

Course: Teacher Education in Pakistan (829)

Assignment no 2

Level: M.Ed / M.A

Semester autumn 2019

Q1. Discuss the role of Allama Iqbal Open University as provider of teacher education in the country. How has it recognize Teacher Education?

Features

Allama Iqbal Open University, since its establishment has been providing and expanding its educational and training facilities to help working people and females to enhance their qualification and occupational skills. Main features of AIOU may be described as under:

Institutional Profile

- Operating semester system offered twice a year i.e. Spring and Autumn.
- The biggest university in the country with average student enrolment of more than 1.2 million per year.
- More than 2000 courses being offered.
- 9 regional campuses, 33 regional centres, 41 approved study centres (for face-to-face programs) and 138 part-time regional coordinating offices.
- 1172 Study Centres are established throughout Pakistan.
- The largest publishing house in Pakistan printing over 1.8 million books annually.
- More emphasis on science and technology by introducing programmes in disciplines like Physics, Agriculture Extension, Livestock Management and Nutrition, Forestry Extension, Computer Science. Collaborating with private sector in establishing study centres to provide coaching and practical training in the fields of Computer Science and Management Sciences.

- The largest Teacher Education institution in Pakistan with average enrolment of above 400,000 Students
- The first university in Pakistan to establish the student Database.
- Computerization at main campus and the regions by provision of around 700 PCs.
- Provision of networking facilities between the main campus and the region to exchange data/information and redressal of students' complaints.
- Provision of Internet service at the main campus.
- Collaboration with Pakistan Atomic Energy Commission (PAEC) for providing lab facilities to AIOU students.
- Establishment of Resource Centre for Basic Functional Education (mainly for illiterates), Literacy and Post Literacy materials.
- Pioneer institution in Pakistan to offer post-graduate level programmes in Special Education.
- The only institution in the country offering post-graduate programmes in Educational Planning and Management.
- Introduction of Master's, M.Phil and Ph.D. programmes to develop professionals and enhance research capabilities in teaching and research institutions.
- Well established Institute of Educational Technology (IET) having in-house facilities for production of TV, Radio and non-broadcast programmes.
- "AIOU Magazine" is a regular television programme produced in IET studios and telecast fortnightly from PTV-National on the first and the third Mondays of each month. This feature programme includes reports of latest academic and co-curricular activities happening during the month. The university is having its own FM radio and live FM radio transmission are being made available for AIOU students. (Vice Chancellor's Annual Report 2012 Pg.# 157)
- Establishment of Endowment Fund with initial amount Rs.15 million, in 1997, now reached over Rs.4 Billion (Vice Chancellor's Annual Report 2012 Pg.# 194) used for the development activities like:

- Computerization
- Staff development.
- Purchase of land for regional centres, construction of hostels for students
- Construction of buildings of regional centres, academic blocks, multipurpose centre with 43 buildings (owned/ rented/leased)
- Networking of regions with the main campus.
- Establishing data base at the main campus.
- Purchase of furniture, transport for students.
- Establishment of students assistance fund to help deserving students in payment of fees.
- Provision of free education in the University for its employees and their sons and daughters

Teaching Methodology

The difference between the traditional formal system of education and open distance system of education lies essentially in the teaching methodology. As far as the curriculum is concerned, it is more or less the same. The university is part of the Ministry of Education/Higher Education Commission system and abides by the mutually agreed curricula. The difference essentially lies in terms of teaching methodology and for reaching out to the people in the four corners of the country at their doorsteps.

Study Centers & Information Technology

The concept of study centers was first employed in the university for teaching practice in its education programs. Students enrolled in its PTC, CT and B. Ed. programs, were given teaching practice in the selected schools, and designated as the study centers. Recently, the concept of study

centers for applied and practical training has been used extensively for professional and technical courses, for example, Business Administration, Computer Science and Information Technology.

Radio And TV Programs

The traditional method of teaching through correspondence and providing guidance through tutors was gradually supplemented by radio and television programs. The development of IET and its technical competence has made it possible for the university to produce quality audio and video programs, which are regularly broadcast on radio and television, and are also sent to the students in the form of audio and video cassettes.

Latest Development In The Communication & Information Technology

The latest development in the Communication and information Technology, particularly, the Satellite and Internet, have revolutionized the system of Distance Education. Satellite and Internet are being extensively used as a medium of instruction as well as a source of information. As we harness this technology for Distance Education, the traditional correspondence method and tutorial systems may be replaced by Distance teaching through the Satellite and Internet.

