CURRICULUM OF
EDUCATION

B.Ed. (Hons.) Elementary
ADE (Associate Degree in Education)

(Revised 2012)

HIGHER EDUCATION COMMISSION
ISLAMABAD-PAKISTAN

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**HIGHER EDUCATION COMMISSION
ISLAMABAD – PAKISTAN**

**CURRICULUM DIVISION,
HEC**

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Mr. Muhammad Javed Khan   Adviser (Academic)

Mr. Fida Hussain   Director General (Accreditation & Attestation)

Mr. Farman Ullah Anjum   Director General (Academic)

Dr. M. Tahir Ali Shah   Deputy Director (Accreditation & Attestation)

Mr. Muhammad Arif   Deputy Director (Curriculum)

Mr. Farrukh Raza   Assistant Director (Curriculum)

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Prof. Dr. S. Sohail H. Naqvi
Executive Director

Foreword

Teacher education in Pakistan is leaping into the future. This updated Scheme of Studies is the latest milestone in a journey that began in earnest in 2006 with the development of a National Curriculum, which was later augmented by the 2008 National Professional Standards for Teachers in Pakistan and the 2010 Curriculum of Education Scheme of Studies. With these foundations in place, the Higher Education Commission (HEC) and the USAID Teacher Education Project engaged faculty across the nation to develop detailed syllabi and course guides for the four-year B.Ed. (Hons) Elementary and two-year Associate Degree in Education (ADE).

The syllabi and course guides have been reviewed by the National Curriculum Review Committee (NCRC) and the syllabi are approved as the updated Scheme of Studies for the ADE and B.Ed. (Hons) Elementary programs.

As an educator, I am especially inspired by the creativity and engagement of this updated Scheme of Studies. It offers the potential for a seismic change in how we educate our teachers and ultimately our country's youngsters. Colleges and universities that use programs like these provide their students with the universally valuable tools of critical thinking, hands-on learning, and collaborative study.

I am grateful to all who have contributed to this exciting process; in particular the faculty and staff from universities, colleges, and provincial institutions who gave freely of their time and expertise for the purpose of preparing teachers with the knowledge, skills, and dispositions required for nurturing students in elementary grades. Their contributions to improving the quality of basic education in Pakistan are incalculable. I would also like to thank the distinguished NCRC members, who helped further enrich the curricula by their recommendations. The generous support received from the United States Agency for International Development (USAID) enabled HEC to draw on technical assistance and subject-matter expertise of the scholars at Education Development Center, Inc., and Teachers College-Columbia University. Together, this partnership has produced a vitally important resource for Pakistan.

Prof. Dr. S. Sohail H. Naqvi,
Executive Director,
Higher Education Commission,
Islamabad.

Curriculum Review Process

The ADE/B.Ed. Elementary (Honors) course/s, for Years One and Two have been reviewed by members of the Higher Education Commission's National Revision Committee of Curriculum (NCRC) and approved as courses in the ADE/B.Ed. Elementary (Honors) program.

The following procedures were followed:

1) Development of a Scheme of Study by NCRC(Revised version 2010)

2) Development of a syllabus and a course guide by a design team comprised of college/university faculty working with national and international curriculum specialists, drawing on the Scheme of Study.

3) Review of the Syllabus and course guide by at least 2 members of NCRC following criteria established by NCRC in its meeting 30 January 2012 at University of Karachi.

4) Revision of Syllabus and Course Guide by a sub-committee of the curriculum design team.

5) Submission of final documents to HEC.

Name

Professor Rehana Masrur

Signature:

Designation: Chair, NCRC

Date

26 June 2012

LIST OF NCRC MEMBERS

Sr.Nos	Name and Address
1.	**Prof. Dr. Rehana Masrur,** Dean Faculty of Education, Allama Iqbal Open University (AIOU), Islamabad.
2.	**Dr. Mussarat Anwar Sheikh,** Associate Professor/ Chairperson, Department of Education, Fatima Jinnah Women University, Rawalpindi.
3.	**Prof. Dr. Uzma Quraishi,** Chairperson, Department of Education, Lahore College for Women University, Lahore.
4.	**Dr. Muhammad Imran Yousaf,** Associate Professor, Department of Education PMAS-Arid Agriculture University, Rawalpindi.
5.	**Dr. Fauzia Khurshid,**Associate Professor, Department of Education, National University of Modern Languages , Islamabad.
6.	**Dr. James Shafi,** Professor of Education,Department of Education, Forman Christian College University, Ferozepur Road, Lahore.
7.	**Dr. Riasat Ali,** Chairman, Department of Education,Abdul Wali Khan University, Mardan.
8.	**Dr. Muhammad Saeed Shahid,** Chairman, Department of Elementary Education,IER, University of the Punjab, Lahore.
9.	**Dr. Abdul Hameed,** Associate Dean, School of Social Sciences & Humanities, University of Management & Technology, Lahore.
10.	**Dr. Ishtiaq Hussain,**Director, Institute of Education and Research,Kohat University of Science and Tech, Kohat Khyberpakhtunkhwa.
11.	**Dr. Jamil Ahmed Memon** Additional Director (Acad), Institute of Education, Shah Abdul Latif University, Khairpur.
12.	**Prof. Allah Noor Khan,**Assistant Professor,Institute of Education & Research,Gomal University, Dera Ismail Khan.
13.	**Dr. Muhammad Asif Malik** Professor & Chairman, Department of Education GC University, Faisalabad.
14.	**Prof. Dr. Parveen Munshi** Dean, Faculty of Education, University of Sindh, Jamshoro.
16.	**Prof. Dr. Rizwan Akram Rana** Associate Professor / Chairman, Department of Science Education, Institute of Educational and Research, University of the Punjab, Lahore
17.	**Dr. Tayyab Alam Bukhari** Head, Department of Research and Development, Foundation University, College of Liberal Arts and Sciences. New Lalazar Rawalpindi
18.	**Mr.Rafiqullah,**AssistantProfessor,Institute of Education & Research, Gomal University, Dera Ismail Khan.
19.	**Dr. Nabi Bux Jumani,** Professor / Dean, Department of Education, Faculty of Social Sciences, International Islamic University, Islamabad.

20.	**Dr. Bernadette L. Dean,** Principal, Department of Education, St Joseph College, Karachi.
21.	**Dr. Muhammad Saeed Khan,**HOD, Hazara University, Mansehra.
22.	**Dr. Javed Iqbal,** Assistant Professor, Department of Education, Karakaram International University, Gilgit.
23.	**Dr. Mumtaz Akhter,** Director, Institute of Agriculture Research, University of the Punjab, Lahore.
24.	**Ms. Rana Hussain** Director (Curriculum) Pre-STEP,House No. 3, Street 4,Sector F-7/3, Islamabad.
25.	**Dr. Samina Yasmin Malik** Education Department, International Islamic University,Islamabad Islamabad.
26	**Ms,Qaisera Sheikh ,**Beacon House International University, Lahore
27	**Dr Zafar Iqbal ,**Dean Social Science Karcahi University
28	**Ms Aziz un Nissa,** Faculty Karcahi University
29	**Dr. Shagufta Akhtar** International Islamic University. Isalmabad

Minutes of Meetings held on 1/12/2011, 30/1/2012, 3/3/2012 and 22/5/2012

USAID Teacher Education Project/HEC Meeting
1 December 2011
Meeting Notes

USAID Teacher Education Project attendees:

Rana Hussain	Director -Curriculum Development
Syed Fayyaz Ahmed	Advisor -Education Policy
Mary Lackie	Sr.Technical Director/Policy & Planning
Helen Kamal	Sr.Technical Director/Curriculum & Professional Development

HEC attendees:

Mr. M. Javed Khan	HEC Advisor Academic
Dr Tahir Ali Shah	Deputy Director of Curriculum
Mr. Fida Hussain	Director Quality Assurance

Action Items:
1. HEC to appoint a focal person responsible for coordinating reviews of course materials and contacting NCRC members (to be coordinated through Dr. Sohail Naqvi's office).
2. NCRC members to review ADE/B.Ed (Hons) course materials. USAID Teacher Education Project and HEC to meet with NCRC members in January 2012 to identify small group for each course and to prepare for a review.
3. HEC will coordinate a committee to discuss the upgrading of qualifications of current teachers
   a. USAID Teacher Education Project will recommend the TOR for the committee
4. Upon written request from USAID Teacher Education Project, HEC will appoint a focal person for us to work with on affiliation issues.
5. HEC Advisor Academic will request notification letter for B.Ed. (Hons.).
6. USAID Teacher Education Project to share minutes with HEC, including Dr. Sohail Naqvi

Discussion:

Review and approval of ADE/B.Ed (Hons) course materials

1. Director Academics noted that the NCRC develops the Scheme of Studies that is approved by HEC; actual course content is decided by universities and agreed by their statutory bodies. If course materials are approved, they are approved as a resource – not as an approved or required program. Materials could be produced by USAID Teacher Education Project with the HEC logo on them after an NCRC review and their approval.

2. Director Academics and Director Quality assurance advised USAID Teacher Education Project to send materials to NCRC members for review. Could work with a sub-group for each course/subject. USAID Teacher Education Project shared that it would be useful for technical advisors for course design work to meet the NCRC members to prepare them for the review on their next visit to Pakistan in January.

3. HEC will appoint a focal person responsible for administering the meetings and getting nominations from the universities/NCRC as subject specialists to review the supplementary materials (course guides and reading resources).

4. USAID Teacher Education Project will conduct a day workshop with the selected review committee to give details of what the courses entail and the processes used to develop them. A time line for review and the ToRs of members will also be discussed to have clarity on the assigned task.

5. USAID Teacher Education Project will send a set of draft resources to the Heads of Education departments of the universities and to the NCRC members responsible for reviewing the courses.

6. A two-day workshop will be conducted in collaboration with HEC where reviewers will share their comments and these will be deliberated for inclusion/ improvement.

7. Pre STEP will accordingly make adjustments in the agreed changes and will convert the documents into CDs with HEC and USAID Teacher Education Project Logos for dissemination to the field.

8. The first meeting with NCRC members is proposed in January 2012 with the international curriculum adviser and USAID Teacher Education Project Curriculum team.

9. Throughout the deliberations and setting future actions, members were unanimous that these documents should be seen as guides by the teaching faculty and not as prescribed material imposed on the faculty.

Meeting with the NCRC to discuss and agree a process for the review of B.Ed (Hons) and ADE Course Materials

Venue: LEJ, Karachi University
Date: January 30, 2012

Meeting minutes

A day-long meeting for members of the National Curriculum Review Committee (NCRC) was held at the University of Karachi University on 30th January 2012 . HEC hosted the meeting.

This meeting had two clear objectives that were shared with the NCRC members through the invitation letter circulated to the members through Deputy Director Curriculum Dr Tahir Shah.

Invitations were circulated to 40 NCRC members out of which 25 participants attended the meeting. From the USAID Teacher Education Project the Director Curriculum Rana Hussain and international Curriculum Specialists, Dr Professor Schoonmaker Frances and Dr Professor Margaret Jo Shepherd also participated in the meeting. Dr Tahir Ali Shah Deputy Director Curriculum represented HEC Islamabad.

The two meeting objectives were:
1) Share progress on course design to date
2) Agree the process for the review.

Meeting Proceedings;
After the invocation Dr Tahir Ali Shah welcomed the participants and appreciated their attendance and reminded that their presence confirms the contributions that they will make to a very important national cause and their intellectual input on the review of the new B.Ed Hons degree courses will help in strengthening the new degree in teacher Education.

Dr Rehana Masrur the Convener of the four year B.Ed. (Hons) Elementary Scheme of studies presented the history and the evolutionary process of constructing the four year program. She reminded the NCRC members that curriculum design is continuous recursive process and the key member in NCRC should not look at the Scheme of Studies as well as the current documents as a final product. She also noted that there are some typo errors in the current document of HEC and these need to be corrected. She appreciated the efforts of the USAID Teacher Education Project in preparing a document that can help teacher educators to translate the scheme of studies into a detailed syllabus and course planning guide.

The USAID Teacher Education Project Curriculum Director shared with members the process adopted to convert the scheme of studies into a user friendly resource for teacher educators. She shared that the principles that guided the further curriculum development work were based on 5 Cs: Collaborative, Classroom based, Constructivist, Contextual and Creative. The processes adopted were both through workshop models and through on site support models. The combination of these models brought the two important aspects of the curriculum development and professional development together. Formative assessment was another aspect attached to curriculum development, to share with the audience the process and the findings Dr Margaret Jo Shepherd presented the formative assessment design, the process of collecting data which was a combination of survey and focused group interviews as well as a few classroom observation. The findings informed that there is a dilemma of breadth and depth in the choice of curriculum content. There were issues related to the details presented for the teacher educators to draw upon ides on strategies and understanding of the new approaches to teaching and learning, hence the curriculum development team changed the approach to the materials development.

Dr Frances Schoonmaker was invited to share with the members what is inside these documents that were developed by the faculty and the workshop leaders and the further details that were written and incorporated in the planning guide document. Later she helped the participants to look at the document and get familiarized with the detail
The second task was to agree on the review process and the review formats. Participants generated a template for review, using draft suggestions that were provided, self-identified teams of three agreed to review Methods of Teaching, Child Development, English I & II, General Science, Urdu I & II, Pakistan Studies, ICT, and Computing courses. A time line was set for review and follow-up meeting dates. The spirit of the meeting was lively, congenial and collaborative.

Date agreed for the next round of review is first week of March 2012.

All related documents agenda of the meeting participants' details of who will be reviewing which courses is attached.

**Meeting Agenda: Reviewing the B.Ed (Hons) Elementary and
Associate Degree in Education course materials**
January 30, 2012
University of Karachi

Time	Activity	
9.30 am	Invocation	
9:30 - 9:40 am	Welcome Note	Dr Syed Tahir Ali Shah Deputy Director Curriculum, Higher Education Commission
9:40 - 9:45 am	Overview and purpose of the Meeting	Helen Kamal, Senior Technical Director Curriculum and Professional Development, USAID Teacher Education Project
9:45 - 10:00 am	Developing the Scheme of studies for the B.Ed (Hons)Elementary and ADE	Dr. Rehana Masroor, Dean Facuty of Education AIOU and Convener NCRC
10:00 – 10:15 am	The process of designing course materials for the B.Ed (Hons)/ADE	Rana Hussain, Director Curriculum, USAID Teacher Education Project
10:15 – 10:30 am	Faculty development through Curriculum Development	Dr. Frances Schoonmaker, Professor Emeritus, Teachers College and Senior Advisor Curriculum, USAID Teacher Education Project
10:30 – 10:45 am	What will you see? Description of the syllabus and course guide	
Tea Break		
11:15 – 11:45 am	Questions and Discussion	
11:45 - 12:45 pm	Discussion on the review process and finalization of the Review Template	
12:45 - 1:00 pm	Participants select courses to review	
Lunch		
2:00 - 2:45 pm	Introduction to course materials	
2:45 - 3:00 pm	Discussion on next steps and agreeing a timeframe for small group meetings	
3:00-3:15 pm	Vote of Thanks and Close	

Tools for the Review Process

SYLLABUS REVIEW for _____

The syllabus is intended for students. Information regarding textbooks and references, assessment and specific assignments are not provided as these should be specific to the college/university and reflect Instructor preferences.

Rate 1-4; 1 = outstanding, 4 = weak

COURSE DESCRIPTION	1	2	3	4
1. Is the course description clear?				
2. Does the course description reflect key concepts or themes of the course?				
3. After reading the description, will students have a better understanding of what they will be learning in the course?				

COURSE GOALS/ OUTCOMES	1	2	3	4
1. Do course outcomes align with units and topics and topics in the syllabus?				
2. Do the over-all goals align with those set out in the HEC Scheme of Studies for the subject?				

OVER-ALL COHERENCE	1	2	3	4
1. Is the semester outline and are the units of study consistent with the course description and goals?				
2. Is there over-all coherence to the document				

ADDITIONAL COMMENT	1	2	3	4
1. Can the syllabus be adapted to the local context?				

Reviewer: _____ Date: _____

Institution: _____

Syllabus for _____

COURSE DESCRIPTION		
Strengths	Areas That Need Clarity	Suggestions
COURSE GOALS/ OUTCOMES		
OVER-ALL COHERENCE		
ADDITIONAL COMMENT		

COURSE GUIDE REVIEW for _____

The Course Guide is intended to assist faculty in planning, teaching and assessing the course.

Rate 1-4; 1 = outstanding, 4 = weak

SUMMARY OF ESSENTIAL KNOWLEDGE	1	2	3	4
1. Does the outline of content or summary of knowledge provide an overview of the major concepts that guide the course?				
2. Are misconceptions students will have about course content discussed?				

DETAILED PLAN for UNITS/SESSIONS	1	2	3	4
1. Does the sample unit provide sufficient information for the course Instructor to plan for instruction?				
2. Are the planning options for each lesson consistent with learning outcomes for the lesson/unit?				
3. Do the planning options suggest alternative approaches to teaching the lesson?				
4. Do the session options and sample lesson plans draw upon active learning strategies?				
5. Are sample lesson plans included for two or three lessons in the unit?				
6. Do lesson plans include sufficient detail to guide the Instructor in teaching and illustrate how to do lesson planning?				
7. Are the lesson plans consistent with broad goals for the course and unit outcomes?				
SAMPLE ASSIGNMENTS	1	2	3	4
1. Are there at least two examples of assignments that faculty could ask prospective teachers to complete?				
2. Is the school-based assignment consistent with learning outcomes for the course?				
3. Are assignments consistent with the over-all goals and outcomes for the course and unit?				
ASSESSMENT	1	2	3	4

	1	2	3	4
1. Are suggestions offered on how to assess prospective teachers takining the course?				
RESOURCES FOR THE INSTRUCTOR	1	2	3	4
1. Are there suggested resources including books, articles, websites, films or video that the Instructor could use for his/her own information or with students?				

Reviewer: _____ Date: _____

Institution: _____

Course Guide for _____

SUMMARY OF ESSENTIAL KNOWLEDGE		
Strengths	Areas That Need Clarity	Suggestions
DETAILED PLAN for UNITS/SESSIONS		
SAMPLE ASSIGNMENTS		
ASSESSMENT		
RESOURCES for INSTRUCTOR		

The following NCRC members agreed to review the courses mentioned against their names. For each course at least 3 members were selected but in some only 2 members were available. Names of reviewers their institutions and courses s to be reviewed is listed.

English I and II	**Child Development**	**Methods of Teaching**	**Urdu I and II**
Ms. Qaisra Sheikh Beacon House University Mr. Allah Noor Khan. Gomal University	Dr Jamil Ahmed, Memon Shah Abdul Lateef University Dr Abdul Hameed, University of Management and Technology Lahore Ms. Aziz un Nisa Karachi University	Dr. Shagufta Foundation University College of Liberal Arts and Sciences, Rawalpindi Dr. Javed Iqbal KIU Gilgit Dr Ishtiaq Kohat University	Dr Mumtaz Akhtar Punjab University Dr Zafar Iqbal Karachi University Dr Riasat Ali Dept of Education, AWKUM, Mardan

Maths	**Science**	**ICT**	**Literacy**
Dr. M. Imran Yousuf PMAS Arid Agriculture University Rawalpindi Dr Tayyab Foundation University Islamabad	Dr Rehana Masrur Allama Iqbal open University Dr Parveen Munshi University Dr Rizwan Akram Punjab University Dr. Nabi Bux Jumani, International Islamic University Islamabad	Dr Fauzia Khursheed NUML Dr Saeed Khan Hazara university **Classroom Management** Dr James Shafi FC College University Dr Uzma Quraishi Lahore College for Women university Dr. M. Asif Malik GCU Faislabad	Dr.Mussaret Sheikh FJWU Dr. Bernadette Dean St Joseph College for Women Karachi Mr. Rafiqullah, Gomal University

Second NCRC Meeting Report
Venue: LEJ Karachi University
March 3 2012

Introduction
The second NCRC meeting was a follow up of the first meeting held on 30th January 2012. Only those NCRC members were invited who had agreed to review the courses that they were provided in the first meeting. Each reviewer was given a hard copy of the courses along with the review template. A follow up of the members was carried out telephonically to remind NCRC members to come to the meeting with the task completed.

Proceedings
Activities were carried out as per the given agenda. A few members had brought their written report while they all spend the meeting tome to read discuss and finalize the reports on the templates developed in the meeting of 30th January.
Later groups presented their findings based on the readings and jointly prepared written reports suggesting areas that required necessary changes. These written reports were collected to be shared with the course writers for actions at their end. Following courses were reviewed in this meeting: English I and II, Urdu I and II, Maths I, General Science I and II, Child Development, Methods of Teaching, Teaching Literacy, ICT in Education and Computer Literacy, Classroom Management (in all 13 courses of ADE/ first two years of B.Ed. Hons).

Finally the NCRC members signed up for the remaining courses that they would like to review for ADE/ B.Ed. (Hons).

Names of courses and reviewers are attached (9 courses will be reviewed)
Participants Total: 26   Male: 15   Female : 11
NB. Islamic studies and teaching of Islamic studies will be developed by individual universities.

Conclusion
NCRC had been extremely supportive in taking the course development work further, although most of the reviewers have found the courses very well written and as great resource for teachers, they do want to see more contextual resources from where teacher educators can draw out content and pedagogies . They also recognize that language used in some documents may be made simpler as in a few courses it is quite academic. Dates and venue for the 3rd NCRC were discussed and following was tentatively agreed: April 21 2012 Regional office HEC Lahore.
List of Reviewers (by course)

School Teacher and Community
Rafiqullah
Dr Ishtiaq Hussain
Dr Abdul Hameed

Practicum Semesters 3 and 4
Dr Fauzia Khursheed

Classroom Assessment

Dr James Shafi james-shafi@hotmail.com

Dr Rizwan Akram Rana drrarpu@gmail.com

Dr Nabibux Jumani

Teaching of English
Allah Noor Khan
Muneer Ahmad
Dr Parveen Munshi

Teaching of Social Studies & Pakistan Studies
Bernadette Dean
Dr Saeed Shahid
Dr Asif Malik

Teaching of Maths
Dr M Imran Yousuf
Dr Tayyab Alam Bukhari
Dr M Saeed khan
Dr Javed Iqbal

Arts/Crafts/Calligraphy
Dr Uzma Qureshi
Dr Mussarat
Dr Mumtaz Akhtar
Dr Rehana Masrur

Second Meeting of National Curriculum Review Committee (NCRC) of the Higher Education Commission

**Meeting Agenda: Reviewing the B.Ed (Hons) Elementary
and Associate Degree in Education course materials**
March 3, 2012
University of Karachi

Time	Activity	
9.30 am	Invocation	
9:32 - 9:35 am	Welcome Note	Dr Syed Tahir Ali Shah Deputy Director Curriculum, Higher Education Commission
9:35-9:45:am	Overview and purpose of the Meeting	Director Curriculum Development, USAID Teacher Education Project
9:45 - 11:00 am	Subject Groups discuss their review reports and arrive at a consensus to be shared with the large group	Group Discussion
	Tea Break	
11:20 – 1:00 pm	First Phase of Presentations	Subject Groups
Lunch		
2:00-:3:20	Second Phase of Presentations	Subject Groups
3:20 -3:30	Summarize /Vote of Thanks	
3:30-4:00pm	Administrative work	

NCRC Meeting Minutes
May 22 – 2012
Regional Office Higher Education Commission (HEC) Lahore

Introduction:
This is the third meeting of NCRC to review course materials (syllabi and course guides) developed for the Associate Degree in Education/B.Ed (Hons) Elementary. Prior to the meeting nine ADE/B.Ed. courses were shared with NCRC members to review using a revised template (attached). They were requested to to bring to the meeting their written reports for deliberations. The review template was shared with all members electronically, Course materials were provided in hard copy. The meeting was chaired by the Adviser Academic, Higher Education Commission Professor Talat Khurshid and supported by Deputy Director Curriculum, Muhammad Arif. (HEC)

Day Proceedings:
Participants were briefed about the day objectives and were introduced to the new Adviser academic (HEC) Professor Talat Khurshid and Deputy Director Curriculum, Muhammad Arif .The NCRC members were welcomed by Muhammad Arif followed by Director Curriculum, USAID Teacher Education Project, Rana Hussain. She shared the objectives of the meeting. Professor Talat Khurshid shared with NCRC the four- stage process of curriculum revision described in a document prepared by HEC. He advised that in addition to reviewing the courses we should spend time in planning next steps.

In all, eight courses were reviewed by 21 NCRC Members (seven women and 14 men). NCRC members read the courses in groups and shared their individual comments and prepared a final review report. Later each course group presented from the written report key points on the strength and the areas needing attention. All review reports were collected for further actions. Approximately three NCRC members reviewed each course except for Teaching English where only one member was available to work on the review.

The next agenda item was lead by Dr. Frances Schoonmaker. She shared next steps with the members and led a discussion. The following suggestions were made:
- USAID Teacher Education Project to pass on suggestions to course designers to incorporate into the course materials (syllabi and course guides)
- NCRC convener to sign off the review process and confirm the minutes of the three review meetings listing the names of all reviewers.
- Revise/update the ADE/B.Ed. (Hons) Elementary Scheme of Studies and send it to NCRC Convener the review process (see attached).
- HEC to post the revised scheme of studies on their website with names of reviewers and minutes of the three review meetings.

- Print course materials and disseminate them to partner teacher education institutions

NCRC members noted that the usual challenges of disseminating curriculum do not apply given that institutions are already involved in the design, implementation and review process. The usual process of developing a curriculum and then disseminating it doesn't apply. However, Professor Khurshid was concerned as to how the programs will be made accessible to the teacher education institutions that are not partners with the USAID Teacher Education Project. He suggested that HEC prepare an action plan to support faculty in these institutions to offer the ADE/B.Ed. (Hons) programs.

Post review meeting plans
The review reports were collected in hard copy and as was the case for previous review reports, the data will be typed and shared with the course writers for necessary actions at their end. The NCRC was apprised of the design of the years three and four courses in the B.Ed. Hons with a request to HEC to seek new nominations for the review these courses. HEC has already a process of seeking nominations as indicated in their documents. The USAID Teacher Education Project will provide the courses titles so that relevant reviewers are invited from the field.

USAID Teacher Education Project will ensure that the feedback provided by reviewers are incorporated and final versions be shared with NCRC convener so that the updated syllabi and courses are submitted to HEC with endorsement from NCRC convener with names of all reviewers and minutes of the review process.

The meeting was adjourned with a vote of thanks to the Chair.

Third Meeting of National Curriculum Review Committee (NCRC) of the Higher Education Commission (HEC)

**Meeting Agenda: Reviewing the B.Ed (Hons) Elementary
and Associate Degree in Education course materials**
May 22, 2012
HEC Regional Office Lahore

Time	Activity	
9.30 am	Invocation	
9:32 - 9:40 am	Welcome Address	Talat Khurshid Adviser (Acad.)Higher Education Commission, HEC
9:40 -9:45:am	Overview and purpose of the Meeting	Director Curriculum Development, USAID Teacher Education Project
9:45 - 11:00 am	Subject Groups discuss their review reports and arrive at a consensus to be shared with the large group	Group Discussion
	Tea Break	
11:20 – 1:00 pm	Presentations of the review report	Subject Groups
Lunch		
2:00-:3:20	Record the process of courses reviewed by NCRC	Dr. Frances Schoonmaker, Senior Curriculum Advisor, USAID Teacher Education Project and NCRC members
3:20 -3:30	Summarize /Vote of Thanks	
3:30-4:00pm	Administrative work	

Rationale of B.Ed. (12+ 4 years) Programme

Professional education needs life time commitment and intensive training *of four years education such as the engineering, medical and law* professions in keeping with the tradition of professional education, a new four year program B.Ed. (Hons) is presented in the following pages.

In order to make teaching a profession of choice through implementing B.Ed. (12+4) program developed in 2006, it is imperative to revise the current curriculum to improve the teacher development program further. A teacher in the classroom needs to be competent in the content areas as well as in teaching strategies in order to ensure expected student learning outcomes. As in any profession teachers should be provided the opportunity to practice teaching through interacting with the school and community. In the clinical model of developing teachers as professionals, it is important for that prospective teacher to gain adequate insight into the ground realities of school and classrooms through their attachments in schools and communities. This rich experience of practice enables prospective teachers to bring a positive attitude in classroom teaching and understanding a plurality of cultures.

Practice teaching is a major and joint responsibility of teacher training institutions, schools involving teacher educators, prospective teachers and school teachers. Inclusion of short term training with long term teaching practice will provide an opportunity to prospective teachers to extend their role in the school situation other than classroom teaching. During their short term teaching practice, prospective teachers can be engaged in administrative activities under supervision such as maintenance of school records and registers, management of laboratories and library, preparation of tests and assignments, admission and selection of students and classroom management, etc.

Planning and carrying out an action research activity, engaging in courses like critical thinking and reflective practices, studying contemporary issues and trends in education and involvement of prospective teachers in practical/field work would greatly reduce isolation of the teacher and will develop the habit of inquiry into practice. This breakthrough is expected to facilitate the process of multiculturalism and pluralism in our education system to bring about social transformation in the society.

Hence, a blend of content and pedagogical courses has been provided in the scheme of studies – the two years of graduate courses and two years long professional courses to prepare prospective teachers as professionals in education.

In addition, the revised curriculum is based on the principal of choice and flexibility, allowing different entry points and the accumulation of credits for the two year degree courses to be transferred to join the 4 year B.Ed (Hons) program.

B.Ed (Hons.) 4 year Degree Program (Elementary) Scheme of Studies

Eligibility Criteria

1. FA/F.Sc / A level or equivalent with minimum 2nd Division.
2. FA/F.Sc / A level with school subjects.

Duration:	4 years
Semester Duration:	16-18 weeks
Semesters:	8
Course Load Per Semester:	15-18 Credit Hours
Number of Courses per semester:	5-6 (not more than 3 lab/ practical courses)

Structure of the Scheme

Courses	Credit Hours
Compulsory Courses	19
Professional Courses	51
Foundation Courses	24
Content Courses	26
Teaching Practice	15
Total Credit Hours:	**135**

Year / Semester wise Scheme of Studies of B.Ed (Elementary)

Ist Year

SEMESTER I

S.NO	COURSES	CREDIT HRS
1	Functional English-I (Compulsory)	3
2	* Islamic Studies/** Ethics (Compulsory)	2
3	Child Development (Foundation)	3
4	Urdu / Regional Languages (Content)	3
5	General Science (Content)	3
6	General Methods of Teaching (Foundation)	3
	Total Credit Hours	**17**

SEMESTER II

S.NO	COURSES	CREDIT HRS
1	English-II (Communication Skills Compulsory)	3
2	Computer Literacy (Compulsory)	3
3	Classroom Management (Foundation)	3
4	General Mathematics (Compulsory)	3
5	Pakistan Studies (Compulsory)	2
6	** Methods of Teaching Islamic Studies (Professional)	3
	Total Credit Hours	**17**

2nd Year

SEMESTER III

S.NO	COURSES	CREDIT HRS
1	Teaching Literacy Skills (Professional)	3
2	Art, Crafts and Calligraphy (Content)	3
3	Teaching of Urdu/ ** Regional Languages (Professional)	3
4	Teaching of General Science (Professional)	3
5	Instructional and Communication Technology (ICT) in Education (Professional)	2
6	Teaching Practice (Short Term)	3
	Total Credit Hours	**17**

SEMESTER – IV

S.NO	COURSES	CREDIT HRS
1	Classroom Assessment (Foundation)	3
2	Teaching of English (Professional)	3
3	Teaching of Mathematics (Professional)	3
4	School, community and Teacher (Foundation)	2+1
5	Teaching of Social Studies (Professional)	2
6	Teaching Practice	3
	Total Credit Hours	**17**

3rd Year

SEMESTER – IV

S.NO	COURSES	CREDIT HRS
1	English – III (Technical Writing & Presentation Skills) (Compulsory)	3
2	Foundations of Education (Foundation)	3
3	Content Course – I (from selected discipline – I)	3
4	Content Course – I (from selected discipline – II)	3
5	Curriculum Development (Foundation)	3
6	Educational Psychology (Foundation)	3
	Total Credit Hours	**18**

SEMESTER – VI

S.NO	COURSES	CREDIT HRS
1	Contemporary Issues and Trends in Education (Professional)	3
2	Content Course – II (from selected discipline – I)	2
3	Content Course – II (from selected discipline – II)	3
4	Comparative Education (Professional)	3
5	Introduction to Guidance and Counseling (Professional)	3
	Total Credit Hours	**15**

4th Year

SEMESTER VII

S.NO	COURSES	CREDIT HRS
1	Content Course – III (from selected discipline – I)	3
2	Content Course – III (from selected discipline – II)	3
3	Pedagogy – I (Methods of Teachings related to specialization – I)	3
4	Pedagogy – II (Methods of teaching related to specialization – II)	3
5	Research Methods in Education (Professional)	3
6	Teaching Practice (Short Term)	3
	Total Credit Hours	**18**

SEMESTER VIII

S.NO	COURSES	CREDIT HRS
1	School Management (Professional)	3
2	Test Development and Evaluation (Professional)	3
3	Teaching Practice (Long Term)	6
4	Research Project (Professional)	3
	Total Credit Hours	15
	Grand Total Credit Hours	134

*Note: After completing 2 years, the universities / institutions may award an **Associate Degree in Education (ADE).** However, the students admitted for B.Ed. (Hons) 4 Years Degree Programme will continue for 3rd and 4th Year.*

* Same as published in HEC Curriculum of Education 2010.
** Universities will develop the courses.

ASSOCIATE DEGREE IN EDUCATION (ADE)
TWO YEARS SCHEME OF STUDIES

Eligibility Criteria

1. FA/F.Sc/ A levels with minimum 2nd Division.
2. FA/F.Sc/ A levels with school subjects.

Duration:	2 years (4 Semesters)
Semester Duration:	16-18 weeks Semesters: 4
Course Load per semester:	15-18 Cr hr
Number of Courses per semester:	5-6 (not more than 3 lab/ practical courses)

Structure of the Scheme

Courses	Credit Hours
Compulsory Courses	16
Professional Courses	21
Foundation Courses	15
Content Courses	09
Teaching Practice	06
Total Credit Hours:	**67**

Ist Year

SEMESTER I

S.NO	COURSES	CREDIT HRS
1	Functional English-I (Compulsory)	3
2	* Islamic Studies/** Ethics (Compulsory)	2
3	Child Development (Foundation)	3
4	Urdu / Regional Languages (Content)	3
5	General Science (Content)	3
6	General Methods of Teaching (Foundation)	3
	Total Credit Hours	**17**

SEMESTER II

S.NO	COURSES	CREDIT HRS
1	English-II (Communication Skills Compulsory)	3
2	Computer Literacy (Compulsory)	3
3	Classroom Management (Foundation)	3
4	General Mathematics (Compulsory)	3
5	Pakistan Studies (Compulsory)	2
6	** Methods of Teaching Islamic Studies (Professional)	3
	Total Credit Hours	**17**

2nd Year

SEMESTER III

S.NO	COURSES	CREDIT HRS
1	Teaching Literacy Skills (Professional)	3
2	Art, Crafts and Calligraphy (Content)	3
3	Teaching of Urdu/ ** Regional Languages (Professional)	3
4	Teaching of General Science (Professional)	3
5	Instructional and Communication Technology (ICT) in Education (Professional)	2
6	Teaching Practice (Short Term)	3
	Total Credit Hours	**17**

SEMESTER – IV

S.NO	COURSES	CREDIT HRS
1	Classroom Assessment (Foundation)	3
2	Teaching of English (Professional)	3
3	Teaching of Mathematics (Professional)	3
4	School, community and Teacher (Foundation)	2+1
5	Teaching of Social Studies (Professional)	2
6	Teaching Practice	3
	Total Credit Hours	**17**

COURSE SYLLABI

for

ADE and B.Ed. (Hons.) Elementary Programs

Note:

The primary audience for course syllabi is student teachers although teaching faculty will also find them useful.

Course guides for faculty are also available for most of the courses in the first two years of the B.Ed. (Hons) Elementary and ADE. The course guides provide ideas and resources for teaching the courses.

Course guides can be downloaded from:

www.pakteachers.org/Curriculum-Material

ADE/B. Ed (Hons) Elementary

Syllabus

English I (Functional English)

Semester 1

SYLLABUS: FUNCTIONAL ENGLISH

YEAR/SEMESTER: Year 1/Semester 1
DURATION: 3 credits, 48 class hours
PREREQUISITES: F.A./F.Sc.

COURSE DESCRIPTION

The purpose of this course is to develop the English language proficiency of prospective elementary school teachers, and to help them become confident in reading, writing, speaking and listening to the English language.

Instead of teaching grammar in isolation and at sentence-level only, this course is based on developing language abilities among student teachers through an integrated approach that provides opportunities to develop their listening, speaking, reading and writing skills. With a focus on social interaction, the course draws specific attention to accurate use of structures, improved pronunciation and to developing active vocabulary in descriptive, narrative and instructional texts.

COURSE OUTCOMES

After completing this course, pre-service teachers/teachers will:
- have improved their listening and reading skills in English following significant exposure to texts in the target language
- be able to communicate in written and oral English with class-fellows, peers and teachers
- rely less on first/native language and reduce their use of code-switching in formal and informal situations
- have a deeper understanding of correct English structures in descriptive, narrative and instructional texts.

LEARNING AND TEACHING APPROACHES

The course uses an integrated approach to language teaching which enables learning of all the four skills of language i.e. listening, speaking, reading and writing, in natural settings. The teachers and student teachers are encouraged to respond through pair/group work and active learning strategies such as role play, debates, presentations, brainstorming, etc. Teachers and student teachers are encouraged to use online resources and make the best use of the interactive exercises in various websites. The course links learning approaches with assessment tasks to provide student teachers with the opportunity to accept responsibility for their own learning.

Even if student teachers begin the course unable to communicate fluently in English, instructors will use English as the language of instruction. Instead of switching to Urdu or other languages when there is a problem, instructors will use other strategies such as slowing down, repeating a text, asking others to explain, or using simpler vocabulary.

UNIT 1 – INTRODUCTIONS (3 weeks/9 hours)	
The first unit will provide student teachers with an opportunity to interact with one another in oral and written forms. It will serve as an icebreaker and help develop conversations through suggesting simple words and phrases to describe people, likes/dislikes, etc., in a logical sequence.	
Week 1	**Making introductions** • Make effective self and peer introductions • Take useful introductory notes
Week 2	**Requests and enquiries** • Make appropriate requests and enquiries • Respond to enquiries • Listen for specific information in English.
Week 3	**Practice Practical Classroom English** • Use different classroom language routines (functions) for effective classroom management • Develop effective classroom language by following the given examples/ situations • Demonstrate and practice practical classroom language routines.
UNIT 2 – SOCIAL INTERACTION (4 weeks/12 hours)	
This unit is aimed at developing student teacher social interaction in English and developing their interpersonal skills. Through class activities they actively engage in formal and informal contexts to congratulate, express gratitude, make invitations and respond to speakers in oral and written contexts	
Week 4	**Greetings** • Greeting friends and family on different occasions/reasons • Responding to a happy event • Using formal greeting expressions appropriately
Week 5	**Saying thank you** • Using formal/ informal expressions of gratitude appropriately • Reading a story which uses expressions of gratitude • Writing a formal letter to say thank you to a teacher/parent/friend
Week 6	**Inviting people** • Demonstrating the use of formal and informal expressions of invitation • Developing verbal and written skills for invitations • Responding to invitation requests (accepting and declining)
Week 7	**Regrets** • Expressing regrets orally and in writing in an appropriate manner • Saying sorry and accepting apologies

UNIT 3 – GIVING AND FOLLOWING DIRECTIONS (3 weeks/9 hours)	
In this unit, student teachers will learn how to follow directions from a map, to give directions to search for a location and specific information. This is to be followed by structuring clear instructions and learning how to put something together from a recipe or manual. .	
Week 8	**Following and giving directions** • Following directions from a map • Giving directions for a location in oral and written forms • Reaching a destination
Week 9	**Giving clear instructions** • Carrying out instructions • Structuring instructions • Writing clear instructions
Week 10	**Designing instruction manuals** • Exploring instruction manuals of different products • Comparing instruction manuals for developing critical understanding of the essentials of a manual • Designing an instruction manual for a new student enrolling in college. This could be group project.

