



3RD EDITION

جستجو

2020



Syed Ahsan Ali & Syed Maratib Ali
School of Education





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EDITORIAL TEAM



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DEAN'S MESSAGE

The Syed Ahsan Ali and Syed Maratib Ali School of Education (SOE) through its MPhil in Education Leadership and Management aims to produce reflective practitioners who are committed to spearheading education reform through research and evidence-based inquiry.

Over the past few years, we have welcomed cohorts of diverse, motivated and aspiring MPhil students. The student body features diversity across experience, region, gender, age, socio-economic background, ideology and interests. Female students constitute 64 percent of the MPhil class and about 28 percent of the students are LUMS alumni. Our first cohort graduated in May 2020. The final semester of the demanding and productive MPhil program saw students embedded in a semester-long “residency” rooted in field-based research, during which groups of students were placed in 13 educational organizations with impact to work on a mission critical problem of practice. Through a strategic, student-led project, supervised by faculty, our students have not only produced an analytical and reflective capstone for the MPhil programme, but have also been successful in developing research-based solutions to challenges encountered in the field.

The Undergraduate Minor in Education was launched in Fall 2019. Through the 15 diverse and innovative courses offered, undergraduate students got the opportunity to engage with foundational educational issues such as education and social justice, teaching and learning, and policy and practice. The SOE faculty has been a champion in operating at the nexus of research, policy and practice – affecting the domestic education landscape, through the implementation of innovative pedagogies, strategic research projects and policy engagements. This includes a myriad of government education task forces, international linkages and leading policy roundtables. Recently, SOE embarked on a large-scale project with the Education Department in Punjab, developing and implementing cascaded training for 300 Assistant Education Officers (AEOs) responsible for 3000 AEOs, in four districts of Punjab.

It is a testament to the quality of the MPhil ELM programme that amidst a global crisis, a large number of students from our inaugural batch were employed even before graduation! Our students undergo an unparalleled educational experience which enables them to practice adaptive leadership and thrive in the ever changing educational landscape. Through the Career Placement Program at SOE, our students underwent comprehensive, skills-based professional training which included strategic sessions on resume writing, mock interviews and a Graduate Networking Event with 20 employers participating. Our students have developed their knowledge and experiences appropriate to career opportunities – available in Pakistan and globally. This program enabled over 90% of the inaugural batch to secure employment during the pandemic.

Moreover, in November 2020 SOE launched its Executive MPhil ELM, a weekend-based programme designed for study alongside a full-time job. The degree will prepare working professionals who are looking to join the education sector to create transformative learning at every level and in every role – from teachers to district leaders, policymakers to entrepreneurs, learning designers to nonprofit leaders.

I am looking forward to seeing our graduates become resilient and reflective leaders, who will shape a reimaged education reform agenda for Pakistan.

Dr Faisal Bari – Interim Dean

SPEAKER SERIES



SOE provides various opportunities to its graduate students to benefit from faculty expertise and to 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.

CO-CURRICULAR EVENTS

- **AlumniConnect**
- **EduTalk**
- **EduSpeak**
- **Models of Educational Innovation**

AlumniConnect

The Inaugural Session



On November 25th, 2020, The LUMS Syed Ahsan Ali & Syed Maratib Ali School of Education formally launched its newest series AlumniConnect by conducting its inaugural session. The session was hosted by the School's Dean Dr. Faisal Bari and welcomed back three esteemed alumni from the School's first graduated cohort i.e. the Class of 2020.

The session invited Injila Rasul who is currently pursuing a Ph.D. at the University of Massachusetts Amherst, focusing on Computational Thinking which seeks to understand how individuals solve tasks in a series of actions, thereby, presenting individuals as creative problem solvers, in a larger application of Math and Science to Education. Our second guest was Talha Dogar who is currently involved in management consulting and is also working at the LUMS Learning Institute, aiding faculty development and new strategic initiatives such as course development. Last but not the least, our final panelist was Sumaiya Zafar who is currently working as a Lead Facilitator at Leo's Workshop and is also leading her own venture Jugnu – The Enlightened Learners. Sumaiya's work focuses on project-based learning that seeks to develop greater agency in children by improving their cognitive thinking and problem-solving skills. The session opened with the three panelists talking about their current work, where they are, and their future plans.

Our alumni mentioned how the School of Education helped them in their journeys, aiding them in getting where they are today. They particularly talked about the Dean Advising Sessions as a friendly but productive means that helped them work out a pragmatic career plan while providing them with the right amount of motivation to aim high and pursue their dreams.

They went on to talk about the diversity offered by the School of Education in terms of both the courses offered and the general student body that hails from a plethora of different places, bringing their unique set of experiences and view-points on the way the world of education works and ought to be, into the classroom. This diversity encouraged them to explore their own interests taking advice and guidance from the experiences of others, eventually finding their own niches. One's personality traits, they said, could also act as a boon or hindrance in helping figure out this career path. Regardless, the School and its general academic and non-academic environment assisted in this process of self-discovery.

The session concluded with a comprehensive Q&A round where current students asked about things such as employment prospects in the wake of the ongoing pandemic, tips on how to figure out one's own area of interest for further studies and/or professional work, and how former learnings from the classroom and interactions among peers continue to aid them today in their life after the MPhil programme.

The session formally ended with Dr. Bari thanking the three guests who were kind enough to return to their alma mater in a whole new capacity as sources of inspiration for their now juniors. It was heartwarming to see our alumni pursue their visions with such passion, determination and tenacity, and we hope to see our current students follow in the same footsteps, carving out their own unique careers and leading the education landscape.

Teach for Pakistan: From Classrooms to Systems



On January 30, 2020, LUMS Syed Ahsan Ali and Syed Maratib Ali School of Education hosted an EduTalk titled, 'From Classrooms to Systems' with its organisational partner Teach for Pakistan (TFP).

Dr. Faisal Bari moderated the panel discussion which featured six current and former fellows at Teach for Pakistan. The fellows have experience of teaching in under-resourced government, non-profit and low cost private schools in Lahore and Islamabad. The panelists, Arooj Naveed Haq, Zubina Hafeez, Tooba Akhtar and Asif Cheema, graduated from LUMS, while Ali Raza Jafri and Shajee Ahmed graduated from NUST and GIKI respectively. It was a packed event, attended by Dr. Arshad Ahmad (VC LUMS), LUMS faculty and students.

TFP Fellows shared their experience of witnessing the challenges faced by children who live and learn in poverty, and the subsequent impact on their learning abilities. Fellows Zubina and Ali spoke about domestic factors that affected the well-being of the students. They talked about the threat of early marriages and physical labor affecting academic performance. Fellows Shajee and Arooj also shared their experiences of dealing with problems including institutionalised corporal punishment practices in schools, and the academic gap faced by students in primary schools.

Having worked with students for nearly two years now, the Fellows discussed how the curriculum and assessment frameworks are oblivious to the real learning needs and challenges. The group also reflected on the personal journey of confronting their privilege and realizing the responsibility to provide access to opportunities to other students.

