

**Course: Teacher Education in Pakistan (8626)****Level: B. Ed****Semester: Autumn 2019****Assignment No. 2**

**Q 1. Discuss the different B.Ed programs currently being offered by AIOU and how are they contributing towards the vision of quality teacher education across the country.**

**Answer:****BED PROGRAMMES**

The origin of the Faculty of Education pre-dates the university itself. The National Institute of Education was established in 1973 under the Federal Ministry of Education. It became part of the university in June, 1975 as Institute of Education in the Faculty of Social Sciences. The progressively extending functions of the Institute brought the needs for structural change and in 1984 it got the status of Faculty of Education.

The emerging needs and shortage of human development resources mixed with higher qualities of leadership in the field of education at national level demand personnel who have sound professional and academic background in the field teacher education. This program provides such academic opportunities to teachers. It aimed at providing education and training facilities to teachers, administrators and master graduates in the country.

The University has introduced a wide range of undergraduate, graduate, Master's, M.Phil. and Doctoral programs. The University also offers basic functional courses for illiterates and semi-literates. These programs have given distinction to the University in relation to other educational institutions of Pakistan as it caters to the needs of all age groups and levels of education. A summary of the Existing Programs are as follows:

Programmes

- **B.Ed (1-1/2-Years)**

Semester: 1

1. General Methods of Teaching (Professional)-8601

2. Educational Assessment and Evaluation (Professional)-8602

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3. Curriculum Development (Foundation)-8603
4. Research Methods in Education (Professional)-8604
5. Educational Leadership and Management (Professional)-8605
6. Citizenship Education and Community Engagement-8606

Semester: 2

1. Area of Specialization (Course-I)-
2. Area of Specialization (Course-II)-
3. Area of Specialization (Course-III)-
4. Area of Specialization (Course-IV)-
5. Teaching Practice I (Professional)-8607
6. Critical Thinking and Reflective Practices (Professional)-8611

Semester: 3

1. Teaching Practice II (Professional)-8608
2. Philosophy of Education (Foundation)-8609
3. Human Development and Learning (Foundation)-8610
4. Professionalism in Teaching (Professional)-8612
5. Research Project (Content Embedded) (Professional)-8613
6. Educational Statistics (Professional)-8614

1. Leadership and Management (Course-I)-
2. Management Strategies In Educational Institutions-
3. School Administration And Supervision-
4. Plan Implementation And Educational Management-
5. School Leadership-
6. Educational Technology and Evaluation (Course-II)-
7. Educational Technology-
8. Computers in Education-
9. Broadcast media-
10. Non Broadcast media-
11. Teacher Education (Course-III)-
12. Elementary Education-
13. Secondary Education-

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- 14. Higher Education-
- 15. Teacher Education in Pakistan-
- 16. Science Education (Course-IV)-
- 17. Foundation of Science Education-
- 18. Assessment in Science Education-
- 19. Laboratory Organization, Management and Safety Methods-
- 20. General Science in Schools-

▪ **B.Ed (2-1/2-Years)**

**Course Required: Semester: 1**

1. English (Teaching Writing and Presentation Skills)-1425
2. Basics of Information & Communication Technology (Foundation)-1431
3. General Mathematics & Statistics-6401
4. Educational Leadership and Management (Professional)-8605
5. Citizenship Education and Community Engagement-8606
6. Critical Thinking and Reflective Practices (Foundation)-8611

**Semester: 2**

1. Academic content- Course I (Discipline I)-
2. Academic Content- Course I (Discipline II)-
3. General Methods of Teaching (Professional)-8601
4. Educational Assessment and Evaluation (Professional)-8602
5. Curriculum Development (Professional)-8603
6. Philosophy of Education (Foundation)-8609

**Semester: 3**

1. Academic content-Course II (Discipline I)-
2. Academic content-Course II (Discipline II)-
3. Pedagogy-I (Method of teaching related to specialization (content embedded) Professional)-
4. Pedagogy-II (Method of teaching related to specialization (content embedded) Professional)-
5. Professionalism in Teaching (Professional)-
6. Human Development and Learning (Foundation)-8610

