

## Statement of participation

# DHIVYA Jagadeesan

has completed the free course including any mandatory tests for:

---

### Learning to teach: making sense of learning to teach

This 5-hour free course explored approaches to teacher education and the implications of students' experiences of learning to teach.

---

**Issue date:** 22 March 2024



[www.open.edu/openlearn](https://www.open.edu/openlearn)

This statement does not imply the award of credit points nor the conferment of a University Qualification. This statement confirms that this free course and all mandatory tests were passed by the learner.

Please go to the course on OpenLearn for full details:

<https://www.open.edu/openlearn/education-development/learning-teach-making-sense-learning-teach/content-section-0>

COURSE CODE: LTT\_1

---

## Learning to teach: making sense of learning to teach

---

<https://www.open.edu/openlearn/education-development/learning-teach-making-sense-learning-teach/content-section-0>

---

### Course summary

This free course, Making sense of learning to teach, is the first of four courses which comprise the course Learning to teach. It draws on what we know about how people learn to become teachers. It explores the different approaches to teacher education and the different routes into teaching. It will help you to understand the philosophical and practical differences between the different approaches. It draws on research about students' experiences of learning to teach and considers the implications of this in designing teacher education programmes.

### Learning outcomes

By completing this course, the learner should be able to:

- know the differences in opinion about what Initial Teacher Education (ITE) is trying to achieve
- understand the differences in perception of the student teachers' role in ITE
- recognise some of the ways in which these differences manifest themselves in the UK
- understand effective student teacher learning and how students themselves perceive the process of learning to teach.

### Completed study

The learner has completed the following:

#### Section 1

Views of learning to teach

#### Section 2

Different routes into teaching in the UK

#### Section 3

Qualifications

#### Section 4

School experience

#### Section 5

What students say about learning to teach?



EUROPEAN  
INTERNATIONAL  
UNIVERSITY



## COVER PAGE AND DECLARATION

	Bachelor of Education (B.Ed.)
<b>Specialisation:</b>	
<b>Module Code &amp; Module Title:</b>	
<b>Students' Full Name:</b>	
<b>Word Count:</b>	
<b>Date of Submission:</b>	

**I confirm that this assignment is my own work, is not copied from any other person's work (published/unpublished), and has not been previously submitted for assessment elsewhere.**

---

**E-SIGNATURE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**EIU Paris City Campus**

**Address:** 59 Rue Lamarck, 75018 Paris, France | **Tel:** +33188320435 | **Mobile/WhatsApp:** +33607591197 | **Email:** [paris@eiu.ac](mailto:paris@eiu.ac)

**EIU Corporate Strategy & Operations Headquarter**

**Address:** 12th Fl. Amarin Tower, 496-502 Ploenchit Rd., Bangkok 10330, Thailand | **Tel:** +66(2)256923 & +66(2)2569908 | **Mobile/WhatsApp:** +33607591197 | **Email:** [info@eiu.ac](mailto:info@eiu.ac)



**EUROPEAN INTERNATIONAL UNIVERSITY,  
PARIS**

Name: **DHIVYA JAGADEESAN**

Student ID: **EIU2020664**

Registered Email: **dhivyajagan95@gmail.com**

Programme Enrolled: **Bachelor of Education (B.Ed)**

Specialisation: **Early Childhood Education**

---

# EDUC340: Learning to Teach: Making Sense of Learning to Teach – Module 10

a) Describe Important Concepts Learned from Learning to Teach: Making Sense of Learning to Teach.

## TABLE OF CONTENT:

- 1) Introduction
- 2) Educator training (Job and nature)
- 3) Four ideal models into Instructor Schooling
- 4) The Job of Understudy Educators in ITE
- 5) Conclusion
- 6) Overall References

### Introduction:

"Turning into an educator permits you to cultivate and urge your understudies to esteem and create their normal abilities and explicit interests" (Johnson, B., and Bowman, H. 2021). As an instructor, we have a significant job in molding an understudy's confidence and certainty, as well as our vocation objectives and school mentalities. Instructors provide the present youth with the force of training, permitting them to have a more promising time to come. Educators make unique ideas justifiable to understudies by rearranging the troublesome. Instructors likewise acquaint understudies with ideas and themes that they could not in any case experience. As an educator, we will actually want to send life examples that they will always remember, as well as influence their choices, ways of behaving, qualities, shortcomings, and creative mind. As an educator, we will have the valuable chance to assist with molding the future.