The fellows discussed various misconceptions regarding Pakistan's education crisis. While talking about the vilification of teachers as root of all learning problems, Arooj Naveed said, 'It is impossible to paint people as black or white. The same teachers that carry sticks in their bags to beat children are also the ones who hold free after-school tuition in their communities.' The fellows also discussed the broader systemic failures

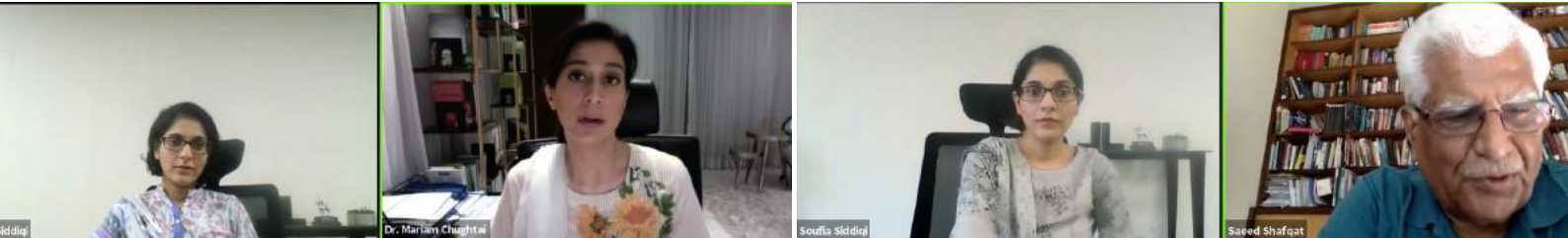
which set teachers up for failure: delays in the payment of salaries, inordinate number of administrative assignments distracting from the core work of teaching, and limited resources and opportunities for professional development. The fellows also discussed another common misconception regarding the lack of interest showed by parents belonging to low income households. While negating this, Shajee said that he cautiously reached out to parents asking for their support. Wanting to hold after-school remedial classes for his students in a Tarnol school, he was expecting backlash as most of his students work after school and the class would disrupt their work-schedule. However, parents wholeheartedly supported the initiative, waiting an hour or more to pick up their children. As a result of this collective effort, Shajee's students passed their board exams with significantly better results. "When we get into this work, we think, 'I can do this task and I know what is right' but we need to believe in the power of the collective which includes the staff, the parents and the students," said Shajee.

Fellows infused hope in the audience regarding the education crisis by sharing examples of students making rapid academic growth, inculcating confidence and self-belief, thinking critically and using their voice to stand up against bullying and corporal punishment. The positive change manifested not just in students but also in the Fellows. Most individuals who joined the Fellowship were not originally from the field of education but this exposure inspired them to take action and work towards system change in the long run.

Teach For Pakistan's ambition is to ensure that many more talented young people are able to access the Fellowship experience, and develop the understandings and leadership skills it will take to drive scalable and systemic change in the long-run. In recent years, the programme has become increasingly diverse to include future leaders who themselves have experienced educational inequity and injustice and want to ensure that Pakistan does better for the coming generations of children.



Pakistaniyat Firesides with SOE at LUMS



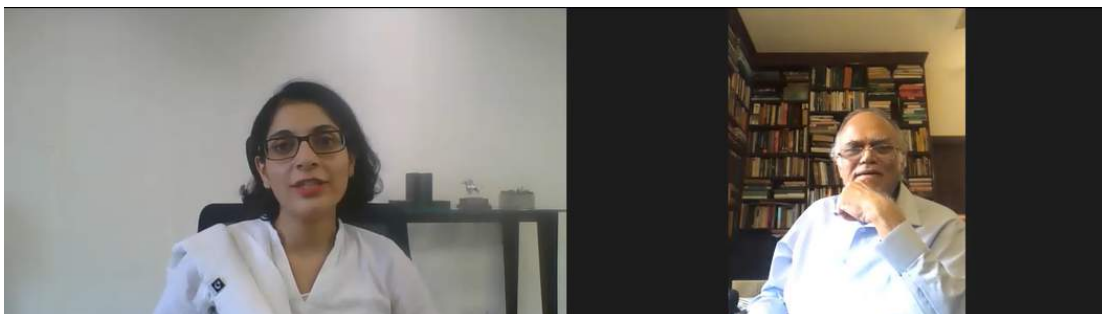
Between August 12–13, a three-part series entitled “Pakistaniyat Firesides” was conducted by Dr. Soufia Siddiqi, Assistant Professor at the School of Education. The talks welcomed Mr. Javed Jabbar, former Senator and Co-founder of the Social Policy & Development Centre, Karachi, Professor Dr. Saeed Shafqat, who is the founding Director of the Centre for Public Policy and Governance at FC College, and Dr. Mariam Chughtai, Assistant Professor at the School of Education.

The first talk was with Dr. Chughtai who discussed the role and future of history in the Pakistani education space, exploring how, if at all, education can serve as a tool to further the interests of a select few as opposed to those of the general population. Regardless of that, it was established that education can certainly help in the development of a Pakistani identity that embraces and respects diversity in all forms: gender, ethnicity, religion etcetera. One means it can do so is by the representation of Heroes – both women and men, that serve as role models for young children, heroes from across all walks of life. Towards the end, Dr. Chughtai made a worthwhile reference to Amartya Sen’s idea of the Plurality of Identity which does not limit one’s identity to one facet of their life alone; instead, it establishes how certain contexts demand different displays of identity which could all still be in congruence with each other. Therefore, hypothetically speaking, one could condemn violent state practices on grounds of being human first, while still being a citizen of that country.

The second session was with Dr. Shafqat on the origins of Pakistan Studies as an academic subject. He discussed the imperative role of the state in state-building as opposed to nation-building, where the latter should be abandoned to embrace the diverse set of nations present within Pakistan, in a

reference to the multi-cultural, multi-lingual and multi-religious diversity present. Using one of Faiz Ahmed Faiz’s ideas, he presented a three-tiered Pakistani identity analogous to the concentric circles of an onion. The inner most circle represents the Islamic value-system, followed by ethnicity (Sindhi, Punjabi, Balochi etcetera), and lastly the outermost circle is represented by the national territory with mountains, plains, rivers, islands etcetera. Dr. Shafqat proposed that the best way perhaps to head towards the creation of a strong state is by creation of an atmosphere that focuses on research and the use of data, and by empowering local government bodies and institutions such as the Council of Common Interests, in a larger attempt to share power across all levels of governance.

Last, but not the least, the final session with Javed Jabbar was held on a day of national significance i.e. the 14th of August, or Independence Day, and it was an excellent reminder of the promising potential that Pakistan holds. Rather than treating its past as a source of nostalgia, he suggested looking into the young country’s past, particularly the first 18 years of its existence, to draw some valuable lessons on how to progress forward once again. He suggested seeing the state not in isolation, though, but as a manifestation and extension of society itself. The state, therefore, should be made to accommodate the demands of the common man through its elected representatives. Additionally, he suggested that values of democracy should not be limited to the state alone but rather ought to be practiced across all levels of society – including within the family, in an attempt to establish a general democratic culture. And lastly, he emphasised the importance of transparent accountability across all tiers of the state and its institutions.



COVID-19: Reopening & Reimagining Schools



With the emergence of COVID-19 as a universal crisis there has been a huge hit on the education sector across the globe. This is even more pronounced in countries of the Global South such as Pakistan. Syed Ahsan Ali & Syed Maratib Ali School of Education, in this regard has been at the forefront of steering discourse around this massive calamity and its impact on the academic realm.

The School has actively been involved in identifying and addressing COVID-related educational implications for the country, while engaging relevant stakeholders in the conversation. One such initiative was the webinar held on Friday, 23rd October. As part of the ongoing EduSpeak series, the Office of Partnerships connected with select partners to deliberate upon re-evaluating schooling practices, and conceiving new, innovative approaches for teaching and learning during the pandemic.

The webinar titled “COVID-19: Reopening & Reimagining Schools” was moderated by Director Office of Partnerships, Ms. Mehreen Noon, hosting a range of distinguished panelists, who discussed matters such as the unique challenges around educational delivery, expected learning losses, assessments, teacher training, curriculum modifications and student health and safety concerns.

The panelists included Shehryar Salamat, Executive Director SEML, a school network encompassing SICAS, Kids Kampus, and Salamat, Abdal Mufti, Head of Research at PMIU, School Education Department, John Proctor represented City School Group where he oversees the language and literacy department, Ammar Rashid, owner and Director Academics at Al-Beruni International School, and Zareen Niazi, Executive Director of Ala-ud-Din Academy, a high-school for girls and Director DAMEN Support Program, a microfinance institution in Lahore.

