

Selling a Product or Solving a Problem? Exploring Instructional Practices of B.Ed Hons Program at University Level in Pakistan

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Good education is an important indicator of emerging market economies and teacher education has deeper impact on the quality of education. BEd (Hons.) program of University-Alpha aims to develop professionalism among prospective teachers. This program envisioned the prospective teachers to act as professionals. Professionalism can be developed through a prolonged period of education and training. The education and training comprised of structural facilities, curricula, and classroom practices. The leading purpose of the paper was to explore the instructional practices of B.Ed. Hons at public sector universities in Pakistan. The main question of the paper was “How far teacher educators’ instructional methods were aligned with modern teacher education trends?” The paradigm of the research was interpretive. Whereas, the design of the current research was qualitative and hermeneutic methods were used. The participants were selected through purposive sampling and saturation was sustained. During inductive thematic analysis of interviews six themes were framed by analyzing the data collected by using a semi-structured interview. The percentage method was used for analysing questionnaires, time spent on classroom activities was calculated from the observational checklists, and suggested teaching methods were identified by text analysis of scheme of studies. The findings included that Project method, feedback and discussion method was suggested in the design of the program. But it was found out that majority of teachers used Lecture method, few used discussion followed by lecture, and no one used project method. No one gave feedback. The reasons of not using project method, feedback, and discussion included the rigidity of scheme of studies, assessment system, and over burdened teacher educators. Recommendations included flexible scheme of studies and assessment system along with lessening the burden of teacher educators.

INTRODUCTION

B.Ed. Hons. (Elementary) programme was developed by the Higher Education Commission (HEC) with the collaboration of Pre-STEP, a project of United States Agency for International Development (USAID) in 2010. It was launched in some universities in 2011 as pilot testing in Pakistan. It had to replace all teacher education programmes of one year and two-year duration till 2018. The main purpose of this programme was to develop professionalism in school teachers (HEC, 2010). The professionalization desires “specialized knowledge and often long and intensive academic preparation” (*Merriam-Webster Dictionary.com*, 2019). Teacher professionalism essentially encompasses competence, performance and conduct (Dixit, 2014). Teacher education programmes in Pakistan before the introduction of this programme lacked professionalism (HEC, 2006) as they were of short duration (i.e., from one year to two years) and were not capable of developing a deep knowledge base and commitment in prospective teachers. For strenuous and thorough preparation of teachers, a four-year duration programme namely BEd (12+4) was prepared (HEC, 2006), which was later on revised in 2010 and retitled as B.Ed. Hons. Elementary programme (HEC, 2010). HEC claims that this long period of education and training is assumed to develop lifetime commitment and their competency in content as well as pedagogy to ensure learning outcomes (2010). Its design is on a clinical model to cultivate suitable vision in prospective teachers about the real situation of schools and classrooms by

their attachment with schools. It aims to provide a rich experience of practice in an authentic classroom environment to the prospective teachers to develop a positive attitude regarding classroom teaching and to understand the plurality of cultures (HEC, 2010). Teachers are key persons in the classroom to run the teaching-learning process smoothly and effectively. They need to update their academic as well as professional knowledge and skills and address students’ needs and problems to enable them to be engaged in their learning tasks. In the 21st century, we need to be skilled to think critically, solve problems, collaborate across the networks, demonstrate flexibility in attitudes and behaviours, take initiative, communicate effectively in oral and written modes, access and analyze the information, and be curious and imaginative (Wagner, 2008). To cater 21st-century teachers’ needs action research along with courses like critical thinking and reflective practices, contemporary issues and trends in education, and extensive practical/fieldwork are included in its scheme of studies (HEC, 2010). While commenting on the implementation of suggested pedagogies in BEd Honors Elementary programme, Ayub and Khan (2013, p.2) states as:

“This effort aimed at increasing the capacity of the teacher educators to teach through student-centred interactive pedagogies in the classroom. The new curricula aimed at helping the prospective teachers in achieving the ten professional standards for teachers as well as helpful in promoting student-

centred learning in Pakistani Classrooms. The pedagogic environment pertaining in the classrooms and the school, especially the nature of support for implementing the pedagogic innovation, influences teachers' decisions to adopt a pedagogic innovation and determines how it is incorporated into pedagogic practice. It is to determine the effect of support provided to teaching methods."

Learner-centred pedagogies can accomplish learning outcomes more effectively than those teacher-centred methodologies (Mostrom & Blumberg, 2012). In the learner-centred model of teaching, student learning is focused rather than traditional teacher-centred approaches, which concentrate on the delivery of the lesson (Darsih, 2018).

Research Questions

The main question was "How is the instructional practices of BEd (Hons.) of public sector universities in Punjab aligned with the modern pedagogies of teacher education?"