**Semester: 4**

1. Academic content-Course III (Discipline I)-
2. Academic content-Course III (Discipline II)-
3. Comparative Education-
4. Research Methods in Education (Professional)-8604
5. Teaching Practice I (Professional)-8607
6. Educational Statistics (Professional)-8614

**Semester: 5**

1. Academic content-Course IV (Discipline I)-
2. Academic content-Course IV (Discipline II)-
3. Academic content-Course V (Discipline I)-
4. Academic content-Course V (Discipline II)-
5. Teaching Practice II (Professional)-8608
6. Research Project (Content Embedded) Professional-8613

▪ **B.Ed Elementary Teacher Education (4-Years)**

Course Required: Semester: 1

1. English Compulsory-I (Core)-1423
2. Basics of Information & Communication Technology-1431
3. Islamic Studies / Ethics-416/418
4. Pakistan Studies-417
5. General Methods of Teaching-6400
6. Urdu-6416

**Semester: 2**

1. General Math and Statistics-401
2. Educational Psychology & Guidance-402
3. Classroom Management-403
4. English Compulsory-II (Core)-424
5. Teaching of English-655
6. Teaching of Urdu-659

**Semester: 3**

1. General Science-6404
2. Education in Pakistan-6405

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3. Curriculum Development-6406
4. Classroom Assessment-6407
5. Teaching of Islamic Studies & Pak Studies-6408
6. Teaching of Math-6409

### **Semester: 6**

1. Arts Craft & Calligraphy-6410
2. Foundations of Education-6411
3. School Society & Teacher-6412
4. Introduction to Inclusive Education-6413
5. Teaching of General Science-6414
6. Short term Teaching Practice-6415

### ▪ **B.Ed Secondary Teacher Education (4-Years)**

Course Required: Semester: 1

1. English Compulsory-I (Core)-1423
2. Basics of Information & Communication Technology-1431
3. Islamic Studies / Ethics-416/418
4. Pakistan Studies-417
5. General Methods of Teaching-6400
6. Urdu-6416

### **Semester: 2**

1. General Math and Statistics-401
2. Educational Psychology & Guidance-402
3. Classroom Management-403
4. English Compulsory-II (Core)-424
5. Teaching of English-655
6. Teaching of Urdu-659

### **Semester: 3**

1. General Science-6404
2. Education in Pakistan-6405
3. Curriculum Development-6406
4. Classroom Assessment-6407
5. Teaching of Islamic Studies & Pak Studies-6408

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## 6. Teaching of Math-6409

**Semester: 6**

1. Arts Craft & Calligraphy-6410
2. Foundations of Education-6411
3. School Society & Teacher-6412
4. Introduction to Inclusive Education-6413
5. Teaching of General Science-6414
6. Short term Teaching Practice-6415

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**Q 2. Elucidate the role of Information Communication in Education. Is it the way for modernization of education? Discuss.**

**Answer:**

Information and communication technology has quickly become a key part of the infrastructure of classrooms and schools. From preschool to higher education, computers, laptops, smartphones, smart boards and tablets are powerful mediums through which to get information and communicate. In the 21st century, technology plays a role in every facet of education as students, teachers and administrators turn to their computers to access information, create and express themselves, communicate and collaborate, and track the achievement of learning outcomes.

**Information Access**

Technology plays a central role to both students and teachers searching for information. Online reference material, such as Encyclopedia Britannica Online, offer vast amounts of content supplemented by engaging multimedia and interactive links. Ebook collections offer thousands of texts, and the sheer amount of online articles and journals devoted to every imaginable topic make research efficient and highly rewarding. Teachers looking to engage their students have access to thousands of images, diagrams, videos, maps, animation, games and a host of other options to appeal to the varied learning styles of their individual students. Today's broad access to educational resources encourages students to inquire more and follow pathways of information according to their own interests. Information technology thus plays a key role in the development of the autonomous learner.