### Educator training (Job and nature):

Educators assume significant part in training, especially in the existences of the understudies they teach in the study hall. "An educator's ability to train understudies and

impact them describes that person" (Koetting, K. 2014). As a rule, an educator's capability in training broadens past guidance. Educators play different capabilities in training, including information sharing, job displaying, and going about as an outside parent. Showing takes on many structures in the present climate, and an educator should assume the parts of outer parent, advocate, tutor, good example, etc. Its motivation is to give a calculated and hypothetical starting point for understudy instructors to see the value in the intricacies of the calling. Educators convey information, however they likewise aid the turn of events of character. An educator's work involves something other than adhering to a bunch of illustration plans and working hours. In this limit, the educator can spur students to accomplish their full potential while likewise filling in as a wellspring of motivation and direction.

#### **Four ideal models into Instructor Schooling:**

The word paradigm gets from the Greek word *paradigma*, and that signifies "structure" or "model." (The pragmatic framework . 1995) Consequently, a worldview is an associated set of ideas and practices (that is, a style of request along with related hypotheses, standards, models, scientific classifications, philosophies, rules, and suspicions) that characterize and give the system to a particular information region (science, humanities, workmanship) and discipline. In educator schooling, Zeichner recognizes four standards: behavioristic, personalistic, customary art, furthermore, inquiry oriented. Each instructive worldview has an interesting perspective on the objective of training, what realizing involves, and the obligations of educators and understudies in the learning process. Understanding the different ideal models and how they communicate could assist with organizing educating and assessment draws near. Zeichner, K. M. (1983) communicated "Our models of both assessment and practice in teacher preparing will commonly be limited in number and dainty in scope and are exorbitantly eagerly connected to paradigmatic headings that are winning explicit minutes".

**i) Behaviouristic:** This is tied in with taking on unambiguous ways of behaving that the course requires, which may be founded on administrative models or skills. For instance, an understudy instructor might be given a bunch of school guidelines or norms that address one point of view on homeroom the board.

**ii) Personalistic:** This is about the understudy's mental development and self-improvement as he or on the other hand she plans to assume the job of instructor. This is in accordance with the idea of framing an educator character. For instance, embracing an effective homeroom the executives procedure will be considered subsequently of the understudy instructor's

improvement into the educator persona. Subsequently, it could be extremely steady, furthermore, discussions of conduct the executives might be eclipsed by conversations of how the understudy sees themselves in the homeroom and past encounters with conduct control.

**iii) Craftsmanship from an earlier time:** This is best characterized as an apprenticeship model, in which understudies are supposed to absorb information through working in the homeroom with capable teachers. This technique, for instance, will have understudy educators watching and imitating their guide's way to deal with class the executives.

**iv) Direction to the request:** Educators in this worldview act mindfully, capably, and brilliantly on moral, political, and instructive issues to foster their own insight from an assortment of sources. Critical thinking is the focal point of the request arranged approach. Various methods might include exploring different avenues regarding a behaviorist or traditional craft approach, however they should likewise have the opportunity to look at, study, and reject thoughts in favor of their own explored and tried replies.

#### **The Job of Understudy Educators in ITE:**

Accordingly, understudy instructors are supposed to utilize exercises, tasks, gathering, materials, assets, design, and pacing to show understudies getting subject. They will learn and apply strategies for request and conversation that energize understudy cooperation and data acquire.

#### **Transmission approach in Learning:**

"An educator focused educating and learning approach in which the teacher's responsibility is to configuration frames centered at destined objectives and pass on information and limits in a fated interest, while understudies primary obligations are to inactively obtain educator exhibited information and cutoff points" (Triyoko, H. 2016). It is in this space that understudy educators should work out some kind of harmony. On the one hand, they get master preparing and help from experts who have created arrangements or best practice ideas that work for themselves as well as their conditions. Understudy educators, on the other hand, are people who have different impacts and carry groundbreaking thoughts into the study hall. Since their collaborations and associations are novel to them, they should make their own translations of 'best practice.' It isn't generally movable to instruct information. It's hard to track down an answer for an issue that will work in each circumstance and at like clockwork. "Transmission of information as "the method for getting it done" could



