

Foundations of Education

WINDOWS ON PRACTICE GUIDE

B.Ed. (Hons.) Elementary

2012



This product has been made possible by the support of the American People through the United States Agency for International Development (USAID). The contents of this report are the sole responsibility of the authors, and do not necessarily reflect the views of USAID or the United States Government.

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

How the Windows on Practice guide was developed

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 studies and related resources. Working individually or in groups, participants focused on their teaching methods and strategies and how they could be useful to the 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. A sample syllabus with accompanying teaching notes is included to provide new Instructors with a model for developing curricula and planning to teach. 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: Abdul Hameed Soomro, Shah Abdul Latif University, Khairpur; Allah Noor, University of Education, Gomal University; Dr Amtul Hafeez, Allama Iqbal Open University, Islamabad; Dr Asif Khan, Karakorum International University, Gilgit; Aslam Kombah, University of Sindh, Hyderabad; Dr Muhammad Shahid Farooq, University of the Punjab, Lahore; Izaz Ali, Institute of Educational Research (IER), University of Peshawar; Dr Muhammad Nauman, Institute of Educational Research, University of Peshawar; Dr Mussaret Anwar Sheikh, Fatima Jinnah Women University (FJWU), Rawalpindi; Naila Siddiqua, University of Karachi; Dr Sadaf Ayoob Raja, FJWU, Rawalpindi.

Subject and content specialist leading the seminar: Dr Mahmood ul Hasan Butt, Chief of Party, USAID Teacher Education Project.

International curriculum specialist guiding course design: Frances Schoonmaker, Professor Emeritus, Teachers College, Columbia University.

Date of NCRC review process: 11–12 January 2013

NCRC reviewers: Dr Bernadette Dean, St. Joseph's College for Women, Karachi; Dr Rizwan Akram Rana, IER, University of Punjab; Dr Abdul Hameed, University of Management and Technology, Lahore; Rasul B. Raisani, University of Balochistan.

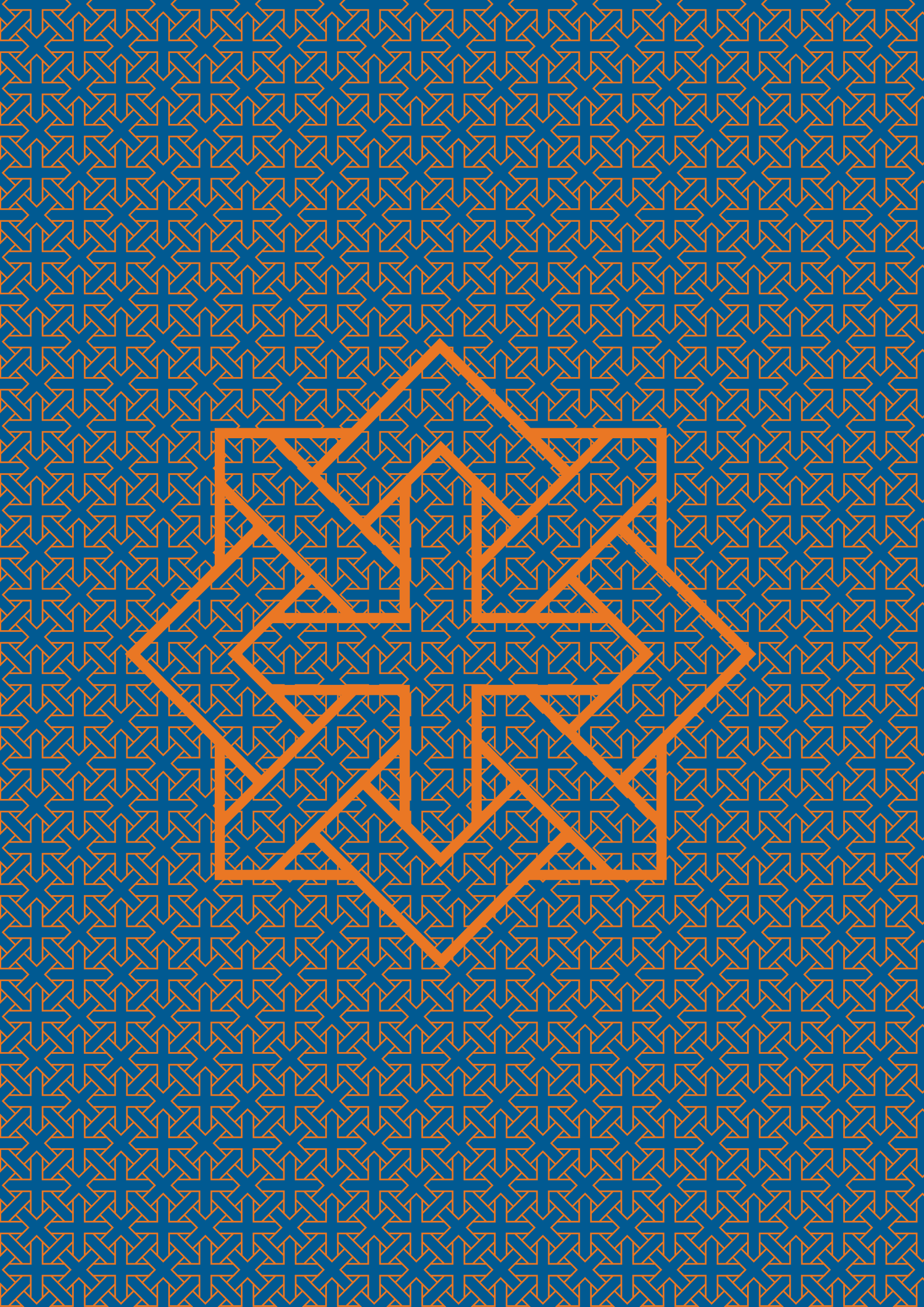


Table of contents

①	Rationale for a course on foundations of education.....	07
②	Course syllabi.....	10
	Syllabus 1: Abdul Hameed Soomro.....	11
	Syllabus 2: Dr Asif Khan and Naila Siddiqua.....	19
	Syllabus 3: Aslam Komboh.....	23
	Syllabus 4: Izaz Ali and Dr Muhammad Nauman.....	30
③	Representative syllabi with teaching notes.....	37
	Example 1: Dr Muhammad Shahid Farooq, Allah Noor, Dr Amtul Hafeez.....	38
	Example 2: Dr Mussaret Sheikh and Sadaf Ayooob Raja.....	57
④	Integrated teaching notes.....	80
⑤	Additional resources.....	91
⑥	Methods and strategies to use in teaching and learning this course.....	96

1

Rationale for a course on foundations of education



Introduction

In the HEC 2010 document, *Curriculum of Education: B.Ed (Hons.) 4-year Degree Programme (Elementary & Secondary, Associate Degree in Education, M. Ed./Ms. Education)*, the course Foundations of Education was designed to focus on the ideological, philosophical, psychological, socio-economic, and historical foundations of education. The major focus will be on developing Student Teachers' understanding of how different philosophical theories affect education. The course will also include the historical development of education in Pakistan. The emphasis will be on analysing various sociological, political, economic, and ideological forces that influence the process of education in our cultural context. This course will also help Student Teachers develop the ability to interpret knowledge within its historical, philosophical, ideological, and social contexts, which will contribute to critical perspectives on education both within and outside of schools.

Common misconceptions about foundations of education

Student Teachers are likely to enter their programme with various common misconceptions about the study of educational foundations. The public often shares these misconceptions. The course Instructor needs to be aware of these common misconceptions and of others unique to the students. By confronting and critiquing misconceptions, Student Teachers can become intelligent creators, users, and interpreters of the policies and practices of the schools within the communities in which they work. The following are common misconceptions:

- Introduction to Education and Foundations of Education are the same course with different titles.
- Foundations of education have no practical value for classroom teachers.
- To understand educational foundations you have to study all of the individual subjects that contribute to the foundations.
- The Student Teacher's own perspective is irrelevant to learning the foundations of education.

A note about misconceptions

Introduction to Education is an important course that helps new or potential education majors understand what schools are like, current practices and policies, and how children learn.

A Foundations of Education course may address some of the same topics, but the focus is always on understanding how things became the way they are by studying the history and underpinnings of current practices. Assumptions about human beings – who they are and what they value – are the driving forces of education in the past and the present.

By learning to look at education with a critical, historical perspective that questions current policies and practices, Student Teachers equip themselves to be thoughtful

participants in the profession. While many disciplines inform the foundations of education, it is their interaction rather than their isolation that contributes to what people accept as 'the way things are'. By understanding the dynamic nature of education, Student Teachers look not only at 'the way things are', but also beyond the present to 'how things got to be' and 'the way things ought to be'. Such a study is dynamic, interactive, participatory, and exciting.

2

Course syllabi

FOUNDATIONS OF EDUCATION

FOUNDATIONS OF EDUCATION

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

By

Abdul Hameed Soomro

Faculty

Social Sciences (Education)

Year/Semester

Year 4, Semester 5

Credit hours

3 credits

Prerequisites

Successful completion of semesters 1–4

Course description

The purpose of this course is to help Student Teachers recognize the worth of the foundations of education, and examine their role and significance in the whole process of education in Pakistan. Student Teachers will develop a comprehensive understanding of the terms *foundations and education* in light of the various ideological, philosophical, psychological, sociological, and historical perspectives that have influenced education. Foundations are essentially basic ways of thinking about schooling and the formal processes of education. The course will inform them about the influence of social forces, such as politics, social structure, culture, history, and economics, on the selection of content, the methods of teaching, and the aims of education. Student Teachers will examine the classical and contemporary philosophical perspectives on education, the significance of societal culture and its social structure in education, and how education in return strengthens both, as well as the significance of psychology in the teaching-learning process.

Course goal

To understand the value and worth of the philosophical, sociological, psychological, and historical disciplines and their influence on framing the perspective of education.

Learning outcomes

At the end of this course, Student Teachers will understand the following:

- the concepts of *foundations and education*
- the influence of the disciplines that constitute the foundations of education on educational thought and practice
- the interaction of the social, political, and economic structures of Pakistani society
- how social structure and culture cause individual action
- how these structures and cultures interact with the disciplines of the *foundations* and actually bear on instruction.

Student Teachers will be able to:

- differentiate between the various schools of thought that have influenced education on the whole and education in Pakistan in particular
- explain the idea of education and the social and philosophical influences on it
- evaluate the social structure of Pakistani society and the role of education in strengthening it.

Essential questions

- What is education?
- What are the basic thoughts about education?
- How have Pakistanis conceptualized education?
- What has been the history of education in general? In Pakistan?
- How does the history of education influence the future of education in Pakistan?
- What should education be like in the future, both worldwide and in Pakistan?
- What are some of the social influences on education?
- How have philosophies influenced education?
- How has sociology influenced education?
- How has psychology as a discipline influenced the learning and instruction process?

Teaching approaches

A variety of interactive learning approaches will be used in this course. These approaches will enhance Student Teachers' ability to: generate ideas; discuss, ask, and answer questions; develop social skills; and analyse and critique readings and discussion topics. The learning approaches will contribute to the conceptual development of the topic and enhance the Student Teachers' ability to evaluate and justify their opinions in an informed way.

1

UNIT 1: The ideological foundations of education

This unit intends to help students understand Islamic ideological perspectives on education, as well as the importance of education for society and individuals in the light of the Quran and the Hadith. The influence of peace and social justice in Islam is considered as they influence the role of education for all Pakistanis, including religious minorities.

Week #	Topics/themes
1	The Islamic foundation (objectives) in light of the Quran and the Hadith
2	The Islamic concept of peace
3	The interaction of other religions with Islam in an Islamic state The roles and expectations of the teacher

Understandings to be developed

At the end of this unit, Student Teachers will understand the following:

- the Islamic ideological perspectives on education
- the influence of Islamic perspectives on education
- the role and expectations of a teacher in light of the Quran, the Hadith, and other religions.

Essential questions

- How has the Islamic perspective influenced education, the teacher, and the learner in Pakistan?
- What do the educational and ideological foundations of education say about the obligations of an Islamic state towards its minority members?

Unit 1 assessment performance task

By keeping a reflective journal, Student Teachers will reflect on their learning from the unit and state ways in which this will affect their professional life in this 21st century.

2

UNIT 2: The philosophical foundations of education

This unit deals with the classical and contemporary philosophical perspectives on education. It informs Student Teachers about the significant role of philosophical thoughts and their impact on the aims of education, the selection of content, and the methods of teaching. The study of this unit will assist Student Teachers in understanding and appreciating the philosophical notions of good, true, and aesthetic knowledge.

Week #	Topics/themes
4	The nature, scope, and function of the philosophy of education The role of educational philosophy
5	Main philosophical thoughts or schools of thought Idealism in education
6	Realism in education
7	Pragmatism in education Critical philosophical theories in education

Understandings to be developed

At the end of this unit, Student Teachers will understand the following:

- explain the nature and scope of the philosophy of education
- analyse the role of educational philosophy in curriculum planning and development
- compare and contrast the classical and contemporary educational philosophies and their impact on education
- interpret the influence of educational philosophies on intellectual behaviour and approaches to learning
- give examples that show, in simple terms that knowledge is not free of philosophical underpinnings.

Essential questions

- How have classical and contemporary philosophies influenced your education?
- How have philosophical thoughts influenced the aim, content selection, and instructional practices?
- What evidence do you have of epistemological, ontological, and axiological knowledge within the content of your subject area?

Unit 2 assessment performance task

Student Teachers will analyse and compare any two philosophies and their influence on instruction, the school environment, subject matter, and the teacher's role. They will identify and compare the kind of society the philosophers intend to construct, as well as examine the overlaps and differences. Student Teachers will be required to analyse and explain epistemological, axiological, and ontological forms of knowledge from their subject matter in an essay-type assignment.

3

UNIT 3:

The sociological foundations of education

The unit intends to foster an understanding of how society and culture, social structure, history, and economics influence schooling. It will explore the formal processes of education and how education in return strengthens the societal culture and its social structure. The unit informs Student Teachers about the three different sociological perspectives (functionalist, conflict, and interactionist). This will assist them in identifying the kind of education that prevails in our society.

Week #	Topics/themes
8	The functionalist perspectives on education
9	The conflict perspectives on education
10	The interactionist perspectives on education

Understandings to be developed

At the end of this unit, Student Teachers will understand the following:

- explain the sociological perspectives on education
- examine the structures of Pakistani society
- infer how social structure and culture influence individual action and vice versa
- analyse how societal cultures affect schooling and formal education (content formulation).

Essential questions

- How have economic, political, and social structures historically influenced education and individual action?
- What relationships historically exist between economic, political, and social structures and how schools, teachers, and learners work?
- How has social change influenced education throughout the history of education?

Unit 3 assessment performance task

Student Teachers will prepare a presentation (graphic organizer, poster session, PowerPoint, etc.) on how social structure and culture influence individual action, education, and schooling and how education in turn influences social structure and culture.

4

UNIT 4: The psychological foundations of education

Psychology, as a foundation discipline, has a significant bearing on education because of its influence on the various factors related to teaching, learning, and assessment. This unit intends to foster an understanding of how psychology and education are interrelated. It aims to equip Student Teachers with insights into student behaviour and learning. They will consider the significant influence of psychology on educational objectives, student characteristics, learning processes, teaching methods, and evaluation procedures.

Week #	Topics/themes
11	The behaviourist perspective on education The constructivist perspective on education
12	The social cognitivist perspective on education
13	The humanist perspective on education Instruction, learning process, and assessment strategies in light of the psychological perspective

Understandings to be developed

At the end of this unit, Student Teachers will understand the following:

- analyse the four psychological perspectives on education, and identify and explain the major features of each of the perspectives
- identify which specific areas of schooling are addressed by the psychological perspective on education
- construct an assessment procedure for their own subject area by applying any one of the perspectives
- understand how psychological perspectives influence them to change their instructional strategies for promoting teaching-learning processes.

Essential questions

- Which of the four psychological perspectives are most applicable in today's classroom situations in Pakistan?
- What facts and ideas show that these four psychological perspectives on education are the best guidelines for classroom teaching, learning, and assessment?
- How would you apply your learning to develop an assessment procedure for your students?

Unit 4 assessment performance task

Construct an assessment procedure for your students that will represent any one of the psychological perspectives, and show how it helps to explain classroom practices.

5

UNIT 5: The historical foundations of education

The aim of this unit is to develop an understanding of the history of education from the time of the Muslim rulers of the subcontinent to the current education system in Pakistan. The unit unfolds the works of individuals and organizations that provide religious and secular education. It examines the methods and sources people used to develop individuals through education. The unit assists Student Teachers in thinking critically about their own and others' assumptions and assertions about past education.

