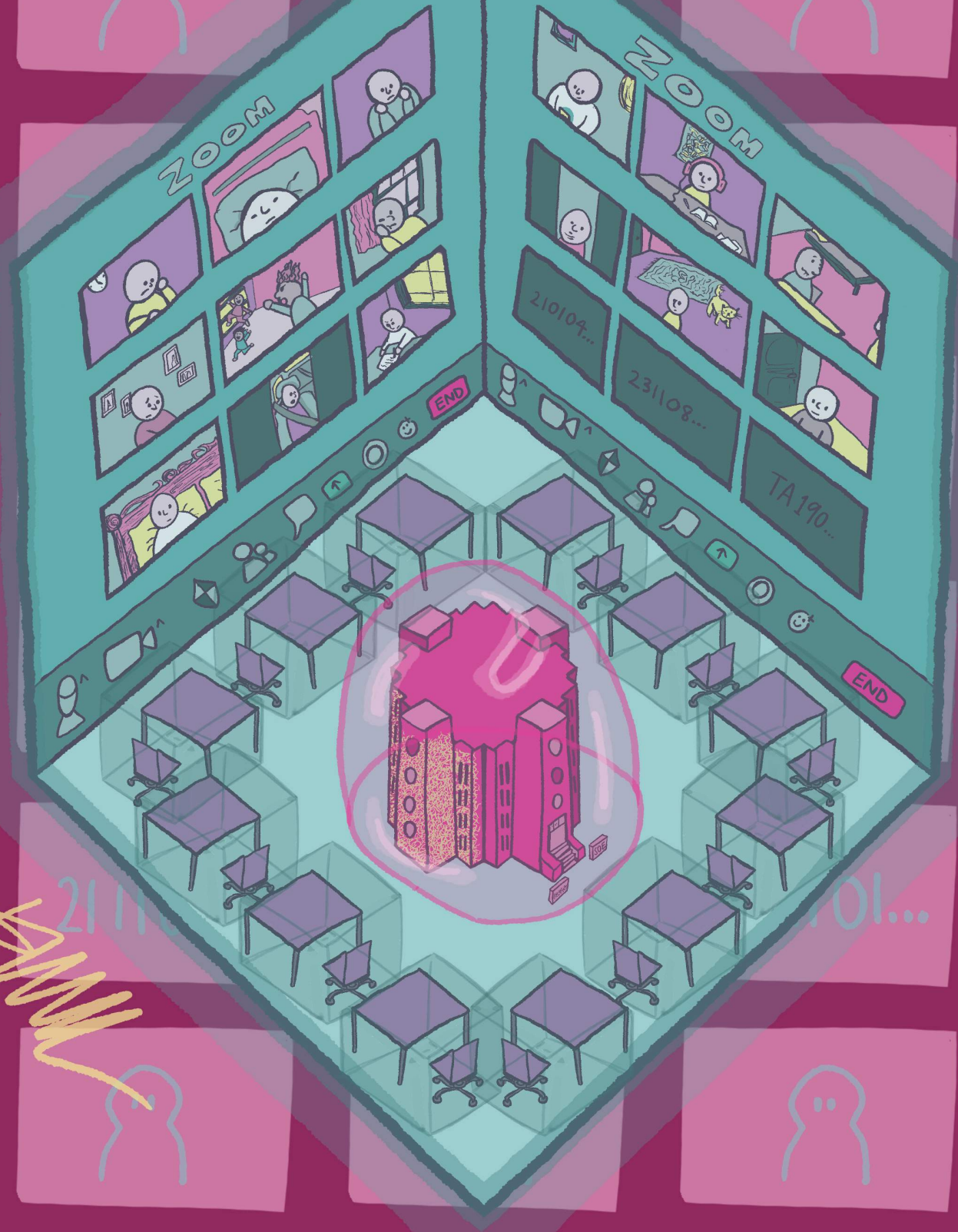


THE SOE DIGEST

جستجو



ISSUE IV, SPRING 2021



Syed Ahsan Ali & Syed Maratib Ali
School of Education

THE SOE DIGEST
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Dean's Message

Dear Students, Colleagues and Friends,

Welcome to The Syed Ahsan Ali and Syed Maratib Ali School of Education's second student-led publication, Justuju. This issue of the SOE Digest encapsulates different dimensions of student and faculty experiences with research, teaching, and learning over the Spring 2021 semester at SOE. Despite all ongoing disruptions caused by the pandemic, the team at SOE has continued to develop new initiatives and host thought-provoking events with leading academics and practitioners to share their work with SOE and the wider LUMS community.

With the end of a challenging academic year, I want to thank each person at the School of Education for doing what you could to make this difficult year as productive and beneficial for others as possible. For the helping hand that you lent others, for the empathy that you exhibited and for the support that you provided in all forms. I want to thank every student: you braved all of the difficulties that came your way and continued to learn and engage and help other students along. I want to thank every staff member for the support they have provided students, faculty and each other. I want to thank the faculty for the role they have played in ensuring that students continued to learn and engage. This was not easy at times. Thank you all for your courage, resilience and generosity.

To our graduating cohort, I hope that you persevere in your journey to transform the education landscape in Pakistan as emerging leaders in the field. SOE and LUMS will always be home for you as you represent SOE to the world. We look forward to hearing about your exploits and learning from you.



Dr. Faisal Bari
Dean

Editorial Team



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SOE & THE THIRD WAVE

- **Research in Times of COVID**
- **LLI Pedagogical Partnerships**
- **Student Services:**
 - **Student Wellbeing at SOE**
 - **Park Visit**
- **Stories of Resilience**
- **Practicum / Field Engagement**

RESEARCH IN TIMES OF COVID

By Saira Qureshi,
MPhil 2022

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INTRODUCTION

Epictetus famously claims, "People are not disturbed by things, but by the view they take of them." It is, however, easier said than done, especially when in a seemingly boundary-less world, your life comes to a sudden halt facing a once-in-a-hundred-year pandemic that has upended everything.

I recently came across a meme that sunk my heart so deep it took me a few hours to recover. It said, "Welcome to the second year of '14 days to flatten the curve'."

From the bed to the study table and back to the bed, we are in the second year of a social dynamic where you can't hug and hold tight to your friends and loved ones. Social scientists are calling it the Pandemic of Depression.

This is not just true for our personal lives. The pandemic has also greatly affected the education sector. Low-income private schools are the hardest hit, which can have devastating effects on the schooling of millions of children. According to World Bank's statistics, one-third of all students go to private schools in Pakistan. Many of which are barely breaking even in the extremely competitive education market.

Additionally, in a country like Pakistan, where person-to-person interaction is a key instrument in research methods and educational research in itself is a nascent field, COVID-19 has tremendously affected our education landscape. Many projects had to be shelved, some deferred indefinitely, and others had to be refunded. In conversation with Dr. Soufia Siddiqi, Assistant Professor at LUMS SOE and Research Director at Mahbub-ul-Haq Research Center, she shared her experience of ethnographic research during COVID-19 and how her work was affected due to the pandemic:



Dr. Soufia Siddiqi on a field visit

“When the first wave of COVID-19 took root in Pakistan, my project with public school teachers in KPK almost entirely derailed because it involved direct and continuous interaction with human participants – a hallmark of qualitative research.

So, I used an ethical risk analysis frequently applied by qualitative researchers to any field project involving other human beings and expanded it to deliberate upon very real and imminent public health risks. I also had to adjust the stipulated budget to now accommodate unforeseen expenses, such as sanitisation/disinfection materials, routine COVID-19 tests (for myself on returning from the field), a dedicated car for my use, and accommodation in choice places that are known for their disinfection standards.

As a result, I have completed nearly 1/3rd of my originally proposed fieldwork and am luckily still COVID-free so far. It seems that with detailed planning, and a creative adaptation of existing research tools, one can indeed proceed with a level of field-based qualitative research, as has been my experience. However, it is not a strategy recommended for everyone because I am fortunate to have no underlying medical conditions, nor do I have to share my room at home with anyone (which would be a problem for anyone having to isolate following exposure).

”

ON COUNTERING THE EFFECTS OF COVID-19 ON TEACHING AND ONLINE LEARNING

One can gauge from Dr. Siddiqi's experience that just on the logistical level, researchers had to unlearn and relearn on a daily basis during this pandemic. COVID has also brought the issue of inequity in education to the forefront and opened new dimensions of this to be explored in Pakistan, such as the impact of online education, student-teacher engagement or various initiatives taken by governments across the globe to minimize the learning losses of students.

One such project is a working paper titled 'Double Jeopardy in Learning in Pakistan: COVID-19 and the Deep Digital Divides' by Dr. Gulab Khan and Dr. Qaisar Khan of SOE, which explores the potential and positioning of technology to limit learning losses of Pakistani students.

The paper evaluates the effectiveness of technology as a tool for education delivery in the Pakistani context, where the digital divide is exponential. In this paper, Dr. Gulab Khan and Dr. Qaisar Khan explore three hypotheses. Firstly, they hypothesize that the digital penetration in Pakistan is uneven across provinces. Secondly, they hypothesize a huge SES effect in digital penetration. Thirdly, they assume that the first two divides compound the effects in a third-level divide i.e., the failure of tech-based solutions to provide learning experiences to those who need support the most.

This research shows that the true potential of technology to reach the un-reached needs necessary contextualization. The sheer scale of the un-reached can be seen in the fact that about 28 million learners are without access to televisions, the internet, and smartphones in the country. In this light, the working paper explores technology's potential and positioning in efforts to curb learning losses in Pakistan during the COVID-19 pandemic. By adopting a quantitative descriptive approach and using some of the most recent datasets in Pakistan, this paper discusses that while technology's potential may be promising in addressing learning losses, the digital divide runs mind-bogglingly deep, thereby raising important questions on where to first pay attention to, when aiming to plug the gaps in learning.

Research findings from this study on the macro-level digital penetration in Pakistan, digital divide across socio-economic strata, and its reflection on the use of digital media, primarily TV and internet, show the strong linkages between learning losses and the digital divide. Therefore, if anything can be inferred from this study, as well as from global scholarship in this area, any tech-based solution, with no appropriate measures to make it work for those who need it the most, appears to act as potential double jeopardy. A systemic approach, on the other hand, where technology comes later as part of a more comprehensive design with a preferential focus on building capacity in context will ensure lasting and continuous learning and improvement in schools.



Image courtesy Voice of America
<https://www.voanews.com/covid-19-pandemic/millions-children-pakistan-return-school-post-virus-crisis>

PEDAGOGICAL PARTNERSHIP PROGRAMME AT LLI

By Dr. Tayyaba Tamim

Faculty Lead, Pedagogical Partnership Programme



The Pedagogical Partnership Programme (PPP) at LUMS was launched in the summer of 2020. It is one of the flagship programmes of the LUMS Learning Institute, which offers a unique opportunity to faculty, staff, and students to collaborate as partners and work on course design and delivery. The aim is to enhance the quality of teaching and learning at the university and enrich the educational experiences of students. Although well aligned with the longstanding tradition of student and faculty collaborations on different projects at LUMS, the partnership programme is unique in two ways:

- a) It focuses on teaching/ learning
- b) It conceptualizes the roles of faculty, staff and students as equal partners, and challenges the traditional power differential between teachers and students

We define Pedagogical Partnership at LUMS as a 'collaborative, respectful, and reciprocal relationship between students, faculty and staff,' where they see each other as equal partners and bring to the table equally valuable, though different knowledge forms, skills, and perspectives to make course design or delivery related decisions.^[1] The rationale for the programme comes from research-based evidence that students are experts in their own learning and their perspectives in course design and delivery allows for a more equitable and transformative learning experience for all.^[2] This also opens a democratic space for conversations, where students can have a voice to negotiate and exercise their agency to shape and navigate their educational experiences.