Subsidiary Questions

In order to accomplish the main research question following subsidiary questions were constructed:

1. What is the difference between the perspectives of Teacher Educators and Prospective Teachers on Danielson teaching framework?
2. What are teacher educators' practices and perspectives for using Project-based methods and timely feedback in BEd classes?
3. How do the scheme of studies and university policies support teacher educators to adopt modern trends in their teaching-learning processes?

Teacher education is concerned with teaching about teaching, so it should encourage learning about teaching (Loughran, 2006). Teaching about teaching needs precise instructional approaches that are basically dissimilar from those methods and strategies that are used for teaching in schools (Berry, 2007, 2009; Harrison and McKeon, 2008; Korthagen, 2016; Swennen, Jones, and Volman, 2010). On the nature of teacher education Korthagen (2016) comments as "Ideally, any pedagogy of teacher education should build on a view of teacher learning, preferably a view grounded in research" (p.312). In spite of the importance of teacher education pedagogy, it has been ignored for a long period in educational research (Clarke & Hollingsworth, 2002). It is also worth mentioning that identity of teachers and teacher educators is different and most probably the beginning teacher educators face the problem of choosing appropriate pedagogical approaches, as they are being challenged with the requirement for identity conversion from teacher to teacher educator (Boyd & Harris, 2010; Murray & Male, 2005; Swennen et al., 2010). Korthagen (2016) identified 10 pedagogies that can be useful elements of teachers education programs. These include "workplace learning; case methods; use of videos; approximation of practice; promotion of reflection; narratives; teacher identity; teacher research; portfolios; and modelling".

Workplace learning is a broad term used for several types of professional development that can happen formally or

informally in schools and that are not assisted by outside facilitators. It can occur individually or collaboratively. The neophyte and proficient teachers have the chances to realize the important things in practice and to test new behaviour (Avalos, 2011). Munby and Russell (1994) used the phrase "authority of experience" to show the robust connection between practice and learning. The real classroom experience provides immediate feedback and important knowledge about effective and non-effective events in teaching. In spite of its usefulness, there is a serious concern that it provides only practical experience but not the theoretical base needed for in-depth learning (Furlong 2013; Forzani, 2014; Gelfuso & Dennis, 2014).

According to Merseth (1996) case methods are used to structure conversations between mentors and learners, as activators to reflection, as methods to supplement field experiences, or to familiarize learners to specific manners of thinking. Case methods may include large – and small – group discussion of cases, role-playing suggested by cases, or the writing of cases. Cases, as viewed by Grossman (2005), are helpful for teachers in learning to think pedagogically, reflect on dilemmas, and discover probable actions. Darling-Hammond and Snyder (2000) presumed that teachers' reflection on appropriately selected cases improved their comprehension of teaching ideas or problems rooted in the case. These can also be fetched in from the prospective teachers' own practices. Darling-Hammond and Snyder further upheld that students could apprehend the relationship between firsthand experience and common principles of teaching. This is more enriched through discussion and feedback. Conversely, Darling-Hammond and Snyder indicated two hazards; misdiagnosis due to narrow knowledge of students and incompetence to associate the specifics of the case with theory. On the basis of a literature review, Grossman (2005) resolved that some evidence supported the role of cases in improving the efficient examination of pedagogical problems.

Video recording of classroom teaching is an effective way of presenting cases into teacher education (Grossman, 2005). The technological advancements made it easy to record experienced teachers' lessons for viewing in the teacher education classes for analysis and understanding effective elements of teaching. The recording of beginner teachers' practice is also helpful in their improvement in teaching. After reviewing 388 types of research on the digital video use in the classroom, Brouwer (2014) established that the use of video for the professional development of instructional proficiency could affect both the "cognition and the behaviour" of teachers, as well as the relation between "cognition and behaviour". Sherin and van Es (2005) stated that "through the use of video, teachers "learn to notice", i.e. understand the complex interplay of teaching and learning" (p. 478). This agrees with Cherrington and Loveridge (2014) who stated that "using video slows down the pace of teaching, enabling student teachers "to see things you don't usually see" (p. 458). Use of videos is beneficial in developing higher-order abilities in primary and secondary school students (Brouwer, 2014; Kersting, Givvin, Thompson, Santagata, and Stigler,

2012; Robijns, 2014; Roth et al., 2011; Seidel et al., 2011; Wilsey, 2014). Approximation of practice is introduced by Grossman, Hammerness, & McDonald (2009). It depends on the features of the preparation of pastors and psychologists. Its crux is that opportunities are provided to novice teachers for engagement in practices that are nearest to the actual working conditions of the profession. Grossman et al. (2009) supported to consolidate this approach around core practices. The criteria to choose core practices include:

