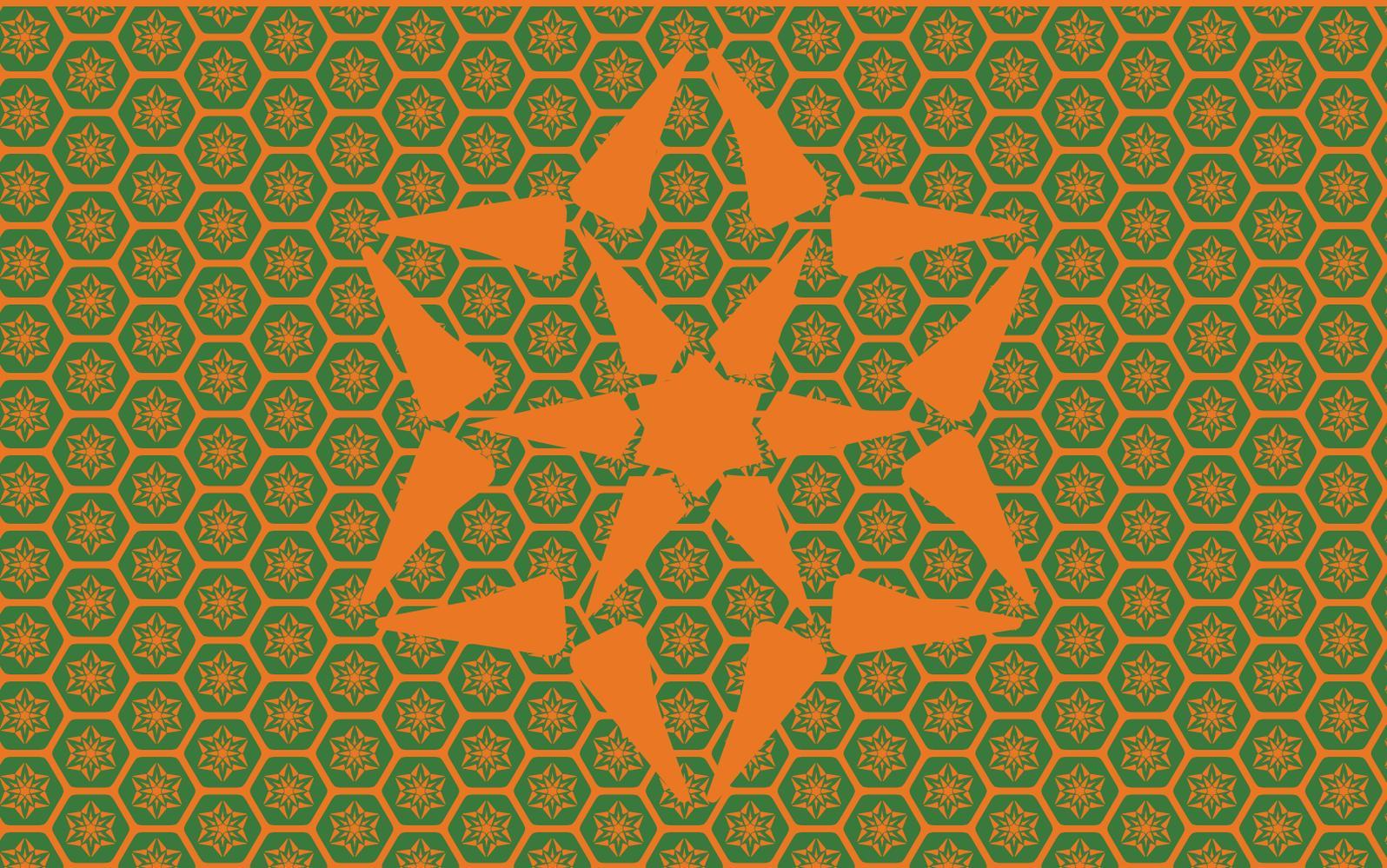


# Contemporary Issues and Trends in Education

WINDOWS ON PRACTICE GUIDE

B.Ed. (Hons.) Elementary

2012



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**Technical Support:** Education Development Center (EDC); Teachers College, Columbia University



## Higher Education Commission

### Foreword

Teacher education in Pakistan is leaping into the future. This updated Scheme of Studies is the latest milestone in a journey that began in earnest in 2006 with the development of a National Curriculum, which was later augmented by the 2008 National Professional Standards for Teachers in Pakistan and the 2010 Curriculum of Education Scheme of Studies. With these foundations in place, the Higher Education Commission (HEC) and the USAID Teacher Education Project engaged faculty across the nation to develop detailed syllabi and course guides for the four-year B.Ed. (Hons) Elementary and the two-year Associate Degree in Education (ADE).

The syllabi and course guides have been reviewed by the National Curriculum Review Committee (NCRC) and the syllabi are approved as the updated Scheme of Studies for the ADE and B.Ed. (Hons) Elementary programmes.

As an educator, I am especially inspired by the creativity and engagement of this updated Scheme of Studies. It offers the potential for a seismic change in how we educate our teachers and ultimately our country's youngsters. Colleges and universities that use programmes like these provide their students with the universally valuable tools of critical thinking, hands-on learning, and collaborative study.

I am grateful to all who have contributed to this exciting process; in particular the faculty and staff from universities, colleges, and provincial institutions who gave freely of their time and expertise for the purpose of preparing teachers with the knowledge, skills, and dispositions required for nurturing students in elementary grades. Their contributions to improving the quality of basic education in Pakistan are incalculable. I would also like to thank the distinguished NCRC members who helped further enrich the curricula by their recommendations. The generous support received from the United States Agency for International Development (USAID) enabled HEC to draw on technical assistance and subject-matter expertise of the scholars at Education Development Center, Inc., and Teachers College, Columbia University. Together, this partnership has produced a vitally important resource for Pakistan.

PROF. DR. SOHAIL NAQVI  
Executive Director  
Higher Education Commission  
Islamabad

## Introduction

As part of nationwide reforms to improve the quality of teacher education, the Higher Education Commission (HEC), with technical assistance from the USAID Teacher Education Project, engaged faculty across the nation to develop detailed syllabi for courses in the new four-year B.Ed. (Hons) Elementary programme.

The process of designing the syllabus for each course in years 3–4 of the programme began with a curriculum design workshop. Deans and directors from universities where these courses will be taught identified faculty to attend the workshop. The first workshop included national and international subject matter experts who led participants in a seminar focused on a review and update of subject (content) knowledge. The remainder of this workshop was spent reviewing the HEC Scheme of Studies, organizing course content across the semester, developing detailed unit descriptions, and preparing the course syllabi. Although the course syllabi are designed primarily for Student Teachers taking the course, they are useful resources for teacher educators, too.

Following the initial workshop, faculty participants developed teaching notes that include ideas for teaching units of study and related resources. Working individually or in groups, participants focused on their teaching methods and strategies and how they could be useful to future teachers of the course. Subsequent workshops were held over the course of a year to give faculty sufficient time to complete their work, engage in peer review, and receive critical feedback from national and international consultants. In designing both the syllabi and the teaching notes, faculty and subject matter experts were guided by the National Professional Standards for Teachers in Pakistan (2009).

All of the syllabi developed by faculty who participated in the process are included in this document, along with a list of topical teaching notes. Additional references and resources appear at the end of the document. These should provide a rich resource for faculty who will teach the course in the future. This Windows on Practice guide is not intended to provide a complete curriculum with a standard syllabus and fully developed units of study, but rather aims to suggest ideas and resources for Instructors to use in their own planning. Hence, readers will find sample units and materials that reflect the perspective of faculty designers rather than prescriptions for practice.

We respect intellectual property rights and to the best of our knowledge, we have not included any suggested materials that are copyright protected or for which we have not secured explicit permission to use. Therefore, all materials included may be used in classrooms for educational purposes. Materials in this document are not intended for commercial use, however. They may not be used in other publications without securing permission for their use.

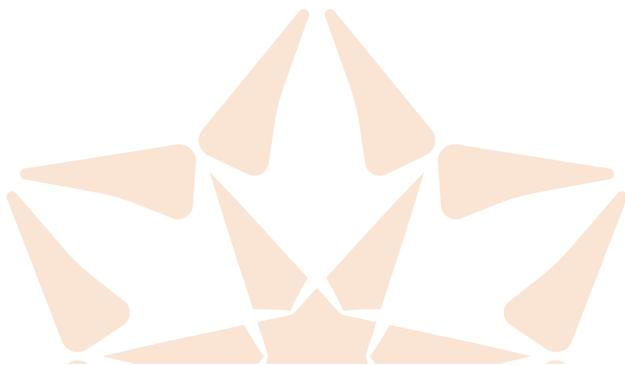
Initial drafts were reviewed by the National Curriculum Review Committee (NCRC) and suggestions were incorporated into final drafts, which were then submitted to the NCRC for approval.

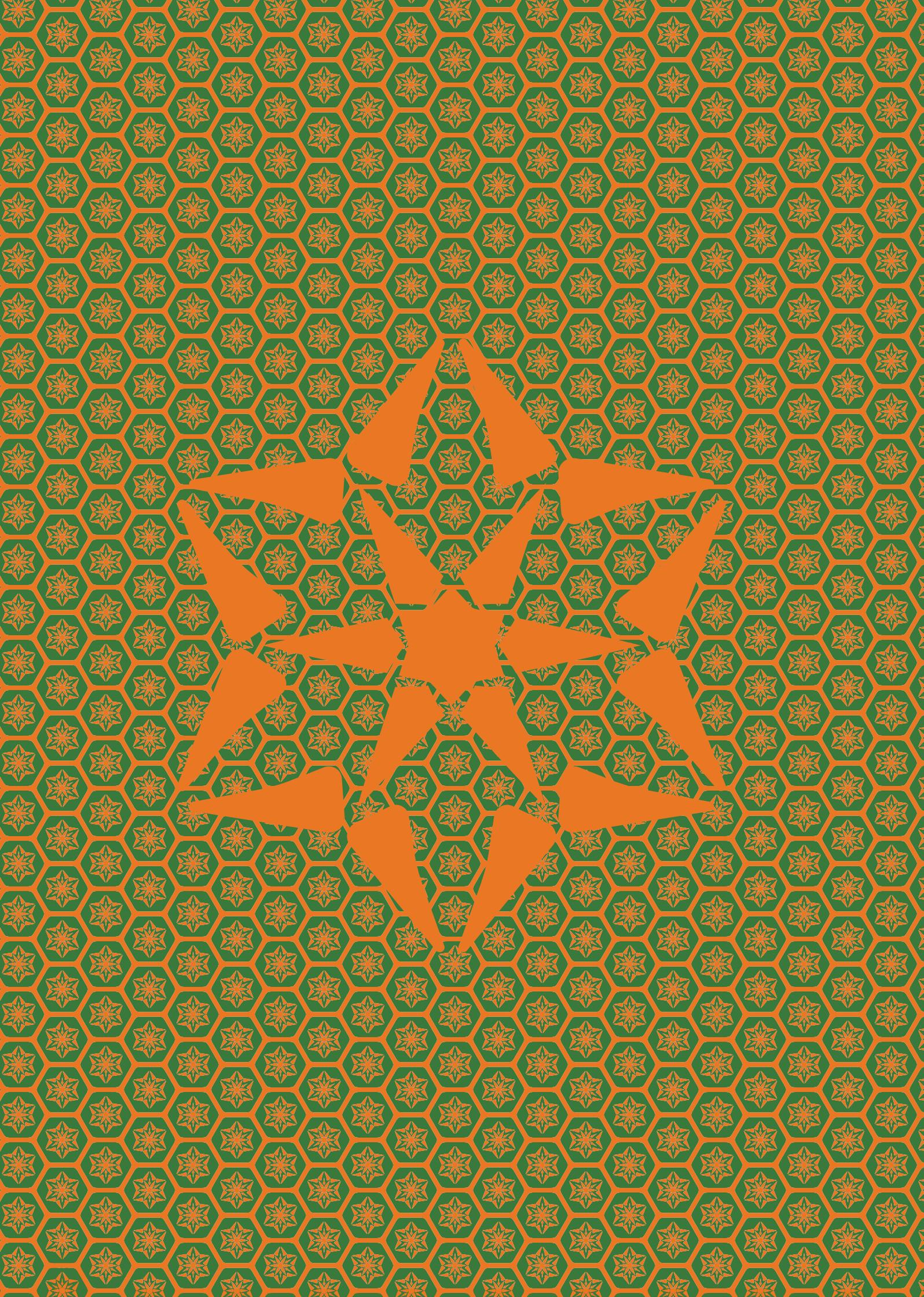
Faculty involved in course design: Dr Asaf Niwaz, Hazara University, Haripur; Bashir Nasir, Shah Abdul Latif University, Khairpur; Intizar Hussain, University of Karachi, Sindh; Mahvish Naseem, Fatima Jinnah Women University, Rawalpindi; Dr Naveed Sultana, Allama Iqbal Open University, Islamabad; Qadir Bux Laghari, Shah Abdul Latif University, Khairpur; Dr Muhammad Ramzan, Karakorum International University, Gilgit; Shehla Sheikh, Gomal University; and Shereen Taj, University of Balochistan, Quetta.