The faculty gains fresh insights into how students conceptualize and organize their learning and what they benefit most from, while the students come to understand the faculty's perspective and come to appreciate the time and effort that goes into course design and delivery. Research shows that such partnerships make education more meaningful for students, increases their sense of ownership, and fosters their sense of belonging and attachment to higher education. There is also evidence that such partnerships lead to active participation of students in their own learning, build their skills and knowledge, and enhance their confidence and self-esteem.^[3]

To date, we are proud to say that a total of 27 faculty/ staff and 38 students have participated in the programme from all the Schools at LUMS. They speak highly of the unique learning experiences from these partnerships, improved quality of courses and student engagement.

The process of applying to the Pedagogical Partnership Programme is simple. Each semester we send out a call for faculty project applications. Once these projects are approved on the basis of their relevance to teaching/learning, students are invited to apply against them. We forward the applications to the faculty, who select their student partners - and the work begins. Depending on the nature of the partnership, we offer training to faculty/ staff or students if required. We set off the programme with an orientation and in addition to holding a mid-point group meeting, we keep in touch with the partners throughout to support them in their learning journey. A celebratory meeting is held at the end, where the partners share their learning experiences, followed by the submission of a brief report that marks the end of the partnership. We would like to strongly encourage our faculty/ staff and students to apply to the programme to enrich their educational experience at LUMS.

We now plan to develop international and national linkages to create a space for dialogue among higher education institutions in the South where PPP programmes are sparse and where the culturally embedded notions of the privileged status of teachers over students creates barriers for equity based partnerships to develop. We gratefully acknowledge the support of the Vice Chancellor Dr. Arshad Ahmad, Dr. Launa Gauthier and the Director LUMS Learning Institute, Dr. Suleman Shahid in establishing the Pedagogical Partnership Programme at LUMS. Our work would not have been possible without the commitment and tremendous effort of our core team which comprises Dr. Launa Gauthier (Faculty SOE), Fatima Iftikhar (Student Lead) and Humayun Ansari (Research Assistant). We also gratefully acknowledge the input of all the faculty, staff and students across LUMS who came together to deliberate and advise in the planning of the programme.



Dr Launa Gauthier
Adviser



Fatima Iftikhar
Student Lead






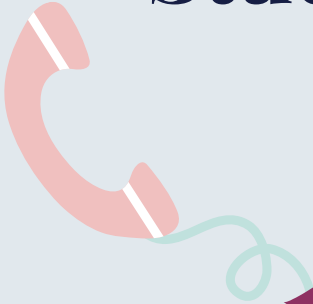
Humayun Ansari
Research Assistant

[1] Cook-Sather, A., Bovill, C., & Felten, P. (2014). Engaging students as partners in learning and teaching: A guide for faculty. San Francisco: Jossey-Bass



[2] Cook-Sather, Alison. 2014. "Student-Faculty Partnership in Explorations of Pedagogical Practice: A Threshold Concept in Academic Development." International Journal for Academic Development 19(3): 186-198; Bovill, Catherine, Alison Cook-Sather, and Peter Felten. (2011). Students as co-creators of teaching approaches, course design and curricula: Implications for academic developers, International Journal for Academic Development 16 (2): 133-145.

[3] Bell, A., Stephanie B. & Bonnie R. S. (2020). On the edge. The spaces between student-staff partnerships. In L. MercerMapstone & S. Abbot (Eds.) The power of Partnership: Students, faculty, and staff revolutionizing higher education, 123-135. Elon University Center for Engaged Learning. <https://doi.org/10.36284/celelon.oa2>.


Student Wellbeing at SOE



The Marketing and Student Services department at SOE reached out to its students via multiple mediums to acknowledge their troubles and to remind them that the School stands with them in this unprecedented time.



Students were reminded the importance of therapy in dealing with mental health, and weekly counselling sessions with Dr. Anjum Bashir were arranged. Additionally, de-stress online get-togethers were weekly held with the Dean's wife, Mrs. Hareem Sumbul Bari.



Model Town Park Visit

"The management at SOE has always been actively involved in organizing events for the students. The purpose of these events is to make sure that the students can de-stress while handling academic pressure. These events, unfortunately, came to a halt due to the pandemic. The management repeatedly noted that students from both cohorts were physically and mentally drained, which was ultimately impacting their academic work. I was contacted by the management to organize an interactive virtual session for both cohorts. Upon discussing with my own batch, we decided to organize a get-together at Model Town Park. The get-together provided the junior cohort with an opportunity to physically interact with their fellow batchmates as well as the senior cohort. The event was filled with fun activities, sumptuous food, and games such as *antakshiri*, dumb charades, and taboo."

By Sehrish Mustansar



STORIES OF RESILIENCE

DR. MARIAM CHUGHTAI

ON HOW SHE PROVED TO BE RESILIENT FOR THE SAKE OF A COHORT OF FORTY

"I would say that I drew strength from my students who were at times facing a lot of hardship and still showing up to learn. I also stepped back to think about the learning outcomes I wanted to accomplish in the semester and restructured the course (at times at the student level) to allow for a range of ways in which students could achieve the course goals."



MAYDDA NABEEL, CLASS OF 2021, ON HER SUPPORT SYSTEM WHILE BALANCING BETWEEN HOUSEHOLD RESPONSIBILITIES AND MPHIL

"Coping with the pressure of performing and balancing household responsibilities was a challenge. This was an ongoing scenario and lasted till August-September 2020. I felt I wouldn't reach the end of this semester, this year, or worst, this degree. I was about to give up when my father reminded me of my capabilities and his belief in me. Dr. Bari too encouraged me to keep going. My advisor Dr. Razia offered her support. My peers at SOE assured me that they'd always be there. I felt lucky. It might sound idealistic, but their encouragement felt like I owed them my degree's completion - they believed in me. I took on projects like Parwaaz and applied for internships to discover my abilities and interests. Sarah and Taimoor would arrange zoom calls for our cohort. We planned outdoor activities when the situation got a little better. Dr. Maraim Haider taught us strategies to balance our lifestyle. Fatima would say "Apni shakal tou dikha do" and wait outside my gate until I'd come out. Eilya and I would plan playdates for our kids. Sehrish would somehow feel that she had to keep a check on me. Maira would say, "I understand," although I knew she was exhausted from all the work deep down. I would have long hours of conversation with Safa and not realize the time. Sheeba brought me flowers when I was going through a tough time. Never for a second I thought about giving up. I TA-ed with Mehreen Noon for a year. Her optimism and belief in me gave me a unique sense of confidence. I am indebted. To be resilient, I had people who taught me courage, optimism, focus, and fearlessness. The pandemic was an opportunity for me to explore all of these attributes."



MARIYAM YOUSAF SHEIKH, CLASS OF 2022, ON SELF-DOUBTS AND HER REVIVAL

"June to August 2020: My life was at an all-time low. From taking care of my unwell mother to ending up in an ICU myself, I felt all sorts of emotions - with loneliness being the stand-out star. My socially anxious self was not so ready to start a new chapter of life, locked down and entirely online. I had so many fears, and for the longest time, I constantly doubted my belonging. I felt like an imposter. But the wonderful people I was fortunate enough to meet did not make me feel like one. They helped me ease into the LUMS life, helped me through literal breakdowns in class, and helped me see myself in a better light. To quote John Lennon and Paul McCartney, "I get by with a little help from my friends!"

STORIES OF RESILIENCE

MARIA AWWAL, CLASS OF 2022, ON SELF, MOTHERHOOD AND MPhil

"I always considered mental health a rich man's treat until it hit me in my weakest spot: motherhood. This was when SOE came to my rescue. I would spend most of my time outside, but then with the lockdown, I was confined to my home. Being pregnant, foreseeing my old self dying soon, and the prospect of not being able to enjoy the last moments of my freedom was slowly eating away my confidence. Amidst this, with eight months of pregnancy, I took my first class of MPhil. Yearning for human interaction for several months, I did not anticipate the anxiety this virtual interaction would bring me. The introductory session, with all its challenges, however, gave me the strength to face the music. That was the worst day of my life, but it also brought with it the dawn after a long eclipse. That day, I saw a new sapling sprout from my tree that I had just pronounced dead. It has been almost a year since that sapling, and now I can proudly call it a small tree in the jungle called the "world".



NOOR-E-MUZAMMIL, CLASS OF 2022, ON BURNING OUT AND WHAT HELPED

"I struggled with burnout. Juggling between a full-time job, Masters, and my side hustles, I was barely giving myself any time to breathe or process anything. Instead of helping me, it worsened what I was going through. Reaching out for help/advice from peers, faculty, and the dean, as well as therapy obviously worked for me (my go-to phrase is: nobody can save you if you don't want to be saved).

Cutting down on responsibilities and stepping down from work that is overburdening your capacity to work is not a leadership failure. It will help you perform better. It sounds very simple, but we incapacitate ourselves by putting ourselves under a lot of pressure. I learnt that I could set my own benchmarks. Everyone is different, so I started with baby steps. It included getting enough sleep and eating what I wanted. Having a schedule helped. Getting sunlight and taking some time out for self-care helped. Most importantly, journaling my thoughts helped a great deal."



MAHAM ABID, CLASS OF 2022, ON FEARING AND PREPARING

"Not every day does the whole world suffer together – this pandemic was new for all of us. Living with an anxiety disorder has made me fear and prepare for the worst always. It has always been that I am the most prepared when things go wrong just because I have already visualised facing it at some point in my life. I saw faces full of anticipation and uncertainty at the beginning of the MPhil. I understood that this suffering was mutual. I promised myself that I would stay strong as people would slowly break down in front of me. Someone had to, after all, until I crumbled under the pressure too. Losing your loved ones and mentors or seeing others losing their strength hasn't been easy. In the midst of this, what worked for me was knowing that the ones I love and lost know me as someone who refuses to give up. So, after every moment of weakness, I would recite my own words to myself:

"In an endless battle of the fearless ones, I tell myself, 'I won, I won!'"

PRACTICUM: A CULMINATION OF THE MPhil ELM EXPERIENCE

The Practicum is a student-led project accompanied by support from faculty supervisors. It is a residency that encompasses mutually beneficial work and learning experiences over four months, involving full-time work of deep engagement with a partner organization. It is a strategic project defined by the Partner, with potential for actual implementation, based on an analytical and reflective thesis about the strategic project. Above all, the practicum is a research-based capstone that distinguishes an MPhil from a Master's. Each project is tightly curated and includes an individually negotiated list of projects covering a wide area of educational issues with diverse education stakeholders and organizations.

EACH PROJECT:

INVOLVES A PROBLEM OF PRACTICE

GUARANTEES A HIGH LEVEL OF ORGANIZATIONAL COMMITMENT

IS MISSION-CRITICAL FOR THE ORGANIZATION

BRINGS ITS OWN OPPORTUNITIES AND CHALLENGES

HAS FACULTY OVERSIGHT

It is important to note that all projects are horizontally differentiated, not vertically differentiated.

The Practicum not only helps in narrowing down students' potential interest areas but also equips them with a wide range of skill sets for their professional lives.