blow up in the event that the understudy educator, experiences circumstances in which the endorsed answer falls flat" (DeBuvitz, W. 1983). Educating is an exceptionally convoluted what's more, setting explicit undertaking. Each school has its own arrangement of basic standards, convictions, and values, which are reflected in how understudies are shown and the way that educators are supposed to act. Once more, an educator who moves between circumstances might find that one method is ineffectual in others. Understudy instructors show up at ITE with fluctuating degrees of information and capacities, as well as different points of view on kid learning .The transmission approach might ignore the individualisation of the understudy instructor's way of learning.

### **Understudy instructor focused approach:**

Understudy focused learning includes understudies in their own learning and incorporates their inclinations and capacities into the interaction. Understudies empower and acclaim each other's accomplishments. The understudy is the focal point of consideration in an understudy focused homeroom. This implies that kids are urged to take part in different exercises, for example, talking, tuning, recorded as a hard copy, and working together with others. It helps momentary authority, profundity of perception, and long haul maintenance by empowering understudies to get a handle on not just how and why they can create the language, yet additionally how and why they can do as such. " Rather of sitting in class duplicating from a book or inactively focusing on an educator, student centered learning urges students to be really related with their understanding, which can provoke extended concentrate on corridor responsibility and motivation" (Mustamiah, D., and Widanti, N. S. 2018). Understudy educators will assume more private liability to adjust, question, challenge, and examination with different thoughts and procedures as a consequence of this.

### **Conclusion:**

"HEI-drove or school-based ITE are not courses all by themselves, as each incorporates an assortment of ITE models, yet they really do perceive key contrasts in how courses are coordinated in the United Kingdom. Public regulation and review frameworks apply to all ITE courses"(Grabchak, D.2012). The idea of the conveyance not set in stone by the course's supporting idea as well as the capabilities to be gotten. There are four kinds of individuals who may be associated with an ITE program. Course guides, school-based tutors, school-based ITE facilitators, and other understudy educators are among them. The commitment for educators to get Qualified Teacher Status supports all ITE courses (QTS). This status shows that the



individual has met the necessities to turn into an educator, and it is expected for the extraordinary greater part of showing work in the United Kingdom.

\*\*\*\*\*

EU2020664

## **b) Explain and Elaborate on the Utilization of Key Concepts Learned, at and within Workplace Contexts.**

### **TABLE OF CONTENT:**

- 1) Introduction
- 2) Utilization of the concept
- 3) Responsibilities of Educators
- 4) Conclusion
- 5) Overall References

### **Introduction:**

“Educators upgrade their showing abilities, their general association, their using time effectively, their specialized understanding, and their capacity to rouse understudies” (Watson, D. 2010). If these abilities are utilized appropriately, students grades will improve fundamentally, and educators' advancement will be helped. The capacity to acquire educator training affirmation, upgrade general capacities, get to the next level by and large association, further develop using time productively, further develop instructive innovation ability, and find procedures to more readily empower understudies have all been shown as advantages of these new projects.

### **Utilization of the concept:**

Fields are particular areas of study inside a discipline or that range many disciplines, and they are generally centered around functional information (for instance, professions or occupations). Networks of training are most frequently framed in fields. Since various areas, trains, and fields cross-over to contrasting certificates, any review ought to take into account the many levels and kinds of information as well as their crossing points. Schooling, medication, designing, business, and innovation, for instance, cut across different disciplines from a few spaces.

Outlook changes can occur at any of these levels, and they could in fact cut across them. Since The Second Great War, the field of schooling has changed emphatically, both at the rudimentary and auxiliary levels. This shift has been provoked by huge worldwide interest for

top caliber, significant instruction at all levels. Perspective changes can emerge because of new information being brought into the area through new proof, new techniques for conceptualizing or pondering an issue, or because of essential cultural changes. These movements are driving advanced education leaders, instructors, and scientists to rethink the nature and motivation behind their organizations. Subsequently, that's what a few instructors trust advanced education ought to be reexamined from a humanistic and common liberties point of view” (Teichler, U. 2020).

