrs).

3. Lesson Plans = 40

4. The practicum seminar

Student Teachers will be expected to complete a variety of seminar assignments during this semester. Like;

* Present an analysis of your own or a peer’s teaching
* Conduct observations focused on specific classroom practices or an individual child
* Try out a particular method and reflect on its success in achieving its purpose.

**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 Participation | 10% |
| Attendance | 10% |
| Field notes | 20% |
| Lesson Plans | 20% |
| Presentations | 20% |
| Assignment | 20% |
| Total | 100% |

**Recommended Text Books:**

AIOU (2022). *Manual Teaching Practice II*. 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

**Course Calendar**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Weeks** | **Topics** | **Ref Chapters** | **Assignments & Tasks** | **CLOs** |
|  | Introduction to the course  Importance and Significance of Teacher Practicum  Components of Teaching Practicum II | Handouts by resource person  AIOU book | Activity: KWL chart |  |
|  | Effective teaching and teaching  Lesson Plan Development | PPT and Handout by resource person  AIOU book | Lesson plan development and presentation | 1 |
|  | School visit:  Phase 1: Classes 1 & 2 | NA | * Awareness of school resources, school records, community relationships, discipline, procedures, and policies * Information about the school system by interviewing a school teacher and student(s) * Co-teach lessons with a teacher at the school for one subject | 1,2 |
|  | School visit:  Phase 1: Classes 1 & 2 | NA | * Working on tasks (lesson-planning, copy checking, test development, guiding a group of students, invigilation or paper-checking) assigned by school administration/cooperating teacher * Observing the teaching of a school teacher for teacher-student interaction and the flow of the lesson * Co-teach lessons with a teacher at the school for two to three subjects | 1,2 |
|  | School visit:  Phase 1: Classes 1 & 2 | NA | * Assuming the responsibility for lesson planning * Teaching and assessment of three core subjects (full lesson) throughout the week (Eng, Maths, Urdu) | 1,2 |
|  | School visit:  Phase 1: Classes 1 & 2 | NA | * Assuming the responsibility for lesson planning * Teaching and assessment of three core subjects (full lesson) throughout the week (Islamiyat, General knowledge, Science/ Social Studies etc.) |  |
|  | Seminar 1  Feedback will be held for sharing learning experiences with peers and the course supervisor. Suggestions will be provided by the supervisor | NA | Field notes and Lesson plan presentations | 1,2 |
|  | School visit:  Phase 1: Classes 1 & 2 | NA | * Assuming the responsibility for lesson planning. * Teaching and assessment of three core subjects * Observation by the supervisor for the **Model lesson plan 1**. | 1,2 |
|  | School visit:  Phase 2: Classes 3 to 5 | NA | * Assuming the responsibility for lesson planning. * Teaching and assessment of three core subjects | 1,2 |
|  | School visit:  Phase 2: Classes 3 to 5 | NA | * Assuming the responsibility for lesson planning. * Teaching and assessment of three core subjects | 1,2 |
|  | Meeting with supervisor | NA | * Field notes and Lesson plan presentations * Feedback will be held for sharing learning experiences with peers and the course supervisor. | 1,2,3,4 |
|  | School visit:  Phase 2: Classes 3 to 5 | NA | * Assuming the responsibility for lesson planning. * Teaching and assessment of three core subjects * Peer observation | 1,2 |
|  | School visit:  Phase 2: Classes 3 to 5 | NA | * Assuming the responsibility for lesson planning. * Teaching and assessment of three core subjects * Observation by the supervisor for the Model lesson plan 2. | 1,2 |
|  | School visit:  Phase 2: Classes 3 to 5 | NA | * Assuming the responsibility for lesson planning. * Teaching and assessment of three core subjects | 1,2 |
|  | Meeting with Supervisor | NA | * Discussion and planning for the final seminar 2. | 1,2,3,4 |
|  | Seminar 2 | NA | * Presentation of their teaching experience. * Submission of portfolios and assignments. | 1,2,3,4 |

**Mapping of CLOs to Direct Assessments**

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