International subject expert leading the seminar and design workshop: Dr Ameena Ghaffar-Kucher, Senior Lecturer, Graduate School of Education, University of Pennsylvania.

Date of NCRC review process: 11–12 January 2013

NCRC reviewers: Dr Ishtiaq Hussain, Institute of Education and Research, University of Science & Technology, Kohat; Dr Muhammad Ramzan, Karakorum International University, Gilgit; and Dr Saeed Khan, University of Haripur, Khyber Pakhtunkhwa.





# Table of contents

①	Rationale for a course on contemporary issues and trends in education .....	08
	Common misconceptions about contemporary issues in education.....	09
②	Course syllabi .....	10
	<b>Syllabus 1:</b> Dr Naveed Sultana and Mahvish Naseem .....	11
	<b>Syllabus 2:</b> Dr Asaf Nawaz, Shehla Sheikh, and Dr Muhammad Ramzan .....	18
	<b>Syllabus 3:</b> Shereen Taj, Intizar Hussain, Qadir Bux Laghari, and Bashir Nasir .....	25
③	Integrated teaching notes .....	29
	Introduction to the course .....	30
	<b>Activities:</b> Options 1 and 2.....	30
	Notes for faculty.....	31
	Technology in education .....	33
	<b>Activities:</b> Options 1 and 2.....	33
	Notes for faculty and additional resources .....	34
	Gender disparity .....	34
	<b>Activities:</b> Options 1 and 2.....	34
	Notes for faculty and additional resources .....	35
	Quotations on gender equity .....	35
	Conflict resolution .....	36
	<b>Activities:</b> Options 1 and 2.....	36
	Notes for faculty.....	38

# Table of contents (cont.)



<b>Reading:</b> What is conflict? .....	39
<b>Handout:</b> Thinking about how to handle conflict .....	41
Additional websites .....	42
Peace education .....	43
<b>Activities:</b> Options 1 and 2 .....	43
Notes and additional resources for faculty .....	44
<b>Faculty resource:</b> Quotations on and concepts of peace education .....	44
<b>Reading:</b> Giving peace a chance .....	46
Ten steps for peace education .....	49
Challenges in Pakistan's schools .....	52
<b>Activities:</b> Options 1 and 2 .....	52
Notes for faculty and additional resources .....	53
④ References .....	55
⑤ Methods and strategies to use in teaching and learning during this course .....	59

1

# Rationale for a course on contemporary issues and trends in education

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In its 2010 document, *Curriculum of Education: B.Ed. (Hons.) 4-Year Degree Programme*, the HEC added Contemporary Issues and Trends in Education as a professional three-credit course. This flows from the belief that a broad-based knowledge approach to contemporary issues and trends in education is crucial for teacher preparation.

The main aim of the course is to provide Student Teachers with knowledge about and insight into the pressing issues of today's global community. In its curriculum guide, the HEC mentions specific contemporary issues, including the information explosion, the gap between madrassah and mainstream education, barriers to the achievement of universal literacy, gender disparities in education, the relationship between the national curriculum structure and career opportunities, environmental awareness, and the growing privatization of education.

## Common misconceptions about contemporary issues in education

Student Teachers are likely to enter their programme with various common misconceptions about education in contemporary Pakistan, which are often shared by the public. The course Instructor needs to be aware of these misconceptions and of others unique to the Student Teachers. The Instructor should constantly search for ways to help them confront and critique these misconceptions so that they can be intelligent creators, users, and interpreters of the curricula of the schools within the communities in which they work. Common misconceptions include the following:

- Since many people in previous generations thrived academically, we can follow the curricula of schools from the last century. That is, contemporary curricula have no real need to depart from traditional curricula.
- Technological development has no great impact on school life and the curriculum.
- Students acquire moral education at home rather than at school.
- It is not as important for girls to be educated as it is for boys.
- The development of conducive learning environments requires significant physical resources.
- Classroom teachers have only a nominal role in the promotion of quality education.
- Current events have no place in the school curriculum, since it needs to focus on standard outcomes.

2

# Course syllabi

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This section contains syllabi that have been written by individual faculty or groups of faculty. Using the HEC Scheme of Studies for the course, they considered the balance between the demands of the subject itself, active learning pedagogies, their students, and the particular university milieu in which they work. The syllabi all reflect the same key concepts and broad goals, but they vary in sequence and emphasis.



## SYLLABUS 1

Prepared by

Dr Naveed Sultana and Mahvish Naseem

### Course description

The Contemporary Issues and Trends in Education course will assist Student Teachers in appreciating the strengths, challenges, innovations, and reforms in education at both national and international levels. They will be empowered not only to adopt viable strategies and approaches in their professional practice but also to implement prescribed educational policies and programmes.

There are many issues in education; some are general and are found across the globe, while others are specific to Pakistan. Contemporary issues such as health, housing, gender disparity, poverty, pressure groups, family, and community values affect education at local, national, and international levels. Education also plays a role in addressing these issues. This course focuses on the following issues and trends: globalization; the Millennium Development Goals (MDGs), Education for All (EFA), and national goals; diversity; the role of peace education at the micro- and macro-levels; the role of schools in today's society; and the changing roles of teachers.

### Learning outcomes

After studying this course, Student Teachers will be able to:

- examine the social implications of the MDGs and the EFA goals
- identify different issues pertaining to diversity as well as their impact on student learning
- state the nature and scope of the factors affecting the quality of schooling
- explain how different kinds of schooling affect the quality of schooling
- analyse the changing role of the teacher in contemporary society
- critically evaluate the roles of peace, conflict, and education in the development of human society.

## Teaching and learning approaches

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Different teaching and learning approaches will be used during the course. They will be focused on developing content knowledge as well as skills and dispositions. Critical reflection and collaboration in learning and teaching as a means of personal and professional growth will be an important consideration throughout the course. Practical strategies to promote personal and professional development will also be introduced. These include the following:

- Inquiry
- Cooperative learning
- Discussion and debate
- Academic controversy
- Project work
- Field trips

## Course outline

### Unit 1: Globalization, the Millennium Development Goals, and Education for All

#### Unit description

Unit 1 introduces Student Teachers to the concept of globalization as well as its major features and effects on education. It examines the MDGs and the EFA goals and the process of their implementation. It also examines the challenges our society faces in pursuit of these goals as well as progress to date in implementing them.

#### Learning outcomes

By the end of Unit 1, Student Teachers will be able to:

- define the concept of globalization and explain its effects on the education sector in our society
- identify the MDGs and the EFA goals
- compare the EFA goals and the MDGs
- analyse the implications of the MDGs and the EFA goals for Pakistan.

1

#### UNIT 1:

#### Globalization, the Millennium Development Goals, and Education for All

Week #	Topics/themes
1	<ul style="list-style-type: none"><li>• Globalization</li><li>• The role of globalization in education</li><li>• The effects of globalization in the education sector</li></ul>
2	<ul style="list-style-type: none"><li>• MDGs: General description and indicators</li><li>• Implementation of the MDGs</li><li>• Challenges and further strategies in the local context</li></ul>
3	<ul style="list-style-type: none"><li>• EFA: General description and indicators</li><li>• Implementation of EFA</li><li>• Challenges and further strategies in the local context</li></ul>

## Unit 2: Issues of diversity

### Unit description

Unit 2 explores how diversity issues are central to the way in which organizations and groups of people operate and interact. Students from diverse backgrounds populate 21st century classrooms. This requires teachers to be inclusive, in their pedagogy, of differences in language, age, ethnicity, gender, culture, learning abilities, religion, and socio-economic status.

### Unit outcomes

By the end of Unit 2, Student Teachers will be able to:

- define the concept of diversity
- explain different aspects of diversity
- discuss the impact of diversity on education
- identify the role of education in addressing diversity issues
- apply diversity-inclusive pedagogy in professional practice.

2

### UNIT 2:

### Issues of diversity

Week #	Topics/themes
4	<ul style="list-style-type: none"><li>• Diversity</li><li>• The impact of diversity on education</li></ul>
5	<ul style="list-style-type: none"><li>• Approaches to addressing diversity issues:<ul style="list-style-type: none"><li>◦ Learning difficulties</li><li>◦ Language</li><li>◦ Religion</li><li>◦ Gender</li><li>◦ Culture</li><li>◦ Social and economic status</li></ul></li></ul>
6	<ul style="list-style-type: none"><li>• The role of education in addressing issues of diversity</li><li>• Strategies and examples of diversity-inclusive pedagogy</li></ul>

## Unit 3: The role of peace education at the micro- and macro-levels

### Unit description

Unit 3 examines peace education and conflict resolution. It discusses the concepts of peace, forms of conflict, and the relationship between peace and education. The relevance of peace to national and international development is also illustrated.

### Unit outcomes

By the end of Unit 3, Student Teachers will be able to:

- define the concepts of peace and peace education
- identify and explain the major forms of conflict in society
- explain the importance of peace education in Pakistan
- determine the relationship between peace education and the development of society.

3

### UNIT 3:

### The role of peace education at the micro- and macro-levels

Week #	Topics/themes
7	<ul style="list-style-type: none"><li>• Introduction to peace education</li><li>• Societal factors affecting peace in the Pakistani context</li></ul>
8	<ul style="list-style-type: none"><li>• Conflicts in schools:<ul style="list-style-type: none"><li>◦ Tolerance</li><li>◦ Bullying</li><li>◦ Violence</li></ul></li><li>• Conflict resolution at the school level</li></ul>
9	<ul style="list-style-type: none"><li>• The impact of peace issues on education</li><li>• Peace education: A strategy for conflict resolution</li></ul>
10	<ul style="list-style-type: none"><li>• Projects on selected conflicts</li><li>• Presentation of the projects</li></ul>

## Unit 4: The role of schools in addressing contemporary issues

### Unit description

Unit 4 focuses on exploring the relationship between schools and society, and identifying the role of schools in creating active citizens and future professionals. It also addresses factors affecting the quality of schools and issues faced by the school system.