Week #	Topics/themes
14	The education system before the British invasion of the subcontinent Darul Uloom Deoband Darul Uloom Nadwat-ul-Ulma
15	Mohammedan Anglo Oriental College
16	Pakistan's education system (in light of education policies) <ul style="list-style-type: none"> • The state of elementary education • The state of secondary education • The state of tertiary education and the role of the HEC • The influence of the 18th amendment on education and thereafter

Understandings to be developed

At the end of this unit, Student Teachers will understand the following:

- analyse the methods of teaching, the ways of learning, and the ways of grooming the learners from the times of the Mughals to the end of the colonial era on the subcontinent
- elaborate the major issues that need to be addressed within education because of the 18th amendment
- critically compare and analyse the pre-partition education system with the post-partition system of education.

Essential questions

- What changes would you make to improve the condition of education?
- What facts or ideas are evidence that we still strongly hold on to historical practices in education?
- What is the role of the HEC in the education system in Pakistan?
- What conclusions can you draw from history to guide our present education system?

Unit 5 assessment performance task

- Compare and contrast the education system during the Mughal period with the current education system in Pakistan. In your opinion, which system is a better means for human development?
- Critically analyse the work of Sir Syed on education.

- Discuss the position and place of education in the 18th amendment. In your opinion, what steps need to be taken by the provinces to provide quality education to all their citizens?
- Compare education in different periods and link this with pre-partition and post-partition education in Pakistan.

Course performance assessment

Student Teachers will demonstrate their knowledge of the whole course by exploring the relationships between the different philosophies of education, comparing the similarities and differences and the coherence between the philosophical, sociological and psychological perspectives on education through PowerPoint presentations, written assignments, and/or debates. Their performance should also be assessed after each unit through quizzes, tests, academic prompts, observations, homework and reflective journals.

Textbooks and references

The course will draw on textbooks, journal articles, and websites. A list of these will be distributed in class.

Resources

The following resources may be helpful in choosing appropriate readings. A choice of readings may be included in the syllabus or distributed in class, but include only resources that you expect students to use throughout the course. Other readings should be distributed as they are needed. Identify specific chapters from recommended books.

Canestrari, A. & Marlowe, B. A. (eds.) (2009). *Foundations of education: An anthology of critical readings*. New York: Sage Publications.

Semel, S. F. (2010). *Foundation of education: The essential text*. New York: Routledge.

Holt, L. C. & Kysilka, M. (2005). *Instructional patterns: Strategies for maximizing student learning*. New York: Sage Publications.

Moore, R. (2004). *Education and society: Issues and explanation in the society of education*. Cambridge: Cambridge Press.

Sharma, A. (1999). *Modern educational technology*. New Delhi: Commonwealth Publishers.



SYLLABUS 2

By

Dr Asif Khan and Naila Siddiqua

Year/Semester

Year 3, Semester 5

Credit hours

3 credits

Prerequisites

Successful completion of semesters 1–4

Course description

The Foundations of Education course consists of disciplines such as sociology, philosophy, psychology, and the history of education. These disciplines assist in constructing the meaning we make of schools and teaching-learning practices in schools. Schools and schooling practices are affected by several factors, including the everyday conditions of society, prevalent ideologies, current content and pedagogical practices, key social issues, and the knowledge and attitudes of professional educators and other participants in schools. Student Teachers will be helped to use and understand the relationships between material conditions, ideologies, schooling conditions, curriculum, and pedagogy to address issues that they may face as teachers. This course will broaden their thinking on how the characteristics of the larger community in which the school is placed have a direct impact on the school's conditions, administration, curriculum, pedagogy, and assessment practice. One of the primary aims is to enable Student Teachers to establish their own philosophy of education, first by looking at classical, modern, and post-modern philosophies as well as the ideology of Islam, and then by critically reflecting on education today. The course will also provide opportunities to analyse various national educational policies and the historical development of education in Pakistan.

Course outcomes

At the end of this course, Student Teachers will be able to do the following:

- identify the disciplines that constitute the foundations of education
- use their understanding of the relationships between material conditions, ideologies, schooling conditions, curriculum, and pedagogy to address issues that they will face as teachers
- develop a personal philosophy of life and education
- analyse educational policies and practices in light of the philosophies of education in Pakistan
- develop a critical perspective on the challenges of modern education and teachers' roles.

Learning and teaching approaches

Learning and teaching approaches will include interactive lectures, discussions with accompanying pre-readings, and group activity sessions. The group activities are likely to be based around a discussion of the readings; a focused, structured project; fieldwork; and reflections. Student Teachers will be encouraged to do independent learning and creative work, through writing reviews of readings, developing a timeline of the historical evolution of education, and completing projects on Quaid-e-Azam's speeches on the type of society he envisaged for this nation.

1

UNIT 1: Introduction to the foundations of education (2 weeks/6 hours)

The Foundations of Education course will be introduced through the concept of philosophy, with special reference to its contribution to education. Student Teachers need to be aware of the sources of the aims of education. They will interpret the relationship between education and philosophy, and discuss the historical perspective on schools as institutions and the influences of society on schools and current educators. This unit will assist Student Teachers in exploring the relationships between foundational structures and disciplines such as philosophy, sociology, and history, and their impact on instruction.

Week #	Topics/themes
1	<p>The purpose of schooling</p> <p>What does it mean to be a teacher?</p> <p>The relationship between philosophy and education</p>
2	<p>Three interconnected perspectives on schooling:</p> <ul style="list-style-type: none"> • A historical perspective spanning 250 years of schooling • A sociological perspective that focuses on social structures, current social issues, and social justice • An authentic, or real-world, perspective based on the views of current educators

2

UNIT 2: Philosophical perspectives on education (5 weeks/15 hours)

This unit will provide Student Teachers with an opportunity to understand the concept of education with respect to Islamic and Western philosophical stances. The core theme of Islamic education is explained in light of the fundamental beliefs, purpose of life, and social structure of Islamic society. The unit also aims to develop their perceptions of the significant aspects of Islamic philosophy and the contribution of Muslim philosophers to the field of education. The Islamic philosophy is further juxtaposed with Western philosophers to help Student Teachers compare and contrast philosophies on education between the two.

Week #	Topics/themes
3	The Islamic perspective on education The Last Sermon of the Holy Prophet, Meesaq-e-Madina Sources of knowledge: Quran and Sunnah
4	Al-Ghazali's educational philosophy (significant aspects) Ibn-e-Khaldun's educational philosophy (significant aspects)
5	Allama Iqbal's educational philosophy (significant aspects) Quaid-e-Azam's vision of education Ashfaque Ahmed
6	Socrates Plato and the ideal state Rousseau and the education of Emile
7	John Dewey and progressive education Paulo Freire and social change
8	Midterm examination and presentations

3

UNIT 3: Educational psychology

This unit enables Student Teachers to understand attempts to adjust to a child according to individual differences. It highlights the concepts of learning and motivation in order to understand the strategies to address related issues.

Week #	Topics/themes
9	Historical and contemporary views of learning and motivation
10	Issues and controversies related to psychology as a foundation of education

4

UNIT 4: Sociology and philosophy

This unit reviews the concept of sociology and its determinants, such as culture and values. It also provides an opportunity to explore the core idea of democracy and its relation to education. The role of the school in social process and socio-economic development (through managing human resources) is also discussed.

Week #	Topics/themes
11	The concept of society and culture Educational values Human resources and professional development
12	Democracy and education Education and socio-economic development The role of the school in social process

5

UNIT 5: The historical foundations of education in Pakistan

This last unit focuses on education policies from 1947 to 2009. The issues and challenges of implementing the policies are also included in the discussion.

Week #	Topics/themes
13	Educational policies and practices
14	Issues, challenges, and philosophical questions
15	Final term examination and presentations
16	Final term examination and presentations

Course assignments

These will be handed out by the Instructor.

Grading policy

A variety of assessments should be used to review learning by Student Teachers. It is recommended that coursework count towards at least 50% of the final grade. Instructors should advise which pieces of coursework (assignments) will be graded. The remainder of the grade will be determined by mid- and end-of-semester exams.

Recommended books

Students are expected to use the library. Recommended library books will be discussed in class.



SYLLABUS 3

By

Aslam Komboh

Faculty

Education

Year/Semester

Year 3, Semester 5

Credit hours

3 credits

Prerequisites

Successful completion of semesters 1–4

Course description

Foundations of Education is a course designed to explore the relationships between foundational disciplines that shape education, such as philosophy, psychology, sociology, and history. The knowledge and ideas borrowed from these disciplines influence schools and schooling practices, as well as formal processes of education. During this course, the foundations of schools and schooling as institutions will be traced. Student Teachers will be invited to consider questions such as: When there were no schools, who educated the generations? Why did this tradition change?

The forces that affect education need to be revisited and understood so that Student Teachers can make informed decisions about the goals of education, the purpose and outcome of education, and how the generations should be educated to perform a more active citizenship role.

Educational psychology as a foundation of education will not be treated as a body of knowledge, but as a lens through which Student Teachers can critically review the teaching-learning process. Learning theory tells us to teach children as individuals who learn in their own unique manner. 'The finest possible curriculum is precisely the one that starts with each child's singular means of learning. Instruction and guidance are best provided by those with an intimate understanding of the individual child and a deep commitment to the child's education' (Guterson, 1992). The forces that shape education are: comparative developments in education by the international community; international citizenship requirements; education philosophies having psychological and sociological colour; national ideology projected through pre- and post-independence indigenous educational movements; and socio-politico-economic conditions of the country reflected through the various national policy documents on education.

Student Teachers will have an opportunity to apply what they learn in the course through critical inquiry into questions such as:

- Who is the learner in the education set-up?
- Who is the teacher responsible to teach this learner?
- What kinds of learning experiences will be provided to learners to help them become constructive, critical, and active citizens?
- What are some of the social influences on education (home, peers, community, and religious scholars)?

Course outcomes

At the end of this course, Student Teachers will be able to do the following:

- analyse education and schooling through the lenses of different foundational forces
- apply foundational knowledge in the development their own education theory and practice
- analyse the history of education and the educational system in general and in the Pakistani context in particular
- review philosophical schools of thought, such as realism, idealism, pragmatism, essentialism, and existentialism, and their impact on curriculum, teaching and learning, and teacher and learner
- understand Pakistani education scenarios through considering demography and socio-economic structures.

Learning and teaching approaches

The course will utilize a variety of teaching and learning approaches to engage Student Teachers in active learning, for example:

- Self-study, based on skim-reading resources and developing their own narrative of the study
- Group discussion to promote group dynamics and collective thinking
- Assignments, projects, and presentations for sharing creative, interpretive understanding
- Debates to promote daring and reflective questioning and understand divergent views
- Interactive lectures to give needed information and, where necessary, check for understanding
- Buzz groups to engage Student Teachers in the learning process

1

UNIT 1: Introduction to the foundations of education

This unit will start by considering whether education is a process or a product, as well as the definition of education. It will then examine educational systems, both traditional and progressive, and their contribution to the betterment of society. Global educational issues that are experienced in Pakistan will be part of the unit. A very cautious approach will be taken, bearing in mind that Student Teachers have to see their role in school and connect it with the larger society in which these schools are embedded. Student Teachers will be invited to broaden narrow conceptions of the role of education as the delivery of a packaged programme to a conception of education that has the teacher identifying unique and complicated problems and situations and creating original solutions.

Unit 1 learning outcomes

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

- discuss the concept of education
- review the historical movement and systems of education
- recognize the role of teachers as ‘border crossers’ and not mere knowledge dispensers
- reflect on different issues and challenges encountered through education as an institutionalized system.

Weeks 1–3 content

- The meaning of education, various concepts and definitions
- Education as a system: meaning, definition, and various historical systems of education
- Foundations of education to broaden teachers’ roles and conceptions of education
- Potential problems, issues, and trends in education as an institutionalized system

2

UNIT 2: The historical foundations of education

This unit seeks to provide Student Teachers with some methodological and theoretical training in historical research, so that they acquire and can advance a deep understanding of the origins and development of education within the global context and also within Pakistan. They will be challenged to appreciate the development of the social and intellectual history of education that has perpetuated social injustice, as well as how political, economic, social, and educational systems contribute to the reproduction of inequality. In order to make inferences, the subcontinental and post-independence periods of education will be explored.

Unit 2 learning outcomes

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

- trace the educational history (of the subcontinent) before, during, and after partition
- discuss the multiple pathways to education as practised in Pakistan
- discuss the challenges faced by Pakistan in enhancing educational standards and quality.

Weeks 4–6 content

- The indigenous system of education: an analysis against the backdrop of various foundations
- Pre-independence developments and challenges in education
- Post-independence developments and challenges in education
- The emergence of the existing education system and the forces that caused it

3

UNIT 3: The philosophical development of education: Major schools of thought and their implications for education

This unit provides Student Teachers with a comparative analysis of philosophical schools of thought. The purpose is to foster an understanding of different philosophies and how they affect education. A comparison of different schools will assist Student Teachers in developing the capacity to engage in an effective discussion of theoretical problems in education, especially educational justice, peace, and democracy. They will learn that good thinkers and doers borrow great ideas from different schools of thought and develop an eclectic philosophy.

Unit 3 learning outcomes

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

- compare and contrast different schools of thought that inform educational aims and principles
- review each school of thought to gain knowledge
- recognize the significance of philosophical knowledge and the need to be logical and reasonable in making arguments and decisions
- construct a personal philosophy of education.

Weeks 7–10 content

- Perennialism
- Essentialism
- Progressivism
- Reconstructionism
- An eclectic philosophy
- The role of teachers in drawing ideas from different schools of thought

4

UNIT 4: Demography and the cultures of Pakistan that shape education

In this unit, Student Teachers will be helped to appreciate that every society is a blend of cultures, ethnicity, and religious beliefs and practices. Every society experiences political and socio-economic trends and development. Education is neither neutral nor free from all these forces – they influence it. Thus we need to understand the connection between these forces and education in order to work around them, rather than in isolation. As the saying goes, ‘All evils are because of education and all evils of society can be eradicated by education’. Hence, understanding Pakistan’s demography from different perspectives will be the main purpose of this unit.

Unit 4 learning outcomes

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

- appreciate the multiple cultures and diversity in the Pakistani nation that lead to diverging expectations of and demands on education
- acknowledge political instability and its impact on education
- rethink ways of inclusion and exclusion: gender, ethnicity, language, and economic stratification.

Weeks 11–12 content

- Cultural similarities and dissimilarities among various regions
- Pakistani ideology and its diverging interpretations
- Socio-economic parity and disparity among various regions
- The sociopolitical conditions of the country

5

UNIT 5: The education and psychology nexus

Educational psychologists have studied cognition, instruction, learning, motivation, individual differences, and the measurement of human abilities, to name just a few areas that relate to education and schooling. Of all these, perhaps the study of learning is the most closely associated with education. Different theories of learning have had different impacts on education and have supported different practices. In this unit, educational psychology will not be introduced, but Student Teachers will build on their learning from the course on educational psychology and look for responses to these questions:

- How are different approaches to psychology supported by different philosophies of education?
- What is a useful and appropriate balance of discovery and direct instruction?
- How can teachers, who must work with groups, adapt instruction to individual needs?
- What should be the role of testing and grading in education?
- What are the goals of education and how do instructors balance cognitive, affective, and psychomotor objectives?
- How can technologies be used to their best advantage for students?
- How can teachers help students understand, remember, and apply knowledge?

Unit 5 learning outcomes

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

- identify the philosophical underpinnings of different branches of psychology
- appreciate the role of educational psychology in preparing them to be better teachers
- compare psychological theories to borrow ideas on learning
- put into practice knowledge of educational psychology, with specific attention to motivation.

Weeks 13–14 content

- Revisiting theories of learning: behaviourism and cognitivism
- Learning and motivation: teacher and students
- Disparity between cooperative, collaborative, and individual learning, and rewarding individual testing and evaluation
- Curriculum focus on knowledge at the cost of affective and psycho-motor skills
- Technologies: a blessing or a curse?

6

UNIT 6: The education and psychology nexus

The sociology of education explores the school–society/ educational–cultural interface: how socio-cultural forces define the limits and possibilities of schooling and how education affects society. Of particular interest will be understanding how social institutions produce injustice and justice; the nature and dynamics of social stratification; an understanding of the dynamics of racial, gendered, and ethnic discrimination; and the nature and development of a pluralistic democratic culture.

