International Islamic University Islamabad
Department of Education

Course Title: History, Theories and Models of Teacher Education	**Course Code: ED-568**
Program: PhD Education	**Batch: Fall 2021**
Teacher Name: Prof. Dr. Samina Malik	
Class schedule: Wednesday (Female Campus)	
Class Time: 2:30 pm - 5:30 pm	

Course Planner SPR 2022

WK No.	Lecture No.	Unit No.	Unit Title/ Sub-topics	Practical activity	
				Activity	**Marks**
1	1.1 & 1.2	1.	**History of Teacher Education** 1.1 Normal School Traditions 1.2 Liberal Arts Tradition 1.3 University Schools of Education	Lecture & Discussion	
2	2.1 & 2.2	1.	1.4 Teacher Education in the 20th century- Structural Alternatives 1.5 Teacher Education in the 21st century (the current status of teacher education)	Book Chapter "*An uneasy relationship: the history of teacher education in the university*"	
3	3.1 & 3.2	2.	**Teacher Education in Pakistan** 2.1 Pre Independence 2.2 Post independence 2.3 The emergence of university – based teacher education	Lecture & Discussion Discussion Book Chapter "Concept of Teacher Education"	
4	4.1 & 4.2	2.	2.4 The era of standards and accountability in teacher education 2.5 Teacher Education- Policies and Achievements	Search a latest research article on *Teacher education in the 21st century* discuss in class	

5	**5.1 & 5.2**	**3.**	**Models of Teacher Education (Group Based)** 3.1 Individually Guided 3.2 Observation Assessment	Assignment & Presentation	05
6	**6.1 & 6.2**	**3.**	3.3 Development Process 3.4 Training 3.5 Inquiry	Discussion "*A Teacher Education Model for the 21st Century*"	
7-8	**7.1 to 8.2**	**4.**	**Models of Teacher Professional Development** 4.1 Standardized TPD 4.2 Site-based/Field Based TPD 4.3 Self-directed TPD	Group Discussion Assignment & Presentation	05
9			*MID TERM EXAM WEEK*		
10	**10.1 & 10.2**	**4.**	**Models of Teacher Professional Development (beyond Workshops and Trainings)** 4.4 Observation/Assessment 4.5 Open Classrooms 4.6 Lesson Study	Assignment & Presentation	05
		4.	4.7 Study Groups 4.8 Looking at Student Work (LASW)	Group Discussion	
11	**11.1 & 11.2**	**5.**	**Teacher Appraisal** 5.1 Meaning & Concept of Teacher Appraisal 5.2 Models of Teacher Appraisal 5.3 Structure of Teacher Appraisal	Assignment & Presentation	05
12	**12.1 & 13.2**	**5.**	8.4 Current practices in Teacher Appraisal 8.5 Problems and Issues in Teacher Appraisal	Assignment & Presentation	05
13	**13.1 & 13.2**	**6.**	**Emerging Trends in Teacher Education** 6.1 Blended Learning/Hybrid Learning 6.2 Continuing Professional Development 6.3 Standardization of Teacher Education	Assignment & Presentation	05
14	**14.1 & 14.2**	**6**	6.4 Accreditation of Teacher Education Programs 6.5 Licensure practices in Teacher Education	Assignment & Presentation	05

15	15.1 & 15.2	7.	**Moderation and Mentoring in Teacher Education** 7.1 Moderation Process 7.2 Organization 7.3 Maintaining Record	Lecture & Group Discussion	
		7.	7.4 Mentoring of Novice Teachers 7.5 Mentoring of Students 7.6 Professional Ethics and Code of Conduct	Assignment & Presentation	05
16	16.1 & 16.2	8.	**Professional Development Practice** 8.1 Professional Development Practice at (a) Schools (b) Colleges (c) Universities	Group Discussion	
		8.	8.2 National Professional Standards for Teachers in Pakistan 8.3 Professional Teacher Education Standards (International level)	Assignment & Presentation	05

Note* Assignments & Presentations will be conducted as per schedule

Assessment Criteria

S.No	Description	Marks	Due Date for Submission
1.	Assignment I & Presentation	05	25-02-2022
2.	Assignment II & Presentation	05	18-03-2022
3.	Assignment III & Presentation	05	15-04-2022
4.	Assignment IV & Presentation (Meta-Analysis)	05	07-05-2022
5.	Class participation	05	-----
6.	Mid Term Exam	25	24th March-3rd April 2022
7.	Final Exam	50	6th -17th June 2022
	Total	**100**	**Passing marks =70**

Lectures, Reading and Discussion: (A critical analysis is also required while discussing concepts). Books, Articles will also be included for reading and discussion.

