

Learning and Practicing Assessment in a Pre-Service Teacher Education Program: Comparative Perspective of UK and Pakistani Universities

Authors : Malik Ghulam Behlol, Alison Fox, Faiza Masood, Sabiha Arshad

Abstract : This paper explores the barriers to the application of learning-supportive assessment at teaching practicum while investigating the role of university teachers (UT), cooperative teachers (CT), prospective teachers (PT) and heads of the practicum schools (HPS) in the selected universities of Pakistan and the UK. It is a qualitative case study and data were collected through the lesson observation of UT in the pre-service teacher education setting and PT in practicum schools. Interviews with UT, HPS, and Focus Group Discussions with PT were conducted too. The study has concluded that as compared to the UK counterpart, PT in Pakistan faces significant barriers in applying learning-supportive assessment in the school practicum settings because of large class sizes, lack of institutionalised collaboration between universities and schools, poor modelling of the lesson, ineffective feedback practices, lower order thinking assignments, and limited opportunities to use technology in school settings.

Keywords : assessment, pre-service teacher education, theory-practice gap, teacher education

Conference Title : ICAETL 2023 : International Conference on Augmented Education, Teaching and Learning

Conference Location : Amsterdam, Netherlands

Conference Dates : February 06-07, 2023