Unit 6 learning outcomes

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

- observe connections between the school and society at large
- discuss specific societal issues that affect schools and schooling practices
- design or construct strategies to deal with pertinent social issues that affect the teaching-learning processes.

Weeks 15–16 content

- Academic freedom: an ideal and challenge
- Education and public responsibility
- Parental aspirations
- Media influences
- Gender disparity

Readings

Student Teachers will be expected to do a variety of readings from the library and from those resources provided by the Instructor.

Resources

The following web-based resources may be helpful in choosing appropriate readings. Your list of chosen readings may be included in the syllabus or distributed in class. However, include only those resources that you expect students to use throughout the course. Other readings should be distributed as needed.

Siddiqui, B. H. (n.d.) *Evolution of philosophical activity in Pakistan*. Retrieved from
➤ <http://www.allamaiqbal.com/publications/journals/review/apr89/9.htm>

Dewey, J. (1897). My pedagogic creed. *School Journal*, 54, 77–80. Retrieved from
➤ <http://dewey.pragmatism.org/creed.htm>

Book review: Saiyidain, K. G. (1977). *Iqbal's educational philosophy*. Retrieved from
➤ <http://education5.net/i/iqbal%E2%80%99s-educational-philosophy-e757>

Interview with Dr Ashfaque Ahmad. Retrieved from
➤ http://www.afed.itacec.org/document/aziz_kabani_and_somaiya_ayooob.pdf

Freire, P. (1993). *Pedagogy of the oppressed*. Chapter 2. New York: Continuum Books. Retrieved from
➤ <http://www.webster.edu/~corbetre/philosophy/education/freire/freire-2.html>

Boeree, C. G. (2000). *The Ancient Greeks, Part Two: Socrates, Plato, and Aristotle*. Retrieved from
➤ <http://webpace.ship.edu/cgboer/athenians.html>

References

Guterson, D. (1992). *Family matters: Why homeschooling makes sense*. New York: Harcourt Brace Jovanovich.

SYLLABUS 4



By

Izaz Ali and Dr Muhammad Nauman

Faculty

Education

Year/Semester

Year 3, Semester 5

Credit hours

3 credits (48 class hours)

Prerequisites

Successful completion of semesters 1–4

Course description

The purpose of this course is to reflect on the philosophical, sociological, psychological, ideological, and historical foundations of education. This course will highlight the basic concepts about education and will enhance the thinking abilities of Student Teachers. The main focus of this course is on how the philosophies of great educators in the East and West have contributed to reframing education. This course is designed to cover the conventional, social, and cultural paradigms, along with the current issues and problems of the established system of education. The Foundation of Education course has a practical and intellectual interest for Student Teachers.

Learning outcomes

This course will enable Student Teachers to do the following:

- understand the basic purpose of education from the social, political, historical, economic, psychological, and philosophical perspectives
- relate philosophy to education
- highlight the role of Western and Eastern philosophers in education
- trace the historical development of education
- analyse the prevailing issues and problems of education from the disciplines that constitute the foundations of education

Learning and teaching approaches

Teaching and learning of the course will be through a student-centred approach. Different interactive strategies, such as group discussions, presentations, and assignments will be applied to promote creativity. Independent learning will also be encouraged through class assignments. The course readings will be provided to students at the start of the course to inculcate the habit of reading. This will also help to raise the level of in-class discussion and make the course more dynamic.

1

UNIT 1: Philosophy of education

Education modifies human behaviour in multiple ways. The Foundations of Education course will expand Student Teachers' scope of understanding. In this unit, they will be introduced to the very meaning and basic concepts of education. Education will also be related to philosophy in order to further widen the scope.

Week #	Topics/themes
1	Introduction to the course The meaning and definitions of education The meaning and definitions of philosophy
2	The relationship between education and philosophy The scope and importance of education and philosophy The aims of education

Duration: 2 weeks (6 hours)

Unit 1 learning objectives

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

- describe and explain education and philosophy
- explain the scope and importance of education and philosophy
- identify the major functions of education and philosophy
- relate education to philosophy.

Teaching methodology

The teaching methodology will include the following:

- Interactive lectures
- Question and answer sessions
- Discussions

2

UNIT 2: The foundations of education

This unit will explain how education is affected by philosophy, sociology, psychology, ideology, and religion. It will also highlight the role of education in shaping attitudes and framing policies. The unit will stir the whole human mind in order to expand Student Teachers' views on education.

Week #	Topics/themes
3	Compare the philosophical and ideological foundations of education The sociological foundations of education The psychological foundations of education
4	Ideology versus religion The ideological foundations of education The Islamic foundations of education

Duration: 2 weeks (6 hours)

Unit 2 learning objectives

After completing this unit, Students Teachers will be able to do the following:

- describe and explain various foundations of education
- differentiate among the philosophical, sociological, psychological, ideological, and religious foundations of education
- explain the roles of the teacher, the learner, and the curriculum of all these foundations
- understand the pedagogical skills used in all these foundations.

Teaching methodology

The teaching methodology will include the following:

- Interactive lectures
- Question and answer sessions
- Group discussions

3

UNIT 3: The history of education

This unit will enable Student Teachers to investigate and trace the roots of education in both the Western and the Muslim world. The role played by great scholars will be analysed and their particular 'ism' will be assessed. Similarly, the contribution of Muslim educationists will be highlighted, with reference to their views on education.

Week #	Topics/themes
5	What is idealism? Plato as the major exponent of idealism The application of idealism in education
6	Aristotle as an educationist What is realism? The application of realism in education
7	What is naturalism? Rousseau's views on naturalism The application of naturalism in education
8	What is pragmatism? Ibn-e-Khaldun's views on education Applications of pragmatism in education
9	Iqbal as an educationist The contribution of Iqbal's poetry to education Iqbal's views on the teacher, the curriculum, and pedagogy
10	Western scholars' views on education Muslim scholars' views on education Comparison of Western and Muslim scholars

Duration: 6 weeks (18 hours)

Unit 3 learning objectives

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

- describe and explain the views of Western scholars on education
- describe and explain the views of Muslim scholars on education
- understand idealism, realism, and naturalism
- learn the views of Al-Ghazali, Ibn-e-Khaldun and Allama Iqbal on education.

Teaching methodology

The teaching methodology will include the following:

- Interactive lectures
- Question and answer sessions
- Discussions

4

UNIT 4: Islamic perspectives on education

This unit will enhance Student Teachers' cognitive perception of various allusions to and emphases on education in the Quran and the Hadith. The method of teaching of our Holy Prophet will be explained in the Islamic way and the idea of brotherhood will be discussed in light of the Last Sermon. The unit will also explain how students' moral reasoning and behaviour change over time and what teachers can do to promote moral development.

Week #	Topics/themes
11	Explanation of Surah Al-Alaq The emphasis on the acquisition of education in the Quran The emphasis on the acquisition of education in the Hadith
12	Meesaq-e Medina (Medina Charter): the foundation stone of education The Last Sermon: text relevancy with education A critical analysis of the Last Sermon
13	As-Suffa: the first institute in Islam The method of teaching in As-Suffa The curriculum of the As-Suffa Institute

Duration: 3 weeks (9 hours)

Unit 4 learning objectives

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

- identify the impact of the Quran and the Hadith on the early social development of the child
- assess the role of the Quran and the Hadith in education
- analyse the history of Islam in light of the Quran
- discuss the moral and ethical values discussed in the Quran and the Hadith.

Teaching methodology

The teaching methodology will include the following:

- Interactive lectures
- Question and answer sessions
- Discussions

5

UNIT 5: Education reports and policies

In the history of Pakistan, several changes have been made to our education system. This unit focuses on the relevant reports and other policies behind these changes. There is often a sizeable gap between theory and practice in our country. Student Teachers may not be aware of these changes, so this unit will clarify their concepts about changes in education. The significant role of government in improving education in Pakistan will also be highlighted.

Week #	Topics/themes
14	The difference between the reports and policies How are the reports and policies framed? How are the reports and policies launched and applied?
15	Factors that hinder the application of the reports and policies The main points of the Sharif Commission A critical review of the 1978–80 policy
16	The main points of the 1998–2010 policy An analysis of the 1998–2010 policy Is there any need for a new policy?

Duration: 3 weeks (9 hours)

Learning objectives

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

- give their views on the various reports and policies on education
- assess the government's role and policy on education
- analyse the budget allocation to education.

Teaching methodology

The teaching methodology will include the following:

- Interactive lectures
- Question and answer sessions
- Discussions

Textbooks and references

The course will draw on textbooks, journal articles, and websites. A list of these will be distributed in class.

Resources

The following resources may be helpful in choosing appropriate readings. Your list of chosen readings may be included in the syllabus or distributed in class. However, it should include only those resources that you expect students to use throughout the course. Other readings should be distributed as needed.

Canestrari, A. & Marlowe, B. A. (eds.) (2009). *Foundations of education: An anthology of critical readings*. New York: Sage Publications.

Goldblatt, P. F. & Smith, D. (eds.) (2005). *Cases for teacher development: Preparing for the classroom*. Thousand Oaks, CA: Sage Publications.

Holt, L. C. & Kysilka, M. (2005). *Instructional patterns: Strategies for maximizing student learning*. New York: Sage Publications.

Murphy, D. (2005). *Foundations: Introduction to Teaching*. New York: Prentice Hall.

Provenzo, E. F. (2005). *Critical issues in education: An anthology of reading*. New York: Sage Publications.

Semel, S. F. (2010). *Foundations of education: The essential texts*. Oxford: Routledge.

3

Representative
syllabi with
teaching notes



This section contains two syllabi, each with accompanying teaching notes. The Integrated Teaching Notes section offers additional notes that have been integrated using broad themes addressed in the course. Faculty who are teaching the course for the first time or who are interested in the process of curriculum design may find it useful to see how the authors of these representative syllabi chose to develop particular ideas and themes in their notes. (Ideas presented here are not duplicated in the Integrated Teaching Notes, where integrated themes may be found.)

REPRESENTATIVE SYLLABUS 1



By

Dr Muhammad Shahid Farooq, Allah Noor and Dr Amtul Hafeez

Course title

Foundations of Education

Credit hours

3 hours

Year/semester

Year 3, Semester 5

Description

The broad goal of this course is to enable the Student Teachers to familiarize themselves with the basic underlying assumptions, policies, and practices of education as we know it today. It elaborates on the foundations of education by comparing and contrasting educational issues of the past with those of today. The emphasis will be on analysing the various sociological, political, economic, and ideological forces that influence the process of education in our culture and global context. These concepts will not only enable Student Teachers to comprehend the current practices, policies, and challenges of the education sector in Pakistan, but will also provide them with the opportunity to improve their problem-solving skills. Student Teachers will be challenged to interpret knowledge within its historical, philosophical, ideological, and social contexts, which will contribute to critical perspectives on education, both within and outside of schools.

Course outcomes

After this course, Student Teachers will be able to do the following:

- explain the historical, philosophical, ideological, and social contexts of education in the national and global contexts
- identify the Islamic sources (Quran and Hadith) of education in Pakistan
- compare and contrast a range of psychological, social, philosophical, and economic factors of education
- elaborate on the historical progression of the education system in Pakistan
- discuss the local and global challenges and prospects of education.

1

UNIT 1:

The purpose of education

This unit will enable Student Teachers to understand the concept of education and its nature and scope. It will help them not only to implement their knowledge of the foundations of education, but also to understand how different philosophical theories affect our education. The unit will also help them build their critical, analytical, and creative thinking skills.

Week #	Session #	Topics/themes
1	Session 1	Definitions of education
	Session 2	The aims of education
	Session 3	The nature and scope of education
2	Session 1	Education as a social change agent
	Session 2	The elements of education
	Session 3	Education and society
3	Session 1	Education and the cultural heritage
	Session 2	Education and self-realization
	Session 3	Education and social adjustment
4	Session 1	Different theorists and education
	Session 2	a. Muslims
	Session 3	b. Idealists and realists
5	Session 1	c. Essentialists
	Session 2	d. Progressivists
	Session 3	e. Reconstructionists

Outcomes

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

- explain the term *education*, including its nature and scope
- criticize the different philosophical thoughts and contributions of various educationists
- propound their own philosophy of education.

This unit will inform Student Teachers about the religious, social, political, economic, and psychological conditions of education in Pakistan. It will enable them to differentiate the periods of education, pre-Pakistan and beyond. Student Teachers will confront the underlying assumptions and contextual factors of various challenges to education in Pakistan. This unit will assist them in examining the work of our leaders, showing their positive and negative contributions to the education sector.

Week #	Session #	Topics/themes
6	Session 1	Religious conditions and education
	Session 2	Social conditions and education
	Session 3	Economic conditions and education
7	Session 1	Political conditions and education
	Session 2	Psychological conditions and education
	Session 3	Historical perspective on education in Pakistan a. Pre-Pakistan period
8	Session 1	b. Period from 1947–1971
	Session 2	c. Period from 1972–2000
	Session 3	d. Period from 2001 to date
9	Session 1	Midterm exam
	Session 2	e. National Policy for Persons with Disabilities, 2002
	Session 3	f. National Education Policy, 2009

Outcomes

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

- identify the religious, social, political, economic, and psychological conditions of education in Pakistan
- reflect upon the historical progression of the education system in Pakistan
- identify the foundations of Pakistani education.

3

UNIT 3:

Practices of education

This unit will enable Student Teachers to learn about the different practices of education and their roots in the foundations of education. Critical issues that Student Teachers will face in school will be analysed.

Week #	Session #	Topics/themes
10	Session 1	Introduction to various education practices in the country
	Session 2	Connecting practices to educational foundations
	Session 3	Education as a business activity: economic and political foundations
11	Session 1	Education and globalization: sociological, economic, and political foundations
	Session 2	Special education: social, cultural, and political foundations
	Session 3	Community and culture as a reflection of ideological foundations

Outcomes

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

- grasp the different education practices in the country and how they have been influenced by one or more foundations of education
- identify issues faced in classrooms that can be addressed through a better understanding of the foundations of education.

4

UNIT 4:

Challenges and prospects of education in Pakistan

This unit will enable Student Teachers to use the foundations of education as a critical lens through which to examine the challenges facing education in Pakistan. Important issues such as the efforts towards the Islamic interpretation of education, improving the literacy situation, and the causes of the low literacy rate and high dropout rate will be discussed. The unit will look at the teacher's role in providing education to all segments of society, irrespective of age, gender, religion, and class, through the interrelated historical, philosophical, and socio-cultural dimensions of education.

Week #	Session #	Topics/themes
12	Session 1	a. The Islamization of education
	Session 2	b. Low literacy rates
	Session 3	c. High dropout rates
13	Session 1	d. Poor implementation and continuation of national policies
	Session 2	e. Gender disparity in education
	Session 3	f. Political involvement

4

UNIT 4:

Challenges and prospects of education in Pakistan

Week #	Session #	Topics/themes
14	Session 1	g. Poor conditions of schools
	Session 2	h. Segregation in the education system
	Session 3	i. Poor teacher training
15	Session 1	j. The role of teachers in nation-building
	Session 2	k. Teacher training to address individual differences
	Session 3	l. The move against corruption
16	Session 1	m. School for all
	Session 2	n. Private schooling
	Session 3	Final term exam

Outcomes

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

- identify the problems and issues in contemporary education
- identify the historical, socio-cultural, philosophical, ideological, and political foundations of those problems and issues.

Books and references

Student Teachers will be expected to do a variety of readings from the library and from resources provided by the Instructor.

Teaching strategies

A range of teaching strategies will be adopted to enhance learning. These will vary according to the demand of the topic. Active learning strategies, such as group discussion, will be used.

Assessment

Various types of assessments will be used:

- A topic will be assigned to Student Teachers to read and write a brief critique to be shared with classmates for further refinement
- Group and individual assignments on inclusive education will be given to be marked and graded
- Some topics will be selected for PowerPoint presentations to be made before the class
- Charts (posters) will be written on completion on selected topics
- Quiz competition
- Midterm exam
- Final term exam

Grading policy

First assignment:	10%
Second assignment:	10%
Quiz:	05%
Midterm exam:	35%
Final term exam:	40%
Total:	100%

Teaching notes: Representative syllabus 1

Unit 1: Purpose of education – Week 1: Session 1

Topics

- Introduction to the course
- The definitions of education

Learning outcomes

After this session, Students Teachers will be able to:

- analyse different definitions of education
- formulate their own definition of education.

Resources

Chart for classroom and handouts for Student Teachers.