The panelists presented unique insights and highlighted the critical steps necessary to move forward in case the pandemic continues into the year 2021. The session closed with final remarks from Dr. Faisal Bari, Interim Dean of the School of Education. He stressed the need for constant dialogue and collaborative efforts for effective future initiatives, in order to successfully steer Pakistan's educational sector through the pandemic.

The Global Learning Crisis: What We Do Know, What We Don't Professor Lant Pritchett

The LUMS Syed Ahsan Ali & Syed Maratib Ali School of Education hosted a talk by Professor Lant Pritchett, on February 7, 2020. The talk titled "The Global Learning Crisis: What We Do Know, What We Don't" was jointly organized by the Mahbub Ul Haq Research Center at LUMS, Harvard Club of Pakistan, Oxbridge Society of Lahore, The Harvard Mittal South Asia Institute, Center for Economic Research in Pakistan (CERP), Research for Improving Systems of Education (RISE) Pakistan, and Country Research Team (CRT).

Professor Pritchett began by stating that nearly everything that is known about education reforms, everything that donors are bringing in as solutions, "won't work". Addressing a room packed beyond capacity with students, faculty, staff, and prominent figures from the civil society and the education sector of Pakistan, Professor Pritchett cautioned that everyone needs to acknowledge that the world is confronted with a real learning crisis and that this crisis is from top to bottom, with the "poor getting no education at all and the rich getting bad education". "It is not just an issue of the developing world, even the elite", he stated, "are not doing well". He explained that the past 50 years saw a massive expansion of schooling. However, "educational outcomes were not at all what had been hoped for them to be from this expansion". The schooling that this expansion resulted in was a "system aligned for access", and most education systems simply became "systems of selection" that "selected students who got it right; selected the capable". The world is confronted with a global learning crisis because systems of education are not "coherent around learning". "And changing this will not be done through piecemeal reforms".

In his scathing critique of global reform agendas, Professor Pritchett singled out some strategies to improve the quality of



education that would definitively not work. The first is to "wait and see"; and to let technology and economic growth take its course. He said that it would take around 150 years to show any results, given the current quality of education and levels of learning. The second strategy bound to not produce results is "more schooling" – to insist on longer and longer schooling with the belief that if students are not learning in primary, they might learn by secondary or tertiary.

The alternative proposed was "an education system that was coherent around learning", and which focused on "universal, early conceptual and procedural mastery of basic skills". Countries around the world are racing through long curricula by way of "rote procedural mastery", leaving no time for "conceptual mastery". He insisted that this needed to change otherwise the progression of the education trajectory would be difficult. It is, for example, important to understand multiplication or solving fractions at a conceptual level, as opposed to algorithmic or mechanical memorizations. Learning entails a "transformation in the learner", and that requires an increase in basic capabilities of learners. A coherent education system, which is coherent system-wide, would require the society to agree on reasonable and coherent learning objectives. He explained systems, coherence and incoherence in detail.

The talk was followed by an insightful question and answer session. Responding to questions about equality, inclusion and access, Professor Pritchett said that "in the poorest functioning systems in the world, there is nothing to be included into". He noted that improvement is going to be difficult, and that we need to begin with realism about the challenge confronting us.



Engaging Students through Partnership Dr. Bruce Wainman



On March 4, 2020, LUMS Learning Institute (LLI) and School of Education (SOE) at LUMS jointly organised an Eduspeak titled, 'Engaging Students through Partnership' conducted by Dr. Bruce Wainman.

Dr. Bruce is the Director of the Education Program in Anatomy as well as the Surgical Skills Lab at McMaster University. Bruce is a Professor in the Department of Pathology and Molecular Medicine, an Associate Member of the Department of Obstetrics and Gynecology at McMaster University, an Adjunct Member of the Department of Surgery and the Coordinator of Biological Sciences for the Ontario Midwifery Consortium.

He is also known for having engaged some 50 students as partners in his research over the last decade at McMaster University. In his talk, Bruce shared his experiences and insights on how he incorporates students as partners into research investigations, course design, and even joint publications and presentations. Partnership work has had a meaningful impact on him and his students' engagement and learning.

Models of Educational Innovation

Aga Khan Education Services, Pakistan



On 31 January, 2020, SOE hosted a speaker event, under the Models of Educational Innovation series. A delegation from the Aga Khan Education Service, Pakistan (AKESP) consisting of senior management and school leadership visited SOE, and presented on the strategic roadmap of their organisation.

Aga Khan Education Service, Pakistan (AKESP) currently operates 156 schools and five hostels that provide quality pre-school, primary, secondary, and higher secondary education services to students all across Pakistan. These schools have an enrolment of about 44,500 students and employ over 2,200 teachers. AKESP is also supported by more than 2,000 volunteers. All Aga Khan Schools follow the national curriculum and place special emphasis on the teaching of English, Mathematics, Science and Information and Communication Technologies.

The presentation by Mr. Aien Shah, Head of Education, AKESP, covered the historical evolution of AKES in the sub-continent, recent developments in reshaping the institutional portfolio, future roadmap and pedagogical implications; how direction given by His Highness the Aga Khan informs teaching and learning in schools. The event ended with a fruitful discussion and Q&A session.



Models of Educational Innovation

The Ivy School

On February 20, 2020, the Syed Ahsan Ali and Syed Maratib Ali School of Education (SOE) at LUMS invited the Ivy School to discuss the ideas of educational innovation that are being implemented by the organisation. The presentation was part of the SOE Models of Educational Innovation Series, where practitioners are invited to present interesting and innovative solutions to problems of access and quality in education. This interactive forum provides students with a chance to critically reflect on the organisation's theory of action/change, the scale and sustainability of the model, as well as its larger policy implications.

The Ivy School is an independent private school based in Karachi founded by Ali Anwerzada and Aliya Hashim in 2018. At Ivy, the curriculum and ethos of the school follow the philosophy of Outward Bound Schools, USA. The curriculum is project-based with a strong emphasis on character development and service. The school follows a mastery-based approach to learning and every student is given personalised attention. Learning is supported through daily mentoring, real-world problem-solving and a culture that engenders student voice and agency.

The presentation covered inquiry and mastery, content based literacy, whole child philosophy, service-learning projects, and student-engaged learning. The event concluded with an engaging Q&A session where the MPhil students and the speakers engaged in meaningful debate on critical issues.



Family Education Services Foundation (FESF)

On March 5, 2020, SOE hosted a session under the SOE Models of Educational Innovation series, conducted by Family Education Services Foundation (FESF).

Family Education Services Foundation (FESF) was established on 27 September 2002 as a not-for-profit entity by like-minded educators with a foundational goal to provide high-quality educational services and build capacity in some of the most neglected sectors of Pakistani society. They invest in educational development and provide innovative training programs and services, empowering the recipients, especially disadvantaged and marginalized people to gain competency and realize their full potential through its unique Deaf Reach Program.

The session was conducted by Richard Geary, who talked about the Deaf Reach school-model. He also talked about inquiry and context in education, and discussed some innovative solutions. Challenges related to the school were also discussed in terms of design, implementation and evaluation. Richard Geary also had a rich exchange of discussion with the audience on the potential areas of concern in near future for the school.



Faculty Spotlight - Dr. Soufia Siddiqi



Dr. Soufia A. Siddiqi is an Assistant Professor at SOE, LUMS. She's a Rhodes Scholar and has a DPhil Education from University of Oxford, MSc Comparative and International Education from St. Anne's College, and Bachelors in Economics from Government College University Lahore. She also works as a Research Director for Mahbub Ul Haq Research Center (MHRC) at LUMS, and serves as a representative for their education cluster.