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## **Creativity and Self-Expression**

Information and communication technology also plays a role in how students express themselves and reflect on their learning. Aided by the digital recording functions integrated into smartphones, tablets and other electronic devices, students are able to index the world the way they see it and add their own perspective to already existing bodies of knowledge to create original work. With audio, photo and video editing software and the various ways to post self-created media on the Web, students not only access information but contribute to its creation. The ability for students to be active members of the learning community, whether on the small scale of a school's social media site or on the larger canvas of the entire World Wide Web, gives their work broader significance and affirmation.

## **Communication and Collaboration**

Information and communication technology provides students and teachers more opportunities to communicate and collaborate. With Learning Management Systems such as Blackboard and Moodle, many courses have an online space to participate in discussion threads and forums, chats, and video conferences. Collaborative functions in office applications allow students and teachers to view revisions and add comments in real time, making the process of relaying feedback more efficient. Technology further transcends traditional brick-and-mortar settings by providing working adults and parents taking care of children, geographically-isolated students, and the underprivileged the opportunity to connect and interact with learning communities through online schools and educational networks.

## **Student Achievement and Learning Outcomes**

Information and communication technology also plays a role in how administrators assess the achievement of student learning outcomes. Various assessment tools such as standardized tests, student portfolios, rubrics, and surveys yield data that can be collaboratively analyzed by an educational institution to find areas in which to improve. As the data is entered into databases and statistics, charts and graphs are generated, and administrators identify patterns and make decisions involving changes in the curriculum and

budget allocations. Technology has a prominent role in assessment and evaluation and helps direct curricula to the greater achievement of students.

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**Q 3. Describe the process of Microteaching by focusing its reflective nature in the development of novice teachers. What is the role of supervisor in this process?**

**Answer:**

Micro-teaching is a teacher training and faculty development technique whereby the teacher reviews a recording of a teaching session, in order to get constructive feedback from peers and/or students about what has worked and what improvements can be made to their teaching technique. Micro-teaching was invented in the mid-1960s at Stanford University by Dwight W. Allen, and has subsequently been used to develop educators in all forms of education.

In the original process, a teacher was asked to prepare a short lesson (usually 20 minutes) for a small group of learners who may not be have been their own students. This was then recorded on video. After the lesson, the teacher, teaching colleagues, a master teacher and the students together viewed the videotape and commented on what they saw happening, referencing the teacher's learning objectives. Seeing the video and getting comments from colleagues and students provided teachers with an often intense "under the microscope" view of their teaching.

A review of the evidence for micro-teaching, undertaken by John Hattie as part of his Visible Learning project, found it was an effective method for improving student outcomes.

### **Objectives of Microteaching**

- To enable teacher trainees to learn and assimilate new teaching skills under controlled conditions.
- To enable teacher trainees to master a number of teaching skills.
- To enable teacher trainees to gain confidence in teaching.

### **Characteristic of Microteaching**

- Microteaching is a highly individualized training device

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- Microteaching is an experiment in the field of teacher education which has been incorporated in the practice teaching schedule
- It is a student teaching skill training technique and not a teaching technique or method
- Microteaching is micro in the sense that it scale down the complexities of real teaching
- Practicing one skill at a time
- Reducing the class size to 5 – 10 pupil
- Reducing the duration of lesson to 5 – 10 minutes
- Limiting the content to a single concept
- immediate feedback helps in improving, fixing and motivating learning
- The student are providing immediate feedback in terms of peer group feedback, tape recorded/CCTV
- Microteaching advocates the choice and practice of one skill at a time

**Steps of Micro-teaching:** The Micro-teaching programme involves the following steps:

**Step I** Particular skill to be practiced is explained to the teacher trainees in terms of the purpose and components of the skill with suitable examples.