Instructions, activities and strategies

Introduction (5–10 min)

Introduce the course to the Student Teachers. Write the word *education* in the middle of the blackboard or flipchart and let Student Teachers brainstorm. Ask them to create simplified and then complex definitions of education while brainstorming in groups.

Development of the lesson (40–45 min)

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

Definition of education	Main points (Write down the main points of the definition of education while listening to the lecture.)
Education in Islam (as given in the Quran and the Hadith)	
Education in the 21st century	

Lecture notes

What is education?

The definition of education in common usage 'is merely the delivery of knowledge, skills and information from teachers to students', but does not encompass the importance of being or becoming educated. The proper definition of education is 'the process of becoming an educated person'. Being an educated person means you are capable of being reflective at all times, in different situations. You are able to think accurately, showing the right gestures and acting effectively to achieve self-selected goals and aspirations. Education is a process of cognitive cartography, chalking up your experiences and guiding yourself to a variety of possible courses to reach optimal states when you find yourself in non-optimal states. (See Don Berg, www.teach-kids-attitude-1st.com/definition-of-education.html)

See also: <http://freeonlineeducation4all.com/archives/35> An excerpt from the Berg website that would be suitable as a student reading is given in the Resources section at the end of this document.

Definition of education

George F. Kneller: 'In its broad sense, education refers to any act or experience that has a formative effect on the mind, character, or physical ability of an individual ... In its technical sense education is the process by which society, through schools, colleges, universities, and other institutions, deliberately transmits its cultural heritage—its accumulated knowledge, values, and skills—from one generation to another.' (Kneller, G. F. (1971). *Introduction to the philosophy of education*. New York: John Wiley and Sons, pp. 20–21.) See also:

➤ <http://everything.explained.at/Education/>

Pestalozzi: 'Education is a natural, harmonious and progressive development of man's innate powers.' Education inculcates certain values and principles and also prepares a human being for social life.

Education in Islam

To seek knowledge is a sacred duty; it is obligatory for every Muslim, male and female. The first Quranic word revealed was 'Iqra' – Read! Seek knowledge! Educate yourselves! Be educated. Surat Az-Zumar, ayat 9 reveals: 'Are those equal, those who know and those who do not know?' Surah Al-Baqarah, ayat 269 reveals: 'Allah grants wisdom to whom He pleases and to whom wisdom is granted indeed he receives an overflowing benefit.' See: <http://www.islamawareness.net/Education/importance.html> – this website includes additional material suitable for student reading or in preparation of class notes.

The Prophet of Islam (peace be upon him and his progeny) also emphasized the importance of seeking knowledge in different ways:

- (a) Time: 'Seek knowledge from the cradle to the grave.'
- (b) Place: 'Seek knowledge even if it is far as China.'
- (c) Gender: 'Seeking of knowledge is a duty of every Muslim.'

Education in the 21st century

‘As the 21st century continues to grow of age, the world is becoming more interconnected and complex, and craving more for the knowledge of intellectual property. In this environment, it is critical that we shift our focus from temporary results of education to life-long learning. Fortunately, the increasing availability of learning resources on the internet is coinciding with the growing importance of continuous learning. If we are willing to view learning from a new perspective, we are no longer resource-constrained.’ Concepts are being presented globally. It is at this point ‘that most innovation occurs and where we can discern patterns that indicate new kinds of opportunities and challenges. It is at the edge can mean many things: kids who grow up digital, second-tier and for-profit teaching institutions, developments in rapidly changing nations.’ John Seely Brown, retrieved from

➤ <http://www.johnseelybrown.com/newlearning.pdf>

Conclusion (5 min)

Summarize: Ask Student Teachers to analyse their own definitions (which they have propounded during the brainstorming session) after the lecture, using the completed table. They can make changes to their own definitions on the basis of the lecture.

Assessment

While giving comparisons about the topic, walk around the room and observe the Student Teachers.

Definition of education

The definition of education in common usage, that education is merely the delivery of knowledge, skills, and information from teachers to students, is inadequate to capture what is really important about being and becoming educated. The proper definition of education is the process of becoming an educated person. See:

➤ <http://www.all2one.in/Education.aspx>

The website challenges the accountability movement with a literal interpretation of accountability, as it separates knowledge into discrete units to be measured. ‘This is the same kind of literalism that causes absurd behaviour in religious communities, too. (At least, in education the fundamentalists are only fiscally killing their enemies and not literally.)’

It goes on to discuss problems with education as ‘delivery’ and offers a definition of education as ‘a process of cognitive cartography.’ The article would be an appropriate reading assignment for Student Teachers.

► Week 1: Session 2

Topic

The aims of education

Learning outcome

After this session, Student Teachers will be able to identify the aims of education.

Resources

Chart for classroom and handouts for Student Teachers.

Instructions, activities and strategies

Introduction (5 min)

Brainstorming: Write the phrase 'The aims of education' on the board or flip chart. Ask the Student Teachers what comes to mind when they hear this phrase. Write down their initial views on the aims of education.

Development of the lesson (20–25 min)

Reading: Divide the Student Teachers into six groups. There are three articles on the aims of education. Distribute them to the groups. Three sets of two groups each will get the same article. Tell the groups to read the articles. (This may be more appropriate as a homework assignment prior to the session.)

Article 1: Suppes, P. (1996). The aims of education. Retrieved from

➤ <http://suppes-corpus.stanford.edu/articles/comped/340.pdf>

Article 2: Ashraf, S. A. (n.d.). The aims of education. Retrieved from

➤ <http://www.cambridgemuslimcollege.org/Papers/CMC%20Papers%202%20-%20Education%20by%20SAAshraf.pdf>

Article 3: Zainulabideen, Z. (n.d.). A critical review of the aims of education in western tradition. Retrieved from

➤ <http://www.ips.org.pk/education/1111-a-critical-review-of-the-aims-of-education-in-the-western-tradition-.html>

Discussion (20 min)

Groups discuss their articles, focusing on the following guiding questions:

- 1) What are the aims of education in the author's view?
- 2) What are the arguments (philosophical thoughts) on which the aims of education are based?
- 3) Which ideas (if any) in the article would you challenge or disagree with?

Instruct the group to write the main points of their answers on a flip chart and display them on the board or classroom wall. Organize a gallery walk, during which Student Teachers walk around the class and read each other's charts.

Conclusion (10 min)

Bring back the brainstorming points that were developed at the beginning of the lesson and ask Student Teachers to look at their points. Allow them to change, add to, or extend their ideas.

► Week 1, Session 3

Topic

The nature and scope of education

Prepare a presentation for the session, using an excerpt from an article Meaning, Nature and Aims of Education by John Parankimalil available at

➤ <http://johnparankimalil.wordpress.com/2012/03/26/meaning-nature-and-aims-of-education/>

Some of the opinions presented are controversial. Ensure that Student Teachers understand that they are opinions and allow sufficient time for discussion.

The nature of education

- Education is lifelong process because every stage of an individual's life is important from an educational perspective.
- Education is a systematic process; it transacts its activities through a systematic institution and regulation.
- Education is the development of the individual and society. It is called a force for social development, which can improve every aspect of society.
- Education is the modification of behaviour; human behaviour is modified and improved through the educational process.
- Education is training. The human senses, mind, behaviour, activities, and skills are trained in a constructive and socially desirable way.
- Education is instruction and direction. It directs and instructs an individual to fulfill his desires and needs for exaltation of his whole personality.
- Education is life. Life without education is meaningless and like the life of a beast. Every aspect and incident needs education for its sound development.
- Education is a continuous reconstruction of our experiences. As per the definition of John Dewey, education reconstructs and remodels our experiences in a socially desirable way.

► Week 2: Session 1

Topic

Education as a social change agent

Learning outcomes

After this unit, Students Teachers will be able to do the following:

- define the term social change
- identify the relationship between education and social change
- describe education as a social change.

Instructions, activities and strategies

Inquiry (35–40 min)

Inform the Student Teachers that they will conduct an inquiry on this topic. You can give an inquiry task during the previous session. Let them form groups to find answers to the following questions:

- What is social change?
- What is the relationship between education and social change?
- How can education be an agent of social change?

Whole-class discussion (20–25 min)

Conduct a whole-class discussion on the basis of the Student Teachers' inquiry information. Use the inquiry questions for a guided discussion. You can select any one of the Student Teachers to moderate the discussion.

The following resources may be helpful: Rauf, A. Social change and education: An overview.

➤ <http://www.scribd.com/doc/25839368/Social-Change-and-Education-in-Pakistan>

▶ Week 2: Session 2

Topics

- The aims of education
- Education for vocational preparation
- Education for individual development
- Islamic aims of education
- Modern aims of education

Learning outcome

After this session, Student Teachers will be able to differentiate the general, Islamic, and modern aims of education, education for vocational preparation, and education for individual development.

Resources

Chart for classroom and handouts for Student Teachers.

Instructions, activities and strategies

Introduction (5–10 min)

The aim of education in contemporary society is to foster the individual's inner freedom and development towards self-initiated action, so that everyone accepts responsibility for their own actions. Through education, the individual is able to self-direct, make intelligent decisions, criticize positively, and evaluate others. He pursues the acquisition of knowledge to resolve his problems. She adapts flexibly to new situations by utilizing her experiences in new situations in a creative manner. He cooperates with others, and is self-motivated and desirous to work to suit his own purposes.

Development of the lesson (40–45 min)

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

Definition of education	Main points (Write down the main points of the definition of education while listening to the lecture.)
The aims of education	
Education for vocational preparation	
Education for individual development	
The Islamic aims of education	
The modern aims of education	

Talk about the aims of education according to these categories. Notes to use in preparing an interactive lecture are provided below. (Interactive lecture, as a strategy, is explained in the section of this document titled Methods and Strategies to Use in Planning.)

Notes for preparing an interactive lecture

Aims of education

Education for intellectual attainment: To develop a learner's mind or intellectual ability, schools must focus on activities, exercises, and courses of study. This belief is based on the assumption that the brain is like a muscle that develops with mental exercise, and it is the responsibility of schools to challenge the learner with tasks that stimulate the brain.

Some of the basic and general aims and objectives of education in society are as follows:

1. Good citizens

The basic aim of education is to create good citizens who can benefit society.

Education develops the following social qualities in people:

- To respect the laws
- To respect society's customs and traditions
- To know their rights and duties
- To earn a livelihood in an honest way
- To be emotionally and mentally sound

2. Transferring values

Education transfers the cultural, traditional, social, and religious values of the past to the next generation. Our education system is transferring Islamic cultural and religious values, which include the Quran, the Hadith, and other related literature, as well as the practical lifestyle of our holy prophet Muhammad (PBUH). The same is true about other states and religions that wish to transfer their culture to the next generation.

3. Education as social change agent

Education is a very powerful social change agent, as it is able to change a particular society's social, religious, and political set-up. A desired change, such as to eliminate or improve outdated cultural values, can be brought about through formal and informal education, eventually leading to social change.

4. To explore the new dimensions of science and matter

The main aim of education is to enable an individual and society to explore new ideas and have more information about the material world.

➤ Source: <http://www.studylecturenotes.com/social-sciences/education/271-aims-and-objectives-of-education>

5. Education for vocational preparation

Schools should produce students who can enter the workforce and become productive. To this end, a 'practical' aspect of schooling must be satisfied. Attempts must be made to educate all citizens, though it is understood that not all high school graduates can go to college. Society also needs trained workers after high school.

6. Education for individual development

The potential of each person is developed through education. Each person is unique, and education uplifts the individual intellectually, physically, and emotionally. Education is seen as the vehicle for personal development.

➤ Source: http://www.mtcglobal.org/uploads/26_mgmt.ppt.ppt

7. The Islamic aims of education

Islam is a very dynamic and practical religion, which differs completely from the other religions of the world. It expects people to be active and dynamic in the social order. The objectives of Islamic education for an individual and society are as follows:

- The basic aim of Islamic education is to provide information on how to pray, fast, and live an honourable life.
 - Islam wants equilibrium between religious and social activities. A person should be mentally, physically, and socially sound to live a healthy life.
 - Islam schools a Muslim to be ready for all kinds of sacrifices to safeguard his religion.
 - Islamic education emphasizes the spirit of Muslim brotherhood and tolerance, so that each person can live in harmony in society.
 - Islam requires people to be well informed about the social, political, and economic affairs of the contemporary world, in order to play their role in collective affairs.
 - Islam promotes simplicity in lifestyle and avoids luxury.
- Source: <http://www.studylecturenotes.com/social-sciences/education/271-aims-and-objectives-of-education>

The modern aims of education

1. Learning to use information

Educators recognize that it is impossible for a student to learn everything there is to know about a subject, because information is growing at a rate far faster than at any time in human history. So, learning to use information has become equivalent to learning certain basic information. Skills like acquiring, analysing, and reporting information are demanded – people have to apply their knowledge to be successful.

2. Concept development

As noted, to learn all that is known about a subject is impossible, so it is best to focus on the important ideas. The modern approach is to focus on the big ideas and not allow students to become engrossed in minutiae.

3. Problem-solving

Students must be trained to apply their understanding of information to ‘real-life’ problems. The problem-solving approach is based on the scientific method, where information is generated, analysed, and applied to a question of importance.

4. Constructivism

Students must use information to understand concepts and generalization rather than just learn facts by rote. They must be able to apply the meaning of the acquired information.

5. Inquiry

Inquiry is the basis for all science and relies on using data. Students work scientifically by collecting, analysing, and applying their understanding to problems or issues rather than working on suppositions or opinions.

➤ Source: <http://www.johnseelybrown.com/newlearning.pdf>

Conclusion (5 min)

Summarize: Ask the Student Teachers to write down at least ten modern aims of education. Tell them to list the advantages of education that can contribute to the betterment of an individual.

Assessment

While discussing the topic, walk around the room and observe the Student Teachers. Be sure to notice the active participants.

▶ Week 2: Session 3

Topics

- What is education?
- What is society?
- The role of education in society
- The importance of education in society

Learning outcome

Student Teachers will be able to explain education and society, and identify the role and importance of education in society.

Resources

Chart for classroom and handouts for Student Teachers.

Instructions, activities and strategies

Introduction (5–10 min)

The main purpose of education is to train individuals by preparing and qualifying them to integrate into society through emphasizing the values and morals of society. Education promotes socializing, helping society to remain stable. It also prepares youngsters for adulthood, so that they step forward as leaders of the next generation and contribute to strong families and strong communities. Children whose parents take an interest in their education show a willingness to learn. A forum of teachers and scholars from all over the world assesses problems in education and society to produce balanced and comparative social and economic perspectives.

Development of the lesson (40–45 min)

Interactive lecture (to be developed around the main points in the table below): Write the topic and subtopic of the lecture on the board. Draw this table on the board (or make a handout and distribute it to the Student Teachers) and tell them to fill it in while they are listening to the lecture.

Education and society	Main points (Write down the main points of the definition of education while listening to the lecture.)
What is education?	
What is society?	
The role of education in society	
The importance of education in society	
The modern aims of education	

Additional points to make about education:

- It helps families complete the socialization of children in society.
- It transmits cultural heritage.
- It integrates the individual into a culture.
- It helps form positive attitudes and values.
- It prepares students for their occupations.
- It contributes to a stronger national economy.

- It confers status (higher education usually equals higher status in society).
- It develops civic values.
- It fosters democratic participation in society.

References

Kumar, B. (2011). *What is the relationship between education and social change?*

Retrieved from

- <http://www.preservearticles.com/201102224128/what-is-the-relationship-between-education-and-social-change.html>

Siddiqui, S. (2011). *Education: Agent of change*. Retrieved from

- <http://shahidsiddiqui.blogspot.com/2011/04/education-agent-of-change.html>

Themelis, S. (2009) *Education as an agent for change (an online review of Marxism and Educational Theory: Origins and Issues* by Mike Cole. Routledge 2008). Retrieved from

- <http://www.aworldtowin.net/reviews/MarxEducationalTheory.html>

Websites

Specialpeoplecentre.com.

- <http://www.specialpeoplecentre.com/education-in-pakistan-an-overview/>

Ghazi, S. R., Ali, R., Khan, M. S., Hussain, S., & Fatima, Z. T. (2010). *Causes of the decline of education in Pakistan and its remedies*. Retrieved from

- <http://journals.cluteonline.com/index.php/TLC/article/view/139>

Qadri, H. M. (2013, 22 May). State of education in Pakistan. *Pakistan Observer*.

