



Field Experience Specifications

Course Title:	Practicum
Course Code:	EDU 461
Program:	Bachelor of Arts in English and Literature
Department:	Department of English Language, Literature and Translation
College:	College of Languages and Translation
Institution:	Al-Imam Muhammad Ibn Saud Islamic University

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A. Field Experience Identification

1. Credit hours:	12 Hours
2. Level/year at which this course is offered:	Level 8 / Year 4
3. Dates and times allocation of field experience activities.	
<ul style="list-style-type: none"> • Number of weeks: 16 weeks • Number of days: Four days per week • Number of hours: 12 hours per week 	
4. Pre-requisites to join field experience (if any):	
All previous courses.	

B. Learning Outcomes, and Training and Assessment Methods

1. Field Experience Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding <i>At the end of this course students will be able to:</i>	
1.1	Repeat practices that show their understanding of language teaching theories through lesson planning and classroom practice.	K1
1.2	Recognize the relevant teaching materials to use for teaching specific language content (e.g., grammar, vocabulary, reading, speaking...etc.).	K2
2	Skills: <i>At the end of this course students will be able to:</i>	
2.1	Prepare a successful lesson plan following a model lesson plan and its main components (timed sessions, teaching strategies, materials...etc)	S1
2.2	Explain the lesson effectively using the strategies and tools stated in the pre-designed lesson plan.	S2
2.3	Design different types of assessment that correspond to the skills and knowledge to be acquired by students.	S4
2.4	Compare the written lesson plan with the applied lesson	S3
2.5	Evaluate the effectiveness of the lesson through student feedback and peer observation.	S2
2.6	Use computer-based activities with students effectively	S6
2.7	Create an e-portfolio that represents their teaching activities, assessment, peer evaluation and student feedback	S5
2.8	Produce effective presentations of the lessons to be taught (such as PPT slides, or using other online applications).	S5
3	Values: <i>At the end of this course students will be able to:</i>	
3.1	Show characteristics of self-discipline, responsibility and professionalism through adhering to school regulations and maintaining a good relationship with the administration.	V1
3.2	Demonstrate the ability to work collaboratively with their colleagues through peer work, discussions and sharing knowledge.	V2

2. Alignment of Learning Outcomes with Training Activities and Assessment Methods

Code	Learning Outcomes	Training Methods/Activities	Assessment Methods
1.0	Knowledge and Understanding		
1.1	Repeat practices that show their understanding of language teaching theories through lesson planning and classroom practice.	-Orientation sessions	-Lesson plan samples
1.2	Recognize the relevant teaching materials to use for teaching specific language content (e.g., grammar, vocabulary, reading, speaking...etc.).	-Direct Observation -Class discussion	-Reflection reports -Observation Checklist
2.0	Skills		
2.1	Prepare a successful lesson plan following a model lesson plan and its main components (timed sessions, teaching strategies, materials...etc)		
2.2	Explain the lesson effectively using the strategies and tools stated in the pre-designed lesson plan.	-Direct Observation -Class discussion	-E-portfolio -Observation Checklist
2.3	Design different types of assessment that correspond to the skills and knowledge to be acquired by students.	-Peer verification results -Designing a lesson plan	-Lesson plan samples
2.4	Compare the written lesson plan with the applied lesson	-Micro teaching	-Reflection reports
2.5	Evaluate the effectiveness of the lesson through student feedback and peer observation.	-Peer visits -Discussion of field experiences	-Peer evaluation form
2.6	Use computer-based activities with students effectively	-Instructor supervision visits	-Student-teacher presentation assessment rubric
2.7	Create an e-portfolio that represents their teaching activities, assessment, peer evaluation and student feedback	-Presentations	
2.8	Produce effective presentations of the lessons to be taught (such as PPT slides, or using other online applications).		
3.0	Values		
3.1	Show characteristics of self-discipline, responsibility and professionalism through adhering to school regulations and maintaining a good relationship with the administration.	-Direct Observation -Peer visits	-School administration evaluation form
3.2	Demonstrate the ability to work collaboratively with their colleagues through peer work, discussions and sharing knowledge.	-Supervision visits	-Observation checklist