- 1) High frequency of occurrence in teaching;
 - 2) New entrants can perform these practices through diverse curricula or teaching methods in classrooms;
 - 3) Let the novices to know more about students and about teaching, maintaining the uprightness and complexity of teaching; and,
 - 4) Research-based and capable to increase student achievement.
- Grossman et al. (2009) caution that as teacher educators have to work closely together within an integrated programme, this approach needs a structural revamping of the programme. Korthagen (2016) traces the roots of “reflection” in the work of Dewey, according to whom reflection is an “active, persistent, and careful consideration”. Loughran (1996) thought reflection as the “purposeful, deliberate act of inquiry into one’s thoughts and actions” (p. 21). Calderhead and Gates (1993) argue that reflection enables professionals to “analyze, discuss, evaluate and change their own practice” (p. 2). While discussing levels of reflection, Gelfuso and Dennis (2014) state, “they follow a common pattern of low levels of reflection being considered those in which the preservice teacher merely describes an experience to high levels of reflection as those in which the preservice teacher considers the moral and ethical dimensions of her/his experiences” (p. 2). Reflection may either be productive or unproductive (Davis, 2006). He differentiated productive from unproductive reflection as “unproductive reflection is descriptive, lacks focus, relies on judgmental framing (“I liked ...”) and does not include analysis or evaluation. Productive reflection includes questioning assumptions, being open to different perspectives, being analytical, integrating knowledge, and being able to “see, attend to, and analyse the connections and relationships in a classroom” (Davis, 2006, p. 283). Korthagen (2014) make a distinction between action-oriented reflection and meaning oriented reflection. Action-oriented reflection quickly jumps to a solution and skip the deeper understanding of the meaning of the situation under consideration, whereas the meaning oriented reflection focuses on deeper understanding and leads towards professional development that hardly occurs in action-oriented reflection.

Korthagen (2016) stated, “Reflection is strongly promoted when (student) teachers engage in a process of co-learning from practice. Ideally, a learning community is created in which professional collaboration and reflection take place on common experiences in practice.” (p. 326) Learning communities change the paradigm shift from traditional teacher-centred to learner-centred. Vescio, Ross, and Adams (2008) conducted a review of 11 studies focused on learning communities. He concluded:

“Through collaborative inquiry, teachers explore new ideas, current practice, and evidence of student learning using processes that respect them as the experts on what is needed to improve their own practice and increase student learning” (p. 89).

An exact form of reflection, usually employed in learning communities, is storytelling (Doyle & Carter, 2003). It is a dominant method for taking the multifaceted procedures of learning to teach (Schultz & Ravitch, 2013). Teachers can explore understandings into teaching and themselves through narratives that otherwise would have remained unseen (Savvidou, 2010). Craig (2011) states, the narrative approach in teacher education is grounded in the work of Clandinin and Connelly (1998) on teachers’ personal practical knowledge, professional knowledge landscapes, and stories to live by. Howe and Arimoto (2014) noted that “naturally, teachers use storytelling in their personal and professional lives” (p. 217). Storytelling has been connected to reflection, change, and learning (McGraw, 2014). Narratives pedagogy has different forms, one is *autobiographical writing* and the other is sharing narratives in peer groups ((Estola, Heikkinen, & Syrjälä, 2014).

Narratives enhance professional self-understanding (Watson, 2006) that lead to teacher identity (Beijaard, Meijer, & Verloop, 2004; Olsen, 2008). Teacher identity is an intricate and multipart concept (Beauchamp and Thomas, 2009). They took teacher identity as a dynamic that changes over time under the effect of diverse factors, such as emotions, and comprise both person and context. Gee (2001) thought identity as a ‘kind of person’ within a specific context. Beijaard, et al. (2004) stated, “what is found relevant to the profession may conflict with the personal desires from teachers and what they experience as good” (p.109). This corresponds with Lanas and Kelchtermans (2015), who state that beginning teachers “find themselves caught between what they wish to be on the one hand and what various others tell them they should be on the other” (p. 24). Teacher identity is rooted in his personal profile. Bukor (2015) conducted a comprehensive study of 3 experienced teachers that revealed that their identity is influenced by beliefs and interpretations embedded in their family environments. Professional identity is determined by professional roles defined by teachers (Lasky, 2005). Abednia (2012) upholds that learning how to teach is mainly a process of professional identity building rather than knowledge acquisition. This coincides with Feiman-Nemser (2008, p. 698), who states that learning to teach is “learning to *think* like a teacher, learning to *know* as a teacher, learning to *feel* like a teacher and learning to *act* like a teacher”. This process may include phases of “exploration, uncertainty, and conflict” (Meijer, De Graaf, & Meirink, 2011). Thomas and Beauchamp (2011) state, “the development of a professional identity does not automatically come with experience” (p. 767), but some studies (e.g., Rodgers and Scott, 2008; Meijer, Oolbekkink, Pillen, and Aardema, (2014) showed that a few types of research studied the role of teacher education on in determining teachers’ identity.