Retrieved from

- http://pakobserver.net/detailnews.asp?id=89443&fb_source=message

Blair, D. (2009, 5 Nov). Lack of basic education fuels rise in Taliban and extremism in Pakistan. *The Telegraph*. Retrieved from

- <http://www.telegraph.co.uk/news/worldnews/asia/pakistan/6503093/Lack-of-basic-education-fuels-rise-in-Taliban-and-extremism-in-Pakistan.html>

Promotion of Education in Pakistan, Inc. (2006). *The weakest link: A report on undergraduate education in Pakistan*. Retrieved from

- http://www.pepfoundation.org/weakest_link.pdf

Chapter 5: *Analysis of higher education in Pakistan*. Retrieved from

- <http://pr.hec.gov.pk/Chapters/575S-5.pdf>

Teach for Pakistan.

- www.teachforpakistan.edu.pk/

Books and references

- Ahmed, F. (1998). *Ethnicity and politics in Pakistan*. Karachi: Oxford University Press.
- Al-Afandi, M. H. & Baloch, N. A. (1980). *Curriculum and teacher education*. Jeddah: King Abdul Aziz University, pp. 3–20.
- Amin, T. (1988). *Ethno-national movements of Pakistan: Domestic and international factors*. Islamabad: Institute of Policy Studies.
- Anderson, B. (1991). *Imagined communities: Reflections on the origin and spread of nationalism* (Rev. ed.). London: Verso.
- Bhatia, K. K. (1985). *Principles of education*. New Delhi: Kalyani Publisher, pp. 10–12.
- Faure, E., Herrera, F., Kaddoura, A., Lopes, H., Petrovsky, A. V., Rahnama, M., & Ward, F. C. (1972). *Learning to be: The world of education today and tomorrow*. Paris: UNESCO, pp. 138–144.
- Ghafoor, A. (1994). *Literacy efforts in Pakistan: From rhetoric to action*. Islamabad: National Education and Training Commission, Ministry of Education, Government of Pakistan.
- Hayes, L. D. (1987). *The crises of education in Pakistan*. Lahore: Vanguard Books Ltd.
- Kneller, G. F. (1963). *Foundations of education*. New York: John Wiley and Sons, pp. 306–319.
- Maududi, A. S (1966). *Islami Tehzeeb aur us ke assol-o-mabodi*. Lahore: Islamic Publications Limited.
- Rashid, M. (1989). *Allied material of Foundations of Education* (Course Code 831). Islamabad: Allama Iqbal Open University, National Book Foundation Islamabad.
- Pathak, R. P. (2009). *Philosophical and sociological foundations of education*. New Delhi: Kanishka Publishers.
- Powell, S. D. (2012). *Your introduction to education: Explorations in teaching*. New Delhi: Pearson.
- Qureshi, A. H. (1975). *Education in Pakistan*. Karachi: Ma'aref Publishers.
- Rahman, T. (1996). *Language and politics in Pakistan*. Karachi: Oxford University Press.
- Saxena, S. (1993). *Philosophical and sociological foundation of education* (Rev. ed.). Meerut: R. Lall Book Depot, pp. 202–215.
- Shami, P.A. & Hussain, S. (2006). *Development of education in Pakistan*. Islamabad: Academy of Educational Planning and Management.

Pakistani policy documents on education

- Bengali, K. (1999). *History of education: Policy making and planning in Pakistan*. Islamabad: Sustainable Development Policy Institute.
- Population Census Organization. (2001.) *1998 Census report of Pakistan*. Islamabad: Population Census Organization, Statistics Division, Government of Pakistan.

- GOP. (1947). *Proceedings of the Pakistan educational conference 27 November-1 December 1947*. Karachi: Ministry of Interior, Education Division.
- GOP. (1948). *Proceedings of the first meeting of the Advisory Board of Education for Pakistan*. Karachi: Government of Pakistan, Education Division.
- GOP. (1949). *Proceedings of the second meetings of the Advisory Board of Education for Pakistan 7th–9th February 1949*. Karachi: Government of Pakistan, Education Division.
- GOP. (1950). *Report of proceedings of the fourth meeting of the Advisory Board of Education for Pakistan*. Karachi: Government of Pakistan, Education Division.
- GOP. (1954). *Report of proceedings of the sixth meeting of the Advisory Board of Education for Pakistan*. Karachi: Ministry of Education, Government of Pakistan.
- GOP. (1959). *Report of the Commission on National Education*. Karachi: Ministry of Education, Government of Pakistan.
- GOP. (1966). *Report of the Commission on Student's Problems and Welfare*. Islamabad: Ministry of Education, Government of Pakistan.
- GOP. (1970). *New education policy*. Islamabad: Ministry of Education, Government of Pakistan.
- GOP. (1972). *The education policy 1972–1980*. Islamabad: Ministry of Education, Government of Pakistan.
- GOP. (1979). *Qaumi Committee Barae Deeni Madaris [Urdu]*. Islamabad: Ministry of Religious Affairs, Government of Pakistan.
- GOP. (1992). *National Education Policy*. Islamabad: Planning Commission, Government of Pakistan.
- GOP. (1998). *National Education Policy: 1998–2010*. Islamabad: Ministry of Education, Government of Pakistan.
- GOP. (2002). *Education sector reforms: Action plan 2001–2004*. Islamabad: Ministry of Education, Government of Pakistan.
- GOP. (2003). *Economic survey 2002–03*. Islamabad: Finance Division, Economic Adviser's Wing, Government of Pakistan.

Websites

UNESCO Teacher Education in Pakistan.

- <http://unesco.org.pk/education/teachereducation/policy.html>

Higher Education Commission.

- <http://www.hec.gov.pk/InsideHEC/Divisions/AECA/CurriculumRevision/Pages/RevisedCurricula.aspx>

Nevada Partnership for Inclusive Education.

- <http://www.nvpie.org/inclusivehtml>



REPRESENTATIVE SYLLABUS 2

By

Drs Mussaret Sheikh and Sadaf Ayooob

Credit hours

3 hours (3 hours per week)

Year/semester

Year 3, Semester 5

Prerequisites

Successful completion of semesters 1–4

Course description

This course starts with the foundational knowledge upon which education is based. This knowledge base is addressed from three different perspectives: 1) The philosophy of education in historical and Islamic perspectives, 2) Sociological foundations, and 3) The historical development of education in Pakistan. In all the foundation areas there is an implicit connection between an idea and its eventual application in real-life situations. The main focus of the course is to train and equip Student Teachers to become agents of change in society so that they can cultivate values and an aesthetic sense in their students.

Learning outcomes

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

- define the general concept of philosophy and its relevance to education
- compare educational philosophies: perennialism, essentialism, progressivism, and eclectic
- compare the perspectives of Muslim and Western philosophers
- understand the relationship between the sociological foundations of education and their historical and cultural aspects
- critically review the types of education and the current educational issues in Pakistan in order to understand how foundations of education can address the challenges faced by policymakers, curriculum developers, and teacher educators.

Teaching-learning approaches

This course will employ interactive teaching-learning approaches, such as questioning, cooperative learning, discussions, and presentations by the Student Teachers on their study and research work. Wherever possible, guest speakers may be invited and educational DVDs and CDs will be made available.

1

UNIT 1: Introduction to the Foundations of Education course

Disciplines such as philosophy, sociology, psychology, and anthropology contribute to the foundations of education. This unit will build connections between schools and different philosophical beliefs that form schooling practices. Student Teachers will be helped to recognize that the development of a civil society depends on the education of the young as responsible, thoughtful, and enterprising citizens. This is a challenging task requiring a deep understanding of ethical principles, moral values, political theory, aesthetics, and economics.

Week #	Topics/themes
1	Introduction to the course Sharing of learning expectations, course assessment, and grading Definition and concepts of the foundations of education
2	The importance of educational philosophy The scope of educational philosophy The relationship between educational philosophy and other disciplines

Duration: 2 weeks (6 hours)

Unit 1 learning objectives

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

- describe and explain different perspectives on the foundations of education
- explain the scope and importance of educational philosophy
- relate educational philosophy to other disciplines.

2

UNIT 2: Educational philosophies

This unit will assist Student Teachers in comparing the ways in which different philosophies in education attempt to answer the following questions: What is education? What is the purpose of education? What does it mean to know something? This will enable them to identify the general theoretical perspectives that can be used to describe and explain a philosophy, as well as demonstrate an understanding of how philosophy coordinates with various activities of the individual and the society. Student Teachers will build their own philosophy. They will consider how teachers can promote logic and ethics in students and the importance of aesthetics in learning.

Week #	Topics/themes
3	The schools of thought Introduction to perennialism and essentialism The philosophical foundation of perennialism and essentialism Teaching methods Character-building of students

2

UNIT 2: Educational philosophies

Week #	Topics/themes
4	Introduction to progressivism and eclectic philosophy The philosophical foundation of progressivism and eclectic philosophy Teaching methods Character-building of students
5	The axiology of education Logic and education Ethics and education Aesthetics and education

Duration: 3 weeks (9 hours)

Unit 2 learning objectives

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

- describe and explain educational philosophy
- identify the concept of the axiology of education
- explain different schools of thought, such as perennialism, essentialism, and progressivism.

3

UNIT 3: Comparative analysis of the philosophical perspectives of Muslim and Western philosophers

	<p>This unit will explore the sources of educational aims in Pakistan. It will enable Student Teachers to compare and contrast the perspectives of Muslim and selected Western philosophers. The unit will also discuss the sources of knowledge in Islam. It will assist Student Teachers in identifying the components of their philosophical thought.</p>
Week #	Topics/themes
6	Muslim philosophers: <ul style="list-style-type: none"> • Imam Ghazali • Sir Syed Ahmad Khan • Allama Iqbal
7	Selected Western philosophers and educators with a pedagogical philosophy: <ul style="list-style-type: none"> • Friedrich Froebel • John Dewey • Maria Montessori
8	Sources of knowledge in Islam: <ul style="list-style-type: none"> • Quran • Hadith

Duration: 3 weeks (12 hours)

Unit 3 learning objectives

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

- explain the notion of philosophical perspectives
- describe the differences between Islamic and Western thinkers with reference to education
- discuss the sources of knowledge in Islam (Sunnah and Hadith).

4

UNIT 4: Sociological foundations

What is the relationship between education and society? What is the school's role in social change? Formal schooling as a concept is not particularly old. Student Teachers will deliberate on current schooling practices in order to critique them and bring about positive social change.

Week #	Topics/themes
9	Sociological foundation: <ul style="list-style-type: none">• Education and society• Social class and educational opportunities• The school and the teacher as factors in social development
10	The school's role in social change
11	The difference between historical and cultural foundations

Duration: 3 weeks (9 hours)

Unit 4 learning objectives

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

- identify the impact of education on the social development of the child
- explain the role of the school in the creativity and critical thinking of the learner
- discuss historical and cultural foundations and their effects on students.

5

UNIT 5: Education in Pakistan

This unit will focus on the different educational policies of Pakistan and their relevance to the objectives of education. It will also address global challenges of education as they are experienced in Pakistan at the school, teacher, and institutional level.

Week #	Topics/themes
12	Concept of development as seen in educational policies: <ul style="list-style-type: none"> • Educational Policy (1970–1972) • Educational Policy (1979–1992) • Educational Policy (1998–2010) • Educational Policy (2009)
13	Global challenges of education as they are experienced in Pakistan

Duration: 2 weeks (6 hours)

Unit 5 learning objectives

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

- explain the different educational priorities in policies, along with the objectives of policy
- discuss the global challenges of education in Pakistan.

6

UNIT 6: The knowledge-based economy

This unit will focus on the contribution of education to the economy and the economic order. It will also highlight and critique how education is linked to innovation and economic growth in a knowledge-based economy. It will call attention to the fact that when societies focus solely on economics, they miss the important role of education in the development of society as a whole.

Week #	Topics/themes
14	Concept of the social order
15	Economic aspects of education Human resources Capital resources
16	Education and economic growth versus education for personal and social development

Duration: 3 weeks (9 hours)

Unit 6 learning objectives

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

- describe education and the economic order
- explain the economic aspects of education in Pakistan
- critique education in relation to economic growth.

Grading policy

University-approved grading policy will be practiced. The faculty will provide course-work assignments and quizzes as and where necessary. The course will be assessed on an ongoing basis through coursework, assignments, and the end-of-semester exam.

References

Chandra, S. S. & Sharma, K. R. (2004). *Principles of education*. New Delhi: Atlantic Publishers.

Fry, H., Ketteridge, S., & Marshall, S. (1999). *A handbook for teaching and learning in higher education: Enhancing academic practice*. London: Routledge Falmer.

Haq, M. A. (1990). *Educational philosophy of the Holy Quran*. Lahore: Institute of Islamic Culture.

Jalazai, M. K. (1999). *History of Islamic education*. Lahore: Majeed Book Depot.

Khalid, T. (2005). *Education: An introduction to educational philosophy and history*. Karachi: National Book Foundation.

Kneller, F. (1964). *Introduction to the philosophy of education* (2nd ed.). New York: John Wiley & Sons.

Raina, M. K. (2006). *Development in education*. New Delhi: Maxford Books.

Zias, R. S. (1976). *Curriculum: Principles and foundation*, New York: Harper and Row.

Teaching notes: Representative syllabus 2

Outline of content

- Unit 1 Introduction to the Foundations of Education course
Unit outline (including outcomes and resources)
- Unit 2 Educational philosophies
Unit outline (including outcomes and resources)
- Unit 3 Comparative analysis of the philosophical perspectives of Muslim and Western philosophers



Unit 1: Introduction to the Foundations of Education course

Outline

In this unit, Student Teachers will become familiar with the concept of the foundations of education and the relevance of philosophy to education. They will be helped to appreciate that the purpose of this course is not to teach different disciplines like philosophy, sociology, psychology, and anthropology, but to see how the foundations of education draw concepts from these knowledge bases. It should help them recognize that the development of a civil society depends on the education of the young as responsible, thoughtful, and enterprising citizens, which is a challenging task requiring a deep understanding of ethical principles, moral values, political theory, aesthetics, and economics, not to mention of children themselves. Thus, this unit will build connections between schooling and the different philosophical beliefs that influence schooling practices.

Learning outcomes

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

- appreciate the significance of the Foundations of Education course
- define philosophy
- define educational philosophy
- explain the influence of educational philosophies on the aims of schooling practices.

Topics

- Introduction to the course; sharing of learning expectations, course assessment, and grading
- Definition and concepts of the foundations of education
- The importance of educational philosophy
- The scope of educational philosophy
- The relationship between educational philosophy and other disciplines
- The connection between schooling and the different philosophical beliefs that inform schooling practice

Essential knowledge questions

- What is the basic concept of educational foundations?
- What is the relationship between educational philosophy and other disciplines?

Planning notes

1. Instructional procedures

In this course, apply techniques and methods based on your experience and knowledge. The techniques outlined below are not exclusive and, therefore, other effective techniques and methods can be used. Suggested techniques include the following:

- Interactive lectures
- Discussions
- Group and individual work sessions
- Individual reading and self-assessment exercises

2. Practical activities

Conduct the following activities to provide the Student Teachers with hands-on experience:

- Share websites and other sources for reading
- Assess the views of different Student Teachers in order to judge their perception of the foundations of education.

3. Assessment

- Assignment on the importance of educational philosophy
- Assignment on the relationship between educational philosophy and other disciplines

► Week 1, Sessions 1 and 2

Topics

- Introduction to the course
- Sharing of learning expectations, course assessment, and grading
- The meaning and concepts of the foundations of education

Instructions, activities and strategies

Introduction (5 min)

The first two weeks will focus on the educational foundations, so as to increase the interest of the Student Teachers. The course will be introduced during the first session.

Brainstorming (15 min)

Write 'The meaning and scope of educational foundations' on the board. Let Student Teachers say what they understand about the meaning and concept of the foundations of education. Take as many ideas as time permits. Write down all the meanings they suggest.

Group brainstorming (10 min)

Divide the Student Teachers into four groups. Write a key concept (and its definition) from educational foundations on a piece of paper so that there is one for each group. (If the groups are too large, consider having groups of five to six and prepare more concepts.) Each group will connect the definitions from the list on the board with the text definition of the concepts they represent. (They will look at the definitions listed on the board and see how their definitions match the text definitions.)

Lecture (30 min)

Introduce the course. Review the major definitions of the four groups, linking these with the text definitions and relating them by explaining the concept. Points to emphasize:

- The concept of the foundations of education and key concepts that may be drawn from the field
- Some definitions

► Week 1, Session 3

Topic

Why study educational foundations or the importance of the foundations of education?

Discussion and think, pair, share

Initiate discussion on the meaning and concepts of educational foundations. Think, pair, share activity: Have Student Teachers present their views on different concepts of educational foundations. Have these changed as a result of the discussions in the previous sessions?