Could you tell us about your field interests and current research undertakings?

I really like understanding how poorly designed systems ruin learning experiences.

So, for instance, one of my current projects explores how teachers in the public system in Pakistan end up competing between the demands of public duty as both an officer of state and somebody's classroom teacher. The result is frequently that they do neither one very well, which brings down our entire education service delivery process – academic or not.

The other question I spend time thinking about with a team of like-minded researchers is just how effective education governance efforts have been in our country. What kind of model can realistically work to drive meaningful education reform and change down to the grassroots level within Pakistan's peculiar political economy? Maybe a question for the ages, when one thinks about education in Pakistan, but such a crucial one if we want to change the way we design reform.

And then there is my most favourite question, the one I return to when I need to feel most like myself, which is to ask what it means to be a young Pakistani. Ironic, perhaps, that a question feeding into a larger more complicated conversation around national identity crises is the one that makes me feel most like myself, but I think it represents – for me – the most important question of my life as a citizen of Pakistan. So, it is very close and personal to me. This is the one I explored for my DPhil, the one I would most like to turn into a book now, and the one I am likely to return to over and over for the foreseeable future.

What's your approach to collaborating with MPhil students at SOE?

I try to embody a collaborative work ethic based on forgiveness, insight, and objectivity for, and around, my students. This is not to say I don't recognize we all have our positions and respective experiences to grapple with, or that the politics of who we are as people don't constantly interfere with the lens through which we view the world. But it is to say that I want my students to understand that some of the best work emerges from people learning to work past those positions to move towards shared experiences. The experiences I really enjoy are the ones in which people can pool their ideas and skills together to imagine, design, write, and conduct really fun research projects so that the findings can lead to improved policy and public discourse. That's what I want to keep doing with students at the School, and I certainly hope they want to work towards that aspiration as well!

A career in education demands constant innovation, especially when faced with a multitude of existing problem areas, what advice would you give to students looking to create positive impact through their work?

Take each challenge as a new opportunity to learn and grow. Look back just long enough to remember the mistakes and how not to repeat them, but don't get caught in a nostalgic longing for simpler (or easier) times. Education, more than most other fields, requires incredible amounts of innovation to keep up with the changing pace of human thought. One is constantly surprised by how little of education thinking gets featured in writings that look for 'trends' or 'innovation'. Learning is the most innovative process there is! So as somebody looking to make a dent in the education sector – whether here or abroad – just take the challenges as they're coming with an onwards and upwards attitude.

Also, learn to look for perspective. There is nothing useful in life that can possibly emerge from confrontation. Better to try and step into the other person's shoes than gear up for confrontation. Slightly old-fashioned, perhaps, but always a winner strategy for long-term engagement.

I wish somebody had given that advice and its accompanying logic to me in this format when I was about 25.

What are your aspirations for your students at SOE?

To become autonomous and empathetic critical thinkers, no matter their age or place in life. I recognize there are many other values we want students to embody, such as leadership and change-makers and such. We want them to be strong researchers and intelligent contributors to social conversation on important matters regarding the education of our future generations.

But I genuinely believe if one has the ability to think, the ability to feel, and the ability to care, everything else will fall into place.

Partner In Focus

Akhuwat

Akhuwat is a philanthropic organization that offers service delivery in various sectors and is widely acclaimed for providing interest-free microfinance loans to people belonging to the lowest socioeconomic groups. Moreover, Akhuwat Education Services (AES) manages over 300 public schools under their public-private partnership through PIMA. In its educational domain and has two independent colleges in Kasur & Faisalabad.

Much of Akhuwat's success is attributed to Dr. Amjad Saqib, the founder of the organization. Dr. Saqib is an esteemed figure across many circles in Pakistan, his ideas on leadership based on solidarity, love and compassion have brought about transformative social change in communities that Akhuwat has engaged with. In this year's Akhuwat Fellowship Program, the first to be conducted virtually, Dr. Saqib's advice to future leaders was to, *"Have a dream for yourself, then transcend and have a dream for others. Once you work towards achieving the idealized image of yourself, you will become useful for the world around you too."*

Akhuwat is one of SOE's initial partners for the MPhil Education Leadership & Management programme. A MoU with the organization was signed on 17th September, 2018. Consequently, both organizations have a strong affiliation and collaborate over multiple avenues related to educational research and dialogue.

One of the many areas where Akhuwat partners with SOE is for the MPhil Students' research and field work. The inaugural cohort worked closely with Akhuwat on Transforming Rural Communities through Schools by developing a Teacher Training Manual supporting teachers in promoting hygiene in the rural community. It addressed the need and procedure of how schools should be transformed to undertake health

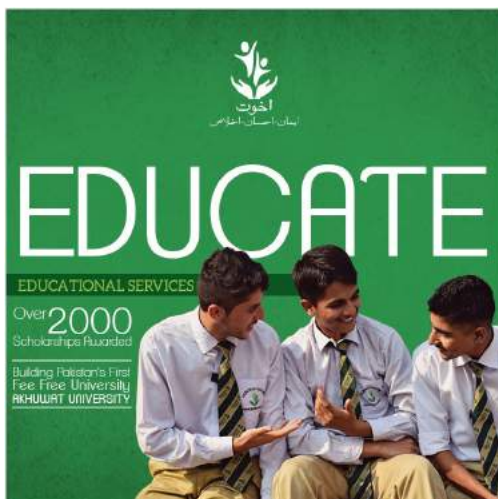
related initiatives in their respective local communities. This capstone project led by the students with faculty support proposed solutions for some of the challenges confronted by the organization.

During the pandemic Akhuwat has led various initiatives to mitigate the effects of the virus through an emergency Corona Relief Loan Program which has helped around 5000 families of daily wagers.

To mitigate the closure of schools during lockdown, AES adopted remote learning measures. They prepared and delivered learning packs for their students and through teacher-student communication over WhatsApp and SMS, they remained connected to their students to try and manage accumulative learning losses at school level. At the college level, platforms like Google Handouts and Ilm ki Duniya were used to deliver live lectures and grant access to syllabus and subject related content.

During the lockdown, the School of Education connected with select partners to discuss critical issues around educational innovation, expected learning losses and challenges involved in supporting the vulnerable groups of the community during COVID-19. Additionally, through the aegis of the inaugural Dean, Dr. Tahir Andrabi, the School engaged with high level representatives from Akhuwat in a substantive dialogue on the challenges of the pandemic and how to deal with this unprecedented emergency.

Currently, for their capstone practicum assignment, the graduating batch of MPhil students is working with Akhuwat in conducting a Benchmark Study on Public Education Systems in Response to COVID. This engagement aims to provide some relevant solutions to the organization as they grapple with COVID related consequences.



Field Engagement

Final Year Practicum Projects 2021

- **Akhuwat**

A Benchmark Study on Public Education Systems in Response to COVID-19

- **Taleemabad**

The Taleemabad Classroom Model

- **Beaconhouse School System**

Evaluation of Student Learning using Online Tools

- **City School**

Comparison on IT Based & Kinesthetic Learning in Early Years Education

- **Al-Bernui**

The Impact of Flipped Classrooms: Approach on Student Learning in Primary and Secondary Schools

- **Idara e Taleem o Aagahi (ITA)**

Children Literature Festival

- **Punjab Examination Commission (PEC)**

- Development of Assessment Framework
- Summative vs. Formative Assessments

- **Programme Monitoring and Implementation Unit (PMIU)**

Functional Ability Indicators

- **Technical Education & Vocational Training Authority (TEVTA)**

Development of Faculty Improvement Program (Training & Methodology)

- **SABAQ**

The Co-relation between Student Engagement and Learning Outcomes: An Analysis of Muse's Content

- **The Citizen's Foundation**

Distance Learning and Support through Ilm Ka Aangan (Edutainment Magazine) and Ilm Ujala (Volunteer Program)



IDARA-E-TALEEM-O-AAGAH
CENTER OF EDUCATION AND CONSCIOUSNESS



THE CITIZENS FOUNDATION

MILESTONES



This section is dedicated to new initiatives and notable milestones achieved by teams across SOE over the past year.