UNIT 4 - SHARING EXPERIENCES (3 weeks/9 hours)	
In this unit, student teachers will engage with meanings in a variety of written and visual texts through shared, guided and independent readings of narratives in different genres. They'll be encouraged to respond to the narrative and imaginative texts by building up stories and sharing them in written and oral form.	
Week 11	**Sharing narratives** • Reading short stories • Reading excerpts; comic strips, interviews, etc.
Week 12	**Sharing unique experiences** • Summarizing/Narrating true stories • Solving word puzzles to develop language awareness • Reading a short stories followed by exercises/worksheet • Converting an event into a short story • Using pictures as stimuli for narrative creation • Using songs as examples of personal experience
Week 13	**Imaginative texts** • Identifying imaginative texts • Developing imaginative texts by giving engrossing stories and descriptions of scenes

	UNIT 5 – FUNCTIONING IN ENGLISH (3 weeks/9 hours)
	Student teachers will be involved in learning how language works and critically evaluating texts in terms of effectiveness, meaning and accuracy. This unit draws their attention to understanding how grammatical patterns change according to the purpose and audience.
Week 14	**Writing styles** • Changing narration: converting a dialogue into a report • Converting a story into a news report • Converting a graph/picture into short report/story
Week 15	**Writing mechanics** • Punctuation and structure • Sentences, Fragments and run-ons • Subject-predicate and pronoun-reference agreement
Week 16	Project presentations Course Revision

SUGGESTED TEXTBOOKS AND REFERENCES

Carver, T.K. & Fortinos-Riggs, S. (2006) *Conversation Book II – English in Everyday Life*. New York, Pearson Education Limited.

Eastwood, J. (2005) *Oxford Practice Grammar*, Karachi: Oxford University Press.

Swan, J. *Practical English Usage* (3rd editions) Oxford University Press

Thomson and Martinet, *A practical English Grammar (Intermediate)* Oxford University Press

Allama Iqbal Open University *Compulsory English 1 (Code 1423)*

The following websites provide a variety of useful resources:

http://www.bbc.co.uk/worldservice/learningenglish/

http://learnenglish.britishcouncil.org/en/

http://www.teachingenglish.org.uk/

Grammar software free download
http://freesoftwarepc.biz/educational-software/download-free-software-3d-grammar-english-portable/

GRADING POLICY

A variety of assessments should be used to assess student learning. It is recommended that course work count towards at least 50% of the final grade. Instructors should advise which pieces of course work (assignments) will be graded. The remainder of the grade will be determined by mid and end of semester exams.

ADE/B.Ed. (Hons) Elementary

Syllabus

Islamic Studies

Semester 1

* Same as published in HEC Curriculum of Education 2010.

Title of Course: **Islamic Studies**
Credit Hours: 3

Objectives
This course is aimed at:
1. To provide Basic information about Islamic Studies
2. To enhance understanding of the students regarding Islamic Civilization
3. To improve Students skill to perform prayers and other worships
4. To enhance the skill of the students for understanding of issues related to faith and religious life.

Course Outline
Introduction to Quranic Studies
1) Basic Concepts of Quran
2) History of Quran
3) Uloom-ul -Quran

Study of Selected Text of Holly Quran
1) Verses of Surah Al-Baqra related to Faith (Verse No-284-286)
2) Verses of Surah Al-Hujrat related to Adab Al-Nabi (Verse No-1-18)
3) Verses of Surah Al-Mumanoon related to Characteristics of faithful (Verse No-1-11)
4) Verses of Surah al-Furqan related to Social Ethics (Verse No.63-77)
5) Verses of Surah Al-Inam related to Ihkam(Verse No-152-154)

Study of Selected Text of Holy Quran
1) Verses of Surah Al-Ihzab related to Adab al-Nabi (Verse No.6,21,40,56,57,58.)
2) Verses of Surah Al-Hashar (18,19,20) related to thinking, Day of Judgment
3) Verses of Surah Al-Saf related to Tafakar,Tadabar (Verse No-1,14)

Seerat of Holy Prophet (S.A.W)
1) Life of Muhammad Bin Abdullah (Before Prophet Hood)
2) Life of Holy Prophet (S.A.W) in Makkah
3) Important Lessons derived from the life of Holy Prophet in Makkah

Seerat of Holy Prophet (S.A.W) II
1) Life of Holy Prophet (S.A.W) in Madina
2) Important Events of Life Holy Prophet in Madina
3) Important Lessons Derived from the life of Holy Prophet in Madina

Introduction To Sunnah
1) Basic Concepts of Hadith
2) History of Hadith
3) Kinds of Hadith
4) Uloom –ul-Hadith
5) Sunnah & Hadith
6) Legal Position of Sunnah

Selected Study from Text of Hadith
Introduction To Islamic Law & Jurisprudence
1) Basic Concepts of Islamic Law & Jurisprudence
2) History & Importance of Islamic Law & Jurisprudence
3) Sources of Islamic Law & Jurisprudence
4) Nature of Differences in Islamic Law
5) Islam and Sectarianism

Islamic Culture & Civilization
1) Basic Concepts of Islamic Culture & Civilization
2) Historical Development of Islamic Culture & Civilization
3) Characteristics of Islamic Culture & Civilization
4) Islamic Culture & Civilization and contemporary issues

Islam & Science
1) Basic Concepts of Islam & Science
2) Contributions of Muslims in the Development of Science
3) Quranic & Science

Islamic Economic System
1) Basic Concepts of Islamic Economic System
2) Means of Distribution of wealth in Islamic Economics
3) Islamic Concept of Riba
4) Islamic Ways of Trade & Commerce

Political System of Islam
1) Basic Concepts of Islamic Political System
2) Islamic Concept of Sovereignty
3) Basic Institutions of Government in Islam

Islamic History
1) Period of Khlaft-E-Rashida
2) Period of Ummayyads
3) Period of Abbasids

Social System of Islam
1) Basic Concepts of Social System Of Islam
2) Elements of Family
3) Ethical Values of Islam

Reference Books:
Ahmad Hasan, (1993), "*Principles of Islamic Jurisprudence*" Islamic Research Institute: Islamabad: Pakistan, International Islamic University.
Bhatia, H. S. (1989) "*Studies in Islamic Law, Religion and Society*" New Delhi: Deep & Deep PublicationsDr. Muhammad Zia-ul-Haq, (2001). "*Introduction to Al Sharia Al Islamia*" Islamabad, Pakistan: Allama Iqbal Open University
Hameed ullah Muhammad, „*Introduction to Islam Mulana Muhammad Yousaf Islahi*,"
Hameed ullah Muhammad, "*Emergence of Islam*" , Islamabad: IRI.
Hameed ullah Muhammad, "*Muslim Conduct of State*" Islamabad, Pakistan: Hussain Hamid Hassan, u leaf Publication.
Mir Waliullah, (1982), "*Muslim Jrisprudence and the Quranic Law of Crimes*" Islamic Book Service.

ADE/B.Ed. (Hons) Elementary

Syllabus

Child Development

Semester 1

SYLLABUS: CHILD DEVELOPMENT

YEAR/SEMESTER: Year 1/Semester 1
DURATION: 03 credits, 48 class hours
PREREQUISITES: F.A./F.Sc

COURSE DESCRIPTION

The primary focus of this course is learning about children in order to become an effective teacher. It provides prospective teachers with an overview of child development and growth as an holistic process. The latest research and thinking with regard to the conditions that affect children's learning and development will be addressed across developmental domains and stages of development. Development of language and cognition as well as emotional, social, and physical characteristics of children will be explored. Students will form their own child development theory. Implications of child development theory for schools, teachers, and society will be considered. Student will be provided with real experiences to study/observe children at different levels of development. They will have an opportunity to enhance their understanding of how people learn, individual differences and learning styles, and how theories of learning and development relate to classroom learning and teaching. The course will enable students to create learning environments that suit the needs of an individual child as well as children in general.

COURSE OUTCOMES

After completing this course, pre-service teachers/teachers will be able to:
- describe major theories and big themes in how children develop
- compare the characteristics of various developmental stages according to various theorists
- identify factors influencing the learning process
- design different age appropriate teaching methods based on developmental theory
- identify individual differences of students and children with special needs
- design different age appropriate teaching strategies based on developmental theory
- reflect on their conceptions about child development and its implications for teaching and learning.

LEARNING AND TEACHING APPROACHES

A variety of teaching and learning approaches will be used throughout the course, for example, group work, peer learning, class debates and discussions. Students will collaborate on performance-based tasks such as performing role plays, making informational posters, and writing letters to teachers. The course links learning approaches and assessments to provide Prospective Teachers with opportunity to accept responsibility for their own learning.

SEMESTER OUTLINE

Unit 1 – Course Introduction (2 weeks/6 hours)	
Unit one gives an overview of the course and the key models, theorists, and debates in child development. Development is seen as an holistic process.	
Week 1:	Overview of Growth and Development as a Holistic Process Psycho-social Models Behaviourism and Socio-cultural Models
Week 2:	Cognitive Models Factors That Affect the Child: Key Issues and Controversies (3 Big Debates) Approaches to Classroom Development

Unit 2 – Early Childhood Development (2 weeks/6 hours)	
This unit looks at the first three stages of child development: infant, toddler, and preschool. It focuses on knowledge essential for elementary and middle school teachers about how children grow and how this knowledge can inform intelligent practice in children's later years.	
Week 3:	Unit Introduction and Infant Development 3 Domains of Toddler Development Developmentally Appropriate Practices for Toddlers
Week 4:	3 Domains of Preschool Child Development Developmentally Appropriate Practices for Preschool Child Development Unit Review

Unit 3 – Elementary School-Age Child Development (3 weeks/9 hours)	
The physical, cognitive, emotional, and social development of elementary school-age children (6-12 years old) are explored. Emphasis is on understanding the whole child. Students will analyse stages of development during this critical period of growth. They will have opportunity to consider how early childhood development can inform their study of primary child development.	
Week 5:	Introduction to Elementary Child Development Aspects of Physical Development Encouraging Healthy Physical Development
Week 6:	Cognitive Development: Overview and Piaget' Concrete Operational Theory Cognitive Development: Industriousness and Intelligences Emotional Development
Week 7:	Social Development: Changes and Parental Roles Social Development: Peer Interaction, Friendship, and Growth The Role of Play in Primary Child Development and Unit Review

Unit 4 - Adolescence and Development (3 weeks/9 hours)	
Children undergo complex changes as they reach adolescence. The impact these changes have upon adolescent cognitive development, social development and behaviours such as motivation and identity-formation is examined. Critiques of adolescent developmental theory are considered.	
Week 8:	Intro and overview of physical development Physical dev. II: Individual/group differences Social/emotional dv. I: Erikson, self and identity
Week 9:	Social/emotional dev. II: Adolescent peer group Social/emotional dev. III: Motivation/self-regulation Cognitive/linguistic dev. I: Piaget
Week 10:	Cognitive/linguistic dev. II: Vygotsky Cognitive/linguistic dev. III: Appropriate assessment Critics of adolescent developmental theory Conclusion/review

Unit 5 – Differences in Development and Special Needs (3 weeks/9 hours)	
Focus is on learning differences. The role of the school and the instructor in managing and accommodating learning difference in classroom practice is considered. Perspectives on national educational policy in Pakistan on accommodating diverse developmental needs are explored.	
Week 11:	Differences in student learning styles Alternative sessions: Understanding differences in light of Child development across the elementary and middle school years or Gardner's multiple intelligences theory and special needs students Critique of Gardner's theory Scaffolding different learning styles
Week 12:	Recognizing disability and learning disorders I - emotional and behavioural Recognizing disability and learning disorders II - language, physical and sensory Cognitive differences: Delays and giftedness
Week 13:	Addressing special needs in the classroom The perspective of national policy Unit reflection and review

Unit 6 – The Influence of Society and Culture on Child Development (3 weeks/9 hours)
Child development is influenced by families, society, schools, and teachers influence child development. Students will reflect on major concepts of child development and their implications for teaching and learning. The role of the teacher will be considered.

Week 14:	The family in child socialization Partnering with families Role of community and society
Week 15:	Inclusion and gender balance The school and learning environment Role of the teacher in child development
Week 16:	Teacher's influence on student motivation Schools, families and communities as partners in child development Reflection and review

SUGGESTED TEXTBOOKS AND REFERENCES

Bredekamp, S. & Copple, C. (eds.) (1999). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8.* Washington, D.C.: National Association for the Education of Young Children.

Child Development Institute, http://childdevelopmentinfo.com/

Early Childhood Development (ECD) Pakistan Website: http://www.ecdpak.com/

Encyclopedia on Early Childhood Development: (Available in English and Urdu)
http://www.child-encyclopedia.com/en-ca/home.html

Howes, C. & Ritchie, S. (2002). *A Matter of Trust: Connecting Teachers and Learners in the Early Childhood Classroom.* New York: Teachers College Press.

Howes, C. (2012). *Culture and Child Development in Early Childhood Programs: Practices for Quality Education and Care.* New York: Teachers College Press.

RCC; ECD Programme. *Nurture: Pakistan's Pioneer Publication on Early Childhood Development.*
http://www.ecdpak.com/nurture/about_nurture.html

Search-Institute. 40 Developmental Assets for Early Childhood, K-3, Middle Childhood, & Adolescents. http://www.search-institute.org/developmental-assets/lists

Steinberg, L. (1999). *Adolescence, fifth edition.* McGraw-Hill.

ASSIGNMENTS
Assignments will be listed on a separate handout. These assignments will contribute to your learning and count toward your final grade.

GRADING POLICY
A variety of assessments will be used in the course, including mid-term and final examinations.

ADE/B.Ed. (Hons) Elementary

Syllabus

Urdu

Semester 1

نصابِ اردو

SYLLABUS URDU

نصاب برائے نفسِ مضمون/ اردو مافیہ (Content)

- ۔ کورس کا بیان (COURSE DESCRIPTION)
- ۔ حاصلاتِ کورس (COURSE OUTCOMES)
- ۔ تعلّمی اور تدریسی رسائی: (LEARNING AND TEACHING APPROACHE)
- ۔ یونٹ (UNIT)

۱۔ تعارفِ زبان

۲۔ اصنافِ ادب

۳۔ اصنافِ سخن (نظم و غزل)

۴۔ انشا پردازی

۵۔ اردو کے جدید رجحانات

- ۔ حوالہ جات (REFERENCES)
- ۔ اسائنمنٹ (مختلف موضوعات) (ASSIGNMENTS)
- ۔ کورس سے متعلق لازمی معلومات
- ۔ اردو سے متعلق غلط فہمیوں کا ازالہ
- ۔ تفصیلی سبقی خاکے

نصاب برائے نفسِ مضمون/اردو مافیہ (Content)

سال اول سمیسٹر-۱

ایسوسی ایٹ ڈگری آف ایجوکیشن/ADE

بی ایڈ ایلیمینٹری/(آنرز)

کریڈٹ: ۳

پیش لازمہ: (PREREQUISITES)

ایف اے سطح تک اردو لازمی پڑھنے والے طلبہ اس کورس میں داخلے کے اہل ہوں گے۔

کورس کا بیان: COURSE DESCRIPTION

یہ کورس خاص طور پر زیرِ تربیت اساتذہ کے لیے ترتیب دیا گیا ہے۔ اور یہ اہتمام کیا گیا ہے کہ زیرِ تربیت اساتذہ بنیادی لسانی مہارتوں (سننا، بولنا، پڑھنا، لکھنا، سمجھنا) میں کمال حاصل کرسکیں۔ ان مہارتوں میں دسترس حاصل کرنے کے لیے عملی طریق Functional Method استعمال کیا جائے گا۔

فنکشنل (عملی) طریقے میں ساخت اور معنی دونوں کی اہمیت پر زور دیا جاتا ہے۔ اس طریقہءِ تدریس کے ذریعے زبان کے سیاق و سباق یا سانچے یعنی کسی موقع پر "کیا کہنا چاہیے" پر خاص توجہ دی جائے گی۔ تاکہ زیرِ تربیت اساتذہ نظم ونثر میں فکری، فنی اور عملی سطح پر مہارت حاصل کرسکیں۔ یہ امر بھی قابلِ توجہ ہے کہ اس کورس میں اساتذہ قواعد کے مطالعہ اسباق پر دسترس حاصل کریں گے۔

سادہ لکھائی کو متعارف کروایا جائے گا۔ تا کہ کورس کے اختتام پر طلبہ محض ادب کے نہیں بلکہ زبان کے استاد کہلائیں۔ کسی بھی زبان کی تدریس سے پہلے اس کے متن پر عبور ہونا ضروری ہے اس لیے نصاب میں وہ شعراء و ادباء شامل کیے گئے ہیں جو جماعت اول تا ہشتم تک درسی کتابوں میں پڑھائے جاتے ہیں۔ اردو کو بہ طورِ گلوبل لینگوئج جدید رجحانات (ضرورتوں/تقاضوں/تعمیری جہتوں) کے حوالے سے بھی زیرِ بحث لایا گیا ہے۔ علاوہ ازیں ابتدائی جماعتوں میں پڑھانے کے طریقے ترکیبی (الف بائی + صوتی) تحلیلی، مخلوطی، فنکشنل اردو کی تدریس پر خصوصی توجہ دی گئی ہے تا کہ ایلیمینٹری اساتذہ ان جماعتوں سے اردو پڑھا سکیں۔

حاصلاتِ کورس: (COURSE OUTCOMES)

اس کورس کی تکمیل کے بعد زیرِ تربیت اساتذہ اس قابل ہو جائیں گے کہ وہ:

- اردو زبان کی ساخت، وسعت اور اہلیت سے آگاہی حاصل کرسکیں۔
- ادبیات کو زبان کے عملی تناظر میں زندگی کے حوالے سے سمجھ سکیں۔
- مختلف موضوعات کو عملی و تحریری انداز میں بیان کرسکیں۔
- اردو کے ابلاغ میں جدید رجحانات کے تحت نئی جہتوں پر عمل کرسکیں۔
- زبان کے استاد کی حیثیت سے اپنی صلاحیتوں کی تنظیم نو کرسکیں۔

- تدریسِ زبان کے عملی پہلوکو ابتدائی ودرمیانی سطح کی جماعتوں استعمال کرسکیں۔
- عملی طریق (Functional Method) سے نصاب پردسترس حاصل کرسکیں۔

تنظیمی اور تدریسی رسائی (LEARNING AND TEACHING APPROACH):

اس کورس کی ترتیب نو کے مقاصد کو پیشِ نظر رکھتے ہوئے تنظیمی اور تدریسی رسائی میں جدید وقدیم تدریسی طریقے مثلاً ترکیبی، تجزیلی، مخلوطی استقرائی، استخراجی، انکشافی اور خصوصاً فنکشنل وعملی جیسے متند طریقے استعمال کیے گئے ہیں سوالات کا اسلوب، سمعی بصری معاونات کا بروقت استعمال، انٹرنیٹ سے استفادہ، پیئرلرنگ جیسی تدریسی تکنیکوں کا ماہرانہ انداز میں موقع پر برتنا سکھایا گیا ہے جوایک مشاق استاد کی تدریسی حکمتِ عملی سے مزید کارآمد ہے۔

یونٹ ۱

تعارفِ زبان

تعارف:

اس یونٹ میں زبان کی اہلیت کے وسیع تر موضوعات کو شامل کیا گیا ہے تا کہ اردو کے استاد کو ادب پر فنی اور زبان پر حتی الامکان دسترس حاصل ہو۔ جہاں زبان کی تاریخی حیثیت کے حوالے سے بابائے اردو مولوی عبدالحق کی کاوشوں کو سراہا گیا ہے وہیں ڈاکٹر محمد صدیق خان شبلی کے مضمون عملی، فنکشنل اردو سے بھرپور استفادہ کیا گیا ہے تا کہ نوآموزا ساتذہ جدید تدریسی تکنیک اور مہارتوں کو بروئے کار لاسکیں۔ ان طریقوں سے تدریس کو ایک منظم سائنس کی صورت میں پڑھانے کے لیے کئی ایک اصولوں کو بھی اختیار کیا جائے گا۔ مثلاً: الفاظ کی بار بار مشق، تذکیر و تانیث، واحد وجمع، جملہ سازی، انتخابی مشقیں۔ ان طریقوں میں بنیادی تدابیر استعمال کی جائیں گی۔ جو مثبت نتائج کا باعث بنیں گی۔ تا کہ ایلیمنٹری سطح کے اساتذہ زبان و ادب کی تدریس میں جدید طریقے استعمال کرسکیں۔

پہلا ہفتہ

- تعارف زبان (اردو زبان کی ترقی کا پس منظر وپیش منظر)
- زبان کی اہمیت وافادیت (فکری / فنی / عملی سطح پر)
- اردو کے فروغ میں درپیش مشکلات (تدارک / غلط فہمیوں کا ازالہ)

دوسرا ہفتہ

- اردو زبان کی کہانی از بابائے اردو مولوی عبدالحق (مضمون کا مطالعہ)
- عملی / فنکشنل اردو ڈاکٹر محمد صدیق خان شبلی (مضمون کا مطالعہ)
- مصنفین کا تعارف اور تعمیری کردار (اردو زبان کے حوالے سے)

اصنافِ ادب

(صرف وُنخط تدریسِ ادبیات کا حصہ ہیں)

تعارف:

اس یونٹ میں اردو ادب کی اصناف کا مختصر تعارف شامل ہے۔ نثری اصناف میں داستان، ناول، ڈراما، مضمون، آپ بیتی، مکالمہ اور طنز و مزاح شامل ہیں۔ تا کہ ایلیمنٹری اساتذہ نثر کی تمام اصناف سے واقفیت حاصل کرسکیں۔ مثلاً مزاح ادب کی صنف ہے اور طنز صفتِ ادب ہے۔ علاوہ ازیں فن پارے کا تنقیدی جائزہ لینے کے اس کی ہیئت کا ادراک ضروری ہے۔ اس یونٹ میں ادبی اصطلاحات/قواعد کو جدید، عملی، فنکشنل اور ثقافتی طریقوں کے ذریعے روزمرہ زندگی سے مربوط کرکے پڑھایا جائے گا تا کہ قواعد نفسِ مضمون کا حصہ بن جائے اور زبان شناسی پر عبور کا باعث بن جائے۔ اسی ضرورت کے تحت اس کورس میں ادبی اصطلاحات کے ساتھ طلبہ جدید تعلیمی اصطلاحات کا استعمال بھی سیکھیں گے۔

مثلاً (زبانی اندازِ تعلیم)(Oral Approach) اور صورت حال کے مطابق تدریس زبان Situational Language (Teaching) جیسی اصطلاحات حالیہ دور کی پیداوار ہیں جن کا مقصد لسانی سانچوں کی تدریس کو بہتر بنانا ہے۔ تا کہ اسباق کی تدریس کے ساتھ جانچ (Testing) اور مشق (Exercise) کا کام بھی چلتا رہے۔ ان مقاصد کے حصول کے لیے سب سے پہلا قدم بے تکلف گفتگو کے مواقع پیدا کرنا ہے۔ مثلاً سننا بولنا تو سننے اور بولنے ہی سے آتا ہے۔ لہٰذا اس یونٹ میں سننے اور بولنے کے زیادہ سے زیادہ مواقع فراہم کیے جائیں گے۔

تیسرا ہفتہ

- اصنافِ نثر کا مختصر تعارف اجزا و اقسام/ اصناف کا تقابل
- داستان (اجزا/ ناول و داستان کا فرق)
- ناول (اقسام/ ناول و افسانہ کا فرق)

چوتھا ہفتہ

- ڈراما (اقسام/ اجزائے ترکیبی/ روایت)
- افسانہ نگاری کا تعارف اشفاق احمد کے ''گڈریا'' کے حوالے سے (فکری و فنی تجزیہ)
- طنز و مزاح مشتاق احمد یوسفی کی مزاح نگاری کے حوالے سے مزاح اور طنز میں فرق کی وضاحت

پانچواں ہفتہ

- ماخوذ اقتباسات (صرف یعنی الفاظ سے بحث، نحو مکمل جملوں اور عبارتوں سے بحث)
- اغلاطِ زبان (بلحاظ قواعد فقروں کی تصحیح)
- محاورات (دورانِ گفتگو/ عام بول چال میں استعمال)

- ضرب الامثال (تعارف، تلمیح اور ضرب الامثال میں فرق)
- اوصافِ خوش خوانی (تلفظ، لب و لہجہ، روانی، تاکید، تفصیل)
- تحت اللفظ (نثر و نظم سے عملی مشق)

یونٹ ۳

اصنافِ سخن (نظم و غزل)

تعارف:

زیرِ بحث یونٹ میں شعری اصناف، حمد، نعت، غزل، پیروڈی اور گیت شامل ہیں۔ اس یونٹ کا عملی پہلو یہ ہے کہ شعرائے کرام کے منظوم فن پاروں کا ایک استاد کی حیثیت سے فکری و فنی، تقابلی و تجزیاتی تجزیہ پیش کر سکے۔ مثلاً میر کا ترکیبی شعر ہے۔

فقیرانہ آئے صدا کر چلے

میاں خوش رہو ہم دعا کر چلے

یہی خیال غالبؔ کے ہاں تخلیلی رنگ میں ملاحظہ فرمائیے!

بنا

تماشائے اہلِ کرم دیکھتے ہیں

قوتِ حافظہ، فکر اور تخیل کی تربیت اس جہت کا لازمہ ہے۔ اس کوشش کو عملی رنگ دینے کے لیے تمثیل، رول پلے، تحت اللفظ اور فی البدیہ نظم گوئی کے رجحان کو فروغ دیا جائے گا۔

ساتواں ہفتہ

- اصنافِ سخن کا تعارف
- اردو نظم (تعارف، اقسام)
- اردو غزل (نظم اور غزل میں فرق)

آٹھواں ہفتہ

- علامہ محمد اقبال کی نظم ''روحِ ارضی آدم کا استقبال کرتی ہے''۔

- مولانا الطاف حسین حالی کی نظم مسدسِ حالی کے پہلے چار بند
- پس منظر کے تحت منظومات کی تشریح

- مرزا اسد اللہ خاں غالب کی غزل/''بازیچۂ اطفال ہے دنیا میرے آگے''
- صوفی غلام مصطفیٰ تبسم کی غزل ''یہ کیا کہ اک جہاں کو کرو وقفِ اضطراب'' کے پہلے پانچ اشعار
- شعرا کا فکری و فنی تقابل

- پرائمری سطح کی نظمیں   (کلام پر اظہارِ خیال، تمثیل)
- وسطانی سطح کی نظمیں   (کلام کی خوبیاں، تبصرہ)
- تحت اللفظ اور فی البدیہہ نظم گوئی

یونٹ ۴

انشا پردازی

تعارف:

آج ضرورت ایسی اُردو کی ہے جو روز مرہ زندگی میں زبان کے استعمال یعنی ''کس موقع پر کیسی زبان بولی جائے'' کے اصول پر سکھائی جائے۔ جس کا مقصد طالب علم کو مختلف صورتوں میں زبان کے استعمال کے قابل بنانا ہے۔ اس لیے فنکشنل اُردو کا مطلب روز مرہ کی اُردو ہے۔ یہ اُردو ادبی اور علمی اُردو سے مختلف ہوگی۔ اس کے مقابلے میں سادہ، آسان اور عام فہم ہوگی۔ ایلیمنٹری سطح کے اساتذہ انشا پردازی کے طریقے، تکنیک اور حکمتِ عملی کے گر سیکھ کر اس قابل ہو جائیں گے کہ ان خطوط پر مزید کام کر کے اور اُردو میں عملی ضروریات ادبی، صحافتی، دفتری، سائنسی و تکنیکی اور علمی اُردو کے ضمن میں مہارت دکھا سکیں۔ مندرجہ ذیل امور بھی تقریری انشا یعنی بول چال سیکھنے میں ممد و معاون ثابت ہوں گے۔ ان میں سے کئی کا تدابیر استعمال کی جائیں گی۔ جیسے کہانیاں، پہیلیاں، لطیفہ گوئی، مکالمے، بہروپ بھرنا یا ڈراما کاری، بحث مباحثے/مذاکرے۔ مثلاً رپورتاژ کو ڈراما کاری میں تبدیل کرنا۔ غالب کے خط کو مکالمہ بنا کر پیش کرنا یا مولوی عبدالحق کے خط کو تقریری انداز میں بیان دے دینا۔ اس ضمن میں جماعتی سطح/معیار/امتحان کا خاص خیال رکھا جائے گا۔ تا کہ اُردو سے شغف اور زبان سیکھنے کی خواہش فروغ پائے۔

- اُردو حروفِ تہجی (صوتیات/اعراب/حرکات)
- اُردو کا جدید ترین قاعدہ (صوتی، بنی، تصویری، تلازمی)
- حروف کا عملی کردار (ابتدائی و درمیانی جماعتی سطح پر)

- صحیح بولنے کی شرائط (روزمرہ بول چال، عام گفتگو، مکالمے، ذرائع ابلاغ، اخبارات، ٹی وی ڈرامے)
- تعلیم خوش خطی (درست تحریر کے ضروری امور)
- تخلیقی انشا (مشاہدہ و تحریر)

- خطوط، درخواست (بہ شمول برقیاتی خط E-mail، برقیاتی پیغام SMS)
- مکالمہ و ڈراما نگاری (ڈراما کاری)
- مضمون نویسی (جدید موضوعات پر اظہار خیال)

یونٹ ۵

اردو کے جدید رجحانات
(ضرورتیں/تقاضے/تعمیری جہتیں)

تعارف :

اردو کے جدید رجحانات : ضرورت، تقاضے اور نئی تعمیری جہت کے حامل ہیں۔ اردو کی ترویج کے لیے زبان و ادب کے حوالے سے نصاب کی اس جہت کو نو آموز اساتذہ کے لیے حتی المقدور سادہ، عام فہم اور پرلطف انداز میں دیا گیا ہے۔ اردو برقی پیغام زیر تربیت اساتذہ کے ہاتھ میں موبائل کی صورت میں موجود ہے۔ اس مختصر سے کمپیوٹر نے اردو اطلاعیات کا مستقبل روشن کر دیا ہے۔ دفتری عملہ عام شہری سے اردو میں گفتگو کرنے پر مجبور ہے تو صحافی اردو میں رپورتاژ رقم کر رہے ہیں۔ مذہب و اخلاق کی ہر گرہ اردو کھول رہی ہے۔ سائنسی و ٹیکنیکی ترقی عام ہو جائے کے مفروضے پر ہی زیر تربیت اساتذہ کو مستند علمی معلومات فراہم کی جائیں گی۔ آرٹ کے بغیر تو یہ کائنات بھی بے رنگ ہے تو اردو ادب کیسے آرٹ سے یا آرٹ ادب سے استفادہ نہ کرے۔ اس خیال کو یہ نصاب عملی صورت دیتا ہے مثلاً اشعار میں پوشیدہ خیالات کو تصویر کے کینوس پر اتارنا۔ غالب و اقبال کی شاعری پر یہ کام ہو چکا ہے۔ ملی نغمے، نعت اور مضامین کا مقابلہ تو اب شہرتِ عام حاصل کر چکا ہے۔ اردو کے اساتذہ میں زبان کے حوالے سے ملی تشخص اجاگر کرنے اور اسے گوبل لینگویج بنانے کی کارروائی میں حصہ لینے کے قابل بنانا ہی اس کورس کا مرکزی نقطہ ہے۔

- اردو کی ترویج (ہمہ پہلو ضرورت)
- اردو کی بین الاقوامی حیثیت (تقاضے/تعبیریں)
- اردو کمپیوٹر کی زبان (اطلاعیات: اردو کا مستقبل)

- اردو ذریعہء ابلاغ (دفتر، صحافت، مذہب و اخلاق)

	اردواور جدید ٹیکنالوجی	(ترقیاتی ادارے، معاشرتی شعبے اورکام)
	اردورابطے کی زبان	(عام بول چال کے حوالے سے)

سولہواں ہفتہ

	اردو آرٹ اور کلچر	(نثرونظم میں آرٹ/آرٹ میں نثرونظم)
	اردوترانہ علی	(قومی ولی جذبے/ماخوذ متن)
	اردو گلوبل لینگوئج	(منظرنامہ)

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افسانے/کہانیاں/ڈرامے/خطوط

	"خودکشی/ٹوبہ ٹیک سنگ" سعادت حسن منٹو	
	چور،	اشفاق احمد
	رستم وسہراب،	آغا حشر

- • ''مرزا غالب بندر روڈ پر'' خواجہ معین الدین (ڈراما سی ڈی)

- • ''یوسف مرزا کے نام'' مرزا غالب

- • ''مولانا انشاء اللہ خان کے نام'' علامہ اقبال

ماڈل اسائنمنٹ : (ASSIGNMENTS)

۱۔ علامہ اقبال کی شاعری مختلف موضوعات کا مرقع ہے۔ کسی ایک موضوع کو بنیاد بنا کر شعرا کٹھے کریں اور ایک کتابچے (booklet) کی صورت میں تیار کریں۔ اشعار کو لیبل کرنے کی وجوہات بھی تحریر کریں اور پہلے ہفتے کے اختتام پر جمع کروائیں۔

۲۔ دیگر گروپوں کو مختلف موضوعات دیے جائیں گے دونوں گروپ اسکرپٹ لکھ کر رول پلے/تمثیل تیار کریں گے۔ دونوں گروپ اپنے مکالمے (اسکرپٹ) تحریری صورت میں جمع کروائیں گے۔

۳۔ صوفی غلام مصطفیٰ تبسم کی جماعت اول تا ہشتم درسی کتاب میں موجود نظموں کا فنی و فکری جائزہ مباحثے کے ذریعے تحریر کریں۔ ایک ہفتے کے اندر جمع کروائیں۔

۴۔ موبائل کے ذریعے اردو کے ادب پاروں پر کتابچے کی صورت میں مواد اکٹھا کریں۔ مواد کا معیاری ہونا ضروری ہے۔ دو ہفتے کے اندر جمع کروائیں۔

نصاب سے متعلق لازمی معلومات :

اس کورس کا بنیادی لازمہ اردو کو فنکشنل بنیادوں پر استوار کرنا ہے۔ تاہم ادبی ماخذ کی اہمیت سے بھی انکار نہیں کیا جا سکتا۔ اسی وجہ سے اس کورس کا آغاز تعارفِ زبان سے کیا گیا ہے۔ زبان کے تاریخی پس منظر پر نظر ڈالیں تو برصغیر میں داخل ہونے والے فاتحین کی اردو معاشرتی ضرورت رہی ہے۔ خاص طور سے انگریزوں نے اس کی تعلیم پر خصوصی توجہ دی۔ غیر ملکیوں کے لیے اردو کی تدریس کا آغاز تو ہندوستان ہی سے ہوا تھا۔ ولندیزیوں نے بھی اس کے لیے مواد تیار کیا مگر انگریزوں نے کلکتہ میں اس مقصد کے لیے فورٹ ولیم کالج قائم کیا۔

اس کے برعکس ادبی حوالے سے سرسید تحریک نے اردو کا مستقبل بامقصد بنیادوں پر متعین کر دیا جبکہ دیگر تحریکات نے بھی اردو کے فروغ میں بھرپور حصہ لیا۔ اردو زبان کے حوالے سے بابائے اردو مولوی عبدالحق اپنے آپ میں ایک تحریک تھے۔ جس کا عملی مظاہرہ اردو یونیورسٹی کا قیام ہے۔ اردو پر کیے گئے کام کو ادبی اور تدریسی بنیادوں پر پرکھنا چاہنا اور معیار مقرر کرنا اس کورس کا مفروضہ ہے۔ اور مفروضہ ہی اس کا فرضیہ ہے۔ اس انداز میں کام کرنا ہی زبان کو سائنسی طرزِ فکر دے سکتا ہے۔

جدید ماہرین تعلیم فنی امور میں منطقی سے زیادہ نفسیاتی پہلو پر زور دیتے ہیں، اس لیے کہ انسان روزمرہ زندگی میں جو علم براہ راست حاصل کرتا ہے۔ وہ کسی منطق کا پابند یا محتاج نہیں ہوتا۔ مثلاً جب ایک بچہ زبان سیکھنا شروع کرتا ہے تو وہ گرد و پیش میں بولی جانے والی زبان کو ضرورت کے مطابق اخذ کرتا جاتا ہے۔ یوں نہیں کہ وہ پہلے اسمائے معرفہ سیکھے پھر اسمائے نکرہ کو پہچانے، پھر ان کی مختلف اقسام کو ترتیب سے اپناتا جائے۔ اس کی ترجیحات، اس کی ضرورت اور اس کے ماحول سے منسلک ہیں۔ استعمال پہلے ہے اور تجزیہ بعد میں۔ یہ کورس خاص طور پر زیرِ تربیت اساتذہ کے لیے ترتیب دیا گیا ہے۔ اردو دنیا کی دوسری بڑی زبان ہے۔ اردو کو ادبی و علمی/تکنیکی زبان یا محضر (Discourse) کی حیثیت سے سمجھنا اس کورس کی بنیادی نظر ہے۔ تدریسی تکنیک کا تعلق کسی خاص طریقہ کار سے نہیں ہوتا بلکہ دورِ حاضر کے رجحانات، تقاضے اور ترجیحات اسے نئے رخ دیتے رہتے ہیں۔

تمام تدریسی عمل کا بنیادی نظریہ یہ ہے کہ زیرِ تربیت اساتذہ فنکشنل و عملی طریقے سیکھیں۔ عملی/فنکشنل اردو کے حوالے سے بلاشبہ ڈاکٹر محمد صدیق خان شبلی کا مضمون قابلِ توجہ ہے۔

علمی ادبی مطالعے کو عملی زندگی کا حصہ بنانا اس کورس کی جہت ہے۔ زیرِ تربیت اساتذہ ادبی متن کی تدریس اسی صورت میں احسن طریق پر کر پائیں گے جب وہ خود ان کے ادبی معیار پر استدلال حاصل کر پائیں گے۔ اسی لیے اصنافِ ادب کو پڑھاتے ہوئے جدید طریقے استعمال کیے گئے ہیں۔ زبان کی حفاظت بھی ایک اہم ضرورت ہے۔ زبانوں کا بدلتا ہوا منظرنامہ ہی ان کی بقا کی ضمانت ہوتا ہے۔ زبان کا فطری ارتقا اپنے فروغ کا راستہ خود بخود ڈھونڈ نکالتا ہے مروج طریقہ ہائے تدریس سے استفادہ کرتے ہوئے نئے تدریسی طریقے، مہارتیں، معاونات اور تکنیک وضع کرنا۔ جو سائینٹفک اندازِ نظر رکھتی ہوں۔ اس کورس کا حصہ ہیں۔

فنکشنل طریقے میں زبان کی پانچوں مہارتوں پر توجہ دی جاتی ہے۔ سننے، بولنے اور سمجھنے کی مسلسل مشق کا آغاز مکالمے سے ہوتا ہے۔ ہر سبق میں پڑھنے اور لکھنے کا حصہ الگ ہوتا ہے اس طریقے کا پورا پورا فائدہ اسی قسم کے کورس کی تدریس سے اٹھایا جائے اردو کی تدریس کو موثر بنانے کے لیے اردو کے فنکشنل کورس مرتب کرنے کی ضرورت ہے۔ مگر اس قسم کے کورس کی تیاری کا امکان بہت کم ہے۔ زبان پر عبور حاصل کرنے کے لیے ضروری ہے کہ نفسِ مضمون پر دسترس ہو۔ اس لیے کورس میں جماعت اول تا ہشتم نصابی کتب میں شامل شعراء و ادباء پر تفصیلی بحث فنکشنل انداز میں شامل ہے۔

انشا پردازی میں مہارت کے لیے زبان کے بنیادی قاعدوں کا علم ضروری ہے۔ حرف کی صوتی، تلازمی اور بینی کیفیتوں کو سمجھنا اور ان کی ابتدائی و وسطانی و جماعتوں میں عملی کردار سے واقفیت ہونا ضروری ہے۔ مثلاً روزمرہ بول چال، مشاہدہ، مکالمہ نویسی، درخواست، جدید برقیاتی خط اور مضمون نویسی تک حرف و صوت کی کارفرمائی تخلیقِ انشا کا باعث ہے۔ عملی اردو کا تقاضا ہے کہ غالب و اقبال کا انداز سیکھنے والے طلباء ان کے خیالات کو چاہیں تو مکالمے میں ڈھال لیں یا تمثیل کا رنگ دے دیں۔