Show the following quotation on chalkboard, a chart, or a computer, or duplicate it on a handout. Have Student Teachers work in pairs and read it together:

In modern times there are opposing views about the practice of education. There is no general agreement about what the young should learn either in relation to virtue or in relation to the best life; nor is it clear whether their education ought to be directed more towards the intellect than towards the character of the soul. And it is not certain whether training should be directed at things useful in life, or at those conducive to virtue, or at non-essentials. And there is no agreement as to what in fact does tend towards virtue. Men do not all prize most highly the same virtue. So naturally they differ also about the proper training for it.

Ask pairs to discuss the following question: Does this quotation have any relevance to students or classrooms you know? After a few minutes of discussion, point out that the quotation is from the Greek philosopher Aristotle and was written 2000 years ago. Does this change their view on the quotation? What makes it relevant today?

► Week 2, Sessions 1 and 2

Topic

The importance and scope of educational foundations

Pair-share activity

In groups of two, have the Student Teachers discuss the importance of educational psychology and then be prepared to present to the whole class. Questions to think about:

- Why is educational psychology considered a foundation?
- What is the difference between educational psychology and other psychologies (e.g. clinical psychology)?
- In what ways does educational psychology contribute to schooling?

NOTE: In education, behaviourist psychology has often been equated with educational psychology because of the influence of Thorndike's work. This has 'privileged' more technocratic approaches to education and denied teachers the rich array of perspectives available in the field of psychology.

► Week 2, Session 3

Topic

The relationship between educational philosophy and other disciplines

Instructions, activities and strategies

Present a PowerPoint presentation (to show the relationship) and an interactive lecture on the relationship between psychology and educational foundations. Ask Student Teachers to point out and then explain different relationships with education.

Note: Many PowerPoint presentations are available through Slide Share, at

➤ <http://www.slideshare.net/>

Unit 2: Educational philosophies



Description

This unit will enable the Student Teachers to identify the general theoretical perspectives that can be used to describe and explain educational philosophy, as well as to demonstrate an understanding of how philosophy coordinates with various activities of the individual and society. It will explain how teachers can use the perennialism, essentialism, progressivism, and eclectic philosophy schools of thought to build up their own philosophy. This will also explain how teachers can promote logic and ethics in students and the importance of aesthetics in learning, and identify the factors that affect their interest in appraising beauty with the additional innovative concepts of philosophy.

Learning objectives

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

- describe and explain educational philosophy
- identify the concept of the axiology of education
- explain different schools of thought, such as perennialism, essentialism, and progressivism.

Essential knowledge questions

- What is philosophy?
- What is the difference between philosophy and science?
- How do different schools of thought build students' perceptions of education?
- How can teachers promote conceptual change in student learning, drawing upon different values and reasoning?

Practical activities

Conduct the following activities to provide the Student Teachers with hands-on experience:

- 1) Identify different types of thought as adopted in the performance of both students and teachers.
- 2) Ask three groups of the class to examine the practical implementation of each school of thought and then give suggestions on what teaching method could best be applied in effective teaching and learning at the elementary level.
- 3) Select one of the groups as an experimental group to test the aesthetic and logical level of students and identify which aspect is most important for all-round development.

► Week 3, Sessions 1 and 2

Topic

Introduction to perennialism and essentialism

Instructions, activities and strategies

Introduction (30 min)

Introduce a topic. Connect the topic with the educational needs of students and teachers. Discuss perennialism and essentialism by covering concepts, teaching method, and character-building of students. (Notes are given at the end of the session plans.)

Group discussion (20 min)

Discuss the schools of thought by linking them with technical terms and canvas the views of the Student Teachers. Focus on how philosophical thought occurs.

Summary (10 min)

Summarize the whole session.

Group work will be initiated to discuss the main idea or focus of philosophy. Have one of the members of each group present their discussion ideas to the class.

► Week 3, Session 3

Topic

Teaching method and character-building of students

Instructions, activities and strategies

Video activity

Cooperative learning on the principles of learning, discussing which method is most applicable in a given circumstance, by watching the Khawaja Moinuddin drama serial *Taleem-e-Balighan*, available on YouTube

➤ www.youtube.com/watch?v=U1lPfqV3y-M

Pair-share activity

In groups of two, share a teaching method and identify suggestions about which teaching method should be given priority to promote learning under different circumstances. If time permits, each pair could meet in a group with two other pairs and share the teaching method they selected as well as their suggestions.

► Week 4, Sessions 1 and 2

Topics

- Introduction to progressivism and eclectic philosophy
- Philosophical ideas based on a literature review on progressivism and philosophy

Instructions, activities and strategies

Student Teachers work in two groups to review relevant literature of at least one school of thought. Prepare for this session by assigning articles or book chapters, or having Student Teachers perform an Internet search on one school of thought prior to the session. They can then discuss the reading in class and share it with other groups in a PowerPoint presentation.

► Week 4, Session 3

Topic

Teaching methods and character-building of students

Instructions, activities and strategies

Use Agha Haqir's drama serial *Taleem-e-Balighan* to illustrate alternative views on the history of Pakistan. Ask Student Teachers to talk about the following questions: Why do alternative views exist? What is the historical foundation of education in Pakistan? How do different ways of teaching a subject, such as history, contribute to the character of students?

Pair-share activity

In groups of two, have Student Teachers share a teaching method and present suggestions on which teaching method should be given priority to promote learning under different circumstances.

► Week 5, Sessions 1 and 2

Topics

- The axiology of education
- Logic and education
- Ethics and education

Instructions, activities and strategies

Let Student Teachers watch clips of the drama *Man Chale ka soda, Hareet Kadha & Zawya* by Ashfaq Ahmad for logical reasoning. This will assist them in knowing about the nature of man, the nature of the universe, the nature of knowledge, and the purpose of life in the universe. The drama will also help them understand how logic and ethical values are important for personal development. At the end, ask them to give a justification of a character on the basis of logic and ethics.



Unit 3: Comparative analysis of philosophical perspectives

Description

This unit will enable the Student Teachers to compare and contrast the different perspectives of Muslim and Western philosophers. It will also identify the components of their philosophical thought and explain how teachers can promote the sources of knowledge in Islam through the Quran and the Hadith. Student Teachers will be introduced to the given subthemes as theory and will learn to view them as techniques of motivation to build up their own philosophy in both teaching and learning.

Duration: 3 weeks (12 hours)

Learning objectives

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

- explain the notion of philosophical perspectives
- describe the difference between Islamic and Western thinkers with reference to education
- discuss sources of knowledge in Islam (Sunnah and Hadith).

► Week 5, Session 3

Topic

Aesthetics and education

Instructions, activities and strategies

- Brainstorm questions about the following:
 - What is beauty?
 - Does beauty lie in the eyes of the beholder?
- Work in groups to come up with a list of ways through which beauty can be appraised.
- Work in groups on the question: Can beauty be analysed through a publication such as *National Geographic* or by travelling in nature or becoming part of nature?

Essential knowledge questions

- What is a philosophical perspective?
- What is the difference between Muslim and Western philosophers?
- How can teachers use sources of knowledge (e.g. Quran and Hadith) in Islam to build philosophical thought?

Practical activities

Conduct the following activities to provide the Student Teachers with hands-on experience:

- 1) Plot different types of teaching methods and ask the Student Teachers to identify which philosopher created each concept.
- 2) In groups, have the class examine the practical implementation of different strategies of learning. Then have the groups give suggestions on which philosopher could modify which aspects of learning in learners.
- 3) Ask the Student Teachers to enlist sources of knowledge in the Quran and the Hadith related to education.

► Week 6, Session 1

Topic

Muslim philosophers: Imam Ghazali

Instructions, activities and strategies

Divide Student Teachers into three groups and ask one group to find reference books on Imam Ghazali's concept of teaching, another on student-teacher relationships, and the third on the concept of punishment.

▶ Week 6, Session 2

Topic

Sir Syed Ahmad Khan

Instructions, activities and strategies

Create a group activity involving articles on Sir Syed Ahmad Khan. Have Student Teachers prepare a list of work written about him.

▶ Week 6, Session 3

Topic

Allama Iqbal

Teaching ideas

Brainstorming activity on philosophy, based on the Self Ego concept: Have a class discussion on how it helps in awakening your own self and how important it is to become aware of your own self.

Pair-share activity

In groups of two, have the Student Teachers share with each other their ideas on how the Self Ego/ Khudi concept can best be used in the teaching-learning process through Iqbal's *Reconstruction of Islamic Thought* and his poetry.

▶ Week 7, Session 1

Topic

Western philosophers: John Dewey

Instructions, activities and strategies

Have the class prepare presentations of 10–15 minutes based on Student Teachers who are involved in real-life tasks and challenges in which they learn.

▶ Week 7, Session 2

Topic

Friedrich Froebel

Friedrich Froebel (1782–1852) is best known for his emphasis on each child's individuality. He urged respect for the child and emphasized the importance of an environment in which the child can thrive. He believed that self-activity and play are key to the development of personhood. See

➤ <http://www.froebelweb.org/web2005.html>

► Week 7, Session 3

Topic

Maria Montessori

Maria Montessori believed that character is built through what children experience, not what they are told. Her approach to education was to help children interact with materials that relate to life experiences. She believed that this would build on their natural curiosity and promote a love of learning. See:

➤ <http://www.alfredmontessori.com/montessori-philosophy.htm>

Teaching ideas

Brainstorming: Have a brainstorming session about autonomous learners, higher-order thinking skills, and critical and creative thinking. Discuss how each helps in the teaching-learning process.

Pair-share activity: In groups of two, have the Student Teachers share with each other their ideas on how creative thinking occurs in students even when they are very young.

► Week 8, Session 1

Topic

Concepts related to different sources of knowledge

Instructions, activities and strategies

Use a cooperative learning approach to explore the meaning and concept of knowledge. Work in groups to come up with a list to present on different sources of knowledge.

► Week 8, Session 2

Topic

Quran

Instructions, activities and strategies

Have Student Teachers share their own experiences about the documentaries of Harun Yahya (for example, *The Creation in Living Things is a Source of Inspiration for Technology*, available at <http://www.harunyahya.com/en/works/47132/Oxygen--our-source-of-life>) and write down related Quranic references.

► Week 8, Session 3

Topic
Hadith

Instructions, activities and strategies

In groups, have the Student Teachers review literature about different Hadith in the library and prepare handouts. Each group will present a PowerPoint presentation on Hadith related to a teaching method or the role of the teacher.

Assignments

Assignment I: Human charters: Comparative analysis between Western and Islamic thought

The human charter and the definition of a society and guiding principles were given to Muslims 1400 years ago. It is known as Meesaq-e-Madina. Another great sermon that is frequently referenced is the Ahakari Khutaba, or the Last Sermon. Read the two documents and compare them with the Human Charter developed by United Nations. Reflect on the kind of society and the social practices that we observe today. As a teacher of the foundations of education, how will you put these teachings into practice? What aspects do you think are necessary to implement these guidelines?

Prepare your comments and strategies of implementation and share them with the whole class. This assignment can be done individually or as a group activity. The presentations can be PowerPoint, charts, or another creative way to present.

The marking of this assignment has two steps:

- Step 1 is on the written report
- Step 2 is on the presentation

A rubric will be shared by your faculty to help you organize the assignment.

Assignment II: Comparative analysis of the Education Policy of Pakistan, 2009

Analyse the Education Policy of Pakistan, 2009. In this written analysis, explore the roots of the policy – the ideology that led to its creation, the sociopolitical context during the development period, and the outcome or impact of the policy. In this paper, thoroughly examine the foundations of the policy and identify the stakeholders' explicit and implicit values. Also develop the paper as a historical view on the policy and its context. Although you will be reviewing the Education Policy, 2009, compare salient features with education policies of 1998. Present the analysis and reflections through a written paper of 1500 words and a verbal presentation of 20 minutes to the class.

The written policy analysis must include:

A. Abstract: Provide a summary of the policy selected for study. Identify the aims and rationale of the policy (approx. half a page).

B. Historical roots: Define the problem this policy is meant to solve. Discuss the ideology of the time. Fully describe the context leading to the problem identification; discuss the policy objectives (approx. 1–2 pages).

C. Sociopolitical context: Describe how the policy was implemented. Identify the value orientation of the decision-makers and the competing values of the time. Consider issues related to power, leadership strategies, and formal and informal agendas (approximately 1–2 pages).

D. Outcome or impact: Describe the outcome or impact of the policy on constituent groups. Compare and contrast intended and unintended outcomes (approximately 1–2 pages).

E. Critique: Provide your personal reaction to the policy. Assess how effectively the policy achieved its intended outcomes. Describe other implications of the policy not addressed in the previous sections (approximately 2–4 pages).

Assignment III: Constructing a personal philosophy of education

You are provided with a self-assessment questionnaire. Complete the self-assessment and analyse your responses with the help of the response list. Now develop a personal philosophy of education, building on the knowledge that you have gained while comparing both Western and Islamic philosophies of education. The following section will guide you in the construction of your personal philosophy statements:

- My philosophical system: Reflect which one is more dominating and why.
- Meaning: What is more important: intellect, emotions, or values?
- What is reality in relation to humans, their growth, and their instincts?
- What is the nature of being human: rational, caring, or selfish?

Professional practice values

Educational aims

Educational methods

Educational content

Adapted from personal and professional philosophy construction:

➤ <http://oregonstate.edu/instruct/ed416/selfassessment.html>

Teaching resources: Units 1 and 2

Educational philosophies self-assessment



This could be used at the beginning of the course and again at the end, or after completion of the unit on educational philosophy.

This questionnaire will help you recognize and name your own educational philosophy. Respond to the given statements on a scale from 1, Strongly Disagree, to 5, Strongly Agree. Record the number of your answer along with the question number for scoring.

1	The curriculum should be universal; a given body of information about Western civilization should be taught through discussion and lecture.	1	2	3	4	5
2	Students are makers of meaning and construct their understandings from active experience, rather than through transmission from teachers.	1	2	3	4	5
3	Education should emphasize personal growth through solving problems that are real to students.	1	2	3	4	5
4	The curriculum should not be predetermined; rather, it should spring from students' interests and needs.	1	2	3	4	5
5	It is necessary and good that schools instil traditional values in students.	1	2	3	4	5
6	Representing information as symbols in the mind is an important part of learning.	1	2	3	4	5
7	Schools exist to provide practical preparation for work and life, not to nourish personal development.	1	2	3	4	5
8	Teaching the great works of literature is less important than involving students in activities to criticize and shape society.	1	2	3	4	5
9	Teachers, rather than imparting knowledge, are facilitators of conditions and experiences so students can construct their own understandings.	1	2	3	4	5
10	The aim of education should remain constant regardless of differences in era or society; it should not vary from one teacher to another.	1	2	3	4	5
11	Schools should encourage student involvement in social change to aid in societal reform.	1	2	3	4	5
12	The emphasis in schools should be hard work, respect for authority, and discipline, rather than encouraging free choice.	1	2	3	4	5
13	If encouraging and nourishing environments are provided, learning will flourish naturally because people have an inherent tendency to learn.	1	2	3	4	5
14	Students, like computers, are information processors who must make sense of events and objects in their environments.	1	2	3	4	5

15	Schools should guide society towards significant social change rather than merely passing on traditional values.	1	2	3	4	5
16	Teachers should concentrate on conveying a common core of knowledge rather than experimenting with modifying the curriculum.	1	2	3	4	5
17	The curriculum should focus on basic skills instead of students' individual interests.	1	2	3	4	5
18	Students must learn to make good choices and to be responsible for their behaviour.	1	2	3	4	5
19	Conflicts with current understandings trigger the need to learn and to make meaning.	1	2	3	4	5
20	Rewards controlled by the external environment lead to and result in all learning.	1	2	3	4	5
21	Transmitting traditional values is less important than helping students to develop personal values.	1	2	3	4	5
22	The heart of understanding learning is concerned with how information is encoded, processed, remembered, and retrieved.	1	2	3	4	5
23	Advocating the permanency of the classics is a vital part of teaching.	1	2	3	4	5
24	Perceptions centred in experience should be emphasized, as well as the freedom and responsibility to achieve one's potential.	1	2	3	4	5
25	Education should help drive society to better itself, rather than restricting itself to essential skills.	1	2	3	4	5
26	Teachers should encourage democratic, project-based classrooms that emphasize interdisciplinary subject matter.	1	2	3	4	5
27	A knowledgeable individual facilitates or scaffolds learning for a novice, based on understanding the learner's developmental level and the content to be learned.	1	2	3	4	5
28	The role of the teacher is to help create a nurturing atmosphere for students and to promote the growth of the whole person.	1	2	3	4	5
29	Teaching involves the support of memory storage and retrieval.	1	2	3	4	5
30	Successful teaching creates an environment that controls student behaviour and assesses learning of prescribed outcomes.	1	2	3	4	5
31	The greatest education centres mainly on the student's exposure to great achievements in subjects such as arts and literature.	1	2	3	4	5
32	Learning requires modifying internal knowing structures in order to assimilate and accommodate new information.	1	2	3	4	5
33	The role of the teacher is to create an atmosphere that rewards desired behaviour toward achieving goals and extinguishes undesirable behaviour.	1	2	3	4	5

34	The primary goal for educators is to establish environments where students can learn independently through purposeful reflection on their experiences.	1	2	3	4	5
35	Principles of reinforcement (anything that will increase the likelihood that an event will be repeated) and contiguity (how close two events must be chronologically for a bond to be created) are pivotal to explaining learning.	1	2	3	4	5
36	Students' involvement in choosing how and what they should learn is central to education.	1	2	3	4	5
37	Students need to develop declarative, procedural, and conditional knowledge.	1	2	3	4	5
38	One's behaviour is shaped by one's environment; elements within that environment (rather than the individual learner) determine what is learned.	1	2	3	4	5
39	The most distinctive quality of human nature is the ability to reason; for this reason, the focus of education should be on developing intellect.	1	2	3	4	5
40	Learning should guide students to active participation in social reform.	1	2	3	4	5

© 1999 LeoNora M. Cohen, OSU – School of Education. Used with permission of the author. For classroom use only.