3. Field Experience Learning Outcomes Assessment

a. Students Assessment Timetable

#	Assessment task*	Assessment timing (Week)	Percentage of Total Assessment Score
1	Attendance and preparation	Throughout the training period	7.5%
2	Personal characteristics	Throughout the training period	10%
3	Classroom discourse	Throughout the training period	7.5%

#	Assessment task*	Assessment timing (Week)	Percentage of Total Assessment Score
4	Classroom management	Throughout the training period	7.5
5	Teaching strategies	Throughout the training period	10%
6	Student-teacher presentations	Throughout the training period	17.5 %
7	School evaluation	12-14	30 %
8	Final E-portfolio	16	10 %

*Assessment task (i.e., Practical test, oral test, presentation, group project, essay, etc.)

b. Assessment Responsibilities

no	Category	Assessment Responsibility
1	Teaching Staff	The student-teacher collaborates with the main instructor in the schools. Instructors guide the student-teachers and complete an evaluation form of the student-teachers performance.
2	Field Supervisor	-The student-teacher to Field Supervisor ratio is 4 to 6 students per supervisor. -The Field Supervisor monitors student-teachers. -During supervisory visits the student-teachers are provided with all the necessary forms to use and complete accordingly. -The applied teaching and assessment strategies are evaluated by the field supervisor.
3	Others: School Administration	Monitors student-teachers conduct, activities, attendance and compliance to rules and regulation.

C. Field Experience Administration

1. Field Experience Locations

a. Field Experience Locations Requirements

Suggested Field Experience Locations	General Requirements*	Special Requirements**
Online Platforms	Internet connection Microsoft Office Projector AV Classrooms	NA
Intermediate Education (Public and Private Schools)		
Secondary Education (Public and Private Schools)		

*Ex: provides information technology ,equipment ,laboratories ,halls ,housing ,learning sources ,clinics etc.

**Ex: Criteria of the training institution or related to the specialization, such as: safety standards, dealing with patients in medical specialties, etc.

b. Decision-making procedures for identifying appropriate locations for field experience

The Practicum Unit communicates with Educational Supervision Office (Ministry of Education) prior to the beginning of the semester to be provided with the list of schools in which students can practice. Once the list is obtained, the supervisors communicate with the school principals to arrange for proper accommodation for the student teachers.

2. Supervisory Staff

a. Selection of Supervisory Staff

Selection Items	Field Supervisor	Teaching Staff
Qualifications	PhD and MA holders: Professors, Associate Professors, Assistant Professors, Lecturers	MA and BA holders: Instructors working in intermediate, and secondary education schools
Selection Criteria	Specialist background in various domains of English: - Theoretical Linguistics - Applied Linguistics - Literature - Translation - TESOL/ TEFL - English Education Majors - Academic and professional experience in teaching, teacher educating, supervision and assessment.	- BA in English - BA in TESOL/TEFL - English Teaching Diploma - Experience in teaching English

b. Qualification and Training of Supervisory Staff

(Including the procedures and activities used to qualify and train the supervisory staff on supervising operations, implementing training activities, the follow-up and evaluation of students, etc.)