**Step II** The teacher trainer gives the demonstration of the skill in Micro-teaching in simulated conditions to the teacher trainees.

**Step III** The teacher trainee plans a short lesson plan on the basis of the demonstrated skill for his/her practice.

**Step IV** The teacher trainee teaches the lesson to a small group of pupils. His lesson is supervised by the supervisor and peers.

**Step V** On the basis of the observation of a lesson, the supervisor gives feedback to the teacher trainee. The supervisor reinforces the instances of effective use of the skill and draws attention of the teacher trainee to the points where he could not do well.

**Step VI** In the light of the feed-back given by the supervisor, the teacher trainee replans the lesson plan in order to use the skill in more effective manner in the second trial.

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**Step VII** The revised lesson is taught to another comparable group of pupils.

**Step VIII** The supervisor observes the re-teach lesson and gives re-feed back to the teacher trainee with convincing arguments and reasons.

**Step IX** The 'teach – re-teach' cycle may be repeated several times till adequate mastery level is achieved.

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**Q 4. Compare the teacher education reforms in developed and developing countries.**

**Answer:**

**Developing country like Pakistan**

In Pakistan, education is a federal as well as provincial function. There is a Ministry of Education at Islamabad, which formulates the policies and plans at national level. It involves the provinces in the formulation of national education policies and plans. The provinces develop their own plans and execute according to their situations and available resources in the light of national education policies. Since the introduction of devolution plan in education sector in 2002, most affairs of the school education are dealt with the Executive District Officers (Education). For example, policy implementation, and supervision and monitoring of schools, recruitment and transfers of teachers are the main functions of the district governments. EDO (Education) is supported by district education officers (DEOs) and deputy district education officers (Dy. DEOs) and other staff. The other key roles and responsibilities like policy formulation, teacher training, and budget allocation to district governments to a large extent are still with the provincial governments. At provincial levels, the administrative head of the Education Department is 'Secretary' or in certain cases there are two secretaries: one for schools, designated as 'Special Secretary (Schools)' and the other 'Special Secretary (Higher Education)'. They are supported by a number of additional and deputy secretaries and other staff. In the UK, on the other hand, education is the responsibility of each country. In each country, there is a separate institution which deals with all the affairs of education, though the role and functions differ more or less. For example, in England, there is a Department for Education and Skills (DfES); in Wales, Welsh

Office; in Scotland, Scottish Executive Education Department (SEED); and in Northern Ireland, the Department of Education. There are some other bodies in each state like Training and Development.

Agency (TDA) in England; there is no such agency in Scotland, rather General Teaching Council (GTC) undertakes all such functions. Each country is responsible for framing its own policies and plans.

### **Curriculum:**

Nature, Formulation and Responsible Authority In Pakistan, school curricula for grades 1-12 is the responsibility of the Ministry of Education, Curriculum Wing, Islamabad. In each province there is a Curriculum Bureau or Curriculum Research and Development Centre (CRDC) which provides academic support to the Ministry of Education, Islamabad. Curriculum formulation is a lengthy process, as the ministry has to take expert opinions from all regions of the country. The curriculum draft is finalized by the National Curriculum Review Committee, Islamabad. Thus uniform curriculum of each subject is followed all over the country; although textbooks in different subjects may vary across the provincial text book boards (PTB). The higher education curriculum in Pakistan is the function of the respective departments of the universities or colleges. The title of courses and broader framework are usually discussed in the faculty, and then each teacher plans in his/her own way to impart instructions in the classrooms.