Every project provides the opportunity to:

Define the scope of the project

Contextualize and conceptualize the problem

Propose a solution

Pilot and/or implement the solution

Develop skills such as effective team work, analysis, stakeholder mapping and management, research, and communication

Develop job market readiness

Operate in the “Rough and Tumble” environment of the real world

Evaluate the effectiveness of the project



Vareesha Khan, Mariam Durrani, and Aqib Irshad working on their Practicum project together at SOE



Maydda Nabeel, Maira Shahzad at the Al-Beruni International School



Left: Farwa Tassaduq, Hirra Shahid, and Muhammad Mujtaba Agha at The City School
Above: Hirra and Mujtaba receiving portraits made by the partner school children



Left: Fatima Aslam, Sehrish Mustansar, and Mohammad Ammar in between Practicum work
Above: Sehrish and Ammar conducting a meeting at PMIU
Below: Eilya Mohsin and Mishaal Ahmad presenting to the Beaconhouse School System



PRACTICUM EXPERIENCES

FATIMA UMAR, MPHIL 2021

You know that moment when you're on top of a rollercoaster, ready to be released, and your heart is racing; you are both excited and terrified; that's what the Practicum feels like until your final defense. Just like how the peak of the rollercoaster allows you to see an entire world of possibility, that's the sort of freedom and creativity the Practicum allows. But just like how you don't know how fast and overwhelming the rollercoaster might be, the Practicum is full of unexpected events. It was a manifestation of every course I took at SOE; from addressing struggles of group dynamics to understanding the sample school's culture; from developing impact-focused measures for evaluation to finding theoretical grounding; from viewing the entire experience with an exploratory lens to applying learning techniques; and to create a meaningful training. The experience was not just about using these academic skills in the real world but forming a connection with the work and the people involved with it. I've learned to be more patient, optimistic, and solution-oriented this year. More than this, I have learned to ask for support and have found the most wonderful peer network to provide that support within my cohort. So despite the online setup, these capstone projects were not created in a vacuum; they have a little bit of each of the faculty members and a little bit of everyone from 2021. Just like on a rollercoaster, if you have the right people for the ride, you won't mind doing it all over again.

HUMAYUN ANSARI, MPHIL 2021

"I feel that my degree would have been incomplete without the experience I got from my Practicum. It was challenging but exciting at the same time. It was challenging because I had never worked on an extensive and in-depth project that focused on student assessments, and exciting because I got to work with a government organization, something I was really looking forward to.

As you move towards the third semester of your MPhil ELM degree, you will get to work on a project of your own. To make it successful, first, try to plan it as thoroughly as possible. One strategy that helped me during the planning process was asking myself a lot of 'why' questions. This was one of the most efficient ways I could clear my confusion. Second, fights are inevitable but haven't we all taken the leadership course? Each team member brings a different perspective to the project on how it can be moulded, so try to build on each other's strengths! Third, do not let anything throw you off guard. There will be situations that will not be under your control. So be ready to be flexible and work around the issues that come your way because, at the day's end, it is all part of the learning process.

I truly hope that you enjoy your Practicum and learn as much as I did through the process.



The Oasis School *for* Autism

As an advocate of inclusive education, LUMS SOE has signed an MoU with Oasis School for Autism, Lahore. Oasis is the first dedicated school for autistic children, with a purpose-built campus employing specialized teachers imparting education and relevant therapies to enable children to develop their potential and be independent.

With the prolonged extension of the COVID-19 lockdown, Oasis, like many other organizations, is operating remotely. However, unlike regular schools, Oasis has the mammoth task of imparting online learning for its differently-abled students.

At the onset of the coronavirus outbreak in Pakistan, Oasis was planning to prepare homework packs for its regular two-week spring break. However, due to the lockdown, the School had to be closed down for an indefinite period, creating challenges far more daunting than the regular logistical issues observed in transitioning online. The school alongside the parents has since then been working on the online learning process as the school relies heavily on the SCERTS model (Social Communication, Emotional Regulation, and Transactional Support) for its students with autistic spectrum disorder (ASD). Additionally, teachers face the challenge of connecting emotionally with students in a digital format.

To address these concerns, as a first step, the school identified WhatsApp as the

most convenient communication tool for parents and students. The teachers and therapists are currently conducting video sessions employing forward and backward chaining techniques to facilitate learning.

Parents play a critical role in ensuring that their child remains focused throughout the session. In addition to one-on-one therapy, students join online group yoga, cooking, music, and relaxation exercises.

To address anxiety and frustration amongst parents, the school has also created an online mutual support platform.

As part of SOE's EduTalk series, the Office for Partnerships held a webinar titled *Pandemic: A Perspective on Special Education* where they invited Ms. Samreena Anwar, Principal Oasis School for Autism, to present, along with other renowned panelists, the challenges and successes of special-ed schools. The EduTalk session allowed the panelists to engage with each other and the audience to discuss and showcase their school and student success stories. For Oasis, the Autart project was the highlight of the session.

SOE and Oasis share a strong bond and aim to collaborate on different projects through MPhil coursework and co-curricular activities.

FACULTY SPOTLIGHT



Dr. Razia Iram Sadik – Associate Professor, School of Education, LUMS

Dr. Sadik's professional practice and research interests are in arts higher education, teacher education, critical pedagogy, community arts curriculum, arts-based educational research, and critical curatorial practice. She currently teaches graduate and undergraduate courses in arts and education at LUMS. Dr. Sadik serves on the editorial board of the international refereed journal Art Education and is a founding editor of the Journal of Art Education, Pakistan (JAEP), the first refereed journal on art pedagogy and curriculum in Pakistan. She received her doctorate in Art Education from Teachers College, Columbia University, New York and prior higher education at the University of the Arts (UAL) London, and the NCA, Lahore.

What influences proved most crucial in shaping your career?

It was really a combination of things – texts that I read from my teens onward, mentors, and my own experiences of education. I was really lucky to have some quality experiences in my secondary schooling, which gave me a foundational attachment to reading literature (unfortunately though it was mostly in the English language). This both informed me and helped me later on in my journey as a teacher and curriculum designer, first in a school and ultimately in higher ed, which eventually took a major trajectory in both interests and practice toward teacher education. By the time I was at university, an art school, while the environment was quite conducive to being creative and expressing oneself at some level, I found the curriculum fairly limiting in contrast to my school years as there was a tendency to consider the arts (and in my case design) as de-intellectualized and also de-contextualized from life. In this context, and partly due to the open-minded co-curricular *mahaul* of the institution, I was able to address the gaps I found with the help of further reading material pointed out to me by mentors both at and outside the art school. My interest in education emerged partly from these gaps which I felt in my higher education and the cultural distancing in my earlier years in a private school that I came to acknowledge much later at graduate school. Despite the strengths of a really robust and well rounded co-curricular program in my secondary education which put us in touch with reality to an extent (relative to children and teens in many other private school systems at the time), I feel that it was still a very sheltered experience.

I realized this when I went to NCA, where we introduced street smarts, which I believe should be part of foundational education, especially for girls in Pakistan.

I also read critical theory for the first time at graduate school in the UK, also at an art school. This further shifted my interests. I came to realize more fully the tremendous power for meaning-making that images carry and how, whether or not we acknowledge this, and regardless of our familiarity with the arts, we are surrounded by visuals. The courses I designed for undergraduate students on reading images were sites for my own learning through what I read for them and from how students' responded. During this time, I debated if I should study art history or art education at the doctoral level. Through the learnings from my classroom experiences at both school and university levels, I eventually opted for the latter as I found it, at that point, to carry the more dynamic and transformative potential for Pakistan. This choice, of course, was monumental, as it turned out, as it opened up a whole new world of mentors, live ones (both teachers and colleagues across the world and here in Pakistan when I returned) and those in texts, for reshaping and reframing what I thought about art, education, life, citizenry. And it continues. I recently had major learnings from trying to establish this new field of Art Education in Pakistan, primarily through developing graduate teacher education programs. The teachers I met in these programs brought new insights about how limited this field really is in practice and the huge gap between art academia and the arts and education in society. I am still trying to process through some of these insights to form a fuller reflection.

Q. Could you share a little about your current research undertakings?

As I mentioned earlier, my practice ultimately shifted toward teacher education. This shift coincides with the beginning of my doctoral studies. It has predominantly been the work I have been doing in Pakistan since the last eight years. My teaching, learning, and higher education administration experiences, especially in Pakistan during this time led me to become interested in pedagogy and how learning happens. Ultimately, via this, I became interested in the organizational dynamics of arts institutions. One of the research undertakings I am currently involved in is to look at the curricular affordances and limits in arts higher education in relation to the dynamics of leadership and institutional cultures in Pakistani universities that offer professional degrees in the arts. I feel that one of the reasons this is an important area to document and analyze through research at this point in time is that the thriving art production that is associated with many of these institutions is as yet disconnected from the rest of the education sector and the economy in Pakistan.

Although my work has predominantly been in higher education I am also deeply concerned about arts not being there in the education of most children in Pakistan in any significant way. There are different aspects of this which I am interested in studying perhaps through coursework I might teach through a pedagogical partnership at some point. One is to study the history of art curricula wherever and whenever they have been taught in schools in Pakistan, and to figure out its implications for the foreseeable future.

Another is to study practices of community arts which exist outside schools, which offer valuable insights that can perhaps be carried over into school education and teacher education some day, should the opportunity arise. And when I refer to arts education in this context I am thinking about it in a holistic integrated way where the arts are taught while retaining their robustness and ability to be transformative and


inclusive. That is, not just in aid of other subjects. This does not have to happen in a specialized environment where only the arts are taught. The arts are by their nature transdisciplinary and lend themselves to transcognition, should we choose to see them as less limited than the way they are often represented in formal education settings like schools.

Q. What particular set of skills should your students be equipped with by the end of the courses that you offer (“The Arts and Education” and “Introduction to the Arts in Education”)?

I think the purpose of the undergrad course is really to introduce the students to a field that they, as well as the larger public in Pakistan, is as yet unaware of. Art in the context of education is still unfortunately seen as the domain of the talented, the elite, or the unserious or frivolous (e.g. for decorating schools). It’s an irony really considering how historically immersed this region has been in the arts of a great variety for centuries. The arts are inclusive by their very nature. They lend themselves to inclusivity. Yet this realization is increasingly excluded from both education and our lives, at least here in Pakistan. So an aim of both courses is to reconnect to this and similar aspects of the arts whereby they are seen as a necessity for learning and living with better insights, ethics and thinking. At the post-grad course level, I would say an additional aim is to give education practitioners and developers working knowledge of the theoretical underpinnings of the large and interdisciplinary field of arts education and how that might be brought into practice on the ground through curricula, teaching and learning with the arts as well as an area which is largely missing in this region: research with, through and about the arts and their scope in learning.

SPEAKER SERIES

SOE Models of Educational Innovation
JICA




INTRODUCTION

The JICA Advancing Quality Alternative Learning (AQAL) project aims to institutionalize Non-Formal Education (NFE) as a viable approach to develop human capital and to contribute to achieving the sustainable development goals in Pakistan by providing flexible and Accelerated Learning Programs (ALPs) to give wide-scale access to children, youth and adults. The project will strategically address the Out-of-School Children (OOSC) culture by focusing on learning needs of teenage children by providing ALPs at the Primary and Elementary levels; in addition, need-based and employable skills will also be integrated with ALP Elementary to provide children with viable options for learning continuity. The project will address the low literacy rates by providing integrated literacy & skill (ILS) programmes. These ILS programmes will integrate need-based, employable and marketable skills with literacy, numeracy and life skills programmes. The project will develop curricula, learning materials, systems for learning, monitoring, assessment & certification jointly with relevant technical organizations of the government areas.

Speakers: Dr. Ahsan Ali, Deputy Chief Advisor, JICA
Dr. Tanzeem Chaudhry, Country Director, Aqila Pakistan
Dr. Shafiq Jaisi, Director Education, NFEI

Date: 26 April 2021 (Wednesday)
Time: 10:00 AM
Venue: Zoom Session

SOE Models of Educational Innovation
The Zaawiya Trust School



INTRODUCTION

Zaawiya Trust School is a residential school that provides children with a conducive learning environment to hone their skills and talents, emphasizing the provision of alternative education. Other than standard subjects, students have the opportunity to study a variety of languages as well as calligraphy, astronomy and poetry through multiple cultural and religious topics. Zaawiya aims to nurture children through holistic education to become caring, empathetic, and accepting members of the society.

Speaker: Shahid Razaie (Principal)
Date: March 4, 2021 (Thursday)
Time: 4:00 PM PST
Venue: Zoom Session

Presentation Outline:

- Alternative Education
- Ongoing Projects
- Future Plans
- Discussion and Q&A

Lahore University of Management Sciences

Every semester, SOE organizes a range of events for its graduate students and the LUMS Community to benefit from its faculty expertise and take advantage of the schools' professional network. The key objective of the programme is to extend opportunities for student engagement outside the classroom, enrich students' overall educational experience and enable collaboration between faculty and students.

