

**Institute of Education and Research  
University of the Punjab  
Lahore**

<b>Program</b>	<b>BS Education</b>		
<b>Course Title:</b> Practice Teaching		<b>Course Type:</b> Practice Teaching	
<b>Course Code:</b> PT-402	<b>Credit Hours:</b> 3	<b>Duration:</b> 16 Weeks	
Introduction	This course provides the experience secondary school, science teachers with carefully sequenced and supervised field experiences in all subject areas related to science disciplines. Opportunities to work with secondary level students are provided. As a student teacher it is required that they will work with students of various backgrounds and of different capabilities		
Learning Objectives	<p>After completing this course students will be able to:</p> <ol style="list-style-type: none"> <li>1 Reflect on and learn from connecting theory to their teaching practice.</li> <li>2 Collaborate with peers, cooperating teachers, other school staff and university supervisor, establishing professional relationships.</li> <li>3 Invite, accept and utilize formative feedback from the cooperating teaching, peers, and the university supervisor in a non-defensive manner</li> <li>4 Produce plans for teaching and learning that reflects the use of appropriate instructional methods and strategies to meet the needs of all students.</li> <li>5 Utilize appropriate instruments or techniques informally and formally accessing students' learning needs</li> <li>6 Recognize cognitive and affective need of students and establish learning environment and use activities appropriate to meet those needs,</li> <li>7 Maintain their lesson plan and use it effectively.</li> </ol>		
Course Content	<p><b>Orientation based activities (Recall and share the experiences from previous practice teaching in school and classroom context)</b></p> <ol style="list-style-type: none"> <li>1. Complete orientation based assignments</li> <li>2. Share experiences before the audience</li> <li>3. Recall and reflect on their learning during previous session</li> <li>4. Offer valuable solutions to the problems</li> <li>5. Make new self-commitments to the upcoming tasks for teaching practice</li> <li>6. Reflection on learning of this week</li> </ol> <p><b>Becoming actively involved in the classroom</b></p> <ol style="list-style-type: none"> <li>1. Initiate working on lesson plans</li> <li>2. Conduct classroom observations</li> <li>3. Start classroom practice teaching</li> <li>4. Reflection on learning of this week</li> </ol> <p><b>Taking an active role as mentor, and expert in formal assessment</b></p> <ol style="list-style-type: none"> <li>1. Refines classroom practices in teaching</li> <li>2. Designs effective items for formative assessment</li> <li>3. Assist the cooperating teacher as requested</li> <li>4. Reflection on learning of this week</li> </ol>		

	<p><b>Assuming responsibility for student social and moral development</b></p> <ol style="list-style-type: none"> <li>1. Refines classroom practices in teaching</li> <li>2. Complete classroom observations</li> <li>3. Designs co-curricular and extracurricular activities for class students</li> <li>4. Reflection on learning of this week</li> </ol> <p><b>Assuming responsibility for planning, teaching and assessing using laboratory for the respective subject</b></p> <ol style="list-style-type: none"> <li>1. .Refines classroom practices in teaching</li> <li>2. Makes effective use of laboratory in teaching</li> <li>3. Helps students conducting experiments in laboratory</li> <li>4. Complete classroom observations</li> <li>5. Reflection on learning of this week</li> </ol> <p><b>Assuming responsibility for planning, teaching and any additional responsibilities as negotiated with the cooperating teacher and university supervisor</b></p> <ol style="list-style-type: none"> <li>1. Completes lesson planner for final submission</li> <li>2. Plans a self-evaluation report on his/her teaching</li> <li>3. Assist the cooperating teacher as requested</li> </ol> <p>Reflection on learning during whole period of practice teaching</p>						
Text Book(s)	Richerds, J. C., Farrell, T. S. C. (2011). <i>Practice Teaching: A Reflective Approach</i> . Cambridge University Press.						
Suggested Reading	<p>Arends, R., &amp; Castle, S. (1991). <i>Learning to teach</i> (Vol. 2). New York: McGraw-Hill.</p> <p>Burden, P. R., &amp; Byrd, D. M. (1994). <i>Methods for effective teaching</i> (Vol. 160). Needham Heights, MA: Allyn and Bacon.</p> <p>Fraser, D., &amp; McGee, C. (Eds.). (2012). <i>The professional practice of teaching</i>. Australia: Cengage Learning.</p> <p>Ghaye, T. (2010). <i>Teaching and learning through reflective practice: A practical guide for positive action</i>. : Routledge.</p> <p>Hoy, A. W., Hoy, W. K., &amp; Hoy, A. W. (2003). <i>Instructional leadership: A learning-centered guide</i></p> <p>Killen, R. (2006). <i>Effective teaching strategies: Lessons from research and practice</i>. Australia: Cengage Learning.</p> <p>Lavigne, A. L., &amp; Good, T. L. (2015). <i>Improving teaching through observation and feedback: Beyond state and federal mandates</i>: Routledge.</p> <p>Payant, C. (2013). <i>Practice Teaching: A Reflective Approach</i>.</p> <p>Richards, J. C., &amp; Farrell, T. S. (2011). <i>Practice teaching: A reflective approach</i>. London: Cambridge University Press.</p> <p>UNESCO. (2004). <i>Changing teaching practices: Using curriculum differentiation to respond to students' diversity</i>: UNESCO.</p>						
Teaching/Learning Strategies	<p>Lecture</p> <p>Discussion</p> <p>Cooperative Learning</p> <p>Class activities</p> <p>Applied Projects</p>						
Evaluation Criteria	<table> <tr> <td>Assignment/Project/Presentation</td> <td>25%</td> </tr> <tr> <td>Mid Term</td> <td>35%</td> </tr> <tr> <td>Final Term</td> <td>40%</td> </tr> </table>	Assignment/Project/Presentation	25%	Mid Term	35%	Final Term	40%
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