

SEMESTER OUTLINE

Unit 1: Introduction: Purpose and significance of Methods of Teaching Islamic Studies

This unit will prepare students to describe and explain purpose and significance of Islamic Studies. As they learn to identify various objectives of teaching Islamic Studies, they will better understand the relevance of the teaching methods that come up later in the course.

Week	Topics
1	<ul style="list-style-type: none"> ✓ Teaching of Islamic Studies- Understanding Teaching Islamic Studies in the context of ✓ The National Professional Standards for Teachers in Pakistan ✓ Learning outcomes in Islamic Studies ✓ Knowledge-based learning outcomes ✓ Skill-based learning outcomes ✓ Disposition based learning outcomes

Unit 2: Qualities of an Effective Islamic Studies Teacher

In this unit, prospective teachers will learn to explain and differentiate between the personal qualities and professional skills of a teacher. As they list essential features of a conducive learning environment, and how a teacher can create this environment, they see how innovative teaching methods are not only applicable to Islamic studies, but are a required element of Islamic Studies instruction.

Week	Topics
2	<ul style="list-style-type: none"> 115 ✓ Professional and personal skills attributes <i>attitudes</i> ✓ Role of teacher in creating conducive learning environment ✓
3	<ul style="list-style-type: none"> ✓ Role of teacher in character building ✓ Islamic Studies and its role in character building Values Morals Ethics

Unit 3: Methods of Teaching Islamic Studies

In this unit students will learn about and experience the variety of teaching methods that can be used to teach Islamic Studies and also to match methods appropriately with Islamic Studies topics. Note that many of these methods have been discussed in the Methods of Teaching course. Thus, it is important now for prospective teachers to experience these methods in the context of an Islamic Studies topic.

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Prospective teachers are expected to make one visit each week to school during this unit to practice the methods learned with small groups of students or the whole class. For example, when prospective teachers learn about cooperative learning, they should go to school to do a task related to cooperative learning such as observing cooperative learning, setting up a cooperative learning task with a small group or the whole class.

Week	Topics
3	<ul style="list-style-type: none"> ✓ Using active learning methods to the Teaching of Islamic Studies ✓ Principles of Learning and Teaching derived from Quran and Sunnah (Hikmat-e-Tadrees) ✓ Proceed gradually from simple to complex ✓ Adm-e-Haraj (Relaxation in difficult situations) ✓ Qillat-e-Takleef (Making allowance for special needs/ level of understanding of individual students)
4	<ul style="list-style-type: none"> ✓ Cooperative learning: ✓ Pair work and working with small groups
5	<ul style="list-style-type: none"> ✓ Brainstorming ✓ Asking questions
6	<ul style="list-style-type: none"> ✓ Interactive presentations/lectures
7	<ul style="list-style-type: none"> ✓ Debate ✓ Discussion
8	<ul style="list-style-type: none"> ✓ Role play ✓ Storytelling
9	<ul style="list-style-type: none"> ✓ Interdisciplinary approaches – linking learning about Islam to other subjects

Unit 4: Methods of teaching correct recitation and memorization of the Holy Quran

At the end of this unit, students will be able to define, explain and follow the Airab & Ramooz while reciting Quranic verses. They will learn to apply the methods of teaching correct recitation and memorization of the Holy Quran.

Week	Topic
10	<ul style="list-style-type: none"> ✓ Definition and importance of signs and symbols and airab ✓ Recitation method using audio-visual aids)
11	<ul style="list-style-type: none"> ✓ Repetition and Drill Method ✓ Listening and practice (followed by feedback from teacher)
12	<ul style="list-style-type: none"> ✓ Understanding, Application and Teaching of Ramooz (Signs and Symbols) and Airab