کمپیوٹر سے فنکشنل زبان سیکھنے میں بے حد مدد ملے گی۔ جہاں کمپیوٹر سے زبان کا سیکھنا ایک سائنس ہے۔ دنیا کا بدلتا ہوا منظرنامہ اردو کو نئی حیثیت میں تسلیم کر رہا ہے۔ مستقبل کی حکمتِ عملی، اس کی ہیئت، تکنیک اور تدریسی انداز میں تبدیلی فروغ کے رجحانات کو مثبت زاویے، تکنیکی سانچے، کینڈے اور محضر فراہم کرے گی۔ ہمیں اپنے اساتذہ کو جدید ترین پیشہ ورانہ علمی تربیت سے آراستہ کرنا ہے۔ ایسوی ایٹ ڈگری آف ایجوکیشن/ ADE اور بی ایڈ ایلمینٹری کی سطح کا یہ کورس اسی خیال (فرضیہ Hypothesis) کے تحت ڈیزائن کیا گیا ہے

اردو سے متعلق مسائل

بولنے کا عمل زبان کی تدریس میں نہایت اہم ہے کیونکہ جب طلبہ اردو بولتے ہیں تو انہیں بہت مشکلات درپیش ہوتی ہیں۔ تلفظ، افعال کا سمجھنا، سوال و منفی جملے، جملہ صحیح نہیں بول پاتے، حرفِ عطف کا مسئلہ اور بھی کئی ایک مسائل کا سامنا ہوتا ہے۔ تلفظاً اکثر غلط۔ زبان اکثر طلبہ کی ناقص، بولنے میں ہچکچاہٹ، قرات معیوب، تلخیص و توضیح کی صلاحیت کم، مطالعے کا شوق کم، تحریری خط اکثر خراب، ہجے اکثر غلط مضمون نگاری کی قابلیت کم، خیالات میں ناداری، ذخیرہ الفاظ میں افلاس، سمجھنے کی قوت کم، ذہن ابہامات سے پُر۔ یہ تمام نقائص بے توجہی سے پیدا ہوئے۔ اکثر حالات میں اساتذہ کو خود بھی زبان پر دسترس حاصل نہیں ہوتی۔

اردو کا رسم الخط کچھ ایسا ہے کہ تحریر میں اکثر حروف کی شکلیں بدل جاتی ہیں۔ "بات، بس اور پچ حرف میں "ب" میں تین جداگانہ

صورتیں اختیار کر لی ہیں۔ اُردو حروف ملا کر لکھے جاتے ہیں۔ حروف کو جوڑتے وقت ان کی شکلیں تبدیل ہو جاتی ہیں کیونکہ اُردو میں ہر حرف کی چار مختلف شکلیں ہوتی ہیں۔ ابتدائی، وسطی، آخری اور مکمل۔ ان شکلوں کی تبدیلی طالب علم کے لیے مسئلہ بن جاتی ہے اور اسے پڑھنا مشکل ہو جاتا ہے۔ دیگر زبانوں میں حروف کو ملایا نہیں جاتا بلکہ حروف اپنی شکل میں لکھے جاتے ہیں

اُردو حروف ملا کر لکھے جاتے ہیں۔ حروف کو جوڑتے وقت ان کی شکلیں تبدیل ہو جاتی ہیں کیونکہ اُردو میں ہر حرف کی چار مختلف شکلیں ہوتی ہیں۔ ابتدائی، وسطی، آخری اور مکمل۔ ان شکلوں کی تبدیلی طالب علم کے لیے مسئلہ بن جاتی ہے اور اسے پڑھنا مشکل ہو جاتا ہے۔ عربی میں بعض حروف کا تلفظ اور ہے جب کہ اُردو میں اور ہے مثلاً ض کو اُردو والے ذ کے تلفظ سے ادا کرتے ہیں مگر عرب ''دھ'' کے تلفظ میں بولتے ہیں۔ ع، کو اُردو والے، الف کے تلفظ سے ادا کرتے ہیں مگر عرب طلبہ اسے ''ع'' کے تلفظ ہی میں بولتے ہیں۔ اعراب بدلنے سے بھی لفظ کے معنی تبدیل ہو جاتے ہیں۔ سَحَر، بِحر، بَحر، صَرف، صِرف، ذَور، ذُور وغیرہ۔ عربی میں جملہ کے معنی جذباتی ہیں اور ذلیل کے معنی کمزور کے ہیں جب کہ اُردو میں بالکل الٹ معنی برتے جاتے ہیں۔ تاہم لفظ جس زبان سے مستعمل ہے اس کا خیال لغت کے ذریعے رکھنا چاہیے۔

بنیادی لسانی عادات کی تربیت بھی ناپختہ رہنے سے بچے مسائل کا شکار رہتے ہیں۔ قدیم طریقہ ہائے تدریس ان میں زبان کا متنوع ماحول بیدار ہی نہیں کر پاتا۔ ذخیرۂ الفاظ میں وسعت اور بوقتِ ضرورت ان کے انتخاب کی اہمیت تقریر کے لیے بنیادی آلے کی حیثیت رکھتی ہے۔ اس مقصد کے لیے اُردو لغات اور ''اُردو تھیسارس'' کا استعمال زیادہ مفید ہوتا ہے۔ اُردو میں مترادفات اور متضادات کی کوئی کمی نہیں لیکن تقریر کرتے وقت ان میں سے موزوں ترین الفاظ کا استعمال ان کے سیاق و سباق پر منحصر ہے۔ ظاہر ہے کہ سیاق و سباق اور برمحل استعمال کے لیے وسعت مطالعہ اور لغات یا تھیسارس کا استعمال ہی مدد دے سکتا۔ بعض اربابِ تعلیم جو ثانوی سطح پر بولنے کو پڑھنے اور لکھنے پر ترجیح نہیں دیتے۔

- ثانوی درجے کے طلبہ کے پاس ذخیرۂ الفاظ کی کمی نہیں ہوتی لیکن ابتدائی درجے میں ایسا نہیں ہے۔
- ثانوی درجے میں طالب علم زیادہ تر پڑھنے اور لکھنے کی کوشش کرنے کے بعد داخل ہوتا ہے۔ اس میں بولنے کی صلاحیت کم ہوتی ہے یا اس پر زیادہ زور نہیں دیا جاتا۔ ابتدائی درجے میں تو یہ صلاحیت بالکل ہی کم ہوتی ہے۔
- اس درجے میں طالب علم کافی لکھنا پڑھنا سیکھ چکے ہوتے ہیں لیکن تکلم اور تقریر پر توجہ کم ہوتی ہے۔
- امتحان کا کچھ فی صد ثانوی جماعتوں میں زبانی امتحان کے لیے وقف کرنا اشد ضروری ہے تا کہ طلبہ مستقبل قریب کی عملی زندگی میں مسائل و حالات پر مدلل اظہارِ خیال اور دوسروں کو اپنی تقریر سے مطمئن کر سکیں۔ اس کے لیے ایک عملی پیریڈ اور اس کا عملی امتحان ضروری ہے۔
- اُردو قومی زبان ضرور ہے لیکن اکثر طلبہ کی مادری زبان نہیں، ہمارے اکثر طلبہ گلابی قسم کی اُردو بولتے ہیں اور بعض طلبہ بالخصوص دیہات کے طلبہ اُردو میں چار جملے بھی نہیں بول سکتے۔ لہٰذا الفاظ کا طرزِ تکلم سکھانا ضروری ہے۔
- یہ کہنا کہ سارے ملک کے تقریباً تمام باشندے اُردو نوٹے پھوٹے انداز میں بول سکتے ہیں غلط ہے۔ ہو سکتا ہے کہ یہ بجا ہو لیکن صحیح اُردو بولنا ہی اصل مہارت ہے۔
- اُردو زبان کو اُردو زبان کے استاد ہی پڑھائیں تو بچوں کو زبان کے حوالے سے بہت سے مسائل کا خاتمہ ہو جائے۔

ADE/B.Ed. (Hons.) Elementary Syllabus
Science 1 (General Science)
Semester 1

Syllabus: Science I

YEAR/SEMESTER: Year 1 / Semester 1
DURATION (Hours): 48 hours (16 weeks)
CREDIT VALUE: 03 credits
PREREQUISITES: Matriculation (with a science subject)

COURSE DESCRIPTION

This Science I course will refresh and strengthen prospective teachers' subject matter knowledge. It lays a foundation for the pedagogical content knowledge also required to effectively teach general science in elementary school. The course covers core concepts in physical science, life science, and earth science. Also covered are the teaching strategies and instructional approaches that best support the development of conceptual understanding of science.

Science I in Semester 1 is followed by Science II in Semester 3. Both courses integrate science content with science pedagogy and skill building instead of teaching them separately. Both content outcomes and process outcomes have been listed. This division in the objectives between content and process is primarily one of convenience. It allows outcomes to be adequately represented in a written document. In the classroom, content and process should always be addressed simultaneously. After completing Science I and Science II, the prospective student teachers will be well prepared to implement the National Curriculum in elementary grades 1-5.

The Science I and Science II course materials are designed to prepare prospective elementary teachers to teach inquiry science in grades 1-5. The (pedagogical) content knowledge is chosen accordingly. Prospective science teachers who want to teach science in higher elementary grades (6-8) should deepen their science knowledge further by attending additional science classes offered in Year 3 and Year 4 of the B.Ed. (Hons) program.

COURSE OUTCOMES:

After completing this course, student teachers will be able to:

1. Describe the interdependence of ecosystems and the organisms within and how changes affect populations and the equilibrium of a system. Relate evolutionary forces to the diversity of ecosystems and of the species within them.
2. Identify the effects of human activities and naturally occurring changes on ecosystems and the consequences of those changes.
3. Begin to see the Earth as a system consisting of major interacting components that consistently undergo change. Physical, chemical, and biological processes act within and among them on a wide range of timescales.
4. Describe physical and chemical properties and physical/chemical processes with a special focus on the change of state of matter and how this change relates to energy.
5. Develop an understanding of common misconceptions about matter and particle theory.
6. Be able to describe a chemical reaction in the context of a rearrangement of atoms and also in the context of the formation of a new substance with new properties.
7. Investigate the relationships among force, mass, and motion of an object or system.
8. Be able to apply various models to science teaching while recognizing their limitations. Prevent potential misconceptions that could result from the use of some widely used models.
9. Be able to read, record, and analyze data, and present that data in meaningful ways.

Teaching-Learning Framework

Throughout this course, pedagogy is interwoven with the content development. Faculty will model inquiry teaching to student teachers in order for them to experience firsthand the learning and teaching of science in an inquiry way. Thoughtful discussions will follow such hands-on experiences to clarify the applied methods and expected learning. These reflections are essential because it is through these discussions that prospective teachers will gain essential pedagogical content knowledge. They will also learn how to apply this knowledge to their science teaching in elementary grades upon graduation. Discussions, reflections, and application of pedagogical science content knowledge are critical components of Science I (and Science II). Each task prepares prospective teachers for their own teaching and enables them to modify activities to best meet the needs of their individual classrooms. For this reason, a substantial amount of time is dedicated to the "Teaching of Specific Science Content" in each unit of the course.

In addition to content and pedagogical content knowledge, this course is also designed to help students develop science thinking and process skills.

After completing this course, student teachers will be able to:
1. Begin to apply inquiry to the teaching of science at the elementary level.
2. Be able to identify, adapt, and modify investigations that lead to conceptual understanding.
3. Begin to design science investigations around core concepts.
4. Begin to understand the need for learning progressions.
5. Recognize common misconceptions and be able to respond with appropriate remediation.
6. Be able to use open-ended questions to assess students' conceptual understanding.
7. Provide their students with exciting science experiences that extend their natural fascination with the world and help them learn the science skills and concepts they will need in later schooling and in life.
8. Reflect on their teaching to develop a personal approach to the teaching of science.

SEMESTER OUTLINE

Unit 1: Course Overview

Week	Topics/Themes
1	Course overview Science in personal and social perspective The nature of science and scientific investigation (observations, inferences) Teaching of science: reflect upon the way prospective teachers learned science and how they want to teach science when they graduate.

During this unit, prospective teachers will:
- Discuss the nature of science and contrast science to other ways of knowing about the world.
- Understand the differences between results, conclusions, and inferences.
- Describe how science is a process rather than a product.
- Provide examples for the impact of science in daily life and the environment.

Unit 2: Populations and Ecosystems

Week	Topics/Themes
2	Basic needs of living things Interdependencies of living things (symbiotic relationships)
3	Ecosystems and Habitats Population Growth – Survival and Extinction
4	Teaching "Populations and Ecosystems" in elementary grades

During this unit, prospective teachers will:
- Investigate the interdependence of living things (including humans) in an ecosystem.
- Investigate how changes in environments affect plants and animals (including humans).
- Explain how adaptive characteristics of a species affect its chance for survival or possible extinction.
- Describe factors that limit or support the growth of populations within an ecosystem.
- Analyze data collected over time, and explain how disruption in one part of an ecosystem can repeat throughout an ecosystem.
- Begin to identify the unit's underlying core science concepts for elementary students.
- Design age-appropriate, inquiry-based activities and identify learning outcomes.

Unit 3: Diversity and Adaptations

Week	Topics/Themes
5	Diversity of living things Systems of classification
6	Adaptations for survival Evolution and Diversity
7	Teaching "Diversity and Adaptations" in elementary grades

During this unit, prospective teachers will:
- Describe the diversity of living things.
- Explain how adaptive characteristics of a species affect its chance for survival or possible extinction.
- Explain how evolution has resulted in diversity among living things.
- Observe fossil records and interpret them for evidence of adaptation, environmental change, and extinction.
- Explain why we use classification systems and how classification systems are applied.
- Begin to identify the unit's underlying core science concepts for elementary students.
- Design age-appropriate, inquiry-based activities and identify learning outcomes.

Unit 4: Earth – The Blue Planet

Week	Topics/Themes
8	Earth - an inhabitable planet Weather and Seasons Categorizing the world by continents, biomes, vegetation zones, climate zones, etc. Introduction to maps; reading and creating simple data charts
9	Constant changes on Earth – rock cycle Rivers (erosion / sedimentation) Earthquakes and Volcanoes
10	Teaching "Earth – The Blue Planet" in elementary grades

During this unit, prospective teachers will:

- Recognize that the abundance of water on Earth makes Earth unique and habitable.
- Describe and give examples of ways in which Earth's surface is built up and torn down by natural processes.
- Explain how weathering and erosion reshape landforms by eroding rock and soil in some areas and depositing them in others.
- Investigate landforms and identify constructive and destructive forces that led to their formation.
- Begin to identify the unit's underlying core science concepts for elementary students.
- Design age-appropriate, inquiry-based activities and identify learning outcomes.

Unit 5: Force and Motion

Week	Topics/Themes
11	Relationship among force, mass, and motion of an object. Interaction of objects as it relates to force and linear, constant motion. Graphing of motion and basic calculations of speed and average speed.
12	Non-linear motion and accelerated motion. (Laws of motion) Graphing of non-linear and accelerated motion.
13	Teaching "Force and Motion" in elementary grades

During this unit, prospective teachers will:
- Articulate and demonstrate the principles of motion and forces, and apply them to examples of interactions between objects.
- Investigate the relationships among force, mass, and motion of an object or system.
- Conduct investigations to determine the position and direction of a moving object (and represent its motion on a graph).
- Draw free-body diagrams that list all the forces acting on an object and the resulting direction of motion.

- Analyze the motion of objects by the established relationships known as the laws of motion.
- Begin to identify the unit's underlying core science concepts for elementary students.
- Design age-appropriate, inquiry-based activities and identify learning outcomes.

Unit 6: Properties and Matter

Week	Topics/Themes
14	Physical properties of matter, including melting point, boiling point, hardness, density, and conductivity Atoms, molecules, mixtures, elements, and compounds Introduction to the periodic table
15	States of matter: solid, liquid, gas (examples of water) Introduction to models and their limitations in science teaching
16	Teaching "Properties of Matter" in elementary grades

During this unit, prospective teachers will:
- Differentiate between physical and chemical properties of matter.
- Classify chemicals as pure substances or mixtures (homogenous or heterogeneous) and classify pure substances as elements or compounds.
- Identify atoms and molecules as the building blocks of elements, compounds, and mixtures.
- Explain the atomic structure, addressing parts and properties of the atom.
- Analyze the relationship between the structure and the properties of matter, focusing on chemical properties of elements and their placement in the periodic table.
- Explain how substances change from one state to another by heating or cooling.
- Describe a model of the atom and what it depicts as well as its limitations.
- Begin explaining student misconceptions about properties and particle theory, and what to do about them.
- Begin identifying the underlying core science concepts in this unit for elementary students
- Design age-appropriate, inquiry-based activities and identify learning outcomes.
- Begin developing learning progressions.

SUGGESTED TEXTBOOKS AND REFERENCES
There are many science books and other reference that could be useful during this course. Here is just a selection:

Target Science - Physics by Stephen Pople
Target Science - Chemistry by Michael Clugston & Rosalind Fleming
The Teaching of Science in Primary schools – Wynne Harlen
Inquiry – Thoughts, Views, and Strategies for the K-5 Classroom – National Science Foundation
Ready, Set, Science! Putting Research to Work in K-8 Science Classrooms – National Research Council
Taking Science to School: Learning and Teaching Science in Grades K-8 – National Research Council

Lederman, N. & Abd-El-Khalick, F. (not dated). "Avoiding De-Natured Science: Activities That Promote Understandings of the Nature of Science" retrieved from http://toolbox.learningfocused.com/data/0000/0014/2125/Teaching_the_NatOSci.pdf.

"A science prototype: Rutherford and the atom," (not dated) retrieved from http://undsci.berkeley.edu/lessons/pdfs/rutherford.pdf.

Understanding Science is a website that communicates what science is and how it works: http://undsci.berkeley.edu/index.php.

For an easy to understand illustration of Newton's Laws of Motion, go to http://teachertech.rice.edu/Participants/louviere/Newton/.

For information about Bloom's Taxonomy, refer to http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm.

COURSE ASSIGNMENTS
Suggested assignments are included in the Unit Guides of the course. Some are short-term assignments and some take several weeks to complete. A mix of individual and group assignments is also provided.

These assignments are designed to deepen students' learning and allow them to research and apply their knowledge to topics of personal interest. All the assignments count toward the final grade.

Examples of assignments include:
a) Conduct an investigation on a science topic and present your findings and conclusions.
b) Develop hands-on activities around a core science concept for an elementary grade.
c) Write an editorial for a local newspaper on a relevant science topic stating an opinion supported by evidence.
d) Plan and conduct a science activity with a group of children using the inquiry approach.

GRADING POLICY
The university and its affiliated colleges will determine the course grading policy. The policy should be shared with students at the beginning of the course. It is recommended that at least 50% of the final grade is determined by course work completed by prospective teachers. Course work may include work completed in assignments in or outside the classroom, or assignments at school.

ADE/B.Ed. (Hons) Elementary Syllabus

Methods of Teaching

Semester 1

SYLLABUS: METHODS OF TEACHING

Year /Semester: Year 1/Semester 1
Credit Value: 03 credits
Prerequisites: None

COURSE DESCRIPTION

This course is an introduction to teaching methods used in elementary schools. Since you have been an elementary school student, you will recognize some of the methods but you know them from a student's perspective rather than a teacher's perspective.

Teaching methods are often divided into two broad categories: teacher-centred methods (also called Direct Instruction) and learner-centred methods (also called Indirect Instruction or Inquiry Learning). An effective teacher knows several methods, some teacher-directed and others learner-directed. He or she would choose, from among these, the one method or combination of methods most likely to achieve a particular lesson's objectives with a particular group of students.

Because teaching and learning interact, a course about teaching must also be about learning. The content and structure of the course is based on two strong claims about learning. First, learning results from what the student already knows, thinks, and does and *only* from these actions of the student's mind. A teacher enables students to learn by influencing what the student *does to learn* but the student has to *do* it. Second, as students progress through school they should learn to become their own teachers. That is, students should learn *how to learn* using their teachers as models.

COURSE OUTCOMES

- A personal theory of teaching and learning based on a critical analysis of implicit theories formed as a student and modified/elaborated through reflections prompted by the work done in this course.
- An argument paper that presents the pros and cons of teacher-centred and learner-centred teaching methods and states your position as a teacher
- Records of structured, reliable classroom observations and conclusions drawn from reflection on these.
- Participation in a Cooperative Learning group that planned, taught, and critiqued a lesson to college/university classmates
- An elementary school lesson plan
- A reflective journal

LEARNING AND TEACHING APPROACHES

This is your first opportunity to study teaching and, to a lesser extent, learning in school. You will soon learn that there are several sources of knowledge about teaching and learning and you will be introduced to these sources. Because you have years of experience as a student but are a beginner to the study of teaching, this course provides you with the opportunity to experience school with a focus on the teacher. You will observe teachers at work in classrooms and interview two students in each classroom. You will start your student interviews with two elementary school students whom you interview about their teachers away from the classroom. You will have a conversation with at least two experienced teachers. You will participate in planning and teaching a lesson to your college/university classmates and you will write a plan for a lesson appropriate for students in an elementary school.

Experiences of all types have more meaning when you *reflect* on the experience. In this context, *reflection* means turning your attention inward to your mind and searching for connections between the experience you have just had and past experiences. You turn to your own thoughts, experienced as mental images and words, to discover what you learned through the new experience. Reflection is aided by writing about your thoughts and by talking about them with other people. The course is organized so that you complete many of your assignments in collaboration with two or more of your classmates and you write 3 to 5 times a week in your journal.

You are expected to be a self-directed student in this course. This means that you will act to arrange school visits and to find teachers and students to talk with away from school. You also will take an active interest in your journal and use it for the purposes for which it is intended. Finally, you will be a responsible member of any group of classmates with whom you work. It is probable that the value of this course to your study of teaching will be proportional to the energy and time you invest in the course assignments.

SEMESTER OUTLINE

Unit 1   Teaching and Learning in School (2 weeks/6 hours)

You have been in school for at least 12 years. If you are like other prospective teachers, you probably have a personal theory about teaching and learning that was formed by your experience in school as a student.   You may not be aware of all of these thoughts and beliefs but some of them may interfere with learning to teach.   In this unit you will examine and write in your journal about your existing theory about teaching and learning so you become fully aware of it.   Then you will compare your personal theory about teaching with other perspectives on effective teaching.   You may want to modify your theories.   You will also learn how to observe teachers and students at work in classrooms.

Week	Topics	Sub Topics
1	**Sources of Information about Effective Teachers**	• Your experience as a student • Students currently in school • Published research • Observations in classrooms • Reflections on classroom observation by yourself and with others • Conversations with experienced teachers • Theories about education and instruction • The relationship between teaching and learning
2	**Sources of Information about Learning in School**	• Your experience as a student • Current students' self descriptions • Published research, especially in cognitive and educational psychology • Observations in classrooms • Reflections on student interviews by yourself and with others • Conversations with experienced teachers • Theories about learning • Cultural influences on teaching and learning

Unit 2 Classrooms are Busy Places (2 weeks/6 hours)

Teaching is a universal human experience: parents teach their children; brothers and sisters teach each other; friends teach friends; employers teach employees; and colleagues teach each other. These examples of teaching usually involve a few students at the most and occur in the setting where the learning is used. (For example, young children learn about collecting water with their mother at a stream or well, or a child learns a new game from a group of friends in a playground.)

Classroom teaching is a special instance of teaching. First, the group is large and diverse creating management challenges for the teacher.   Second, learning takes place in an unnatural environment creating motivation and attention problems for the students. People who have not been responsible for teaching in a classroom have difficulty appreciating the complexity of the work.   The purpose of this unit is to introduce you, a prospective classroom teacher, to the complex environment in school classrooms

Week	Topics	Sub Topics
3	**Sources of Complexity in the Classroom**	• Classroom space is crowded • Work takes place in public: students don't have offices • Teachers must simultaneously pay attention to a group and each individual in the group • Children are not carbon copies of each other • Resources are scarce: students have to share and often wait • Teachers plan but unexpected events upset plans often • Classroom activities do not occur one at a time: several different activities are in progress at the same time
4	**Managing Complexity**	• Learn names, interests, & learning strengths fast • Establish rules and routines • Group students • Organize books and other materials for easy access • Create pairs of students to help each other

Unit Three: Teacher-centred and Student-centred methods (2 weeks/6 hours)

These two methods are a good place to start your study of teaching methods because they are usually seen in opposition to each other when they may be seen as complementary. Teacher-centred, Direct Instruction is used to help students acquire knowledge and skills. Student centred, Indirect Instruction (Inquiry/Problem Solving) is used to help students understand the physical, social, and psychological world in which they live. In addition to different goals, the methods derive from different theories about learning and employ different practices.   The Unit is organized around the view that both methods belong in schools. *Knowing* and *understanding* are different but related mental processes; each is a legitimate goal of schooling for all students.

Week	Topics	Sub Topics
5	**Key Concepts**	• Distinction between lower and higher order learning • Outcomes from lower order learning • Outcomes from higher order learning

		• Instructional activities that enable lower order learning • Instructional activities that enable higher order learning • Direct Instruction: a method to enable lower order learning • Inquiry Learning: a method to enable higher order learning • Different roles for teachers and students
6	**Model Lessons**	• Template for Direct Instruction lessons • Sample lessons • Template for Inquiry/Problem Solving lessons • Sample lesson • Inquiry, Problem Solving, Project: same or different? • Choice: Teacher –centred or Learner- centred? Or both?

Unit Four: Lecture, Demonstration, Discussion, Questions, and Cooperative Learning (3 weeks 9 hours)

As the previous unit illustrates, the method or practice that a teacher chooses depends on the goal s/he intends to achieve with a particular group of students. Teachers have choices not only about teaching methods but also about how they group students for instruction: whole class; small groups; pairs; or as individuals. A teacher's decision about grouping is usually determined by a lesson's goal or objective. For example, if a lesson requires that every student in the class have information that is not easily accessible and requires interpretation, the teacher will probably decide to construct a lecture followed by discussion, including questions, for the whole class.

This Unit has ambitious goals and complicated logistics.   Each of you will be assigned to one of six cooperative learning groups. Each group's task is to create a 15 minute lesson using one of the methods in the Unit title (lecture, demonstration, or discussion) for a total of six lessons (two for each method). All six lessons will include questions. One person from each of the six groups will teach the lesson to the rest of the class during the third week of the Unit (week nine of the course).   Three class sessions will be devoted to the lessons the (2 lessons per day) leaving 15 minutes day for discussion of the lessons and 15 minutes for continued study of questioning strategies. There are handouts for this unit that facilitate the work of the Cooperative Learning groups. Persons who will teach the lesson from each group will be selected by drawing one name from an envelope that contains names of everyone in the group at the beginning of class on the day of the lesson.

Week	Topics	Sub Topics
7	**Cooperative Learning**	• Peer teaching practice • Rationale for Cooperative Learning • Different models of Cooperative Learning • Cooperative Learning procedures • Incentive structure of Cooperative Learning • Limitations of Cooperative Learning • Checklists as assessment devices

8	**Lecture, Demonstration, and Discussion**	• Reasons to lecture • Structure of a lecture • Active lectures • Structure of a demonstration • Characteristics of good discussion • Purposes of questions • Questions in lecture, demonstration and discussion • Wait time
9	**Asking questions**	• Open and closed questions • Lessons taught in class

Unit Five: Teacher-Student and Student-Student Interactions that Support Learning in the Classroom (2 weeks; 6 hours)

While studying Unit 2 in this course, you had the chance to watch a teacher and students at work in 2 different classrooms and discuss the observations with your colleagues. Hopefully, you could see that classrooms are unusual social environments. One adult is expected to allocate limited resources (space, time, learning tools, and attention) equitably among 40 (more or less) students.

Students are expected to sit for long periods of time and pay continuous attention to their lessons. Each student's competence is on public display all the time. The teacher is supposed to have eyes that rotate 360 degrees so that s/he knows what each student in the class is doing most of the time. In this unit you will learn that a teacher and students can turn an unusual social environment into an environment that supports learning

You and your partners will observe in two more classrooms during the next two weeks. In each classroom you will observe a teacher interacting with two students and those students interacting with each other. In each classroom the teacher will choose the students whom you will observe.

Week	Topics	Sub Topics
10	**Constructive Interactions Between Teacher and Students**	• Respect • Credibility • Fairness (justice) • Trust • Interest • Enthusiasm • Adaptive teaching
11	**Constructive Interactions Between Students**	• Cooperative working relationships are central • Examples of cooperative working relationships • Feelings are the foundation of thought • Importance of trust and confidence

Unit Six: Designing Instruction: Goals and Objectives; Assessment; Plans; and Materials (4 weeks; 12 hours)

Teachers started using learning objectives (also called learning outcomes) to design lessons about 50 years ago. Previously, lessons were named by the topic rather than a learning outcome. For example, 'Addition of two-digit numbers' rather than 'All students will correctly solve at least 8 out of 10 problems involving the addition of two-digit numbers'. Teachers have more than one way to write learning objectives.

You have seen different formats for lesson plans: some plans have more parts than others. Though there are differences in the number of parts a plan may have, all lesson plans have objectives, a sequence of activities for obtaining the objectives including materials that will be used; and means for collecting evidence that students achieved the learning outcomes. In this unit, you will learn how to write learning outcomes and choose or create assessments. You will use knowledge you have acquired about methods to create and write a teaching plan. You will learn to find or create the materials that you need to use your plan. You will do some work on the lesson plan in class with the two people with whom you have visited schools. During the last week of the Unit (week 15 of the course) you will review what you have learned about teaching methods and learning and instructional principles in the course and compare that knowledge with your current personal theories of teaching and learning.

Week	Topics	Sub Topics
12	**Sources of Knowledge for Designing Lessons**	• Learning principles • Pakistan's elementary school curriculum • Definitions of standards, goals, and objectives • Examples of standards, goals, and objectives • Bloom's Taxonomy of Educational Goals and Objectives
13	**Assessment**	• Definition of assessment in schools • Personal experience with assessment • Assessment practices in schools in Pakistan • Purposes of assessment • Distinction between formative and summative assessment • Examples of formative assessment
14	**Instructional Materials**	• Sources of instructional materials, including textbooks, in Pakistan • School budgets for instructional materials • Lo/no cost materials as a supplement to or substitute for materials provided by the government • Examples of materials created from local resources by teachers for mathematics, science, and literacy
15	**Review and Synthesis**	• Review of teaching methods and instructional and learning principles • Review of students' current personal theories of teaching and learning • Search for synthesis • Complete instructional design project (lesson plan) • Presentation of lesson plans designed by students

Unit Seven: Self-Regulated Learning (1 week 3 hours)

You know that learning is not confined to school. Children learn to walk and talk before they go to school. People continue to learn after they go to work. When you think about it for a little while, you will probably conclude that people learn throughout their lives. When you think about your own experience in school, you will probably also conclude that as you progressed from grade 1 through grade 12 the work in school got harder and you had more responsibility for learning. (Learning in school can also be called studying.) The fact that learning is continuous in people's lives is partly responsible for the claim that children should 'learn how to learn' while they are in school.

The purpose of this Unit is to introduce you to the process of learning how to learn.
You will probably become aware of mental actions that you do without thinking about it (For example, checking with yourself to be sure you understand when you are reading in preparation for a test.) As you study the unit, try to think of yourself both as a student (which you are) and as a teacher (which you are becoming) because you are learning about mental actions that you will teach your students.

Week	Topics	Sub Topics
16	**Self-Regulated Learning**	• Becoming your own teacher • Parents and teachers attitudes toward self-regulated learning • Interdependence between learning and motivation • Intrinsic and extrinsic motivation • Mastery learning goals and performance learning goals

SUGGESTED REFERENCES

Boekarts, M. (2002). Motivation to learn. (Educational Practice Series No. 10). Geneva: International Bureau of Education. Retrieve from
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Vosniadou, S. (2001). How children learn. (Educational Practice Series No. 7). Geneva: International Bureau of Education. Retrieve from http://www.ibe.unesco.org/en/services/online-materials/publications/educational-practices.html

What Makes a Good Teacher? Opinions from Around the World. Retrieve from http://www.unicef.org/teachers/teacher/teacher.htm

West Virginia State Department of Education Resources for Formative Assessment Retrieve from http://wvde.state.wv.us/teach21/ExamplesofFormativeAssessment.html

GRADING POLICY

A variety of assessments should be used to assess student learning. It is recommended that course work count towards at least 50% of the final grade. Instructors will advise at the start of the course about which pieces of course work (assignments) will be graded. The remainder of the grade will be determined by mid and end of semester exams. s

COURSE ASSIGNMENTS

Reflective Journal

Each student will purchase a spiral bound notebook to be used as a Reflective Journal. This journal will be used for specific assignments (e.g.) the development and continuous revision of a personal theory of teaching and of learning) and also for classroom observations. In sum, the journal will function simultaneously as a repository for certain assignments and as a diary for recording experiences connected with the course (e. g. classroom observations). When you talk with students about journal, tell them either to leave a wide margin when they write or to leave one side of each age blank so that you can record your reactions to their work and they can go back and record their own reactions to text they have written earlier (e.g. personal theory of teaching and of learning).

Classroom Observations

The course includes nine observations in classrooms. The course syllabus indicates that students may have to locate the schools in which they will observe. If the teachers approve, form triads among the students so three people observe in the same class at the same time. Each triad should remain together throughout the semester. Observing in triads has two purposes.

First, it allows a richer conversation about the observation and, second, it allows the students to practice talking and thinking together about teaching an learning with colleagues. Hopefully, they will bring this habit with them when they begin their teaching careers. Explain that observing and recording what they see is necessary but not sufficient. The value of the observations comes from talking and thinking Together about what you have seen and then individually describing what you saw and your interpretations as a one page paper.

Observations are planned for Units 1, 2 & 5. Each set of observations has a different purpose. The first two observations are of teachers' actions during a lesson using a checklist created from the teacher effectiveness research. Two teachers are to be observed varying the age of the students (within grades 1 through 8) and the subject of the lesson (e.g. math, Urdu, etc.). The

third observation is of a teacher's movement in the classroom during a lesson. The fourth and fifth observations are in the same classroom and are of a teacher interacting with two students in the class whom the teacher has identified as in the top quarter of the class and the bottom quarter of the class academically. The remaining four observations take place in two classes again varying students' age and subject matter.   These observations are of two students in each class who have been identified by their teachers as popular and less popular. Here the observation is of the interaction of the two target students in each class with other students in the class.   Each type of observation (teacher alone; teacher-student interactions and student-student interactions has data collection forms that are among the handouts accompanying this guide.

Student Interviews
The course includes ten interviews with students. The first interviews are with two elementary school students who are to be asked their views about good teachers. Then each triad will interview four students (two high achievers and two low achievers) during lessons in classes the first observation is conducted. The student interviewers will create their own interview questions. The purpose of the interviews is to learn the students' opinions about school, the teacher and themselves as students.   The other four interviews are with two popular students and two less popular students each pair in a different class. The student interviewers will determine the questions which can be the same as those used for the first set of interviews. For each set of interviews, the interviewers might consider asking each student, 'If you could change one thing about school and one thing about the teacher in the class we just visited, what would it be?' Summaries of these interviews, including the questions asked and interpretations, become journal entries.

Teaching a Lesson
This assignment is described in the course syllabus. It is a group project the purpose of which is twofold: to plan and critique a lesson using a lecture, discussion, or demonstration and to work in a group using cooperative learning.

Divide the class into six groups. Prepare six slips of paper – two will say lecture, two will say discussion and two will say demonstration. Put them in a bag or envelope. Have one member from each group draw a slip from the envelope. The name on the paper is the method the group will build into a lesson appropriate in content for their college/university classmates.

Each member of the group will participate in planning the lesson as a cooperative learning experience.   At the beginning of the class session in which the lesson is to be taught, names of the people in the group that planned the lesson will be put in an envelope and one name will be drawn. That person is the one who will teach the lesson to the class. In other words in each of the six groups every person has to be prepared to teach, though only one of them will actually give the lesson. Class members will be given rubrics to be used to judge the lesson. A critique will follow each lesson and will include the members of the group who planned the lesson. Each group will be responsible for providing evidence that every member of the group participated equally in preparing the lesson.

Designing a Lesson
It may seem strange to plan and teach a lesson before learning how to design a lesson. This is a more detailed plan that the one used to teach using a lecture, demonstration or discussion. Hopefully, using a simpler plan just utilizing one method will make the more comprehensive plan easier to create.

This is also a group experience with three persons in a group. There may be some advantage in keeping the people who observed in classrooms together for this project. (There are also advantages to working with a new group.) The topic for the lesson is nutrition. The lesson is for students in Class IV. It will be helpful if you can find 4th grade textbooks containing chapters on nutrition and put them on reserve for this course in the library. Students should be encouraged to collect teaching materials for this assignment on their own also.

ADE/B.Ed. (Hons) Elementary

Syllabus

English II (Communication Skills)

Semester 2

SYLLABUS: ENGLISH II (COMMUNICATION SKILLS)

YEAR/SEMESTER: Year 1/Semester 2
DURATION: 3 credits, 48 class hours
PREREQUISITES: successful completion of courses in semester 1

COURSE DESCRIPTION

This is the second English course for prospective elementary school teachers. It aims to develop skills for effective communication and presentation using clear and appropriate English. The course comprises five units which focus on developing effective communication strategies, making oral presentations, understanding intonation patterns and their role in determining the meaning of a message or text, and how to present information in speech and writing. The first five weeks are devoted to developing student teacher language confidence and interpersonal skills. This is followed by task-based projects which incorporate all four language skills in order to develop their proficiency in English language.

COURSE OUTCOMES

After completing this course, pre-service teachers/teachers will be able to:

- use English confidently and independently
- discriminate between formal and informal language use
- communicate effectively in speech and writing with different audiences for a variety of purposes
- communicate their own ideas clearly by applying their knowledge of grammar and usage in written and oral presentations
- identify the main stylistic features of descriptive, narrative, persuasive and argumentative texts

LEARNING AND TEACHING APPROACHES

To make student teachers independent users of language, it is essential to involve them in the learning process. The course requires an integrated approach to language teaching which enables learning of all the four skills of language (i.e. listening, speaking, reading and writing) in natural settings. The learning and teaching approach should be balanced so that student teachers not only learn about language, but also how to use English in different contexts. The teachers and students are encouraged to respond through group and pair work, active learning strategies such as role plays, debates, presentations, brainstorming, etc.

Although student teachers may lack the necessary background at the beginning of the course to communicate in English, instructors will use English as the language of instruction. Instead of switching to Urdu or other languages when there is a problem, instructors will use alternative strategies such as slowing down, repeating a text, asking others to explain, or using simpler vocabulary.

SEMESTER OUTLINE

UNIT 1 – EFFECTIVE COMMUNICATION (3 weeks/9 hours)	

The first unit aims at building student teacher confidence and understanding the factors that lead to communicating a thought, an idea or a message clearly and effectively. From a sender to receiver, encoding to decoding a message, the communication cycle comprises various verbal and non-verbal elements as well as calling on the interpersonal skills of individuals. However, various factors may lead to the creation of a gap in oral and written communication. These factors are explored in depth in this unit.

Week 1	**Effective communication** • Communicating effectively • The communication cycle and process • Communication barriers
Week 2	**Language Development of English Language Teachers (ELT)** • Understanding group dynamics • Understanding ELT as a self directed learner • Developing Language awareness by using CLT activities
Week 3	**Organizing a message** • Grammatical accuracy in speech and writing • Coherence and clarity • Opening statement/topic sentence & key words

UNIT 2 – MAKING ORAL PRESENTATIONS (2 weeks/6 hours)	

This unit draws the attention of student teachers to the design and delivery of an effective presentation by giving essential tips and allocating sufficient time for practice sessions. A good presentation requires organized planning and preparation, careful selection of language and vocabulary, the correct body language and rapport with the audience. With an understanding of these requirements, the student teachers should be able to develop sufficient confidence to handle the various tasks required in giving a clear and cogent oral presentation.