Tutorial

In order to guide the students during the semester, part-time tutors are appointed throughout the country out of the roster of qualified experts in each field available with the concerned region. Thus a group of students is assigned to a teacher/expert. A student seeks continuous guidance through correspondence, personal visits or face to face group coaching during, the tutorials. The tutorials are arranged at a Study Center established in institutions of formal education, or in the Regional Offices.

Media Programs

Many of the University programs and courses have audio/video or non-broadcast media support to help the students in learning and understanding concepts. These programs are broadcast / telecast according to a given schedule. Their copies are available at selected Study Center and for purchase by the students or any interested individual.

Assignments

Students are required to submit two or four assignments to the tutors as per schedule who evaluates them, returns to the students with his positive comments. It is a student performance record and mode of feedback for the student. Assignments form a compulsory part of final evaluation of student. Non-credit courses usually do not have assignments or examination. In some courses students have to fill in a questionnaire based on its content at the end of the course.

Workshops/Practical

Practical training for some courses is arranged at the study centers to develop necessary skills. Students, in certain subjects, are required to attend workshops at the end of the course and thus students have an opportunity not only to interact with their peer groups but also experts. The students are also required to make presentation during the workshops.

Face to Face Teaching

Has recently being started from those courses which require intensive practical/lab work or skill development.

Internship

Of short term and long term duration in industrial or business, concerns for Computer Science, BBA and MBA program.

Final Examination

The Final Examination is given on the pattern of public examination for each course at the end of semester. The weightage of assignment marks are 30% except few programs i.e. BBA, MBA as detailed in respective program. The Final Examination counts 70%, while the aggregate require to pass course, generally 40% except where specify.

Q2. Differentiate between discussion method and lecture method. Which method is appropriate for large size class and why?

Differentiate between discussion method and lecture method

The difference between the lecture method and the demonstration method is the level of involvement of the trainee. In the lecture method, the more the trainee is involved. The financial costs that occur in the demonstration method are as follows:

- Cost of training facility for the program
- Cost of materials that facilitate training
- Food, travel, lodging for the trainees and the trainers
- Compensation of time spent in training to trainers and trainees
- Cost related to creating content, material
- Cost related to the organization of the training After completing the demonstration the trainer provide feedback, both positive and or negative, give the trainee the opportunity to do the task and describe what he is doing and why.

Discussion Training Method

This method uses a lecturer to provide the learners with context that is supported, elaborated, explains, or expanded on through interactions both among the trainees and between the trainer and the trainees. The interaction and the communication between these two make it much more effective and powerful than the lecture method. If the Discussion method is used

with proper sequence i.e. lectures, followed by discussion and questioning, can achieve higher level knowledge objectives, such as problem solving and principle learning.

- The Discussion method consists a two-way flow of communication i.e. knowledge in the form of lecture is communicated to trainees, and then understanding is conveyed back by trainees to trainer.
- Understanding is conveyed in the form of verbal and non-verbal feedback that enables the trainer to determine whether the material is understood. If yes, then definitely it would help out the trainees to implement it at their workplaces and if not, the trainer may need to spend more time on that particular area by presenting the information again in a different manner.
- Questioning can be done by both ways i.e. the trainees and the trainer. When the trainees ask questions, they explain their thinking about the content of the lecture. A trainer who asks questions stimulates thinking about the content of the lecture. Asking and responding questions are beneficial to trainees because it enhance understanding and keep the trainees focused on the content. Besides that, discussions, and interactions allow the trainee to be actively engaged in the material of the trainer. This activity helps in improving recall.

Lecturing Large Classes

Many teachers settle for the lecture method when faced with a large class. To them, it is the line of least resistance! While some present the lecture in a rather dull manner, some make their lectures exciting. Here are a few things teachers who succeed with lecturing large classes do.