Educational philosophies self-assessment scoring guide

Record the number you chose for each statement in the self-assessment in the spaces given. Add the numbers for each section to obtain your score for that section. The highest score(s) indicates your educational philosophy and psychological orientation.

Perennialism

The acquisition of knowledge about the great ideas of Western culture, including understanding reality, truth, value, and beauty, is the aim of education. Thus, curricula should remain constant across time and context. Cultivation of the intellect is the highest priority of an education. Teachers should directly instruct the great works of literature and art and other core curricula.

	+		+		+		+		Total =	
1		10		23		31		39		

Essentialism

Essentialists believe that there is a core of basic knowledge and skills that needs to be transmitted to students in a systematic, disciplined way. Schools should transmit a practical focus, rather than social policy, and an emphasis on intellectual and moral standards. It is a back-to-basics movement that emphasizes facts. Instruction is uniform, direct, and subject-centred. Students should be taught discipline, hard work, and respect for authority.

	+		+		+		+		Total =	
5		7		12		16		17		

Progressivism

Progressivists believe that education should focus on the child rather than the subject matter. The students' interests are important, as is integration of thinking, feeling, and doing. Learners should be active and learn to solve problems by experimenting and reflecting on their experience. Schools should help students develop personal and social values so that they can become thoughtful, productive citizens. Because society is always changing, new ideas are important to make the future better than the past.

	+		+		+		+		Total =	
4		24		26		34		36		

Reconstructionism/Critical theory

Social reconstructionists advocate that schools should take the lead in reconstructing society in order to create a better world. Schools have more than a responsibility to transmit knowledge; they have the mission to transform society as well. Reconstructionists use critical thinking skills, inquiry, question-asking, and the taking of action as teaching strategies. Students learn to handle controversy and to recognize multiple perspectives.

	+		+		+		+		Total =	
8		11		15		25		40		

Information processing

For information-processing theorists, the focus is on how the mind of the individual works. The mind is considered to be analogous to a computer. It uses symbols to encode, process, remember, and retrieve information. It explains how a given body of information is learned and suggests strategies to improve processing and memory.

	+		+		+		+		Total =	
6		14		22		29		37		

Behaviourism

Behaviourists believe that behaviour is the result of external forces that cause humans to behave in predictable ways, rather than from free will. Observable behaviour rather than internal thought processes is the focus; learning is manifested by a change in behaviour. This is known as the stimulus-response theory of learning. The teacher reinforces what the student is to do again and again and ignores undesirable behaviours. The teacher's role is to develop behavioural goals and establish reinforcers to accomplish goals.

	+		+		+		+		Total =	
20		30		33		35		38		

Cognitivism/Constructivism

Learners actively construct their own understandings of reality through acting upon and reflecting on experiences in the world. When a new object, event, or experience

does not fit the learner’s present knowing structures, a conflict is provoked that requires an active quest to restore a balance. Teachers facilitate environmental conditions and mediate experiences to support student learning.

	+		+		+		+		Total =	
2		9		19		27		32		

Humanism

Humanist educators consider learning from the perspective of the human potential for growth by becoming the best one can be. The shift is to the study of affective as well as cognitive dimensions of learning. Beliefs include: human beings can control their own destiny; people are inherently good and will strive for a better world; people are free to act but must be responsible; behaviour is the consequence of human choice; and people possess unlimited potential for growth and development. There is a natural tendency for people to learn, which will flourish if nourishing, encouraging environments are provided.

	+		+		+		+		Total =	
3		13		18		21		28		

© 1999 LeoNora M. Cohen, OSU – School of Education. Used with permission of the author. For classroom use only.

Web sources

Self-assessment

- <http://oregonstate.edu/instruct/ed416/selfassessment.html>

Scoring guide

NOTE: Student Teachers could be given the self-assessment at the beginning of the class, for example, during session 1. They might take it again at the end of the course and reflect on any differences in their thinking as a result of the course.

- <http://oregonstate.edu/instruct/ed416/scoringguide.html>

Additional web resources

History and philosophy of education

- <http://oregonstate.edu/instruct/ed416/module1.html>

Philosophical perspectives in education

- <http://oregonstate.edu/instruct/ed416/PP1.html>

Philosophical foundations of curriculum

- http://peoplelearn.homestead.com/BEduc/Module_2.Philo.Psych.doc

4

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 the 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.

Plan for designing the curriculum: Foundations of Education

By Abdul Hameed Soomro

Week	Activities/Tasks	By/with whom
1	Aims, goals, and objectives; taxonomies of objectives	Teachers and students
2	Taxonomies of objectives; aims and objectives of education in Pakistan	Teachers and students
3	Islamic foundation (objectives) in light of the Quran and the Hadith	Teachers
4	Islamic concept of peace	Teachers
5	Other religions and Islam Ideology and the teacher	Teachers and students
6	Philosophy and education The role of educational philosophy	Teachers
7	Main philosophical schools of thought: Idealism Realism	Teachers
8	Naturalism Pragmatism Reconstructionism	Teachers and students
9	The role of psychology in education The contribution of psychology to education	Teachers
10	Individual differences Learning and maturation	Teachers and students
11	Instructional strategies and psychology	Teachers
12	Concepts of society and culture Social conditions and education	Teachers and students
13	Contribution of sociology to education Influence of societal elements (economic and political) in education	Teachers and students

Week	Activities/Tasks	By/with whom
14	Pre-Pakistan period (612 AD onward) Bangal and Adam's Report Period from 1947–1958	Teachers and students
15	Period from 1969–1971 Period from 1972–1979	Teachers and students
16	Period from 1980–1991 Period from 1992 to date	Teachers and students

Ways of introducing the course

Important points to make in session 1

These notes may be useful in developing a mini-lecture or other activities to introduce the course.

Introduction to Education and Foundations of Education are not the same thing.

- 1) An introductory course helps Student Teachers to understand schools and their organization, methods of teaching and ways of learning, resources for teaching, and the like.
- 2) A Foundations of Education course should help Student Teachers look beneath the surface of the way things are in schools and ask how current practices and policies came to be. If it takes a critical perspective, it will ask whose interests have been served across time (and currently) by certain traditions.
 - a) What were the goals of those who built the structures we have inherited in schools today?
 - b) What is the context in which schools and policies that govern schools in Pakistan are situated today?
- 3) Interpretive, normative, and critical stances are important to understanding the foundations of education.
 - a. Interpretive exploration helps us to understand schools in their current context.
 - b. Normative exploration helps us see the value orientations of those who have guided policy and practice.
 - c. Critical investigation looks beneath the surface of things to underlying assumptions, contradictions, and inconsistencies in values and policies.

The disciplines that contribute to the foundations of education are 'windows' through which we can ask interpretative, normative, and critical questions about policies and practices:

- What is the history of the policy or practice?
- What were the social and political factors that contributed to its formation?
- How was it driven by economics, politics, religion, or philosophy?
- How do these same forces shape the policy today or prevent the creation of new, perhaps better, policies and practices?

Introducing the course

You might consider one or a combination of these activities during the first few sessions of the course:

- **5-minute paper:** Ask Student Teachers to write for 5 minutes on the topic: ‘The purpose of education is ...’
- **5-minute paper:** Ask Student Teachers to write for 5 minutes on the topic: ‘If I could change one practice in Pakistani schools today it would be ...’ Ask them to describe the practice, why they think it is in place (or practiced), and why they want to change it.

Follow the 5-minute papers with an activity such as pair-sharing or sharing in triads. Have class members share with each other and be prepared to discuss ideas with the whole class.

- **Reflection on the way things are:** Choose one practice, for example, using chalk and blackboard (it can be any practice: standing to recite; clocks in class rooms; behavioural objectives; having class periods for different subjects, e.g. math or reading). Have Student Teachers brainstorm with two or three people around them to answer the question: Why is this a practice in Pakistani schools? Where did it come from? How useful is it today? (The practice may or may not be useful today; the point is to help them understand that most practices have a history that is influenced by many things, including tradition.)

You might want to have Student Teachers research on the Internet if they have access to a computer lab, or you could have them collect answers from people around them on campus, at home, or in their community, and compare common beliefs about school practices.

Be prepared to point out the origins of some of the practices to the extent that you can.

- **The best education (40 min):** Divide the class into groups of five to six members. Ask them to devise a system of education for K–8. What will be taught at each grade level? How will it be taught? What is your reason?

Some groups might want to argue for multi-grade groupings. Encourage freedom of ideas. You might give them large pieces of chart paper and ask them to record their decisions and post them for the class to see.

Age/Grade	Subjects	How taught	Why?

Following this activity, have Student Teachers do a gallery walk and look at each other’s work. Where possible, point out how ideas connect to current or past practices in Pakistan or elsewhere (historically or currently).

Notes on education in Pakistan

By Dr Muhammad Shahid Farooq, Allah Noor and Dr Amtul Hafeez

Education is a continuous, multidimensional task. Since 1947, various successive governments in Pakistan have placed education at the top of their agenda. The first Educational Conference focused upon improving the quality and quantity of education through formal and non-formal ways. It also inculcated Islamic values in education. The 1959 commission report and the 1970 Educational Policy encouraged Urdu as the medium to achieve national unity among the diversified cultures of our country, but this was not adequately implemented and these targets or aims were never achieved. Two new educational policies required the international community to take some practical steps in the education sector. The promotion of higher education, vocational and technical education, and adult and non-formal modes of education were emphasized by the 1972 and 1998–2010 policies to achieve universal primary education and increase the literacy rate. The National Education Foundation and the National Commission for Human Development decided to provide basic education to all children at their doorstep. The 2009 Educational Policy aims to achieve education for all, the universalization of education, and free education up to the secondary level by hiring qualified schoolteachers. Involvement of the private sector needs to be encouraged. A harmonized public-private partnership is the demand of the day. The GDP ratio of education would be gradually increased from 2% to 7% in 2018. Today's teachers and the Student Teachers will discuss the different practices of education in our country, enabling the Student Teachers to manage the human resources appropriately to ensure the smooth running of their respective educational institutions. And for this, maximum participation through a cooperative learning process is required. The Student Teachers should deal with education from a global perspective, analysing not only its needs, but also modes of achieving them, such as the needs of special education and how to acquire specific skills for imparting education to those students. Special learners will learn in the mainstream of educational institutions through inclusive learning, rather than being educated in separate institutions. Critical, analytical, and creative thinking in learners will be developed.

Ideas for teaching about foundations of education in Pakistan

Introduction

Whole-class brainstorming (10 min)

Ask Student Teachers to state one characteristic of education in Pakistan or an educational issue with which they are familiar. List these on the board or chart paper. After a list has been generated that is large enough for discussion purposes, have the class look at it to see what might be missing. Add their ideas without commenting.

Minute paper

Ask Student Teachers to select one characteristic from the list and write about it for a minute, explaining how they understand the issue.

Pair-share (10 min)

Have Student Teachers share their papers.

Mini-lecture and whole-class discussion (20 min)

Ask Student Teachers to think about how understanding the foundations of education might help teachers and communities better understand the issues they have listed. Accept a few suggestions. Conclude the session with a mini-lecture in which you fill in points they missed on their list and talk about some of the significant educational issues facing Pakistan.

Assignment

Have Student Teachers reflect on their classroom experiences (including their practicum classrooms). What practices have you observed or experienced that have their roots in the culture of the school and its community? What practices have you observed or experienced that relate to educational psychology? What practices seem to be driven by ideology? Assign a reflective paper of two to three pages or have Student Teachers take field notes to bring to class and use for discussion.

Session 2

Connecting practices of educational foundations

Have groups of Student Teachers share their short reports based on classroom visits or recollections of classrooms. Ask: How can educational foundations help us understand educational practices in Pakistan today?

Group brainstorming

Organize the class into groups of four to five members. Have each group choose one common practice in schools (e.g. having subjects organized by period or the use of textbooks). Ask them to think about where the practice originated. What is its history? Is there an economic reason for it? Is there a political basis? Social? Cultural? Have them jot down notes from their discussions.

Mini-lecture

Choose one common practice, such as the use of textbooks. Prior to the class, prepare notes on the origins of the practice. (For example, the use of textbooks is often associated with the fact that teachers are not adequately prepared or that countries do not trust teachers to provide accurate information. Textbooks are a way of ‘delivering’ an appropriate curriculum.) There is an interesting history of how textbooks became entrenched in classroom practice that you can use to help your Student Teachers understand that current practices are often rooted in historical, cultural, political, economic, sociological, and philosophical or ideological foundations. A discussion of textbooks around the world may be found at

➤ <http://www.economist.com/node/21564554> and at <http://educ.ubc.ca/courses/etec540/May08/goslina/researchtopic/index.html>

Threats to quality education outline

By Dr Muhammad Shahid Farooq, Allah Noor, and Dr Amtul Hafeez

NOTE: The Instructor might want to share these threats to quality education with Student Teachers through a mini-lecture or a PowerPoint presentation. Many may have been mentioned as characteristics of Pakistani schools. Sharing them will be insufficient to help Student Teachers understand how they relate to the foundations of education. Consider each of these in light of the foundations before sharing them with your class. Which ones seem connected to historical foundations? Ideological foundations? Other foundations?

The quality of education at school levels in Pakistan:

- Private and public schools
- The shortage of trained teachers
- Ghost schools
- Textbooks
- Private tuition

The causes of a low standard of education at college level in Pakistan:

- The lack of college autonomy
- The lack of sufficient funds and facilities
- Inadequate basic education
- Outdated methods of teaching
- The lack of assessment and quality improvement mechanisms
- The lack of learning techniques

The quality of education at university level in Pakistan:

- Poor education system
- English language
- Political instability
- Poor infrastructure
- War against terror and the wave of fundamentalism
- Weak legal system
- Heavy dependence on part-time lecturers
- Inadequate library facilities
- The lack of facilities
- Limited sports

An overview of education in Pakistan:

- Secularizing of education
- Deficiency of professional teachers
- Dropouts
- Poor examination system
- Low enrolment rate
- No free and compulsory education
- Corruption

Notes on threats to quality education in Pakistan

Today, Pakistan is facing a number of problems (e.g. poverty, terrorism, insecurity, and many more). The basis of all these problems is a lack of awareness and tolerance, and illiteracy, all fostered by an ineffective education system. Several factors are responsible for instability in Pakistan, but education is the crucial one. The education system is facing some problems that threaten the quality of education in Pakistan. Student Teachers need to be able to evaluate these threats from the perspectives of the many cultures that constitute Pakistan. These threats all have a history that relates to educational foundations. Current threats include the following:

- The secularization of education: Is this a threat or is it an opportunity for education for all? For example, religious minorities who are Pakistani citizens might see secularization as a movement toward inclusion.
- Deficiency of professional teachers.
- Dropouts: Parents who need children to work to support the family may see this as less threatening than the prospect of having inadequate food and shelter. How is this problem related to the economic and sociological foundations of education?
- Poor education system.
- Low enrolment rate: What are the issues that contribute to low enrolment?
- No free and compulsory education.
- Corruption.