### **Teacher training in developed country like Malaysia**

#### **Emergence of Teacher Education**

Prior to the establishment of existing school system focus was on religious education which was provided mainly by the mosques and at homes. After the arrival of British in 19th century existing system was replaced by Pondok schools. Establishment of these schools demanded the establishment of teachers training colleges. For this purpose many institutes like the Kolej Latihan Melayu were established in Signapore in 1878-1895. Another institute named Sekolah Latihan Guru Melayu was also opened in Taiping in 1898, but was closed soon by the establishment of Kolej Latihan Melayu was opened in Melaka in 1900. Likewise

a new college named Kolej Latihan Melayu was established in Matang in 1913 and was closed after the establishment of Sultan Idris Training College (SITC) in 1922. Johor also established a teacher training institute named "Malay Teacher College" in 1919 but this was also closed in 1928 and its trainees were transferred to SITC. In 1929 a training school was established in Kota Bharu to prepare teachers for SITC. The number of trainees was low in all above institutes except for Melaka College where almost 700 teachers were trained. All of these institutes were for male and in 1921 first college was established for female teachers and this was proceeded by Johor college for female teachers in 1928. In 1935 first separate training college was established for female teachers and was named as Malay Women Teacher Training College. To cater the needs of Chinese teachers British government provided financial add for their training. Tamil teacher training institutes were also established in 1937 to gratify the needs of Tamil community. For the training of teachers of English schools two schools for established one in Kuala Lumpur in 1905 and the second in Penang in 1907.

Earlier than the Second World War, there were only two teachers training colleges for vernacular Malay education. In 1948 the Batu Lintang Teacher College, Kuching was established and the Sarawak Teachers College was established in Sibu in 1957. In addition to these the Rejang Teachers College was also established in 1966. In 1954, a Malayan Teacher Training College was established in Kota Bharu, Kelantan.

After independence to fulfill the need of increasing demand of trained teachers and to prepare for development in education sector malysian government established two Teachers Training Colleges in Britain, known as the Kirkby Teacher College (1951-1962) and the Brinsford Teachers College (1955-1964). Through the epoch of 1946-1955 there were numerous modalities of teacher education such as Simplified Normal Training Course, Weekend Teacher Training Course, Vocational Teacher Training Course and Senior Normal Class. All of these programs were closed with the establishment of twelve Day Training Centers in collaboration with Malayan Teachers Training Colleges. Now a days the Malayan Teachers Training Colleges offer several specialized courses like : The Malayan Teachers College , Penang (Mathematics and Science); The Malayan Teachers College Lembah Pantai

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(English, Chinese, Geography, Music); the Technical Teachers College , Kuala Lumpur (Industrial Arts and crafts); The Malayan Teachers College, Johor Bharu (Agricultural Science and Home Science); The Language Institute (Malay, History, Geography and Music);; the Specialist Teachers Training College (Commerce, Art and Crafts, Home Science, Physical Education, Audio Visual Aids and Special education for the Deaf and blind). Afterward the Islamic Teachers Training College in addition to other colleges like the Seri Kota Training Colleges were established, responding to the expansion of schooling and need for teachers.

### **Curriculum of TTIs**

As Teachers Colleges were established, the colleges had their own curriculum which reflected the curriculum content of school subjects and the related respective corpus in the pedagogical fields. R. O. Winstedt, Assistant Director of Education submitted a report with suggestions for curriculum in the following categories; 1] Curriculum; 2] Vocational and Agricultural Schools; 3] Administration; and 4] Teacher Training Colleges. The curriculum for Teachers colleges includes the following proposals:

- A] English should be taught to trainee teachers so that they can teach the subject in Malay schools
- B] History and geography should be taught using the new text book.
- C] Agricultural Science should be introduced in the teacher Training curriculum.
- D] Textbooks should be written for subjects such as Geography, History, Agricultural Science and health Education.
- E] To establish a teacher Training College in order to save expenses. In addition, expertise would be centrally mobilized. It was also proposed that the college provide a three year study programme for trainees' teachers.

The table provide and overview of the courses taught in Malaysian teacher training institutes over the century.