### Unit outcomes

By the end of Unit 4, Student Teachers will be able to:

- identify the relationship between school and society
- analyse the role of schools in developing active citizens and future professionals and in imparting democratic education
- explain the factors affecting the quality of schooling.

4

### UNIT 4: The role of schools in addressing contemporary issues

Week #	Topics/themes
11	<ul style="list-style-type: none"><li>• The relationship between school and society</li><li>• Schools as social agents and social critics</li></ul>
12	<ul style="list-style-type: none"><li>• The need for schools to create active citizens</li><li>• The role of schools in producing workers and professionals</li><li>• The role of schools in imparting democratic education</li></ul>
13	<ul style="list-style-type: none"><li>• The importance of character education and skills development</li><li>• Factors affecting the quality of schooling</li><li>• Issues faced by schools</li></ul>

## Unit 5: The changing role of the teacher

### Unit description

Teachers can facilitate a change in learners. The teacher's role as a change agent has become more dynamic owing to the technological changes in society. Unit 5 focuses on the pedagogical approaches through which the teacher will be able to meet current and future challenges.

### Unit outcomes

By the end of Unit 5, Student Teachers will be able to:

- demonstrate an awareness of a teacher's responsibility to value the students and their issues
- explain the teacher's role as change agent
- apply teaching skills and problem-solving approaches that are useful for developing critical thinking and communication skills.

5

### UNIT 5:

### The changing role of the teacher

Week #	Topics/themes
14	<ul style="list-style-type: none"><li>• The various roles of a teacher</li><li>• The teacher's responsibility to value all learners</li></ul>
15	<ul style="list-style-type: none"><li>• Teachers as world change agents</li><li>• External issues affecting teachers' performance</li><li>• Interpersonal and social issues in education</li></ul>
16	<ul style="list-style-type: none"><li>• Internal issues affecting teachers' performance</li><li>• Teachers' strategies to tackle the issues</li></ul>

## SYLLABUS 2



### Prepared by

Dr Asaf Nawaz, Shehla Sheikh, and Dr Muhammad Ramzan

## Course description

This course aims to help Student Teachers understand current trends and issues in education. It encourages a practical approach to exploring the effects of technology, gender issues, and national development. It also aims to enable them to teach the values necessary for peace in a multicultural society, such as tolerance. Student Teachers will identify the challenges of today's classrooms, learn to devise different strategies, and apply them to classroom practice.

## Course outcomes

After completing this course, Student Teachers will be able to:

- understand and analyse the role of modern technological developments in education and identify prospective challenges
- analyse gender issues in education and devise strategies to reduce gender disparity
- recommend strategies to promote quality education throughout the country
- think critically about and suggest solutions for learning environments, school effectiveness, psychosocial problems, and disciplinary issues.

## Teaching and learning approaches

The teaching and learning in this course is based on the principles of reflective practice, participatory process, and critical analysis. The Instructor will make short introductory presentations, but much of the class time will be spent in discussions and group activities, such as role play or presentations aimed at consolidating, understanding, and exploring the issues in more depth. Student Teachers will be directed to certain readings, including online materials. As ready-made material on the topics relevant to this course content (i.e. technological development in the Pakistani context, technological access in Pakistan, and the repositioning of current classrooms) may not presently be available, they will also be expected to share their own experiences with peers.

Teaching approaches may include PowerPoint presentations, individual and group activities, mini-lectures, and open discussions. Additional approaches may include videos on topics, followed by classroom discussions; opportunities for role play; presentations based on field visits; and critical analysis of talk shows and current affairs programmes on television. Assignments that are practical in nature may be given as well. Observation activities for data collection and its analysis and interpretation are highly desirable.

# Semester outline

## Unit 1: Technological advancement and curriculum

### Unit description

Unit 1 will enable Student Teachers to understand the relationship between technological developments and curriculum. They are expected to use technology in their classroom teaching; therefore, this unit will help them realize how media and computers might be used in teaching. They will also contrast the changing needs of the curriculum in the knowledge explosion of today with the outdated needs of older curricula. Student Teachers will determine how e-learning works and how new avenues of learning can be created.

### Learning outcomes

At the end of this unit, Student Teachers will be able to:

- explain the role of modern technological developments in education
- develop ways to use technology in the classroom for teaching and learning.

1

## UNIT 1: Technological advancement and curriculum

Week #	Topics/themes
1	<ul style="list-style-type: none"><li>• What is the importance of technology in the curriculum?</li><li>• How can technology be used in classroom teaching?</li><li>• How can new avenues of technology be effectively used for teaching and learning?</li></ul>
2	<ul style="list-style-type: none"><li>• The use of Information and Communication Technologies (ICTs) in the classroom</li><li>• Standardized and uniform curriculum</li></ul>

## Unit 2: Moral education

### Unit description

Unit 2 examines moral development as an integral part of education. Student Teachers are expected to devise strategies to focus on moral values, such as truthfulness, trustworthiness, honesty, loyalty, patience, and caring, through routine activities, such as morning assembly and classroom teaching.

### Learning outcomes

At the end of this unit, Student Teachers will be able to:

- suggest ways to teach values of universal morality via the school curriculum
- explain the role of the teacher as an ethical model.

2

### UNIT 2: Moral education

Week #	Topics/themes
3	<ul style="list-style-type: none"><li>• The concept of moral and value education in different contexts</li><li>• Discussion on general ethical foundations</li><li>• Ethical foundations to follow</li></ul>
4	<ul style="list-style-type: none"><li>• What is a moral system?</li><li>• Teaching values for character-building</li><li>• The teacher as a role model</li></ul>
5	<ul style="list-style-type: none"><li>• Teaching as a moral craft</li><li>• School as a moral nursery: Learning about right and wrong</li><li>• Moral reasoning and action</li></ul>

## Unit 3: Peace education and student learning

### Unit description

Unit 3 provides Student Teachers with the chance to deliberate on the current status of peace within Pakistan and the importance of peace education. It also provides a concept of how different philosophical views, beliefs, and values influence our peace education. Student Teachers will collect different news clippings related to conflicts within Pakistan and will select one from which to prepare an action to promote peace. The unit also highlights the use of peace education to promote critical thinking.

### Learning outcome

After completing this unit, Student Teachers will be able to describe the role of peace education in the smooth functioning of a multicultural society.

3

### UNIT 3:

### Peace education and student learning

Week #	Topics/themes
6	<ul style="list-style-type: none"><li>• The meaning of peace education</li><li>• National integrity, harmony, and ideology with reference to peace education</li><li>• Practicing tolerance in life</li></ul>
7	<ul style="list-style-type: none"><li>• What is a multicultural society?</li><li>• Behaviours in a multicultural society</li><li>• Cooperative learning, tolerating others, and promoting peace</li></ul>

## Unit 4: Gender equality in education

### Unit description

It is expected that Student Teachers will play an effective role in minimizing the gender disparity in education. Unit 4 highlights the importance of education as a basic human right of every individual—male and female. It also analyses the role of educated women in the socio-economic development of a country.

### Learning outcomes

After completing this unit, Student Teachers will be able to:

- identify and analyse the role of different stakeholders in maintaining effective human relationships within the school system
- persuade people in favour of educating girls.

4

### UNIT 4: Gender equality in education

Week #	Topics/themes
8	<ul style="list-style-type: none"><li>• Education as a basic human right (irrespective of gender, class, etc.)</li></ul>
9	<ul style="list-style-type: none"><li>• Gender disparity in education</li></ul>
10	<ul style="list-style-type: none"><li>• Girls' education</li><li>• The role of educated mothers</li><li>• The role of women in socio-economic development</li></ul>

## Unit 5: The school and learning environment

### Unit description

Unit 5 introduces Student Teachers to the concept of the educational environment and the role of the teacher in making this environment healthy, competitive, and conducive to learning. It will also help Student Teachers understand the effects of schools on the community in general and on learners in particular. The unit will bring to light the concept of the classroom environment, the physical and psychosocial environment, students' disciplinary (cheating, bullying, and other ethical) problems, and corporal punishment.

### Learning outcome

After completing this unit, Student Teachers will be able to suggest ways to manage both environment and discipline without resorting to corporal punishment and other coercive tactics.

5

### UNIT 5: The school and learning environment

Week #	Topics/themes
11	<ul style="list-style-type: none"><li>• The concept of the school environment</li><li>• The classroom learning environment</li><li>• Disciplinary problems</li></ul>
12	<ul style="list-style-type: none"><li>• The effects of the school environment on academic performance</li><li>• Corporal punishment and its effects</li><li>• The social environment of the school and students' psychosocial problems</li></ul>

## Unit 6: The quality of education

### Unit description

Unit 6 highlights the concept and indicators of quality education. Student Teachers will understand how quality education can be ensured through higher-level thinking and discouraging rote learning and memorization. The unit also teaches the importance of using child-centred teaching approaches. It brings to light issues related to teacher preparation; recruitment policies; the problems of overcrowded classrooms, bullying, teacher-student ratios, and single teacher schools; issues related to uniform curricula; and the challenges presented by the privatization of education.

### Learning outcomes

After completing this unit, Student Teachers will be able to:

- identify indicators that affect the quality of education
- suggest best practices for improvement at the classroom and school levels.

6

### UNIT 6: The quality of education

Week #	Topics/themes
13	<ul style="list-style-type: none"><li>• What is quality education?</li><li>• Rote memorization versus active learning</li><li>• Learner-centred teaching strategies</li></ul>
14	<ul style="list-style-type: none"><li>• High dropouts and poor academic performance (National Education Assessment System reports)</li><li>• Assessment practices and challenges of examinations</li><li>• Teachers' preparation and employment and recruitment policies</li></ul>
15	<ul style="list-style-type: none"><li>• Overcrowded classrooms and teacher-student ratios</li><li>• Diversified curriculum</li><li>• The privatization of education in Pakistan and associated problems</li></ul>
16	<ul style="list-style-type: none"><li>• Medium or language of instruction</li><li>• Review of the unit</li></ul>



## SYLLABUS 3

Prepared by

Shereen Taj, Intizar Hussain, Qadir Bux Laghari, and Bashir Nasir

### Course description

This course addresses the prevailing issues and trends affecting the educational system in Pakistan and around the world. An understanding of contemporary issues that influence education will assist Student Teachers in consolidating their teaching with social realities. This course will enable Student Teachers to analyse the situation of education as a whole and to develop analytical, research, and reflective skills.

### Learning outcomes

After studying this course, Student Teachers will be able to:

- identify various social and political issues that affect education
- link an understanding of local, national, and international issues
- address challenges that emerge in the classroom linked to contemporary social and political issues.

### Teaching and learning approaches

This course will be taught using a collaborative learning approach that encourages cooperative learning. Student Teachers will have the opportunity to enhance their research capacity by finding valid information, processing and analysing the information, inferring the causes and effects of the discussed issues and trends, and developing a comprehensive understanding of the issues and trends in educational settings.