The careful gathering of data by teachers on their own teaching is called teacher research. Cochran-Smith and Lytle (2009), consider teacher research as an essential tool in teacher development. They presented the idea of ‘inquiry as a stance’ that encourages a dialectical connection between knowledge and action. The practical knowledge produced, when teachers “treat their own classrooms and schools as sites for intentional investigation” (Cochran-Smith & Lytle, 1999, p. 250), is termed as knowledge-of-practice, which is different from the formal knowledge- for-practice from external experts. Gallimore, Ermeling, Saunders, and Goldenberg (2009) disclosed that methodical investigation into teachers’ own practices within a facilitated peer group can lead to improved accomplishment and to a shift in teachers’ credit of student performance from external reasons towards their own teaching. Cochran-Smith, Barnatt, Friedman, & Pine (2009) states that pupil teachers are “generally depended on the questions posed, the ways that candidates conceptualized and assessed learning, and the candidates’ understanding of the recursive nature of the inquiry process” (p. 17).

METHODOLOGY

The research questions of this study can be addressed under qualitative research paradigm. So its paradigm was interpretivism and qualitative methodology was applied. The design of the current research was phenomenology and hermeneutic methods were used.

Participants

The participants (50 TEs and 100 PTs) were selected by employing purposive sampling from the teacher educators and prospective teachers of public sector university Alpha in Punjab.

Instrument

A semi-structured interview was used as a data collection tool in this study. The interview protocol was developed. The Credibility and Trustworthiness the instrument was also ensured by the processes of saturation by conducting it in university alpha. The Conformability and Dependability of the data was also a big question which was dealing with the interpretation of data. A questionnaire for prospective teachers based on Danielson’s teaching framework to explore the classroom practices. Text analysis of scheme of studies of BED (Hons.) programme was used to explore the pedagogy embedded in the design of the programme. Classes were observed and recorded on a checklist prepared for this purpose.

Data Analysis

As recommended by (Creswell, 2013; Creswell & Clark, 2007) the thematic analysis is suitable for the analysis of qualitative data. The data was collected through semi-structured interviews and codes were identified by using the open coding and axial coding respectively. The framed codes were merged into categories and further, they were bound in the form of themes. The interpreted data depicted in the results section of the existing paper. Percentages of responses were calculated for questionnaires. The time spent on authentic classroom practices was calculated from observation checklists. Scheme of studies was analyzed to identify the suggested pedagogy.

Findings

Scheme of studies, questionnaires, non-participatory observations and open-ended interviews were used for the purpose of data collection. The PTs needed to go through the extensive education and training that enable them to bring social transformation in larger society by aiding the progression of multiculturalism in schools. For the purpose, program objectives stated that prospective teachers would understand global teaching competencies by using modern instructional techniques.

The project method, feedback and students’ participation were picked as modern strategies to check out their position in the University Alpha’s B.Ed. scheme of studies. The detailed screening of the scheme of studies had done to find out the inbuilt and modern pedagogies for the teacher educators and prospective teachers. In the scheme of studies of University-Alpha, out of twenty-nine compulsory courses, there were only five courses that suggested teaching strategies to teacher educators. In two courses, lecture method was suggested accompanied by question-answer and discussion methods. The rest of the suggestions clearly guided teacher educators for using collaborative and interactive teaching-learning approaches. In two courses projects were suggested to be taken for assignments along with portfolios and reflective journals.

The scheme of studies used project method as a course objective of two courses. Out of twenty-nine compulsory courses, project method was part of the content of seven compulsory subjects. Project method was also suggested as the preferred teaching and assessment strategy in three courses. For interactive teaching-learning process, the feedback was a course objective of two courses and content of only one course. Similarly, Students’ participation was included in only the course outline of classroom management. For students’ participation, discussion method was a learning objective of three courses, the course content of four different courses, and suggested as a teaching method in four out of five courses (Table 1.1).

Table 1: Use of Project Method in Scheme of Studies of Bachelor of Education

Concepts	Course Objectives	Course Content	Suggested Teaching Strategies
Project Method	1. Methods of Teaching Islamic Studies 2. Techniques of Painting	1. General Methods of Teaching	1. Foundation of Education
		2. Teaching of Social Studies	2. General Methods of Teaching
		3. Teaching of Mathematics	3. Methods of Teaching Islamic Studies
		4. Teaching of General Sciences	
		5. Methods of Teaching Islamic Studies	
Feedback	1. Technical Writing and Presentation Skills 2. Classroom Assessment	6. Research Project	
		7. Arts and Crafts	
Students’ Participation/ Discussion Method	1. Communication Skills 2. Methods of Teaching Islamic Studies 3. Fundamentals of Design	1. Community and Teacher	
		1. Classroom Management	1. General Method of Teaching
		2. General Methods of Teaching of Mathematics	2. Teaching of Social Studies
		3. Methods of Teaching Islamic Studies	3. Methods of Teaching Islamic Studies
		4. Techniques of Painting	4. Foundation of Education