### **Responsibilities of Educators:**

Educators are liable for making a youngster's future, making the person in question a superior individual, in expansion to directing them in scholastics and extracurricular exercises. Educators' liabilities have extended to incorporate prompting, tutoring, and showing understudies how to involve and apply data in their day to day routines. Instructors are progressively looking for ways of greaterly affecting their understudies and maybe urge them to be and accomplish more.

"Transmission approach in learning is an educator focused model in which the teacher fills in as an information container, truth mediator, and last evaluator of learning" (Yang, F., and Lin, J.2016). According to this viewpoint, an educator's liability is to give understudies a foreordained collection of information in a foreordained request. The instructing/learning value-based model addresses a change in outlook in educating research. Rather of zeroing in on unambiguous parts of the showing system, this model urges instructors to think about educating in general.

### **Conclusion:**

Coming up next are a few extra benefits of utilizing an understudy focused way to deal with instructing: Understudies' correspondence and collaboration capacities have moved along. Understudies' ability to think and work autonomously has moved along. Understudy association in school exercises and training overall has expanded. The principal objective of an understudy focused learning technique is to motivate understudies to become dynamic, involved members in their own learning.

\*\*\*\*\*

## **c) Predict and/or Enumerate Potential Challenges Faced in Implementing these Concepts at Workplace.**

### **TABLE OF CONTENT:**

- 1) Introduction
- 2) Potential Challenges Faced in Implementing these Concepts
- 3) Teacher-centered learning
- 4) Student – centered learning
- 5) Conclusion
- 6) Overall References

### **Introduction:**

Instructive quality is at the focal point of discussions around the world. In this multitude of discussions, educators are considered as the basic entertainer deciding generally the nature of our school systems. Simultaneously, questions are communicated connected with educators' quality as well concerning the schooling or preparing of instructors. A few scientists supplication to direly reevaluate educator preparing models in such a way that they mirror a congruency with how instructors are supposed to educate (for example proof situated) in their future practice (Valcke, 2013), that they underline the significance of true clinical practice (for example Darling Hammond, 2006), that they consider the expert personality of educators (Beijaard, 2013), and the variety of relations instructors need to lay out with all sort of school entertainers (Vanderlinde and Kelchtermans, 2013). Additionally strategy producers all over the planet supplication to reevaluate educator schooling to address the requirements and difficulties of the 21st century (Darling Hammond, 2006).

### **Potential Challenges Faced in Implementing these Concepts:**

Recognizing understudies who might be in danger; addressing the necessities of all understudies in the study hall, counting successful people, center achievers, and understudies with a custom curriculum needs; finishing the educational plan prerequisites; being comprehensive in the homeroom; drawing in with guardians; furthermore, establishing a positive learning climate are difficulties for subject educators.

The change from training zeroed in on educating to schooling centered on preparing is an illustration of a change in instructive worldview. The accompanying models for evolving this worldview are: a more understudy focused schooling; a change in the job of the educator; a more clear explanation of the significant point; a shift from potential to result; furthermore, a change in the preparation cycle. In expansion, the ability based way to deal with training impartially fits both social assumptions in schooling and the interests of instructive members. Simultaneously, this technique runs against to various biases that have emerged in the school system, as well as current norms for assessing understudies' instructive movement, educators' educational action, and authoritative work.

"The act of educating at the higher school level uncovered that the longstanding emergency in the field of training has not exclusively been survived, however is as yet not totally valued by most of members in the instructive cycle" (Lavrovsky, B., and Postnikova, E. 2005). The ruling worldview in the instructive cycle, where activity is imparted as the unmistakable substance of preparing, is the logical and illustrative instructive strategy.

#### **Teacher-centered learning:**

Instructors know about the distinctions, and many are talented at consolidating components of both strategies into their homerooms. In any case, likewise with anything, a fast boost is frequently gainful. In educator focused realizing, which is the more customary or regular methodology, the educator assumes the job of a homeroom speaker, giving material to students who are normal to assimilate the data latently. In educator focused approach, the teacher can make the class drawing in, it works best; any other way, understudies might become exhausted, their contemplations might meander, and they might lose significant data. Understudies work alone, passing up chances to share their disclosure cycle with their colleagues. Cooperation is deterred, in spite of the way that it is a significant and significant ability in school and throughout everyday life. Understudies might have less chances to rehearse correspondence and decisive reasoning.