# Semester outline

## Unit 1: Introduction to contemporary issues in education

### Unit description

Student Teachers will develop an understanding of different issues and trends that affect education and explore the means of further investigating these.

1

### UNIT 1: Introduction to contemporary issues in education

Week #	Topics/themes
1	<ul style="list-style-type: none"><li>• The concept and understanding of contemporary issues in educational settings</li><li>• Linkages and implications of issues in a local, national, and global context</li><li>• Methods of exploring and investigating issues</li></ul>

## Unit 2: Political issues

### Unit description

Unit 2 introduces the concepts of inclusiveness, diversity, the MDGs, and the EFA goals. It also covers the fundamental aspects of democracy and good citizenship.

2

### UNIT 2: Political issues

Week #	Topics/themes
2	<p>Awareness of true democratic values and the concept of good citizenship</p> <ul style="list-style-type: none"><li>• Inclusive classrooms (economic and physical)</li><li>• Diversity in education (faith, creed, caste, and language)</li><li>• Accepting differences (political, religious, social, and cultural)</li><li>• Human rights, and children's rights and responsibilities (educated to behave in a civilised way)</li></ul>
3	<p>Educational issues in Pakistan (micro-level)</p> <ul style="list-style-type: none"><li>• Ghost schools</li><li>• Teacher absenteeism</li><li>• Political intervention in the recruitment, posting, and promotion process</li><li>• Weak examination system</li></ul>
4	<p>Goals</p> <ul style="list-style-type: none"><li>• Education policy and implementation in Pakistan</li><li>• The language of instruction</li><li>• Different systems of education in Pakistan</li><li>• Gender studies and its importance</li><li>• The role of the teacher in promoting gender sensibility</li></ul>

## Unit 3: Social issues

### Unit description

Unit 3 focuses on peace education and conflict resolution. It discusses the concept of conflict and the strategies for its resolution. Each society is a dynamic phenomenon that devises its own education system to cater to its needs and preserve and transmit its culture to future generations.

3 UNIT 3: Social issues	
Week #	Topics/themes
5	Peace education and conflict resolution <ul style="list-style-type: none"><li>• Conflict: Concept and definition</li><li>• Conflict resolution</li><li>• Developing a regional capacity to transform conflicts</li></ul>
6	<ul style="list-style-type: none"><li>• Introduction to peace education</li><li>• The role of the teacher in promoting peace</li><li>• The role of the state</li></ul>
7	<ul style="list-style-type: none"><li>• The role of civil society in promoting education</li><li>• The lack of political will for educational development</li></ul>

## Unit 4: Academic issues

### Unit description

Unit 4 examines adult literacy and reforms, contextualized assessment issues, diverse learning needs, teacher-training institutes, and private education issues in Pakistan.

4 UNIT 4: Academic issues	
Week #	Topics/themes
8	Peace education and conflict resolution <ul style="list-style-type: none"><li>• Adult education and literacy</li><li>• Reforms in adult literacy</li></ul>
9	<ul style="list-style-type: none"><li>• The system of assessment</li><li>• The diverse learning needs of students</li></ul>
10	<ul style="list-style-type: none"><li>• Teachers' training and training institutes</li><li>• Private education institutes</li></ul>

## Unit 5: Administrative issues: Impact on education

### Unit description

Unit 5 examines administrative issues that affect the education system at large. In particular, it explores the gaps between policy and implementation plans, the lack of political will, and systems of administrative governance.

5

### UNIT 5: Administrative issues: Impact on education

Week #	Topics/themes
11	<ul style="list-style-type: none"><li>• Monitoring and supervision</li><li>• Accountability and transparency</li><li>• The right people in the right jobs</li></ul>
12	<ul style="list-style-type: none"><li>• The role of strategic planning</li><li>• Financial plans and their utilization</li></ul>
13	<ul style="list-style-type: none"><li>• Resource deployment</li><li>• The lack of training of administrative staff</li></ul>

## Unit 6: Economic issues: Impact on education

### Unit description

Unit 6 examines the linkages between education and economics, focusing on the role of education in creating a robust economy that is competitive both nationally and globally. Student Teachers will read different reports on human development and educational reform within Pakistan. These reports will help them to evaluate the causes of good and poor performance and suggest ways to improve such performance.

6

### UNIT 6: Economic issues: Impact on education

Week #	Topics/themes
14	<ul style="list-style-type: none"><li>• Education and human capital: The causal effect of education on individual and social outcomes</li><li>• Human capital development index (Where does Pakistan stand and why?)</li></ul>
15	<ul style="list-style-type: none"><li>• Cost-benefit analysis of primary and secondary education</li><li>• Resource mobilization (local and international organizations)</li></ul>
16	<ul style="list-style-type: none"><li>• Revision</li></ul>

3

# Integrated teaching notes



During the curriculum development process, faculty were encouraged to keep notes that would be useful to them and others who may teach the course in future. These were submitted along with the course syllabus. Teaching notes include ways to introduce the course, ideas for teaching units and sessions, sample lessons plans, and suggestions for reading and resource material. These have been integrated into a single section of this document to create a rich and varied collection of ideas easily accessible to others. The section is organized by theme. Except in cases where there is duplication of ideas, faculty are credited with their contribution.

The teaching notes included in this document cover the following topics:

- 1) Introducing the course
- 2) Technology in education
- 3) Gender disparity
- 4) Conflict resolution
- 5) Peace education
- 6) Challenges in Pakistani schools

## TOPIC 1: INTRODUCTION TO THE COURSE



### Sample session plans

#### Option 1

- Introduce yourself.
- Ask Student Teachers to form pairs and interview each other.
- Ask all Student Teachers to introduce their partners to the rest of the class, until every person has been introduced.
- Next, give a brief overview of the course. Let Student Teachers discuss the significance of the word *contemporary* and brainstorm how contemporary issues might differ from historical issues. Use discussion prompts such as:
  - In what ways is the contemporary world (i.e. today's world) different from the world that existed just 20 years ago?
  - What new challenges do these changes present for today's young people and for curricula in schools and colleges (teaching and learning needs)?

The world in 1990	The world today	New challenges

- In what ways might teachers today need to be prepared differently than teachers of previous decades?
- What are some issues that might need to be addressed in a course entitled Contemporary Issues and Trends in Education?
- Hand out copies of the syllabus. Allow Student Teachers to look it over and highlight various sections.

## Option 2

- Welcome the class and introduce yourself.
- Ask Student Teachers to brainstorm various contemporary issues related to education.
- Ask them which of these contemporary issues are global and which are particularly relevant to Pakistan.
- Group Student Teachers in accordance with the class size and assign each group one of the contemporary issues from the brainstorm list. Let each group discuss their issue and choose one representative to share their views in a whole-class share.
- Hand out copies of the syllabus. Allow Student Teachers to look it over and highlight various sections.

## Notes for faculty

This first session is a valuable time for you to set up protocols and expectations. You will want to create a climate of openness, inquiry, and collaboration.

The following list might help you in setting the context of contemporary social issues in Pakistan and internationally. You might challenge students to create linkages between each of these issues and education:

- Ethnicity and multiculturalism
- Ethics, morality, and tolerance
- Discipline and classroom management
- Conflicts and their resolution
- Civics and democracy
- Bilingual education
- Public versus private institutions
- Technology

**Additional activity:** You might want to have Student Teachers complete this as a homework assignment and compare it with the table suggested in Option 1.

They should complete the following table:

My family in 1990 (parents, grandparents, children)	My family today	New challenges facing my family

Then they should discuss:

- In what ways might knowledge of my family and its history since 1990 be important for teachers?
- Of what importance are issues that have affected my family to a course titled Contemporary Issues and Trends in Education?

In this activity, Student Teachers have an opportunity to personalize the course. If you have them discuss their tables in class, emphasize how personal knowledge of their students and issues facing students and their families can and should have an impact on their teaching.

## Additional resources

Goodale, T. (n.d.). *Investigating critical and contemporary issues in education*. Retrieved from  
➤ [http://en.wikibooks.org/wiki/Investigating\\_Critical\\_%26\\_Contemporary\\_Issues\\_in\\_Education](http://en.wikibooks.org/wiki/Investigating_Critical_%26_Contemporary_Issues_in_Education)



## TOPIC 2: TECHNOLOGY IN EDUCATION

### Sample session plans

#### Option 1

Invite Student Teachers to think, pair, share answers to the questions:

- How does technology increase access to education at every level?
- What technology is important for the citizens of today's world to use?

Let Student Teachers share their thinking in a whole-class share.

After listening to their feedback, begin a discussion on computers and give a lecture covering the following points:

- The role of computers in teaching practice, particularly in designing the curriculum
- The role of computers in micro-teaching
- How computers can facilitate course design
- How computers can help teachers create their own community and stay in touch with each other to share best practices

#### Option 2

Divide the class into groups of four. Ask each group to think about the following questions:

- Given the scarcity of resources in our schools, how do we prepare children to use technology in their daily lives?
- What kinds of technology should children be prepared to use and why? Groups are advised to come up with original, practical solutions.
- When children come to school from homes where they have had little exposure to technology, how does the teacher introduce the use of technology? What if parents oppose the use of technology?

Ask each group to pick out one product of contemporary technology (e.g. computer, phones, or the Internet) and think of a way to use this item in the classroom for teaching and learning.

Conduct a whole-class share of the above.

## Notes for faculty and additional resources

This website contains an annotated collection of links to resources related to using or planning to use technology in schools:

➤ <http://www.ncrel.org/sdrs/areas/te0cont.htm>

This website examines the use of technology in education:

➤ [www.nsba.org/sbot/toolkit/tne.html](http://www.nsba.org/sbot/toolkit/tne.html)

## TOPIC 3: GENDER DISPARITY



### Sample session plans

#### Option 1

Check the prior knowledge of the Student Teachers (5–8 minutes) by asking the following questions:

- How do perspectives on gender equality differ among societies? Provide examples.
- What role does the community play in protecting the rights of females in society?

Show the following video ('Shabeena's Quest') about different perceptions of girls' education in Pakistan:

➤ <http://www.aljazeera.com/programmes/witness/2012/11/2012112612156945376.html>

Ask the class to think, pair, share to list and discuss the problems depicted in the video.

#### Option 2

Share the following quotation from the newspaper *Pakistan Today*; the complete article is available at:

➤ <http://www.pakistantoday.com.pk/2011/11/16/comment/editors-mail/gender-discrimination-in-pakistan/>

Girls the world over are less likely than their brothers to be attending primary school. In some cases, where a decision has to be made about which children to send to school, it is commonly seen that parents decide to invest in their sons' education rather than their daughters'. This may reflect the fact that upon marriage, daughters may no longer contribute to family income and are therefore not seen as worth investing in.

Briefly discuss the above quotation and then divide the class into two groups. One group argues in favour of the sentiment that girls are not worth investing in, and the other against it.

Let both sides brainstorm multiple examples of and evidence for their arguments.

Let both sides present their arguments in a class debate.

To summarize the debate, highlight the advantages of girls receiving an education, and challenge Student Teachers to list ways of overcoming the physical and psychological barriers to girls' education in Pakistan.

## Notes for faculty and additional resources

Khan, S. I. (2011, 16 Nov.). Gender discrimination in Pakistan. *Pakistan Today*.