To get the idea of real classroom practices a questionnaire constructed around the instruction guidelines of the Danielson framework of teaching. Danielson teaching framework defined the concept of effective instruction in five key processes: communication with students, using questioning and discussion techniques, engaging students in learning, using assessment in instruction and demonstrate flexibility and responsiveness. In light of Danielson's teaching framework, each of the classroom processes was further sub-divided into a number of questions. One hundred senior students and 42 teachers of two different campuses participated in the study. Research participants marked their preferences on a scale of three categories: always, sometimes, never. Afterwards, their responses were converted into percentages.

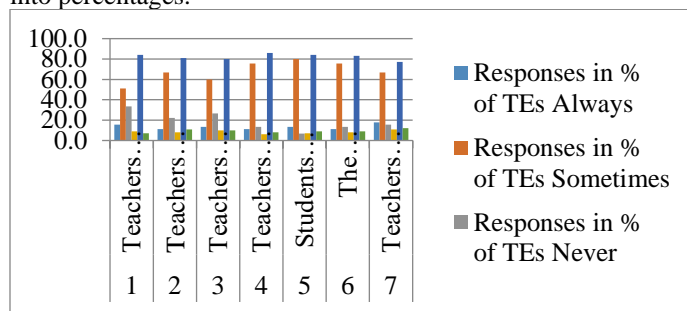


Figure 1: Communication with Students

For the first classroom process, communication with students, more than 70 % teacher educators said that they sometimes (i) enable students to interpret their learning experiences; (ii) students engaged in learning tasks with clear demonstration of their understandings and; (iii) teachers modelled the process to be followed in the task. Whereas, more than 80 % of students marked sometimes for all the sub-categories of communication with students. More than 10 % of teachers responded that they always communicate their expectations to students. Interestingly, more than 30 % of teachers acknowledged that they never communicated their expectations to students' regarding their learning goals. Similarly, more than 10 % teachers thought they always use academic vocabulary and explain it to the students, but 20 % students disagreed with teachers' view and believed that their teachers never used academic vocabulary in the classroom and never explained academic terms to them. Above 10 % of teachers accepted that they made content errors while teaching.

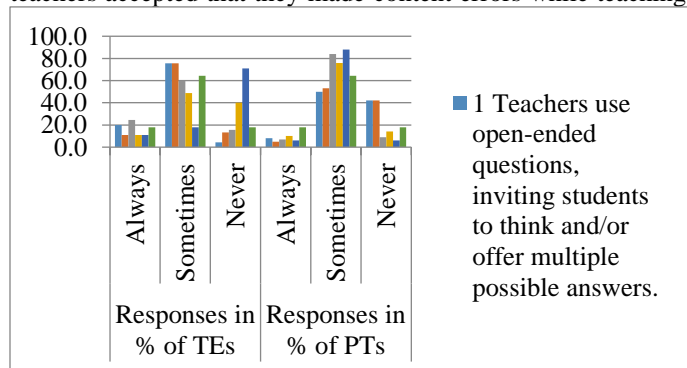


Figure 2: Using Questioning and Discussion Techniques

Excluding students actively engaged in the discussion, the largest percentage of teacher educators marked on the category "sometimes". 20 % teacher educators marked "always" to use open-ended questions by inviting students to think multiple possible answers, and their discussion enabled students to talk to one another without teacher educators' mediation. 18 % of students shared that they "always" asked by the teacher educators to justify their reasoning and they attempted to do so. On the contrary, the same percentage of students (18%) denied any such experience. Consistent with students' replies, above 40 % teacher educators responded that they never used to call on students, who did not initially volunteer; 70 % never engaged students actively in the discussion and; almost 20% never asked students to justify their reasoning.

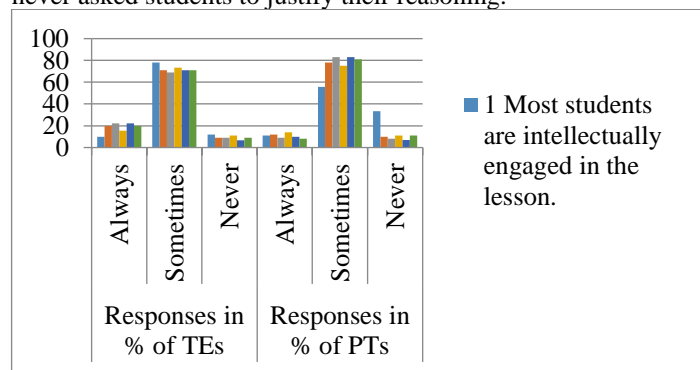


Figure 3: Engaging Students in Learning

Engaging students in learning also had the highest percentage of teachers and students' responses in the category, "sometimes". More than 20 % of teacher educators supposed that they "always" invited students to explain their thinking as a part of completing the task and they provided students the time needed to be intellectually engaged. Whereas, more than 10 % teacher educators and 30 % students thought that students "never" intellectually engaged in the lessons and they "never" gave materials and resources that supported students' learning goals for intellectual engagement. As well as, 30 % of students thought their teacher educators "never" grouped them for activities. Only, almost 10%, students thought they "always" intellectually engaged in the lesson; "always" their most learning task had multiple correct responses of higher-order thinking and; they "always" used materials and resources that supported their learning goals in intellectual engagement.