- قرآن پاک کی اعراب، نشانیں اور رموز اور تحائف کی وضوح یا سہولت سے
 5 افریقہ کے اسی طرح کے
 امر (پہلے) سے
 11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/100/101/102/103/104/105/106/107/108/109/110/111/112/113/114/115/116/117/118/119/120/121/122/123/124/125/126/127/128/129/130/131/132/133/134/135/136/137/138/139/140/141/142/143/144/145/146/147/148/149/150/151/152/153/154/155/156/157/158/159/160/161/162/163/164/165/166/167/168/169/170/171/172/173/174/175/176/177/178/179/180/181/182/183/184/185/186/187/188/189/190/191/192/193/194/195/196/197/198/199/200/201/202/203/204/205/206/207/208/209/210/211/212/213/214/215/216/217/218/219/220/221/222/223/224/225/226/227/228/229/230/231/232/233/234/235/236/237/238/239/240/241/242/243/244/245/246/247/248/249/250/251/252/253/254/255/256/257/258/259/260/261/262/263/264/265/266/267/268/269/270/271/272/273/274/275/276/277/278/279/280/281/282/283/284/285/286/287/288/289/290/291/292/293/294/295/296/297/298/299/300/301/302/303/304/305/306/307/308/309/310/311/312/313/314/315/316/317/318/319/320/321/322/323/324/325/326/327/328/329/330/331/332/333/334/335/336/337/338/339/340/341/342/343/344/345/346/347/348/349/350/351/352/353/354/355/356/357/358/359/360/361/362/363/364/365/366/367/368/369/370/371/372/373/374/375/376/377/378/379/380/381/382/383/384/385/386/387/388/389/390/391/392/393/394/395/396/397/398/399/400/401/402/403/404/405/406/407/408/409/410/411/412/413/414/415/416/417/418/419/420/421/422/423/424/425/426/427/428/429/430/431/432/433/434/435/436/437/438/439/440/441/442/443/444/445/446/447/448/449/450/451/452/453/454/455/456/457/458/459/460/461/462/463/464/465/466/467/468/469/470/471/472/473/474/475/476/477/478/479/480/481/482/483/484/485/486/487/488/489/490/491/492/493/494/495/496/497/498/499/500/501/502/503/504/505/506/507/508/509/510/511/512/513/514/515/516/517/518/519/520/521/522/523/524/525/526/527/528/529/530/531/532/533/534/535/536/537/538/539/540/541/542/543/544/545/546/547/548/549/550/551/552/553/554/555/556/557/558/559/560/561/562/563/564/565/566/567/568/569/570/571/572/573/574/575/576/577/578/579/580/581/582/583/584/585/586/587/588/589/590/591/592/593/594/595/596/597/598/599/600/601/602/603/604/605/606/607/608/609/610/611/612/613/614/615/616/617/618/619/620/621/622/623/624/625/626/627/628/629/630/631/632/633/634/635/636/637/638/639/640/641/642/643/644/645/646/647/648/649/650/651/652/653/654/655/656/657/658/659/660/661/662/663/664/665/666/667/668/669/670/671/672/673/674/675/676/677/678/679/680/681/682/683/684/685/686/687/688/689/690/691/692/693/694/695/696/697/698/699/700/701/702/703/704/705/706/707/708/709/710/711/712/713/714/715/716/717/718/719/720/721/722/723/724/725/726/727/728/729/730/731/732/733/734/735/736/737/738/739/740/741/742/743/744/745/746/747/748/749/750/751/752/753/754/755/756/757/758/759/760/761/762/763/764/765/766/767/768/769/770/771/772/773/774/775/776/777/778/779/780/781/782/783/784/785/786/787/788/789/790/791/792/793/794/795/796/797/798/799/800/801/802/803/804/805/806/807/808/809/810/811/812/813/814/815/816/817/818/819/820/821/822/823/824/825/826/827/828/829/830/831/832/833/834/835/836/837/838/839/840/841/842/843/844/845/846/847/848/849/850/851/852/853/854/855/856/857/858/859/860/861/862/863/864/865/866/867/868/869/870/871/872/873/874/875/876/877/878/879/880/881/882/883/884/885/886/887/888/889/890/891/892/893/894/895/896/897/898/899/900/901/902/903/904/905/906/907/908/909/910/911/912/913/914/915/916/917/918/919/920/921/922/923/924/925/926/927/928/929/930/931/932/933/934/935/936/937/938/939/940/941/942/943/944/945/946/947/948/949/950/951/952/953/954/955/956/957/958/959/960/961/962/963/964/965/966/967/968/969/970/971/972/973/974/975/976/977/978/979/980/981/982/983/984/985/986/987/988/989/990/991/992/993/994/995/996/997/998/999/1000/1001/1002/1003/1004/1005/1006/1007/1008/1009/1010/1011/1012/1013/1014/1015/1016/1017/1018/1019/1020/1021/1022/1023/1024/1025/1026/1027/1028/1029/1030/1031/1032/1033/1034/1035/1036/1037/1038/1039/1040/1041/1042/1043/1044/1045/1046/1047/1048/1049/1050/1051/1052/1053/1054/1055/1056/1057/1058/1059/1060/1061/1062/1063/1064/1065/1066/1067/1068/1069/1070/1071/1072/1073/1074/1075/1076/1077/1078/1079/1080/1081/1082/1083/1084/1085/1086/1087/1088/1089/1090/1091/1092/1093/1094/1095/1096/1097/1098/1099/1100/1101/1102/1103/1104/1105/1106/1107/1108/1109/1110/1111/1112/1113/1114/1115/1116/1117/1118/1119/1120/1121/1122/1123/1124/1125/1126/1127/1128/1129/1130/1131/1132/1133/1134/1135/1136/1137/1138/1139/1140/1141/1142/1143/1144/1145/1146/1147/1148/1149/1150/1151/1152/1153/1154/1155/1156/1157/1158/1159/1160/1161/1162/1163/1164/1165/1166/1167/1168/1169/1170/1171/1172/1173/1174/1175/1176/1177/1178/1179/1180/1181/1182/1183/1184/1185/1186/1187/1188/1189/1190/1191/1192/1193/1194/1195/1196/1197/1198/1199/1200/1201/1202/1203/1204/1205/1206/1207/1208/1209/1210/1211/1212/1213/1214/1215/1216/1217/1218/1219/1220/1221/1222/1223/1224/1225/12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Unit 5: Use of Supporting Materials and Co-curricular Activities

