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COVER PAGE AND DECLARATION

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A) Describe Important Concepts Learned from Assigned Reading.

Contents:

1) Teaching

2) Four paradigms

3) Intentionality

4) Frame of reference

5) Response to feedback

6) Conclusion

People's lives can be deeply influenced by the decision of many people to become teachers. It's difficult to develop, educate students, and encourage usefulness in children. Teaching is a difficult job for anyone. Both deciding to pursue a career as a teacher and staying positive in that way require teacher education. Teaching is fantastic. To be able to teach, even teachers must complete their education. They must be ready for anything unexpected.

New concepts for teaching and learning have always filled the field of education. Reform suggestions are continuously pushed at administrators and teachers. New teaching methods and assessments are needed for them.

According to Zeichner, there are 4 paradigms to approach ITE.

1)Behaviouristic: adopting behaviors which are needed by the course but may be derived from rules or knowledge and skills.

2)Traditional craft: the apprenticeship model, in which pupils learn by doing in-class projects with knowledgeable instructors. (For instance, observing and practicing their mentor's class leadership style.)

3)Personalistic: developing a teacher identity; concerned with the psychological self - growth of the student into the role of the teacher. For example, creating an effective teaching plan will be seen as developing from the change of the student teacher into the teacher identity. Because of this, it might happen very slowly, and discussions of behavior management might be influenced by discussions of how the student sees themselves in the classroom and their experiences with dealing with behavior.

4)Enquiry orientation: Teachers act on moral, political, and educational issues with considering, skill, and reflection as they construct their own knowledge from a variety of sources. It is primarily about solving problems. For example, every learning opportunity is used to test out new tactics, evaluate how well they perform, and then allow the students to develop their own framework for behavior management. Different approaches, such as trying out a behaviorist or traditional-craft approach, can give people the flexibility to question, criticize, and reject ideas in favor of their own thoroughly researched and tried solution.

The student teacher-centered method challenges students, mentors, and teachers to adapt, request, challenge, and explore a variety of alternatives and techniques, rather than placing current practice. The challenges aspects of this approach:

Time: Teacher-educators must possess skills to adapt to individualization.

Amount of information: Student teachers must practice critical reflection to gain knowledge from mistakes.

Proactive learners: Student teachers must be proactive in taking charge of their own learning, recognizing the individualistic nature of learning.

Intentionality

Taylor (2008) and Mutton et al. (2010) found that student teachers identified a lack of power as a potential constraint to effective learning, which could be seen as a criticism of approaches to ITE that require students to replicate existing practice.

Frame of reference

Hagger et al. (2008) found that effective student teachers drew on a range of sources of information. Maldrez et al. 2007 found evidence that some student teachers may be using

theoretical studies 'subconsciously'. Zeichner and Taylor's research both promote a type of learning that draws on a wide range of sources.

Response to feedback

Feedback that urges effective learning, such as sharing experiences and examining beliefs, perceptions, and affects, is valued by student teachers. Student teachers value feedback that raises questions than solutions, according to Mutton et al. (2010).

In conclusion, investigating various paradigms and approaches that serve as the foundation for various beliefs about the function of ITE and the role of student teachers as active participants within, this different perception about the nature of ITE can be understood.

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

Contents:

- 1) Teacher quality
- 2) Pedagogical theory
- 3) Professional skills
- 4) Teacher education
- 5) Vision
- 6) Conclusion

Due to the growing acknowledgement that teacher teaching is crucial to student outcomes, teacher education has taken on a huge meaning. It is now acknowledged that teachers are the school factor that most impacts the lives' academic achievement. Teacher quality influence makes teacher education important. Teaching is a difficult and complex intellectual task preparation to complete. Training learning helps students develop a unique educational strategy.

Pedagogical theory: The theory provides a foundation for teachers to improve their teaching techniques, based on the needs and demands of each stage.

Professional skills: Teachers should develop soft skills, counseling skills, interpersonal skills, computer skills, information retrieving and management skills, and lifelong learning skills to grow in their profession.

Pre-service and in-service components of teacher education are complementary. Teacher education is based on the theory that teachers are made, not born, and requires them to acquire

knowledge and skills to teach. Teacher education involves preservice, in-service, and community activities.

Teacher education is essential for teachers to be prepared for all educational levels and stages, including Preprimary, Primary, Elementary, Secondary, Higher Secondary, and Tertiary. Teacher education provides knowledge, attitude and skills to student teachers to effectively function in their teaching profession.

The vision of Teacher education must adapt to meet changing school needs. Facilitator encourages learners to develop character and values. And also supporting the process of updating the school curriculum to meet changing societal and learner needs.

Teachers must be sensitive to social, cultural, and global contexts to achieve equity. Teacher education must be able to care for and understand children, view learning as a search for meaning, and create conducive conditions for learning.

In conclusion, teaching is a complex activity that requires expertise and a sound training program is essential for an expert job. It also helps the teacher develop a personal profile with essential skills and characteristics.

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

Contents:

- 1) Policy perspective
- 2) Practice teaching
- 3) Challenging in the changing world
- 4) Conclusion

Teachers are seen as key players in educational quality, but concerns are raised about their professionalism and education. This is an important topic. Policy makers prioritize excellence in teaching and teacher education. There are new requirements in the form of competency, assessment, and quality indicators. The professionalism and professional growth of teacher educators are outlined in the first section. Despite wide agreement that teacher educators play a crucial role in the development of the next generation of teachers, it is clear that teacher educators have received little attention for a long time from both a social policy perspective.

Practice teaching is important for becoming a teacher because it allows students to experience a real teaching and learning environment. Likewise, it allows a clear path from student status to professional membership, and student instructors are aware of the need for practical teaching experience. Making incredibly effective classroom teachers for all levels of our educational

system is one of the goals of teacher education. Teachers shape the future of individuals and generations. Teachers are essential for a decent education and can significantly improve the educational system.

Teachers should be given a variety of skills, knowledge, attitudes, and proper learning experiences that enable them to meet the challenge in the changing and challenging world we live in today. Before choosing a profession, teachers must undergo training and become student teachers in order to bring about change.

Although student teachers find challenges in their teaching practice, it is challenging for student-teachers, but more attention is needed. Instead of concentrating on what teachers know and believe, teacher education should place more of focus on the academic side of teaching. Teacher education has made the effort to face change itself in the new requirements in the teaching and learning process.

In conclusion, teacher education must develop knowledge, abilities, interests, and attitudes for the teaching profession. It is also comprehensive, thorough, extensive and broad.