Remember, the focus is on how educational foundations may illuminate these issues, not on understanding the issues in isolation.

Secularization of education

Pakistan is an ideological state, based on Islamic ideology, but it is still unclear what the Islamic content of our curriculum should be. Some people believe our education system is unable to protect our religious norms and guide our generation according to Islam. Other people who consider themselves to be loyal Pakistanis believe that within an ideological state there must be protection of minority rights. What do the foundations of Islamic education have to contribute to all of Pakistani society, including non-Muslim minorities?

Deficiency of professional teachers

One of the chronic threats to our education system is the shortage of teachers, in part because merit criteria are ignored. Although the number of teachers has been increasing, it does not match the number of students, and the student-teacher ratio is high.

Dropouts

The major problem in our education system is the large number of dropouts. It happens due to economic reasons and an unattractive school environment. Thus, our school-going children cannot acquire the basic skills of learning and a number of them fall back into the category of illiteracy.

Poor examination system

Examinations are conducted to test the ability of students and assess their standard of academic learning and knowledge. But our education system encourages rote learning and cramming for exams. This poor system has negatively affected our standard of education.

Low enrolment rate

Teacher absenteeism, untrained teachers, inadequate materials, and obsolete teaching methods are the main reasons for the low enrolment rate in our schools.

No free and compulsory education

In our education system, there is no free and compulsory education for all citizens on an equal basis. In other countries of the region, there is free and compulsory basic education in order to create an educated society.

Corruption

Corruption is one of the major threats to quality education in Pakistan. This is due to the lack of accountability and transparency, along with the low salaries of the staff.

Conclusion

Nobody can deny the fact that education is the backbone of the development of our nation. It develops people mentally, physically, socially, and spiritually. But we are on the verge of destruction and the only method through which we can build our society is education. So, it is our responsibility to work for the betterment of our education system so that we better align ourselves with Western countries.

Suggested course assignments

By Dr Asif Khan and Naila Siddiqua

Three assignments are suggested for marking coursework:

- 1) A project worth 20%
- 2) A personal framework reflection (PFR) paper, worth 10%.
- 3) Critical analyses and leading a reading session on articles on the foundations of education, worth 10%.

1. Project work

Comparing the 2009 Education Policy and 2010 Curriculum Document (Teacher Education): In this project Student Teachers will have to take three steps:

Step 1: Locate on the Internet the 2009 Education Policy and the 2010 Higher Education Commission Teacher Education Curriculum. In small groups, read the specific policy guidelines formulated for teacher education and compare them with the Rationalization Study of Teacher Education, May 2009, and the preface of the new Teacher Education Curriculum, 2010. The following questions should guide the reading:

- What aspects of the three documents talk about the same issues and challenges in education?
- What principles and strategies are suggested for improvement?
- How are the new reforms substantiated?
- In your view, what are the key guiding philosophical and psychological thoughts that are informing the reform?

Step 2: Talk to a veteran and a novice teacher and discuss your findings with them. Ask them the reasons for seeing or not seeing significant changes in education.

Step 3: Share your findings with the small group and prepare a presentation for the larger group.

2. Personal framework reflection paper

The PFR takes a reflective look into your educational memory (nursery to grade 12; 14 years of education) as a student, child, son, daughter, grandchild, and so forth. Revisit your past experiences and discuss how they affect you today with regard to your ability to be a problem solver and decision-maker.

- When addressing problem-solving, how is your educational memory a part of you today?
- How has your past affected the person that you are today and what implications does this have for your present studies?
- How have your previous educational experiences or lack thereof shaped you?

This paper requires an honest examination of your past and the system of education that you may have today and how it affects the entire curriculum you create and present to your students.

The paper must be **three to four pages** in length.

3. Small group presentation on assigned topic

Form groups of three to four, with defined roles. Prepare a 30-minute interactive presentation with visuals or a PowerPoint presentation on an assigned topic, which is to be defined or described. Include relevant research. Discuss the topic's implications for and potential impact on education. Multiple perspectives from key stakeholders should be presented.

Possible topics: How has the education system in general and society in particular identified:

- Bullying
- The excessive use of technology
- High-stakes testing
- Parental and community involvement
- Standardized testing

Notes on teaching philosophical perspectives on education

By Dr Asif Khan and Naila Siddiqua

What is philosophy and what is educational philosophy?

To prepare for this unit, you will find the following websites helpful:

What are the Philosophical Foundations of American Education? by Paul A. Rodriguez (<http://www.slideshare.net/par913/what-are-the-philosophical>) includes many helpful sections, including a clear explanation of the origins of the word philosophy. It makes an argument for the study of the philosophical foundations of education.

What are They Teaching in Pakistani Schools Today? by Pervez Hoodbhoy (<http://www.shiachat.com/forum/index.php?/topic/234920551-what-are-they-teaching-in-pakistani-schools-today/>): In this opinion piece, a university faculty member deplores the state of education in Pakistan's public schools. He criticizes textbooks, curricula, examinations, and teacher education in recent years and offers suggestions. In an open chat forum, the article invites other opinions and responses.

Letter from Abraham Lincoln to his son's teacher: This is a letter from a father that explains parental aspirations for the child (the reading is listed in Additional Resources at the end of this document).

5

Additional resources



This section provides selected readings that faculty will find useful in preparing for sessions, as well as student readings. Teaching materials such as handouts or activities that require elaboration are also included. Intellectual property rights are respected throughout. All materials are either free-use or are used with the permission of the author and publisher. In some cases, original pieces written specifically for this course are included. All readings and materials in this section are for classroom use and, unless otherwise noted, may be duplicated for distribution to Student Teachers. The materials in this document may not be used in other publications without securing permission for their use.

Abraham Lincoln's letter to his son's teacher*

He will have to learn, I know, that all men are not just, all men are not true.
But teach him also that for every scoundrel there is a hero;
that for every selfish Politician, there is a dedicated leader...
Teach him for every enemy there is a friend,

Steer him away from envy,
if you can, teach him the secret of quiet laughter.

Let him learn early that the bullies are the easiest to lick...
Teach him, if you can, the wonder of books...
But also give him quiet time to ponder the eternal mystery of birds in the sky,
bees in the sun, and the flowers on a green hillside.

In the school teach him it is far honourable to fail than to cheat...
Teach him to have faith in his own ideas, even if everyone tells him they are wrong...
Teach him to be gentle with gentle people, and tough with the tough.

Try to give my son the strength not to follow the crowd when everyone is getting on
the band wagon...
Teach him to listen to all men...
but teach him also to filter all he hears on a screen of truth,
and take only the good that comes through.

Teach him if you can, how to laugh when he is sad...
Teach him there is no shame in tears,

Teach him to scoff at cynics and to beware of too much sweetness...
Teach him to sell his brawn and brain to the highest bidders

but never to put a price-tag on his heart and soul.

Teach him to close his ears to a howling mob and to stand and fight if he thinks he's right.
Treat him gently, but do not cuddle him, because only the test of fire makes fine steel.

Let him have the courage to be impatient...
let him have the patience to be brave.

Teach him always to have sublime faith in himself,
because then he will have sublime faith in mankind.

This is a big order,
but see what you can do...
He is such a fine little fellow,
my son!

*This letter is in the public domain and may be found on several websites. It may be duplicated for class use. Submitted by: Dr Asif Khan and Naila Siddiqua.

Guide to philosophy on the Internet:

➤ <http://www.earlham.edu/~peters/philinks.htm>.

This website is no longer updated, but contains a wealth of valuable information about philosophies that inform the foundations of education.

The Council of Learned Societies in Education. (1966). *Standards for academic and professional instruction in Foundations of Education Educational Studies, and Educational Policy Studies* (2nd ed.). Retrieved from <http://csfeonline.org/about/csfe-standards/>
This website articulates the role of the humanities and social sciences in the foundations of education. It promotes the idea that 'good programme assessment requires informed judgment'. Standards are seen as important ways to help educators make sound judgments about programme quality. In discussing the role of the humanities and social science, the Council states, 'As tomorrow's educators are called upon to exercise sensitive judgments amidst competing cultural and educational values and beliefs, they will continue to need studies in the ethical, philosophical, historical, and cultural foundations of education to inform their decisions.'

Standard I defines the Foundations of Education as 'a broadly conceived field of educational study that derives its character and methods from a number of academic disciplines, combinations of disciplines, and area studies, including: history, philosophy, sociology, anthropology, religion, political science, economics, psychology, cultural studies, gender studies, comparative and international education, educational studies, and educational policy studies. As distinct from Psychological Foundations of Education, which rely on the behavioral sciences, these Standards address the Social Foundations of Education, which rely heavily on the disciplines and methodologies of the humanities, particularly history and philosophy, and the social sciences, such as sociology and political science.' Interpretive, normative, and critical perspectives on education are described.

Definition of education

By Don Berg, Founder: Attitutor Services

The definition of education guiding mainstream schools today is that education is the delivery of knowledge, skills, and information from teachers to students. While the . . . metaphor—education as a delivery system—sounds reasonable, it misses what is most important about education.

This mistaken idea of what true education is and how it can be achieved is the root problem in mainstream education today.

This conception of education contributes to harming students and teachers by driving policy makers to insist on accounting for the ‘units’ of information that students demonstrate knowledge of on tests.

The perceived need for mass scale standardized outcomes leads to a kind of instructional bookkeeping that drives administrators to control teachers’ behavior, which in turn is directed to controlling students’ behavior in ways that increases symptoms of anxiety, depression, and other forms of diminished psychological well-being.

Student outcomes as measured by tests bear little relationship to true education, and so the instructional bookkeeping scheme is a failure even before the harm it causes is taken into consideration.

Providing a proper definition of education is complicated by the fact that there is not a clear consensus about what is important about being and becoming educated. For many people the importance of education lies in future job prospects, for others it’s quality of citizenship, and yet others just want literacy, critical thinking, and/or creativity.

I propose that behind all the differences of opinion about what it means to be educated is one very basic idea: an educated person is someone who perceives accurately, thinks clearly, and acts effectively on self-selected goals. A better understanding of what education is, one that builds upon this idea, is crucial to enable people to reason about education productively. This will lead to more effective school reform programs and improve the everyday lives of students and teachers. . . .

Critique of definition of education as delivery

My central criticism of the definition of education with the delivery metaphor is that children are being harmed by it. Ever since intrinsic motivation began to be studied in the 1970s, there has been an extraordinarily consistent result that students’ intrinsic motivation declines both within and across the K–12 years in traditional schools.

Declines in intrinsic motivation are associated with increases in anxiety, depression, and other symptoms of diminished psychological well-being. Declining intrinsic motivation also indicates that schools have neglected to meet the basic psychological needs of the children in their care since that is the cause of declining intrinsic motivation.

Using the metaphor of delivery in our definition of education, I would contend, is responsible for harm to students because the concept does not in any meaningful way indicate the importance of taking the learner's goals into account. The learner's goals matter because one of our basic psychological needs is autonomy; the sense that you have some influence or control over your own activities and experiences.

The ways that schools impose standardized requirements currently ignores the goals of those who are subject to the imposition.

Professor Johnmarshall Reeve's research has shown that teachers are exposed to multiple levels of pressure to be controlling, the exact opposite of autonomy supportive, which means that teachers are constantly encouraged to engage in harmful teaching practices.

This leads to my further suspicion that teachers are also harmed by schools since the pressures for accountability applied by society presumably reduces their autonomy and the high turnover rate in the field may suggest a generally harmful situation that drives people away.

Used by permission of the author. For educational use only. For the entire article and a more complete discussion, the author's website is

➤ www.teach-kids-attitude-1st.com/definition-of-education.html

6

Methods and
strategies to use in
teaching and
learning this course

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

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), 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. (The teacher might also 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.

Graffiti wall: A graffiti 'wall' may be displayed in the classroom for use all term. Students may write down thoughts, feelings, or expressions before or following each session and sign their name. Anonymous comments are not suitable. Ideas generated in class may be posted on the wall. Use craft paper from a large roll or newsprint paper or join several cardboard boxes together to make a wall that can be stored between sessions. Students can take turns getting and putting away the wall each session.

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 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 whiteboard (or blackboard), 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 a 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 is a group-based dramatic reading from a text. The focus is on oral expression of the part being read, rather than on acting and costumes. Readers' theatre is a way to bring a text to life. Readers take turns reading all or parts of a passage. It is a good idea to go over passages to be read aloud with students so they are familiar with any difficult words. Sometimes this method is used to get students interested in a text. They hear passages read first, then read the longer text.

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 in a 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 min)

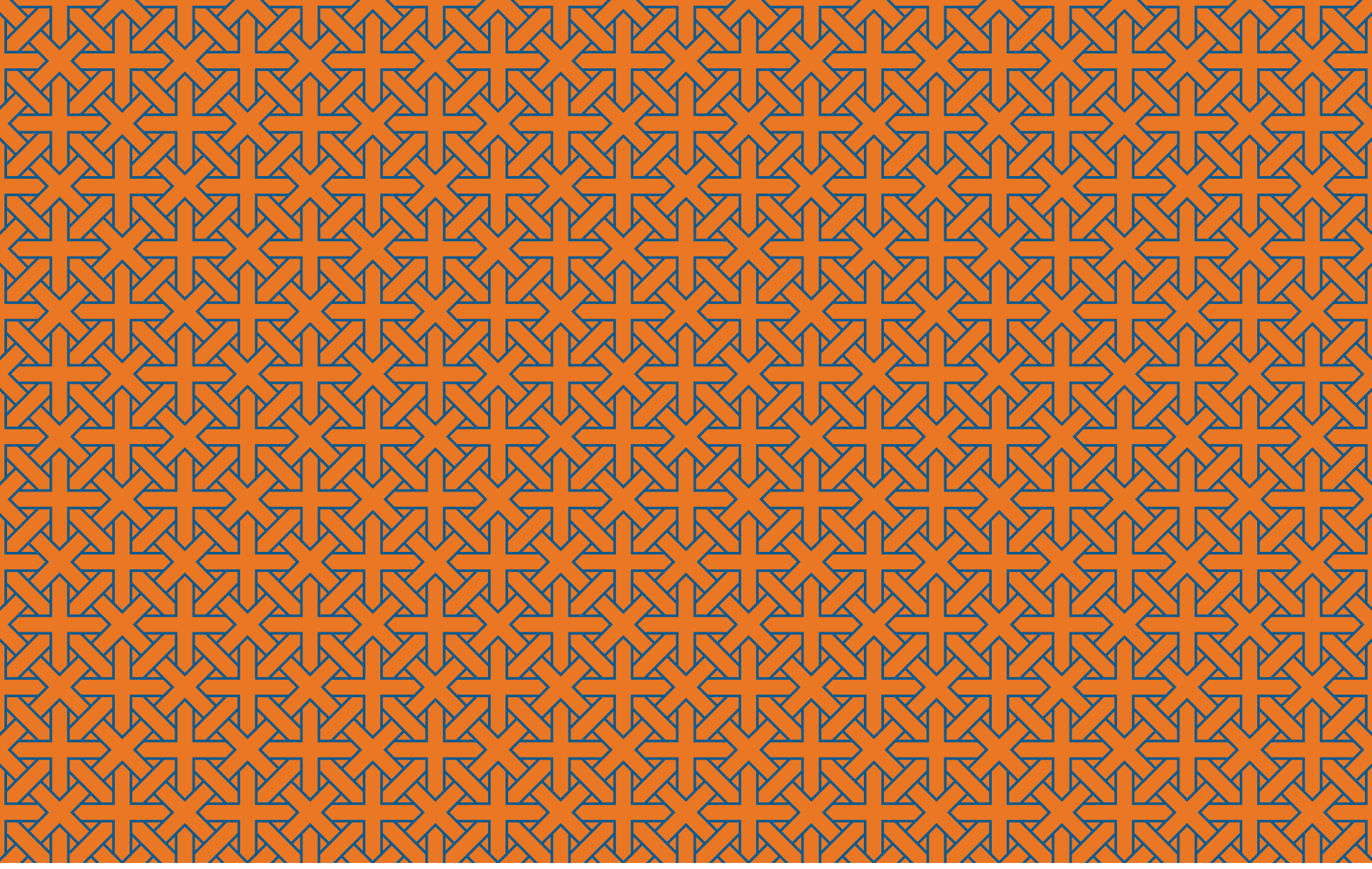
- Prepare and give a short quiz on the different aspects of topics covered in the unit.
- Have students take the quiz, then circle items about which they are unsure.

Triads share (10 min)

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

Review (30 min)

- 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.



Higher Education Commission