#### **Student – centered learning:**

In the student focused approach, the homeroom can become uproarious or tumultuous when understudies are allowed to interface. For the educator, study hall the executives can turn out to be all the more an issue, maybe disrupting instructive assignments. There's a gamble that a few understudies will neglect fundamental material on the off chance that talks

aren't offered as much consideration. Despite the fact that collaboration is advantageous, understudies who like to work alone may view this methodology as badly arranged.

### Conclusion:

This unit supports grasping variations in view of the job of understudy educators in ITE and perceiving a portion of the manners by which these distinctions introduce themselves in the United Kingdom. It additionally assists with understanding how understudies see the cycle of figuring out how to show and how compelling understudy instructor learning functions. This course has investigated assorted ideal models and methods that drive particular convictions about the job of ITE and the job of understudy educators as dynamic members inside it, featuring differences in context about the idea of ITE.

\*\*\*\*\*  
\*\*\*\*\*

### Overall References:

1. Ameliana, I. (2017). Teacher-centered or student-centered learning approach to promote learning? *Jurnal Sosial Humaniora*, 10(2), 59.  
<https://doi.org/10.12962/j24433527.v10i2.2161>
2. Choi, S., & Richards, K. (2017). Disciplinary identity. *Interdisciplinary Discourse*, 191-216.  
[https://doi.org/10.1057/978-1-137-47040-9\\_7](https://doi.org/10.1057/978-1-137-47040-9_7)
3. Clinton, V., & Wilson, N. (2019). More than chalkboards: Classroom spaces and collaborative learning attitudes. *Learning Environments Research*, 22(3), 325-344.  
<https://doi.org/10.1007/s10984-019-09287-w>
4. Costa, A. L. (1966). How elementary teachers keep up-to-date in science. *Science Education*, 50(2), 126-127. <https://doi.org/10.1002/sce.3730500208>
5. DeBuvitz, W. (1983). Interesting student answer II. *The Physics Teacher*, 21(2), 110-110.  
<https://doi.org/10.1119/1.2341220>
6. Field, J. C., & Latta, M. M. (2001). What constitutes becoming experienced in teaching and learning? *Teaching and Teacher Education*, 17(8), 885–895.  
[https://doi.org/10.1016/s0742-051x\(01\)00038-5](https://doi.org/10.1016/s0742-051x(01)00038-5)



7. Fishburn, J. (2018). What game-based learning and learner-centered teaching can learn from each other. EDULEARN Proceedings. <https://doi.org/10.21125/edulearn.2018.1623>
8. Grabchak, D. (2012). Educational web-quest in new internet-education elective courses in physics. *Information Technologies in Education*, (12), 139-145. <https://doi.org/10.14308/ite000327>
9. Joram, E. (2007). Clashing epistemologies: Aspiring teachers', practicing teachers', and professors' beliefs about knowledge and research in education. *Teaching and Teacher Education*, 23(2), 123-135. <https://doi.org/10.1016/j.tate.2006.04.032>
10. Johnson, B., & Bowman, H. (2021). If you don't like your students, it's because you don't know your students. *Dear Teacher*, 48-49. <https://doi.org/10.4324/9781003125280-39>
11. Karaca, F. (2015). An investigation of Preservice teachers' technological pedagogical content knowledge based on a variety of characteristics. *International Journal of Higher Education*, 4(4). <https://doi.org/10.5430/ijhe.v4n4p128>
12. Koetting, K. (2014). Cultivating, expressing, and accepting gratitude: Applications in therapy for her, him, and them. *PsycEXTRA Dataset*. <https://doi.org/10.1037/e571092014-001>
13. Lavrovsky, B., & Postnikova, E. (2005). Transfer mechanism: Has the crisis been overcome? *Voprosy Ekonomiki*, (8), 84-96. <https://doi.org/10.32609/0042-8736-2005-8-84-96>
14. Mustamiah, D., & Widanti, N. S. (2018). Learning motivation as predictor of student engagement in private junior high schools students. *Proceedings of the 3rd International Conference on Psychology in Health, Educational, Social, and Organizational Settings*. <https://doi.org/10.5220/0008591204860493>
15. Revuluri, S. (2020). Student-centered learning and teaching – Lessons from academic support. *The Routledge International Handbook of Student-Centered Learning and Teaching in Higher Education*, 414-423. <https://doi.org/10.4324/9780429259371-31>
16. Rivett, A. (1998). *Your child's epilepsy - a parent's guide* Dr Appleton R Chappell B Beirne M your child's epilepsy - a parent's guide class publishers 240pp £9.95 9 781872362618. *Paediatric Nursing*, 10(4), 10-10. <https://doi.org/10.7748/paed.10.4.10.s20>
17. Rose, M. (2009). Standards, teaching, learning. *Journal of Basic Writing*, 28(2), 93-102. <https://doi.org/10.37514/jbw-j.2009.28.2.06>
18. Shapiro, S. (1983). Confluent education. *Journal of Humanistic Psychology*, 23(2), 85-96. <https://doi.org/10.1177/0022167883232009>
19. Starokogko, O. (2019). The trajectory of guiding paradigm in the educational space of Ukraine. *Scientific papers of Berdiansk State Pedagogical University. Series: Pedagogical sciences*, 1, 100-108. <https://doi.org/10.31494/2412-9208-2019-1-1-100-108>