SESSIONS COVERED:

EduTalk:

- Pandemic: A Perspective in Special Education
- Seeing, Doing, Imagining: The Future of Art Education in Pakistan
- Making Sense of Craft in Grassroots Empowerment in Pakistan
- Kahani Kahi Jaati Hai (A Story is Told)

Models of Educational Innovation:

- The Zaawiya Trust School
- JICA

AlumniConnect:

- Session 2
- Session 3

LUMS Live

SOE EduTalk

Kahani Kahi Jaati Hai (A Story is Told) – Theatre as Social Practice

Synopsis:

While education, strictly, can be described in Pakistan as a vehicle to provide Pakistanis' education in 1947, it eventually, after numerous years of political instability, has been transformed and diluted over the years, they left a dark stain behind and a reflection of the state of the nation in the next generation. These reflections explore the history of education in Pakistan and how it has evolved to become a tool for social change and empowerment in the next generation.

Guest: Ahsan Ali, Deputy Chief Advisor, JICA

Host: Razaie Sadia, Associate Professor, SOE, LUMS Lahore

4:00 PM | A Zoom Session | Friday, April 2

SOE EduTalk

Pandemic: A Perspective on Special Education

Synopsis:

The COVID-19 pandemic has brought a new perspective to the world of Special Education. It has highlighted the challenges faced by students with special needs and the need for more inclusive and supportive educational environments. This session will explore the impact of the pandemic on Special Education and discuss strategies for addressing these challenges.

Guest: Samina Anwar, Head of Girls School for Autism

Guest: Richard Gentry, Founder and Director of Family Educational Services Foundation

Host: Razaie Sadia, Associate Professor, SOE, LUMS Lahore

4:00 PM | A Zoom Session | Friday, April 2

SOE EduTalk

Seeing, Doing, Imagining: The Future of Art Education in Pakistan

Synopsis:

Art education in Pakistan is still the domain of a small number of elite schools in Pakistan today. Even within these, the curriculum is limited to the conventional painting, drawing, and sculpture. The need for a more holistic and integrated approach to art education is becoming increasingly apparent. This session will explore the current state of art education in Pakistan and discuss strategies for addressing these challenges.

Guest: Salima Hashmi, Founding Dean, School of Visual Arts and Design at DMC, Pakistan

Host: Razaie Sadia, Associate Professor, SOE, LUMS Lahore

4:00 PM | A Zoom Session | Friday, March 12

SOE EduTalk

Making Sense of Craft in Grassroots Empowerment in Pakistan through the Systems Lens: A Design Research towards Co-Learning

Synopsis:

According to the Pakistan Bureau of Statistics, women's literacy rates in the last decade, the rapidly rising population, and the need for more inclusive and supportive educational environments. This session will explore the impact of the pandemic on Special Education and discuss strategies for addressing these challenges.

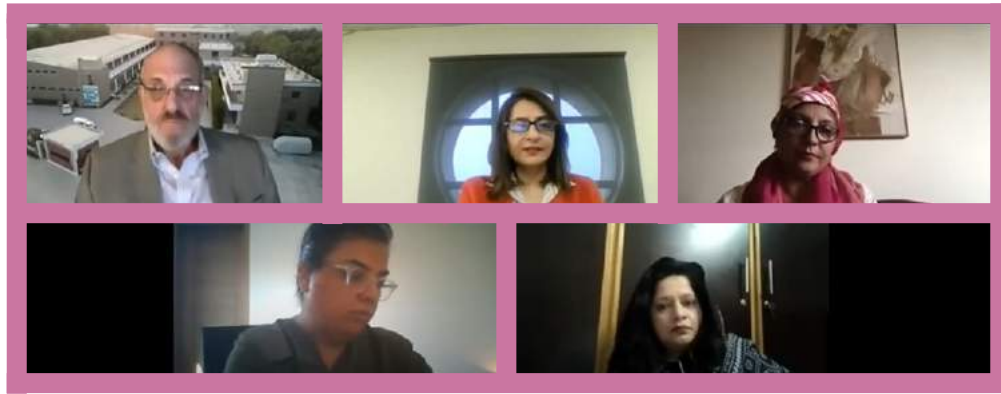
Guest: Gwendolyn Kulick, PhD Designer Research, Georgia University in Cairo

Host: Razaie Sadia, Associate Professor, SOE, LUMS Lahore

4:00 PM | A Zoom Session | Friday, March 19

PANDEMIC: A PERSPECTIVE IN SPECIAL EDUCATION

During the past year, SOE, through its Partnerships Program held several online conversations with partner schools to discuss COVID related challenges. These deliberations were geared towards understanding educational disruptions and learning losses as a result of school closures.

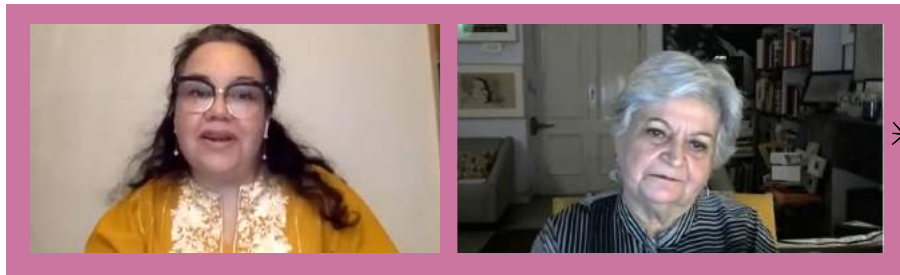


The webinar was held on February 11th and was moderated by Director Partnerships Mehreen Noon. The distinguished panelists invited to share their unique experiences included Richard Geary, Founder and Director of Family Educational Services Foundation (FESF), Samrina Anwar, Head of Oasis School for Autism, Nabila Chaudhry, CEO Rising Sun Institute and Dr. Rabeba Malik, CEO and Research Fellow at IDEAS with a special research interest in inclusive education.

The panelists shared their experiences and successes in the 'special abilities' they work with, and how their respective schools transitioned to online learning during the pandemic. Richard Geary spoke about the lack of proper schools for deaf students and the need to create online resources for teaching and learning Pakistani Sign Language (PSL). To facilitate the students during the pandemic, Deaf Reach created online courses for students and distributed laptops for access to digital platforms. Samrina Anwar from the Oasis School for Autism highlighted the need for awareness and an understanding of autism. She expanded on the Autart project by Oasis students which showcased each child's distinct ability to interpret their surroundings and explain it through the medium of art. Nabila Chaudhry spoke about individualized plans for students and the importance of preparation and acceptance for parents with differently-abled children. Dr. Rabeba Malik spoke about her research paper which mentions the need for credible data on such children in Pakistan. The underreporting of students with special needs negatively impacts the sustainable development goals of the country and hinders any effective initiative the government may take. She emphasized the need to incorporate international guidelines on inclusion and suggested that the public sector utilize some of the strategies and tools being developed by non-government organizations. The session concluded with Dr. Faisal Bari, Dean, SOE, stressing the need for creating awareness and dialogue around inclusion and special education in Pakistan.



SEEING, DOING, IMAGINING: THE FUTURE OF ART EDUCATION IN PAKISTAN



Held on March 19th, Dr. Razia Iram Sadik, Associate Professor SOE, hosted a session and invited Professor Salima Hashmi, Founding Dean, School of Visual Arts and Design at BNU as the guest speaker. The session opened with a discussion about the history of art and its linkages with the heritage and legacies most of us are unaware of, hence challenging the misconception that the whole notion of art-making and art education comes from elsewhere. While talking about the avenues of art education other than formal institutions, Professor Hashmi explained how museums, that have the potential to serve as hubs of educational outreach, seldom perform this task.

Highlighting the role of engaging with different materials in learning spaces and the expansion in mediums, material possibilities and methods of the visual arts, Professor Hashmi elaborated how enhancing the ability to make art and craft with any material at hand is an integral component in this expansion. This engagement with different materials in the process of art-making also plays a significant role in skill-building of children and is a vital element in their overall education, which if ignored could lead to an impediment in their growth and development. In light of this, Professor Hashmi stressed on the importance of classrooms as places of creativity, calmness and joy rather than a place where discovery is denied. The curriculum denying creativity also reflects the lack of understanding of what is missing. While art education is largely accepted as a separate domain, we must also understand its intrinsic nature and efficacy linked to various other disciplines.

Regarding changing perspectives on art education, she further elaborated how art education must not be seen solely as an add-on in a school setting for "aesthetics", rather as an essential component of the curriculum. Every learner is now exposed to various images all day long through the use of technology and hence makes sense of the world via images which essentially explains the basic narrative of art education. This in turn relies on understanding and reading into the images. This interconnection and significant impact on the refined understanding truly explains why art education ought to be a part of the curriculum. While addressing what creativity entails, Professor Hashmi stressed on enhancing opportunities which enable creativity. Design curricula, for example, promotes inquisitiveness and the ability to ask questions, thereby playing a pivotal role in enhancing creative abilities of children.



Dr. Faisal Bari, Dean of SOE, while participating in the Q&A segment of the session, asked how being exposed to various forms of art education impacts the sensibility of a student in terms of his or her understanding of other subjects, in comparison to a student who has never been exposed to such forms of art education. Professor Hashmi while addressing the question explained how art education promotes inclusion and engagement of all senses, hence positively impacting one's ability to understand and comprehend things. The session ended with Professor Hashmi stressing the importance of inclusion of arts and creativity in children's education in Pakistan, so as to allow them to benefit from its unique benefits.

MAKING SENSE OF CRAFT IN GRASSROOTS EMPOWERMENT IN PAKISTAN THROUGH THE SYSTEMS LENS

Held on March 19th, this EduTalk invited Dr. Gwendolyn Kulick from the German University in Cairo, to present her doctoral research on the role of craft projects in grassroots empowerment. Dr. Kulick's research was conducted over six years in Pakistan and includes a case study of projects that aims to apply ethical standards and practices, and an action research project. The session was moderated by SOE's Associate Professor Dr. Razia Iram Sadik.



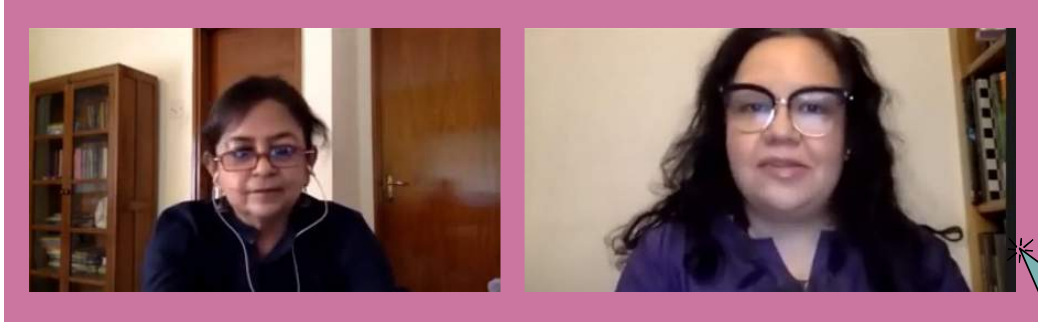
According to Dr. Kulick, it is worthwhile to understand the interconnectedness of craft projects and grassroots empowerment activities in Pakistan. These craft projects are often embedded in development aid and philanthropic efforts that try to address a plethora of objectives such as poverty alleviation, social justice, community development, and cultural heritage preservation. It is important to understand this because of the inherent worth of Craft in South Asia, in defining our cultural identity and as part of our history even though it is stereotypically seen by many as a profession of lower economic value involving an assumed lack of intellectual and conceptual effort. Craft-related work constitutes 72% of the Pakistani informal economy and employs approximately 62 million people, the majority of which are women. It, therefore, has the capacity to truly change lives by creating design and technological agency through the introduction of "design coalitions". This creation of autonomy, according to Dr. Kulick, is important as it is the only means to empower people, where "empowerment" can be defined as not only the right, opportunity, and means to access information, but also the ability to make conscious decisions by individuals all the while perceiving themselves in the position to do so.