- Plan the lecture so that you do not talk for the whole time: twenty-minute spells are quite long enough. Intersperse your presentation with active learning techniques; questions for the students to talk about with their neighbours; two-minute 'stand up, stretch and breathe' sessions; time for students to review their notes (or perhaps to review each other's notes); Use a variety of media: e.g. slides overhead projector, handouts, and video clips. All of these help to break up the monotony that accompanies even the best presenter who talks too long.
- Students like lecturers who explain things clearly. So:
 - - Don't rush.
 - Do repeat yourself, preferably varying the words.
 - If possible use examples, similes and metaphors.
 - Make connections with 'real life', if possible.
- Humour is appreciated. This is a hard one to get right, but is - thankfully - not compulsory. Some people begin presentations with a couple of prepared jokes or stories.

- Unless the projection of your overhead transparencies is so poor, assume students can read. You do not have to read out all the words on your transparency.

Keep the number of transparencies small rather than large, and try to limit the number of points on each transparency - a rule of six slides, each with no more than six points, has been suggested.

- It is possible, even with 800 students, to ask and to invite questions. Some lecturers plant questions in the audience so as to ease things along.

When asking, wait for answers, look around the audience, repeat the question, ask the questioner's name and thank him or her. When receiving questions, again repeat them for all to hear.

- Taking and asking questions means less information can be covered although better understanding should result. Have some sense of what you might do if questioning throws you seriously off-course.
- Handouts and support materials can list key points and connections; contain an outline of the lecture; draw attention to terms to be learned and to recommended reading.

Implementing good practices in teaching large classes

- - Organise your lectures carefully, but try to deliver them without detailed notes so that you can maintain eye contact and get cues from students as to their understanding.
 - Give students frequent short assignments and quizzes so that you and they will know whether they are understanding the material.
 - Do not make assumptions. Write out and define not only technical terms but other words or expressions with which the students may not be familiar.
 - Try to refrain from such comments as, "Now, I know you all know this" (many of them do not). Or "You do not know this?" (which makes them feel stupid).
 - Intersperse your lectures with questions to students; this makes them active participants in learning.
 - Leave the last five minutes for student questions; try taking several questions at once and responding to them with a mini-lecture.
 - Return papers and marked examination scripts promptly and review them at the next class meeting.
 - Keep a journal or log of what explanations, techniques, or assignments worked well and share these with colleagues teaching the same or similar courses.
 - Get feedback from students once or twice during the semester by asking them to write on two or three questions, such as "What is the most significant thing you have learned in this course so far?" "What, if anything, is still unclear?" or "What suggestions do you have for improving the course?"
 - Acknowledge student feedback at the next class meeting and indicate which changes you can and which you cannot make and why.
 - Sit in on courses taught by those of your colleagues you know to be especially effective teachers to see what other ideas or techniques you can pick up.

Making Exercises Count in Large Classes

A technique you can count on when teaching a large class is the in-class exercise. As you lecture or go through a problem solution, instead of just posing questions to the class as a whole and enduring the ensuing time-wasting silences, occasionally assign a task and give the students anywhere from 30 seconds to five minutes to come up with a response. Anything can serve as a basis for these exercises, including the same questions you normally ask in lectures and perhaps some others that might not be part of your current repertoire.

Q3. How does technology help in enhancing creativity in lectures and making them independent thinkers?

Technology Promotes Independent Learning?

The application of technology will surely be life enhancing. Effective usage of technology will hugely increase the learner's capacity to access learning without depending on anyone. One should know how important is the technology in order to explore

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and exemplify the effective practice in the use of it in one's independent learning activities. Self directed learning is becoming the mantra for better learning. To withstand this present competition, the students have to work by themselves independently; many students are following this principle and also getting success, but some students are not able to cope up with independent learning and they need a little extra support. For such students, technology is one of the best solutions. There are many ways in which technology can support greater independence for learners. Let's go in brief.

Numerous Resources:

Present technology will let you access numerous resources for the topic you want to learn. By knowing the best ways to find information on the web, you can find many sites, articles, docs and lectures for your topic. You can learn it just by sitting in front of your monitor. If you are capable of using this technology, you will become an independent learner.

Technology Provides Ease of Learning:

Technology makes you learn easily. You can find many learning tips on the web. There are educational videos, apps and so many tools that will make your learning easy. You can read

the books , specific blogs, watch the tutorials, use the apps related to the topic and you can gain practical knowledge.

Technology gives you instant information:

As an independent learner, you must be up to date with the concept you are learning, otherwise you are not able to stand in the cut through competition. Social media will give you instant information about the topic you are searching for. You can get the latest updates through Twitter , Facebook , LinkedIn and etc.

