



Department of Education University of Karachi

Bachelor of Education B.Ed. (Hons.) Secondary, 05 Semester Program

DTE-652

05

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Practicum (Long Term)

Objectives

The course will enable learners to:

1. Reflect on and learn from teaching practice.
2. Collaborate with peers, cooperating teacher and college/supervisor, establishing professional relationships.
3. Invite, accept, and utilize feedback from the supervising teacher, peers, and the college/university supervisor in a non-defensive manner.
4. 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.
5. Utilize appropriate instruments or techniques for assessing student learning and learning needs.
6. Recognize cognitive and affective needs of students and establish learning environments and use activities appropriate to meeting those needs

Course Outline:

Unit 1: School Experiences

Week 1: Introduction to the school and classroom context.

Week 2: Assisting the teacher in classroom instruction as requested and assuming responsibility for planning, teaching and assessing at least part of the lesson.

Week 3: Assuming responsibility for planning, teaching and assessing at least one subject matter's lesson

Week 4: Assuming responsibility for planning, teaching and assessing in two subjects.

Week 5: Assuming responsibility for planning, teaching and assessing at least three subjects
Week 6: Assume additional responsibilities as agreed with the Cooperating Teacher

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Unit 2: The Practicum Seminar

After every week a feedback seminar will be held for shearing of learning experience with peers & course supervisor. 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

Unit 3: Teaching Portfolio

Students will prepare himself/herself for planning and implanting as well as evaluating his/her lessons through portfolio preparation before and after every visit to school that will approximately be of 4 weeks length.

Bibliography / Webliography

- Additional assignments and/or readings will be provided throughout the semester.
- National Professional Standards of Teachers in Pakistan (NPSTP), Policy & planning wing, Ministry of Education, Government of Pakistan, Feb 2009
- Practicum Book 4, Policy & planning wing, Ministry of Education, Government of Pakistan, Feb 2009.