Dr. Kulick's stated research aims to understand the real-life experiences of those involved in crafts projects organized for grassroots empowerment contexts. She, therefore, focused on 15 projects ranging from international aid schemes to social enterprises; the aim being to use design enterprise to create social, cultural, and economic empowerment for those involved in craft making. Unfortunately, her findings highlighted pressing problems such as the existence of unsustainable value chains, and most importantly, financial dependency on donors, paired with a conceptual and ideological dependency as well. This meant that most projects ended once donor aid to them ended.

Dr. Kulick acknowledged that while "No craft business is ideal; there will be problems in the beginning and also throughout the journey," it is still necessary to establish guidelines for changing the organizational format of these aid-funded projects based on strategies for self-organisation that turns them into sustainable craft businesses. These sustainable craft businesses in turn should benefit all stakeholders involved across the three tiers she described as the Top Level (comprising of governments, international donors etc.), the Middle Level (including NGO managers, universities, philanthropists etc.), and most importantly, the Target Group comprising of community-based organisations and local craftsmen.

These three levels form part of a Crafts and Empowerment System that must be studied as any other system ought to be. Dr. Kulick characterized this system in terms of some of its primary shortcomings which include excessive top-down dependencies, fuzzy boundaries, and extreme distance between the top and bottom tiers. She emphasized the need to create collective learning spaces that are context sensitive. By this she meant that craft projects, in order to be truly empowering, must be participatory – increasing the attention and involvement of all stakeholders, and by the establishment of greater ownership of the work. The success and financial viability of the project, henceforth, is not guaranteed by the amount of resources funneled into it alone, but based on how it is able to facilitate income for the craft producers long after funding to the project has ended. Additionally, grant schemes must also be contextualized to understand and fit local realities if they are to be successful. The session concluded with an informative Q&A segment and Dr. Kulick was thanked by Dr. Sadik for taking out the time to present her work to the LUMS audience.

KAHAANI KAHI JAATI HAI



On April 2nd, as part of the EduTalk series, SOE hosted a session “Kahaani Kahi Jaati Hai (A Story is Told) - Theatre as Social Practice” with Dr. Asma Mundrawala, Professor at the Department of Fine Arts at the Indus Valley School of Art and Architecture in Karachi. Dr. Mundrawala is a visual artist and theatre practitioner with a DPhil degree from the University of Sussex UK. As part of her research practice, she has published in Pakistani and international books and journals. Apart from visual arts practice, Dr. Mundrawala has a background in theatre since 1997 when she began work with the Karachi-based theatre group Tehrik-e-Niswan. She is the co-founder and creative director for Zambeel Dramatic Readings (2011), a group that renders Urdu texts in dramatic form for live audiences. As part of this initiative, she has conceptualised and directed several projects comprising of texts by eminent authors from the subcontinent. She has initiated and runs ZambeelNaama, a monthly online audio channel for Zambeel Dramatic Readings.

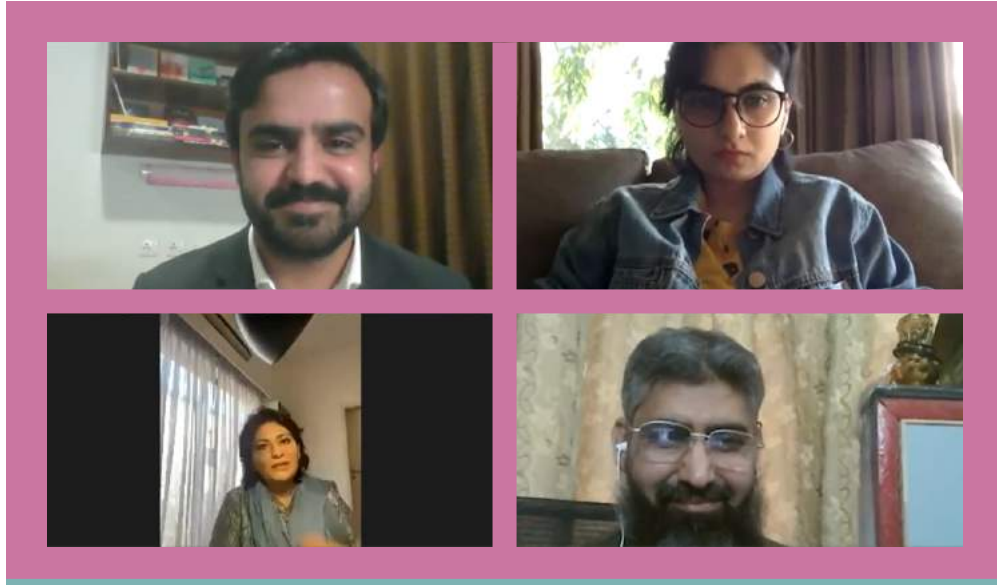
The discussion began with Dr. Mundrawala providing the context for theatre through a historical lens. Using the theories of Paulo Freire (a Brazilian philosopher and educator) and Augusto Boal (a Brazilian theatre practitioner, drama theorist and political activist), Dr. Mundrawala described how theatre has been used as a safe space for creative expression with the intent of giving a message to those in positions of power. As groups emerged and disbanded over the years, they left a mark that became part of a collective history of inherited traditions for the next generation. These inherited traditions then became a pool of resources that new theatre groups continued to build upon and renew in their own practice. She proceeded to show some clips which provided examples of how theatre is and can be a part of everyday life and surrounds us all.

The presentation briefly introduced global practices in theatre that have, and continue to encourage critical reflection, and provide a means to empower the audience. The practices and philosophies of Augusto Boal, Paulo Freire and the performance practices defined as “Applied Theatre” were discussed to create a framework for the speaker’s own journey as a theatre practitioner in Karachi since 1997.

The Q&A session catered to queries regarding applied theatre. The students asked about how applied theatre can be used to bring communities together especially in the time of COVID-19. Dr. Mundrawala responded with suggesting that students should think of creative ways through writing and social media to engage with audience during these unprecedented and uncertain times.



The Zaawiya Trust School



On March 4th, as part of the Models of Educational Innovation series, SOE hosted its first session of the semester with Shahid Rasheed, Principal of Zaawiya Trust School. Zaawiya is a residential school that provides children a conducive learning environment to hone their skills and talents.

The discussion opened up with a focus on three different aspects of the school: the rationale for Zaawiya, the current status of the school, and its aspirations for the future. The School's model draws its inspiration from the idea that challenges posed by modernity in the post-colonial era have led to a divide between educational institutions hence it has become increasingly necessary to bridge the gap between traditional and modern forms of education. Grounded in theories by Tagore and Abdul Ghaffar Bacha Khan, Zaawiya aims to provide holistic and alternate education by not only having children learn from books but by also providing a connection with nature and society.

Zaawiya initially started off with 20 students, most of whom were from villages, with little to no means to afford school fees. Over time, the school has expanded to enroll 70 students and hopes to acquire

more land to build a new campus to accommodate a larger student body. Zaawiya deeply emphasizes on student-teacher relationships to establish a culture of openness and honesty. The school also has a teacher-centered approach which the speaker described as essential to the learning of both the student as well as the teacher.

The Q&A session catered to queries regarding the model and the curriculum. The moderators and students asked about how prioritization of topics takes place as part of deciding a curriculum and how the curriculum caters to both the ability to take national level exams as well as the ability to understand social issues such as gender, race, etc. Various other topics were also discussed regarding informal trainings of teachers to help them prepare for their lectures and the speaker emphasized on ultimately creating an environment, where not only teachers and students are learning, but the rest of the staff (janitors, cleaners, cooks) is also exposed to this method of learning and all those present at the school are able to eventually adopt a practice aimed towards continuous self-improvement.



Models of Educational Innovation

Japan International Cooperation Agency (JICA)



As part of the ongoing Models of Educational Innovation series, on April 28th, the LUMS SOE held a session with JICA to present its model on Non-Formal Education. The session was moderated by Dr. Tayyaba Tamim, Director Academics and Associate Professor at SOE. The panel included Mr. Abid Gill Hussain – Deputy Chief Advisor, JICA, Dr. Tariq H. Cheema – Country Director, Alight Pakistan and Dr. Shafqat Janjua - Director Education, National Commission for Human Development, NCHD, Pakistan.

Mr. Abid Gill from JICA shared the complexities around the challenge of out-of-school children (OOSC) in terms of problems of access and quality of education. To address it, JICA has created an Accelerated Learning Programme (ALP) with different packages to target children in different age groups and intends to integrate a literacy and skills programme under its AQAL project. ALP curriculum may also help in mitigating learning losses accumulated during COVID-19 school closure. It is suitable for people who have some basic literacy and numeracy skills, and are of a certain age. Hence, this cannot be replicated in the mainstream formal school model. The outcome of the programme is evaluated internally and through external third party organizations by designing studies and interventions.

Dr. Shafqat Janjua from the National Commission for Human Development commented on the success of JICA's ALP by piloting the project in 100 *madaris*. The children will be able to complete primary education within 32 months. This especially is beneficial as it offers an option to children to either enroll in formal education after completion of the short programme or to be enrolled in a vocational training institute contrary to the formal education which lacks flexibility in this regard.

Dr. Tariq H. Cheema highlighted the importance of academic partnerships by working in close alliance with JICA as its implementation partner. With the help of JICA as a donor and partner in curriculum creation recognized by governmental organizations, Alight is close to enrolling and reaching a million mark in OOSC.

The session received an overwhelming response from the participants and ended with a Q&A segment. One of the questions from the audience was about the use of digital platforms in non-formal education. The panelists concurred with the idea to expand the presence of digital learning but realized the operational limitations of technology as of now.





SESSION 2

On February 19th, SOE hosted its second session in its latest series of talks, AlumniConnect. The session, moderated by Dr. Faisal Bari, the Dean at SOE, invited back three esteemed alumni: Sumbal Baksh, Shajia Shoaib, and Waqas Manzoor from the School's inaugural batch to talk about their post-graduation life.

The session opened with Dr. Bari asking the students to reflect on their experience at SOE. The alumni responded by talking about the importance of quantitative analysis and the value of data. They also appreciated the Career Placement Program that offers the students multiple opportunities in terms of both jobs and strong networking. Additionally, they also mentioned how the MPhil programme aids one in their journey of self-discovery; by providing a strong theoretical base, it helps in equipping one with the relevant knowledge and skills-set.

The session then opened the floor to questions from the audience. When asked about growth and career opportunities especially during the ongoing pandemic, the alumni said that "growth" in terms of personal or professional development, at any place of work, is defined differently by different individuals. While some might recognize it as an increase in monetary compensation or a wider job description, others may see it in terms of the impact that their work creates.

SESSION 3

On April 5th, SOE hosted its third session of AlumniConnect. The session, moderated by Dr. Soufia Anis Siddiqi, Assistant Professor at SOE, invited back three esteemed alumni: Habiba Malik, Afreen Kamran, and Fatima Iftikhar.

The alumni explained how the MPhil Programme at SOE helped them in establishing a link between the theoretical frameworks and real-life scenarios, giving them the chance to develop and enhance their skill set. While discussing the practices of resilience the alumni have adopted to cope with the current situation where there is minimal human interaction with almost everything being online, they stressed on the importance of stress-relieving activities which primarily provide one with the opportunity to reflect on and deal with the challenges which one is facing. The alumni also elaborated on how recognizing one's own area of interest is essential but also how that should not hinder the ability to explore diversified domains to develop their skill set.