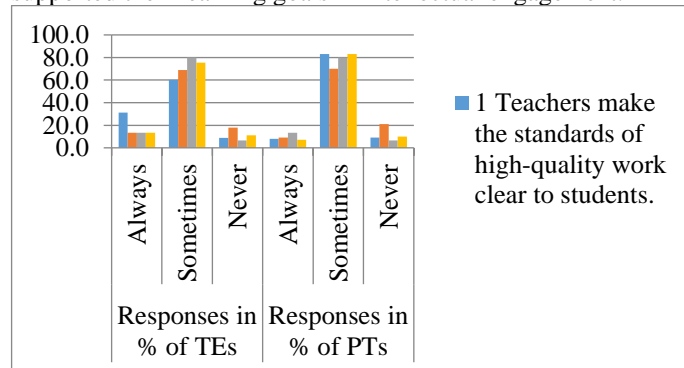


Figure 4: Using Assessment in Instruction

Using assessment in instruction followed the same pattern as the previous instructional processes did. Both teacher educators and students' highest response fell in the category of "sometimes". More than 30 % of teacher educators said that they made the standards for high-quality work clear to students, but almost 10 % of students denied teachers' claim. More than 10 % of teacher educators and more than 20 % of students thought that teacher educators "never" elicit evidence of students understanding.

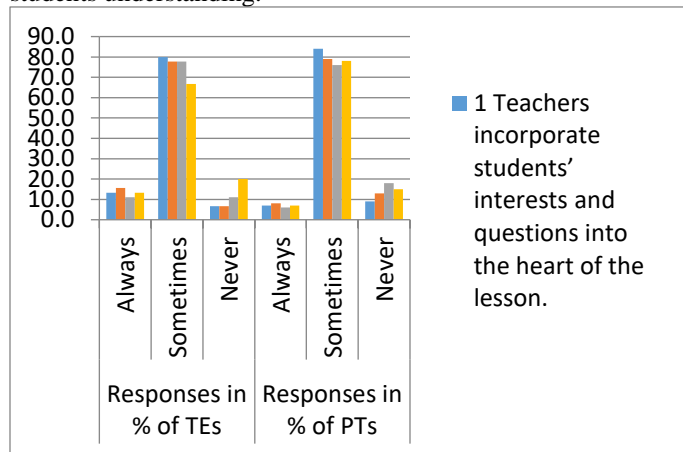


Figure 5: *Demonstrating Flexibility and Responsiveness*

For the instructional process, demonstrating flexibility and responsiveness, 20 % teacher educators and 15 % of students responded that teachers never made an adjustment in lessons for necessary improvements in students. More than 10 % of students experienced that their teachers never helped them to understand multiple approaches to support students that having difficulty in learning concepts. In all of the teaching processes, more than 70 % falls in the category of "sometimes" presenting, largely, a promising picture of a progressive and constructive classroom teaching-learning processes. The second-largest percentage of teacher educators and students responded in the category of "never" than "always". The responses in the "never" category drew a teacher-centred classroom with one-way communication by dominantly using only the lecture method for teaching-learning purposes. In that classroom, students sit silently to take the lecture as passive learners and almost never get a chance and motivation to participate in the learning processes.

According to the data of the "never" category, the communication between students and teacher educators was one-directional. It had a sole directional flow from teacher educators to students only. Teacher educators (30%) admitted that they "never" communicated their learning expectations to students at the beginning of the lessons. Likewise, students (20%) shared that teacher educators "never" explain difficult terms rather seldom used (10%) wrong education jargons. A mainstream of teacher admitted (70 %) they not once used discussion method in their teaching-learning process. That might be the cause of high percentage of teachers (40%) those fairly admitted that they at no time motivated silent students for discussion and never asked any intellectual questions for the

purpose of students' engagement. As a result, students (30 %) never participated in discussions and certainly not had materials and other resources for their intellectual work. Owing to the use of only lecture method, students (30%) believed that in their four years of learning experience they not ever had the opportunity to intellectually engaged in the classroom processes.