Technology lets you interact with other people easily:

With technology in hand, you don't need to move to the respective person you want to get the information and learn from. There are several ways like emailing, texting, instant messaging and voice and video calling. Interactive sessions with technology can be more effective and it will give you lot of independence in learning.

Technology lets you explore and gives you immediate feedback:

You can explore work of others through several web platforms like YouTube, Google Docs, and Slideshare and many more. You can create your docs, upload videos and presentations and you'll surely get feedbacks that are very helpful. This will make your learning perfect.

Through the use of advanced computing and telecommunication technology, one can increase the quality of learning. Learning things through various graphic applications, digitization and several controlled experiments in computer is significantly as well as qualitatively greater than traditional learning in the classroom.

“Technology overcomes all barriers, makes learning fun & accessible therefore increasing achievement. I don't know of any learner today who doesn't like going on a computer, having a phone, iPod, iPhone or a laptop, they pick things up almost instinctively so they can be like everyone else” said by a unanimous author. So, hope you are aware of how technology is promoting and improving the skills of independent learners. Share your views in the comment box.

Use a creativity model.

The Osborne-Parnes model is oldest, widely accepted model. It is often used in education and business improvement to promote creativity. Each step involves a divergent thinking pattern to challenge ideas, and then convergent thinking to narrow down exploration. It has six steps:

- Mess-finding. Identify a goal or objective.
- Fact-finding. Gathering data.

- Problem-finding. Clarifying the problem
- Idea-finding. Generating ideas
- Solution-finding. Strengthening & evaluating ideas
- Acceptance-finding. Plan of action for Implementing ideas

Consider how classroom assignments use divergent and convergent thinking.

Standardized tests do a great job of measuring convergent thinking that includes analytical thinking or logical answers with one correct response. Divergent thinking considers how a learner can use different ways to approach a problem. It requires using association and multiplicity of thought. We should design assignments that consider both types of thinking models.

Creativity flourishes in a “congenial environment”.

Creative thinking needs to be shared and validated by others in a socially supportive atmosphere. Researcher Csikszentmihalyi (1996) coined this term, to explain the importance of reception from others. Others consider how to create social communities that promote creativity to solve problems.

Be aware during discussions.

You know that student who often asks the question that goes a bit outside the lecture? Well, engage him. Once a week, intentionally address those questions. Write them down on an assigned space in the board to go back to later. Promote creativity by validating students’ creative thinking.

Q4. Compare the teacher education programs of developed and developing countries?

Education in the Developing World

“The opportunity for every child to learn and to make the most of their talents is at the heart of a fairer society. Yet in country after country it is wealth, not talent, that dictates a child’s educational destiny.... This reality is failing individual children, each of whom has a right to education. It is also failing society, as a generation of talented poor girls and boys cannot fulfil their promise and contribute fully to human progress. Brilliant doctors, teachers or entrepreneurs are instead herding goats or collecting water. Humanity faces unprecedented challenges. Yet instead of utilizing the talents of all of people, inequality means we are squandering this potential.”

Understanding the Numbers: Good News and Bad

More people in the world today are educated than ever before. In 1820 only 12% of the people in the world could read and write. Today the share is reversed: only 17% of the world's population remains illiterate. Primary school enrollment is now almost universal in most countries, with as many girls enrolling as boys.

Nevertheless, these figures overshadow the impact of persistent inequity. Some 63 million children of primary school age were out of school in 2016 and progress on primary school enrollment remains flat. Most impacted are the world's poorest countries, where the lack of basic education is a hard constraint on development. In Niger, for example, just 36.5% of 15- to 20-year-olds are literate.

Oxfam caught the world's attention in 2014 with the astounding statistic that just 85 individuals had the same wealth as the 3.8 billion people who make up the poorest half of the world's population. Three years later the number was down to 43, and in 2018 to just 26. In their annual report to the 2019 World Economic Forum in Davos, *Public Good or Private Wealth*, Oxfam takes a strong, unequivocal position: this spiraling inequity must be checked, and the way to do it is for all governments to provide universal health care, education and social protection, free at the point of delivery, funded by fair taxation of rich individuals and corporations. Governments, says Oxfam, must "Stop supporting privatization of public services."