20. Steyn, J. (2012). Paradigm shift required for ICT4D. *Regional Development*, 1434-1459. <https://doi.org/10.4018/978-1-4666-0882-5.ch801>
21. Sweet, L. (2019). Using a learning and skill acquisition plan to develop a learner's knowledge, skills, and professional practice attitudes. *Ultrasound in Medicine & Biology*, 45, S31. <https://doi.org/10.1016/j.ultrasmedbio.2019.07.511>
22. Teichler, U. (2020). Consortium of higher education researchers. *The International Encyclopedia of Higher Education Systems and Institutions*, 236-242. [https://doi.org/10.1007/978-94-017-8905-9\\_204](https://doi.org/10.1007/978-94-017-8905-9_204)
23. Triyoko, H. (2016). "From teacher-centered to students-centered to collaborative learning" illuminating my teacher knowledge through narrative inquiry. *Register Journal*, 3(1). <https://doi.org/10.18326/rgt.v3i1.438>
24. The pragmatic framework. (1995). *Word Order in Ancient Greek*, 19-30. [https://doi.org/10.1163/9789004409002\\_003](https://doi.org/10.1163/9789004409002_003)
25. Wang Guopin, & Wang Benyu. (2018). Confucian tradition and modern teacher education: Issues and challenges. *Pedagogical Education in Russia*, (1), 83-89. <https://doi.org/10.26170/po18-01-17>
26. Wilson, V., & Nel, M. (2019). How does prescribed curriculum content impact on inclusive education practices in emerging educational systems? *Perspectives on Educational Practice Around the World*. <https://doi.org/10.5040/9781350076372.ch-023>
27. Yang, F., & Lin, J. (2016). A Chinese tai chi model: An integrative model beyond the dichotomy of student-centered learning and teacher-centered learning. *Asian Education Studies*, 1(2), 44. <https://doi.org/10.20849/aes.v1i2.61>
28. Zeichner, K. M. (1983). Alternative paradigms of teacher education. *Journal of Teacher Education*, 34(3), 3-9. <https://doi.org/10.1177/002248718303400302>
29. Darling-Hammond, L. (2003). Keeping good teachers: Why it matters, what leaders can do. *Educational Leadership*, 60(8), 6-13.
30. Darling-Hammond, L. (2006). Constructing 21st century teacher education. *Journal of Teacher Education*, 57(3), 300-314.
31. Valcke, M. (2013). "Evidence-Based Teaching, Evidence-Based Teacher Education" (Quality of Teachers and Quality of Teacher Education). In: X. Zhu & K. Zeichner, *Preparing Teachers for the 21st Century* (pp. 53-66). Berlin: Springer
32. Valcke, M., Struyven, K., & Rots, I. (2012). Een bijdrage aan de beleidsevaluatie van de lerarenopleidingen in Vlaanderen. Bestuurlijke samenvatting (When the craydust settles. A contribution to the policy evaluation of teacher education in Flanders. A policy summary). Ghent/Brussels: Ghent University/Ministry of the Flemish Community, Department of Education.

\*\*\*\*\*  
\*\*\*\*\*  
\*\*\*\*\*  
\*\*\*\*\*  
\*\*\*\*\*

EU2020664