**Executive
MPhil**
Education Leadership and
Management

2 Year Weekend
Programme

ADMISSIONS OPEN



AEO Training Initiative



In collaboration with the Quaid-e-Azam Academy for Educational Development (QAED), the School of Education is piloting the PESP II AEOs Training Pilot Project across four districts of Punjab (Chakwal, Faisalabad, Mianwali, Bahawalpur) targeting approximately 360 Assistant Education Officers (AEOs). Approximately 3000 AEOs are responsible for both mentoring and monitoring schools across the Punjab, working in clusters of 10-12 schools each to provide specific teaching/learning assistance to government schools through their head-teachers and/or teachers. These AEOs are motivated citizens, most of them having recently completed a Masters degree.

The intervention is premised on the hypothesis that a redesign of training processes that engage AEOs in the delivery of mentorship/support from the earliest stages of their induction can play a significant role in converting their role from a largely administrative and monitoring one into a majorly school mentorship and support role. Designed by SOE Faculty, the distinct Education Leadership and Management (ELM) training curriculum is based on the School's signature MPhil ELM model and comprises a two-week in-class training component followed by a week-long field training.

Knowledge transfer of the cross-cutting themes and best practices was achieved through six training modules and blended learning technology – Communities of Practice, Leadership, Financial Management, School Improvement Planning, Observation and Feedback, Data Information.

In the first cascade, the 40 Master Trainers (comprising Education Officers, District Subject Experts (trainers and teachers) and AEOs) were trained by SOE Faculty in November, 2019 (Lahore). The MTs then went through a week-long field training component in primary/elementary schools in Lahore. The purpose of the field component was to offer a hands-on experience to MTs of doing the work of AEOs (that they would train in the second cascade) and give them real-time exposure to challenges in education leadership while they were still in training.

In the second cascade, the 40 trained Master Trainers (MTs) trained 239 AEOs across the four districts in December 2019. Of the total sample of approximately 360 AEOs, 239 AEOs constituted the treatment group (in receipt of ELM training), while the remaining approximately 121 served as the control group (included in the study but did not receive any training). During the Practicum field training (13-17 January, 2020), the trained AEOs returned to their schools/communities to implement major parts of the in-class training.

The pilot will conclude on the AEO Reflective Learning Component in which the trained MTs and AEOs will reflect on lessons learned, challenges encountered and discuss how problems were solved using data, structured research approaches to assessing the school environment, and empathic/experiential leadership to motivate and guide school (leadership) despite evident constraints to AEO autonomy.

Student Engagement



Parwaaz is a project initiated by the SOE MPhil Education Leadership and Management (ELM) students which aims to inculcate social and emotional skills in children who are out of school during the lock-down. The project aims to channelise emotional recognition and vulnerability, teach simple coping mechanisms through mindful activities, and utilise digital media to create social awareness regarding the Coronavirus pandemic. The activities are designed for children aged 4-13 years, belonging to families of the custodian/MBM staff employed at LUMS. Along with imparting knowledge and awareness, the project also aims to uncover the most effective teaching methods which ensure that learning becomes an ongoing, sustainable process for the children.

Parwaaz includes MPhil ELM students, Sehrish Mustansar, Fatima Umar, Maydda Ussama, Maira Shahzad, Farwa Tassaduq, Hirra Shahid, Asma Shahid, Zareena Qureshi, Muhammad Kamran Taj, Hafsa Mansoor, Mohammad Ammar, Husnain Zahoor, Maria Babar, Mishaal Ahmad, Mariam Duranni, Sania Zafar, Fatima Aslam, Muhammad Abuzar Ghaffari and volunteer from Aitchison College, Mohammad Saeed Mahmood.



The students created a YouTube Channel where they upload content divided into categories for children under 8 and under 12 years of age. The videos contain stories, songs, morals, arts and crafts and other activities that the students can engage with. Coronavirus is a major theme for the videos as they want to educate children on the pandemic. The content aims to spread awareness about COVID-19, social distancing, use of masks, and cleanliness by using engaging strategies.

Along with the video content, the students also dispatched stationery pouches with material for activities, which was collected by the custodian staff members from LUMS. Once the pouches were delivered, detailed messages containing the YouTube link for the respective video of the day were sent to the parents so that they may be able to help the children.

Undoubtedly, many challenges arose during the implementation phases of the project. Upon inquiry, the MPhil students shared that,

"We had to ensure that the children are actually watching videos. We were able to conduct a telephonic survey with the parents and children to get their feedback on the quality of the episodes and the effectiveness of the channel. Two rounds of calls were made, which helped us get a deeper insight into the advantages and challenges of online learning. Our findings showed that factors such as lack of internet availability, lack of time, lack of accessible devices and lack of creation of appropriate boundaries for the students to learn online were major hindrances. Some of the challenges were overcome by the parents themselves, in the most creative of ways, such as downloading the videos from LUMS and then bringing the downloaded videos back home for the kids to watch. We also found that since mostly only one mobile device was available per household, some children only had access to the mobiles during the evening when their fathers returned home."

After a successful run of the pilot project, the MPhil students are now working with SOE faculty and CS faculty to design a social emotional learning and regulation application for students of low income households. Rigorous research was also conducted by reading the already available literature on SEL. Currently, for the purpose of user research, various field visits to low income schools are being conducted along with interviews with the child psychologist for the development of the application.



Executive MPhil ELM

The Institute for Education Development (IED) has been spearheading the development of the Executive MPhil Education Leadership and Management (ELM) Program since July 2020. On 2nd October 2020, the Executive MPhil ELM proposal document was presented to the LUMS Graduate Programme Committee (GPC), where the degree programme was unanimously approved.

The program has been created in response to an expanding demand for educational services in Pakistan, and an accompanying shortage of decision-makers and leaders in the sector. Since its inception, the SOE has successfully graduated its first cohort of 45 students from its standard MPhil ELM program in 2020. The School of Education also conducted successful enrollment for the graduating classes of 2021 and 2022 and currently has 39 and 45 students enrolled in each cohort, respectively.

Operating at the intersection of research, policy, and practice, this new program builds on the School's aims to provide strategic direction to the educational landscape in the country. The program structure underscores the need to enhance research-based analytical capacity in educational practice. It also feeds into the School's long-term vision to shape education policy through the development of robust academic and policy networks.



"Leading reforms in education sector, at all levels, is a difficult but a much needed task. Join us in a journey of exploration, learning and self-discovery that will equip us all to better manage and lead this important task."

Dr. Faisal Bari | Interim Dean

The Executive MPhil ELM enables practitioners working in the field to successfully complete a master's program without exiting the job market. The course structure, pedagogy and assessments of the program will suit the needs of such working professionals whilst maintaining the quality and rigor of a master's level degree from the School of Education. Admissions for the program are now open, please visit our website for more information.

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- 12 years of minimum work experience
- 16 years of Education
- GRE/GMAT score

Goodbye, Class of 2020!

Virtual Farewell

Graduating amid a global pandemic, the School of Education's inaugural Class of 2020 was unfortunately denied many traditional milestones including a regular farewell event. Regardless, an attempt was made to provide the students with some semblance of closure in a virtual Farewell ceremony on June 3. The online farewell also bid goodbye to the School's inaugural Dean, Dr. Tahir Andrabi, who conceived the School and its MPhil Education Leadership and Management programme.

