



المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)



Course Specifications

Institution: Imam Muhammad Ibn Saud Islamic University	Date: 07/10/2019
College/Department : College of Languages and Translation/ Department of English Language and Literature	

A. Course Identification and General Information

1. Course title and code: Practicum EDU 461			
2. Credit hours: 12			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) BA in English Language, Literature and Translation			
4. Name of faculty member responsible for the course			
5. Level/year at which this course is offered: Level 8			
6. Pre-requisites for this course (if any): : EDU 100, EDU 150, EDU 202, EDU 306, EDU 354, EDU 409, EDU 260, EDU 261, Psyc 301.			
7. Co-requisites for this course (if any): None			
8. Location if not on main campus: intermediate and secondary schools			
9. Mode of Instruction (mark all that apply):			
a. traditional classroom	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
b. blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
d. correspondence	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
f. other (Field experience)	<input checked="" type="checkbox"/>	What percentage?	<input type="checkbox" value="100%"/>
Comments:			

B Objectives

1. What is the main purpose for this course?

The main purpose of this course is to introduce students to the practical side of language teaching. Students majoring in English are supposed to make use of their knowledge background from all courses of the program. Practicum experiences serve several purposes. They aid in relating course content to real-life settings and situations, thereby strengthening and deepening learning as well as providing opportunities to explore teaching as a profession before committing to a career. The experience assists in developing a network of professional contacts and a set of professional skills while providing practical experience. Finally, the practicum serves to evaluate professionalism and potential as a future teacher.

Accordingly, by the end of this course, students should be able to:

- 1- Identify the basic principles for teaching English as a foreign language. Such principles should be both justifiable and analyzable.
- 2- Show awareness of successful classroom management and principles.
- 3- Explore lesson planning in terms of task analysis
- 4- Modify non-task learning experiences into real tasks
- 5- Design classroom tests.
- 6- Use alternative assessment techniques.
- 7- Keep reflective diaries.
- 8- Collaborate with their colleagues for their on-going curriculum development
- 9- Conduct traditional action research projects both collaboratively and independently.
- 10- Assess guidance given in the teacher's book
- 11- Participate in school life activities
- 12- Produce an e-portfolio.
- 13- Collaboratively design descriptive observation sheets
- 14- Give appropriate feedback to his/her colleagues in a non-threatening way.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

C. Course Description (Note: General description in the form used in Bulletin or handbook)

Course Description:

Teaching Practices are to run concurrently to emphasize the close relationship between the two courses. It is not just a teaching experience, but a reflection for/in/on that experience that matters in the professional development of teachers and student teachers. Therefore, student teachers should be encouraged to perform many reflection enhancing generic task types such as lesson planning, keeping reflective diaries, peer observation, each of which should be kept in an electronic portfolio. This can help achieve two goals: exploring teaching and bridging the gap between theory and practice. Each teaching practice group should be looked upon as a community of practice who should try to share experience amongst themselves on the one hand and amongst them as a group and the cooperating teachers on the other hand. Therefore, student teacher evaluation should cover not only his/ her classroom performance, but also e-portfolio, and school evaluation.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Orientation	2	
introducing school life	3-4	
Actual teaching and observation	5 - 15	
Consultation: a one-hour session with the supervisor	8- 9	

2. Course components (total contact hours and credits per semester):							
		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned				All hours		
	Actual				All hours		
Credit	Planned				12		
	Actual				12		

3. Additional private study/learning hours expected for students per week.	8-10
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Reproduce practices that show their understanding of language teaching theories through their lesson plans and classroom practices.	Orientation sessions discussing teaching philosophies and designing model lesson plans.	Direct observation Site Panel Discussion
1.2	Write a successful lesson plan according to the main components of a model lesson plan.		
	Recognize the content aspect of language and establish its link to language and the related		



	discipline through the prepared lesson plan and the relevant teaching materials created by the student-teachers.		
2.0	Cognitive Skills		
2.1	Explain a lesson successfully using different teaching methods according to the latest teaching strategies based on the prepared lesson plan and the relevant teaching materials.	Orientation sessions Micro-teaching Peer visits Classroom observation	Direct observation Peer verification of results Assessment of samples of lesson plans e-portfolio assessment
2.2	Design different types of assessment that correspond to the different skills and knowledge to be acquired by the students using both traditional and computer-based activities.		
2.3	Compare the written lesson plan to its practical application and evaluate its effectiveness based on feedback from students and peer observation.		
3.0	Interpersonal Skills & Responsibility		
3.1	Demonstrate the ability to work collaboratively and efficiently with colleagues through discussion sessions, peer observation and participating in the shared school activities.	Discussion of Field experience Field Visits Peer visits	Mini surveys (Colleagues and employer) Observation Checklist
3.2	Demonstrate high-level tactfulness with, and respect to, students, colleagues and employers.		
3.3	Show characteristics of self-discipline, responsibility and professionalism through adhering to school regulations and maintaining good relationship with administration.		
4.0	Communication, Information Technology, Numerical		
4.1	Use emails and social media to communicate with the students, colleagues and employers in a manner that promotes success.	Using Web-based resources Group/pair discussions	(Samples of e-communications) Eportfolio assessment Classroom observation School administration evaluation
4.2	Create an e-portfolio that represents their teaching practices, feedback and activities using the required template designated by the supervisor.		
4.3	Demonstrate an advanced level of presentation skills through carrying out the planned lessons and demonstrating the material in a clear and effective manner.		
5.0	Psychomotor		
5.1	N/A		
5.2			

5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Classroom observation(twice each semester)		60%
2	e-Portfolio		10%
3	School evaluation		30%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
 - 1 classroom observation visit a week/per student
 - 1 discussion session a week
 - Instructor-learner online communication

E Learning Resources

1. List Required Textbooks
Practicum Guide

2. List Essential References Materials (Journals, Reports, etc.)
Farrel, T. (2007) *Reflective Teaching*. London, UK: Equinox

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.
Frrell, T. *Reflective writing*. London, UK: Equinox.
Farrell, T.S.C. (2016). *From Trainee to Teacher: Reflective Practice for Novice Teachers*. London, UK: Equinox.

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
2. Technology resources (AV, data show, Smart Board, software, etc.)
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching
 - Formal, anonymous course evaluations by students at the end of course
 - In addition to informal student feedback throughout the semester.
 - Feedback from host institutions where students do their practical training

2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department
In class Peer Review to give support and disseminate good practice.

3. Processes for Improvement of Teaching



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4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

Course specifications to be reviewed periodically in line with course evaluations by students, course reports by teachers, feedback from host institutions, and program reviews.

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____