The session ended with a comprehensive Q&A round. When asked about the placement process and opportunities post graduation, the alumni explained how SOE ensures maximum networking opportunities for its students with potential employers. While areas of interest vary from person to person, "networking" and "creating opportunities" are two eminent factors in the placement process.



Session 58: The Individual and Institutional Benefits of Building Faculty/Staff-Student Pedagogical Partnerships



On 22nd January, LUMS conducted the 58th session of LUMS Live titled "The Individual and Institutional Benefits of Building Faculty/Staff-Student Pedagogical Partnerships". The session was moderated by Dr. Arshad Ahmad, the Vice Chancellor of LUMS, and invited panelists Dr. Alison Cook-Sather, Professor of Education, Bryn Mawr College, USA, and Dr. Tayyaba Tamim, Faculty Lead, Pedagogical Partnership Programme, LUMS.

Dr. Cook elaborated on how these partnerships develop confidence and clarity about pedagogical commitments among the faculty while giving them the opportunity to recognize good pedagogical practices. Moreover, it deepens students' learning and enhances their engagement in classes. Dr. Tamim, while discussing the types of pedagogical partnerships offered at LUMS, explained the three types of partnerships: Course Design Partnerships, Course Delivery Project Partnerships, and Pedagogical Research Partnerships which are focused solely on teaching and learning. Dr. Arshad talked about how diversity and inclusion at LUMS are the essential components of building such partnerships. To quote an example, he explained how the Outreach Programme at LUMS ensures diversity and inclusion, by identifying and interacting with the students at early stages.

The session ended with a comprehensive and interesting Q&A round, where the participants asked various questions ranging from how these partnerships vary across cultures, how to strike a balance in these partnerships, how to ensure equity and fairness, and what kinds of challenges one may face while building such partnerships.

Takeaways and Commitments

How can pedagogical partnerships between students and faculty/staff position LUMS to pursue its stated goals?

- Advocate
- Imagine
- Reform
- Lead
- Innovate



When administrators lead...

Embracing growth mindset...

"... Our [survey] respondents ... illustrated the importance of recognizing students as teachers as well as learners, of faculty embracing a commitment 'not only to learn to be a better teacher but also to develop teaching styles to grow with the students and culture on campus' (Oleson and Hovakimyan, 2017) and of the openness, receptivity and dedication of all involved to engaging in learning" (Cook-Sather, Gauthier, & Foster, 2020).

Cook-Sather, A., Gauthier, L., & Foster, M. (2020). The Role of Growth Mindset in Developing Pedagogical Partnership Programs: Findings from a Cross-Institutional Study. *Journal of Innovation, Partnership and Change*, 6, 1.

STUDENT SUBMISSIONS

- **'A Novice Professional' by Fatima Iftikhar**
- **'Planning to do an online internship while studying? Think again.' By Farwa Tassaduq**
- **'*Yaaron Ka Safar*' by Aneeqa Khalid**
- **'Nasir Khusrow Model Academy School' by Shanila Parveen and Mehreen Hussain**
- **Comic Strips by Azka Arif Khan Niazi**

A NOVICE PROFESSIONAL

By Fatima Iftikhar,
MPhil 2020

Spending the past four months stuck to my chair with a bent backbone (slouch-problem) has been nothing short of a challenge. I had to spend hours on writing a simple e-mail because every time I would write something, the “backspace” key on the keyboard would menacingly gleam as this thought would enter my brain, “what if this is not polite enough/professional enough/assertive enough or even good enough?”

I would make long to-do lists and then prioritize tasks to make another important-to-do list out of it; I would review a report more than ten times so that I don't miss a typo; I would install all sorts of add-ons on my machine so that I can come across as efficient as possible; I would practice important points over and over before a meeting began; I felt scared of taking too much time before giving an opinion because it felt impertinent. In fact, the pressure of thinking on feet is immense. I would speak too fast while giving a presentation because in my head I would be too loud until I hear a louder voice from the listeners, “Fatima, slow down”.

And that my friends, is me, a novice professional.

Despite all of this, I am grateful that I HAVE a job while hundreds of thousands of people got laid off all around the world and it makes me sad because that's what we have grown to consider “lucky” in these COVID stricken times.

In retrospect, finding a job at this time was tricky indeed. I saw my batchmates updating their Facebook bios, adding their employers' names and role descriptions. On the other hand, there was a handful of those who didn't get any job offers and were posting sad and anxious statuses. The bar of competition was rising so high that it scared me. Based on these feelings, when I got my job, I was ecstatic and grateful, yet, I chose not to update my own Facebook bio in solidarity with my jobless friends and kept it a secret until people got to know it from their own sources, which I was okay with.

This is a small, reflective piece from a novice professional who struggles with imposter syndrome and tries to practice compassion for their peers.

P.S. I just found out that there's even a book called “From Expert Student to Novice Professional” by Anna Reid, Jennifer Rowley & Dawn Bennett. Guess who's buying it?

PLANNING TO DO AN ONLINE INTERNSHIP WHILE STUDYING? THINK AGAIN.

By Farwa Tassaduq,
MPhil 2021

In 2020, COVID-19 pushed us to try online internship programs that perhaps very few could have imagined otherwise. Last year, I got the opportunity to participate in 4 online internship/volunteer programs from May 2020 to September 2020, including the chance to lead one personally. During this time, I talked to my class fellows, colleagues, and supervisors to understand the shortcomings of these programs and to see how they could be improved. The feedback from the organizations regarding the interns ranged from 'unprofessional attitude' to 'being over-enthusiastic about the task'.

During the last summer vacation, many of us rushed to be part of multiple online internships under the assumption that they could be easily managed with other activities.

However, if you are considering online internships, please note that it is important to understand and manage the logistics of your online work beforehand. Many of the interns I was in touch with complained that they were unable to complete the tasks because of connectivity issues. Another common reason provided by the interns was that they had family commitments and responsibilities that made it difficult for them to contribute to the internship. So perhaps another worthwhile thing to consider would be to go ahead with the internship, if, and only if, maintaining a fair balance between your internship work and your personal life, is possible.

Additionally, please consider your mental health status as well. A high frequency of students dropped out of the online internship once the program reached its peak because the workload became overwhelming. It is absolutely essential that you are as concerned about your mental health as you are about your career goals. The key perhaps is to learn to maintain the right balance so that one does not suffer at the expense of the other.

Putting aside the debate of effectiveness of the online versus offline internship opportunities for students, such initiatives should be designed in a way that allows students to truly learn something worthwhile and productive. Just like online learning, working remotely is tough, especially for students who have never experienced a work environment. Therefore, it is imperative for both the organizations and the students to stay motivated and encouraged to create an online and offline professional workspace. Through continuous self-analysis, this medium can become a new opportunity for organizations to find potential employees and for students to gain meaningful work experience while studying.

یادوں کا سفر

By Aneeqa Khalid,
MPhil 2022

وہ کھوکے کی چائے، وہ اس کا گزرنا

میں یوں تو نہ بھول پاؤں گی

وہ دوست کی ہنسی، وہ پڑھائی کا رونا

میں یوں تو نہ بھول پاؤں گی

وہ ای میل کا آنا، وہ ٹی اے بننا

میں یوں تو نہ بھول پاؤں گی

نہ دوبارہ چائے پی اور آن لائن الوداعی تقریب کا آ جانا

میں یوں تو نہ بھول پاؤں گی

Nasir Khusrow Model Academy School, Ghulkin

By Mehreen Husain & Shanila Parveen,
MPhil 2021

In October 2020, we stumbled upon a community-based school in Village Ghulkin, named Nasir Khusrow Model Academy, while researching different schooling models in Gilgit-Baltistan as part of a research project at LUMS under the supervision of Dr. Soufia Anis Siddiqi. Nestled within the mighty Karakorum range, the school personifies resilience and strength. Interestingly, the school was inspired by Nasir Khusrow, a renowned poet, philosopher, traveler, and one of the greatest writers in Persian literature searching for self-discovery. This school also aims to cultivate the same inquisitive attitude and philosophy in their students. It is indeed a rare and delightful sight to see.



Upon visiting the school, we found the children to be engaging and responsive. Apart from the school building, everything else was in disarray, neglected, and required attention. After the end of our research project, we decided to continue our outreach efforts for the school and collaborate with the school leaders to create a concrete school improvement plan for them to implement. After doing a needs analysis and conducting several meetings with the principal, the faculty, and the Board of Governors, we decided to make a school improvement plan (SIP) spanning over four phases. In March 2021, we managed to implement Phase I of the SIP, a Capacity Building Workshop for the Teachers of Nasir-e-Khusrow Model Academy. This training was conducted by The Aga Khan University Institute for Educational Development, **Professional Development Centre, North (PDCN)** in Gilgit.

The training focused on developing teachers' professional capacity and enabling them to perform their roles more effectively in improving students' learning. The modules included students' learning needs in the 21st century, language and communication, school leadership, educational monitoring and evaluation, lesson planning, classroom management, innovative pedagogy and library skills development. The participants were responsive and found the training useful. The instructors at PDCN expressed their satisfaction with the participants' enthusiasm and contribution towards their personal and professional development.

Upon returning to the school in Hunza, the teachers have taken many initiatives and are keeping us abreast with their ongoing activities. One of the latest initiatives is the revival of a reading culture at the school, for which we have prepared a comprehensive age-appropriate reading list. Currently, we are collecting funds to replenish the library with storybooks for the children. The school has made a book club and will soon be hosting book review sessions.



We will implement Phase II of the SIP in the coming month of July. It includes the refurbishment of science and computer labs and maintenance of the existing building. Phase III will be based on the teaching and learning aspects of school life. We will introduce indoor and outdoor activities, and awareness sessions on health and well-being. Special attention will be given to indigenous games and stories that are passed intergenerationally. In the final phase of the SIP, we plan to help the school transition to **The Aga Khan University Examination Board (AKU-EB)**.



Additionally, we plan to host summer programs in which enthusiastic and passionate professionals from all over the country and possibly the globe will interact with our students. They will educate the children in new disciplines and their areas of expertise like art, life skills, agriculture, and tourism and hospitality. Apprenticeship in local art and crafts is vanishing gradually. We want to revive this stream of knowledge in our summer programs. We are now on the Board of Governors of this delightful community school and are currently raising funds to implement the remaining phases.