Week 4	**Effective presentations** • The ingredients of a successful presentations • Structuring a presentation – the key stages • Using visual displays to present key facts and figures
Week 5	**Presenting in a logically organized and interesting manner** • Using PowerPoint or overhead transparencies for presentations that describe a process/phenomenon • Tips to hold your audience's attention • Preparing for a presentation • Delivering a five-minute presentation

	UNIT 3 – SOUND PATTERNS, TONE AND PURPOSE (4 weeks/12 hours)
	In this unit, student teachers will be given a one-week refresher to re-learn and articulate basic sounds (consonants and vowels) and sound patterns of English language through practical activities. The unit, furthermore, suggests some critical awareness of intonation patterns in listening and reading texts and how the meaning changes with variation in tone.
Week 6	**Sound patterns and tone** • Vowel and consonant sounds and clusters • Phonemes and syllables • Stress and intonation
Week 7	**Modes of communication** • Audience and purpose - Visual texts: pictures and video clips • Identifying purpose and audience in different texts • The language of media – differentiating between audience and purpose
Week 8	**Audience specific** • Writing for different audience • Presenting informally vs. formally • Communicating through different mediums
Week 9	**Understanding the purpose** • Reading for meanings • Reports/Descriptive vs. narrative texts • Argumentative vs. persuasive texts • Writing/Presenting persuasively
	UNIT 4 – PERSUADING AUDIENCE (3 weeks/9 hours)
	Once the purpose and goal of a message have been identified, the major task is to ensure the audience follow the thought presented. By giving practice through various modes of communication like formal speeches, public announcements, news broadcast and presentation of a CV, this unit offers opportunities for student teachers to become familiar with the needs of modifications in language and structure according to the requirements of the audience. It also incorporates a section on writing persuasively to make requests and compose applications or letters.
Week 10	**Public speaking** • Speech/presentation: extemporary and prepared • Public announcements • News broadcast
Week 11	**Being interviewed** • Résumé/CV • Interview skills • Interviewing for a job/internship
Week 12	**Persuasive writing** • Writing persuasively • Applications • Letters of advice/direct request

UNIT 5 – COLLECTING & PRESENTING INFORMATION (4 weeks/12 hours)	
Student teachers will examine learning differences, both normal variation in learning styles and disabilities and disorders. Student teachers will consider the role of the school and the instructor in managing and accommodating learning difference in classroom practice in addition to the perspectives on national educational policy in Pakistan on accommodating diverse developmental needs.	
Week 13	**Collecting information** • Power reading/study skills • Note-taking; summarizing • Synthesizing information
Week 14	**Graphical information** • Reading graphical information: data presented through charts, graphs, etc. • Converting a report to a chart/graph • Summary and outline
Week 15	**Collecting and presenting data objectively** • Small scale research project • Developing a questionnaire • Gathering data and presenting findings • Reporting results
Week 16	Project presentation Revisions

SUGGESTED TEXTBOOKS AND REFERENCES

Eastwood, J. (2005) *Oxford Practice Grammar*, Karachi: Oxford University Press.
Swan, J. *Practical English Usage* (3rd editions) Oxford University Press
Thomson and Martinet, *A practical English Grammar (Intermediate)* Oxford University Press
Howe, D.H. & Kilpatrick, L. (2008) *English for Undergraduates*, Oxford: Oxford University Press
Write better, Speak better (2005) Editors of Readers Digest. Readers' Digest Association

The following websites provide a wealth of resources:

http://www.bbc.co.uk/worldservice/learningenglish/

http://learnenglish.britishcouncil.org/en/

http://www.teachingenglish.org.uk/

http://freesoftwarepc.biz/educational-software/download-free-software-3d-grammar-english-portable/ (a grammar software free download)

GRADING POLICY
A variety of assessments should be used to assess student learning. It is recommended that course work count towards at least 50% of the final grade. Instructors will advise student teachers about which pieces of course work (assignments) will be graded. The remainder of the grade will be determined by mid and end of semester exams.

ADE/B.Ed. (Hons) Elementary
Syllabus
Computer Literacy
Semester 2

Syllabus: Computer Literacy

Year/Semester: Year 1/Semester 2
Credit Value: 3 credits
Pre-requisites: F.A. /F. Sc.

Course Description

This course will prepare teachers to understand, use and apply technologies (computer, digital camera, mobile phones) in an effective, efficient and ethical ways. Advanced technologies are more pervasive today than they have ever been, and their uses are expanding continually. ICT is significantly enhancing and altering human activity, and enabling us to live, work and think in ways that most of us never thought possible. Prospective teachers will actively explore the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings. They will also learn to develop skills like collaboration, higher-order thinking, problem solving, and self-direction through effective use of technology tools and resources thus, enabling them to be a lifelong learner in 21st century.

Course outcomes:

Trainee-teachers develop confidence and an aptitude for using computers and will be able to:
- use computer technology as a tool for communication & collaboration, problem solving
- create productivity materials related to teaching profession (lesson plans, result sheets etc)
- use computers technology for personal & professional growth, for research and generating new knowledge
- explore new technologies/knowledge for career growth as lifelong learners

Learning & Teaching Approaches:

This is a skills-focused/practical course and it is expected that all the sessions would be implemented practically in the computer lab. The course is based on interactive exploration approach using lecture demonstration method with various teaching techniques including K-W-H-L, brain storming, thought provoking questions, think pair-share, reflections, discussions, etc. The instructional strategies recommended focus the development of knowledge, skills and attitude.

Each planned session is of 60 minutes

Allocate 2 hours of trainee-practice with each hour of teacher-facilitated instruction. For a 3 credit hours course, it takes 3 hours of teacher-facilitated instruction with 6 hours of traine teacher practice a week.

Content Outline

<table>
<tr><td colspan="3" align="center">Unit 1

Introduction to Computer (1.5 weeks/ 4 hours)</td></tr>
<tr><td>Week #</td><td>Session/Main topics</td><td>Details of sub-topics</td></tr>
<tr>
<td rowspan="3">Week 1</td>
<td>Session-1: History and classification of computers</td>
<td>
▪ Introduction to computer
▪ Examples of computer
   o personal computers (desk-top, laptops, pocket PCs/hand-held computers)
   o main-frame computer systems
▪ Brief history of computers with timeline
</td>
</tr>
<tr>
<td>Sessions 2: Introduction to computers - Learning about Input devices</td>
<td>
Knowledge about and interfacing with:

▪ Input devices (Examples: mouse, keyboard, scanner, joystick, webcam, digital camera, bar-code reader, digital voice recorder, etc.)
   o Knowing the mouse and keyboard
▪ Interfacing with the computer using mouse and keyboard
   o Practicing to input data using a mouse (left-click, right-click, move, drag, trackball, double-click), etc.
</td>
</tr>
<tr>
<td>Sessions 3: Learning about different parts (hardware) of computer and accessories</td>
<td>
▪ Output devices (Examples: printer, speaker, projector, etc.)
▪ Storage devices (hard disk, USB-flash disk, CDs/DVDs, memory card, etc.)
▪ Understanding of Central Processing Unit (CPU)
▪ How do computers work?
</td>
</tr>
<tr>
<td>Week 2</td>
<td>Session 1: Computer Software</td>
<td>
▪ Operating/System software introduction
▪ Application software- usage & types (word processing, spreadsheets, multimedia, etc.)
</td>
</tr>
</table>

	Unit 2	
	Learning Computer Basics and Internet (3.5 weeks/ 11 hours)	
Week #	**Main topics**	**Sub-topics**
Week 2 (contd.)	**Session 2:** Interfacing with computer	Hands-on activities on: o User window (Minimizing, maximizing and closing a window, menu, status and other bars, etc.) ▪ Working with the Operating System o Start/Shut down (menu, purpose, etc.) o User window (Minimizing, maximizing and closing a window, menu, status and other bars, etc.) o Basic concepts of Desktop, Icons, shortcuts, etc.
	Session 3: Interfacing with computer (Contd.)	▪ Working with the Operating System (Continued) o Control Panel o Using Help o Selecting a Printer, Changing a Default Printer, Checking the Status of a Printer
Week 3	**Session 1:** Interfacing with computer (Contd.)	▪ Concept of files and folders (types of files and extension) ▪ File and folder properties o Renaming a folder, etc. (Practicing to input data using a keyboard)
	Session 2: Interfacing with computer (Contd.)	▪ Types of storage devices ▪ Practically knowing and accessing storage devices/drives
	Session 3: Interfacing with computer (Contd.)	▪ Data transfer between different storage devices (Example: to/from USB-flash disk to hard disk, etc.)
Week 4	**Session 1**: Internet basics	▪ Introduction to Internet and the World Wide Web (www) ▪ Internet browsing applications (Examples: Internet Explorer, Mozilla Firefox, Apple Safari, etc.) ▪ Web addresses and links
	Session 2: Internet basics (Contd.)	▪ Interfacing with the Internet browser window (browser menu-bar, buttons, scrolling, clicking on links, etc.)

		▪ Search engines
	Session 3: Internet basics (Contd.)	▪ Using specialized web-sites (see reference web-links) ▪ Searching for information (search tips, etc.)
Week 5	**Session 1:** Introduction to different types of Networks (LAN/WAN, wireless)	Brief introduction to: ▪ Local Area Network (LAN); sharing on a LAN; Wide Area Network (WAN); Wireless Networks ▪ Sharing on networks; network-related security issues ▪ Firewalls

	Session 2: Security (Identity and virus protection)	▪ Security (Identity and virus protection):
		   o Protection against virus and spam emails
		   o What is Hacking, and protecting against it

	Session 3: Troubleshooting, software installation and protection	▪ Software installation (Example: Installing an electronic Dictionary)
		▪ Utilities:
		   o What is file compression and why it is needed
		   o File compression applications (Winzip, other programs)
		   o Learning to compress files and folders using Windows default options (Zip, rar)

Unit 3		
Using Productivity Applications (Word Processing) (Microsoft Word, OpenOffice.org Writer) (2 weeks/ 6 hours)		
Week #	**Session/Main topics**	**Details of sub-topics**
Weeks 6 and 7	**(6 Sessions)** Using Productivity Applications (Word Processing) (Microsoft Word, OpenOffice.org Writer)	▪ General introduction to application window ▪ Creating, saving & opening documents ▪ Formatting, editing Pages, text & paragraphs ▪ Adding pictures to pages (Clipart & from file) ▪ Working with tables, charts & graphs ▪ Working with Diagrams (Using "draw" feature) ▪ Print preferences, printer properties and printing a document ▪ Using preset and advance features ▪ Using word processing to create classroom instruction documents (diagrams, lesson plan, worksheets, flash cards, brochures, newsletters) and motivation tool (certificate)

Unit 4: Using Productivity Applications (Spreadsheet)		
(Microsoft Excel, OpenOffice.org Calc) **(2 weeks/ 6 hours)**		
Week #	Main topics	Sub-topics
Weeks **8 & 9**	**(6 Sessions)** Using Productivity Applications (Spreadsheet) (Microsoft Excel, OpenOffice.org Calc)	▪ General introduction to spreadsheets interface ▪ Creating, saving & opening spreadsheet ▪ Using worksheets (renaming and adding worksheets) ▪ Adding and working with information (formatting cells, adding comments, inserting hyperlinks) ▪ Changing the look of information with spreadsheet (cell alignment, changing font face and size, adding background color to cells and rows, inserting picture) ▪ Doing Mathematics (formulas: addition, subtraction, average, logic formula etc) ▪ Making charts (formatting i.e. background, legend, color of bars, creating pictograph) ▪ Including print properties ▪ Using spread sheets to create class room management documents (seating chart, electronic attendance register, result sheet, student academic performance graph, bio data)

Unit 5: Using Productivity Application (Multimedia)		
Microsoft PowerPoint, OpenOffice.org Impress		
Week #	Main topics	Sub-topics
Weeks **10 & 11**	**(6 Sessions)** Using Productivity Applications (Multimedia Presentation) (Microsoft PowerPoint, OpenOffice.org Impress)	▪ General introduction to multimedia application ▪ Creating, saving & opening presentation ▪ Viewing and working with slides ▪ Building presentations (adding, moving/sorting and duplicating a slide) ▪ Making slides look good (applying templates, changing color schemes, slide layout, background) ▪ Adding pictures and artistic effects (inserting compressing pictures , applying borders to pictures and other objects, adding 3-D effects, ▪ Adding sounds, movies and links ▪ Adding animations and special effects (applying slide transition, adding & customizing animations, adding action buttons, turning off animations) ▪ Setting up and playing presentation (printing presentations, setting time) ▪ Using multimedia to create presentation (school profile, lesson presentation, action plans, assignment presentation, etc)

Unit 6: Making Connections (3 weeks/ 9 hours)		
Week #	Main topics	Sub-topics
Weeks **12 & 13**	**(3 sessions)** Searching and saving web resources (images, audio, videos)	▪ Searching multimedia resources ▪ Uploading, downloading documents and other files (pictures, audio, etc.) ▪ Saving information from Web pages ▪ Interfacing with online multimedia resources (Example: videos on www.youtube.com about learning computer)

	(3 sessions)
	
	Communicating through Internet
		▪ Creating and using e-mail to communicate and collaborate
		  o E-mail management (creating, sorting, forwarding, searching, flagging, deleting)
		  o Attaching document (files & folders)
		▪ Using Web 2.0, Using chat/talk applications (Skype, GoogleTalk, etc.)

Week 14	**(3 sessions)** Online collaboration applications	▪ Introduction to online collaboration ▪ Working with an online collaboration application (Application: Google docs) ▪ Creating, importing and editing a file – document, spreadsheet & presentation) ▪ Sharing and accessing online files

Unit-7: Using multimedia devices and resources (1 week/ 3 hours)		
Week #	Main topics	Sub-topics
Week 15	**(3 sessions)** Using multimedia digital devices with a computer	▪ Introduction and examples of digital devices (camera, mobile phone, digital voice recorders, etc.) ▪ Using a digital camera and other technologies i.e. mobile phones to down-load images, and videos ▪ Transferring images and videos to computer from mobile devices (mobile phone, camera) ▪ Using multimedia applications (Examples: Real Player, Windows Media Player, Quick Time Player etc.) to play educational audio & video clips

Unit 8: Use of computer in daily life (1 weeks/ 3 hours)		
Week #	Main topics	Sub-topics

Week 16	**Session-1**:
	
	Working in the information society
		▪ Uses of computer
		  o at workplace,
		  o in community,
		  o for communication,
		  o education & research, literacy
		  o entertainment

	Session-2: Computer ethics	▪ Code of ethics ▪ Computer crime ▪ Copyrights Law and fair-use guidelines and plagiarism
	Session-3: Computer-Assisted Instruction (CAI)	▪ Computer as a teacher ▪ Use of computer-assisted instruction ▪ Online education (Example: Virtual University of Pakistan

Course Grading Policy

The ability to use a computer can only really be judged by having someone complete a task using a computer. A written exam is of almost no use as an assessment method for this course.

Your instructor will give you a series of assignments and tasks to perform throughout the course, with several at the mid-point and end of the course. These will be graded. Your instructor should tell you in advance which courses will be graded.

ADE/B.Ed. (Hons.) Elementary

Syllabus

Classroom Management

Semester 2

SYLLABUS: CLASSROOM MANAGEMENT

YEAR/SEMESTER: Year 1 Semester 2
CREDIT VALUE: 03 credits
PRE-REQUISITES: Successful completion of semester 1 courses

COURSE DESCRIPTION:

One of the foremost reasons cited for teacher burnout is the challenge of classroom management. This comes as little surprise since classrooms are crowded, busy places in which students of diverse backgrounds and learning styles must be organized, directed and actively involved in learning. Many events need to occur simultaneously, the course of these events is often unpredictable and teachers must react often and immediately to evolving problems and needs. Teaching in such settings requires a highly developed ability to manage people, space, time and activity.

A program of study that aims to prepare prospective teachers must, therefore, equip them with knowledge and strategies for become effective managers of classrooms. In its narrowest sense, classroom management is defined in terms of 'disciplining' and 'controlling' students. This course, however, places the goal of 'student learning' at the heart of classroom management. That is, it views the best-managed classrooms as ones where each learner is effectively engaged in constructing knowledge. To this end, teachers must manage teaching content, plan lessons, develop responsive instructional strategies, differentiate instruction, create predictable structures and routines and connect learning to the real world outside the classroom. It also views the best-managed classrooms as learning communities with shared values of respect and caring.

In this course, prospective teachers will be encouraged to explore their own beliefs about teaching and learning to arrive at a philosophy of classroom management that places 'learning' as an ultimate goal. Prospective teachers will be given the chance to explore curricular concerns of 'what to teach' and 'how to teach it' and view lesson planning as the consequence of these decisions. They will also study research and best practices on differentiation of instruction, classroom structures, routines, procedures and community-building.

COURSE OBJECTIVES:

After completing this course, prospective teachers will be able to:
- define classroom management as a means to maximizing student learning.
- identify key features of a well-managed classroom.
- plan lessons, activities and assignments to maximize student learning.
- differentiate instruction according to student needs, interests and levels.
- design and practice predictable classroom routines and structures to minimize disruptions
- plan for a culture of caring and community in the classroom

SEMESTER OUTLINE

Unit 1—Learning Theories and Classroom Management (4 weeks/12 hours)

Week 1	Why a course on Classroom Management? How does a teacher's personal philosophy about teaching and learning affect his or her beliefs about classroom management? What happens in a well-managed classroom?
Week 2	Classroom Observations and Data Collection (students spend 6 hours in a classroom including class and out-of-class hours)
Week 3	What are the features of Classroom Management? (physical environment, social environment) What challenges must teachers negotiate in the management of a classroom? How do classroom discipline and management differ? What kind of classroom environment do I want?
Week 4	What do I need to think about in designing the effective classroom environment? o Identifying resources for learning o Using displays and visuals for enhancing the learning environment in the classroom o Seating arrangements for different kinds of learning experiences Physical facilities to enhance the learning environment o Building the social environment

Unit 2-- Curriculum and Classroom Management (4 weeks/12 hours)

Weeks 5-8	How can my curriculum support the classroom management? In what ways can the teacher create a plan for teaching and learning that is consistent with her/his philosophy? o Planning, motivation, teaching and assessing the curriculum o Differentiation of instruction o Multi-grade classrooms o Over-crowded classrooms

Unit 3—Routines, Schedules and Time Management in Diverse Classrooms (3 weeks/9 hours)

Weeks 9	What are classroom 'routines' and 'structures' and how do they help in the management of classroom time? How do you create structures and routines in a multi-grade context? How can routines and structures help me deal with special needs and situations?
10	How might routines and structures be used to teach specific subject content like Math, Science or Literacy?
11	How might routines and structures be used to promote cooperation and collaborative learning?

Unit 4—Creating Shared Values and Community (2 weeks/ 6 hours)

Week 12	What is community inside and outside the classroom and school? What is community participation and involvement?

	What are typical practices of community participation?
Week 13	How can I manage involvement of the community in my classroom?
	What routines and structures need to be put in place?
	In what ways might community involvement be different in multi-grade classroom?
Week 14	How can I create an "ethic of care" in my classroom?
	o diverse classrooms as caring, democratic communities
	o respectful relations between teacher and students, students and students
Week 15	How can a caring classroom help me build responsible actions and personal accountability?
	What happens when behavior breaks down?
	How do I deal with unexpected events?

Unit 5—**Planning the Classroom Environment I Would Like**

Week 16	How can I use what I have learned to create the classroom I want?
	o Peer critique and review of final projects
	o Summary and closure

LEARNING AND TEACHING APPROACHES:

This course assumes that prospective teachers will develop their own plans for classroom management as a result of all they learn in the sixteen weeks that follow.

This course relies on peer discussions, independent reflections and class lectures. It also assumes that student teachers will read all the recommended text and ask provocative questions of themselves and during class. Students are expected to listen with tolerance to new points of view and contribute their understanding and experiences during discussions.

SUGGESTED RESOURCES

Note: The PDF versions of each of the books listed below can be read online for free from the web-links given below.

Classroom Management That Works: Research-Based Strategies for Every Teacher By Robert J. Marzano, Jana S. Marzano, Debra Pickering

http://smkbp.com/attachments/Ebook%20-%20Classroom%20Management%20That%20Works.pdf

Chapter 1—Introduction to Proactive Classroom Management
http://ptgmedia.pearsoncmg.com/images/9780135010631/downloads/Henley_Ch1_IntroductiontoProactiveClassroomManagement.pdf

The Multi-grade Classroom: A Resource handbook for Small Rural Schools-- Book 3: Classroom Management and Discipline by Susan Vincent, Northwest Regional Educational Laboratory,   Portland, Oregon 97204.
http://educationnorthwest.org/webfm_send/1152

Canter, L. Assertive discipline: More than names on the board and marbles in a jar. [Retrieved on February, 28, 2011] from
http://campus.dyc.edu/~drwaltz/FoundLearnTheory/FLT_readings/Canter.htm

Evertson, C., Poole, I., & the IRIS Center (n.d.) *Norms and Expectations.* [Retrieved on January, 20, 2011] from http://iris.peabody.vanderbilt.edu/instructors/guides/case_studies/ICS-003-ICpdf

Evertson, C. M., & Emmer, E. T. (2009). *Classroom management for elementary teachers* (8th Ed.). Upper Saddle River, NJ: Pearson.

Marzano, R. J. (2003). *Classroom management that works: Research-based strategies for every teacher.* Alexandria, VA: Association for Supervision and Curriculum Development.

ADE/B.Ed. (Hons) Elementary

Syllabus

Mathematics

Semester 2

Syllabus: General Mathematics

Subject: General Mathematics
Credit value: 3 credit hours
Prerequisite: SSC Mathematics

This course provides opportunities for prospective elementary teachers to strengthen their mathematical knowledge and skills and to gain confidence in their understanding of mathematics. An important outcome of this course is for prospective teachers to be able to teach mathematics successfully in the elementary grades.

Research-based knowledge about good math instruction provides a solid base of information for educators to use as they identify mathematics skills students need to develop, as well as teaching strategies and instructional approaches that best support the development of these skills. The course is designed based on what research tells us about good math instruction.

The overall organization of the course is divided into four units:

1. Number and Operations
2. Algebra and Algebraic Thinking
3. Geometry and Geometric Measurement
4. Information Handling

Each unit of study has a consistent design or organization and is meant to maximize time on learning for prospective teachers.

1. **Content:** Most one hour sessions will begin working on a math problem. Prospective teachers will engage in solving and discussing a math problem and sharing approaches and solutions. The content has been developed to so that prospective teachers will engage in mathematics *in depth* to help them connect concepts within and across the four units.

2. **Pedagogy:** In each lesson prospective teachers will actively engage in doing mathematics in order to experience approaches to teaching and learning math that they can use when they teach. They will recognize that there are often multiple ways of approaching a problem and in some instances more than one correct answer. The instructor will present questions that stimulate curiosity and encourage prospective teachers to investigate further by themselves or with their classmates.

   The course will also examine how children learn and develop mathematical understanding and skills and how the way children think influences the teaching of mathematics in the primary, elementary, and middle grades.

3. **Assignments:** Students are expected to continue learning about math and the teaching of math after class. There will be assignments to stretch prospective teachers content knowledge and to learn more about teaching math. Assignments will take many forms including independently solving math problems and school based tasks.

In summary, the General Mathematics course is a comprehensive effort to build and deepen maths content knowledge, to learn and use high-quality instructional practices, and to study ways in which young students approach and learn mathematics.

Course outcomes:

Students will:

- Increase their mathematical content knowledge for Number and Operations, Algebra and Algebraic Thinking, Geometry and Geometric Measurement, and Information Handling for teaching in the primary, elementary, and middle grades
- Increase their confidence, competence, interest, and enthusiasm for mathematics by exploring and doing mathematics
- Deepen an understanding of how children learn mathematics
- Build a variety of instructional techniques with clear purposes
- Enhance their use of questioning techniques to elicit children's understanding
- Learn ways to engage students in mathematical thinking through interactive activities

Semester Outline

Unit 1: Numbers and Operations (5 weeks/15 hrs)

The prospective teacher will:

- Differentiate between various types of numbers in our number system
- Know various models for arithmetic operations (addition, subtraction, multiplication and division) with natural numbers, rational numbers, and integers
- Understand Base-10 place value as it relates to natural numbers and eventually to decimals
- Be able to describe the relationship among and between fractions, decimals, ratios, rates, proportions, and percentages

Week #	Themes	Sub themes
1	Numbers and Operations	- Counting - Models for Addition & Subtraction with natural numbers - Addition and Subtraction as inverse Operations - Word problems involving addition and subtraction
2	Place Value Numbers and Operations	- Working in the base-10 system - Models for Multiplication with natural numbers - Multiplication and Division as inverse operations - Models for Division with natural numbers - Nature of the remainder in division - Factors, Prime and Composite Numbers
3	Fractions and Decimals	- Models of fractions (sets, number line, area, volume) - Types of fractions (proper, improper and mixed-number) - Decimals as fractions linked to base-10 place value - Concept of GCF and LCM - Operations with fractions and decimals
4	Percent Ratios and Proportion Rates	- Percent as related to fractions and decimals - Ratio and Proportion - Rates
5	Integers	- Integers, Operations with integers - Venn Diagrams

Unit 2: Algebra (4 weeks/12 hrs)
The prospective teacher will be able to:
- Describe the connection between Arithmetic and Algebra
- Identify the repeating and/or increasing unit in a pattern and express that pattern as a rule
- Understand what variables are and when and how variables are used
- Express algebraic relationships using words, tables, graphs, and symbols
- Use order of operations to solve for unknowns in algebraic equations

Week #	Themes	Sub themes
1	Algebra as Generalized Arithmetic Patterns	• Repeating patterns and growing patterns • Generalizing a pattern and finding a rule
2	Algebraic terminology, the concept of x as a variable, coordinate graphs, multiple representations, the concept of identity	• Creating coordinate graphs • Continuous, discontinuous, and discrete graphs • Equivalent expressions
3	Linear functions Order of Operations	• Interpreting tables, graphs and equations of linear functions • The concept of slope • Order of Operations
4	Square expressions and equations Symbol manipulation	• Interpreting tables, graphs and equations of quadratic functions • Solving for x, the unknown

Unit 3: Geometry and Geometric Measurement (5 weeks/15 hrs)
The prospective teacher will:
- Understand undefined terms in geometry
- Identify and construct different types of angles.
- Identify characteristics and measurable attributes of 2-dimentional figures and 3-dimentional objects
- Calculate area, perimeter, surface area, and volume
- Understand square numbers, square roots, and the relationships involved in the Pythagorean Theorem

Week #	Themes	Sub themes
1	Polygons	• Characteristics of Polygons with an emphasis on Triangles and Quadrilaterals,
2	Undefined terms in geometry Identification and construction of angles	• Point, line, line segment, ray • Models of angles • Benchmark angles • Classifying angles by measurement
3	Geometric Measurement: Area and Perimeter of polygons	• Perimeter and Area formulas
4	Geometric Measurement: Circumference and Area of Circles Surface Area of Cuboids and Cylinders	• Circumference and Area formulas • Surface Area formulas

5	Volume of Cuboids and Cylinders Introduction to the Pythagorean Theorem	● Volume formulas ● Squares, square numbers, square roots (surds) ● The Pythagorean Theorem

Unit 4: Information Handling (2 weeks/6 hrs)

The prospective teacher will:

- Recognize and construct various types graphs
- Determine which types of graphs best describe a given situation
- Analyze a graph and interpret its information
- Understand different measures of central tendency and determine which best describes a given situation

Week #	Themes	Sub themes
1	Graphic displays of information	● Collect & organise data via: tally marks, pictographs, line plot, bar graph, and line graphs (discrete and continuous) ● Interpret the above graphic displays of data
2	Measures of dispersion and central tendency	● Range ● Mean ● Median ● Mode

Course Grading Policy

A variety of assessments will be used to assign a final grade. It is recommended that course work be used to assign at least 50% of the final grade. Your instructor will tell you at the start of the course how your final grade will be determined and which pieces of course work will be assessed.

Suggested Resources:

These resources provide additional information about math education and the mathematical topics addressed during the course.

NCTM *Illuminations*: http://illuminations.nctm.org/

Maths Currriculum: http://nzmaths.co.nz/

N-Rich Maths site: http://nrich.maths.org/public/

How Students Learn: History, Mathematics, and Science in the Classroom
www.nap.edu/catalog.php?record_id=10126#toc Published by National Academies Press.

What does Good Mathematics Instruction Look Like?:
http://www.naesp.org/resources/2/Principal/2007/S-Op51.pdf

Mathematics for Elementary School Teachers, by Tom Basserear, published by Brooks Cole.

Elementary and Middle School Mathematics: Teaching Developmentally, by John A. Van de Walle, Karen Karp, and Jennifer Bay-Williams, published by Pearson Education.

Mathematics Explained for Primary Teachers, by Derek Haylock, published by SAGE Publications.

ADE/B.Ed. (Hons) Elementary
Syllabus
Pakistan studies
Semester 2

SYLLABUS: PAKISTAN STUDIES

YEAR/SEMESTER: Year 1/Semester 2
CREDIT VALUE: 02
PRE-REQUISITES: Successful completion of Pakistan Studies Course at F.A./F.Sc. level

COURSE DESCRIPTION

Pakistan Studies is the integrated, coordinated and systematic study drawing upon disciplines of social sciences such as history, geography, anthropology, economics, political science and sociology in relation to Pakistan.

The Pakistan Studies course provides a background of Pakistan Movement and political development after its inception. It will also particularly cover the salient features of Pakistan i.e. land, economy, human development and domestic and international current issues. The course will provide opportunities to the prospective teachers to enhance their content knowledge in disciplines that form the core of Pakistan studies; to critically examine the content; to broaden their vision and understanding of society, democratic citizenship, respect for cultural diversity and religious harmony; to develop their range of skills such as information gathering and processing, map reading, critical thinking, decision making, problem solving, communication and presentation skills; and to explore values and dispositions such as commitment to the common good and justice, to social responsibility, action and develop personal qualities like self-esteem, confidence and initiative and risk taking.

The Pakistan Studies course is designed keeping in mind aims/objectives of the National Curriculum for Pakistan Studies and the topics outlined in the curriculum. This course endeavors to prepare students to be active, conscientious citizens who take informed decisions and make contributions for positive change in society.

COURSE OBJECTIVES
- To create awareness among students about Pakistan as an enlightened nation , comparing it with the rationale and endeavors for Pakistan's creation;
- To educate students about key concept in the disciplines comprising Pakistan Studies (history, geography, economics and political science);
- To assist students to identify various perspectives on current, persistent and controversial issues in Pakistan; identify their own position and be able to support it;
- To inculcate in students the sense of patriotism, tolerance, active citizenship, and respect for cultural diversity and religious harmony.
- To encourage students to design and implement a project to promote active and responsible citizenship;

SEMESTER OUTLINE

The course content will be covered within one semester and consist of four units. A weekly breakdown of each unit is provided below:

UNIT 1: HISTORICAL PERSPECTIVES

Week	Session	Topics / Subtopics
1	1	**Introduction; The concept of civilization** Introduction to the course Civilization Ancient civilizations of Indus valley: Mohenjo-Daro and Harrapa
	2	**Skills development** Inquiry skill Presentation skill Teaching history: facts versus opinions
2	3	**Ideological rationale with reference to important personalities** Two nation theory: Sir Syed Ahmad Khan, Allama Iqbal and Quaid-e-Azam Muhammad Ali Jinnah
	4	**Factors leading to the birth of a nation** Factors leading to the creation of Pakistan - Economic, Social and Political
3	5	**Factors leading to the birth of a nation** Factors leading to the creation of Pakistan - Economic, Social and Political
	6	**Struggle for Pakistan** British colonization and Muslim reform movement (1857 – 1905) The struggle of independence (1905 – 1940)
4	7	**Struggle for Pakistan** The Pakistan movement (1940 – 1947) The teething years (1947 – 1958)

Unit outcomes:

By the end of this unit, the students will be able to:
- Recognize how the past has been represented and interpreted;
- Distinguish between facts and opinions;
- Demonstrate inquiry and presentation skills;
- Evaluate role and contribution of key leaders in creation of Pakistan;
- Critically analyze the key events and factors that led to the creation of Pakistan;
- Identify and discuss various perspectives and develop their own historical understanding.

UNIT 2: LAND AND PEOPLE

Week	Session	Topic
4	*8*	**Geography of Pakistan** General overview to geography of Pakistan Introduction to project work
5	*9*	**Map skills** Globe and different types of map Skill development: map and globe reading and interpreting

Week	Session	Topic
	10	**Physical features of Pakistan** Physical features of Northern and Western Highlands and The Punjab Plains
6	11	**Weather and climate; Factors affecting weather and climate** Factors that influence weather and climate of Pakistan Major climatic zones of Pakistan and their characteristics
	12	**Environmental problems in Pakistan** Major Natural and Human Made Disasters in Pakistan Disaster Management / Preparedness
7	13	**Movement and Human environment interactions** Movement: people, goods and ideas; Humans adapt to the environment / Humans modify the environment / Humans depend on the environment.
	14	**Population and its effects on economy** Population density and distribution Population growth and its effects on economy of the country

Unit outcomes:

By the end of this unit, the students will be able to:
- Apply a range of geographical skills (ability to read and interpret maps, graphs and charts, photographs and statistics, etc.);
- Compare and contrast the five geographical regions of Pakistan;
- Describe the impact of climate on the people and land of Pakistan;
- Discuss the natural and man-made disasters that occur in Pakistan and ways that they can be prevented and/or how to respond
- Analyse factors influencing population change and its effect on economy;

UNIT 3: BASIC ECONOMICS

Week	Session	Topic
8	15	**Basic Concepts of Economics** Goods and services Utility Scarcity
	16	**Economic systems** Market Command Mixed
9	17	**Sectors of the economy - Agriculture** Role and importance of agriculture in Pakistan's economy Agriculture production and productivity
	18	**Sectors of the economy – Industry** Contribution of industrial sector to national economy Prospects for industrialization
10	19	**Sectors of the economy - Trade** Major imports and exports of Pakistan
	20	**Economic Development** Economic development and growth Economic development of Pakistan

Unit outcomes:

By the end of this unit, the students will be able to:

- Explain key characteristics of three economic systems
- Differentiate between economic development and economic growth;
- Interpret and present data about the economy;
- Analyze the role and major benefits of agricultural, industrial sectors and trade in Pakistan's development.

UNIT 4: GOVERNMENT AND POLITICS IN PAKISTAN

Week	Session	Topic
11	21	**The government of Pakistan** Introduction Systems, levels functions and branches of government
	22	**Objective Resolution** The approval of the Objective Resolution by the Constituent Assembly Key features of the Objective Resolution Significance and impact of Objective Resolution in constitution making
12	23	**The Political and Constitutional Phases** Pakistan: The early years (1947 – 1958) The Ayub Era (1958 – 1969) The Yahya Regime (1969-1971)
	24	**The Political and Constitutional Phases** The Z. A. Bhutto Era (1971-1977) The Zia Regime (1977-1988) Civillian Rule (1988-1999) Musharraf Rule (1999-2008)
13	25	**The 1973 Constitution**
	26	**Citizen participation** The role of the citizen in a democracy; Civil society and the role of civil society Major Civil Society Organizations: Origin, Growth, Contribution and Impact
14	27	**Citizen participation** Role of major political parties in politics of Pakistan

Unit outcomes:

By the end of this unit, the students will be able to:

- Explain the basic components of the governance system in Pakistan;
- Describe and explain the significance and salient features of the Objectives Resolution;
- Identify political and constitutional phases and developments in shaping the Pakistan's political systems;
- Recognize the significance of the constitution of Pakistan;
- Give examples of the role civil society plays in Pakistan;
- Recognize political parties of Pakistan and their role.

UNIT 5: CONTEMPORARY PAKISTAN

Week	Session	Topic
14	28	**Contemporary Pakistan** Politics

15	29	**Contemporary Issues**
		Major Social, Cultural, Sectarian and Ethnic issues
	30	**The future of Pakistan**
		Economic Prospects
		Positional opportunities and threats
16	31	**Consolidation of the course**
	32	**Conclusion of the course**

Unit outcomes

By the end of this unit, the students will be able to:

- Synthesize information from a variety of sources to describe the political situation of Pakistan;
- Investigate and lead a discussion on a key contemporary issue;
- Describe and analyze the current situation of Pakistan from an economic perspective;
- Debate future plans for development of Pakistan.

LEARNING AND TEACHING APPROACHES

The teaching of Pakistan Studies will adopt methods that promote creativity, aesthetics, and critical perspectives, and enable learner to draw relationships between past and present, to understand changes taking place in society. This requires students and teachers to engage in active teaching and learning.

In order to make the process of learning participatory there is a need to shift from mere imparting of information to debate and discussions. This approach to learning will keep both the learner and teacher alive to social realities.

It has often been observed that cultural, social and class differences generate their own biases, prejudices and attitudes in classroom contexts. The approach to teaching therefore needs to be open-ended. Teachers will discuss different dimensions of social reality in the class, and work towards creating increasing self-awareness amongst themselves and in the learners. Teaching will utilize a range of audio-visual materials, including photographs, charts and maps, and organize visits to museums and archeological sites if possible. Learning about Pakistan studies will also involve the local community – older community members can talk about local history, local experts such as water engineers and local craftsmen and women can talk about their work in relation to topics in the course. Experiential learning will be encouraged through project work.

Thus, to achieve set course objectives and outlined unit outcomes; to foster students' creativity, intellectual curiosity, tolerance and respect for others and to maintain a good civic sense, the course will use a combination of the different teaching and learning approaches. Students will be encouraged to engage in the following activities / strategies to stimulate their interest in the topics being studies and to develop a better understanding of the syllabus content:

- Effective lecturing

- Instructional strategies

- Cooperative learning structures

- Conducting inquiry

- Critical discussions / debates on the content materials

- Project work

- Drawing, reading and filling-in maps

- Making charts, graphs and tables
- Visit and write reports or make presentations on places visited

SUGGESTED COURSE GRADING POLICY

The course grading policy of the university and its affiliated college will be shared with students at the beginning of the course. It is recommended that 50% of the final grade is based on course work (on the basis of two assignments) and 50% of the grade from the final and mid-term exam. Universities and colleges will be adhering to their agreed grading policy.

Two graded assignments will have to be completed within a semester. They will be assessed according to the university's grading policy. First assignment task, conducting inquiry on a topic and making presentation after inquiry process, weighs 20 % of mark out of 50 % total. As a second assignment, students will be involved in a project work. Upon completion of the project, the students will be expected to submit a report on planning and implementation of the project. The report will be assessed and carries weight of 30 %. In addition, there are several non-graded assignments and tasks during the course. All graded and non-graded assignments should be carried out by the students in order to pass the course of Pakistan Studies. Description, tasks, criteria and indicators of the graded assignments will be shared with the students in a separate handout.

SUGGESTED RESOURCES

Abid, S.Q. (2007). *A Muslim Struggle for Independence: Sir Syed to Muhammad Ali Jinnah*. Lahore: Sang-i-Meel.

Ali, C. M. (1998). *The Emergence of Pakistan*. Lahore: Research Society of Pakistan.

Ali, Mehrunnisa (2001). *Readings in Pakistan's Foreign Policy*. Karachi: Oxford University Press.

Amin, Shahid.M (2004). *Pakistan's Foreign Policy: A Reappraisal*. Karachi: Oxford University Press.

Anwar Syed (2007). *Issues and Realities of Pakistani Politics*. Lahore: Research Society of Pakistan, University of the Punjab.

Burke, S.M, Qureshi, Salimul-Din (1995). The British Raj in India. Karachi: Oxford University

Choudhary, G. W. (1969). *Constitutional Development in Pakistan*. London: Longman Group Ltd.

Citizenship Rights and Responsibilities Pakistan (CRRP) Programme (2007). Youth in Elections: Voting for our future. Islamabad: The Asia Foundation.

Cohen, S. P. (2005). *The Idea of Pakistan*. Karachi: Oxford University Press.

Dean, B.L., Joldoshalieva, R., Fazilat, A. (2006). *Creating a Better World: Education for Citizenship, Human Rights and Conflict Resolution*. Karachi: AKU-IED

Kazimi, M. R (2007). *Pakistan Studies*. Karachi: Oxford University Press.