Retrieved from

➤ <http://www.pakistantoday.com.pk/2011/11/16/comment/editors-mail/gender-discrimination-in-pakistan/>

Blunch, N., & Das, M. B. (2007). *Changing norms about gender inequality in education: Evidence from Bangladesh*. Retrieved from

➤ <http://elibrary.worldbank.org/content/workingpaper/10.1596/1813-9450-4404>

This article analyses norms on gender equity in education for children and adults. It will provide good background information for the Instructor.

## Quotations on gender equity

The following quotations can be used at any time during a session. For example, you might have a readers' theatre at the beginning to stimulate discussion or at the end as a way of reflecting on the session. The quotations could also be duplicated and handed out as an activity. Student Teachers could select one that especially appeals to them and write a paragraph stating why. You will notice that the first doesn't directly mention gender, even though it is from an article dealing with gender equity. The relationship between this quotation and the others might be a topic of discussion.

- 1) 'On any given day, more than one billion of the world's children go to school. Whether they sit in buildings, in tents or even under trees, ideally they are learning, developing and enriching their lives ... there is no single way to make a school child-friendly. The model may differ from country to country, but the common denominator across cultures is a focus on child-centred education in a safe, healthy and holistic environment'. From: *Basic Education and Gender Equality*:  
➤ [http://www.unicef.org/education/index\\_focus\\_schools.html](http://www.unicef.org/education/index_focus_schools.html)

2) ‘An important human rights issue, gender equality means equal empowerment and participation for both men and women in all spheres of public and private life. This does not imply that both sexes are the same but rather that they are equal in rights and dignity. As with all human rights, gender equality must be constantly fought for, protected and encouraged’. From: *Manual on Human Rights Education for Children: Gender Equality*:

➤ [http://www.eycb.coe.int/compasito/chapter\\_5/7.html](http://www.eycb.coe.int/compasito/chapter_5/7.html)

3) ‘The gender roles that a society assigns to its children will have a determining effect on their future: their access to food and education; their labour force participation; their status in relationships; and their physical and psychological health’. From: *Gender and Child Development*:

➤ <http://www.paho.org/english/hdp/hdw/childdevelopment.PDF>



## TOPIC 4: CONFLICT RESOLUTION

### Sample session plans

#### Option 1

Brainstorm: Write the words ‘Conflicts in schools’ in the middle of the board or a flipchart and let the Student Teachers brainstorm. Ask them not only to think of different kinds of conflicts, but also to give the causes of these conflicts inside and outside the school. Write on the board the kinds of and remedies for conflicts that they point out. Involve all the Student Teachers in turn through questioning-answering techniques.

Write the topic and subtopic of the lecture on the board. Draw the following table on the board (or make a handout and distribute it) and tell Student Teachers to fill it in while they are listening to the lecture.

Conflicts in schools	Main points (write down the main points of each conflict in school while listening to the lecture)
Violence	
Bullying	
Tolerance	

Deliver a lecture that explains the dynamics of bullying and violence in schools and the teaching of tolerance through the school curriculum.

Questions for thought and discussion:

- How does your school try to prevent violence?
- What have you planned to do if violence erupts in your classroom?
- How does conflict in schools connect with conflict in society at large? What connections, if any, might be made?

## Option 2

Divide the class into three large groups. Explain ‘conflict’ and ‘conflict resolution’ and lecture briefly about the role of the teacher in preventing and resolving conflicts. In their book *Children and Conflict in the Classroom*, authors Finch and Wirtanen outline the following role of teachers in conflict resolution in the classroom:

- *anticipating* that conflict will occur within groups of children
- *responding* to children as conflict occurs naturally in the classroom
- *supporting* all children in conflict with intent to promote positive growth.

Divide the class into groups of three to four. Ask them to consider:

How might teachers **anticipate** conflicts in the classroom? Give possible examples of potential sources of conflict in the following classrooms.

- Twenty-nine children, aged 6–7, are seated in a classroom that can comfortably hold about 15 children. There are no desks, and pupils bring all their books and stationery from home. The children speak at least two different mother tongues, belong to families with different income levels, and vary greatly in their academic ability.
- Fifty-seven boys, aged 12–13, are in a hall-sized classroom. The boys are diverse in their ethnicities and religious backgrounds. The majority are cricket fans. The culture of reading, writing, and quiet independent activity has not been very successfully established in this room.

Next, ask each group to suggest responses and support systems for each of the conflicts they suggested.

Wrap up the activity with a whole-class share.

## Notes for faculty

Student Teachers will work with some children who have experienced or are experiencing the consequences of ideological conflict within Pakistan and neighbouring countries. Children are not just innocent bystanders—they feel the effects of war, disease, malnutrition, injury, and trauma from seeing death and injury.

A few examples are listed below for faculty to use or adapt.

Ways to help them feel safe and secure at school are outlined below:

- I) Responding to violence
  - a) Prevention
  - b) Response
- II) Prevention
  - a) Maintain high standards of school safety
    - 1) Ensure fair and consistently enforced policies
    - 2) Make safe classroom environments a part of the language of your bargaining agreement
    - 3) Form strong school-home linkages
  - b) Provide strong staff development
    - 1) Crisis response
    - 2) Cultural diversity issues
    - 3) Mediation and training in conflict resolution
- III) Responding when violence has occurred
  - a) Avoid physical contact when possible
    - 1) Send for help
    - 2) Keep your distance
    - 3) Remain calm
  - b) Key principles
    - 1) Try to resolve confrontation through talking
    - 2) Listen
    - 3) Do not negotiate

## Student reading



### What is conflict?

Frances Schoonmaker, Professor Emeritus, Teachers College,  
Columbia University

Conflict happens when two or more people disagree strongly about what to believe or do. Sometimes the word *conflict* is used to describe a fight; for example, a war between nations or two boys in a fist fight. Sometimes conflict is used in reference to disagreement or expressing strong feelings. At other times conflict refers to an inner struggle; for example, deciding what values you want to follow.

Conflict is a natural part of our lives. As we learn more about ourselves and others we are bound to encounter conflicts. People have differences of opinion and differences in values. These differences matter to us. The conflict we experience as a result of our own opinions and values can and should lead to healthy growth and maturity.

Not all conflict is bad. In fact, life might be boring without conflict. Conflict may be necessary for healthy intellectual, emotional, and spiritual growth. It teaches us how to deal with others whose ideas aren't the same as our own. For example, differences of opinion, or conflicting views, between friends can lead to a lively discussion. You can learn to respect your friend's opinion even if you don't agree. Such differences help us to establish our own identity. We think about this as a healthy kind of conflict.

Differences between political parties can be healthy when candidates for office express their views about how government should serve the people. This allows voters to understand issues and make thoughtful decisions. Even differences between countries can result in improved relationships if ideas are made clear and both countries are committed to negotiating their differences.

Healthy conflict leads us to learn more, take a stand, and justify our decisions and views on sensible grounds. It also brings differences and problems out into the open where then can be discussed and managed. When conflict is left hidden and unexpressed, it leads to tension. Tension can escalate into bad feelings and unwise actions.

Negative conflict is just the opposite of healthy, or positive, conflict. Instead of helping to solve a problem by bringing out differences of opinion and alternative choices, it leads to more conflict and bad feelings. A conflict becomes negative when people use destructive tactics to deal with what might otherwise be normal, healthy differences. For example, instead of learning to respect a friend who has sharply different opinions from yours, you might begin to feel hostile and insist that your friend adopt your views if they want to continue to be friends. You might call their ideas "stupid" or "irrational," escalating bad feelings. Even worse, you may be tempted to call *them* "stupid" or "irrational." Just as destructive would be harboring bad feelings and not discussing them at all.

On a broader level, candidates for office might begin to characterize members of an opposing political party as “bad people,” rather than people who have different ideas. This is true in international relations, too. Instead of fostering international relations that lead to cooperation, countries often act out of self-interest and characterize other nations as “the aggressor,” or “the enemy,” refusing to modify their position in the interest of peace.

Most conflicts are the result of differences related to territory or space, property, values and beliefs, power, and who gets rewards and privileges. Conflict and peace are related. When people know how to manage conflict, they can contribute to a more peaceful home, neighborhood, community, and world.

We will never be able to eliminate conflict in our lives or in the world. Our goal should be to learn how to manage conflict so that people can live together in ways that show caring, respect, and responsibility toward self and others. Sadly, even though we may be committed to dealing with conflict in positive ways, we cannot control how other people will act. When they choose to avoid conflict, refuse to talk about how to manage problems, and treat us as “other” or “evil” if we disagree, we are limited in what we can do.

We can be hopeful, however. Teachers are in a unique position to help boys and girls learn how to manage conflict. Teachers can be a model by setting up classroom structures and routines that show respect for differences. Teachers can treat all children with respect, even when they are disruptive or naughty. Teachers can insist that children work together to find solutions for problems or, when there are no solutions, learn to manage problems. And teachers can teach positive conflict management principles.

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## Thinking about how to handle conflict

Negative conflict management strategies	Positive conflict management strategies
<p><b>Clamming up:</b> Friends, political parties, or countries refuse to talk together. This prevents them from ever having an opportunity to learn different views.</p>	<p><b>Naming the problem and talking it through:</b> When people learn how to express their ideas and concerns in appropriate, non-accusing language, they are likely to be able to talk through differences. This allows them to grow in appreciation of others, even if they are different or disagree.</p>
<p><b>Running away:</b> Sometimes people avoid conflict. They act as if there is not an issue or problem, even if there is. This can lead to resentment and an even greater problem.</p>	<p><b>Confront conflict:</b> By confronting conflict, you can often keep it from getting out of hand. Sometimes it is better to let a problem work itself out, but even if you choose not to deal with it right away, it is better to admit there is a problem. Then you can think about how to handle it or what might be the source.</p>
<p><b>Expecting the worst:</b> Sometimes you can bring people into a conflict by treating them as if you expect it of them. You treat others as ‘the enemy’, and sometimes they become the enemy.</p>	<p><b>Expect the best:</b> Treat people as if they also want to work through problems and differences. Often, if you meet others as friends and show them respect, they will be respectful in return.</p>
<p><b>Hanging on to conflict:</b> Instead of admitting that there may be two sides to a story, some people refuse to admit that they might be wrong. They keep bringing up the conflict and creating bad feelings.</p>	<p><b>Let it go:</b> Be ready to listen to others and learn. If you are wrong, admit it. If you disagree, agree to disagree and about how you will address issues when they come up. Once you’ve agreed to disagree or admitted you are wrong, let the issue rest.</p>

**Things to consider:** The table above includes some characteristics of positive and negative conflict management. We can never be rid of conflict, but we can try to learn how to manage it. Even if you do try to manage conflict in positive ways, you cannot control how others will act. They also have to want to resolve conflict and be willing to work with you.

- What tactics do you usually use to deal with a conflict? Which are positive?
- What are some values that have caused you to have conflict with yourself? With others?

## Additional websites

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The following website from Intervention Central provides information about bullying and what schools can do to prevent it:

- <http://www.interventioncentral.org/behavioral-interventions/bully-prevention/bullying-what-it-what-schools-can-do-about-it>

This website has numerous activities and suggestions for teachers to use in helping children learn how to express emotions in positive ways and resolve conflicts effectively:

- <http://www.responsiveclassroom.org/article/conflict-resolution-protocol-elementary-classrooms>

The focus of this website is on helping teachers develop themes in their teaching. Conflict (including responses to bullying) is the thematic emphasis addressed here:

- <http://www.pbs.org/teachers/thismonth/conflict/index1.html>



## TOPIC 5: PEACE EDUCATION

### Sample session plans

#### Option 1

**Think, pair, share:** Ask Student Teachers to define peace at the micro-level (school and community) and at the macro-level (nation and international) and to consider the following questions:

- How are the two connected?
- Can one affect the other?