"Graduation during the COVID crisis was definitely not something I was looking forward to but the virtual farewell changed all that! It was amazing to see everyone's faces and to hear everyone's voices. It honestly felt like a warm, cozy get-together. To top it off, Ali Sethi's melodious voice just made everything better! I honestly was surprised at how much I enjoyed the event and was touched by the thought and effort that went in to arranging it all," shared Jannat Karim, a graduating student.

The farewell had Syed Babar Ali, Founding Pro Chancellor, LUMS; Dr. Arshad Ahmad, Vice Chancellor, LUMS; Dr. Tahir Andrabi, Dean, SOE; Dr. Mariam Chughtai, Associate Dean, SOE; Shaila Andrabi; SOE faculty; staff and students, in attendance. The enthusiasm and energy level of the students was high; emotional goodbyes, nostalgic memories, a musical performance and laughter fits, the Zoom farewell had it all. Moderated by Dr. Mariam Chughtai, the event started with the announcement of awards. Dr. Tahir Andrabi announced the students placed on the Dean's Honour List. Dr. Arshad Ahmad announced the Leadership and Service Award and Syed Babar Ali, along with his parting note to the class of 2020, announced the NMF Award. The capstone distinctions were announced by Shaila Andrabi, acknowledging select practicum groups for their outstanding projects.

The award announcements were followed by a farewell video for the class of 2020, interactive activities and exciting performances by the junior cohort, heartwarming speeches and emotional poems by the graduating class, a farewell video for Dr. Andrabi, and a musical performance by Ali Sethi.

Addressing the students, Dr. Andrabi shared a heartfelt message. **"This is a very special time for me, because I started my journey at LUMS with all of you and now symbolically ending our association with LUMS at the same time. I can say with pride that the way you have come all this way, you have earned the right to be called the 'Inaugural Graduating Class of the School of Education.' The way you have handled yourself with courage, grace, determination and compassion makes me really proud."**

Speaking to the graduates, Syed Babar Ali stressed on their responsibility towards the society. Talking about learning being a life-long commitment, he said, "Your degree is the first step in your ability to learn, but your learning does not stop here. There is so much to be gained and learned in this world and there is no limit to how much one can grow. The most important and crucial thing is to share that knowledge with others."

Speaking about her SOE journey, Sundus Khalid shared, **"What was most significant about my SOE experience was that it challenged; it challenged all conventional wisdom about who ought and who ought not to be in graduate school. We had parents, non-parents and single parents. We had the employed and the unemployed. We had students manage daytime jobs alongside classes. We had students run start-ups against all admonitions of this being a full-time degree. We also had people get married and engaged during the MPhil. We had students witness the first day of school of their children or fuss over their children's SAT scores, and O and A level results, while also managing their own deadlines. We had students contemplate divorce or heal from one that recently occurred, or break off that engagement that had been forced upon them. We also had the happily married returning to classes after many years and several children. We had it all. We all managed. We all thrived. And in this space we were able to negotiate newer meanings for our lives"**

Sarah Mahmood, Manager Marketing and Student Assistance shared her experience of organising the farewell, **"It was SOE's first farewell, and one of its kind as it was being held on Zoom. It was a challenging task because we wanted to make it special for our graduating class. But with the support of the team and our junior cohort of 2021, it proved to be a memorable event. The excitement, energy and high running emotions from beginning to end were testament to the fact that the event had been successful."**

Career Placement

Career Placement Training

The SOE Career Placement Program is specifically designed to give students an opportunity to build skills, network and gain experience to prepare them for market readiness. The 'market readiness' of students is believed to be indicative of graduate potential in terms of long term job performance and career advancement. To build on this, SOE has developed a system of support that focuses on Reflection which facilitates students in developing a strong sense of self-awareness, and provides Resources to help them reach their full potential.

SOE has been working with graduates to assess and improve attributes and behaviors that are directly related to successfully applying and performing at jobs. Moreover, this strategic support has helped in identifying attributes such as leadership, communication and professional ethics for our MPhil students.

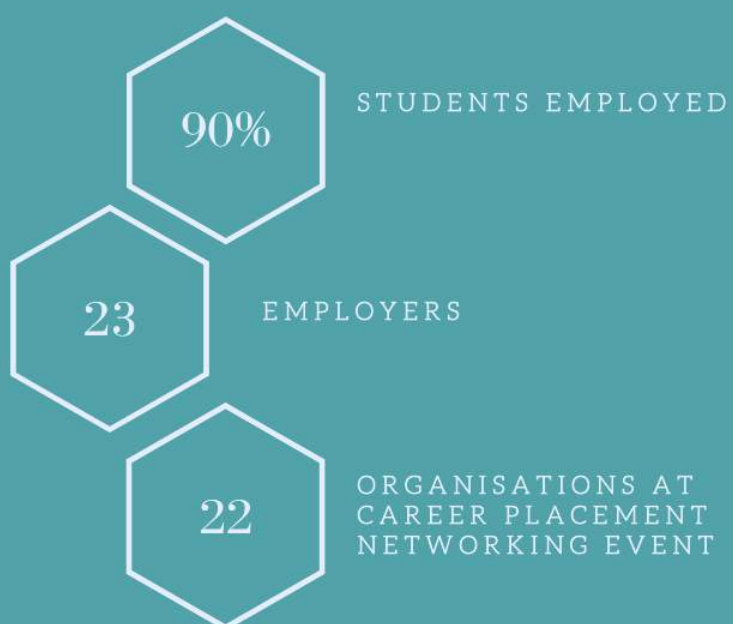
The Career Placement team has conducted Behavioral 'interviews' with individual graduates. This has facilitated our students in 'opening up' about their career goals, strengths and weaknesses.

Through narrative building, creating networks and streamlining organizations, students were meticulously directed towards suitable internship opportunities. This year, around 70% of our students were able to land summer internships through SOE Placements. Some of the organizations that these students interned at are:

- | | |
|----------|----------------|
| 1. CERP | 4. LUMS |
| 2. TEVTA | 5. Let's Awake |
| 3. TCF | 6. EdTech Worx |



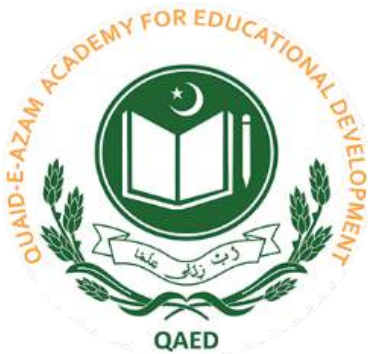
MPhil EDUCATION & LEADERSHIP MANAGEMENT CLASS OF 2020



Employers



Progressive
Education
NETWORK



CERP | Center for Economic
Research in Pakistan



THE CITIZENS FOUNDATION



SOE Student Council Elections

Under the revised governance structure of the University, SOE facilitated elections of student representatives from each cohort of the MPhil. The elected students will represent their respective batch in the school's newly formed School Council. The School Council advises the Dean on a wide range of policies pertaining primarily to academic matters, including proposals for establishing new degree and certificate programs, establishing or modifying graduation requirements, and changes in curriculum, degree and other such requirements. This representative body was also formed to provide a specific voice to students and to include them in deliberations that will have an effect on the entire school.



