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Nota di bibliografia	Includes bibliographical references and indexes.
Nota di contenuto	International Perspectives on Science Teacher Education -- Policy and Practice in International Science Teacher Education -- The Development of Preservice Elementary Science Teacher Education in Australia -- Reform in Science Teacher Education in Italy -- Science Teacher Preparation in Lebanon -- Science Teacher Education in Pakistan -- Making Sense of Science Teacher Learning -- Higher Order Thinking in Science Teacher Education in Israel -- Secondary Science Student Teaching Assessment Model -- Thinking Like a Teacher -- Cross-Cultural Perspectives on Science Teacher Education -- A Meeting of Two Cultures -- International Partnerships as a Means of Reforming Science Teacher Education -- International Science Educators' Perceptions of Scientific Literacy.
Sommario/riassunto	Analysis of past developments in teacher education in Pakistan has shown that substantial progress has been made in this field. It has, however, been pointed out that education of science teachers still needs much improvement. At the present, there is an emergent need to meet the shortage of qualified science teachers and at the same time to bring qualitative improvements in the courses offered in teacher education institutions. First, we recommend that the 1-year duration of teacher preparation is grossly inadequate for all teaching courses, and should be lengthened, and the qualifications for entrance be increased. We believe that teaching must be made a graduate profession. For

example, the basic qualification of primary school teachers for admission to teacher education institution should be increased. We recommend that PTC should be made a 12 + 2 year program. Similarly, CT, 12 + 3; B. Ed. , 14 + 2; B. S. Ed. , 12 + 4; M. A. Ed. , 14 + 3; and M. Ed. one year after B. Ed. or B. S. Ed. Secondly, we think the quality of instruction in teacher preparation programs should be improved. Most teachers in the teacher preparation institutions use the lecture method most of the time. Prospective teachers behave like passive listeners to their teachers. They do not participate in the teaching/ learning process. Some instructors even dictate their notes to the preservice teachers. When the teachers join schools, they behave the same way.

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