"For some time, the view of institutions like the World Bank was that public services should be rationed and minimal, and that the private sector is often a better provider. It was argued that individuals should pay for their schools and hospitals, market mechanisms should be used to organize services, and that social protection should be very limited and targeted only at the very poorest people. While some of the rhetoric, programming and advice has changed, including notably from the IMF, change in practice has been slower. This trend is too often compounded by the influence of elites over politics and governments, skewing public spending in the wrong direction and ensuring that it benefits the already wealthy rather than those who need it most. It is time to focus on what works. To most effectively reduce the gap between rich and poor, public services need to be universal, free, public, accountable and to work for women..."

"The World Bank and some donor governments are upbeat about the possibility of public-private partnerships (PPPs) and private provision as alternatives to government-funded services. Yet research by Oxfam and other NGOs has shown clearly that education, health and other public services delivered privately and funded through PPPs are not a viable alternative to government delivery of services. Instead they can drive up inequality and drain government revenues. Even the IMF is now warning of the sizeable fiscal risks of pursuing PPP approaches."

Pakistan, for example, has 24 million children out of school, with just 15% of poor rural girls finishing primary school. Public spending on education is among the lowest in the world. The state of Punjab is no longer building new public schools and instead, turning over management of the public schools to the private sector. The goal was to get more of the 5.5 million out-of-school children in Punjab into school, but Oxfam's research shows this is not what's happening. Only 1.3% of children in the schools surveyed had previously been out of school. A large majority of the schools enrolled more boys than girls, and drop-out rates for girls were reported to be higher.

Non-fee expenditures like uniforms can be as much as 40% of the household income of the poorest households, so many families choose to educate only their male children. One private school principal is quoted as saying, “We as school owners cannot include the poorest of the poor in this school with other kids. It’s not like a charity; we have limited funds from the PPP, and I also need to earn a livelihood from this.” Teachers in the PPP, mostly women, are poorly paid and this further exploits gender inequality.

Teacher Education Program

The Teacher Education Program (TEP) will prepare you to teach in public, urban middle and high schools. TEP purposefully integrates fieldwork and coursework to investigate the profound relationship between equity, classroom teaching, and schooling; to learn how to translate subject matter into teaching and curriculum that serves all students' learning; to develop proficiency in meeting professional standards of teaching; and to develop the ability to sustain and grow your practice throughout your professional career.

TEP is an intensive 11-month experience that immerses you in examining hands-on practice as well as principles of effective teaching through extensive and complementary field experiences and coursework. Every component of TEP is designed to prepare you for successfully serving diverse students who have diverse needs and attend schools in diverse settings.

- **Fieldwork and Internships** – You will complete approximately 850 hours of fieldwork, beginning with the program's Cambridge-Harvard Summer Academy and continuing throughout the academic year. The program scaffolds the development of your practice and classroom leadership progressively with a variety of supports.
- **Cohort and Community** – Every TEP cohort consists of individuals who bring a rich diversity of experience and a shared commitment to teaching and educational equity. The breadth of perspectives enriches all aspects of the cohort experience and often fosters enduring professional relationships. You will also find support from the wider HGSE community through informal conversations, affinity groups, and coursework.
- **Advisory Structure** – You will be matched with a field adviser who has had teaching experience in your subject matter in two ways:

Observation and Coaching at School Sites

Advisers visit their interns' school sites once a month in the fall and every other week in the spring. As your responsibilities grow and your instructional leadership deepens, advisers increase their observation and feedback in order to develop your ability to inquire into your practice and students' learning, strengthen your skill sets, and develop the habits of mind of a professional practitioner.

Advisory Meetings

Advisers facilitate a bi-weekly advisory meeting throughout the academic year. During advisory, you will share your experiences, collaboratively solve puzzles of practice, and discuss ideas for strengthening your teaching and students' learning in your common subject matter. You will

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explore issues related to educational cultures, student learning, classroom management, and reflection.

Q5. Critically analyze the use of reflective practice for the professional growth of the teacher.

Reflection in Teacher Development

The continuous development of societies requires a growing need for individuals who are well prepared for their profession. In order to find out whether individuals are well prepared, measurement and evaluation procedures can take place. Continuous development, as each profession requires, is also a requirement for teaching. Earlier, Schön made an influence on teacher education and development stating when practitioners reflect, this can work as a corrective for reflection helps questioning the everyday practice and experiences. Individuals find themselves in an uncertain or unique situation which is experienced by surprise, puzzlement, or confusion. Recently, professional development is based on constructivist approach, and teachers are seen as active learners who teach, assess, observe, and reflect .