Ahsan Rai
Class of 2020



Maira Shahzad
Class of 2021

Activities conducted by Council Representatives

- Conducted Focus Groups in the wake of the pandemic involving both students and faculty to develop a way forward
- Conducted a session with students on understanding the nuances of harassment and to take their suggestions regarding the School's policy
- Held a debriefing session explaining how to file a formal harassment complaint
- Sent proposal to SOE for reimbursement of student practicum cost(s)

Creative Ideas in Education

The Impact of The Politics of Change & The Practice of Adaptive Leadership

Author: Sheeba Ajmal

In this article, I have gathered key concepts from the MPhil Leadership course. These are picked from the book titled, "The Practice of Adaptive Leadership" by Ronald Heifetz, Alexander Grashow and Martin Linsky. The book introduced us to a few key metaphors, the most common used was "getting on the balcony and above the dance floor". Getting on the balcony provides you the space and opportunity to get a distanced perspective on what's bothering or troubling you. It helps you understand what is happening around you, and why it is happening around you, who are the various stakeholders involved? Similarly, when you are in the middle of a situation, like on a dance floor, you only see what's right in front of you hence you observe only one perspective but when you move back and forth between the balcony and the dance floor you get to see a different view and gain a deeper insight of what's happening around you; empowering you with the knowledge to take corrective actions.

During our classroom and small group discussions for the course, we all used to take a balcony moment to reflect on what was happening around. Group dynamics were discussed and we used the adaptive leadership cycle to review the cases under discussion as well. Another important concept that we learned about was how to differentiate between technical challenges and adaptable challenges that we face in both our personal and professional lives and how best to handle them. Adaptive challenges require hard work and effort, it requires tolerance, patience and wisdom to move people and to believe in what you are saying, it's more to do with changing their belief system, their habits and values and it sure does require a lot of effort.

One of the movies that we watched as part of the course, this was the 12 Angry Men, the lead played by Henry Fonda. The 12 Jurors could not come to a common verdict amidst the existing repertoire of strategies and resources each one had. There seemed to be a difference between their espoused values and their belief about the judicial system. Except one member, the other 11 members had assumed that the boy had committed a crime. They believed that because he belonged to a slum, went to an orphanage, was beaten everyday, he must have committed the murder. The jurors did not want to investigate further, they were firm on their beliefs. Only one juror challenged their beliefs by telling them what they needed to hear instead of what they wanted to hear. He had disturbed the equilibrium. He mobilised them to do the work they were supposed to do. He took a herculean task to convince the group to talk about the case and managed to do well through logical reasoning, convincing the juror to look from different lenses, without bringing his personal bias in the case. He helped people navigate through the disequilibrium. The purpose was not to disturb the jurors, but make progress collectively on the challenge that the group was facing, which he was able to do successfully because of his adaptive leadership skills.

We often face similar situations in our lives. Employees are asked to quit jobs or are removed because that is the easiest thing to do instead of taking a balcony moment to find out what was actually happening around that might have caused the employee to react the way they did. Their voices are marginalized by a few members. As a result, the organizations end up losing their valuable resources. During the large case debrief sessions many students shared incidents of failed leadership, where the leaders in the respective organizations had applied technical fixes to solve the problem at hand. The case presenters discussed their leadership failure in detail. It was tough discussing the inside - and outside - in cases. I had shared in our small group about my leadership failure which was a technical fix. I did not consider it as an adaptive challenge for the organization. Senior colleagues often have insecurities when they see their junior colleagues doing exceptionally well at the workplace, the fear that they might take their place, this forces them to nudge them to the extent that they either quit themselves or are forced by the administration to leave their jobs. The organizations fail to see it as an adaptive challenge, where the mindsets of the senior employees need to change, instead of narrowing the space for creative people in organization, more space should have been created for more people to benefit from them.

Another important concept that we learned was the Adaptive Leadership cycle. The process consists of three steps, which are to observe, interpret and intervene. The writer has linked observing to getting off the dance floor and moving to the balcony to get a different perspective. The process requires you to get to different site, distance yourself from what's happening, try to find patterns in what's happening around you, which is obviously not possible when you are at the dance floor or the ground floor. Moving to the next step, intervening is more challenging than observing. Another key metaphor used here was listening to the song beneath the words. The purpose to think of all the possible solutions, alternatives, to gather as much info as possible about what's happening around you. We as humans have a natural tendency to run towards the right answer or jump towards the conclusions. Interpretation in other words is a guess and it only gets perfect with practice. The last step in this cycle is intervention. This could be an action, an experiment, a hypothesis in the service of a shared purpose (as in the jurors case shared above). What is important while designing an intervention is to have a skills and resources tool kit ready, which will allow you to launch several diversified interventions.

F. Scott Fitzgerald once said and I quote "The test of a first rate intelligence is the ability to hold two opposing ideas in the mind at the same time and still retain the ability to function". That's exactly what adaptive leadership requires you to do, it gets you to believe in your intervention and at the same time keep you conscious and aware that you could be wrong about something.

Each one of the concepts shared above are valuable beyond measure and can be practiced in our daily lives resulting in more conscious decisions. It was a privilege to be part of the course that ended equipping us all with so much valuable insight of not only ourselves but the people around us.

Shift to Online Learning



Dr. Tayyaba Tamim is the Academic Director at The Syed Ahsan and Syed Maratib School of Education at LUMS. This is a reflection on the School's response to learning during the Covid-19 pandemic, as explained by her:

The ongoing pandemic demanded a shift to a virtual medium of instruction. Here are some of the key areas that SOE had to focus on to adapt its MPhil programme and undergraduate courses

The School of Education is keenly aware of the multi-faceted challenges that the pandemic and the subsequent shift to online instruction poses for students, faculty and staff. The first major concern identified was the physical and mental wellbeing of our students. We understand that the economic distress some families might be facing, physical distance/ isolation from peers and faculty and the absence of reprieve provided by university spaces might take a toll on students. We also realize that things might be more difficult for female students, who might be burdened with domestic work with

little time and space to focus on their academic work. The first thing we did in this regard was to make sure that we all made a concentrated effort to reach out to our students, more often than ever before and learn about what specific issues they might be facing that could affect their academics so that we could advise and support them in their courses. Hence, we were and continue to be flexible, wherever necessary and possible. The second area that we focused on was the course content itself. We knew that going online did not just mean shifting to a different medium of instruction but it required a different approach to course design itself. Faculty then revisited their courses to see what could be modified or taken out without compromising the essence and quality of the course. In this regard we also replaced certain topics with those related to the new emerging concerns with Covid-19 to make our teaching relevant to the current context. The third aspect that had to be taken into account was the mode of course delivery itself. There were several options in terms of software use that were discussed in meetings, before mainly settling on Zoom. We had to ensure Internet connectivity issues for the students were resolved and the same for faculty. In addition, some faculty and students needed to be taught how to use the software. Training sessions were held both for faculty and students and the staff played pivotal role in negotiating access to the required technological support from LUMS. Fourth, we had to ensure that the students remained engaged in the courses. For this, we specifically focused on different strategies and activities to make classes interactive. Almost a repository of these activities was built on the SOE Instruction group weekly meetings and interaction on WhatsApp, where the faculty came together to discuss different types of strategies they were trying, what worked and what did not, the technical issues they faced and how they resolved them, the software tried and students' responses and concerns raised and what could be done. Indeed, the group had come together as a community of learning with the shared purpose of ensuring quality of course delivery and student engagement. Last but not the least we have tried to remain sensitive towards the wellbeing of our faculty and staff in these doubly stressful times where they had to deal with rapid changes both at home and at work, threatened by the unknown, as the new normal stepped in. The pandemic changed everything except our resolve to provide the best education to our students.