Kazimi.M.R. (2009). *A Concise History of Pakistan*. Oxford University Press.

Kennedy, C. (Ed.) (2006). *Pakistan 2005*. Karachi: Oxford University Press.

Khan, F. K. (1991). *A Geography of Pakistan: Environment, People and Economy*. Karachi: Oxford University Press.

Khan, H. (2001). *Constitutional and Political History of Pakistan*. Karachi: Oxford University Press.

Malik, H. & Gankovsky, Y. V. (Eds.) (2006). The Encyclopedia of Pakistan. Oxford University Press.

Rabbani, M. I. (2003). (Revised Edition). *Introduction to Pakistan Studies*. Lahore: Caravan Book House.

Rafique Afzal, *Political Parties in Pakistan,* Islamabad: National Institute of Historical and Cultural Research, 1999, (Vol. I, II and III) 1999.

Shafqat, Saeed, *New Perspectives on Pakistan: Visions for the Future,* Karachi, Oxford University Press, 2007

Smith, N. (2007). *Pakistan: History, Culture and Government*. Karachi: Oxford

Yusuf, Hamid (1998) A study of political Development 1947-99. Lahore: The Academy.

Website Resources

Story of Pakistan: A multimedia journey
http://www.storyofpakistan.com/

Government of Pakistan
http://www.pakistan.gov.pk/

Pakistan Institute of Trade and Development
www.pitad.org.pk

Pakistan Agricultural Research Council
http://www.parc.gov.pk/

Geographical Association: Furthering the learning and teaching of Geography
http://www.geography.org.uk/

National Fund for Cultural Heritage
http://www.heritage.gov.pk/

Defense Journal:
http://www.defencejournal.com

Constitution of Pakistan
http://www.mofa.gov.pk/Publications/constitution.pdf

Declaration on Rights and Duties of States
http://untreaty.un.org/ilc/texts/instruments/english/draft%20articles/2_1_1949.pdf

ADE/B.Ed. (Hons) Elementary

Syllabus

Teaching Literacy

Semester 3

SYLLABUS: TEACHING LITERACY

YEAR/SEMESTER: Year 2/ Semester 3
DURATION: 16 weeks/ 3 Credits
PREREQUISITES: Successful completion of Semester 1 and Semester 2

COURSE DESCRIPTION

The purpose of this course is to help prospective teachers understand the theory and practice of teaching early reading and writing. Reading and writing are seen as related, integrated meaning-making processes, which are reciprocal with the oral language processes, listening and speaking. Like oral language, reading and writing develop over time through the child's active interaction with print and the environment, with support and facilitation by the teacher. Adopting effective strategies that foster success and a love of reading is a key to supporting all children as they engage in the process of becoming readers and writers.

The course will provide learners with a grounding in what it means to be a reader and early reading development, which is the foundation for the continuation of literacy development. A major goal is to develop the learners' understanding that reading is a complex process of constructing meaning through the interaction of a reader's existing knowledge, the information in the text, and the context of the reading. Students will also understand the connection between reading and writing and the important role of writing in early literacy development.

Further, we will consider that most students will be learning to read and write in a language that is not his or her first language. Although the development of reading and writing in a second language follows the same trajectory as the development in a first language, there is by necessity a delay as students begin to learn the languages of the school.

The numerous topics will be discussed, exemplified, conceptualized and developed within a three-unit span. These units are: 1) What is Reading?   2) Growing Up to Read and Write, and 3) Becoming Real Readers. Within these units the students will come to understand that reading develops at different rates and in different ways within each individual, but that there are enough commonalities to be able to group students for instruction that is specifically designed to meet their needs.

COURSE OUTCOMES

After completing this course, pre-service teachers/teachers will be able to:
5. describe reading as a holistic process comprising comprehension, fluency, and word recognition/solving.
6. Identify phases of second language development and the implications for reading and writing instruction
7. identify various phases in reading development.
8. explain the reciprocal nature of reading and writing and the effects of children's language on their development as readers and writers
9. develop a repertoire of strategies for teaching comprehension, vocabulary, fluency, and word recognition/solving to diverse early readers, including multilingual learners and children learning a new language.
10. differentiate instruction through various classroom organizational structures and teaching strategies.
11. Identify supports for learning to read and write, including family and community.

LEARNING AND TEACHING APPROACHES

The students will engage in small group work in order to process and clarify assignments as well as material read and material presented in a whole group brief lecture/discussion format, modeled lessons, and video presentations. Students will work with partners or small groups.

SEMESTER OUTLINE

Unit 1: What is Reading and Writing	
The first unit will provide prospective teachers with an understanding of reading as a meaning-based language process with a specified set of components. Further, they will see how reading fits with writing and language development, particularly within a multilingual context. The stages and models of reading and development will be examined.	
Week One	Introduction Why this Course? What is Skilled Reading? What is Skilled Writing?
Week Two	Components of Reading Oral Language as the Foundation of Reading The Sub-systems of Language
Week Three	Learning to Read and Write in a Multilingual Context Home-School Connection Stages of Second-Language Acquisition
Week Four	Phases and Models of Reading and Spelling Development
Week Five	Stages of Writing Development
Unit 2: Growing Up to Read and Write: Early Reading and Writing	
The second unit will provide prospective teachers with an understanding of phonological awareness and the alphabetic principle, focusing on strategies to teach/develop these in emergent/beginning readers. The critical role of book-reading and print-rich environment in early literacy will be examined, with an emphasis on bringing these to feature in early literacy classrooms.	
Week Six	Phonological Awareness Alphabetic Principle
Week Seven	Instructional Strategies for Word Recognition
Week Eight	Book Reading
Week Nine	Literacy-Rich Classroom Environment Types of print resources to use in the early-literacy classroom Differentiating instruction in a print-rich classroom.
Unit 3: Becoming Readers and Writers (Grades 1-3)	
In the third unit we will examine the development and instruction of students who have acquired	

basic emergent literacy skills (typically grades 1-5). The reciprocal nature between reading and writing will come to life. The selection of books and their role in Guided Reading will be closely explored. In addition, we will unpack research-based instructional strategies that support the development components of reading such as word recognition, fluency, vocabulary, and comprehension. The writing process and effective writing instruction will be explored.

Week Ten	Instruction Strategies for Fluency
Week Eleven	Instructional Strategies for Vocabulary
Week Twelve	Instructional Strategies for Comprehension
Week Thirteen	Matching Texts to Students
Week Fourteen	Guided Reading
Week Fifteen	Writing as a Window Into Reading
Week Sixteen	Course Wrap-Up

SUGGESTED TEXTBOOKS AND REFERENCES

Books
M.S.Burns, P. Griffin, and C.E. Snow (1999). *Starting Out Right: A Guide to Promoting Children's Reading Success.* Washington, DC: National Research Council.
Available on line: http://www.nap.edu/catalog.php?record_id=6014

Readings and On-line Resources
Readings:
http://www.nap.edu/catalog.php?record_id=6014 *Starting Out Right: A Guide to Promoting Children's Reading Success*

http://www.naeyc.org/files/naeyc/file/positions/PSREAD98.PDF *Learning to Read and Write: Developmentally Appropriate Practices for Young Children*
http://www.naeyc.org/files/naeyc/file/positions/WWSSLearningToReadAndWriteEnglish.pdf

Where we Stand: On Learning to Reading and Write
http://www.cal.org/projects/archive/nlpreports/Executive_Summary.pdf *Executive Summary:*

Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth

http://www.aft.org/pdfs/teachers/rocketscience0304.pdf *Teaching Reading IS Rocket Science: What Expert Teachers of Reading Should Know and Be Able to Do*

http://lincs.ed.gov/publications/pdf/PRFbrochure.pdf *Put Reading First: Help Your Child Learn to Read*

http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf *Put Reading First: Kindergarten to Grade 3*

http://tapestry.usf.edu/nutta/data/content/docs1/NaturalApproachNarrative.pdf The Natural
Approach: Stages of Second Language Development

Web sites:
http://www.readinga-z.com: Reading A to Z

www.ttms.org/: Teaching That Makes Sense

http://www.readingrockets.org/: Reading Rockets

http://www.colorincolorado.org/: Colorin Colorado

http://www.pbs.org/parents/readinglanguage/ PBS Parents Reading and Language

http://www.fountasandpinnellleveledbooks.com Fountas & Pinnell Leveled Books

Videos:
http://www.learner.org/resources/series162.html Teaching Reading K-2: A Library of
Classroom Practices
http://www.learner.org/workshops/writing35/index.html Reading Like a Writer Videos

SUGGESTED ASSIGNMENTS

Assignment 1. **Reading and Writing Autobiography**. Prepare an autobiography of yourself as
a multilingual reader and writer. The purpose of this paper is to introduce yourself as a
multilingual reader and writer to the professor. Talk about how you learned to read and write in
your home language (the language you learned as a baby on the laps of your parents and family
members) and in Urdu and English: how easy or hard was reading and writing for you; at what
age did you begin to read; at what age did you begin to write; in what language did you first learn
to read and to write; if this was not Urdu or English, when did you learn to read and write in
English; how well did you like reading and writing as a child?

Talk about yourself as a reader today: in what language(s) do you continue to read and write as
an adult; for what purposes do you read and write (work, pleasure, study, religion, family
connections, other); how often do you read for these purposes; what types of materials do you
read (books, magazines, newspapers, etc.); what are your favorite books; what is easy or hard for
you?

Talk about yourself as a reader to others: to whom do you read (such as your children, your
nephews and nieces, your students, the elderly); in what language(s) do you read to others; how
often do you read to others; what do you read to others; under what circumstances do you read
to others; how enjoyable is it and why or why not?
The paper must be three pages in length.

Assignment 2. **Oral Tradition**. Collect an oral story from someone in your family, community,
or friend. Write or record the story. Think about how this story could be used in a classroom to
stimulate students' storytelling and writing in a classroom. In a two-page paper, summarize the
story and explain how you would use it with students. Remember to attach the story you collect
to the paper.

Assignment 3. **Model of Print Rich Environment**. Working together in a group the students will develop a model of a print rich environment, complete with word wall and classroom charts on reading. Select a topic that is understudy in the classroom. It can be a science, social studies, literature, or math topic. In a two-page paper describe the environment. A map of the classroom with labels may be helpful and should be attached to the two page paper.

Assignment 4. **Prepare a Guided Reading Lesson.** Design a Guided Reading lesson to be taught to a small group or individual student. Based on previous knowledge of the student's reading level, choose an appropriate book and complete the Guided Reading Lesson Plan. Conduct the lesson and reflect on it. Prepare a paper three page paper in which you answer the following:
1. **Student(s):** Who are the student(s) you worked with? Include a description of their ages, grade levels, and language backgrounds.
2. **Book/Materials:** What book/materials did you choose? Explain why you chose these materials.
3. **Evaluation of Lesson:** Did you follow your plan as written or did you have to adapt the plan? Describe what the student(s) did during the lesson? In what ways was it successful? In what areas did you experience difficulty? What would you do differently next time?

Remember to attach the Guided Reading Lesson Plan Template to your paper.

COURSE GRADING POLICY
The course grading policy will be determined by the university and its affiliated colleges. That policy will be shared with the students at the beginning of the course. It is recommended that at least 50% of the final grade be determined by in-course work and assignments carried out by the students (prospective teachers).

ADE/B.Ed. (Hons) Elementary

Syllabus

Arts, Crafts and Calligraphy

Semester 3

Syllabus: Arts Crafts and Calligraphy

Year/Semester: Year 2 Semester 3
Credit Value: 3credits
Prerequisites: Successful completion of Semester 1 and 2

COURSE DESCRIPTION:

Art, Crafts & Calligraphy course, is designed for teachers who will teach this subject at the elementary level. Content of the course is mainly drawn from the national Arts Curriculum designed for elementary schools. This will facilitate the teachers to enhance their understanding and skills for the subject which will be essential for them to have in order to become an effective elementary school teacher. Besides drawing content from elementary school curriculum, various topics have been included keeping in mind the advance knowledge and skills that a teacher needs to have to effectively implement the curriculum. This course will develop and broaden critical and creative thinking skills, understanding of and appreciation for the visual arts and culture and increase participant's proficiency in visual art techniques and processes. Participants will get an opportunity to explore various visual art forms and techniques in this course through the elements and principles of art and design.

In this course participants will be introduced to a variety of media through two-dimensional and three-dimensional approaches to create and respond to visual arts. Through this course participants will explore different approaches to painting and painting techniques using a variety of media. Emphasis will be placed on the elements of art and design with an emphasis on colour and composition. Participants will develop technical skills and personal style. A variety of subject matter will be exploring e.g. still life, interior/exterior, landscape and the figure. The craft section participants will explore various approaches to clay construction, while applying the elements and principles of design to create three-dimensional form. Emphasis will be on hand building methods. Various decorating techniques will be stressed with greater opportunity to apply creative and critical thinking skills to their forms e.g. carving, etching, texture in 2D and 3D structures etc.

COURSE OUTCOMES

By the end of the semester participants will be able to:

- Explain the importance of art education and its role in child development especially for nurturing creativity, enhancing aesthetic sense and stretching imagination.
- Use tools and materials in art more skillfully
- Use of an art journal on their own artistic ideas and thoughts for refining their teaching as an art teacher
- Recognize and appreciate artists, art styles, and artwork
- Reflect and participate in art critiques as a critic and as an artist
- Initiate independent projects that allow personal interpretation and self-expression
- Identify links between art and other school subjects

LEARNING AND TEACHING APPROACHES

Participants will engage in instructional activities using a greater variety of materials and/or combination of materials. It will provide opportunities for participants to explore their abilities to transmit forceful and meaningful ideas in a variety of media to a two- dimensional surface based on their previous experiences. Participants would be encouraged to use sketch books to note information and develop ideas, make use of a good variety of media to illustrate art history lessons, e.g. teacher can explore and experiment with different mediums to illustrate her ideas, she

can develop a time line mural, explore low cost materials for making cave arts etc develop skills in note-making when viewing reproductions of the work of artists and designers; set regular assignments for homework which require personal research. Variety of teaching and learning approaches would be used e.g. the museum visit/ report and the research project, glossary, handouts.

EXAMPLE ASSIGNMENTS

These are examples of the types of assignments you might be given. Your instructor will tell you more about course assignments.

- Visit an art gallery or museum. Ask students to select three pieces of work. If possible, they should photograph the work and then write about why they like the piece.

- Work with a group of children in elementary grades to make simple puppets. Help them prepare and stage a short puppet show.

- Prepare a variety of objects for use in an elementary grade classroom using junk or recycle-able materials. Explain how they might be used.

- Plan an art activity for children in elementary grades. Try out the activity at school and ask one of your peers to observe and give feedback at the end of the lesson. Write a reflection about your experience teaching the lesson – including observations from your peers.

- As part of learning about a particular school of painting, prepare an art work 'in the style of' that school.

- Interview a local artisan e.g. a weaver, a potter, a wood carver to find out more about their work. Prepare a video, a photo display or poster about their work, with a commentary.

COURSE GRADING POLICY

Multiple variety of assessment will be used in the course. By using multiple forms of assessment, the instructor will have many windows on the knowledge, skills and dispositions of prospective teachers. The total grade determined by examinations will not exceed 20% of the course grade. Prospective teachers are expected to be present in class, engage with activities and discussion and complete course assignments. The course instructor will tell you how the course will be graded and which assignments will be graded.

SEMESTER OUTLINE

Unit 1: Introduction to Arts, Crafts & Calligraphy (2 Weeks)	
Week 1	• What are Arts, Crafts and Calligraphy? • The role of the teacher in teaching art • Influence of the arts in children's development
Week 2	• Calligraphy- The emergence of Islamic calligraphy • Ceramics and Sculpture • Puppetry in Pakistan

Unit 2: History and Culture	
Week 3	• Indus Civilizations • Exploration of history through a museum visit Art and Architecture (From Indus to Mughal)
Week 4	• Islamic Art and Calligraphy (Introduction of art and craft and calligraphy /origin from Persian artist and their calligraphy) • Pakistani Calligraphers (Anwar Jalal Shimza, Rasheed Butt, Hanif Ramy, Zahoor-ul- Ikhlaq, Arshad, Sadqain, Shakir Ali, Gul gee, Aslam Kamal) • Review of this unit

Unit 3: History and Culture	
Week 5	• Introduction to the Cubism Understand the Cubism • Pakistani Artist's (worked in Realism e.g. Shakir Ali Mansoor Rahi)
Week 6	• Intro about Realism • Pakistani Artist's work in Realism • (Ali Imam, M. Husain, Hanjra, Khalid Iqbal, Ana Molka) Hands-on activities
Week 7	• Abstraction • Origin and History of Abstract art • Explore the work of Pakistani artists in abstract (Ahmed Pervaiz, Lubna Latif, Maqsood Ali, Anwar Maqssod Hameed Ali) • Hands-on activities
Week 8	• Indigenous art • Pottery, ceramics, textile etc. Hands-on activities
Week 9	• Art Across the curriculum • Ideas to integrate art with languages, science, social studies, mathematics etc. Teachers will be facilitated to learn how illustrations, drawings and craft work can be used to understand and express the concepts of science, maths, social studies and skills in languages • Hands on activities and conclusion

Unit 4: Elements of Art & Principle of Design	
Week 10	• Understanding elements of art (line, Shapes, color, texture, and space and volume) • The importance of lines and its use in art work • Kinds of lines • Use of color (Color wheels, tints, tones and shade)

	• Use of Space and value in 2D and 3D art Texture
Week 11	• Use of Space and value in 2D and 3D art Texture • (Natural and man- made) • Introduction of Principle of Design (unity, variety, balance, contrast, emphasis, and pattern and proportion)
Week 12	• Drawing/ technique of rendering • Still life • Painting
Week 13	• Printing • Pattern making • Shapes- organic and geometrical shapes
Week 14	• Sculpture Landscape • Stick Drawing and conclusion and review of the unit
Week 15	• What is assessment in art curriculum? • How and why we assess creativity? • Review the recommendations proposed in the national curriculum grades
Week 16	• Design rubric/checklist for portfolio • Set criteria for presentation/display/ peer and self-assessment etc. • Conclusion and review of whole unit

TEXTBOOKS AND REFERENCES

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K., Gentle. 1993. Teaching Painting in the Primary School. UK: Redwood Books, Trowbridge, 1993.
M., Dowling. (1992). Education 3-5. UK : Athenaem, (1992).
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P., Tambling. (1990. Performing Arts in the Primary School. UK : Dotesios, (1990. R., Fisher. 1992. Teaching Juniors. UK : T.J. Press, 1992.
Vandal, S.H. Art Education in Pakistan: A case study of bringing art to school children at the informal level. Pakistan : s.n.
Razzak. A (2011) Children and Art- Status of art education in Pakistan: VDM. Germany Razzak. A (2009) Fun with paper bag: Feroz Sons. Lahore

ADE/B.Ed. (Hons) Elementary

Syllabus

Teaching of Urdu

Semester 3

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نصاب اردو

SYLLABUS URDU

نصاب برائے تدریسِ اردو (فنکشنل/عملی)

- • کورس کا تعارف: (COURSE DESCRIPTION)
- • حاصلاتِ تعلم: (COURSE OUTCOMES)
- • تعلّمی اور تدریسی رسائیاں: (LEARNING AND TEACHING APPROACHES)
- • یونٹ (UNIT)

۱۔ نظریہءزبان

۲۔ عملی تدریسی طریقے (سننا، بولنا اور سمجھنا)

۳۔ عملی تدریسی طریقے (پڑھنا اور لکھنا)

۴۔ جائزہ و آزمائش

- • حوالہ جات (REFERENCES)
- • اسائنمنٹ (مختلف موضوعات) (ASSIGNMENTS)
- • کورس سے متعلق لازمی معلومات
- • اردو سے متعلق غلط فہمیوں کا ازالہ
- • یونٹ نمبر اسے متعلق سبقی اشارے
- • تفصیلی سبقی خاکے
- • دیگر یونٹس سے متعلق اہم سبقی اقدامات

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نصاب برائے تدریسِ اردو

(CURRICULUM FOR TEACHING OF URDU)

سال دوم/سمیسٹر ۳

ایسوسی ایٹ ڈگری آف ایجوکیشن/ADE

کریڈٹ: ۳

پیش لازمہ: (PREREQUISITES)

تدریسِ اردو کے اس کورس میں صرف وہ طلبہ داخلے کے اہل ہوں گے۔ جو سمیسٹر اول میں اردو کورس کامیابی سے مکمل کر چکے ہوں۔

کورس کا تعارف: COURSE INTRODUCTION

اس کورس میں زیرِ تربیت اساتذہ نظریہءآموزشِ زبان(The Theory of Learning of Language) اور زبان کے متنوع ماحول (FEATURES OF A LANGUAGE -RICH ENVIRONMENT) کے حوالے سے تدریسِ زبان کو سمجھیں گے۔ ماہرین زبان کا کہنا ہے کہ زبان کا فطری سافٹ ویئر پیدائش سے قبل ہی ہمارے دماغ میں موجود ہوتا ہے اور یہ پروگرام یونیورسل گرائمر کہلاتا ہے۔ بچے اپنی معصوم عمر ہی میں ہم سے اچھی زبان کے متعلم ہوتے ہیں۔ اس نظریے کے تحت اس کورس میں ابتدائی اور وسطانی جماعتوں کی درجہ بندی کی گئی ہے۔ لسانی مہارتوں کو جماعت بندی کے تحت عملی تدریسی طریقے (سننا، بولنا اور سمجھنا) اور عملی تدریسی طریقے (پڑھنا اور لکھنا) میں تقسیم کیا گیا ہے۔ علاوہ ازیں ان مہارتوں پر دسترس کے نقطہء نظر سے آڈیو لنگول اور ٹوٹل فزیکل جیسے عملی طریقوں سے استفادہ کیا گیا ہے۔

جائزہ و پیمائش اور اس پر تنقید کرنا مدرس کے لئے بہت مفید ہے۔ اشارات و سبق کامیاب تدریسی حکمت عملی کی ضمانت ہیں۔ جو اساتذہ کی تربیت کا لازمی ہیں۔ اس لیے اس نصاب میں ایلیمنٹری اساتذہ جماعت اول تا ہشتم جدید سبقی اشارات نا صرف خود تیار کریں گے بلکہ ایلیمنٹری مدارس میں ان کی عملی مشق بھی کریں گے۔ اس کورس کی جدت یہ ہے کہ سبقی اشارات کی تیاری اور عملی مشق کورس کا آخری یونٹ نہیں بلکہ دوران کورس جاری رہے گی۔

حاصلاتِ کورس: COURSE OUTCOMES

اس کورس کی تکمیل کے بعد زیرِ تربیت اساتذہ اس قابل ہو جائیں گے کہ وہ:

- نظریہءآموزشِ زبان (The Theory of Teaching of Language) کے فطری تقاضوں کو سمجھ سکیں۔
- اردو زبان شناسی پر عبور حاصل کر سکیں۔
- سن کر لہجے، تلفظ کی ادائیگی اور الفاظ کے آہنگ کا لطف لے سکیں۔
- پڑھ کر جملہ سازی کی تحریری مشق کر سکیں۔
- پڑھ کر زندگی سے متعلق مختلف موضوعات پر عمدہ تحریریں پیش کر سکیں۔
- جائزہ و آزمائش کے جدید ترین انداز سبقی اشارات میں بتا سکیں۔
- طریقہ ہائے تدریس میں عملی کا مظاہرہ کر سکیں۔
- ابتدائی سے وسطانی سطح کے تدریسی کورس پر سمعی بصری معاونات و سبقی اشارات تیار کر سکیں۔

نظریہءآموزشِ زبان کے ماہرین کا کہنا ہے کہ بچہ ماں کے پیٹ ہی سے سننا شروع کر دیتا ہے۔ کیوں کہ زبان بچے کے جینز میں پوشیدہ ہوتی ہے۔ جدید تکنیکی مہارتیں، تدابیر، فطری سانچے، آزمائشی سوالات اور سوالنامے تدریسی عمل کو جانچتے، پرکھتے اور معیار استدلال مقرر کرتے ہیں۔ اس کورس کی تدریسی تعلّمی رسائی زیرِ تربیت اساتذہ کا (جماعت اول تا ہشتم) کے طلبہ کے لیے متوقع زبان کا ایک متوقع ماحول تیار کرنا اور آموزشی قالب تیار کرنا ہے۔ جو معیارِ زبان کے اصولوں پر پرکھے جا سکیں۔ کورس سے منسلک ان سرگرمیوں کا مقصد زیرِ تربیت اساتذہ کو اپنی تعلّمی ذمے داری بڑھانے کا موقع فراہم کرنا ہے۔

یونٹ ۱

نظریہءزبان
(THEORY OF LANGUAGE)

تعارف:

زبان کے متوقع ماحول میں بچے کے لیے کثرت سے ماحولیاتی مواد زبانی اور تحریری صورت میں موجود ہوتا ہے، جو والدین، عزیز و اقارب اور اساتذہ کی جانب سے میسر آتا ہے۔ اس یونٹ میں زیرِ تربیت اساتذہ فراوانی زبان کی نمایاں خصوصیات EATURES OF A LANGUAGE -RICH ENVIRONMENT کو سمجھتے ہوئے آموزشِ زبان کے وسیلوں کے مطابق زبان کے فطری سانچوں پر تدریسی حکمتِ عملی تیار کریں گے۔ مثلاً بچوں کو بات کرنے کے مواقع فراہم کرنا، اردگرد کے ماحول پر رائے لینا، خواہش دریافت کرنا اور منظوم ونثری آسان فہم مواد فراہم کرنا وغیرہ۔ اردو کی لسانی خوبیاں صوتی، قواعدی ہجّتی نوعیت کی حامل ہیں۔ ان خوبیوں سے استفادہ کرتے ہوئے زیرِ تربیت اساتذہ جماعت اول تا ہشتم کے تدریسی مسائل پر کیسے قابو پاتے ہوئے جدید سبقی ڈیزائن میں کارآمد تدریسی تدابیر اختیار کرتے ہیں۔ اس یونٹ کا کام عملی تدریسی معلومات فراہم کرنا ہے تا کہ اساتذہ عملی مشق کی تیاری کر سکیں۔

پہلا ہفتہ

- • نظریہءزبان (THEORY OF LANGUAGE)
- • آموزشِ زبان کے وسیلے (پیدائش سے پہلے اور بعد کے محرکات، والدین، اساتذہ)
- • اردو زبان کا متوقع ماحول

دوسرا ہفتہ

- • اردو کی بنیادی لسانی خصوصیات (صوتی، قواعدی ہجّتی)
- • اردو سے متعلق غلط فہمیوں کا ازالہ
- • اردو کی تدریسی تدابیر

تیسرا ہفتہ

- • جدید سبقی ڈیزائن

- • تدریسی تکنیک
- • سمعی بصری معاونات

عملی مشق (TEACHING PRACTICE) شروع ہونے سے پیشتر اساتذہ موضوعاتی بحث کے ذریعے درج بالا نکات کے تحت راہنما استاد کی زیر نگرانی اپنی حکمتِ عملی طے کریں گے۔

عملی تدریسی طریقے (سننا، بولنا اور سمجھنا)
ابتدائی تا وسطانی سطح کی جماعتیں

تعارف:

زبان کی تدریس میں صرف سننا ہی کافی نہیں، سن کر سمجھنا ہی اصل شے ہے۔ بچے کے اردگرد مبہم آوازیں اس کے لیے جلد از جلد زبان از بر کرنے میں مددگار بنتی ہیں۔ زبان سننا اس کے سیکھنے کا پہلا مرحلہ ہے۔ تدریسِ زبان میں بھی پہلی مہارت سننا سکھانا یا تدریسِ سماعت ہے۔ جماعت اول تا ہشتم عملی تدریسی طریقوں (سننا، بولنا اور سمجھنا) کے ذریعے حروف اور الفاظ کی کھوج زبان کا عملی پہلو ہے۔ قرآن ۵۶،۵۷ آیات میں مطالعہٴ کائنات کا درس دیتا ہے۔ اس کائنات میں موجود ہر شے پر غور کرنے کی دعوت دیتا ہے۔ اس یونٹ میں دیکھ کر زبان سیکھنا یعنی مطالعہ بہ ذریعہ سماعت تدریس کیسے کی جائے۔ اوصافِ خوش خوانی تدریسِ نظم و نثر میں کارگر ثابت ہوتے ہیں اس لیے زیر تربیت اساتذہ جدید طریقہٴ ہائے تدریس مثلاً (فنکشنل، آڈیو لنگوئل اور ٹوٹل فزیکل) کو جدید سمعی اشارات میں دوران عملی تدریس استعمال کریں گے۔ زیر تربیت اساتذہ کی تدریس دوران کورس جاری رہے گی۔ اس لیے ایک ہفتہ سمعی اشارات کی تیاری کے لیے مختص کیا گیا ہے۔ جس میں زیر تربیت اساتذہ عملی تدریسی طریقہ (سننا، بولنا اور سمجھنا) اور مطالعہ بہ ذریعہ سماعت تدریس کا گُر سیکھ سکیں۔

چوتھا ہفتہ
- • اوصافِ خوش خوانی/کرداری مقاصد   (تلفظ، روانی، تاکید، لب و لہجہ، تفصیل)
- • بنیادی لسانی عادات/مہارتیں تعارف   (بولنا، سننا، سمجھنا)
- • بولنا اور سننا   (فنکشنل، آڈیو لنگوئل اور ٹوٹل فزیکل طریقوں سے مشق)

پانچواں ہفتہ
- • بہ ذریعہ قصہ/کہانی   (تمثیل، ڈراما، قصہ گوئی)
- • بہ ذریعہ کھیل   (مثلاً لفظ کی بناوٹ میں حروف کی کھوج)
- • بہ ذریعہ مطالعہ   (ٹی وی، ریڈیو، کمپیوٹر، مطالعہٴ کائنات)

چھٹا ہفتہ
- • پرائمری سطح پر تدریسِ نظم
- • مڈل سطح پر تدریسِ نظم
- • فی البدیہہ نظم گوئی

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ساتواں ہفتہ

- سمعی اشارات/طریقہ ہائے تدریس (ابتدائی تا وسطانی سطح کی جماعتیں)
- سمعی ڈیزائن/تکنیکی مہارتیں/تدریسی حکمتِ عملی نظم ونثر

یونٹ ۳

عملی تدریسی طریقے (پڑھنا اور لکھنا)
ابتدائی تا وسطانی سطح کی جماعتیں

تعارف:

اس یونٹ میں عملی تدریسی طریقوں (پڑھنا اور لکھنا) کی مشق کروائی جائے گی۔ تا کہ زیرِ تربیت اساتذہ الف بائی طریقے سے حروف کی ساخت اور تجزیلی طریقے سے مرکب جملے بنانے کی مشق کا استعمال اشارات سبق کی تیاری میں خوب کر کے سکیں۔ مثلاً ابتدائی جماعتوں کے لیے حروف کی پہچان پر آزمائشی تیار کرنا یا وسطانی جماعتوں میں مولانا روم کی حکایات پڑھا کر کہانی لکھنے کا ہنر سکھانا۔ تصویر دکھا کر کہانی کے مختلف پلاٹ تیار کرنا اور پھر سننے والے بولنے کی مشق کروانا جو ہر سطح پر کی جا سکتی ہے۔ تاہم ابتدائی تا درمیانی سطح کی جماعت کا معیار، استحسان و استدلال مدِ نظر رکھ کر سمعی اشارات تیار کیے جائیں گے۔ کیوں کہ اشارات سبق کی تیاری اور عملی مشق ہر یونٹ کا حصہ ہیں۔ تا کہ زیرِ تربیت اساتذہ عملی مشق کی اہمیت سمجھ سکیں۔

آٹھواں ہفتہ

- طریقہ ہائے تدریس کا تعارف (ابتدائی و وسطانی سطح کے مطابق)
- الف بائی بجلوطی تجزیلی طریقے
- فنکشنل/عملی اردو

نواں ہفتہ

- زبان شناسی کی تدریس (ابتدائی و ثانوی سطح کے مطابق)
- تدریسِ قواعد (بذریعہ نظم)
- تدریسِ قواعد (بذریعہ اقتباس)

دسواں ہفتہ

- رول پلے، بازری (FEED BACK)
- فنکشنل/عملی طریقے (ابتدائی و ثانوی سطح کے مطابق)
- تدریسی تدابیر (ابتدائی و ثانوی سطح کے مطابق)

گیارہواں ہفتہ

- منظومات پر مبنی اسباق کی منصوبہ بندی — جماعت اول تا سوم
- نثر پر مبنی اسباق کی منصوبہ بندی — جماعت اول تا سوم
- نثر پر مبنی اسباق کی منصوبہ بندی — جماعت چہارم تا ششم

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جائزہ وآزمائش

تعارف:

تدریسی عمل کا جائزہ اور اس پر تنقید کرنا مدرس کے لیے بہت مفید ہے۔ اسباق کے جائزے میں مدرس کے اشارات، سبق کی خوبی اس کے موقف کی موزونیت، اس کی تدابیر، توضیح کی کامیابی، اس کے عمل تدریس کی کیفیت اور بہ حیثیت مجموعی اس کے سبق کے اثر اور نتیجے پر خاص نگاہ تنقید ڈالنی چاہیے۔ زبان کی جانچ پڑتال کے سائنٹفک قالب تیار کرنا اس یونٹ کا کارآمد پہلو ہے۔ ایلیمنٹری اساتذہ جماعت اول تا ہشتم ہر درجے میں شامل نصاب پر نئے پیمانے تیار کرسکیں گے۔

بارہواں ہفتہ

- • جائزہ وآزمائش تعارف
- • سوالات کی تکنیک، مشق
- • کلوز ٹیسٹ، کثیر انتخابی
- • آزمائش (TEST)

تیرہواں ہفتہ

- • سوالنامے
- • پرچہ جات
- • اسائنمنٹ

چودہواں ہفتہ

- • ابتدائی سطح کے سانچے   (جماعت اول تا سوم)
- • وسطانی سطح کے سانچے   (جماعت چہارم تا ششم)
- • مڈل/وسطانی سطح کے سانچے   (جماعت ہفتم وہشتم)

پندرہواں ہفتہ

- • منظومات پر مبنی اسباق   (جماعت چہارم تا ششم)
- • نثر پر مبنی اسباق   (جماعت ہفتم وہشتم)
- • منظومات پر مبنی اسباق   (جماعت ہفتم وہشتم)
- • نثر پر مبنی اسباق   (جماعت ہفتم وہشتم)

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ماڈل اسائنمنٹ: (ASSIGNMENTS)

۱۔   مختلف موضوعات پر اخباری اشتہارات لکھیں اور ایک ہفتے میں جمع کروائیں۔ اشتہار نگارنگ، بامعنی اور جدید ہوں۔

۲۔   رموز اوقاف پر اس انداز سے سبقی اشارہ تیار کیجیے کہ کہانی کی کہانی ہو اور رموز اوقاف پڑھا دیے جائیں۔ کم از کم تین دن میں سبقی خاکہ جمع کروائیں۔

۳۔   دو گروپوں میں سننے/بولنے اور پڑھنے/لکھنے کی مہارتیں تقسیم کی جائیں گی دونوں گروپ اسکرپٹ لکھ کر رول پلے/تمثیل تیار کریں گے۔ دونوں گروپ اپنے مکالمے (اسکرپٹ) تحریری صورت میں ایک ہفتے میں جمع کروائیں گے۔

۴۔   جماعت اول اور ہشتم سے دو اسباق پر سائنٹفک قالب تیار کریں اور ایک ہفتے میں جمع کروائیں۔

نصاب سے متعلق لازمی معلومات:

یہ ہمارا روزمرہ کا مشاہدہ ہے کہ پیدائش کے بعد بچہ اپنے ماحول میں بولی جانے والی زبان خود بہ خود ایک مختصر عرصے میں بولنا شروع کر دیتا ہے۔ اس عام مشاہدے کی غورطلب بات یہ ہے کہ ایک چھوٹا بچہ جس کی ذہنی صلاحیتیں ابھی نشوونما کے مراحل سے گزر رہی ہیں، زبان جیسی پیچیدہ

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چیز خود یہ کیسے سیکھ لیتا ہے۔ نہ تو اُس نے اسکول کی شکل دیکھی ہے، نہ کسی ٹیوٹر نے اُسے بتایا ہے کہ بولا کیسے جاتا ہے اور نہ والدین نے اسے بولی جانے والی زبان کے اسرار و رموز سمجھانے کی کوشش کی۔ کسی بیرونی دباؤ یا درس و تدریس کے بغیر پیدائش کے دو سالوں کے اندر اندر بچے کا زبان سیکھ جانا صرف حیرت ناک عمل ہی نہیں ہے بلکہ تدریسِ زبان کے اساتذہ کے لیے اس میں ایک عظیم سبق پنہاں ہے۔

زبان سیکھنے کے اس قدرتی عمل سے یہ بات اخذ کرنا مشکل نہیں ہے کہ زبان سیکھنا ایک فطری عمل اور بچہ یہ خداداد صلاحیت لے کر پیدا ہوتا ہے۔ بچے کا ماحول اس خداداد صلاحیت کو پروان چڑھانے میں اہم کردار ادا کرتا ہے۔ ایک ایسا ماحول جہاں بچے کے لیے محبت، عزت اور آزادی ہو بچے کو سیکھنے کے عمل میں مدد کرتا ہے۔ Noam Chomsky کے نظریے کے مطابق دنیا میں آنے والا ہر بچہ اپنے ساتھ اپنے دماغ میں ایک خاص عضو لے کر آتا ہے جسے Language Acquistion Device کہتے ہیں۔ زبان سیکھنے کے بنیادی اصول واجزا پیدائشی طور پر موجود ہوتے ہیں۔ پیدائش کے بعد جب بچہ اپنے ماحول میں بولی جانے والی زبان سنتا ہے تو اس کی زبان سیکھنے کی فطری صلاحیتیں متحرک ہو جاتی ہیں اور کچھ عرصے میں بچے کا دماغ بولی جانے والی زبان کی پیچیدگی کو سمجھنے لگتا ہے اور بچہ زبان بولنا شروع کر دیتا ہے۔

سننا اور بولنا دو اہم لسانی مہارتیں ہیں۔ عام طور پر تدریسِ اُردو میں ان مہارتوں پر توجہ نہیں دی جاتی۔ آموزشِ زبان کی ابتدا سننے سے ہوتی ہے اور سننے کا ردِ عمل بولنے کی صورت میں سامنے آتا ہے۔ اگر چہ سننا اور بولنا فطری صلاحیتیں ہیں اور غیر رسمی طریقے سے خود بہ خود نشوونما پاتی ہیں مگر انھیں بھی جلا دینے کی ضرورت ہے۔ سننا، سن کر سمجھنا، سمجھ کر مناسب ردِ عمل، سمجھ کر مناسب لب ولہجہ اختیار کرنا وغیرہ سننے اور بولنے کے مختلف مرحلے ہیں اور ان کے لیے مناسب تربیت بہت اہمیت رکھتی ہے۔ کیوں کہ

- سننے اور بولنے کی فطری صلاحیتوں کو جلا ملتی ہے۔
- غور سے سننے اور سننے کے عمل کو مؤثر بنانے کی صلاحیت پیدا ہوتی ہے۔
- درست زبان میں اپنے دل کی بات سادہ اور قابل فہم انداز سے بیان کرنے کی اہلیت پیدا ہوتی ہے۔
- بلا جھجک، اعتماد اور روانی کے ساتھ گفتگو کی صلاحیت پیدا ہوتی ہے۔

یہ ہم سب کا مشاہدہ ہے کہ ایک ایسا ماحول جہاں بچے کو زبان بولنے کی آزادی ہو، جہاں اُسے گفتگو کرنے کے مواقع ملتے ہوں اور جہاں اس کی عزتِ نفس کا احترام ہوتا ہو اُسے زبان سیکھنے میں بہت مدد دیتا ہے۔ اُردو زبان کے اس کورس میں جہاں ان مہارتوں کے خاص پہلوؤں کی پر توجہ دی گئی ہے۔ وہیں ان مہارتوں کو پروان چڑھانے کے لیے ادبی / نصابی کتب سے مربوط کیا گیا ہے۔ لسانی مہارتوں کو مربوط پروگرام کے تحت