### **Pre service Curriculum**

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Program name Curriculum Major Subjects Period

Malaysian Diploma Teacher dynamics

Malaya Studeis/ 6 smesters in Teaching,

English language/ 3years professional knowledge,

Islamic major subjects,

Studies/music/ teaching practice mathmetics/science/living skills self-enrichment,

Post graduate Teacher dynamics,

Malaya Studeis/ smesters diploma in professional knowledge,

English language/ 1year

Teaching self-enrichment, Islamic Studies/

KPLI major subjects, music/mathmetics/ science/living skills/economics/malay literature/  
economics

Engineering and technology

### **Curriculum for in service Teacher Training**

Special degree program Malaya Studeis/English 2 semesters

Language/ Islamic 1 year Studies/music/

Mathmetics/science/living skills for non-graduate teachers

Guidance and counseling

KSPK Malaya Studeis/ 2 semesters

English language/ 1 year

Islamic Studies/

Music/mathmetics/

Science/living skills/

Economics/malay

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Literature/home

Economics

Engineering

Technology

Professional The curriculum, Drama in Malay 14 weeks development teacher Subject Malay language education/ courses major, Computer studies projects dynamics Music

Teacher training for smart schools

### Conclusion

Above discussion shows that in spite of many efforts, made by the ministry of education of Malaysia, to increase efficiency of education and particularly teacher education many hindrances are still there to be removed. Malaysia is a multicultural society and this diversity has increased the complexity of the nature of teacher training programs. Although Pre service and In service teacher training is provided but there is no concept of Induction. However in addition to certain other in service training courses numerous short courses are also offered for continuous professional development.

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**Q 5. a) Discuss the need of new professional profile of teaching staff in order to survive in this competitive era?**

**Answer:**

When you craft your teacher resume, you want to demonstrate your qualifications, from your education to your experience. Although you may include a dedicated section to highlight specific skills, a potential employer should be able to see what you can do by looking at what you've already done. After all, showing can be much more effective than telling when you're applying to teacher jobs.

Check out these examples of teaching skills that should show up on your resume. We've sorted them into three categories: communication skills, teaching methods, and character traits.

### Communication skills

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Teachers communicate in a variety of ways with a variety of people, so these skills are particularly important:

- J Writing: Teachers write lesson plans, leave written comments on students' work, and send home notes to parents. Your resume itself is the most important way you demonstrate your writing skills to a potential employer, but you should also include items in your resume that speak to your writing ability.
- J Speaking: Beyond lecturing students, teachers must speak with parents during meetings and communicate with administrators as necessary, so strong verbal communication skills should show up on your resume.
- J Listening: Remember that communicating with students is not a one-way street. The best teachers know how to listen to their students, have open-ended discussions, and encourage questions.

### Teaching methods

Every teacher has his or her own style, and that's fine! However, there are some teaching methods that all teachers should adopt:

- J Adaptability: Because children learn in a variety of ways, the method that works for one child—or even most of the children—in your class will not work for everyone. You need to be able to identify a child's learning style and tailor your approach accordingly.
- J Creativity: Your resume should include an example or two of your ability to think outside the box and create an interactive learning environment. Imagination is especially important with younger children.
- J Technology: Because technology is such an integral part of society today, your resume should highlight your familiarity with it and your ability to incorporate it into your lesson plans.
- J Leadership: Employers want to know that a teacher can manage a classroom and lead students, instead of being pushed around or run over. Without good classroom



management, clever teaching methods will be lost in the chaos. When you list your experience, be sure to include concrete details that support your leadership skills.

### Character traits

Though you are unlikely to be hired for your personality alone, there are some character traits that become skills when applied to teachers:

- J Patience: Children can be frustratingly stubborn and disrespectful, but impatience will only make matters worse.
- J Passion: Your genuine care for students and passion for teaching should be evident throughout your resume without the need for any explicit statements.
- J Organization: The best teachers are well-prepared and organized. Mention your lesson plans and related responsibilities to highlight this skill.
- J Self-Improvement: Good teachers never stop learning. Your resume should demonstrate a commitment to continued learning, self-improvement, and a teachable attitude.