Table 2: Observations of Classroom Processes

Activities	% of Time Used Campus -A (12 Observations)	Campus-B (12 Observations)
Introduction of topic	05	06
Presentation of content	23	22
Explanation of the content	50	41
Questioning by the teacher	00	02
Answering students' questions	00	06
Recapitulation by the teacher	00	00
Conclusion by the teacher	08	08
Student questioning	00	02
Student answering to teacher's question	00	06
Student comments	00	00
Sharing of experiences by students	00	00
Total Time Spent in Teaching	86	93

The findings from the observations of classroom processes also confirmed the results derived from the questionnaire's "never" category. The classroom processes were observed to check the dominant teaching methods of the teacher educators and the level of students' participation. There were 24 non-participatory observations of teacher educators taken from two different campuses. Each teacher educator classroom processes were observed twice. The classroom observations of teacher educators aimed to spot the preference of their teaching methods, students' teacher interaction and students' level of participation in the classroom. Observations of Campus-A revealed that all the six teacher educators used only lecture method in their both classes that were observed. For the introduction, presentation, and explanation of the content, all the teacher educators took more than two-thirds of the class time. Not a single teacher educator asked any question to students during the entire class time. Similarly, students did not ask any question and seated as a silent audience in the entire class time. They did not get any chance for mutual discussion, comments and sharing of experiences.

Campus-B showed better conduct of classroom processes than campus-A. Like campus-A, teacher educators of campus-B also took the largest amount of time in the introduction, presentation, and explanation of the content. In all observations, teacher educators never summarize their lessons. Students did not give their comments on any topic because teacher educators did not provide them with an opportunity to share their interpretations. There was not a single discussion session for students where they got a chance for inter-dialogue and sharing of experiences. However, in the early half of the class, few teacher educators asked questions from the previous lessons and students answered them. There were also a few instances where students also asked questions to teacher educators.

Results of observations and questionnaires clearly sketching a traditional classroom where prospective teachers rarely observed their teachers using modern instructional techniques. Prospective teachers only study the concepts of students'

participation in books, but seldom got the opportunity to themselves participate as active learners in different learning processes. To understand the reasons behind the dominant use of only lecture method and lack of prospective teachers' participation semi-structured interviews were conducted from the teacher educators. The University-Alpha scheme of studies mentioned the project method in content, course objectives, and suggested teaching method. It is one of the most prominent constructivist teaching methodologies and it was the first theme of the study. The first theme of the interview, teachers' perception of the project method, drew the structure of project method that was conceived by our teacher educators. Out of the five-teacher educators, three teachers never used the project method in their teaching-learning process. According to them they taught students about the use of project method in the classroom, but never developed any topic and assessment with the help of projects.

A theme I: Teachers' Perception of Project Method

First teacher educator had a perception that he indirectly used the parts of the project-based method in his teaching-learning processes but never used it with its full spirit. According to him, in the project method students required to make observations, collect data, summarize data and communicate its results with the audience. As he mentioned:

Since your focus is project method, so it also requires that we tell the students everything that a project will be a project, if it be like the METRO project. Projects can be done at small levels. It includes making the students learn how to observe things, how to collect data, how to communicate effectively, how to summarize, how to infer from the given set of data/information. Students are Learn to draw conclusions, and how to disseminate the results (interviewer 1).

Participant 1

He mentioned that he didn't plan the above-mentioned activity like a project. Two teacher educators claimed that they used project method as an instructional strategy. One of the teacher educators claimed to teach deductive and inductive reasoning and microteaching through the project-based method. She didn't explain how she developed the projects and assessed them. Another teacher educator used this method in the course of the research project. Since it was a research project it was not a teaching course. Apart from the research project he never developed projects in other courses. He mentioned:

I have used the project method in BEd (Hons.) class. I allocated the projects individually to the students and then evaluated them. Scheme of studies included 'Research Project' and each student had to complete those projects. It bears 3 credit hours. The students were required to demonstrate their knowledge and skills after doing hands-on activities in the projects. In the end, they submitted the project in the form of the report.

Participant 1

Teachers shared several professional and administration reasons for not using the project-based method in classrooms. The most common reason they shared was the lack of provision of financial, human and material resources on the part of the institution. The institutions did not have up-to-date libraries, access to research journals, internet facilities, financial support, lack of a mechanism for professional training, professional mentoring and sharing.