زیرِ تربیت اساتذہ کے لیے دیے گئے۔ اس کورس کے تمام یونٹوں کی اس طرح منصوبہ بندی کی گئی ہے کہ چاروں لسانی مہارتیں یونٹ کا بنیادی مرکز رہیں۔ زیرِ تربیت اساتذہ تمام یونٹوں کی تدریس کے دوران اشارات سبق کی تیاری اور عملی مشق بھی سرانجام دیں گے۔ اور ایسی سرگرمیاں بچوں کے لیے تیار کریں گے جس سے بچے نہ صرف سرگرمی سے پڑھنے اور سمجھنے میں حصہ لیں بلکہ انھیں پڑھنے، لکھنے، سننے اور بولنے کے مواقع بھی ملیں۔

ابتدائی سے وسطانی جماعتوں میں اُردو کی نصابوں کتاب میں دیے گئے ہر سبق کا مقصد تدریسِ اُردو ادب کی مختلف اصناف سے واقف کروانا بھی ہے۔ دوران تدریس اگر اساتذہ کرام اس نقطے کو خاطر میں نہیں لائیں گے تو اُردو پڑھانے کا حق ادا نہیں ہوگا۔ مثلا چچا چھکن اس سبق اس لیے دیا گیا ہے کہ طلبہ کی توجہ کردار نگاری کی طرف دلائی جا سکے اس دوران تدریس بچوں کو اگر غور کرنے میں مدد نہیں کریں گے کہ امتیاز علی تاج نے چچا چھکن کا کردار یا لاٹھ، بوٹ کیسے تراشا ہے، کس طرح اس کردار کو پیش کیا ہے وغیرہ تو اس سبق کو پڑھانے کا مقصد پورا نہیں ہوگا۔ اسی طرح یہ بات شخصیت نگاری، منظر نگاری، آپ بیتی اور سفرناموں والے اسباق پر لاگو ہوتی ہے۔ اس لیے اس کورس میں اصنافِ ادب کو درج بالا جماعتوں کے مطابق درجہ بندی اور لسانی مہارتوں کے تحت شامل نصاب کیا گیا ہے۔

ہر استاد اپنی شخصیت، ذہانت اور قابلیت کے مطابق تعلیم دیتا ہے۔ تاہم یہ اندازہ لگانا کہ کس طرح کامیاب تدریس کی جائے، بہت اہم ہے بنیادی تدریسی تکنیک کے بغیر یہ ممکن نہیں کہ استاد اپنے مقصد میں کامیاب ہو جائے۔ اور یہ شعبہ ایسا ہے جس میں تبدیلی، چیلنج اور گنجائش ہر وقت موجود رہتی ہے اس لیے اس کورس میں جانچنے، پرکھنے اور معیار مقرر کرنے کے نئے پیمانے تدریس دوران تدریسی مشق تیار کرنے پر خاص توجہ دی گئی ہے۔ امید ہے فنکشنل/عملی اندازِ تدریس کی جانب مثبت قدم ثابت ہوگا۔

اردو سے متعلق غلط فہمیوں کا اِزالہ

اُستاد کا اُردو رسم الخط میں مہارت رکھنا خصوصاً ابتدائی جماعتوں میں از حد ضروری ہے۔ اردو کو آسان مضمون سمجھنے کی وجہ سے اردو پڑھانے والے اکثر اردو زبان کے استاد نہیں ہوتے اور اگر موجود بھی ہوں تو شاید ادب کے طالب علم تو ہوں مگر زبان کے استاد نہیں۔ گفتگو میں پہلا مرحلہ لب و لہجے کی درستی کا ہے۔ اس کے لیے صحیح تلفظ سکھانا ضروری ہے۔ تلفظ سے مراد یہ ہے کہ ہر حرف کی آواز اس کے صحیح مخرج کے ساتھ ادا کی جائے اور ہر لفظ نہ صرف درست طریقے پر بولا جائے بلکہ الفاظ کے درمیان مناسب ٹھہراؤ، فاصلے اور وقفوں کا تعین کیا جائے۔

حرکات و سکنات کا صحیح استعمال کیا جائے اور ادائیگی ٹھہر ٹھہر کر مناسب لہجے کے ساتھ کی جائے۔ تلفظ کی درستی کے لیے استاد کو اپنا نمونہ پیش کرنا چاہیے۔ نہ صرف یہ کہ وہ خود صحیح تلفظ ادا کرے بلکہ اس مقصد کے لیے صحیح زبان بولنے والوں کو سنے، ان کے ساتھ گفتگو کرے اور معیاری لغت استعمال کرے۔ موقع کی مناسبت سے صحیح تلفظ اور ادائیگی کے ساتھ الفاظ بولے۔ چھوٹی جماعتوں میں بول چال کے لیے اپنا نمونہ پیش کرے۔ لہجے کا جو فقدان آج ہے شائد کبھی نا تھا۔ اس طرح بچوں کو زبان سیکھنے کے دوران پیش مسائل کا حل بھی نکالا جا سکتا ہے۔

جدید تدریسی طریقوں سے واقفیت استاد کے پیشہ ورانہ اخلاق کا حصہ ہے اس عمل کو زبان آموزی کہتے ہیں۔ ثانوی زبانوں کی تدریس کے بہت سے طریقے رائج رہے ہیں۔ ان طریقوں کے نقائص دور کر کے انہیں بہتر بنانے کی کوشش کی جائے۔ اس طرح کئی نئے طریقے بھی وجود میں آتے ہیں۔ ہر زبان کا اپنا ایک مزاج ہوتا ہے اور ہر زبان کے اپنے تدریسی مسائل ہوتے ہیں۔ تدریسی مسائل کو سمجھتے ہوئے عملی طریقوں کو برتنا استاد کی حاضر ما غنی ہی نہیں ہنر بھی ہے۔ ہمارے اساتذہ کو زبان کی آموزش کے فنکشنل اندازہ اختیار کرنا ہوگا۔

سمعی بصری آلات یعنی ریڈیو، ٹیپ ریکارڈر اور ایسے صوتی آلات جو تدریسی اعانت کے طور پر استعمال ہوتے ہیں، سننا سکھانے میں بہترین اعانت ہیں۔ مختلف مضامین کے لیے "رہنمائے اساتذہ" بھی شائع ہوتے ہیں۔ اردو کے سلسلے میں ان کا مطالعہ استاد کے لیے ضروری ہے۔ ان میں سمعی و بصری معاونات کے کئی طریقے بتائے جاتے ہیں۔

اردو زبان کا اثاثہ دیگر زبانوں کے الفاظ کا اس میں شامل ہونا ہے۔ عربی، فارسی اور اب انگریزی کے الفاظ سے اردو رش بنا رہے ہیں۔ اردو میں انگریزی الفاظ کا آنا درست مگر افعال کی تبدیلی زبان کے حسن کو ماند کر دیتی ہے اس کا بھی خصوصاً خیال رکھنا اساتذہ کی ذمے داری ہے۔

<div dir="rtl">

	مگر	منزل	جانب	تھا	چلا	ہی	اکیلا	میں
گیا	بنتا	قافلہ	اور	گئے	آتے	ساتھ	لوگ	

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ADE/B.Ed. (Hons.) Elementary

Syllabus

Science 2

Semester 3

Syllabus: Science II

SEMESTER: Year 2 / Semester 3
DURATION (Hours):   48 hours (16 weeks)
CREDIT VALUE: 03 credits
PREREQUISITES: Matriculation (with a science subject)

COURSE DESCRIPTION:

This Science II course will strengthen prospective elementary teachers' subject matter knowledge. It provides further opportunity to deepen the pedagogical science content knowledge required to effectively teach general science in elementary school. The course covers core concepts in physical science, life science, and earth science. It also covers teaching strategies and instructional approaches that best support the development of a conceptual understanding of science. In contrast to Science I, which dealt with simpler concepts, Science II establishes connections between core concepts, such as matter and energy, and entire systems, such as Earth's systems or systems within the human body.

After taking Science I and Science II, the prospective student teachers will be well prepared to implement the National Curriculum in elementary grades 1-5.

Science I and Science II integrate science content with science pedagogy and skill building. Both courses are designed to prepare prospective elementary teachers to teach inquiry science in grades 1-5. Their (pedagogical) content knowledge is chosen accordingly. It is recommended that prospective science teachers who want to teach science in higher elementary grades (6-8) deepen their science knowledge further by attending additional science classes offered in Year 3 and Year 4 of the B.Ed. (Hons) program.

COURSE OUTCOMES

After completing this course, student teachers will be able to:
1. Describe forms and interactions of energy and matter, including energy transfer and transformations, as they apply to chemical and physical processes with an emphasis on events/phenomena in everyday life.
2. Begin to see that complex interactions between the atmosphere, the hydrosphere, and the lithosphere in Earth's systems undergo constant change. Understand the theory of plate tectonics as it relates to Pakistan's mountain formations and earthquakes. Provide examples of advances in technologies that have made it possible to more accurately predict natural disasters and provide life-saving warnings (for floods, hurricanes, etc.). Explain how human activities influence air and water quality, ecosystems, and climate across the globe.
3. Begin to understand the vastness and age of the universe, and be able to discuss the characteristics and differences of objects within our Solar System.
4. Describe the flow of matter and energy in living systems, and apply it to the human body to explain, for instance, the circulatory and digestive system.
5. Be able to understand the purpose of scientific models and tools, and use them appropriately. Examples are the periodic table, classification tables, maps, and models of particle theory and the atom. In addition, be able to demonstrate and teach data collection, recording, and graphing to present conclusions of investigations.

Teaching-Learning Framework

Throughout this course, pedagogy is interwoven with the content development. Faculty will model inquiry teaching to student teachers in order for them to experience the learning and teaching of science in an inquiry way. Thoughtful discussions will follow such hands-on experiences to clarify the applied methods and expected learning. These reflections are essential because it is through these discussions that prospective teachers will gain essential transfer and pedagogical content knowledge needed for after graduation when they enter the field and teach science to elementary students. Therefore, it is critical to give prospective teachers the opportunity to reflect on what they are experiencing as learners as well as opportunities to practice their role as teachers. Teachers can thus develop meaningful activities around core concepts that will enable their students to gain deeper conceptual understanding and allow them to modify these activities to best meet the needs of their individual classrooms.

This course is also designed to help students develop science thinking and process skills in addition to content and pedagogical content knowledge.

After completing this course, student teachers will be able to:
1. Apply inquiry to the teaching of science at the elementary level.
2. Identify, adapt, and modify investigations that lead to conceptual understanding.
3. Design science investigations around core concepts.
4. Understand the need for learning progressions.
5. Recognize common misconceptions and be able to respond with appropriate remedies.
6. Use open-ended questions to assess students' conceptual understanding.
7. Provide their students with exciting science experiences that extend their natural fascination with the world and help them learn the science skills and concepts they will need in later schooling and in life.
8. Reflect on their teaching to develop a personal approach to the teaching of science.

SEMESTER II OUTLINE

Unit 1: Course Overview

Week	Topics/Themes
1	Overview of course content (science and teaching)
	Life of scientists and the role of science in society
	Nature of science and its application for teaching
	Introduction to independent course project, possible topics, and criteria

During this unit, prospective teachers will:
- Understand that science reflects its history and is an ongoing, changing enterprise.
- Read and reflect about the nature of science, and apply it to their own learning and teaching.
- Distinguish between observation and inference.
- Read about famous scientists and their lives, and relate their scientific quest to their own lives.
- Investigate and present a science topic of their choice, applying their science and teaching of science knowledge following specific criteria (research component, science explanations, conclusions, transfer to teaching in elementary school grades).

Unit 2: Energy Transfer, Transformations, and Conservation

Week	Topics/Themes
2	Types of energy (heat, light, sound, kinetic, potential, gravitational, etc.) Investigating light
3	Energy transfer and transformation - Concept of conduction, convection, and radiation Law of conservation of mass and energy
4	Teaching "Energy transfer, transformation, and conservation" in elementary grades

During this unit, prospective teachers will:
- Distinguish among different forms of energy (kinetic, potential) and demonstrate that energy can be transferred and transformed.
- Provide examples of kinetic energy being transformed into potential energy and vice versa.
- Recognize that heat can spread from one place to another in predictable ways.
- Provide examples of the transfer of energy from hotter to cooler objects by conduction, radiation, or convection.
- Explain that energy can be transferred (e.g., by collisions and radiation) but never destroyed (conservation of energy).
- Differentiate the states of matter based on their energy state (e.g., the structure of molecules and atoms in these different states varies from rigid in solids to independent motion in a gas).
- View thermal energy (i.e., heat) in terms of atomic and molecular motion (i.e., the higher the temperature, the greater the atomic or molecular motion).[1]
- Compare the transmission, reflection, refraction, and absorption of light using different materials.
- Listen for student misconceptions about properties and particle theory, and try to correct them.
- Identify the underlying core science concepts in this unit for elementary students
- Design age-appropriate, inquiry-based activities and identify learning outcomes.

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[1] These objectives will be continued and deepened in Unit3, Energy and Matter where the focus of energy transfers will be on the microscopic level (between and within atoms)—for instance, understanding chemical reactions (exothermic and endothermic) and radioactivity.

Unit 3: Interactions of Energy and Matter

Week	Topics/Themes
5	Review of physical and chemical properties and physical change Solutions and solubility Conservation of mass in solutions
6	Introduction to chemical reactions Difference between chemical and physical reactions The role of energy in explaining bonds Applications of electrolysis
7	Teaching "Interactions of Energy and Matter" in elementary grades

During this unit, prospective teachers will:
- Differentiate between physical and chemical properties, and physical and chemical change.
- Gain an understanding that mass is conserved even when materials are dissolved.
- Investigate how some common materials interact to form new materials.
- Explain how in physical change properties of substances remain the same.
- Provide examples of how the properties of a product of a chemical change are different than the products of the reactants.
- Provide examples of the natural world in which energy is released (or needed) in chemical reactions (e.g., burning fossil fuels, photosynthesis).
- Be able to identify some of the underlying core science concepts in this unit for elementary students.
- Design age-appropriate, inquiry-based activities and identify learning outcomes.
- Be aware of misconceptions about energy and matter, and learn what to do about them.

Unit 4: Earth's Systems Undergoing Constant Change

Week	Topics/Themes
8	Water, carbon, and rock cycle Theory of plate tectonics - Living in the shadow of the big mountains
9	Climate change
10	Teaching "Earth's Systems Undergoing Constant Change" in elementary grades

During this unit, prospective teachers will:
- See the Earth as a system consisting of major interacting components that consistently undergo change. Identify physical, chemical, and biological processes act within and among them on a wide range of scales.
- Begin to see that there are complex interactions between the atmosphere, the hydrosphere, and the lithosphere.
- Apply the theory of plate tectonics to explain the formation of Pakistan's mountain ranges and the threat of earthquakes.
- Recognize how the movement of Earth's lithospheric plates causes slow changes in Earth's surface (e.g., formation of mountains and ocean basins) and rapid ones (e.g., volcanic eruptions and earthquakes).
- Give examples of advances in technology that have made it possible to more accurately predict natural disasters.
- Understand how human activities influence air and water quality, ecosystems, and climate across the globe.
- Identify the underlying core science concepts in this unit for elementary students.
- Design age-appropriate, inquiry-based activities and identify learning outcomes.

Unit 5: Solar System and the Universe

Week	Topics/Themes
11	Characteristics of our Solar System Earth and Sun compared to other objects in the sky Working with and understanding large distances
12	Origin and evolution of Earth (and the Solar System)
13	Teaching "Our Solar System and the Universe" in elementary grades

During this unit, prospective teachers will:
- Differentiate groups of objects in the Solar System—including the Sun; the planets and their moons and rings; and smaller objects, such as asteroids and comets—by their size, composition, and position in the Solar System.
- Compare and contrast the properties and characteristics of Earth with those of the other planets in our Solar System.
- Explain, based on the naked eye and telescopic observation, how objects in the Solar System change position against the background of stars.
- Begin to understand the scale of time and distance involved in deep space.
- Describe how the early Earth was very different from the planet we live on today.
- Identify the underlying core science concepts in this unit for elementary students.
- Design age-appropriate, inquiry-based activities and identify learning outcomes.

Unit 6: Human Body as a System

Week	Topics/Themes
14	Flow of matter and energy in living systems Circulatory and digestive system Structure, function, and organization of different cells
15	Cell processes Cellular respiration
16	Teaching "Human Body as a System" in elementary grades

During this unit, prospective teachers will:
- Connect an organism's need for food with cells' need for food.
- Explain how multiple body systems work together to meet cell energy needs.
- Examine and describe the flow of matter and energy in living systems.
- Demonstrate through investigations that food is a source of energy (fuel) and building materials for cells.
- Relate cellular respiration to the functions of body systems (e.g., how body systems function to provide cells with the necessary raw materials).

SUGGESTED TEXTBOOKS AND REFERENCES

There are many science books and other resources that could be useful during this course. Here is just a selection:

Target Science - Physics by Stephen Pople
Target Science - Chemistry by Michael Clugston and Rosalind Fleming
The Teaching of Science in Primary schools – Wynne Harlen
Inquiry – Thoughts, Views, and Strategies for the K-5 Classroom – National Science Foundation
Ready, Set, Science! Putting Research to Work in K-8 Science Classrooms – National Research Council
Taking Science to School: Learning and Teaching Science in Grades K-8 – National Research Council

The "History of Science" is a website that provides standards-aligned resources that make it easier to bring the history of science into a classroom. This site focuses on chemistry standards likely to be found in an introductory chemistry or physical science class.
http://cse.edc.org/products/historyscience/default.asp.

COURSE ASSIGNMENTS
Suggested assignments are included in the Unit Guides of the course. Some are short-term assignments and some take several weeks to complete. A mix of individual and group assignments is also provided.

These assignments are designed to deepen students' learning and allow them to research and apply their knowledge to topics of personal interest. All the assignments count toward the final grade.

Assignments are similar to those conducted in Science I but are more complex and self-directed:
a) Conduct an investigation on a science topic, and present your findings and conclusions.
b) Develop an investigation around a core science concept for an elementary grade.
c) Write an editorial for a local newspaper on a relevant science topic stating an opinion supported by evidence.
d) Using the inquiry approach, plan and teach a science activity in a local elementary school.

In addition, as part of Science II, prospective teachers will conduct an independent research project during the course that will mirror a real-life context and investigation.
Examples of such topics could be:
- Design a model to explain the greenhouse effect.
- Research how Pakistan generates its electricity and provide a report on how some of it could be supplemented by using renewable energy.
- Waste management and recycling
- Natural resources in Pakistan
- Natural disasters in Pakistan
- Infectious diseases

GRADING POLICY
The course grading policy should be determined by the university and its affiliated colleges. The policy should be shared with students at the beginning of the course. It is recommended that at least 50% of the final grade is determined by course work completed by prospective teachers. Course work may include work completed in assignments in or outside the classroom.

ADE/B.Ed. (Hons) Elementary

Syllabus

Information and Communication Technologies (ICTs) in Education

Semester 3

Syllabus: Information and Communication Technologies (ICTs) in Education

YEAR/SEMESTER: Year 2, Semester 3
DURATION: 2 credits (32 facilitated hours, 64 essential independent study and practice hours)
PREREQUISITES: Successful completion of Semester 1 and 2 courses including Computer Literacy in Semester 2

COURSE DESCRIPTION

Information and Communication Technologies (ICTs) in Education is a broad and constantly changing subject. This course will prepare teachers to understand, use and apply a range of technologies* and platforms in <u>teaching and learning</u>, in line with international standards.
With the changing face of technologies and related application, this course will primarily focus on using technologies for <u>learning 'how to learn'</u> to cope with change. It will provide opportunities to prospective teachers to <u>collaborate</u> with students, educators, peers, parents, and global community using digital tools and resources to support learning, success and innovation.

Course topics include supporting policies and guidelines for ICTs integration, computer-mediated learning, telecommunications and multimedia resources, online teaching and learning, problems of classroom integration, and computer support for professional development and administration.

Teachers-in-training will engage with the design and creation of exciting, intellectually challenging and authentic learning environments in which ICT changes not only what students learn but also how they learn, as we move forward in the 21st century. Trainees in this course will examine how ICT might be used to both enhance and transform learning.

The changing world demands changes in, and quickly <u>learning competencies</u>. The course is aimed at specifically developing the following competencies in prospective teachers:
- critical thinking and reflective approach,
- decision-making,
- handling of dynamic situations,
- multi-tasking
- working as a member of a team, and collaboratively
- communicating effectively, and
- general ICT competencies enabling professional and day-to-day work

*(computer/Internet, other audio/video equipment, digital camera, mobile phones, online and digital resources and tools)

The ADE/B.Ed. (Honours) program aims to develop in its graduates the capabilities and dispositions to work as engaged professional educators in contemporary knowledge building communities. <u>Use of ICTs in all courses</u> across the program is highly appreciated to achieve this end. Focusing on the details of ICTs integration in education would be challenging for this 2-credit hour course. Therefore, course-extension suggestions and ideas are also provided at the end of this course guide.

The course comprises (a) an experience-based study of learning with information and communications technologies (ICTs), (b) a critical examination of pedagogical, technical, and

societal issues arising in the educational use of ICT, and (c) the development and evaluation of educational applications and resources of ICTs.

COURSE OUTCOMES

After completing this course, pre-service teachers/teachers will be able to:

1. develop a well-articulated perspective on information and communications technology in education informed by personal experience and critical examination of computer resources, curriculum, and educational practice.
2. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning
3. engage students in exploring real-world issues and solving authentic problems using digital tools and resources
4. participate in local and global learning communities to explore creative applications of technology to improve student learning
5. promote student reflection using collaborative tools to reveal and clarify students' understanding and thinking, planning and creative processes
6. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
7. develop confidence, skill and an attitude to use a range of technologies (radio, video, computer, digital and online tools, digital accessories, etc.) for instruction and generating new knowledge for life-long learning

LEARNING AND TEACHING APPROACHES

Teachers-in-training and instructors should integrate this course with other courses and with their theses or projects; adapt the course to personal interest, knowledge, experience, and responsibility; and design assignments with sufficient depth and breadth to be useful in other courses and later work.

Trainees will combine the exploration of educational software and other ICT resources with the discussion of its application with a critical examination of educational issues that surface with computer and other ICTs use - issues such as empowerment, the shaping of modes of thinking, access, control, ownership, role of student and teacher, classroom and school organization, and professional development.

Throughout the course, electronic mail (email), Google applications, and other tools that support collaboration will be used to provide continuity of discourse, to increase the coherence of work, to share information, to discuss issues, and to articulate thoughts about ICTs in education.
The course facilitators will model the use of ICTs to support professional interaction and learning. The prospective teachers need to be "immersed" in a technology-rich instruction experience and practice so as to progress on various levels of ICT integration in education.

Peer-teaching or peer-instruction would be used regularly as a learning strategy as the participants of this course specifically, are expected to benefit from it much more than lecturing or other strategies when it comes to using technologies. Other active-learning strategies such as discussions, pair and group work, etc. are suggested to be used rigorously throughout the course. The sessions are designed in a way that they use <u>content to teach skills</u>. The instructors would observe that the first half of most of the sessions in Unit-2 is about using content from different subjects. The second half focuses on analysis of how use of technology enhanced and/or

supported teaching of skills by using particular content. It should be noted that none of these halves or session sections should be treated as 'optional'.

Who should teach this course?
The Methods of Teaching instructor is recommended to take this course, however, <u>team-teaching</u> is highly recommended. As the course teaches skills using content from different subjects, team-teaching is expected to have a multiplier effect to enhance learner achievement. Instructors' collaboration is also expected to set an example for the trainees to collaborate.
The instructors are encouraged to co-plan the sessions and use a variety of team-teaching techniques. Some possible options are where:
- two or more teachers teach the same group at the same time;
- team members meet to share ideas and resources but generally function independently;
- teams of teachers share a common resource centre;
- a team shares a common group of students, shares planning for instruction but team members teach different sub-groups within the whole group;
- planning is shared, but teachers each teach their own specialism or their own skills area to the whole group;
- teams plan and develop teaching resource materials for a large group of students but may or may not teach them in a classroom situation.

A commonly observed <u>misconception is that a computer science expert or a computer literacy instructor should teach such ICT-integration courses</u>.
However, at a teacher-education level where the purpose is to integrate available ICT resources and tools, and to develop local content to be used in classrooms, any subject-expert or a methods teacher is the best person to implement this course. The computer teacher is expected to support the 'technical' and operational issues (like working with a multimedia projector, copying files on computer from a digital device, etc.) but s/he wouldn't be a better judge than a Child Development instructor to assess the 'value-addition' that the use of a video-resource brought to the understanding of the subject topic (for example, learning disabilities in children). The bottom-line is 'it is about education' and NOT 'technology'!

Note: It is essential that this course is taught in a computer-lab with broadband Internet connectivity. As this course is heavily-dependent on 'functioning ICTs' for using video and other resources, head phones and other audio-video and projection equipment need to be available and functioning ALL the time.

The trainee-practice and study time needs to be organized in the computer lab or computer-equipped classrooms or other such facilities with Internet connection.

SEMESTER OUTLINE	

<table>
<tr><td colspan="2">Unit-1:
Introduction to ICTs, Policy and Other Guidelines for Use of ICTs in Education
(1 week / 2 hours)</td></tr>
<tr><td colspan="2">Unit Overview
The first unit aims at providing prospective teachers an understanding of ICTs in Education and the driving forces - i.e., supporting policies and the need. The trainees will get an overview of National Education Policy for Pakistan and the National Professional Standards (NTSTP) for ICTs in Education. The trainees would discuss and analyze the objectives for integrating ICTs in Education to live, learn and work successfully.

Intended Learning Outcomes:
After going through this unit and the suggested assignments, the trainees would

develop an initial understanding of different types and formats of technologies that can be used in education
discuss and analyze the way needed teaching and work skills keep changing with the demand of the day
compare and contrast the conventional teaching practices with technology-supplemented and enhanced instructional and learning opportunities

</td></tr>
<tr><td>Week 1:
(2 sessions/2 hours)</td><td>Introduction and Guidelines

a. Introduction to the course – ICTs in Education
b. Pre-assessment for the course
c. 21st Century Skills – the need of the day
d. What are ICTs?
e. Highlights - National ICTs Strategy for Education in Pakistan, National Education Policy 2009</td></tr>
<tr><td>Week 2:
(2 sessions/2 hours)</td><td>ICTs Integration, Standards and Competencies for Teachers

a. ICTs Integration – Why and What it means; objectives; misconceptions
b. ICT competencies for Teachers
c. Highlights - National Professional Standards (NTSTP) for ICTs in Education
d. Introduction to electronic Portfolios – setting up for the course</td></tr>
<tr><td colspan="2">Unit 2:
ICTs Integrated into Curriculum and Instruction– (9 weeks / 18 hours)</td></tr>
<tr><td colspan="2">Unit Overview
This unit provides extensive technology-rich and enhanced instruction experience to the prospective teachers by giving essential knowledge and allocating several hours of practice sessions on ICT applications, discussions and analysis of situations how ICTs are exploited to maximize learning experiences and outcomes. With an understanding of these requirements and benefits of multi-channel learning, the prospective teachers could develop sufficient confidence and skills to design ICT-supplemented instruction, using alternatives as needed.</td></tr>
</table>

Training teachers how to implement technology-enhanced instruction can fail. One of the reasons is that teachers experience "Information Overload" very easily when it comes to technology, and they shut down. This unit breaks the 'tasks' into small "chunks" (sessions by technology) coupled with hands-on practice which is expected to lead to success!

Intended Learning Outcomes:
The trainees will:

- go through technology-rich experiences throughout all aspects of the training and understand ICTs-integration for a variety of content and pedagogical themes
- develop an understanding of providing video-enhanced learning experiences to their students
- practice utilizing technology effectively to enhance teaching through lesson-planning
- analyze, experience and get supported through peer-teaching
- compare and contrast the conventional teaching practices with technology-supplemented and enhanced instructional and learning opportunities
- develop a technology plan for practicum school and classroom after thorough analysis of situation

Week 3:
(2 sessions/2 hours)
	Learning through custom-designed/ready-made applications
	(available on DVDs/CDs – Story of Pakistan, tutorials, multimedia encyclopedias, etc.)
	   a. Exploring the custom-designed multimedia resources
	   b. Instruction using available applications for teaching of Pakistan Studies/History, Functional English, Methods of Teaching, etc.)
	   c. Lesson planning and review

Week 4:
(2 sessions/2 hours)
	Audio, Radio Broadcast and Interactive Radio Instruction (IRI)
	   a. Power of audio/radio in education
	   b. Using audio/radio/IRI resources for teaching of different subjects (Functional English, Pakistan Studies/Islamic Studies, Early Childhood Education, etc.)
	   c. Case-studies for extended reading

Week 5:
(2 sessions/2 hours)
	Video, animations, movies and television broadcast
	(Examples for different content/subject and pedagogy areas - Child Development, Early Childhood Education, Communication, Geography, Science, etc.)
	   • Using recorded-classroom videos (Examples for different subject and pedagogy areas - Child Development, Early Childhood Education etc.)
	   • Using video prompts in classroom
	   • Lesson Planning using video resources

Week 6:
(2 sessions/2 hours)
	(Continued) Video, animations, movies and television broadcast
	   • Using movies in education
	   • Using video commercials in education
	   • Using split-video technique in classroom

	• Documentaries and discussions • Exploiting the potential of television broadcast in education • Case-studies for extended reading • Lesson Planning using video resources • Lesson Demo and Presentations

Week 7:
(2 sessions/2 hours)
	Learning through Internet (applications, etc.)
	(Examples for different content/subject and pedagogy areas – Teaching of Science, language-development, improving communication skills, etc.)
	  a. Concept of globalization –'Global Teacher Community'
	  b. Online tutorials
	  c. Browsing for a purpose - Seeking and filtering information
	  d. Online tools for communication and collaboration
	  e. Introduction to Digital Libraries, archives and eBooks

Week 8:
(2 sessions/2 hours)
	Learning through Internet /Videos in Education – Revisited
	  a. Interactive Online applications (Google Earth and Google Maps)
	  b. Online video resources and video channels (TeacherTube, YouTube, etc.)
	  c. Sketchcasting technique and animation in education (Case Study: The Khan Academy)

Week 9:
(2 sessions/2 hours)
	Using Digital Camera in Education
	(Examples for different content/subject and pedagogy areas - Methods of Teaching, Child Development, Classroom Management, Practicum, etc.)
	  a. Power of Pictures/photographs
	  b. Developing local content using digital camera
	  c. 'Shoot and share' - Sharing experiences

Week 10:
(2 sessions/2 hours)
	Interactive Games and Puzzles
	  a. Exploring resources and applications, subject-wise (language, Science, Mathematics, etc.)
	  b. Digital Applications - From Toys to Learning Tools
	
	    Trainees to design a storyboard of an educational game; Or design a puzzle online

Week 11:
(2 sessions/2 hours)
	Planning for ICTs Integration
	  a. Planning for ICTs Integration (SWOT analysis, building support networks, etc.)
	  b. Developing a Technology Plan for Classroom and School
	  c. Barriers for effective ICT use in schools and suggestions

Unit-3:	
Collaborative Learning using ICTs (2 weeks – 4 hours)	
Unit Overview	
ICTs has undoubtedly offered numerous practical advantages by allowing users to overcome restrictions of time and place, transcending barriers of textbooks and classroom walls, providing up-to-date resources for teachers and students, supporting a range of individual learning styles, providing authentic contexts for students and broadening the curriculum. One of the most promising ways the Internet is being utilised in schools is to participate in global or collaborative Internet projects and assignments. These projects often involve students in using the Internet and WWW for research, publishing of Web pages and communication using chat and e-mail. These project-based learning contexts are motivating students and providing real life contexts for successful collaborative learning. In this unit, students will experience working on collaborative projects and assignments. It is encouraged that trainees establish contacts with trainees from other institutions in and outside of the country – as, with technology, there are no boundaries to learning!	

Week 12:
(2 sessions/2 hours)
	Enhancing Opportunities for Collaborative Learning
	  a. <u>Collaborative projects</u> (using email, Google Docs/presentations, etc.) – folk tales/cultural stereotypes, learning about communities, and other iEARN projects)
	      o Pakistan Studies
	      o English/Urdu – Using email or Google Docs to write a collaborative "Rotating Story" (Project)
	      o Civics, etc.
	
	  b. <u>Using Wikis and Blogs</u> – an introduction

Unit-4:	
ICTs for Life-long Learning and Teacher Professional Development (2 weeks – 4 hours)	
Unit Overview	
This unit will provide some orientation to the prospective-teachers and teacher educators about the need for continuous professional development specifically in this age of ever-changing circumstances – technologically, socially, culturally and economically. This unit emphasizes the need of life-long-learning as opposed to learning in the initial part of professional life. Moreover, this unit focuses on supporting life-long-learning with ICTs. The prospective-teachers will learn to connect and 'connect' to learn!	

Week 13:
(2 sessions/2 hours)
	ICTs for life-long learning and teacher professional development
	
	  d. Why life-long learning?
	  e. Planning – an information resource (TL resources on WWW, Wikipedia, National curriculum, etc.)
	  f. Learning content and methods
	  g. ICT/Collaborative Tools for Teachers (Emails, discussion groups, chat, mailing lists, professional forum, etc.)
	  h. Teaching-learning and assessment tools (templates, lesson plans, worksheets, online tests-IELTS, etc.)
	  i. Video/teleconferencing (Skype)

	j. eLearning and Blended Learning (Introduction)
Week 14: (2 sessions/2 hours)	Continued - ICTs for life-long learning and teacher professional development

Unit-5:
Evaluating ICT Tools and Resources for Use (1 week - 2 hours)

Unit Overview
This unit emphasizes the purposeful and judicious selection of digital resources. As a teacher would consider different factors while referencing a book, same is the case with using and referencing any ICT resource, be it a website, a video clip, radio program or an online puzzle. Prospective teachers will evaluate resources based on several factors (purposefulness, need, time, cost, presentation quality, instructional value-addition, usability, context, etc.). Due to time constraints, the types of evaluation for technology interventions in education (like IRI programs, interactive video, etc.) is not covered in this unit (for example, formative and summative evaluation, integrative evaluation, etc.)

	Evaluating ICT tools and resources (1 week - 2 hours)
Week 15 (2 sessions/2 hours)	a. Making decisions on identifying ICT resources: Assessing quality and usability of ICT resources with the help of rubrics b. Assessing quality of websites and other Internet applications, educational games, etc. (Gathering and analyzing information)
Week 16 (2 sessions/2 hours)	a. Review b. Post-assessment

Course Extension Ideas
- Emerging trends (Virtual schools, Online Universities, eTutoring, etc.)   - Assistive Technologies (Case Study – Pakistan Foundation for Blinds; Technologies to assist Special Education)   - Technologies in other domains of education - Life Skills, health education, vocational training, preparing-for-work, etc.)   - Professional Associations online   - Digital Libraries   - Using Wikis and Blogs   - Tools and applications to support distance education (Moodle, Whiteboards, Elluminate, etc.)   - Cell phones in education   - Concept-mapping (MindMap)

SUGGESTED TEXTBOOKS AND REFERENCES

- *Journal of Research on Technology in Education (JRTE, International Society for Technology in Education (ISTE) -* http://www.iste.org/learn/publications/journals/jrte-old.aspx
- *Journal of Technology and Teacher Education* (JTATE) - http://aace.org/pubs/jtate/
- Partnership for 21st Century Skills. 2010. *Framework for 21st Century Learning.* http://www.21stcenturyskills.org/index.php?Itemid=120&id=254&option=com_content&task=view

RESOURCES

Geography
- Google Earth free download: http://www.google.com/earth/download/ge/agree.html
- Google Earth tutorial: http://earth.google.com/outreach/tutorial_annotate.html
- Google Maps: http://maps.google.com/
- National Geographic Channel: http://maps.google.com/
- Videos – National Geographic: http://video.nationalgeographic.com/video/player/national-geographic-channel/

Science, History, News, etc. - Discovery Channel
- Videos – Discovery Channel http://dsc.discovery.com

Mathematics, Physics, etc.
Videos – The Khan Academy
        http://www.khanacademy.org/

English:
English Grammar software free download
http://freesoftwarepc.biz/educational-software/download-free-software-3d-grammar-english-portable/

GRADING POLICY
 A variety of assessments will be used in the course, including mid-term, lesson planning and demonstration, collaborative semester project and final examination.

ADE/B.Ed (Hons) Elementary Syllabus

Developmental Practicum

Semester 3

SYLLABUS: The Developmental Practicum

YEAR/SEMESTER: Year 2/Semester 3
CREDIT VALUE: 3 credits*
PREREQUISITES: Successful completion of Semesters 1and 2 of the ADE/B.Ed.(Hons)

*The Practicum is a 3 credit course. One credit requires three course hours.

Thus, the total number of hours required in the semester for this course is 3 credits x 3 hours x 16 weeks equals 144 hours. It is recommended that Student Teachers spend around 120 hours in the classroom and the rest of the hours will be spent in seminar meetings and working on assignments.

NOTE: Student Teachers are expected to make regular visits to schools throughout their program, starting in the first few weeks of Semester 1.The Semester 3 Developmental Practicum is an extension of these visits and should not be the first time students are at school.

COURSE DESCRIPTION

This course includes two important parts:
   a. A school placement in an elementary school.
   b. A seminar that meets regularly.

A. **School Placement:** The developmental practicum experience in Semester 3 provides elementary grade Student Teachers with carefully sequenced and supervised field experiences in all areas of the elementary curriculum. Opportunities to work with children at two different grade levels, one in an upper and one a lower elementary school classroom are provided. As a Student Teacher, you will work with children from a variety of backgrounds, and with different capabilities. Initially you will conduct formal observations and complete a variety of school based assignments, but you are expected to gradually take a more active role, with increased responsibilities in each classroom.

During this developmental practicum, you are expected to critically select and use appropriate materials, resources (including persons in the community) and technology, and to have opportunities to employ various classroom management techniques, and a variety of formative and summative evaluation techniques (including authentic assessment).[2] Collaboration with other Student Teachers and professionals in the school setting is encouraged in order to develop team building skills and utilization of all resources to enhance children's learning.

Ideally, groups of three or four Student Teachers are placed in each school. Opportunities for peer coaching as well as coaching by the Cooperating Teacher and College/University Supervisor are provided. You are encouraged to take advantage of any opportunities to interact with parents and to develop skills for communicating with parents under the guidance of the Cooperating Teacher.

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[2] Authentic assessment is a form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills.

B. <u>**Seminar**</u>: The seminar which accompanies your fieldwork, will be facilitated by your College/University Supervisor and is designed to link pre-service program content to classroom practice. You will have an opportunity to clarify and revise your teaching goals and your beliefs about a wide range of educational issues. The primary focus of this seminar is the inducting of Student Teachers into professional practice. Habits of thinking that provide the foundation for continued growth as a teacher are as important as strategies for solving immediate classroom issues and problems.

Student Teachers will be expected to complete a variety of seminar assignments during this semester. . Most, but not all, of these assignments will be directly linked in some way to your classroom experiences. For example:
- 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

All of the assigned tasks are flexible enough to allow for adaptation to a wide variety of classrooms.

COURSE OUTCOMES

Student Teachers will be able to:
- Reflect on and learn from connecting theory and their teaching practice.
- Collaborate with peers, Cooperating Teacher, other School Staff, and College/University Supervisor, establishing professional relationships.
- Invite, accept, and utilize formative feedback from the Cooperating Teaching peers, and the College/University Supervisor in a non-defensive manner.
- Produce instructional plans unit plans, which reflect the use of appropriate instructional methods and strategies to meet the needs of all students within the context of the practicum classroom.
- Utilize appropriate instruments or techniques for informally and formally assessing student learning and learning needs.
- Recognize cognitive and affective needs of students and establish learning environments and use activities appropriate to meeting those needs.

LEARNING AND TEACHING APPROACHES

Every Student Teacher enrolled in the developmental practicum will be assigned to two different classrooms for this school placement experience, approximately half at early and the other half at upper elementary level. This will mean that by the end of the ADE (first two years of the B.Ed. Honors) Student Teachers will have experienced teaching in two different classrooms during the developmental practicum in Semester 3.