**Lecture:** In a brief lecture, define and describe the concept of peace. Explore the following concepts:

- Is peace a natural social state or does it require conscious effort and mechanisms to achieve it?
- What role might education play in maintaining peace in society?
- Peace education requires an understanding of healthy conflict resolution.
- Pose the question: Can peace be maintained in a society without respect for minority cultures?

**Assignment:** Ask Student Teachers to consider the following questions: What are some threats to peace in the school community? What specific rules and procedures might educators use to maintain peace in the classroom? In the school community? Have them create a list and bring it to the next session to share and discuss. Remind them to think about healthy conflict as it has been described both in earlier sessions and in other courses in their programme.

#### Option 2

**Lecture:** What is peace? What is peace education? Why is it important?

**Discussion:** Ask Student Teachers to consider their own life experiences and comment on the following:

- How peaceful are schools and classrooms in Pakistan? In your experience, have schools become more or less peaceful in recent years? What makes you say this?
- What effects do peace and conflict have on education?
- Why is understanding 'healthy conflict' essential for peace?
- What are the challenges to peace in multicultural societies?

**Think, pair, share:** How might peace be taught in schools?

## Notes and additional resources for faculty

Schools, colleges, and universities in Pakistan are often closed or threatened by the disruption of peace in civil society. You might make this phenomenon a topic of discussion in class: Are there personal experiences to share? How does the closure of schools affect students? How does it affect society at large? Are there ways to prevent the damage?

You might ask Student Teachers to download the Introduction to the *UNESCO Integrated Framework of Action on Education for Peace, Human Rights and Democracy* ([http://www.unesco.org/education/nfsunesco/pdf/REV\\_74\\_E.PDF](http://www.unesco.org/education/nfsunesco/pdf/REV_74_E.PDF)) and assign various points to various groups to discuss and teach each other via a jigsaw activity.

This website has five downloadable units of study (detailed curriculum) for peace education: <http://www.un.org/cyberschoolbus/peace/frame3.htm> You might ask Student Teachers to review one or all of these units and to create a sixth unit modelled along the same framework.

The Peace Education Foundation has a website with many teaching and learning ideas:  
➤ <http://www.peaceeducation.org>

## Quotations on and concepts of peace education

Peace education is not the process of telling students what to think, but rather telling them how to think critically. This approach may conflict with more traditional curriculum design or strict 'tests-based' schooling. What challenges might this pose for teachers and learners? What opportunities might this pose?

- 'Peace education is the process of acquiring the values, the knowledge and developing attitudes, skills and behaviors to live in harmony with oneself, with others, and with the natural environment. The primary objective of peace education, of peace building, and of peacekeeping is to remove biases against indigenous groups'.

(Manila Bulletin)

- 'If we are to reach real peace in this world we shall have to begin with the children'.

(Mahatma Gandhi)

- 'Disputes may be inevitable, but violence is not. To prevent continued cycles of conflict, education must seek to promote peace and tolerance, not fuel hatred and suspicion'.

(UNICEF (1996). *State of the World's Children: Anti-War Agenda*)

- 'Peace is not an absence of war'.

(Baruch Spinoza)

- ‘While peace education can be taught as a subject or as part of the “hidden curriculum”, the need is to transform the entire curriculum of the school to one that uses peace education as its foundation. The hidden curriculum is the transmission of norms, beliefs and values conveyed through formal educational content and through social interactions. However, peace education should never be hidden. Instead, the teaching of values such as tolerance, equality, empathy, diversity and non-violence needs to be an explicit part of the curriculum’.

(Dr Joseph Hungwa Memorial Peace Education Program)

Key principles of peace education:

- A learning environment where both teacher and students teach and learn from one another through equitable dialogue
- Combining academic study with practical application towards societal transformation
- Analysing issues in a holistic way that accounts for the past, present, and future, and includes the personal, local, and global levels
- Promoting values such as compassion, equality, interdependence, diversity, sustainability, and nonviolence

From: Teachers Without Borders:

- <http://www.teacherswithoutborders.org/>

## Student reading

# Giving peace a chance



Frances Schoonmaker, Professor Emeritus, Teachers College,  
Columbia University

“Give Peace a Chance” is the title of a song written by John Lennon. It became a special song for the anti-war movement in America in the 1970s. It offers a way of thinking about how teachers can promote peace and non-violence as fundamental human right of every child.

Some of the barriers that get in the way of peace are:

Prejudice. Prejudice can be favorable or unfavorable. Favorable prejudice causes us to accept people and ideas without examining them. Unfavorable prejudice causes us to think badly of people or ideas without examining them. In both cases, prejudice is feeling toward someone or something without knowing the facts.

When you make a pre-judgment about something or somebody you might change your mind when you learn the facts. But you have to be willing to understand and accept the facts. When people get upset or angry when their prejudice is challenged, they don't give peace a chance. They hang on to their misinformation as if it were true. This blocks friendship between people and nations.

Prejudice is a learned response. We learn it from families, friends and our culture. It is very hard to overcome learned prejudice. When children in your classroom show prejudice toward other children of a different social or economic group or toward minority children they need help in uncovering the facts about others. Telling them the facts rarely helps. Instead, think of ways to get them to work on a project that requires interdependence. As they work together, they began to think of each other differently. Prejudice can begin to fade away, giving peace a chance.

Stereotyping. Stereotyping is one of the ways the mind helps us to organize information. But it can lead to exaggerated beliefs about groups such as racial, religious or minority groups. Instead of seeing people as individuals, we see them as part of a category of people. To overcome stereotyping, we must learn to accept each person as a unique. When we insist on keeping people in the categories we have created for them, we aren't giving peace a chance.

Teachers can help children who come with stereotypical notions about others through highlighting the individual accomplishments of each student. Each student has something valuable to contribute to the classroom community. Children need to experience the classroom as a caring community.

Competition. Everybody loves a competition! But do they? This might be a stereotypical view of competition. Competition may not be much fun if you are the loser.

Teachers can help to build classrooms that are caring communities and contribute to a more peaceful world by helping all children work to achieve their best. Instead of competing against each other, they can work together so that everyone gives their best effort in studies as well as play or sports activities.

“Othering.” “Othering” is a made-up word that suggests you are treating people as other rather than as self. You meet them as stranger and threatening rather than as friend. Othering is fed by stereotypes, prejudice and competition. It is fed by gossip and tale-telling, too.

When people “other” someone, they find it easy to use them for their own personal gain without applying the values of caring and respect that they apply to themselves and their own group. On a small scale, this can make for an unpleasant community or a classroom that seems to be very negative. On a large scale, it builds nations that distrust each other and act in self-interest rather than in the interest of a more peaceful world for all people. It leads to exploitation of people who are in other countries, to hatred and prejudice. People and nations who “other” aren’t giving peace a chance.

What Teachers Can Do. Helping to build a more peaceful world seems like a tall order for a classroom teacher. Yet we know that children who are respected, cared about and given appropriate responsibility are more likely to act with respect for others, show care in their families and communities and take responsibility. So as we build caring classrooms and schools, we are contributing toward building a better world. We do this through daily acts in which we take a genuine interest in children as individuals as well as part of a classroom community, act with sensitivity toward them, and respect their uniqueness. We do this as we help them to be responsible for their actions.

Children who know how to identify and manage conflict in school are likely to try the strategies we have taught them at home and in their communities. Children who practice good citizenship at school are developing skills to equip them to take positive action in their communities. And children who genuinely care about themselves and others do not act in hatred or try to destroy those who are different than they are.

Teachers in places where children have been exposed to violence and war have particular challenges. More than half of the world’s children live in areas that are torn by war. War can separate families. Sometimes schools are closed or destroyed. Children’s homes are destroyed and they live in refugee camps. In conditions of extreme conflict, children suffer from malnutrition, disease and trauma.

School needs to provide a safe, protected place where children can be with others. School needs to help children learn how to stay safe and healthy. When teachers are working with children who are directly affected by conditions of war, they have even more responsibility. They need to deal with issues such as avoiding land mines, how to make drinking water safe, how to find shelter during attacks and developing emergency plans with their families. They need to provide opportunities for children to express the trauma they have experienced through art, music and dramatic play.

The needs of children directly affected by war are different in kind from those in areas that are removed from war zones, therefore peace education has to be tailored to local needs. There are many useful resources on peace education in war-torn areas that can be found on the web.

As teachers we are on the front line in the effort to give peace a chance. To be a teacher is to live in hope that the values we model will become the habits of the children we teach. As bad as the news in our country and in the world can be, we know that for every act of violence and terrorism, there are millions of acts of kindness, caring, comforting and nurturing. Each day we have a new opportunity to help our students realize that every good thing they do helps make a better community for everyone.

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## Student handout



# Ten steps for peace education

From: The Alliance for Childhood, revised December 2012

As the world struggles with increasing fears of war and violence, the Alliance for Childhood offers the following brief guide for parents and teachers who seek to nurture the values of compassion and good will in their children's lives. It is easy to teach children about war. It is much more challenging to teach them how to create peace. These first steps on a path to peace require only small deeds, but will leave profound impressions.

### 1) **Make Room for Peace at Home**

Outer peace begins with inner peace. Children and adults need special places that give them a sense of privacy and peace, and that can serve as a quiet refuge for times when hurt or angry feelings might lead to violent words or actions. It could be a room or just a corner, decorated simply and lovingly, where any family member can go for quiet reflection or prayer, or to work through turbulent feelings. Put art and writing materials there to help express what lies within.

### 2) **Find Peace in Nature**

Go outside. Take children for a walk or let them explore nature in their own way. The beauty of nature is a great balm to the soul. Children often seek out their own secret outdoor spaces, even if it's only a corner of the backyard. Respect children's need for the private exploration and inner reflection that nature inspires.

### 3) **Make Time for Creative Play**

Young children need plenty of time for unstructured, creative play. Make-believe social play reduces aggression and increases empathy in children. Children use play to work through feelings of fear and sadness, to find comfort, and to explore the world and develop relationships. Choose children's toys carefully, avoiding those that encourage or glorify violence. Teachers Resisting Unhealthy Children's Entertainment ([www.truceteachers.org](http://www.truceteachers.org)) prepares an annual guide to help parents make wise choices about toys.

### 4) **Engage Children's Hands and Hearts**

Children need a direct experience of giving. They love to make things, small and large—their own cards, tree ornaments, cookies, or bread—for neighbors, family, friends, or those in need. They can also learn to enjoy sorting through their own things and giving away some treasured possessions to others in need.

### 5) **Establish a "Family Foundation"**

Create a homemade bank for donations—a miniature family foundation. Family and friends can put money in the bank. Children can be introduced to tithing when they receive gifts, earnings, or allowance. Choose a charity

together—one that has personal meaning for the children especially—to give to. Charities like the Heifer Project ([www.heifer.org](http://www.heifer.org)) are much loved by children who relate to the practical deed of giving livestock to needy families. When there is news of a flood, fire, or other disaster, the family can respond with a donation from the bank. As the children mature, talk to them more frankly about the needs of the world and ways to help.