TOPICS OF ASSIGNMENTS

S#	Names of Students	Assignment 1 & Presentation	Assignment 2 & Presentation	Assignment 3 & Presentation	Assignment 4 & Presentation
1.	Taseer Soomro 193-FSS/PHDEDU/F21	**Models of Teacher Education (Group Based)** • Individually Guided • Observation Assessment	**TPD (beyond Workshops and Trainings)** • Open Classrooms	Structure of Teacher Appraisal	Blended Learning/Hybrid Learning
2.	Syeda Noreen Batool 195-FSS/PHDEDU/F21	**Models of Teacher Education (Group Based)** • Development Process • Training • Inquiry	• Observation/ Assessment	Current practices in Teacher Appraisal	Continuing Professional Development
3.	Sobia Yaseen 174-FSS/PHDEDU/F20	Standardized TPD	• Lesson Study	Problems and Issues in Teacher Appraisal	Standardization of Teacher Education
4.	Syeda Aziz un Nisa 197-FSS/PHDEDU/F21	Site-based/Field Based TPD	• Study Groups • Looking at Student Work (LASW)	Professional Ethics and Code of Conduct	Accreditation of Teacher Education Programs
5.	Samina Rafiq 192-FSS/PHDEDU/F21	Self-directed TPD	Models of Teacher Appraisal	Professional Teacher Education Standards (International level)	Licensure practices in Teacher Education

PRESENTATION SCHEDULE

S. No.	Names of Students	Presentation (Assignment 1)	Presentation (Assignment 2)	Presentation (Assignment 3)	Presentation (Assignment 4)
1.	Taseer Soomro	02.03.2022	6.04.2022	27.04.2022	11.05.2022
2.	Syeda Noreen Batool	02.03.2022	6.04.2022	27.04.2022	11.05.2022
3.	Sobia Yaseen	09.03.2022	13.04.2022	27.04.2022	18.05.2022
4.	Syeda Aziz un Nisa	09.03.2022	13.04.2022	4.05.2022	18.05.2022
5.	Samina Rafiq	16.03.2022	20.04.2022	4.05.2022	25.05.2022

General Guidelines for All Assignments

> **Plz note: Compliance of assignment guidelines and instructions is mandatory**

1. Irrelevant details should be avoided. Theoretical concepts are not enough at PhD level so do add **current practices and implications of topic(s) in national & global context**.
2. Plagiarism has to be avoided. **19%** Similarity Index would be acceptable limit.
3. Submit the assignments on or before the specified date. Late assignment **will not** be accepted in any case.
4. Submit **both hard and soft copy** of assignments on or before due date. Email your assignment at **assignments.education@gmail.com**
5. All assignments are required to be between **3000 to 5000** words excluding references.
6. Assignment no I, II & III may start with objectives of the assignment (topic), write an effective introduction, and generate the main body of text along with appropriate citations, your own discussion about the topic, Conclusion and References.
7. Latest references (2017 and onwards) must be given within the text as well as at the end of assignment in APA 6th style of citation. Flush left the first line of the entry and indent 1cm subsequent lines of each reference. Order entries alphabetically by the author's surnames. *See APA 6th Edition for referencing style*.

https://libguides.library.usyd.edu.au/c.php?g=508212&p=3476096

https://www.phdfood2019.it/wp-content/uploads/2019/05/APA_Guide_2017.pdf

8. The title page should include Title of assignment (Type the title centered, capitalize key words, double-spaced), Institutional logo, Researcher name and registration number, Teacher's Name and Institution detail.

9. Include Table of contents for all assignments.

10. Make a List of Figures and List of Tables if required.

11. All text must be 1.5 spaced.

12. The text is typed in **font size 12, Times New Roman**.

13. Main headings are 14 bold and subheading are having font of 12 bold. Level one heading are centered. Level two headings are at left margin.