The Practicum Seminar will provide opportunities for structured and guided discussion, but rely heavily on reflective journals, small group and peer interaction.

SEMESTER OUTLINE

School Experiences.
The manner in which school experiences for the Practicum are organized will vary from semester to semester. Colleges and Universities will work with their cooperating schools to select the most appropriate model. Your Instructor will provide you specific information about where you will teach or how to obtain a classroom placement, and your schedule for the semester.

Each Student Teacher will develop a plan for gradually increasing responsibility in the classroom, working with the Seminar Instructor, the College/University Supervisor (Seminar Instructors will supervise field experiences, but may also work with a team of supervisors) and the Cooperating Teacher.

Student Teachers can expect the following types of activity and progression during the developmental semester 3 practicum. This sequence of activities presented is for Model A (2 days per week for two school placements for six weeks each). Should Model B or C be adopted, the sequence of activities should remain the same, simply conducted on a daily basis, rather than on a weekly basis.

First Classroom Placement (6 weeks)

Week 1: Introduction to the school and classroom context:
- Complete School-based assignments which provide you with an opportunity to get to know the school, its resources, the rules, and procedures expected of you;
- Complete Classroom Observations which will provide you with an opportunity to learn about:
    o The classroom environment, placement of materials, arrangement of work spaces, traffic patterns;
    o Classroom interactions, e.g. whole class teaching, teacher to student, student to student, student to teacher initiated interactions;
    o Assist the Cooperating Teacher as requested with any tasks such as:
        o Small administrative tasks
        o Helping individual children or small groups of children
    o Meet with the Cooperating Teacher to discuss how he/she plans for instruction, expectations and the like
- Reflect on your learning this week.

Week 2: Becoming more involved in the classroom:
- Complete school based assignments which will provide you with tools to use to learn to know more about:
    o Your Cooperating Teacher and his/her educational philosophy;
    o A small group of children or an individual child.
- Complete classroom observations:
    o Small group engagement;
    o Individual child engagement.
- Assist the Cooperating Teacher as requested:
    o Work with children who need extra help;
    o Work with a small group of children to carry out the teacher's plans;
    o Meet with the Cooperating Teacher to discuss plans for teaching.
- Reflect on your learning this week.

Week 3: Taking an active role in co-planning and co-teaching sections of a lesson alongside your Cooperating Teacher:
- Complete school based assignments:
    o Learn about how your Cooperating Teacher manages their classroom;
    o Learn to know more about the community (parents and other community members) involvement in the school.
- Complete classroom observations:
    o Observe your Cooperating Teacher with the aim to rewrite the lesson plan adding ideas of your own;
    o Use one of the additional observation tools to understand how your Cooperating Teacher engages with the children.
- Assist the Cooperating Teacher as requested:
    o Continue with all the previous tasks in the classroom;
    o Work with your Cooperating Teacher to co-plan a few lessons;
    o Take over routines such as taking children for recess, taking the register, or reading a story to the class
    o Co-teach a few sections of classes with your Cooperating Teacher.
- Reflect on your learning this week

Week 4: Assuming responsibility for co-planning and co-teaching many in as many classes as you can.
- Complete school based assignments:
    o Learn to know more about the co-curricular activities available at your school, and specifically those that the children in your classroom do.
- Complete classroom observations:
    o Use an additional observation tool to learn how your Cooperating Teacher manages the classroom through movement;
    o Use an observation tool to learn how to keep track of student engagement by focusing on their on/off task behaviour.
- Assist the Cooperating Teacher as requested:
    o Continue with all the previous tasks in the classroom;
    o Co-teach a few lessons with your Cooperating Teacher.
    o Work with children who need extra help
    • Meet with the Cooperating Teacher to discuss plans for teaching whole lessons next week.
- Reflect on your learning this week

Week 5: Assuming responsibility for planning, teaching and assessing in at least one subject.
- Complete school based assignments:
    o Complete any school based assignments that might be outstanding;
    o Use this time to start to file all assignments from the seminar and the school experience in your Developmental Portfolio, using your Notes for Self Assessment sheet to indicate how you believe you are meeting the NPSTP.
- Complete classroom observations:
    o Use the additional observation tools to observe how involved children are in the classroom, in terms of their verbal engagement.
    o Develop your own observation tool to collect data on how engaged children are.
- Assist the Cooperating Teacher as requested:
    • Plan and teach lesson in at least ONE subject area this week.
    • Continue activities above, taking over responsibility for planning, teaching and assessing for one subject area..

- Reflect on your learning this week

Week 6: Assuming responsibility for planning, teaching, and any additional responsibilities as negotiated with the Cooperating Teacher and College Supervisor.
- Complete school based assignments:
  o Continue to make notes about how you are meeting the NPSTP on your Note Sheet.
- Complete classroom observations:
  o If you are challenged by any particular aspect of teaching this week, complete an additional observation – using the same tool – to learn more about teaching and learning.
- Assist the Cooperating Teacher as requested:
  • Plan and teach lesson in at least TWO subject areas this week.
  o Continue activities above, taking over responsibility for planning, teaching and
- Reflect on your learning this week

Second Classroom Placement (6 weeks)

Student Teachers repeat the program in the first six weeks but in a different grade and school. Note that while the assignments are the same – if you are at a different school, the school-based assignments will provide you with in-depth knowledge of the inner workings of that school.

The Practicum Seminar

The seminar runs parallel to your experience at school. The content of the seminar will vary with the Instructor every semester that it is offered.

However, students may expect to discuss issues such as:
- Practical issues of teaching in learning in their field placements,
- Language learning,
- Different perspectives on how to organize and manage a classroom,
- Planning units of instruction,
- Content-specific instruction,
- Selecting and using assessments of learning,
- How to use standards for primary school teaching practice,
- Identifying the hidden curriculum in the classroom,
- Creating classroom environments that recognize physical, emotional, affective, social and intellectual needs of children,
- Non-instructional roles of the teacher,
- Working with parents and community

TEXTBOOKS AND REFERENCES
Course readings and assignments will focus primarily on preparation for field assignments. Additional assignments and/or readings will be provided throughout the semester.

COURSE ASSIGNMENTS
Assignments will be listed on a separate handout. These assignments will be designed to help you achieve course outcomes. Some will take place in the classroom and others outside of the classroom.

GRADING POLICY

Grading for this course follows the university's policies. This will be explained by the Instructor early in the course and will include both coursework and examinations. Grades for the Practicum Experience will be assigned in collaboration with the Cooperating Teacher, college supervisor and Practicum Instructor

GENERAL INFORMATION ABOUT THE COURSE

You will be provided with specific and detailed information about every part of your Developmental Practicum Experience. The following will give you a general idea of what to expect this semester.

ROLES AND EXPECTATIONS OF PRACTICUM TRIAD MEMBERS

Every Practicum experience is guided by three critical participants: 1) the Student Teacher, 2) the Cooperating Teacher and 3) the College/College/University Supervisor.

What happens in the classroom and how it is interpreted will depend on the views of each member of the triad. It is important for each member of the triad to negotiate common expectations for roles and responsibilities. If expectations are clear and understood by each member, the experience is likely to be more satisfactory to all.

The triad should meet together several times during the semester (Keep track of these meetings using the Triad Meeting sheet in your handbook):
1. At the beginning when roles and relationships are discussed,
2. At mid-point when performance is discussed;
3. At the conclusion of the experience as a final evaluation is made.

Depending on the challenges met during the practicum experience, the triad may feel that it is important to meet more frequently.

The Cooperating Teacher will guide the day-to-day work of the Student Teacher, providing feedback and initiating the Student Teacher into the life of the profession. This will include discussions of how planning, teaching and assessment are made.

The Cooperating Teacher will communicate regularly with the College/College/University Supervisor. The purpose of supervision is to support good communication between the Student Teacher and Cooperating Teacher. Communication and collegial relationships are important to the Student Teacher and other triad members in their professional development.

The supervisor will also provide feedback on all aspects of the Student Teacher's development, including planning and teaching.

SUMMARY OF THE ROLE OF THE STUDENT TEACHER

The Student Teacher should have maximum opportunity to perform to the degree which his or her personal interests, abilities, and individuality allow.

There are three major aspects to the Student Teacher's role during the semester:
1) His or her activities in the classroom, school and community;
2) Participation in the weekly Practicum Seminar; and
3) Continued reflection and the creation of a developmental portfolio housing the documentation as evidence of professional growth .

The Student Teacher should become involved in the instructional program of the classroom as soon as possible. The experience will begin with observation. Time spent in observation will vary in length according to the situation, the Student Teacher will gradually assume more responsibility for planning and instruction through activities such as:

- Completing school-based assignments
- Completing school-based observations
- Assisting individual students
- Working with small groups
- Taking responsibility for co-planning and co-teaching
- Assisting the Cooperating Teacher with planning and teaching
- Teaching selected lessons under the Cooperating Teacher's guidance (these should be lessons that are part of the on-going curriculum, not lessons planned off-site and that do not relate to what is appropriate in the classroom)
- Assuming over-all management for part of the day
- Assuming overall management of the classroom.
- Use the Cover Sheet for Formal Observation and prepare all the materials required for Prepare for 6 formal observations (2 by your Cooperating Teacher and 4 by your Supervisor)

During the semester, Student Teachers will engage in a variety of experiences in their classrooms. Attending teacher's meetings, parent meetings and the like are encouraged, where this is possible.

The Student Teacher is expected to play an active role in deciding how he or she will take on new activities and in assessing her or his effectiveness.

The Student Teacher is expected to participate as a regular staff member of the school in terms of professional behaviour.

SUMMARY OF THE ROLE OF THE COOPERATING TEACHER
The Cooperating Teacher is expected to:
- Share school and classroom policies and procedures, the curriculum, the daily/semester schedule, and provide the Student Teacher with a class list, school textbooks, teacher's guides etc.
- Work with the Student Teacher and College/University Supervisor to set up a lesson plan format to be used by the Student Teacher. The student is required to provide the supervisor with comprehensive written plans prior to each formal observation. Cooperating Teachers may also want to require written plans in addition to those required by the supervisor, for example, for small group instruction.
- Formally and informally observe and provide verbal and written feedback to the Student Teacher on: lesson planning and teaching.
- Meet daily to discuss classroom events and make plans.
- Provide assessment to the College/University Supervisor and participate in triad meetings to discuss the Student Teacher's performance.

SUMMARY OF THE ROLE OF THE COLLEGE/UNIVERSITY SUPERVISOR

The College/University Supervisor is the official representative of the college/university. Therefore, the supervisor has responsibility for the supervision of Student Teachers, serves as

the liaison between the college/university the cooperating schools' personnel, and helps establish and maintain positive relationships between the two institutions. Through classroom observations, conferences, and the weekly seminar the supervisor will:

- Provide feedback on at least 2 lesson plans
- Make at least three one-hour observation visits throughout the semester, with at least two of these visits followed by a three-way conference involving the student, Cooperating Teacher, and College/University Supervisor. The focus of these visits will depend on the needs of individual Student Teachers. (When possible, prior to making a supervisory visit, supervisors should meet with Student Teachers to discuss plans, questions, expectations and the like.)
- Guide entry into the profession through discussion of issues of professional practice, providing a guided seminar experience, and conferring with the Student Teacher before and after classroom observations and giving feedback on teaching to the Student Teacher.

ADE/B.Ed. (Hons) Elementary

Syllabus

Classroom Assessment

Semester 4

Syllabus: Classroom Assessment

SEMESTER: Year 2/Semester 4
DURATION: 48 Hours (16 weeks)
CREDITS   03
PREQUISITES: Successful completion of Semester 3 courses

COURSE DESCRIPTION

Historically, the practices of testing and teaching have been conducted separately. A shift in schools throughout the world from the practice of testing to the practice of assessment is an effort, in part, to integrate assessment and instruction. Experienced teachers know that when a lesson ends, the teacher does not know exactly what each student learned. (The fact that the teacher taught does not necessarily mean that the students learned.) The only way to know what the students actually learned is to check in some way (written quiz, homework assignment or, perhaps, oral questions from the teacher that individual students answer when called upon.)

Fortunately, educational researchers, working in many countries throughout the world, have proven something that some teachers learned from experience. These researchers have shown time and again that students earn significantly higher scores on major tests when their teachers check for learning during and/or immediately after lessons than do similar students whose teachers do not check for learning while students are learning but wait until it is time for a major test. Checking for learning continuously rather than assuming it has occurred is the essence of several practices that educators call *Classroom Assessment.*

The emphasis in this course is on interactions between instruction, assessment, and learning. The goal of the course is to persuade you that integrating assessment activities into lesson plans improves learning. You will practice writing assessment criteria and assessment methods into lesson plans. You will study and critique links between assessment and instruction.

Assessment, done properly, is a continuous process.   The information gathered is used to remove obstacles to learning, improve instruction, and enable students to progress to increasingly complex mental work. The teacher who is assessing learning uses a diverse array of methods, including tests. It is unlikely that a student enrolled in a class where the teacher understands the process of continuous assessment will sit in a classroom very long without learning.

You will practice giving constructive feedback, a major component of assessment, to each other throughout the semester.   You will learn about the steps involved in test construction and practice writing questions for classroom tests. You will have the opportunity to study and discuss different types of assessment methods. Throughout the course, you will be encouraged to think about and discuss your own beliefs and judgments about classroom assessment. By the end of the course, you should have a commitment to your own version of a philosophy of assessment in the classroom.

This course is based on the belief that wise decisions are a teacher's most important skill. Good assessments are at the core of wise decisions.

COURSE OUTCOMES

After completing this course, you will be able to:
- explain and defend the claim that professional judgment is the essence of classroom assessment
- explain error in assessment, identify potential sources of error, and describe how teachers can compensate for error in assessment
- create classroom scenarios that illustrate links between instruction, assessment, and learning.
- explain the difference between formative and summative assessments
- list the characteristics of constructive written feedback accompanied by an example produced by you on an elementary school student's achievement test
- explain why the data obtained from an assessment always has to be interpreted and shared with relevant stakeholders

TEACHING AND LEARNING FRAMEWORK

This course introduces prospective elementary school teachers to two complex practices that characterize effective teaching: 1) constructing a test, using it, scoring it, interpreting the scores, and providing feedback to students: and 2) integrating assessment into lesson plans through establishing criteria for judging if learning objectives have been attained and selecting appropriate assessment tools.

Notions of Assessments are learned through practice, coaching, feedback and reflection in a classroom. Since these are complex teaching practices, rather than expecting you, the student teacher, to practice the finished act you will practice component parts which can be integrated as you achieve proficiency. You will have models to guide you and access to cued practice. Most of this practice can take place in college and university classrooms with peers providing feedback to each other. The learning framework for the course is guided practice and reflection. You will work in pairs and small groups. Class discussions will aim at identifying indicators of quality in the work done by you and your colleagues.

SEMESTER OUTLINE

UNIT 1: INTRODUCTION TO CLASSROOM ASSESSMENT: CONCEPTS AND CONTEXT (3 weeks, 9 hours)

The Unit will begin with begin by pushing you to explore your personal experiences with assessment as a way to orienting you to the broader forms and functions of assessment as a tool that measures, and also facilitates, learning. You will review research that explains the positive role of teacher feedback on learning and also look at assessment in the light of broader curriculum. In exploring concepts of assessment, you will learn how tests may be used formatively or summatively and how they may be checked for reliability and validity. Finally, you will evaluate how a culture of testing differs from a culture of authentic assessment and all that this entails.

By the end of this unit you can expect to:
- Know what research reveals about teacher feedback before, during and after assessment.
- Differentiate between the formative and summative uses of assessment.
- Understand the concepts of validity and reliability as they apply to assessments conducted in the classroom.
- Compare and contrast a culture of testing versus a culture of assessment

Week 1: Overview of course and ideas

Session 1 and 2
- Overview of course
- Revisit Assessment practices in schools in Pakistan
- Personal experience with tests in school
- The distinction between assessment *of* learning and assessment *for* learning

Session 3
- Review of research on the positive effects of continuous assessment
- Possible causes of those effects: motivation; feelings toward self; improved instruction
- Review of research on the effects of a teacher's feedback on learning

Week 2: Assessment concepts and underpinnings

Session 1
- Curriculum: goals, objectives, standards, targets
- Pakistan National Curriculum (2006-2007): standards, benchmarks, learning outcomes

Session 2
- Formative and summative Assessments
- Distinguishing between the two through real examples

Session 3
- Assessments concepts: The relationship between reliability and validity

Week 3: Cultures of testing and assessment

Session 1
- Shift from a culture of testing in schools to a culture of assessment

Session 2
- Assessment practices and policies in elementary schools in Pakistan

Session 3
- How might the culture of classrooms change if formative assessment becomes a routine part of instruction? How might the roles of teachers and learners change? Might this pose challenges?

UNIT 2: ASSESSMENT IS THE BRIDGE BETWEEN TEACHING AND LEARNING
(5 Weeks/ 15 hours)

This unit will give you the chance to develop a valid and reliable test based on 4 to 6 lesson units in a subject of their choice. You will work with peers, either in pairs or triads, developing lessons that incorporate assessment. These assessment tasks can be a combination of Selected-Response items (multiple choice, true-false and matching) and Constructed-Response items (completion and short-answer). The test will have to be balanced not only among these types of test items but also across the mental demands of knowing, understanding and reasoning. You will have a chance to practice each step in test construction, using models to guide you (a model learning unit, model table of test specifications, and model test).

By the end of this unit, you will be able to:
- Describe both objective and subjective item types used in assessment.
- Write Selected-Response and Constructed-Response test items following the rules and produce good examples of those test items.
- Prepare a test specification table showing proportional representation among content topics and among different mental demands.
- Prove that test items map onto lesson objectives.
- Compile items into a test in accordance with the distribution on the table of text specifications.
- Write clear instructions for a test.

Week 4: Constructing the Unit upon which the test will be based

This week you will work with your partner(s) to construct the 4 to 6 lessons unit upon which your test will be based. Between Sessions 1 & 2 write the learning objectives for your content outline. Again, check the National Curriculum and textbook to be sure your objectives are consistent with these sources.
Session 1
- Study the subject textbooks to select the unit and determine the subject and topic for your unit with partner(s)
- Outline the content for your unit with your partner(s)

- Check your content outline with the National Curriculum content for your subject, topic and grade level

Session 2
- Write the first lesson for your unit with your partners

Session 3
- Groups exchange their unit , read each other's lessons and give feedback

- Write lessons 2 and 3 for your unit.

Week 5: Principles and rules for writing Selected-Response and Constructed-Response objective test questions

Session 1
- Study directions for and practice writing short answer and completion questions for your test(for the lessons that you have constructed)

Session 2
- Study directions for and practice writing true-false, alternate-choice and matching questions for your test(for the lessons that you have constructed)

Session 3
- Study directions for and practice writing multiple choice items for your test(for the lessons that you have constructed)

Week 6: Assembling your test

Session 1
- Writing and constructing answers to sentence completion and short answer questions

Session 2
- Writing and constructing answers to true-false, alternate-choice and matching questions

Session 3
- Writing and constructing answers to multiple questions
- Writing directions for the test

Week 7: Assembling your test

Session 1
- Building a Table of Specifications I

Session 2
- Finishing a Table of Specifications II

Session 3
- Checking for balance in the coverage of learning objectives
- Determining the length of the test

Week 8: Essays - One way to assess complex learning and achievement

Session 1
- Forms and uses of essay questions
- Restricted-Response essay questions
- Extended-Response essay questions

Session 2
- Scoring rubrics for Restricted and Extended-Response essays

Session 3
- Advantages and limitations of essays
- Suggestions for constructing essays

Week 9: Making sense of the test items

By now you and you and your partner(s) will have gained enough experience on how to write a good test and connect it with SLO's. You can now analyze the type of test items that you see in textbooks for the same unit or a teacher made test.

Session 1
- Item analysis of the test.
- Report on the results of the item analysis
- Decide which items to eliminate/improve.

Session 2 and 3
- Research on students' reactions to the kinds of tests that they are given by the teachers as a means of feedback on tests items .

UNIT 3: INTEGRATING AND SHARING ASSESSMENT RESULTS (3 weeks, 9 hours)

You have been in school for 13 years, at least. During those years you were given feedback about your academic performance but you may not be fully aware of the influence that feedback had on your attitude and motivation toward learning and your feelings about yourself as a student. This unit will introduce you to the importance of feedback and the types of feedback that have the most positive effects on learning and motivation. Motivation has been included in two previous courses you have taken, i.e. *Methods of Teaching* and *Classroom Management*. This unit will reinforce what you already know about motivation while showing you the critical role that teacher feedback plays in this.

Feedback is a term that educators borrowed from biologists and electrical engineers. Used by teachers, feedback means giving information to a student in response to an action on the part of the student. You will learn in this unit there is more than one type of feedback. To be useful to a student, feedback must make him or her think.

In this unit you will work with partner(s) on the test you created in the previous unit, share it with a cooperating teacher in a school and with his/her support, administer it to a group of students. You will provide two or three rounds of feedback to students based on their performance in this test and evaluate the effects that your feedback had on their next performance.

Unit Outcomes

By the end of this unit you will:
- Know what makes feedback particularly effective.
- Be able to provide feedback that enables learning.
- Appreciate parents' need for information about their child's performance on tests and other assessments and give it to them effectively.

Week 10: Characteristics of effective and ineffective feedback

Session 1
- What is feedback?
- What are some ways in which teachers provide conscious and unconscious feedback to students? How might these affect learning?
- Conclusions from research on feedback in the classroom

Session 2
- Characteristics of effective feedback
- Consequences for students from effective feedback on assessments
- Examples of effective feedback
- Characteristics of ineffective feedback
- Examples of ineffective feedback

Session 3
- Guidelines for writing effective feedback
- Ways to avoid ineffective feedback statements
- The role of feedback in increasing students' learning and confidence

Develop a mock conference with a student in which you provide feedback on his/her recent assignment. Peers will critique each others' feedback strategy.

Week 11: Sharing assessment results with others

Session 1
- How might you provide feedback to a parent in a way that facilitates the environment of teaching and learning at home
- Develop a mock parent teacher conference, keeping cultural considerations in mind.
- Role-play various parent teacher conference scenarios

Session 2 and 3
Develop a mock teacher student session following points to be considered

- Sharing assessment results with students
- Integrate test performance with classroom performance.
- Develop some feedback statements that you would give students on their assignments

Week 12: Practice - Feedback to students and assessment results to parents
This week follows the practical administering of a test to students in a lab school. Bring the test results including transcripts of any oral or written feedback you provided.

Session 1
- Half the class presents their feedback.
- Members of the class critique the feedback presentations

Session 2
- The other half of the class presents their feedback.
- Members of the class critique the feedback presentations

Session 3
- Feedback Framework: Medal, Mission and Goals
- review the feedback received in different courses against this framework

UNIT 4: THE ARRAY OF AVAILABLE ASSESSMENT TASKS (4 weeks/12 hours)
Teachers are assessing their students all the time but such assessment is often neither systematic nor recorded and the teacher may or may not remember what s/he learned about a particular student or a group of students. In this unit alternate forms of assessment will be discussed, you will receive information about the variety of assessment tasks that are available to you in addition to tests. At the end of the Unit your will review your understanding of assessment and how this course has helped you in constructing new knowledge regarding assessment. You will further enhance your knowledge of assessment testing and evaluation when you will study a second course ion Year 3 of the 4 year B.Ed. Hons.

Week 13   Informal Performance Assessment
- Anecdotes in teacher journals.
- Homework
- Written work produced in class
- Informal behavioral observation with check lists and rating scales
- Class discussions.
- Academic Tasks (Running Oral Reading Records, for example)

Weeks 14 Restricted and Extended Performance Assessment
- Essays, Experiments, Projects, Demonstrations, Performances
- The Best Apple: an example of a Restricted Performance Assessment
- The Green Bean Race: an example of an Extended Performance
- Rubrics
- Learning objectives for Performance Assessments
- Strengths and weaknesses of Performance Assessments

Weeks 15 Portfolios
- Purpose of Portfolio Assessment
- Supply content
- Evaluation of Structure
- Evaluation of Content
- Illustrations of Portfolio Assessment: Your Semester 3 Student Teaching Portfolio

Week 16 Review
- You know more about assessment now than you knew 15 weeks ago when you had the discussion about a shift from a culture of testing in schools to a culture of assessment. Go back to that discussion now. Do you believe such a cultural shift can take place in classrooms in Pakistan? How?
- Though the topic was not covered in this course, there is some evidence that students earn higher scores on a test if they write test questions and answer them before taking the test prepared by the teacher. This is a good course in which to try this out. See if you can devise an assessment task for the course that you are taking and share it with your professor.

Practice Exercises

This course was developed around a series paper and pencil exercises designed to help you acquire the knowledge and skill to conduct classroom assessment. We recommend to your teachers that you do these exercises in class. We also recommend that you exchange with partners and use your partner's work to practice giving constructive feedback.

Appendix A of the instructor's guide for this course contains a set of materials (learning objectives for a unit on the solar system; the 8 lesson unit; a table of specifications for the test; an answer key; and a spread sheet with 32 students' answers keyed to whether the answer was correct or incorrect.) You will be given a copy of these materials when you receive this syllabus. You will use these materials throughout the semester to learn about relationships between assessment and instruction as well as the process of test construction. The materials were developed for this course by two teachers.

Course Assignments

Assignments will be listed on a separate handout. These assignments will count toward your grade.

Examples of assignments are:
- Interviews with school officials about assessment practices at the district and provincial levels
- Designing alternate assessments to those in students textbooks
- An information sheet for parents explaining the difference between formative and summative assessment
- Creation and administration of a test
- Providing informative feedback to students on the test they have taken that you developed

- Creating formative assessments for lessons in the unit you developed and used to create a summative assessment

Grading Policy
The university and its affiliated colleges will determine the course grading policy which will be shared with students at the beginning of the course. It is recommended that at least 50% of the final grade be determined by course work carried out by students preparing to be teachers. Course work may include assignments completed in schools

Suggested Textbooks and Resources
Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2010). *Assessment for learning: Putting it into practice.* Berkshire, UK: Open University Press.

Clarke, S. (2008). *Active learning through formative assessment.*
London, UK: Hodder Education

McMillan, J. H. (2011). *Classroom assessment: Principles and practice for effective standards-based instruction (5th ed).* Boston: Pearson.

Miller, M.D., Linn, R.L., & Gronlund, N.E. (2009). *Measurement and assessment in teaching (10th ed).* Upper Saddle River, NJ: Pearson.

Stiggins, R., Arter, J., Chappuis, J., & Chappuis, S. (2006). *Classroom assessment for student learning: Do it right-Using it well.* Boston: Pearson. This text has a DVD and CD.

Wiliam, D. (2011). *Embedded formative assessment.* Bloomington, IN: Solution Tree Press.
There are several website addresses to use for the course that are recorded on the handouts where they are to be used. They were last checked during the week of December 3, 2012 and were active.

ADE/B.Ed. (Hons) Elementary

Syllabus

Teaching English

Semester 4

Syllabus: Teaching English

YEAR/SEMESTER: Year 2/Semester 4
CREDITS: 3 credits
PRE-REQUISITES: successful completion of courses in semesters 1-3

COURSE DESCRIPTION

This three-credit course has been designed to enable prospective teachers to teach English using an interactive communicative approach to students aged 6 to 13. It will be taught over 16 weeks with three face-to-face sessions per week, making a total of 48 sessions. The course aims to be comprehensive in its coverage and depth so that, on its completion, participants will have gained both a theoretical understanding of the basic principles of Second Language Acquisition and the practical knowledge of how to apply these principles effectively in the language classroom. The course focuses on ways of teaching young learners the four skills of listening, reading, speaking and writing to enable them to reach a basic level of communicative competence in both spoken and written English. In addition to learning how to teach and integrate the four skills in an interactive, learner-centered manner, participants will gain an understanding of how grammar awareness raising and vocabulary acquisition can be incorporated into a communicative teaching approach. Finally, student teachers will learn how to design and develop their own teaching materials and activities, and how to assess and test their students' language proficiency and progress.

COURSE OUTCOMES

On completing the course, student teachers are expected to:

a. have gained a basic understanding of how second/foreign languages are acquired and possess a working knowledge of the following methods/approaches to Second Language Acquisition: grammar-translation, audio-lingualism, the natural approach, communicative language teaching.

b. be able to teach the four skills of listening, reading, speaking and writing to young learners using an interactive communicative approach.

c. be able to design suitable teaching materials which focus on helping learners acquire a basic level of communicative competence.

d. be able to assess their students' language performance and progress using their own self-designed assessment procedures.

e. know how to help learners develop basic grammatical competence and vocabulary knowledge in English using a learner-centered communicative teaching approach.

f. be aware of the differences between teaching and testing when they are designing their own classroom materials and activities.

LEARNING AND TEACHING APPROACHES

The communicative approach to language learning and teaching (CLT) has as its goal the acquisition of communicative competence by second language learners, and proposes a communicative syllabus and methodology as the way to achieve this goal. Since its inception in the 1980s, CLT has continued to evolve and develop, and current communicative language teaching theory and practice now draw on a number of different educational traditions and methods. As a result of this blend of teaching practices, CLT today refers not to a strict methodology but to a set of generally agreed principles that can be applied in various ways depending upon the cultural context, the level and age of the learners, and the proposed learning outcomes. This course, *Teaching English*, aims to equip prospective teachers with the effective methods and strategies they can use to help their students attain a basic level of communicative competence in English. Some traditional methods such as jazz chants and grammar consciousness-raising will be introduced to the participants as well as more authentic CLT-based methods such as task-based learning and problem solving. By the end of the course, student teachers should be in a position to select the methods, strategies and techniques which are most relevant and appropriate for teaching their students to communicate successfully in speech and writing.

SEMESTER OUTLINE FOR THE COURSE (6 units / 16 weeks)

Unit One: Introduction to Second Language Acquisition (2 weeks / 6 hours)
This unit will cover the first six sessions (two weeks) of the course. The objective is to give the course participants the background they will need for understanding how human beings acquire languages and the most influential ESL teaching methods and approaches that have been used in recent years.

Week One

Week 1	• Introduction to the Course *Teaching English* • Introduction to Unit One and Initial Activity: Exploring course participants' views of how languages are learned. • What do people need to know to speak a foreign language well? • Four influential ESL approaches • The Grammar-Translation method and its limitations • Behaviourism and the Audio-Lingual Method • The Natural Approach
Week 2	• The Interactionist Approach • Practical teaching activities using the Interactionist Approach • Criticism of the Interactionist Approach • A quiz to review the four approaches to SLA • Implications of the Post-Methods Era • Factors Affecting Second Language Learning: Investigating learner differences and learning styles • What is Communicative Language Teaching (CLT)?

Unit Two: Receptive Skills (Listening & Reading) (4 weeks / 12 hours)

Listening
The listening component of this unit will show the course participants ways of helping young learners to improve their listening skills by offering them a combination of extensive and intensive learning material. This component will also outline the different types of listening activities that have been used in the communicative classroom (including pre-, mid- and post-listening activities). In addition, it will highlight some of the problems learners face in real-life listening and suggest ways of overcoming these problems.

Reading
The reading component of this unit will begin by making the course participants more aware of what is involved in the reading process in the beginning stages (e.g. perceiving and decoding letters in order to read words, gathering meaning from the words in a written text, etc.). It will then go on to examine how teachers can help learners to develop their reading skills so that they are able to deal with more complex texts and become efficient readers who get genuine pleasure out of reading.

Week 3 **Listening**	• What are listening skills? • Listening as a skill: some listening theories • How do children learn to listen? • Some suggestions for classroom listening • What does real-life listening involve? • Extensive and Intensive Listening
Week 4 **Listening**	• Techniques and Activities for Teaching Listening Skills communicatively in the classroom • Pre-Listening, While-Listening, and Post-Listening activities • Designing effective listening materials and activities for the language classroom • Practical microteaching of **listening** skills in the classroom
Week 5 **Reading**	• What is reading? • What is the purpose of reading inside and outside the classroom? • The power of reading • Reading comprehension skills • Some suggestions for reading activities • Factors affecting learning to read in a second language • The role of the teacher in extensive and intensive reading
Week 6 **Reading**	• Techniques and activities for teaching reading communicatively • Pre-Reading, While-Reading, and Post-Reading activities • Designing and developing effective reading activities for the language classroom • Practical microteaching of **reading** skills in the classroom

Unit Three: Productive Skills - Speaking and Writing (4 weeks / 12 hours)

Speaking
The aim of this component of the unit is to present student teachers with a principled approach to the teaching of speaking skills so that their students can develop a basic level of communicative competence in English. The unit outlines different types of tasks and activities that can be used by the teacher to help young learners develop fluency and accuracy in their speech.

Writing
This component of the unit will examine some of the approaches to writing that have been used in ESL teaching (controlled writing, guided writing, genre-based writing, the product approach, the process approach) and outline practical activities and tasks that can be used to help young learners develop their writing skills.

Week 7 Speaking	- What are Speaking Skills? - Helping learners to improve their pronunciation through the use of simple exercises and tasks - How to introduce learners to the sound system of English – Use of varied drills - Ways of helping learners to improve their pronunciation through practical classroom exercises (jazz chants, songs, rhymes, etc.) - Teaching Basic Communication Strategies – relating functions to appropriate language forms
Week 8 Speaking	- Experiencing, Designing and Evaluating Speaking Activities for the Communicative Language Classroom I - Using songs to encourage speaking - Asking and Answering simple questions - A discussion game 'Shipwrecked' - Experiencing, Designing and Evaluating Speaking Activities for the Communicative Language Classroom II - Using pictures in a speaking exercise - Using a story for acting and developing speaking - Assessing CLT activities – a questionnaire - Practical microteaching of speaking skills in the classroom and evaluation
Week 9 Writing	- Key concepts in teaching second language writing : controlled writing, guided writing, genre-based writing, the product approach, the process approach - Types of writing tasks that have been used effectively in Communicative Language Teaching - Practical CLT Writing activities such as describing a view, writing about a personal experience, writing a dialogue between two friends, etc.

Week 10 Writing	• How to help students by giving them language scaffolding • Giving useful feedback to learners on their writing. • Designing writing materials and activities for the language classroom • Practical microteaching of writing skills by groups in the classroom and evaluation of the presentations

Unit Four: **Teaching Grammar Communicatively** (2 weeks / 6 hours)

This unit is intended to show course participants how they can teach grammar in a creative, entertaining and communicative manner to help learners improve both their fluency and accuracy in speech and writing. It begins by reviewing some basic grammatical structures in English (such as subject-verb agreement, formation of questions and negatives, etc.) so that student teachers have a clear understanding of how to form and use these structures accurately themselves before they go on to teach this basic grammar to their young students. The unit then suggests ways of presenting grammar in a fun, enjoyable and meaningful way to children.

Week 11	• A review of basic concepts in grammar: tense, subject-verb agreement, formation of interrogative and negative verb forms, SVO word order, simple/compound/complex sentences. • Student teachers work through practical exercises and activities in the above areas to ensure that they have a clear understanding of the appropriate grammatical forms required for the structures outlined above. The course facilitator gives student teachers some tips on how to edit their work for errors. • The place of grammar teaching in the second language acquisition process; evaluating different approaches to grammar teaching taken by course book writers
Week Twelve	• What is a communicative approach to teaching grammar? • Teaching techniques and activities to support communicative-based grammar learning • Designing and evaluating communicative grammar materials for the language classroom • Preparation by student teachers of their own activities for teaching grammar • Micro-teaching by student teachers in groups of the activities they have prepared and evaluation of these activities by the class.

Unit Five: Teaching Vocabulary Effectively (2 weeks / 6 hours)
One aim of this unit is to show the course participants how vocabulary can be divided into function words vs. lexical words, and high frequency words vs. low frequency words. The main focus of the unit, however, is to give student teachers some practical ideas for designing their own activities and tasks for vocabulary teaching/learning.

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Week 13	- Function words vs. lexical words - High frequency vs. low frequency words - Discussion of which English words young learners will need to know to be able to speak and write at a basic level. How should these items be presented to the learners? - Student teachers do web searches to choose 50 words they would like to teach to their students. Discussion in class on how and why the 50 words were selected. - Making vocabulary a useful part of a language course – when and how should vocabulary be taught to English learners?
Week 14	- Practical activities for teaching and reviewing vocabulary - Evaluating vocabulary activities - Student teachers prepare 15-minute vocabulary teaching activities in groups - Micro-teaching by the student teachers in groups of the activities prepared in the previous session

Unit Six: Assessing Language Performance (2 weeks / 6 hours)

This unit introduces the participants to some key concepts in assessment theory and to some practical ways of testing the language skills of young learners. It also outlines the kinds of tests the prospective teachers can develop themselves in order to measure how successfully their course learning objectives have been achieved.

Week 15	- Some basic principles and key concepts in assessment - Basic principles for assessing children's language learning - Why do we test students? - Tips and special considerations for Testing Young Learners - Conflicts between classroom learning and classroom testing and ways of reducing these conflicts - Ways of Marking Language Tests and Giving Feedback - Designing Language Tests for Young Learners
Week 16	- Samples of test types that can be used to test young learners - In groups, student teachers prepare their own materials for testing one of the four skills for a 15-minute presentation - Micro-teaching in groups and evaluation of the testing materials by the class

SUGGESTED REFERENCES

Cameron, L. (2001) *Teaching Languages to Young Learners*. Cambridge: CUP.

Fanselow, J. (1987) *Breaking Rules*. New York: Longman.

Goh, C.M. (2007) *Teaching Speaking in the Language Classroom*. Singapore: SEAMEO-RELC.

Harmer, J. (2001) *The Practice of English Language Teaching*. Harlow: Pearson Educational.

Hughes, A. (2003) *Testing for Language Teachers*. Cambridge: CUP.

Hyland, K. (2003) *Second Language Writing*. Cambridge: CUP.

Lightbown, P. and N. Spada (1999). *How Languages are Learned*. Oxford: OUP.

Nation, P. (2002) *Managing Vocabulary Learning*. Singapore: SEAMEO-RELC.

Phillips, S. (1993) *Young Learners*. Oxford: OUP.

Richards, J.C. (2001) *Curriculum Development in Language Teaching*. Cambridge:CUP.

Richards, J.C. (2005) *Communicative Language Teaching Today*. Singapore: RELC.

Swan, M. (2005) *Practical English Usage*. Oxford: OUP.

Thornbury, S. (2005) *Grammar*. Oxford: OUP

Ur, P. (1996) *A Course in Language Teaching*. Cambridge: CUP.

COURSE ASSIGNMENTS AND GRADING POLICY

Course participants will be required to submit one short assignment and take a short quiz after completing each unit of the course. Details of these assignments and tests will be shared by the course instructor. It is suggested that course work count for at least 50% of the final grade. In addition to course work, there will be mid and end-of-semester examinations.

ADE/B.Ed. (Hons) Elementary

Syllabus

Mathematics

Semester 4

Year/Semester: Year 2/Semester 2
Credit value: 3 credit hours
Prerequisite: Successful completion of the General Mathematics course in Semester 2

Course Description

This course will equip prospective teachers with the knowledge and skills to teach math in grades 1 through 8. They will become familiar with Pakistan's National Mathematics Curriculum and expected student learning outcomes. Prospective teachers will learn to use a variety of instructional methods that promote active learning of math, including making and using teaching and learning materials. They will plan mathematics lessons and activities, and engage in practice teaching of math.

Learning Objectives:

Students will:

- Deepen their understanding of key mathematical concepts in Pakistan's 1-8 National Mathematics Curriculum.
- Identify and assess areas of youngster's understanding and misconception to inform their teaching practices.
- Acquire the pedagogical skills and competencies required to teach Pakistan's 1-8 National Mathematics Curriculum.
- Describe the nature, history, and development of grade 1-8 mathematics education both in Pakistan and internationally.

Course Structure

Each three-session week will focus on three aspects of Math education: Mathematical Content, Learning the Math Content, and Teaching the Math Content. These will be combined to form an integrated instructional model that addresses the above learning outcomes.

4. **Mathematics Content:** The first session of the week will begin working on at least one math problem. Prospective teachers will engage in solving and discussing the problem and sharing approaches and solutions. The content will be developed so that prospective teachers will engage in mathematics *in depth* to help them connect concepts within and across the four units of the National Curriculum: Number & Operations, Algebra & Algebraic Thinking, Geometry & Geometric Measurement, and Information Handling.