This unit looks at teaching learning resources, field visits and project based learning. Prospective teachers experience both PBL and a Field Trip/Field work. The project will count towards a final grade for the course.

Week	Topic
13	Developing, Collecting and using audio-visual aids (audio CDs, Documentaries) Using local resources for material development
14	Project Based Learning – prospective teachers begin their project
15	Planning and implementing co-curricular activities (This week should include a field visit/field work related to Islamic Studies. For example, a visit to a local museum, an interview with a local scholar of Islam etc.)

Unit 6: Putting it all Together

In this final unit, prospective teachers practice using what they have learned by making lesson plans. They share these with their peers for critical review and feedback. Drafts of lesson plans will count towards the final grade for the course.

16	Development of 2-3 lesson plans incorporating at least 3 techniques/methods as introduced in units 3,4 and 6 from the course in each lesson plan
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TEXTBOOKS AND REFERENCES

Mode of education in the light of prophet's teaching. (by Dr shah moeen ud din hashmi), Monthly Al Dawa, Dawa Academy, International Islamic University Islamabad May 1998.

Nabi Akram (SAW) kay andaz-e-taleem-tarbiyat mein irshani nafsiaat ka lihaz (The consideration for human psychology in the Holy Prophet (SAW)'s style of education and consciousness-raising by

Dr Junaid Ahmed, Monthly Dawaaa, Dawaa Academy, Islamabad, April, June, August 2002)

Ehd-e-Nabvi ka Islami Tamaddun (The Islamic Culture during the times of the Holy Prophet) by

Raziuddin Ahmed, Idara-tul-Quran, Karachi

Sahih Bukhari, Kitab ul elm

Tadrees e Islamiyat code 654, for B.Ed ,AIOU

Muhammad, His life based on the earliest sources by Martin Lings, Sohail Academy, 1997

Excerpts from Frames of Mind: The theory of Multiple Intelligences by Howard Gardner, 1983
(Chapters 1,13 and 14: The Idea of Multiple Intelligences, The Education of Intelligences, The Application of Intelligences)

Harun Yahya Series: Signs from the Quran, The Miracle of the Seed, The Miracle of the Honey bee, Photosynthesis: the Green Miracle