14. Print on one side of paper.

15. Use only white paper for writing assignment.

16. Use the page margin of 1.5 inches to left only and 1 inch on all three sides.

17. Indent all paragraphs 5-7 spaces or .5".

Guidelines for Assignment no 4 (Meta-Analysis)

1. Systematic reviews and meta-analyses are systematic, critical assessments of literature and data sources. All articles or data sources should be searched for and selected systematically for inclusion and critically evaluated, and the search and selection process should be described in the manuscript. The data sources should be as current as possible.

2. Title: Include either "meta-analysis" or "systematic review," as appropriate, in a subtitle following the title.

3. Abstract: Word limit: 250 words

4. Structure with the following headings: Background, Purpose, Data Sources, Study Selection, Data Extraction, Data Analysis, Limitations, Conclusions.

5. Manuscript Word limit: 5,000 words (excluding abstract and references)

6. Please format with the following sections: Introduction, Methods, Results, and Discussion. End the Introduction section with a clear statement of the study's objectives or hypotheses.

7. The Methods section should include the following subheadings: • Data Sources and Searches • Study Selection • Data Extraction • Data Analysis

8. For studies that have numerical data and use statistical inference, include a section under Methods that describes the methods and specific statistical software used for the statistical analyses.

9. References: Follow APA 6th edition guidelines, minimum 25 references

SUGGESTED READING

.
Bhatta, S. D. 2008. *Tackling the Problems of Quality and Disparity in Nepal's School* New Dehli

Butler, D. and Leahy, M. 2003. *The TeachNet Ireland project as a Model for*

Cambridge, Massachusetts: Harvard University Press.

Darling-Hammond, L. 1998. "The Case for University-Based Teacher Education." In Robert Roth (ed.), *Teacher Education in the University.* San Francisco: Jossey-Bass.

Feiman-Nemser, Sharon. 1990. "Teacher Preparation: Structural and Conceptual Alternatives." In W.R. Houston (ed.), *Handbook of Research on Teacher Education.* New York: Macmillan.

Fullan, M. 2007. *The New Meaning of Educational Change.* Fourth Edition. New York:

Gaible, E. and Burns, M. 2005. Using Technology to Train Teachers [Online].

Hadad, W. "ICTs For Education: A Reference Handbook" [Online]. Available from

Howey, Ken, and Nancy Zimpher. 2007. *Profiles of Preservice Teacher Education: Inquiry into the Nature of Programs.* Albany, New York: State University of New York Press.

Howey, Ken. 1996. "Designing Coherent and Effective Teacher Education Programs." In John Interstate New Teacher Assessment and Support Consortium (INTASC). 1992. *Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue.* Washington, Macmillan.

Models of Teacher Education 14 American Council on Education USA

Models of Teacher Education 15 American Council on Education USA

National Board for Professional Teaching Standards. 1989. *What Teachers Should Know and Be*

National Commission on Teaching and America's Future. 1995. *Extended Teacher Education*

Noss, Richard and Pachler, Norbert (1999) The challenge of new technologies: doing old things

in a new way, or doing new things? *IN:* Mortimore, P. (eds.) *Understanding pedagogy and its impact on learning.* London: Paul Chapman Publishing

Pelgrum, W. J. and Law, N. 2003. *ICT in education around the world: trends, problems*

Powell, A. 1980. *The Uncertain Profession: Harvard and the Search for Educational Authority.*

Professional Development for Teachers. Dublin: St, Patrick's College of Education, *Programs: A Review of the Literature.*

Scannell, Dale, et al. 1983. *A Proposed Accreditation System.* Washington, DC: American September 2008]

Shulman, Lee. 1987. "Knowledge and Teaching: Foundations of the New Reform." *Harvard* Sikula (ed.), *Handbook of Research on Teacher Education,* Second Edition. New York:

Smith, B.O. 1980. *Design for a School of Pedagogy.* Washington, DC: U.S. Department of

Swarts, P. 2008. *ICT as Core and Elective Subject: Issues to Consider.* Accra: GeSCI Teachers College Press

UNESCO "ICT Competency Standards for Teachers" [Online]. Available from:

UNESCO Open Training Platform: http://opentraining.unesco-ci.org/cgibin/ http://portal.unesco.org/ci/en/ev.php,URL_ID=22997&URL_DO=DO_TOPIC&URL_SECTION=201.html [Accessed 28 September2010]