To achieve these tasks, teachers should become reflective practitioners who can question themselves, reflect on their practices, build new pedagogical techniques when needed, and develop their expertise using continuously-acquired knowledge of the profession. In this way, they can reflect-for-action, reflect-in-action, and reflect-on-action. With this emerging need, this chapter focuses on presenting a new model for teachers and educational institutions to create a reflective teaching and learning environments in which reflective practitioners are involved.

Although there are many models and/or studies which have been implemented on teacher development, the literature indicates a lack of special emphasis on any research for the overall measurement of reflective development teachers in preservice or in-service programs while there is an extensive nature of the research on teacher education, reflection, and teacher beliefs independently

Research on the effect of a reflective development process on teachers' reflective behavior and self-efficacy is also underrated. Taking evaluation as the generative source of other elements of curriculum [12], this chapter focuses on presenting some ways for teachers' reflective development with a new model called reflective practitioner development model by Kayapina shortly RPDM, ensuring and maximizing the use of reflection and self-efficacy.

The model emerging from "experiential learning" tries to support professional development of teachers by using reflection and continuous development. As teachers are not always able to develop their knowledge and skills needed and/or required by the institution at which they work, reflection can play an effective role in self-improvement. Such an improvement can be provided by the practitioner's own comprehension of self and practice . Reflection makes them able to observe, act, and evaluate their experiences and develop a habit of learning from those experiences.

They become able to frame practical issues they face everyday, question them, reframe them within different perspectives, and take action so they can become reflective practitioners. In this way, they may adopt a reflective stance to practice as a means of on-going professional development

Continuous development, as reflection does, takes learning as a continuous process grounded in experience which requires the resolution of conflicts relating to or resulting from experience [18].

Self-efficacy refers to people's beliefs about what they are capable for taking action successfully in order to achieve desired outcomes [19]. One's judgment of capabilities and competences within a specific framework is the concern of self-efficacy. In brief, it concentrates on one's own assessment of abilities building on personal experiences in the past.

2. The RPDM context

Reflection, requiring personal and intellectual growth of oneself and of others, is a meaning-making process and a systematic, rigorous way of thinking which moves a learner from one experience into the next with deeper understanding in interaction with others [21]. In order to develop teachers' reflective abilities and their awareness of the consequent demands of time and expertise which may be imposed on teachers [22, 23, 24, 25], integrated foundation courses in McGill University-RCJY English teaching project were used to test the new reflective practitioner development model for 16 weeks.

Measuring reflection

Measuring reflection of each teacher provides important data and evidence of each teacher's reflective abilities in the beginning of the teaching and learning process. This can be done in different ways. The best way of doing it is the use of a valid and reliable scale to compare the reflective performances of the teachers in the beginning of the teaching and learning process and at the end of it

used in order to reveal and check the teachers' reflective abilities and self-efficacy perceptions because the beliefs of teachers as learners concerning their abilities to do an activity and the value of this activity may influence their individual selections, insistences and performances to carry out the activity [29]. In addition to this, teachers are required to successfully manage their students' study skills, enthusiasm, motivation and such other skills of themselves as self-control, conflict management, and decision making.

PD workshops

Educational organizations need to approach collaborative time with a focus on teacher learning and development that are on organizational practice and how they relate to teacher efficacy sources that is in need of consideration [31]. Workshops, in this sense, could benefit both teachers and the leadership team. For teachers, workshop contents might emerge from both the academic coordinator by using a reflective stance, and it can lead formal observations, peer observations, focus group sessions, and critical reflections

Reflection and feedback

Kayapinar states reflections are concise, bullet-pointed inquiry regarding staff members' thoughts, critical flashbacks, and self-questioning on their performance [13]. Reflections can be used by both teachers and the leadership team, and each reflection session, as long as it is done in a habitual way, it could drastically improve teachers' teaching and learning environments and their professional skills. Teachers can also include a few lines on their lesson plans, attendance sheets or in a separate notebook or binder for recording their insights and comments about the lesson plan, its flow, and the way students were engaged and responded. Continuous reflection would serve teachers as a great benefit. These reflections could then be archived to build on previous observation sessions and gain a sense of development of a reflective practitioner

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