Teachers educators shared that the content of most of the courses was irrationally lengthy and hard to cover in one semester. Especially, developing projects became impossible for teacher educators in a class with a large number of students. In the opinion of teacher educators, almost all the courses in the scheme of studies, including research, can be taught perfectly with lecture method only. Concurrently, neither course objectives nor assessment benchmarks demanded teachers to develop projects and prepared assessment protocols for project-based method. Teacher educators shared that the course outline and assessment criteria themselves were one of the prime barriers for teachers to use the teaching method no other than the lecture method. The solo and inflexible assessment and evaluation rules condemn teacher educators to think about using the project-based method. According to teacher educators, the assessment system is rigidly structured and teachers have little freedom for introducing any other assessment method in it. One teacher educator shared:

My perception regarding the use of the project method is that we do not use it. The reason behind this practice of not using this method is that we have to give results, for example, we have a set curriculum. We have to consume the set curriculum/content within a certain period. It is so because the students have ultimately to take an external examination, especially in case of the University of Education, Lahore they have to appear in UQE/Comprehensive Examination twice at the end of the second and fourth year. So obviously for preparation of these exams' teachers have to cover the whole course outlines. In these situations, it is very difficult for teachers to do not get the freedom that they need for teaching with the project method. In addition, the project method is derived from collaborative learning and social learning theories. Our teachers are mostly not familiar with these learning theories. This is probably due to the lack of continuous professional development programmes.

Participant 3: Feedback

Like the project method, teacher educators shared their reasons for not providing feedback on students' assignments. Most of the teachers followed the traditional method of teaching and assessment in the institution that discouraged to provide feedback. Teacher educators showed laziness in reading students' preps and avoided to take the responsibility for students' learning. All the teacher educators agreed upon the account that teachers were overburdened with academic and administrative responsibilities and they did not have time to

provide the proper feedback on students work. Additionally, teacher educators have to teach subjects that were outside the domain of their specialization. Apart from the teacher educators, mostly prospective teachers had underdeveloped basic academic skills and used to of using only memorization skills throughout of their twelve years of academic experience. Therefore, they were incapable of understanding the feedback on their assignment and consequently incompetent to use the feedback to improve their work. As one teacher educator shared:

Firstly, teachers are also human beings. They also have a family life. Shouldn't they spare some time for family life? When the majority of teachers are not reading student assignments and giving feedback on it and only a few teachers are doing it, then the students feel that these teachers are doing wrong with them and their reaction comes over it. Complaints from students against teachers begin to come. People are sometimes afraid of this situation, because everyone cannot tolerate the pressure, face situations like this one, and argue in favour of his/her actions. Consequently, teachers give up providing feedback to students.

Students' Participation

Both observation and questionnaire data indicated little evidence of students' participation in classroom activities. Mostly, teacher educators acknowledged that they essentially use the lecture method to deliver topics. Teacher educators gave various reasons for students' nonparticipation especially in the discussion. Teacher educator shared that only a few students participated in any kind of discussion in their classroom. Mostly B.Ed. students never experienced any kind of discussion or participation opportunities in their twelve years of school learning processes. Therefore, they did not have confidence and sufficient subject knowledge about the topic to carry on intellectual discourse. They suggested that students' participation may be increased by motivating them and by using different teaching methods than the lecture method. According they suggested that it is only possible by making changes in the curriculum and rules of assessment.

Discussion

The study discloses that the lecture was the most common teaching method that teacher educators of B.Ed. Hons. Program used during the maximum duration of teaching-learning processes in four years. Despite the fact that the project method, feedback and students' discussion were part of the content, suggested teaching strategies and course objectives, teacher educators seldom practically tried these methods in their classes. The findings of the study of Akbar and Akhtar (2013) also conveyed a similar conclusion about the gap between the teacher educators believes and their actual practices in the classrooms. Teacher educators perceived that lesson planning, developing objectives and student-centred approaches are important. However, most teacher educators did not use these approaches in their actual teaching practices in the classrooms.

Teacher educators shared many reasons behind the practical use of traditional approaches in teaching. One of the most common reason was lack of infrastructural and financial resources in the educational institutions (Rasool, 2007; Gujjar, Naoreen, Saifi, & Bajwa, 2010; Shamim, 2008; Saeed & Mahmood, 2002). That may be the key factor behind the in-service teacher training of teacher educators and the length of its impact on their classroom practices. Most of the training Teachers educators took training on modern teaching learning techniques but seldom (Ayub & Khan, 2013; Davies & Iqbal, 1997; Westbrook et al., 2009; Retallick & Mithani, 2003).

The study findings uncover that there was only one research participant took training on modern instructional techniques at a point in time when B.Ed. four years program was launched. Most of the senior teachers took training than the junior ones. Those senior teacher educators were at the verge of their retirement. The rest of the research participants did not get any kind of in-service training on modern instructional methods. Teacher educators also shared that after the end of Pre-Step project they never got any training again. In reality, most teacher educators never got hands-on training on project method, feedback and methods of enhancing students' participation.

Future Directions

1. There is no change occur in the traditional B.Ed. teachers' practices.
2. Scheme of studies (HEC) is structured and left little space of creativity for teachers.
3. The structure of Scheme of studies (HEC) and assessment policies discourage teacher educators to use projects, feedback and students' participation.
4. Suggestion: continuous teacher training program.

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