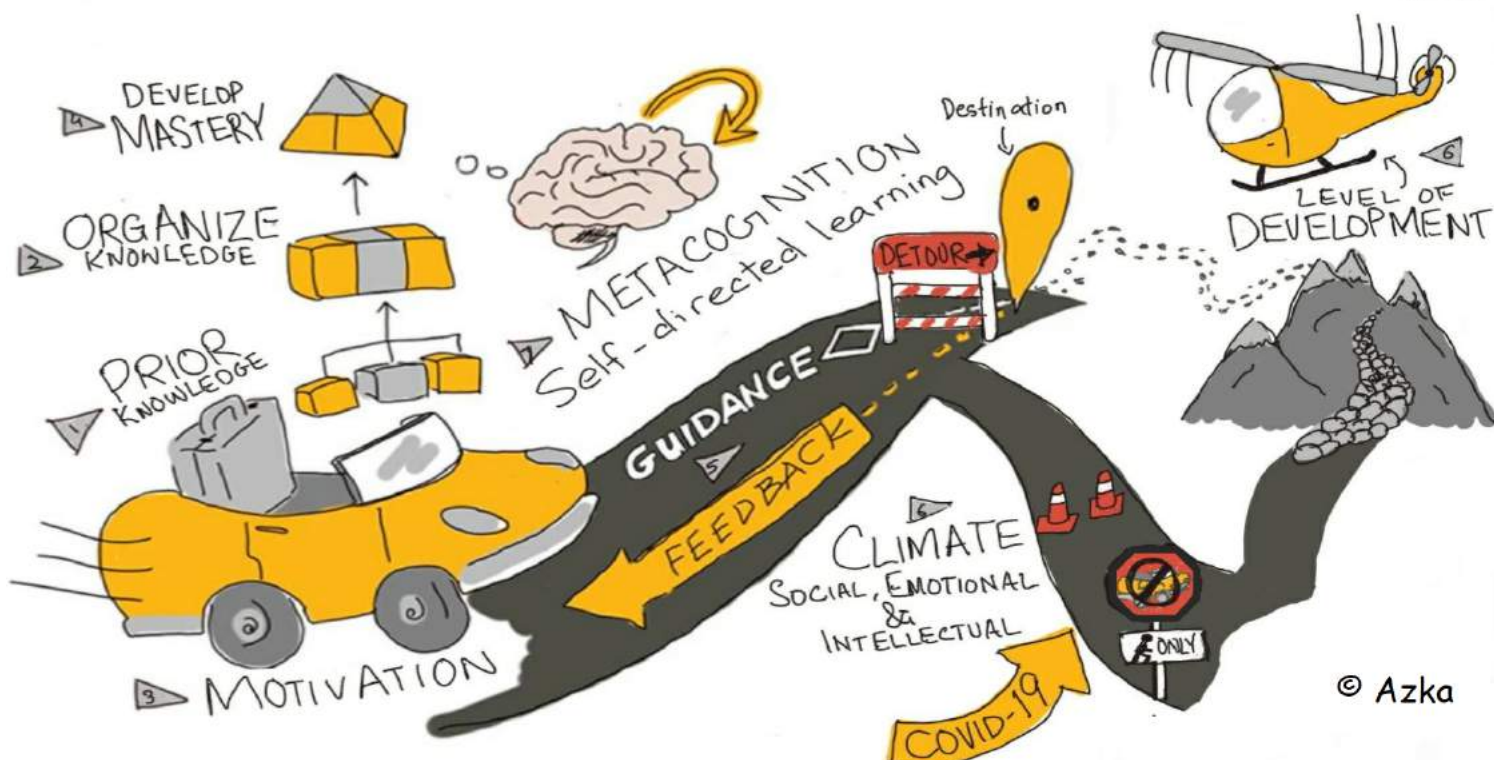


THE PROBLEM WITH "ACCESS" TO EDUCATION IS ACCESS TO "EDUCATION"

WELL THEY ARE RIGHT ABOUT INEQUALITY. THOSE WHO DON'T HAVE ACCESS TO THIS STUFF LABELED "EDUCATION" MAY END UP BEING BETTER OFF

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Adapted from:
2010
TROY BARKER



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PARWAAZ



Parwaaz, a project initiated by students of LUMS School of Education (SOE) MPhil Education Leadership Management (ELM), aims to inculcate social and emotional skills in children through means of digital media and applications. The project aims to channelize emotional recognition and vulnerability, teach simple coping mechanisms through mindful activities and create social awareness regarding the Coronavirus pandemic. Our current team includes Fatima Umar, Maydda Nabeel, Mohammad Ammar, Sehrish Mustansar (SOE students), Mominah Anwar, and Umm e Amara (CS students).

After a successful run of the pilot project, the MPhil students started working with SOE and CS faculty to design a social-emotional learning and self-regulation application for students of low-income households. The research aimed to investigate the needs and desires of these children and build a prototype to make learning accessible to them through an interactive mobile application.

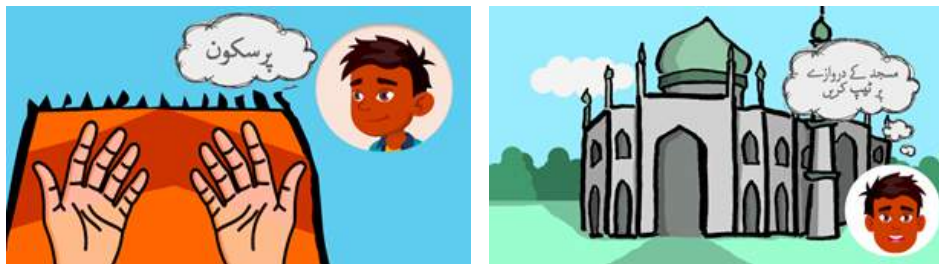


We used field research and contextual inquiry research to identify major themes. We wanted to develop an interface where children are able to trust the application and the personas in it, so they can virtually express themselves and feel that they have the freedom to regulate their emotions. After reflecting on the findings, an initial prototype was developed using design tools and was subsequently tested with the children. The feedback from the children helped us in analyzing what worked for them and which features should be excluded to make the design more user-friendly and engaging.

The data for the research was collected in three phases. The first phase consisted of a pilot study to gauge the acceptance of Social-Emotional Learning through technology and the accessibility of technology in the low-income strata. The second phase consisted of contextual inquiry. This helped us understand the context of the users and their needs associated with a mobile application. After a



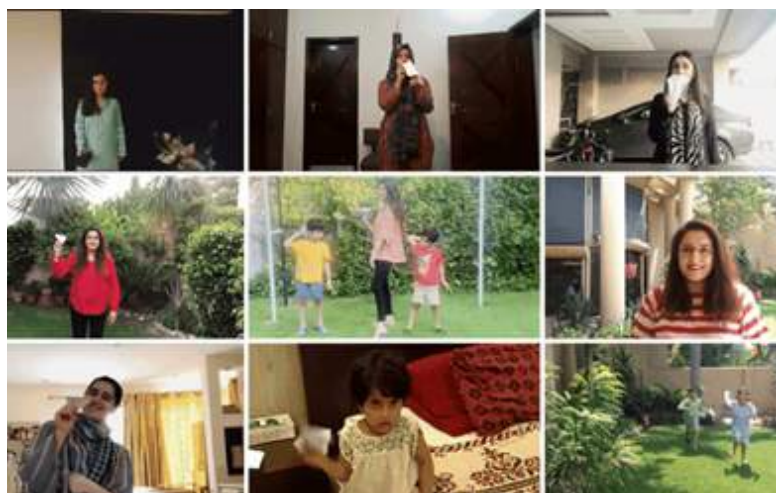
prototype was developed using Figma, the project stepped into the evaluation phase. The prototype was tested and re-oriented. The team took guidance from a child psychologist throughout the second and third phase of the project. Her advice on the ways young children interact and behave in low income strata helped the team in understanding the emotional needs of these children.



It was important for us to deeply understand the ways in which we could effectively communicate with the children through an interface. Our research facilitated us in recognizing factors such as the need to appreciate and keep children engaged in the task at hand, the preference of audio guidelines instead of written guidelines, coping strategies that worked effectively, selection of persuasive colour palletes and contextual interfaces for user engagement. All factors were included in the application to give the children a more personalized feel and connection. We are speculating the growth of this project in the future, as we continue to modify the design of the application. We also hope that as Social and Emotional Learning becomes a prevalent part of the curriculum and is recognized at a policy level, it would cater to the emotional and social needs of children



Recently, Parwaaz got selected as a startup to be incubated at the prestigious National Incubation Center, Lahore. Our team is immersed in receiving comprehensive training and workshops to develop a range of entrepreneurial skills. Through this initiative, we hope to bring a branch of education that caters to the emotional well-being of young children who belong to low-income strata across Pakistan.



We, as a team would like to thank Dr. Suleman Shahid for his guidance and feedback throughout the research and design process and Dr. Mariam Haider for providing insights into child psychology for the content creation of the prototype. Their support and advice has kept the project sustainable. We would also like to thank Sarah and SOE for believing in our mission and for taking it forward.

New Initiatives

THE LUMS DAYCARE

Earlier this semester, the Vice Chancellor's Office, in coordination with Dr. Faisal Bari, initiated an opportunity for students from SOE to work at the LUMS Daycare. MPhil students from the Education Leadership and Management program were later inducted as tutors to broaden the scope of facilities offered at the LUMS Daycare center by providing children with engaging activity-based learning opportunities.

The team of students from SOE developed session plans for children from different age groups, with activities based on arts, crafts, STEM education, physical activities, and mindfulness. With the aim that children at the Daycare would develop their motor skills, interpersonal skills, gain an awareness of physical and emotional health, and enhance their creativity and critical thinking.

Due to campus closure in the midst of our tenure at the LUMS Daycare, we were only able to conduct sessions for two weeks amidst COVID-19, which required us to follow SOPs meticulously for the safety of everyone involved. Experts in early childhood education say that responsive care and touch are useful in conveying information to students, as it is central to their cognitive and socio-emotional development (Field, 2001; Hertenstein, 2002; Stack, 2001). However, due to the pandemic, tutors had to maintain social distancing for the safety of the children. As a result, responsive care was limited to verbal cues, making it a challenge to effectively communicate with the children. Moreover, the children could not utilize outdoor facilities like the swings and playground due to safety concerns. Therefore, physical activities such as Yoga, Simon Says, Freeze and Dance were conducted at the Daycare premises instead.

As students and practitioners in education, this opportunity to work at the LUMS Daycare was a great learning experience for us. Firstly, working with young children in an early childhood care facility gave the tutors a practical understanding about how concepts like student engagement, student motivation, active learning, and adaptation were

implemented in real life. Moreover, the challenges which came along with the pandemic allowed us to explore creative and innovative ways to strategize our activities with the children. The main goal was to make sure that each child takes away some key learnings with them, and explores those elements of learning at their own pace.

The LUMS Daycare can be a great place for university students to engage with children and learn from their curious and instinctive nature. In addition, this opportunity can create more student jobs on campus, so that students are able to earn a monthly stipend along with gaining hands-on work experience. For students who are particularly interested in Early Childhood Education (ECE), it is an opportunity to observe, reflect and interact with children and propose ways to improve the quality of learning and engagement in the future. The overall environment of the facility is very welcoming and warm, where the children are provided with care and resources to develop and build on their methods of learning and engagement. Last but not the least, the staff at the Daycare is very helpful and accommodating as well.



By Fatima Aslam and Maydda Nabeel

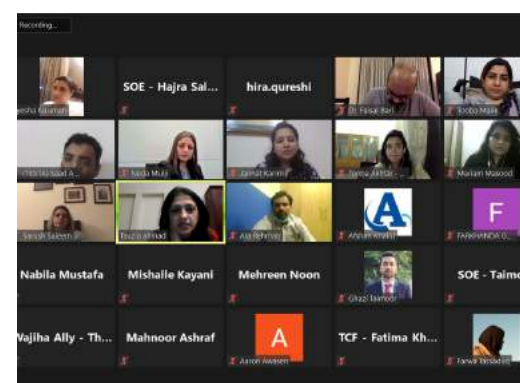
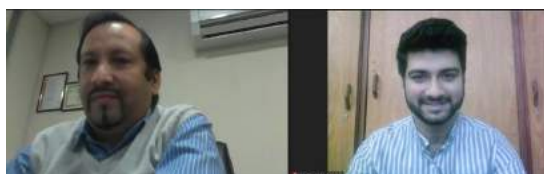
Career Placement at SOE

Each year our second batch of graduating ELM students undergo a comprehensive, skills-based professional training through the SOE Career Placement Program. This year, all sessions were organized virtually due to the ongoing pandemic, during which students were guided through professional resources, strategic sessions on resume writing, cover letter building, elevator pitches, and networking events. Moreover, a Career Placement Specialist, Ms. Saima Asghar, was also hired to carry out workshops and one-on-one advising sessions for students from September till November. Thus, developing students' professional interests, knowledge, and expertise appropriate to career opportunities available in Pakistan and globally.

An integral part of the placement program is for our MPhil students to interact with potential employers, who have substantive experience with the education sector. To do so, the graduating cohort undergoes **mock interviews** with industry specialists; this also provides students with a networking opportunity with relevant HR professionals in the field.