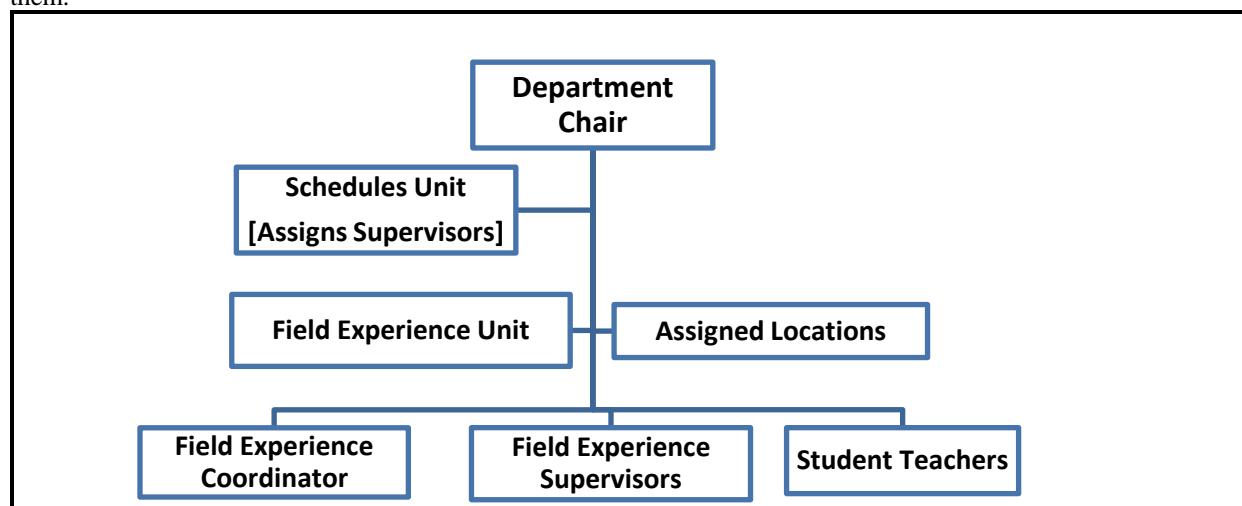
Field experience supervisors are faculty members who are experienced in teaching and learning processes. Once faculty members are assigned the role of supervising student-teachers they receive the information about the school, the location, the students and the schedules from the Field experience Unit. The Field Experience Coordinator initiates a meeting to provide the supervisors with the checklists, evaluation forms, follow-up documents and the student-teacher portfolio template.

The field experience Coordinator is responsible for guiding, problem-solving and providing the supervisors with the help they need.

3. Responsibilities

a. Field Experience Flowchart for Responsibility

including units, departments, and committees responsible for field experience, as evidenced by the relations between them.



b. Distribution of Responsibilities for Field Experience Activities

Activity	Department or College	Teaching Staff	Student	Training Organization	Field Supervisor
Selection of a field experience site	*				
Selection of supervisory staff	*				
Provision of the required equipment				*	
Provision of learning resources			*	*	
Ensuring the safety of the site				NA	
Commuting to and from the field experience site			*		
Provision of support and guidance	*	*			*
Implementation of training activities (duties, reports, projects,)					*
Follow up on student training activities					*
Adjusting attendance and leave				*	
Assessment of learning outcomes			*		*
Evaluating the quality of field experience	*				*
Others (specify)					

4. Field Experience Implementation

a. Supervision and Follow-up Mechanism

Supervision and follow-up depend on meetings with the field experience coordinator and completing follow-up forms.

b. Student Support and Guidance Activities

Supervision and guidance depend on 12-13 meetings with the students throughout the assigned training period.

1. **Meeting 1:** Supervisors distribute tasks, forms and portfolio requirements.
2. **Meeting 2:** Class visit- Formative feedback of student-teachers.
3. **Meeting 3:** Class visit- summative assessment-Lesson plan, teaching strategies, use of materials, and class management.
4. **Meeting 4:** Guidance for testing students, distributing a survey to their peers and students, and writing a reflection report that summarizes difficulties, successful strategies, the strength and weak points that occurred during their teaching.
5. **Meetings 5-12:** Class visit: student-teachers will be assessed using evaluation forms and checklists for teaching strategies, use of materials, and class management.
6. **Meeting 13:** Submission of portfolio.

5. Safety and Risk Management

Potential Risks	Safety Actions	Risk Management Procedures
NA	NA	NA

G. Training Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	Students	Direct
Teaching by the instructor or by the department	Peer Reviewer	Direct
Extent of achievement of course learning outcomes	Conveners / Coordinators	Direct / Indirect
Quality of learning resources	Faculty / Students	Direct / Indirect
Improvement of teaching	Program Leaders	Direct / Indirect
Standards of student achievement	Faculty	Direct

Evaluation areas (e.g., Effectiveness of Training and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

Evaluators (Students, Supervisory Staff, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

E. Specification Approval Data

Council / Committee	Department Council
Reference No.	Meeting No. 28
Date	12/8/1440