**6) Support Peace Education at School**

Urge your school to establish or strengthen peace-education and conflict-resolution programs. Contact Educators for Social Responsibility ([www.esrnational.org](http://www.esrnational.org)) or the National Peace Foundation ([www.nationalpeace.org](http://www.nationalpeace.org)) for ideas, like how to create “peace places” in schools, where students can go to negotiate and mediate conflicts and resolve disputes nonviolently. Older students can study a conflict-ridden area of the world, looking at it from two or more perspectives. Resources for this kind of study can be found through the Karuna Center for Peacebuilding ([www.karunacenter.org](http://www.karunacenter.org)); Facing History and Ourselves ([www.facinghistory.org](http://www.facinghistory.org)); and Public Conversations Project ([www.publicconversations.org](http://www.publicconversations.org)).

**7) Face Local Needs**

Help children become comfortable with the people in your community who need help—the elderly, the disabled, and the poor. Starting in middle school, students benefit enormously from working in hospitals, soup kitchens, animal shelters, and the like. Make sure there is someone there to mentor the young person when such experiences become emotionally painful or confusing. Community service can be especially effective for young people who are growing up in socially and economically stressed neighborhoods where they feel undervalued.

**8) Make a Difference in the World**

Help young people find active ways to collaborate with other children globally, through organizations like Jane Goodall’s Roots and Shoots ([www.janegoodall.org](http://www.janegoodall.org)), Craig Kielburger’s Free the Children ([www.freethechildren.org](http://www.freethechildren.org)), or Peace Jam, in which students work directly with Nobel Peace Laureates ([www.peacejam.org](http://www.peacejam.org)).

**9) Celebrate Peace**

Link children with others around the world through U.N. celebrations of Peace Day, September 21 (<http://www.un.org/en/events/peaceday>). The World Peace Prayer Society ([www.worldpeace.org](http://www.worldpeace.org)) encourages children and communities to plant a peace pole or host a ceremony of flags from countries around the world. Encourage children to create their own peace prayers, poems, and works of art. Make every day a peace day.

**10) Share Inspiring Words of Peace from Different Cultures**

Children love to hear aloud the inspiring words of Gandhi, Martin Luther King, Jr., and other champions of peace, justice, and nonviolence. Teach children the Golden Rule, common to most religions and philosophies. “Do unto others as you would have them do unto you” is the basis of social respect and cooperation (see [www.teachingvalues.com/goldenrule.html](http://www.teachingvalues.com/goldenrule.html)). Also see peaceCENTER ([www.salsa.net/peace/prayer14.html](http://www.salsa.net/peace/prayer14.html)) for a list of 12 peace prayers from different world religions, or <http://www.worldprayers.org> for prayers by individuals.

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# TOPIC 6: CHALLENGES IN PAKISTAN'S SCHOOLS



## Example session plans

### Option 1

#### Inquiry

It is important that Student Teachers get to know the real picture of a school: its achievements, successes, and issues. For this purpose, arrange field trips for students to schools to examine the conditions of schools in the context of this topic. The focus for inquiry may be on assessing the issues faced by the schools. Explain to them which places to observe and whom to interview. After the trip, let them make presentations or write their reflections on their visit. Create a handout from the table below and distribute to the Student Teachers before the visit, then let them use it to take notes during the field trip.

#### Instruction for students

Visit different places in the school, observe the conditions, and write about any related issue or achievements. You can change the table according to your own view and plan.

Places to observe	Condition of places as observed	Related issues or achievements
Classrooms		
Library		
Staff room		
Canteen		
Washroom		
School grounds		

You can arrange a brief interview with head teachers, teachers, staff, or students. Use the following questions for your interviews; you can add to or modify them.

- What are the major issues that your school has been facing?
- What measures were undertaken to solve those issues?
- What are the greatest achievements of your school during the last two years?

## Option 2

### **Brainstorming**

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Request Student Teachers to consider their period of schooling and write down some points about what constitutes a good school environment. (Children's ability to learn and grow is dependent on how their environment responds to some of their basic needs. They need to feel physically and emotionally protected, respected, and valued.)

### **Group activity**

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Divide Student Teachers into groups of four or five. Direct them to write about the following:

- How can students be protected physically and emotionally in schools?
- How can students be given respect and value?
- How can students be motivated to play their positive role as true learners?

Give each group a separate topic to explore different indicators of a good school environment, as mentioned above. Let one member from each group give a presentation, while other groups ask questions for clarity. Afterwards, explain the points that you think need more clarity.

### **Closing**

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Summarize the topic by highlighting the main features of good schools and a healthy, protective, dignified, and supportive learning environment for learners at schools.

### **Activity: Sharing of personal experiences**

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Direct pairs of Student Teachers to pick five areas that they have personally experienced as a positive classroom environment. Let them briefly say how it has helped them in learning. At the end of this activity, let them give presentations.

### **Assignment**

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Ask the Student Teachers to analyse their own learning environment, highlight shortcomings, if any, and suggest measures to improve the situation. Let them evaluate their own role as learners and propose what sort of tasks they should perform as good learners.

## Notes for faculty and additional resources

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○ A **Good School** creates a healthy environment within which children's dignity is protected and they feel safe enough to explore and experiment with ideas and develop to their potential. A vibrant and a well-maintained school has a physical environment that everyone can feel proud of. It also means the classrooms are painted or decorated and there are places for children to play and rest. This does not take a lot of money. It just needs imagination and the commitment to invest energy in your school. A **Good School** also creates a safe psychological environment that ensures children feel emotionally protected. This means the school protects them from sexual violence,

corporal punishment and bullying, and that boys and girls are treated equally. It means that students are given the opportunity to express what is important to them, participate in the decision-making processes at school and discover their self-confidence’.

➤ <http://raisingvoices.org/good-school/>

Nayyar, A. H., & Salim, A. (2002). *The subtle subversion: The state of curricula and textbooks in Pakistan*. Sustainable Development Policy Institute. Retrieved from

➤ <http://www.teachereducation.net.pk/reports/rp22.pdf>

4

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Included in this section are textbooks, journal articles, and web resources.

Abbasi, M. N., Malik, A., Chaudhry, I. S., & Imdadullah, M. (2011). A study on student satisfaction in Pakistani universities: The case of Bahauddin Zakariya University. *Pakistan: Asian Social Science*, 7(7).

Ali, T. (2011). Understanding how practices of teacher education in Pakistan compare with the popular theories and narrative of reforms of teacher education in international context. *International Journal of Humanities and Social Science*, 1(8), 208–222.

Dahar, M., & Faize, F. (2011). Effect of the availability and the use of instructional material on academic performance of students in Punjab (Pakistan). *Middle Eastern Finance and Economics*, 11.

Dilshad, M. & Iqbal, M. (2010). Quality indicators in teacher education programmes. *Pakistan Journal of Social Sciences*, 30(2), 401–411.

Finch, C., & Wirtanen, L. (2000). *Children and conflict: An opportunity for learning in the early childhood classroom*. Retrieved from:

➤ <http://www.naeyc.org/store/node/166>

Gulzar, M. A., & Qadir, S. (2010). Issues of language(s) choice and use: A Pakistani perspective. *Pakistan Journal of Social Sciences*, 30(2), 413–424.

Nayyar, A. H., & Salim, A. (2002). *The subtle subversion: The state of curricula and textbooks in Pakistan*. Islamabad: Sustainable Development Policy Institute.

Rasheed, M. I., Aslam, H. D., & Sarwar, S. (2010). Motivational issues for teachers in higher education: A critical case of IUB. *Journal of Management Research*, 2(2).

Sarwar, M., & Hussain, S. (2010). Teacher training in Pakistan: Problems and solutions for student teaching preparatory programs. *European Journal of Scientific Research*, 46(2), 179–185.

## Web resources

The Alliance for Childhood (<http://www.allianceforchildhood.org>) provides resources related to issues facing children today. Their mission statement reads, ‘The Alliance for Childhood promotes policies and practices that support children’s healthy development, love of learning, and joy in living. Our public education campaigns bring to light both the promise and the vulnerability of childhood. We act for the sake of the children themselves and for a more just, democratic, and ecologically responsible future’.

Seel, A. (2007). *Social inclusion: 'Gender and equity in education swaps in South Asia'*. UNICEF Regional Office for South Asia (ROSA). Retrieved from

➤ [http://www.unicef.org/rosa/Unicef\\_Rosa%28Synthesin\\_Report%29.pdf](http://www.unicef.org/rosa/Unicef_Rosa%28Synthesin_Report%29.pdf)

'The report synthesizes a series of case studies undertaken in Bangladesh, Nepal and Sri Lanka under the auspices of the UNICEF Regional Office for South Asia (ROSA). A common element is that social exclusion and gender inequality are deeply intertwined with poverty in the context of education in South Asia'. (p. vii)

Ansari, A. (2012). *Educational voucher scheme in Lahore: Serving the underserved*. Retrieved from

➤ [http://www.ncspe.org/publications\\_files/OP203.pdf](http://www.ncspe.org/publications_files/OP203.pdf)

This report examines the educational voucher scheme using Levine's (2002) criteria for evaluating privatization plans. It argues that educational access and equity are necessary to build social cohesion, but the voucher system in Lahore cannot deliver because there is as yet no way to ensure a common educational experience across schools.

Andrabi, T., Das, J., & Khwaja, A. I. (2006). *A dime a day: The possibility and limits of private schooling in Pakistan*. World Bank Policy Research Working Paper 4066. Retrieved from

➤ <https://openknowledge.worldbank.org/handle/10986/8871>

This report points out that private education is no longer available only to the elite. It considers the viability of privatization in Pakistan.

Campaign for Quality Education. (2007). *Education in Pakistan: What works and why*. Retrieved from

➤ <http://www.cqe.net.pk/pdf/what-works-and-why.pdf>

This site reports a study of six successful schools for underserved, low-income children in Pakistan. It argues that it is not enough to get children in school—they need a quality education once they are there.

Unterhalter, E. (2006). 'Measuring gender inequality in education in South Asia', UNICEF Regional Office for South Asia (ROSA). Retrieved from

➤ [http://www.ungei.org/resources/files/unicef\\_issue5\\_measuring\\_gender.pdf](http://www.ungei.org/resources/files/unicef_issue5_measuring_gender.pdf)

This site provides a series of papers on education in South Asia, designed to stimulate debate. The special needs of girls and children in situations where there is social conflict are highlighted.

Jamila, B. R. (2004). *From teacher education to professional education development in Pakistan: A position paper*. Presented at the National Conference on Teacher Education of the Academy of Educational Development, 20 December, Islamabad. Retrieved from  
➤ [http://safedafed.org/documents/Teacher\\_Education\\_in\\_Pakistan.pdf](http://safedafed.org/documents/Teacher_Education_in_Pakistan.pdf)

The paper gives an overview of teacher education in Pakistan at the time of writing. The content of programmes, technologies, initiatives, infrastructure, and policy considerations are discussed.

Ministry of Education, Government of Pakistan. (2009). *National Education Policy*. Retrieved from  
➤ [http://www.infopak.gov.pk/National\\_Education\\_Policy\\_2009.pdf](http://www.infopak.gov.pk/National_Education_Policy_2009.pdf)

This policy document outlines a national strategy for guiding education development in Pakistan.