Moreover, earlier this semester, SOE organized a virtual Graduate Networking Event on April 7th, partnering with 16 organizations who have created an impact in the education landscape in Pakistan. Our graduates get the opportunity to interact with a diverse group of panellists, where they share their career interests and explore opportunities for recruitment. This year, employers from The Beaconhouse School System (BSS), Institute of Development and Economic Alternatives (IDEAS), Akhuwat, Centre For Economic Research in Pakistan (CERP), Aga Khan University, Durbeen, Teach For Pakistan (TFP), Punjab Skills Development Fund (PSDF), The City School, The Shalamar Trust, Ivy School, The Citizens Foundation (TCF), Oxford University Press, Deaf Reach, Noon Academy, and Technical Education & Vocational Training Authority (TEVTA) joined our networking panels over Zoom.

For our first year ELM students, the Placements' team at SOE and personnel from the Career Services Office at LUMS offer guidance on finding internships and work placements during semester breaks. Students are assisted with tips on networking with organizations of their interest to find leads for any hidden, advertised, or self-created internship opportunities. Colleagues at SOE also run a job advertisement group on Facebook called ESJ – Education Sector Jobs.



Humayun Ansari, a student of the graduating batch, while sharing his experience of mock interviews with Beaconhouse and IDEAS commented: "I was a bit skeptical as to how online mock interviews might turn out. However, the interview sessions were extremely beneficial as they were meticulously organized by the SOE team, where they placed each student with reputable and renowned educational institutions to prepare us for the future. Also, having one-on-one detailed guidance sessions with industry professionals to learn about the marketable skills in the education sector truly added value to my overall experience as an MPhil ELM student. Overall, my experience was a positive one, and I must thank the SOE administration for ensuring that we get the most out of these experiences despite the online learning format."

SOE Student Council

2021-2022

Ongoing Projects

- Working with the School Council to solve academics and student wellbeing related issues.
- Efforts to set up a Co-Curricular Committee with teaching fellows on board. Work with the academics department to send out an events calendar for the year.
- Work with the Placements Office (for fellowships, postgraduate, and job opportunities). Also, broaden awareness of its programs and priorities, and increase visibility of its programs
- On-campus part-time job opportunities for MPhil first years (TAs, RAs, other part time jobs)



M. Aqib Irshad
Class of 2021

Moving Forward

- Sessions with library (on off campus access)
- Workshops in collaboration with CAPS on how to cope with stress. Other sessions to be held based on popular student opinion.

After return to campus

- Meeting (chai/lunch at EDH) with faculty advisors (1-2 instructors) every month.
- Refresher courses for fieldwork related components.
- SOE meetups at the Khoka.



Noor-E-Muzammil
Class of 2022

“As much as we want to make LUMS a better place, we also wish to make our community more inclusive and responsible.”

GOODBYE, CLASS OF 2021!

An Ode to the Graduating Class

سفر تمہارا نیا ہے لیکن
ہر ایک رستہ حسین ہوگا

جو تم سے پُر تھے ، وہ کمرے اُن میں
پھر کون آ کے مکین ہوگا

تم جا رہے ہو مگر یہ سن لو
یہ واقعہ بھی سنگین ہوگا

تمہارے جانے کے بعد جانے
یہ منظر کیسے رنگین ہوگا ؟

ہمارے مکتب کی ہر اک جا پہ
تمہارا نقش مہین ہوگا

میرے قبیلے کا ہر اک طالب
تمہاری ضیاء کا امین ہوگا

ہمیں بھی تم پہ اک مان سا ہے
سبھی کو تم پہ یقین ہوگا

جہاں بھی جاؤ گے تم ہمیشہ
دعا کا حرف ہم نشین ہوگا

سفر تمہارا نیا ہے لیکن
" ہر ایک رستہ حسین ہوگا "

(نظم - کامران تاج (۲۰۲۱))

GOODBYE, CLASS OF 2021!

جستجو



Ammariya Rehman
"If you walk the
footsteps of a stranger,
you will learn things
you never knew, you
never knew!"



Azka Arif Khan Niazi
"Skadoosh!"



Eilya Mohsin
During quant class:
"Am I in the right 'stata'
mind. Is it a 'mean'
thing to say"
Google search: How to
reference google jokes?"



Farwa Tassaduq
"Empathy.
Perseverance.
Perfection"



Fatima Aslam
"Something about my
SOE experience - "We
have a good team. I'd
like to think we're
pretty good at what
we do.""



Fatima Umar
"Beyond the ideas of
selflessness and
narcissism, there is an
SOE. I will meet you
there."



**Hafiz Muhammad
Abuzar Ghaffari**
"Celebrate your
achievements. Often
chasing goals, we
forget to realize how
far we have come"



Hafsa Mansoor
"It is said, "Knowing
yourself is the beginning
of all wisdom." It gives me
great pleasure to say that
I have started knowing
myself through this
journey at SOE."



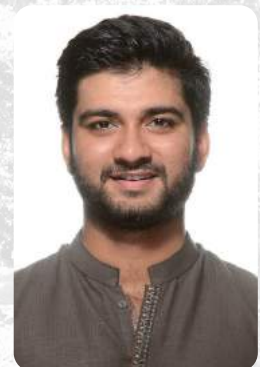
Hamna Husain
"Thank you, my dear
Abu. This is for you!
♥"



Hasnain Zahoor
"Smile, it is free
therapy."



Hirra Shahid
"Came to fix
education only to
have my own
education in crisis
because of the
pandemic."



Humayun Ansari
"Wish I could have spent
more time with my fellow
peers. Will cherish the
memories I made with
friends in SOE. Also, darn
you, COVID!"

GOODBYE, CLASS OF 2021!



Imran Hussain

"SOE is no less than an ideal nursery where people like me from run-of-the-mill institutes are being guided and matured in the relevant fields of knowledge and career."



Ishtiaq Azim

"There is no reason not to follow your heart."



Maira Shahzad

"Society has evolved past the need for LinkedIn"



Maria Babar

"Being kind, good, caring and constantly hustling is how you leave a legacy."



Mariam Durrani

"I see now that the circumstances of one's birth are irrelevant; it is what you do with the gift of life that determines who you are."
-Mewtwo, Pokémon"



Maydda Nabeel

"From a video Dr. Sadik shared with us in class: Something you might keep with you when the times are tough and even when the time is in your favour. "This too shall pass""



Mehreen Husain

"The best view comes after the hardest climb!"



Mishaal Ahmad

"Let the waters settle and you will see the moon and the stars mirrored in your own being!"



Mohammad Ammar

"Improvise, adapt and overcome!"



Muhammad Aqib Irshad

آپ جو بھی کریں، بہترین
انداز میں کریں کیونکہ
اوسط کارکردگی کے لئے
کوئی انعام نہیں ہے



Muhammad Kamran Taj

دلِ بینا بھی کر خدا
سے طلب
آنکھ کا نور، دل کا نور
نہیں



Quratulain Zulfiqar

"Class of 2021 would not have been what it is, without me"

GOODBYE, CLASS OF 2021!

جستجو



Sara Fatima

"I am the one who knows how to open a pack of biscuits during pin drop silence of leadership class."



Sania Zafar

"Smiles for miles!"



Zareena Qureshi

"Blessed to have studied at, and experienced the life and freedom at SOE. Happily bidding goodbye to everyone; I pray for your happiness. :)"



Sheeba Ajmal

"It's my strong faith in Allah SWT that has kept me going through a roller coaster ride during these 2 years. I have learned to never give up and always hope for the best, because I firmly believe Allah SWT always watches over us."



Sonia Malik

"LUMS is a living example of empathy and teamwork. It lifted me back when I fell hard on the ground after nerve-racking plight. I can't imagine myself at any other place better than SOE LUMS. It taught me the true essence of life. :)"



Suniya Aziz

"If you are neutral in situations of injustice, you have chosen the side of the oppressor.' -Desmond Tutu
#silentnomore
#palestineforever"



Sehrish Mustansar

"Life ko flow main chalnay dou."



Vareesha Khan

"Somewhere between sheer genius and utter lunacy, there's a field. I'll meet you there."



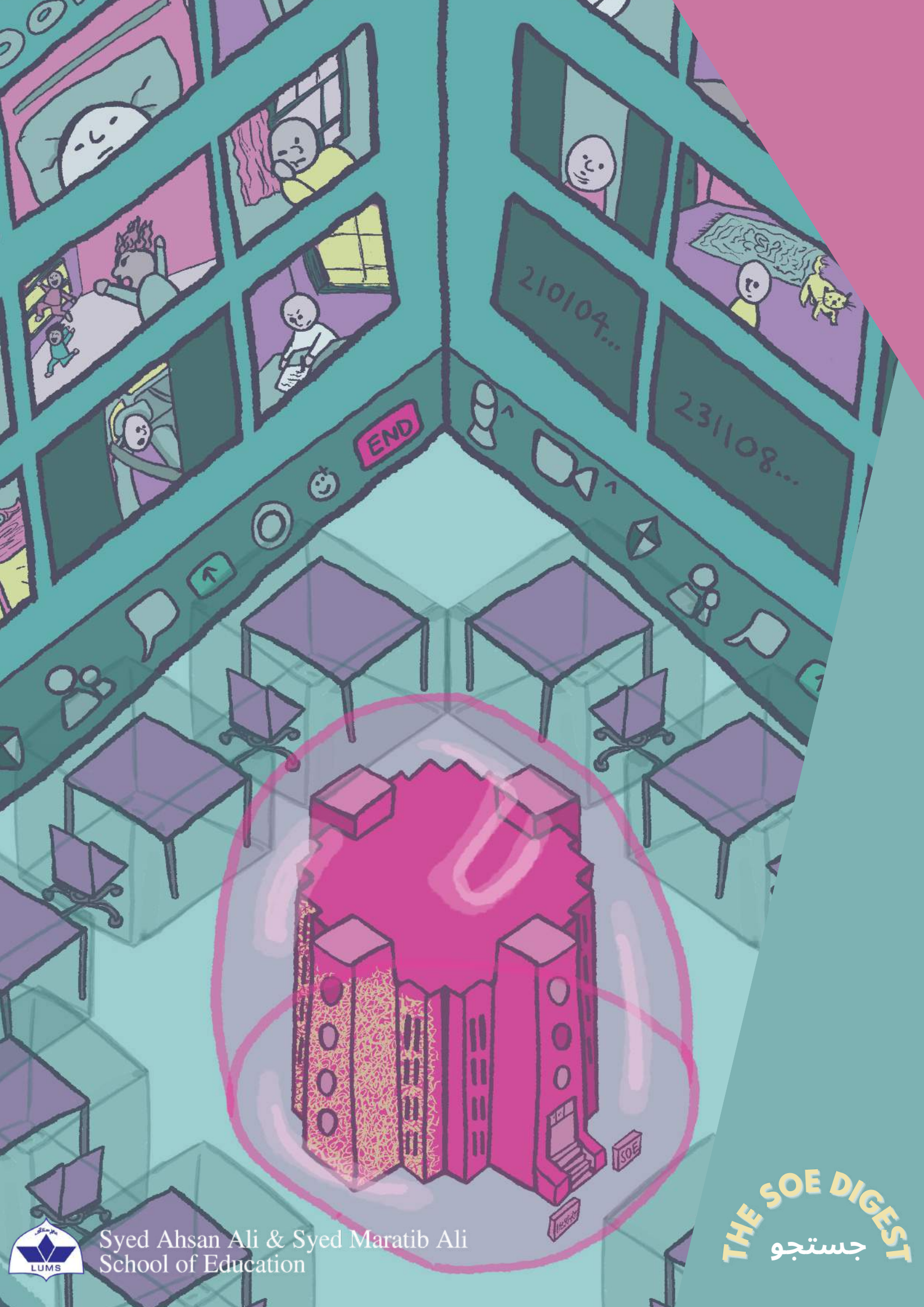
Shanila Parveen

"All I heard these past 2 years was 'Yaar Hunza jaana hai.'"



Syed Ahsan Ali & Syed Maratib Ali
School of Education

THE SOE DIGEST
جستجو



Syed Ahsan Ali & Syed Maratib Ali
School of Education

THE SOE DIGEST
جستجو