**University of Management and Technology**

**Department of Education**

**School of Social Sciences and Humanities**

**Course Outline**

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| --- | --- |
| Course Code | **ED-431** |
| Course Title | **Teaching Practicum III** |
| 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**

The purpose of the teaching practice course is to provide candidates with the opportunity to apply and present the specialized knowledge they have acquired in order to enhance their professional practice and their teaching skills, as they are considered resident teachers in the partner schools. Teaching Practice III is a full semester, lasting 16 weeks. During teaching practice 3 all the prospective teachers will conduct classes as teachers under the guidance of senior teachers at the elementary level. A field experience is planned, carried out and evaluated in accordance with the principles of the partnership of the school and the university involved in the field supervision of the candidates. The teaching practice program is based on the pillars of partnership, cooperation and integration, commitment and accountability, as well as sustainable development. Different teaching strategies are used to support students’ learning, and candidates should be ready to meet the needs of their students. During the teaching practice, candidates are expected to take responsibility for the learning and attainment of their students, and they must also fulfill all other professional obligations during the period.

**Course Learning Outcomes:**

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

1. CLO1. recognize the cognitive and affective needs of children, and establish learning. A5

CLO2. collaborate with peers, cooperating teachers, other school staff, and supervisors,

establishing professional relationships. A3

1. CLO3. utilize appropriate instruments or techniques for informally and formally assessing
	* + 1. children’s learning and children’s learning needs. C5

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. C6

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 elementary level (classes 6 to 8).

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.

|  |  |
| --- | --- |
| **Components** | **Marks in Percentage** |
| Class Participation | 10% |
| Attendance | 10% |
| Model lesson presentation | 20% |
| Lesson Plans | 20% |
| Presentations/ Seminar  | 25% |
| Assignment | 15% |
| Total | 100% |

**Recommended Text Books:**

AIOU (2022). *Manual Teaching Practice*. Allama Iqbal Open University, Islamabad.

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

*Practice*. Cambridge University Press

**Reference Books:**

Baharain Teachers College. (2008). *Teaching practice: Student-teacher handbook*. Baharain

University

Cohen, L., Menion, L., &Morrioson, K.(2010). *Teaching practice.* Routledge.

Faculty of Education. (2014). *Teaching practice handbook*. The University of Hongkong.

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

Practice. Social Science Press

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

Peter Lang

School of Education. (2013). *Teaching practice handbook.* University of Cape Town.

**Course Calendar**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Weeks** | **Topics** | **Ref Chapters** | **Assignments & Tasks** | **CLOs** |
|  | Introduction to the course Importance and Significance of Teacher Practicum Effective teaching and teaching | Handouts by resource person AIOU book | Activity: KWL chart |  |
|  | Microteaching | PPT and Handout by resource person | Lesson plan development and presentation at the elementary levelTest construction | 1 |
|  | School visit: | 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
 | 1,2 |
|  | School visit:  | 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
 | 1,2 |
|  | School visit: | NA | * Assuming the responsibility for lesson planning
* Teaching and assessment of three core subjects (full lesson) throughout the week (Eng, Maths, Urdu)
* **Peer teaching 1**
 | 1,2 |
|  | School visit: | 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: | NA | * Assuming the responsibility for lesson planning.
* Teaching and assessment of three core subjects
* **Peer teaching 2**
 | 1,2 |
|  | School visit: | NA | * Assuming the responsibility for lesson planning.
* Teaching and assessment of three core subjects
 | 1,2 |
|  | School visit: | 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 |
|  | 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: | NA | * Assuming the responsibility for lesson planning.
* Teaching and assessment of three core subjects
 | 1,2 |
|  | School visit: | NA | * Assuming the responsibility for lesson planning.
* Teaching and assessment of three core subjects
 | 1,2 |
|  | School visit: | 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 |
|  | 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**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CLOs▼** | Assignment | Model Lesson | Presentation | Project/Portfolio |
| 1 | ✔ | ✔ | ✔ | ✔ |
| 2 | ✔ | ✔ | ✔ |  |
| 3 | ✔ | ✔ | ✔ | ✔ |
| 4 | ✔ | ✔ | ✔ | ✔ |