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**Q 5. b) Explain how action research by the teachers in class helps in effective teaching and improved learning outcomes?**

**Answer:**

Action research is a paradigm and not a method. As a paradigm, action research is a conceptual, social, philosophical, and cultural framework for doing research, which embraces a wide variety of research methodologies and forms of inquiry. Unlike positivism, with its emphasis on prediction, control, and generalization through quantitative methodologies, action research is a paradigm that reflects the principle that reality is constructed through individual or collective conceptualizations and definitions of a particular situation requiring a wide spectrum of research methodologies. Characteristically, action research studies a problematic situation in an ongoing systematic and recursive way to take action to change that situation.

Action research is a process of concurrently inquiring about problems and taking action to solve them. It is a sustained, intentional, recursive, and dynamic process of inquiry in which the teacher takes an action—purposefully and ethically in a specific classroom context—to improve teaching/learning. Action research is change research, a nonlinear, recursive, cyclical process of study designed to achieve concrete change in a specific situation, context, or work setting to improve teaching/learning. It seeks to improve practice, the understanding of practice by its practitioners, and the situations in which practice is located (Carr & Kemmis, 1986, p. 165). Although it is focused on actions leading to change, action research is also a mental disposition—a way of being in the classroom and the school—a lifelong habit of inquiry. It is recursive in that teacher-researchers frequently work simultaneously within several research steps and circle back to readdress issues and modify research questions based on reflection for, reflection in, and reflection on action. The reflection-action-reflection-action process can be considered a spiraling cyclical process in which research issues change and actions are improved or discarded or become more focused. In education, action research generates actionable hypotheses about teaching, learning, and curriculum from reflection on and study of teaching, learning, and curriculum to improve teaching, learning, and curriculum.

Action research assumes that teachers are the agents and source of educational reform and not the objects of reform. Action research empowers teachers to own professional knowledge because teachers—through the process of action inquiry—conceptualize and create knowledge, interact around knowledge, transform knowledge, and apply knowledge. Action research enables teachers to reflect on their practice to improve it, become more autonomous in professional judgment, develop a more energetic and dynamic environment for teaching and learning, articulate and build their craft knowledge, and recognize and appreciate their own expertise. It assumes practice is embedded in the science of the unique, recognizing that human events are idiosyncratic; they vary with time, place, cultural circumstances, the ecology of the moment, serendipity, obliquities, and unforeseen circumstances.

Action research assumes caring knowledge is contextual knowledge, with the understanding that human actions always take place in context and must be understood in context. It assumes knowledge is tentative and probabilistic, continually subject to modification. It views “not knowing” and ambiguity as resources for learning. Action research assumes teacher development involves lifelong learning in changing and multidimensional contexts. Action research is grounded in the reality of the school, classroom, teachers, and students. It is a process in which study and inquiry lead to actions that make a difference in teaching and learning, that bridge doing (practice), learning (study), and reflection (inquiry). Action research reflects deliberate attention to the ways that what we know is caught up in what we do and who we are. Through action research, we intellectually and affectively nurture ourselves, our classrooms, and our students. Classrooms and schools become sites where new meanings and understanding are created and shared. Action research challenges certain assumptions about the research process and educational change (Grundy, 1994, pp. 28–29). It challenges the separation of research from action, the separation of the researcher from the researched, assumptions about control of knowledge, and assumptions about the nature of educational reform. Action research is by, with, of, and for people, rather than on people (Reason & Bradbury, 2001, p. 2). In educational action research, teachers, who traditionally have been the subjects of research, conduct research on their own situations and circumstances in their classrooms and schools. They conduct their research according to Lewin’s basic dictum, “No research without action—no action without research” (as cited in Marrow, 1977, p. 10). Teachers are privileged through the action research process to produce knowledge and consequently experience that “knowledge is power.” As knowledge and action are joined in changing practice, there is growing recognition of the power of teachers to change and reform education from the inside rather than having change and reform imposed top down from the outside.

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