5. **Learning & Pedagogy:** The week will continue with an emphasis on children's learning and teachers' instructional practices. Class participants will continue to do mathematics in order to experience approaches to teaching and learning that they can use when they teach. They will recognize that there are often multiple ways of approaching a problem (and in some instances more than one correct answer). The instructor will present questions that stimulate curiosity and encourage prospective teachers to investigate further: by themselves, with their classmates, or in local schools.

The course will examine how children learn and develop mathematical understanding and skills and how the way children think should influence the teaching of mathematics in the primary, elementary, and middle grades.

6. **Assignments:** Students are expected to continue learning about math and the teaching of math after class. There will be assignments to stretch prospective teachers' content knowledge so that they learn more about teaching math. Assignments will take many forms including independently solving math problems and school-based tasks.

In summary, the Teaching Mathematics is a comprehensive effort so that pre-service teachers will:

1. Build and deepen their math content knowledge
2. Study ways in which young students learn mathematics
3. Learn about and use high-quality instructional practice

Semester Outline

Week #	Mathematics Content	Learning the Math Content	Teacher Decision Making: Teaching the Math Content
Unit 1			

1	• Prime & Composite Numbers
	• Factors & Multiples
		• Anticipated Student Misconceptions	• Setting Goals for:
			  ○ The Program
			  ○ Teaching
			  ○ Learning

2	• Division of Whole Numbers	• Emergent Mathematical Thinking	• Lesson Design Model
			  ○ Launch
			  ○ Explore
			  ○ Summarize

3	• Greatest Common Factor • Least Common Multiple • Prime Factorization	• The Value of Student Errors	• Using Questioning Techniques, Wait Time, Probes, and Prompts to Foster Student Thinking

Week #	Mathematics Content	Learning the Math Content	Teacher Decision Making: Teaching the Math Content
Unit 2			
4	• Operations with Fractions (1)	• Learning Mathematics with Manipulatives & Visual Aids	• Using Application Problems to Develop Algorithms
5	• Operations with Fractions (2)	• Mathematical Problem Solving Strategies	• Physical Set-up of a Student-Centered Classroom
6	• Fractions-Decimals-Percents	• Mathematical Discourse: Learning by Talking	• Designing & Managing Cooperative Group Work
7	• Pie Charts	• Seeing Connections between Units of the National Curriculum	• Timing of Lessons, Pacing of Units

Week #	Mathematics Content	Learning the Math Content	Teacher Decision Making: Teaching the Math Content
Unit 3			
8	• Geometric Ratios	• Cognitive Demand of Mathematical Tasks	• Selecting Worthwhile Mathematical Tasks
9	• Rates & Linear Functions	• The Balance Between Concepts & Skills, The Role of Drill & Practice	• Bloom's Taxonomy of Learning applied to Mathematics

10	• Systems of Linear Equations	• Multiple Representations for a Single Mathematical Idea	• Comparing Models of Teaching
			  ○ Deductive-Analytic
			  ○ Inductive-Synthetic

11	• Symmetry	• Mathematical Learning Styles and Modalities, Mathematics &	• Comparing Models of Teaching ○ Heuristic

		Multiple Intelligence Theory	○ Interactive ○ Hands-on

12	● Volume & Surface Area	● Learning Mathematics by Writing	● Comparing Models of Teaching
			  ○ Problem-based Learning
			  ○ Project-based Learning

13	● Measurement & Precision	● Precision in Mathematical Vocabulary and Syntax	● Differentiating Assignments

Unit 4			
14	● Data: Estimation & Large Numbers	● Learning Mathematics with Available Technology	● Differentiating Assessments
15	● Introduction and/or Review of Seminal Thinkers in Mathematics & Mathematics Education		
16	● Introduction and/or Review of Seminal Islamic Thinkers in Mathematics & Mathematics Education		

Suggested Resources:

These resources provide additional information about math education and the mathematical topics addressed during the course.

NCTM *Illuminations*: http://illuminations.nctm.org/

New Zealand's Maths Currriculum: http://nzmaths.co.nz/

UK's N-Rich Maths site: http://nrich.maths.org/public/

How Students Learn: History, Mathematics, and Science in the Classroom
www.nap.edu/catalog.php?record_id=10126#toc Published by National Academies Press.

What does Good Mathematics Instruction Look Like?:
http://www.naesp.org/resources/2/Principal/2007/S-Op51.pdf

Mathematics for Elementary School Teachers, by Tom Basserear, published by Brooks Cole.

Elementary and Middle School Mathematics: Teaching Developmentally, by John A. Van de Walle, Karen Karp, and Jennifer Bay-Williams, published by Pearson Education.

Mathematics Explained for Primary Teachers, by Derek Haylock, published by SAGE Publications.

ADE/B.Ed. (Hons) Elementary

Syllabus

School, Community and Teacher

Semester 4

Syllabus: School, Community and Teacher

YEAR/SEMESTER: Year 2, Semester 2, B.Ed. Elementary (Honors)
CREDIT VALUE: 2 credits + 1 laboratory credit
PREREQUISITES: Successful completion of Semesters 1-3

COURSE DESCRIPTION

The purpose of this course is to provide prospective teachers with a strong foundation for understanding the relationship between and among teachers, the school and the families and community that support the school. Basic conceptualizations of institutions that educate and the role of the teacher in relating to these institutions will be considered. Students will also explore how cultural, social, and historical forces have shaped understanding of the relationship teachers have with schools, communities and families in Pakistan. The course will explore the social context of schooling, examining how the work of teachers is nested within school and community. It will provide orientation to the process of socialization in schools and how social factors affect education. Students will have opportunity to build their ability to put this knowledge into practice in the accompanying 1 credit laboratory by study of a school and its community, so that as teachers, they can mobilize support for educational programs and contribute positively to their communities. Practical application of the course will be emphasized as students explore the teaching and learning within both school and community. They will identify strategies, practices, and relationships that have proven fruitful within the contexts with which they are familiar and learn how to identify and respond to challenges in school, community and teacher relationships. Students will identify how culture, gender, special needs, equity and equality and collaborative working conditions affect the school and community.

COURSE OUTCOMES

Prospective teachers will be able to:
- Analyze and describe relationships between teachers, the school and the families and community that support the school.
- Identify how the teacher's role is influenced by social and cultural factors that affect education in schools and their communities.
- Recognize and value diverse cultural, traditional and religious values and learning needs of their students in school as well as in their community.
- List the social factors affecting education and how it can support the development of education in the country in general and community in particular.
- Explain his/her role as a role model for their students in school and in the community in general.

LEARNING AND TEACHING APPROACHES

The teaching and learning in this course is based on the principles of reflective practice, participatory process, and on critical analysis. Short introductory presentations will be made by the instructor and/or invited guests, but much of the class time will be spent in discussion and in group activities; such as role play, presentations, aimed at consolidating understandings and exploring issues in more depth.

Students will be provided course reading pack and they will be directed to certain readings including on-line materials. As ready-made material on topics relevant to the course context; i.e., Pakistani schools and communities, may not be presently available, the students will also be expected to generate their own readings to share with others. As all students will come to this

course having attended high schools they will be expected to reflect on their own experiences of school life especially their roles and relationships as students. Against this familiar backdrop of their student life they will be expected to project their unfamiliar role as a teacher in both social and professional context.

SEMESTER OUTLINE

Unit 1: Society, Community and Education

One of the basic purposes of the course is to understand the nested relationships between school and community and how to capitalize on these relationships for enhancing student achievement. The prospective teachers need to be introduced to the basic building blocks of these institutions in order to understand the nature of interaction between and among these institutions.

Week 1:	• Introduction and overview of the course • Introduction of society, community and education • Structures and Functions of community and schools in Pakistan
Week 2:	• Impact of education on Society • Role of education in strengthening Pakistani communities • Review of Unit 1

These apparently general topics will be grounded in the personal experiences of the prospective teachers. Prospective teachers will be asked to draw on examples from their own regions of birth/ residence. This will help in identifying the social factors affecting education. It will also bring out the contextual role of schools in supporting the development of education in the country in general and community in particular.

Unit 2: Understanding Social Interaction in Schools and Communities

It is important for the prospective teachers to understand group dynamics to be able to appreciate the nature of the nested relationships between school and community for enhancing student achievement. This theme will expose students to the theoretical bases and practical importance of communication and interaction between and among stakeholders.

Week 1:	• Meaning of Social Interaction and socialization • Levels of social interaction • Elements of social interaction o Social contacts o Communication o Social attitudes and values
Week 2:	• Types of social Interaction o Cooperation o Competition o Conflict

	- o Accommodation - o Assimilation - Meaning/types of social Groups - Individual / group behavior
Week 3:	- Role of school and teacher in developing Social Interaction for peace, harmony and tolerance in Pakistani communities. - Review of Unit 2

Prospective teachers and Instructor/s will be invited to bring in local/ regional examples of working harmoniously with different stakeholders in a diverse cultural, traditional and religious landscape. The unit will highlight the importance of teachers being able to assess the learning needs of their students in school as well as in their community

Unit 3: School and Culture

This theme is meant to expose prospective teachers to the concepts of culture 'within' school and 'outside' school (in the community) and the interaction of these two cultures as they impact the relationships between and among stakeholders. The students will be able to identify how the teacher's role is influenced by social and cultural factors that affect education in schools and their communities. The major topics to be covered under this theme could include the following:

Week 6:	• Main characteristics of culture
	• Elementary concepts of culture
	   o Cultural trait
	   o Cultural complex
	   o Cultural pattern
	   o Cultural lag
	• Cultural diversity

Week 7:	• Culture and cultural elements of Pakistani communities • Role of education and school in protection and transmission of culture
Week 8:	• Impact of media on school and culture • Impact of technology on school and culture • Review of Unit 3

Opportunity will be provided to revisit earlier concepts (from themes 1 & 2) to intertwine, for instance, structures of schools and communities where patterns of social interactions can create competitive or cooperative and accommodating climate in schools for marginalized groups. Similarly gender issues and the culture of inclusion/exclusion will also be considered while discussing structures of both school and community and emphasizing the role of schools in creating cultural change. The prospective teacher's role as a role model for their students in school and in the community in general will be highlighted.

Unit 4: Relationships between School and Community

This theme is important for re-conceptualising the place of school in relation to community. Prospective teachers need to understand the multi-dimensional identity of school as a social institution which is more than just a place for learning three basic Rs-reading, writing and arithmetic.

Week 9:	• School as a social, cultural and Community Institution
	   o Effects of school on communities
	   o Effects of communities on school

Week 10:	• School as a hub for community services • A critical analysis of effective role of school and teachers in Pakistani communities • Review of Unit 4

Discussion will be grounded in students own experiences of schools and their observations of communities. Students can contribute case studies as discussion material for this unit.

Unit 5: Social Institutions

This unit is important for grounding the theoretical and practical aspects of social institutions into local realities which students are familiar with. Students will be exposed to the interrelated and interdependent nature of the beliefs and practices that tie schools, families and religious institutions.

Week 11:	- Definition and Types of social institutions - The family - Educational Institutions - Religious institutions
Week 12:	- Critical analysis of the role of Social Institutions in Pakistani school. - Review of Unit 5

Discussion will be grounded in students own experiences of their daily lives.
The unit may be covered in 1.5 weeks

Unit 6: Teacher's Role in School and Community

This is the most important unit of this course where students will identify pre-requisites for promoting collaborative working conditions in order to promote a culture of inclusion in schools as well as community. Through conceptualizing their own role as change agent they will be able to recognize and identify how culture, gender, special needs, equity and equality issues affect the school and community.

Week 13:	- Teacher as an integral part of community - Teacher as a change agent in - Community - School
Week 14:	- Teacher as role models through their participation in community activities - Effects of teachers and schools on individual and group behavior - Review of Unit 6

Students will be invited to consider future aspirations while at the same time grounding their discussion in experience of school life, especially their recollections of 'good' teachers or their role models.

Unit 7: Working Context of Pakistani Teacher

The focus of this unit will be on the non-traditional roles of Pakistani teachers within their real working context.

Week 15:	• Teacher as a social activist • Teacher's leadership roles within and outside schools.
Week 16:	• Teacher's role in establishing linkage among stakeholders. • Review of Unit 7

The instructors of this theme need to distinguish traditional roles of teachers (within the classroom only) from non-traditional roles that go beyond the classroom, e.g., teacher as a community mobilizer, or social activist as well as the formal and informal leadership roles that teachers could perform.

Unit 8: Practical Experience
The concluding unit will be a practical task in the community or other field experiences as assigned by the course instructor.

SUGGESTED TEXTBOOKS AND REFERENCES

There is no standard textbook for this course. The books listed below should be treated as 'suggested' readings that can provide support material for both students and the Instructor. Chapters will be assigned chapters when deemed appropriate.

Marshall, L & Rowland, F. (2006). *A guide to learning independently*, 4th edn, Pearson Longman, French Forest, NSW.

Kotley, S.B, (2008*). The Basics of Sociology*, Greenwood Press: USA

Bashiruddin, A.& Retallick, J, (eds), (2009). *Becoming Teacher Educators*, Aga Khan University-Institute of Educational Development: Karachi

Hafeez, S, *Pakistani Society*,

In addition to the above, the following is a list of suggested (recommended) readings that may be used to supplement class sessions where appropriate:

Abdalla, M.J. & Qureshi, R. (2009). Teacher leadership for school-based professional development: A case study. In Qureshi, R. & Shamim, F.(eds) *Schools and schooling practices in Pakistan: Lessons for Policy and Practice,* Oxford University Press: Pakistan

Qureshi, R. , Pirzado, P. & Nasim, S. (2007), Schooling in Rural Sindh, Pakistan, In Qureshi, R. & Rarieya, J. (eds), *Gender and Education in Pakistan.* Oxford University Press: Pakistan, pp.126-146.

Qureshi, R. (accepted for publication). Education for Inclusion: what would it take to have an inclusive primary school in Pakistan?' *Educational Awakening*, Journal of the Islamic University Malaysia.

Qureshi, R. (2006). Colonial Legacy: Understanding the historical roots of female Illiteracy in Pakistan, *Muslim Education Quarterly*, vol. 23 (1 & 2): pp.20-37.

Qureshi, R. (2008). Is Child-Friendly School on the agenda for school reforms? Conversations with Pakistani school heads,' Conference proceedings of the International Conference on the Teacher Education: Transformative Society & Teacher Education Reform, September 19-20,2008, Changchun, China:pp.1-10.

Shaaban, M. & Qureshi, R. (2007) "Teacher leaders: Experiences of Pakistani Teachers in leading school improvement activities." Conference proceedings of the International Conference on "Quality in Education: Teaching and Leadership in Challenging Times" February 21-23, 2006, Pakistan: Aga Khan University-Institute for Educational Development:.pp.558-564.

Qureshi, R. & Shamim, F.(Eds). (2009). *Schools and schooling practices in Pakistan: Lessons for Policy and Practic*e, Oxford University Press: Pakistan.

Qureshi, R. & Rarieya, J. (Eds) (2007). *Gender and Education in Pakistan*. Karachi, Pakistan: Oxford University Press: Pakistan.

Additional readings will be handed out in class.

COURSE ASSIGNMENTS

Details of assignments will be listed on a separate handout to be provided by your instructor at the beginning of the course. These assignments will be designed to help you achieve course outcomes.

GRADING POLICY

Grading for this course follows the university's policies. This will be explained by the Instructor early in the course and will include both coursework and examinations. IT is recommended that at least 50% of the course grade be determined by course work.

ADE/B.Ed. (Hons) Elementary

Syllabus

Teaching Social Studies

Semester 4

Year/Semester: Year 2, Semester 4
Credit value: 3 credits
Re-requisites: Successful completion of semester 1-3

COURSE DESCRIPTION

This course enables prospective teachers to reflect on the purpose of teaching social studies and help shape their approach to teaching the subject. It prepares them to integrate knowledge with skills, values and attitudes, essential for democratic citizenship, in their teaching, and to encourage informed and responsible civic action.

The teachers of social studies have an added responsibility for helping students understand their world, facilitating the development of a wide range of skills and competencies to enable them to become critical consumers of knowledge, and encouraging them to participate as informed, caring and peace loving citizens to improve the society. The task of the social studies teacher becomes more challenging given the dynamic nature of society and subject matter, the nature and needs of the learners and wide varieties of learning contexts.

This course will acquaint teachers with an understanding of the key concepts of the various disciplines comprising the Social Studies. This will broaden their understanding of recurring social issues; help them to understand the controversies (current and persistent local, national and global issues). They will also become familiar with the use of a range of skills such as information gathering and processing, map reading, thinking, interpersonal, communication and presentation skills. This will help promote students' growth as individuals and as citizens of Pakistan and of an increasingly interdependent world. This course will encourage prospective teachers to further develop their instructional repertoire and assessment practices in order to improve the teaching and assessment of concepts, skills, values and social actions,

This course will prepare prospective teachers to provide for their students activity-rich opportunities for inquiry, cooperative learning, discussion, role play, etc. It will equip prospective teachers with strategies to deal with controversial issues in their classrooms. Hence, this course combines content with different teaching strategies to make the teaching and learning of social studies a valuable and interesting educational experience for both teachers and students.

COURSE OUTCOMES

Students will be able to:

- Review/reflect on the nature, methods, key concepts and skills in the disciplines comprising the Social Studies (history, geography, political science, citizenship, anthropology, sociology, economics) and to deepen their understanding regarding their use to educate for informed, responsible and active citizenship
- Develop an understanding of current, persistent and controversial issues (global warming, cultural diversity, universality of human rights) and acquire the skills to teach controversial issues in their classrooms
- Recognize diversity and differences as assets and learn to evaluate different perspectives and biases

- Encourage and promote inquiry and critical approach in their teaching practice, thereby engage in critical reflection on their experiences (at the university and in real classrooms) to improve their practice
- Broaden their repertoire of content knowledge, pedagogical strategies, and instructional skills

LEARNING AND TEACHING APPROACHES

The course combines elements of all the disciplines as it provides opportunities for students to conduct inquiry, develop and display data, synthesize findings, and make judgments. The use of a variety of teaching strategies, like active/effective lecturing, discussion, role play, and cooperative learning not only help in the development of a number of skills and values but also facilitates the learning of students with different interests, abilities and styles of learning. It also helps prospective teachers to develop and/or expand their repertoires of engaging, thoughtful teaching strategies for lessons that allow students to analyze content in a variety of learning modes. A variety of skills are also embedded throughout meaningful social studies lessons.

This course is made more meaningful and challenging for prospective teachers through the use of strategies and activities that:

- Engage students
- Facilitate them to connect what they are learning to their prior knowledge and to current issues
- Encourage them to inquire
- Provide them the opportunities to think critically and creatively about what they are learning, and to apply that learning to authentic situations

The old adage "if all you have is a hammer, everything looks like a nail" is equally true of teaching strategies. If the only classroom teaching strategy one knows is traditional lecturing, that's the teaching tool that one is likely to use for all classroom situations. If, on the other hand, a teacher has more tools in his/her toolbox, then he/she will have the opportunity to choose the most appropriate tool for the task at hand. In this course, prospective teachers will explore various teaching strategies in which most students are active rather than passive in the classroom and in which the focus is less on the teacher presenting and more on the student learning.

SEMESTER OUTLINE

Unit 1: Citizenship and Human Rights Education

This unit will introduce prospective teachers to the concept of Citizenship education and equip them with pedagogical strategies and skills required to educate for informed, responsible and active democratic citizenship. It will also help them to understand the concept of Human Rights.

Unit Outcomes
By the end of this unit the students will be able to:
- Define Citizenship and describe its key concepts
- Understand and appreciate the kind of behaviors necessary for the functioning and maintenance of a democratic society
- Become familiar with the use of active learning pedagogies such as role play, debate discussion, group work and presentations in their classrooms
- develop and demonstrate the skills to teach controversial issues in their classrooms
- discuss how different subject areas can be used for engaging with Citizenship ideas
- understand and explain the concept of Human Rights
- Develop a respect for human rights including those of individuals and of minorities
- Recognize the value of reviewing their own practice
- Reflect on their practice, using evidence from classroom, other research and through dialogue with colleagues

Week 1	Introduction to the course, Definitions, Rationale for teaching and learning of Citizenship • Key Concepts of Citizenship education • Controversial Issues—What, Why and How to teach them
Week 2	Towards creating a better world—developing citizenship values, skills and dispositions through the teaching of controversial issues • Links with other subject areas • Citizenship rights
Week 3	The Evolution of the concept of Human Rights • Rights and Responsibilities, Defining Human Rights • Civil, Political, Social, Economic and Cultural Rights
Week 4	Women's rights, Children's rights, Interdependence • Human dignity, Justice, Equality, Freedom, • Universality, Indivisibility—Are human rights universal? • Reflection and Review

Unit 2: History - People, Past Events and Societies

Through the study of time, continuity and change, this unit enables students to recognize and evaluate different perspectives and biases in historical writing. Capacities like critical thinking, issue analysis and an examination of perspectives are developed in prospective teachers to enable them to improve the teaching and learning of History.

Unit Outcomes
By the end of this unit the students will be able to:
- develop an understanding of the reasons for teaching and learning history and of the relationships between past and the present
- develop an awareness of the ways in which we learn about the past, and the methods and tools of the historian
- understand the meaning of Time and Chronology and the reasons for Change and Continuity
- analyze the sometimes complex cause-and-effect relationships, and multiple perspectives of ideas and events, also recognizing the effects of the 'accidental' and 'irrational' on history
- recognize the interrelatedness of geography, economics, culture, belief systems, and political systems within history
- discuss how history can be used as a vehicle for processes, knowledge and understanding of Citizenship education

Week 5	Definition, Rationale and Methods of History • Key concepts: Time and Chronology • Change and Continuity
Week 6	Cause and Effect • Multiple causation • Multiple perspectives, Interpretation of history • Reflection and Review

Unit 3: Geography - People, Place and Environment

This unit examines the interaction of humans within their spatial environments and the effects on the location and development of place and region. The skills required for teaching and learning geography are also included in this unit.

Unit Outcomes
By the end of this unit the students will be able to:
- explain human and environmental interaction
- compare world regions and their historical, cultural, economic and political characteristics
- evaluate various perspectives on any issue

Week 7	Definition and Rationale for teaching and learning Geography
	                Key Concepts/Themes of Geography: Location, Place, Human-environmental Interactions, Movement, Regions
	                Skills required for teaching and learning Geography

Week 8	Global Warming—exploring the issue • Global Warming—a myth or reality? • Controversy about the theory of, and responses to Global Warming • Reflection and Review

Unit 4 Culture and Diversity

This unit gives the teachers an understanding of culture, diversity, and world view— the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives. It also includes an understanding of the interdependent relationship among individuals, societies and the environment –locally, nationally, and globally—and the implications for a sustainable future. Peace concepts, the skills and dispositions for prevention, management and resolution of conflict to build more peaceful societies are also included in this unit.

Unit Outcomes
By the end of this unit the students will be able to:
• understand the concept of culture and how it is transmitted
• develop an appreciation for the rich complexity of a society's culture and an understanding of how the parts of a culture interrelate
• recognize the special strategies required to allow the different elements within a pluralistic society to live together amicably
• recognize and appreciate the multicultural and multiethnic dimensions of a society and the contributions made by various groups
• appreciate the similarities and differences that exist among societies of different times and places
• develop an understanding and appreciation for the rational and peaceful resolution of conflicts and settlement of disputes

Week 9	Rationale for the study of Culture • The Dynamic Nature of Culture • Groups and Institutions
Week 10	Society, Socialization • Civilization • Cultural Adaptation
Week 11	Assimilation, Acculturation • Diffusion, Dissonance • Multiculturalism and its implications • Reflection and Review
Week 12	Interdependence

	• Peace and Sustainability
	• Understanding Peace and Conflict
Week 13:	Why 'Peace Education', Teaching children the skills to resolve conflicts
	• Positive attitudes and skills—empathy, cooperation, anger-management, and problem-solving
	• Communication and Negotiation
	• Reflection and Review

Unit 5 Power, Authority and Governance

This unit gives teachers an understanding of the various ideologies and forms of power; the origins, functions, and sources of government power and the roles played by individuals and groups.

Unit Outcomes
By the end of this unit the students will be able to:
 • develop an understanding of power and its forms and an appreciation for the balance of power established by the constitution between majority and minority, the individual and the state, and government 'by' and 'for' the people

Week 14	Power, Government Systems and Regimes
	• Institutions of Government, political processes and participation
	• Civil society—individuals, groups and institutions
	• Reflection and Review

Unit 6 Production, Distribution and Consumption

The study of economic concepts, principles, and systems in this unit enables students to understand how economic decisions affect their lives as individuals and as members of society.

Unit Outcomes
By the end of this unit the students will be able to:
 • recognize and analyze the economic systems of various societies and their responses to the three basic economic questions: what to produce (value), how and how much to produce (allocation), and how to distribute (distribution)
 • recognize and discuss the economic global interdependence of societies

Week 15	Definition of and Rationale for teaching and learning of Economics
	• Conflict between wants and resources, Choice, Scarcity
	• Opportunity cost
Week 16	Economic systems
	• Production and distribution of Wealth
	• Supply and demand
	• Reflection and Review

Suggested Textbooks Websites and References

www.proteacher.com
This website has teaching ideas and resources, lesson plans etc. for elementary school

www.moneyinstructor.com
This website has worksheets, lessons and activities for teaching money, business and life skills.
The ideas could be useful for teaching economics topics

www.educationworld.com
Educational research blogs, templates, tutorials, worksheets, lesson plans are many other articles
with very good ideas for teachers are available on this site

www.pbs.org
A variety of videos, on culture and society, history topics, science and nature, etc are available on
this site

www.teachingideas.co.uk
Lesson ideas, plans, activities, resources which can be used by teachers in their classrooms are
available on this site

www.learner.org
This site offers Teachers' professional development and classroom resources and activities across
the curriculum

www.geography-site.co.uk
A comprehensive site exploring geography with online lessons, revision sheets and easy to read
information about geography topics

www.teachervision.fen.com/diversity/teacher resources/33631.html
Teachers could use the resources on this site to teach students to respect differences among
people in their community and around the world

www.salsa,net/peace/teach/teachers.html
Peace tools for teachers could be found on this site

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COURSE ASSIGNMENTS
Graded course assignments will be listed on a separate handout. These assignments will be designed to help you achieve course outcomes.

GRADING POLICY
Grading for this course follows the university's policies. This will be explained by the Instructor early in the course and will include both coursework and examinations.

ADE/B.Ed. (Hons) Elementary Syllabus

The Teaching Practicum

Semester 4

SYLLABUS: The Teaching Practicum

YEAR/SEMESTER: Year 2/Semester 4
CREDIT VALUE: 3 credits
PREREQUISITES: Successful completion of Semesters 1and 2 of the ADE/B.Ed.(Hons)

The Practicum is a 3 credit course. As this is a practical course, one credit requires additional hours of practice. It is recommended that Student Teachers spend approximately 30 days/six weeks on the school placement in semester 4.
Student Teachers should aim to spend six weeks at school for the practicum in Semester 4.

COURSE DESCRIPTION

The Practicum consists of two important parts:

a. A school placement in an elementary school;
b. A seminar that meets regularly.

a. School Placement:
The practicum experience in Semester 4 should provide elementary grade student teachers with a practicum placement in an elementary classroom This teaching practice builds on experience in semester 3 when student teachers worked with children at two different grade levels. As in semester 3, the practicum should provide student teachers with carefully sequenced and supervised experiences, with student teachers gradually assuming responsibility for teaching several subjects with the whole class, starting with one subject in week 3, and picking up an additional class in week 4, and an additional class in week 5. So for the last two weeks you should assume full responsibility for at least 3 classes

During the practicum, student students are expected to critically select and use appropriate materials, resources (including persons in the community) and technology, and to have experiences with classroom management and a variety of evaluation techniques (including authentic assessment).[3] Collaboration with other Student Teachers and professionals in the school setting should be encouraged in order to develop team building skills and utilization of all resources to enhance children's learning.

Ideally, groups of three or four student teachers should be placed in each school. Avoid having too many student teachers in one school and more than one student teacher per class (unless they are doing an activity or assignment that requires them to work together).

Opportunities for peer coaching as well as coaching by the cooperating teacher and college/university supervisor should be provided. Student teachers should be encouraged

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[3] Authentic assessment is a form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills.

to take advantage of the opportunity to interact with parents and to develop skills for communicating with parents under the guidance of the cooperating teacher.

b. The Seminar:
As in semester 3, a weekly seminar will accompany the practicum to help student teachers link the content of the pre-service program content to practice. The seminar should provide an opportunity to clarify and revise their teaching goals and their beliefs about a wide range of educational issues. Although the seminar should be related to and build upon classroom observation and teaching experiences, it should be focused on inducting student teachers into professional practice. Habits of thinking that provide the foundation for continued growth as a teacher are as important as strategies for solving immediate classroom issues and problems. The seminar should also provide a forum for student teachers to share and resolve problems or challenges they are experiencing during their practice.

Student teachers will be asked to complete several types of assignments. Most, but not all, of these assignments will be directly linked in some way to classroom experiences. For example:
- Present an analysis of own or a peer's teaching;
- Conduct an observation focused on specific classroom practices or an individual child;
- Try out a particular method and reflect on its success in achieving its purpose;
- An interview with of a teacher and a child.

All of the assigned tasks should be flexible enough to allow for adaptation to a wide variety of classrooms.

COURSE OUTCOMES

Student teachers will be able to:
- Reflect on and learn from teaching practice.
- Collaborate with peers, cooperating teacher and college/ supervisor, establishing professional relationships.
- Invite, accept, and utilize feedback from the supervising teacher, peers, and the college/university supervisor in a non-defensive manner.
- Produce and implement plans for teaching and learning which reflect the use of appropriate instructional methods and strategies to meet the needs of all students within the context of the practicum classroom.
- Utilize appropriate instruments or techniques for assessing student learning and learning needs.
- Recognize cognitive and affective needs of students and establish learning environments and use activities appropriate to meeting those needs.

LEARNING AND TEACHING APPROACHES

For the practicum in semester 4, every student enrolled will be assigned to an elementary grade class.

The Practicum Seminar will utilize a variety of teaching and learning approaches, but rely heavily on reflective journals, small group and peer interaction.

SEMESTER OUTLINE

a. School experiences
The way field experiences for the Practicum are organized may vary from semester to semester, and from institution to institution. Your Instructor will provide you specific information about where you will teach or how to obtain a classroom placement, and your schedule for the semester.

Each Student Teacher will develop a plan for gradually increasing responsibility in the classroom, working with the Seminar Instructor, the College/University Supervisor (Seminar Instructors will supervise field experiences, but may also work with a team of supervisors) and the Cooperating Teacher.

Each college or university will have its own plan for the practicum. It may be organized in a variety of ways. Student teachers can expect the following types of activity and progression during the practicum in Semester 4:

Week 1: Introduction to the school and classroom context.

- Complete the Student Teacher Checklist, provided in your handbook.
- Meeting with the cooperating teacher to discuss how he/she plans for instruction, expectations and the like

- Non-observational Assignments, which will provide you with an opportunity to familiarize yourself with the school, staff, school rules, policies etc.   The assignments you are required to complete will depend on your current placement. See the note below.

  If you are completing this practicum at a different school than the one you worked in for Semester 3, you will need to complete the assignments provided in your handbook.
  >   Inventory of School Resources,
  >   Community/Co-curricular Engagement
  >   Discipline Procedures and Policies
  >   Cooperating Teacher Interview
  >   Interview a Child/Children
  >   Classroom Management

  If you are at the same school as you were in Semester 3 – but working with a different teacher you need to complete the assignments provided in your handbook.
  >   Cooperating Teacher Interview
  >   Interview a Child/Children
  >   Classroom Management

- Log of Daily Activities
- Daily Reflections (see the forms provided in your handbook)

- Classroom Observations which will provide you with an opportunity to learn how your teacher engages with the children using verbal behavior and how to pace a lesson
- As requested by the Cooperating Teacher, working with children who need extra help and with small groups of children to carry out the teacher's plans

Week 2: Assisting the teacher in classroom instruction as requested and assuming responsibility for planning, teaching and assessing at least part of the lesson.
- Co-planning and co-teaching with the Cooperating Teacher
- Working with children who need extra help
- Completion of any non-observational assignments still outstanding
- Completion of classroom Observations which will provide you with an opportunity to observe children's engagement through their verbal responses and what types of verbal interaction occur in the classroom (selective verbatim)
  Working with small groups of children to carry out the teacher's plans
- Co-teaching lessons with the Cooperating Teacher
- Finding out about assessment – what strategies does the teacher use

Week 3 Assuming responsibility for planning, teaching and assessing a at least one subject matter's lesson
- Co-plan full lessons with the Cooperating Teacher
- Co-teach lessons for one subject matter each day
- Working with children who need extra help
- Classroom observations that will provide you with information on how to use questions effectively to engage children. You should also consider using the observation tools provided in your Semester 3 handbook to learn about other aspects of teaching and learning.
- Prepare for a formal observation by your Cooperating Teacher using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet.
- Prepare for a formal observation by your College/University Supervisor using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet.
- Prepare for a mid-way triad meeting.
- Use the Notes for Self Assessment sheet indicating all the evidence you have collected and how this meets the NPSTP.

Week 4: Assuming responsibility for planning, teaching and assessing in two subjects.
- Continue activities above, taking over responsibility for planning, teaching and assessing one subject full lesson) throughout the week
- Co-plan and co-teach all other subjects with the Cooperating Teacher
- Prepare for a formal observation by your College/University Supervisor using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet.

Week 5: Assuming responsibility for planning, teaching and assessing at least three subjects
- Continue activities above, taking over responsibility for planning, teaching and assessing three core subjects with the whole class throughout the week (math, Urdu, science/general studies).

- Co-plan and co-teach all other subjects with the Cooperating Teacher
- Prepare for a formal observation by your Cooperating Teacher using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet.
- Prepare for a formal observation by your College/University Supervisor using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet.

Week 6: Assume additional responsibilities as agreed with the Cooperating Teacher
- Continue planning, teaching and assessing the three core subjects throughout the week and add additional subjects as agreed with the Cooperating Teacher
- Co-planning and co-teaching teaching all other subjects with the Cooperating Teacher
- Prepare for a formal observation by your College/University Supervisor using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet.
- Prepare for a final triad meeting.
- Prepare a Professional Portfolio, addressing the NPSTP. (Use the Rubric provided in your handbook as a guide.)

b. The Practicum Seminar

The seminar runs parallel to your experience at school. The content of the seminar will vary with the Instructor every semester that it is offered.

However, students may expect to discuss issues such as:
- Practical issues of teaching in learning in their field placements,
- Language learning,
- Different perspectives on how to organize and manage a classroom,
- Planning units of instruction,
- Content-specific instruction,
- Selecting and using assessments of learning,
- How to use standards for primary school teaching practice,
- Identifying the hidden curriculum in the classroom,
- Creating classroom environments that recognize physical, emotional, affective, social and intellectual needs of children,
- Non-instructional roles of the teacher,
- Working with parents and community

TEXTBOOKS AND REFERENCES
Course readings and assignments will focus primarily on preparation for field assignments. Additional assignments and/or readings will be provided throughout the semester.

COURSE ASSIGNMENTS
Assignments will be listed on a separate handout. These assignments will be designed to help you achieve course outcomes. Some will take place in the classroom and others outside of the classroom.

GRADING POLICY

Grading for this course follows the university's policies. This will be explained by the Instructor early in the course and will include both coursework and examinations. Grades for the Practicum Experience will be assigned in collaboration with the cooperating teacher, college supervisor and Practicum Instructor

GENERAL INFORMATION ABOUT THE COURSE

You will be provided with specific and detailed information about every part of your Practicum Experience. The following will give you a general idea of what to expect this semester.

ROLES AND EXPECTATIONS OF PRACTICUM TRIAD MEMBERS

Every Practicum experience is guided by three critical participants: 1) the student teacher, 2) the Cooperating Teacher and 3) the College/University Supervisor.

What happens in the classroom and how it is interpreted will depend on the views of each member of the triad. It is important for each member of the triad to negotiate common expectations for roles and responsibilities. If expectations are clear and understood by each member, the experience is likely to be more satisfactory to all.

The triad should meet together several times during the semester:
4. At the beginning when roles and relationships are discussed,
5. At mid-point when performance is discussed;
6. At the conclusion of the experience as a final evaluation is made.

Depending on the challenges met during the practicum experience, the triad may feel that it is important to meet more frequently.

The Cooperating Teacher will guide the day-to-day work of the Student Teacher, providing feedback and initiating the Student Teacher into the life of the profession. This will include discussions of how planning, teaching and assessment are made.

The Cooperating Teacher will communicate regularly with the college/university supervisor. The purpose of supervision is to support good communication between the Student Teacher and Cooperating Teacher. Communication and collegial relationships are important to the Student Teacher and other triad members in their professional development.

The supervisor will also provide feedback on all aspects of the Student Teacher's development, including planning and teaching.

SUMMARY OF THE ROLE OF THE STUDENT TEACHER

The Student Teacher should have maximum opportunity to perform to the degree which his or her personal interests, abilities, and individuality allow.

There are three major aspects to the Student Teacher's role during the semester:
1) His or her activities in the classroom, school and community;
2) Participation in the weekly Practicum seminar; and

3) Continued reflection and documentation of professional growth.

The Student Teacher should become involved in the instructional program of the classroom as soon as possible. The experience will begin with observation. Time spent in observation will vary in length according to the situation, the Student Teacher will gradually assume more responsibility for planning and instruction through activities such as:

- Assisting individual students
- Working with small groups
- Taking responsibility for planning and teaching sections of whole class lessons
- Assisting the Cooperating Teacher with planning and teaching whole lessons
- Teaching selected lessons under the Cooperating Teacher's guidance and be open to receiving feedback. (these should be lessons that are part of the on-going curriculum, not lessons planned off-site and that do not relate to what is appropriate in the classroom)
- Assuming over-all management for part of the day
- Assuming overall management of the classroom.

During the semester, Student Teachers will engage in a variety of experiences in their classrooms. Attending teacher's meetings, parent meetings and the like are encouraged, where this is possible.

The Student Teacher is expected to play an active role in deciding how he or she will take on new activities and in assessing her or his effectiveness.

The Student Teacher is expected to participate as a regular staff member of the school in terms of professional behavior.

SUMMARY OF THE ROLE OF THE COOPERATING TEACHER
The cooperating teacher is expected to:
- Share school and classroom policies and procedures, the curriculum, the daily/semester schedule, and provide the Student Teacher with a class list, school textbooks, teacher's guides etc.
- Work with other members of the Practicum triad to set up a program for the Student Teacher's gradual assumption of all classroom responsibilities and building up to the student teacher taking on the planning, teaching, and assessing of at least three subjects. This plan should include provisions for Student Teacher involvement in all instructional tasks as well as non-instructional tasks such as home-school communication, parent conferences and staff development; and
- Work with the Student Teacher and university supervisor to set up a lesson plan format to be used by the Student Teacher. The student is required to provide the supervisor with comprehensive written plans prior to each formal observation. Cooperating teachers may also want to require written plans in addition to those required by the supervisor, for example, for sections of lesson.
- Formally and informally observe and provide feedback to the Student Teacher (use the forms provided in the handbook).
- Meet daily to discuss classroom events and make plans.
- Provide assessment to the college/university supervisor and participate in triad meetings to discuss the Student Teacher's performance.

SUMMARY OF THE ROLE OF THE UNIVERSITY SUPERVISOR

The college/university supervisor is the official representative of the college/university. Therefore, the supervisor has responsibility for the supervision of Student Teachers, serves as the liaison between the college/university the cooperating schools' personnel, and helps establish and maintain positive relationships between the two institutions. Through classroom observations, conferences, and the weekly seminar the supervisor will:

- Make at least four one-hour observation visits throughout the semester, with at least two of these visits followed by a three-way conference involving the student, cooperating teacher, and university supervisor. The focus of these visits will depend on the needs of individual Student Teachers.
- Guide entry into the profession through discussion of issues of professional practice, providing a guided seminar experience, and conferring with the Student Teacher before and after classroom observations and giving feedback on teaching to the Student Teacher.

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