Sustainable Development Policy Institute. *Report of the project 'A Civil Society Initiative in Curricula and Textbooks Reform'*. Retrieved from  
➤ <http://www.teachereducation.net.pk/reports/rp22.pdf>

This report examines the status of textbooks and curriculum in Pakistan. It calls for production of textbooks that are useful and interesting to children.

5

Methods and strategies to use in teaching and learning during this course

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An array of teaching-learning strategies has been included in this section to assist faculty in planning.

**Active lecturing:** An active lecture is not too different from any good lecture, but it attempts to involve listeners directly. There is no one best way to give an active lecture, but it includes the following:

Give information in small chunks (about 10 minutes), and then have students do something with the information for 1–3 minutes. You can use the same activity after each chunk of information is given or you can vary them. Examples of activities are:

- Write a 1-minute reaction to what you have just heard.
- Talk to the person next to you about what you heard versus what they heard. Do you agree? Do you have questions?
- List as many key points as you can remember.

Compare notes taken during the 10-minute chunk. Help each other fill in gaps or determine if crucial information is missing. (Some people do not allow note-taking during the lecture, but this is up to the Instructor.)

Another way to give an active lecture is as follows: hand out three colours of cards or slips of paper. When people are listening to your comments, have them hold up a different colour for:

- I understand
- I don't understand
- I disagree

Then either stop and allow questions or adjust what you are saying so there are more 'understand' colours showing. This is particularly effective with large groups of 50 or more people.

**Ambassadors:** This is a useful way to get groups or individuals to exchange information. Two or more members move from one group to another to share and compare the group discussions, or you may wish to have half the group exchange with another group. This is especially useful if you do not have ample time for a full class discussion.

**Brainstorming:** This is a technique for getting creative ideas on a topic. It may be an individual activity or be organized as a group activity. Give people a limited amount of time (e.g. a minute) to say or write down as many ideas as they can on a topic. No matter how unrelated an idea seems, write it down. (Alternatively, ask the whole class to brainstorm and write down all ideas on the class board.) After the brief period of brainstorming, ideas may then be analysed, organized, or critiqued. Brainstorming is often used as a problem-solving technique. Ideas are analysed in light of how useful they might be in solving the problem.

**Gallery walk:** This is a strategy that borrows its name from a visit to the art gallery. Students walk through an exhibit of posters, artefacts, or display items they have completed. They may or may not be directed to take notes. The idea is to thoughtfully look at what is displayed.

**Group work:** There is no single best way to form groups. The best way for you is the way that suits your purpose. Use a more complicated strategy if students need a break or need to be energized. Use a simple technique if time is short. Some group-forming methods are as follows:

- Ask people to count from one to five (depending on the number of people you want in a group). Appoint all the ones to go to one table (or area of the room), all the twos to a different area, and so forth, until the whole class is divided into groups.
- Before class, determine how many people you want in a group or how many groups you need. Use different-coloured stickers, stars or dots. Put one on each student as they enter class. When it is time to form a group, ask students to find people with the same sticker and sit together.
- Put different-coloured bits of paper in a cup or jar on each table. Have people take one and find other people in the room with the same colour to form a group.
- Have students get together with everybody born in the same month as they were.

Make adjustments to the groups as needed.

**KWL (Know-Want-Learn):** KWL is a strategy that provides a structure for recalling what students know about a topic, noting what students want to know, and finally, listing what has already been learned and is yet to be learned. The strategy allows students to take an inventory of what they already know and what they want to know. Students can create a chart on paper or the Instructor can draw one on a board, making sure to have three columns, with the headings K, W, and L. Students can categorize information about the topic that they expect to use as they progress through a lesson or unit.

**Mini-lecture:** A mini-lecture contains all the components of a good lecture, and is sharply focused. It begins with an introduction that provides an overview of what you will discuss. It makes one or more sharply focused points, with an illustration of each. It summarizes only the main point or points and then concludes.

**Minute paper:** Ask students to write for one minute on a particular topic (it might be their reflections or you might assign a specific subject). They are to focus on writing down their ideas, rather than on proper grammar and spelling. A minute paper differs from brainstorming because there is more focus.

**Pair-share:** Use this technique when you want two people to work together to share ideas or accomplish a task. Simply ask people to work with someone next to them, or you can have them find a partner using some other criteria. It is very useful when you want people to quickly exchange ideas without disrupting the flow of the class. (Sharing in triads or foursomes is another small-group technique.)

**Poster session:** This is a useful way to have students organize their thinking on a topic and present it to others in a quick but focused way. Have individuals or small groups create a poster to explain or describe something. For example, if they have been doing an inquiry on a particular topic, they would want to include their focus, methods, and outcomes, along with colourful illustrations or photographs. The poster

can be self-explanatory or students can use it to explain their work. As an in-class tool, a poster session is often combined with a gallery walk so that students visit a number of posters in a short period of time.

**Readers' theatre:** This strategy takes its name from theatre. In a readers' theatre, actors read a script or story rather than memorizing it. They use only their voices and some simple gestures to convey meaning. In the classroom, this technique can be used in much the same way, or a simpler version may be used. For example, the Instructor might give several class members a paragraph to read aloud at the beginning of a session in order to stimulate interest. Alternatively, the Instructor might have times during the session that different readers stand and read their paragraph.

**Roundtable technique:** The class is divided into small groups (four to six) with one person appointed as the recorder. A question is posed that may have many answers, and students are given time to think about those answers. Afterwards, members of the team share responses with one another round-robin or roundtable style. The recorder writes down the answers of the group members. The person next to the recorder starts, and each person in the group (in order) gives an answer until time is called.

**Text-against-text:** This is a way of helping students learn to analyse and compare written documents. The idea is to look at two documents and search for overlap, confirmation, or disagreement. It is a way of looking at different perspectives. Sometimes it is useful to give students readings prior to class and ask them to compare the readings, following a set of study questions. For example:

- 1) Look at each author separately. What do you think the author's main point is?
- 2) How does the author support the argument?
- 3) Look at the authors together. In what ways do they agree?
- 4) What are their points of disagreement?
- 5) What is your opinion on the issue?

Text-against-text may be used to compare a new reading (or a set of information) with a reading or information students have already discussed in another unit or earlier in the unit. In classrooms where the whole class uses a single textbook, instructors often find they are teaching against what is in the textbook. Sometimes it is hard for students to accept that a textbook can and should be questioned. Putting together a text-against-text activity, using the textbook and an article or a set of articles, can help them understand that there may be legitimate differences of opinion on a subject.

Another way to use the activity is to put a set of materials at each table or with each group of students. Some university faculty like to put together text sets that include both scholarly and non-scholarly works and have students think about the differences. For example, you might provide all students—regardless of their reading level or learning style—with a 'way in' to thinking about a topic by using some materials that are easy to read. Even competent adult learners seek out easy books or materials to learn about a new or complex topic. Providing a picture, newspaper article, and children's book in a text set might give everyone a means of connecting to or understanding some aspect of the larger subject. Articles need not contradict each other. They may be about the same topic, but offer students different ways of seeing a subject.

### **Using quizzes or pop tests**

#### ***Short quiz (15 minutes)***

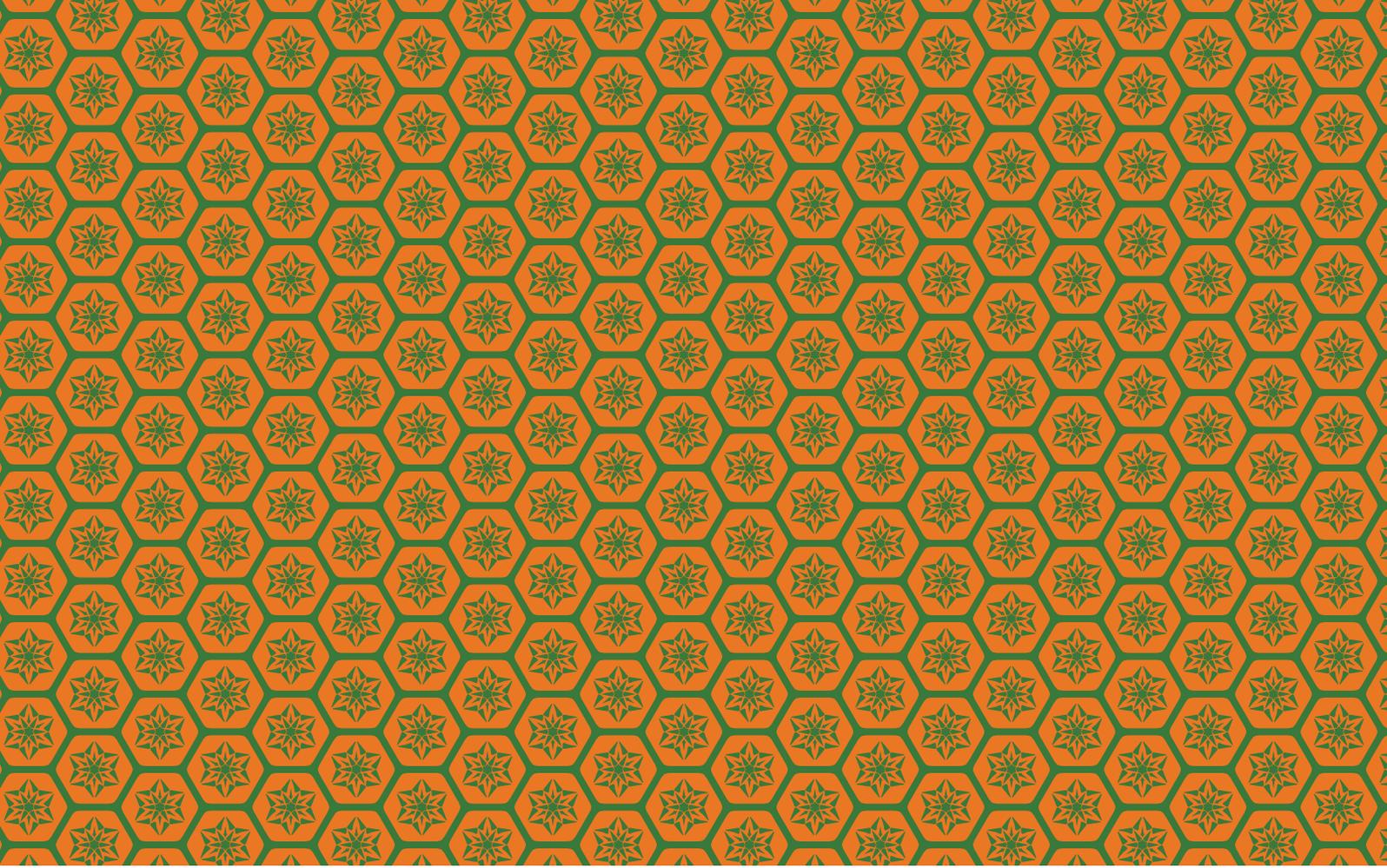
- Prepare and give a short quiz on the different aspects of the topics covered in this unit.
- Have students take the quiz, and then circle items about which they are unsure.

#### ***Triads share (10 minutes)***

Have students meet in groups of three to go over items about which they are uncertain.

#### ***Review (30 minutes)***

- Go over the quiz with students, having them look at their own work and make corrections.
- Notice points they had difficulty remembering and take time to review them. You may ask students to assist with this, sharing how they were able to remember certain points.
- This is a time to correct any misconceptions.
- Have students save their quiz for future study.



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