Steps taken by SOE to aid the virtual transition for faculty and students

The first step in this regard was to immediately set up a SOE Instructional Group with faculty and staff members to plan online course delivery, address changes to teaching methods and discuss problems faced by students. The group held weekly meetings to discuss these issues, while also coming together on WhatsApp for immediate reference and discussion. For online instructional planning, a comprehensive template was devised to revise all courses. Additionally, faculty and staff collaborated to test different online platforms as teaching channels. With most faculty opting for Zoom for online instruction, it was ensured that the faculty could access a licensed version of the software. Staff support was critical in this regard so they were requested to make themselves available during class sessions in order to resolve any technical lacuna. Students were constantly kept in loop to inform of any issues they might be facing in continuing with their courses. For example, it was realized that the students were getting a lot of written assignments from different courses at the same time. The issue was shared in a meeting and steps were taken to address the problem. Simultaneously, from the very beginning faculty and staff members from SOE were nominated to participate in the wider LUMS PedTech Committee, so as to stay connected with the university wide deliberations on transition to online teaching and bring the perspective of SOE to that forum. Moreover, a number of faculty members benefited from faculty development webinars and courses offered by LLI where online instruction was a major focus. This was very helpful in getting a holistic perspective to issues related to online teaching/learning.

In addition, as the classes progressed, Zoom data was collected and analyzed to track connectivity issues, class participation and disruptions. Furthermore, students with poor Internet connectivity were delivered internet devices in a timely manner. A deliberate attempt was made to stay connected and close to students and address their issues. For this the number of Teaching Assistants in each class was also increased to create more opportunities for personal interaction both within classrooms in break-out rooms and also beyond classes. The faculty and staff also made themselves available over emails, Zoom and WhatsApp, and individual counseling sessions for students were also held whenever required. In addition, Zoom training sessions were also held for students and internet devices provided to them where they had connectivity issues. A special orientation arrangement which covered several days was made for the incoming batch of SOE to develop a sense of personal connection with them. The entire faculty and staff met students in small and large groups to learn more about them and to better cater to their learning needs in the best possible way.

Shift to Online Learning

Challenges that needed to be addressed as an instructor

Shifting to online teaching was not easy considering that I am not tech savvy. I was also hardly familiar with the kind of software options available for use. To confound matters more, my classes were essentially discussion based requiring a lot of group work. Looking back, I remember the sense of chaos since so much was going on at breakneck speed: SOE discussions, meetings, demands for course adaptation, student issues, end of term projects now not possible, internet connectivity issues, webinars and courses being offered for faculty development and then working from home on top of it. It was indeed a steep learning curve which meant that not only did I need to adjust myself to working in a different environment with new skills but also needed to rethink the rest of the ESD course, which now had to be online, all the while providing students with a different, if not better, enriching learning experience. Eventually, however, things gradually began to fall into place. With the support of a brilliant Teaching Assistant, we selected Teams as an asynchronous forum and Zoom as a synchronous one to complete our course. We also changed the projects into seminars. Fortunately, this was an elective course with a small number of students. We uploaded the paper on LMS as well as Teams and encouraged students to answer two broad questions: a) The key argument of the paper itself and critique if any b) Its relevance to the Pakistani context, while also requesting them to state a question that they would like to be discussed in class. A large chunk of class participation marks were on the asynchronous material so as to give equal opportunity to students who could not join the class for any reason. I also thereby shifted the original focus of my class from explanation of the reading material to discussion of questions that the students brought up. This really helped move discussions in class. In addition, we made it a point to write to any student who did not participate in class to check in and find what kept him/her from participation and if there was any way we could facilitate. There were two key learning points from student feedback: the students felt that they found it easier to retain information when there was a visual (I was not using slides); b) if the instructor kept the camera on somehow they felt more engaged (I was also not turning my camera on). Personally, I also felt exhausted staring into a dark screen during my lectures, straining to hear student voices. In addition, although I was pleased with the depth of discussions on the Teams, I realized I shied away from fully engaging with student comments on Teams because of my own unfamiliarity with the software.

Next in Fall was a core course with almost 47 students so I had to be ready. I decided to take the challenge head on; took up a fast track Summer course to immerse myself in online teaching and to see what I could learn from there. In another Undergraduate course on Education and Social Justice we had decided to use multiple softwares –Teams, Blog and Zoom but rather than imposing what we wanted to do we negotiated with students how they felt about it and if there were any online course delivery modes that they had learnt well from. This proved to be extremely useful because here with them I learnt that Dr. Furrugh's use of Facebook was something that they found engaging. I was also very comfortable using it and the classes breezed by and the evaluation of the course surpassed my face-to-face course evaluations. I used the same strategies for this semester and had a feeling that there was substantial participation in class. This was also facilitated by the involvement of two bright TAs and a very talented TF, Ms. Rimshaw Khan. This time, in addition to our previous strategies, we kept taking student feedback on the course delivery and incorporated their suggestions as much as we could allowing the course to pass by quite well. If the next semester goes online, I would like to do some things differently. First I would like to engage more with student responses on Facebook which I could not this time because of the number of students in two courses; second, I will try out small-group tutorials if the class is large, and third, I will systematically build in student feedback not only in course delivery but also in course content for my classes to offer a negotiated co-constructed course. I must say that two things helped me in my online course delivery transition: first, counting on my students as collaborators and partners and inviting them to navigate our learning journey together. Second, learning from my colleagues through opportunities provided by LLI, and SOE. Attending the instructional course offered by Dr Launa Gauthier and her team under LLI was particularly useful. Together with the intense long deliberations in SOE provided the much needed space to discuss things with peers – share online issues – sponge on good ideas, working and learning together that took away teaching from the isolated realm of personal struggle to a space of team discussion and collective effort.

Pedagogical challenges and impact on learning due to this year's online semester(s)

The pedagogical challenges of online learning are multiple. The main thing is to begin with recognition that shifting to online learning is much more than a change of medium. It is a completely different way of teaching and learning, demanding attention to different aspects. Tied to their computers, trapped in their homes, away from their peers and faculty mentors, it is hardly surprising if students find online instruction less helpful. The attention span of students may also be much shorter than what it had been in face-to-face teaching and learning, where they were supported with several audio/ visual prompts, company of friends and a general academic atmosphere. Connectivity-issues is another disruptive element that may frustrate student participation. In addition, if the cameras are kept turned off and neither faculty nor the students can see each other, this in itself can make engagement difficult. The crux of the argument is that if lectures are conducted as they were, they could seriously disrupt the learning of students. Hence, one needs to re-conceptualize the online instructional experience as a different and unique experience with its own different interactional dynamics best supported by both modes – asynchronous and synchronous for participation and engagement to enrich the learning of students. However, now is the need to make a deliberate effort to reach out to students and develop relationships of trust with them – a connection based on empathy and genuine concern for their wellbeing to support their learning.

Welcome, Class of 2022!

Virtual Orientation



The LUMS Syed Ahsan Ali and Syed Maratib Ali School of Education (SOE) conducted a 9-day virtual Orientation session to welcome its third batch of MPhil Education Leadership and Management (ELM). Spread across three weeks from August 17, 2020 to September 3, 2020, the Orientation was designed to help the incoming class smoothly transition into the life of graduate studies and an online semester.

The sessions aimed to familiarise the incoming cohort with LUMS and SOE, while simultaneously trying to build a sense of community over the online platform. In order to integrate the new cohort with the seniors, faculty, and staff, 15 orientation leaders were chosen from the 2021 batch, and each of them guided 3 incoming students. These orientation leaders also held an ice-breaking session for the Batch of 2022, where they were given a virtual tour of SOE, and also played fun games to know each other better.

The orientation included an overview of the MPhil courses offered in the Fall semester, introduction of SOE and different administrative departments, guidelines to use online academic platforms, casual sessions with faculty over Zoom, and a workshop based on the book, Immunity to Change.

The students engaged with each other in groups and with faculty members to discuss the premises and binary themes of Immunity to Change, which was sent to the students prior to the event. This discussion was moderated by Dr. Mariam Chughtai, Assistant Professor.

SOE also upheld its tradition of educating its incoming batch on various LUMS policies. Ms. Angbeen Atif Mirza, Director Office of Accessibility and Inclusion, gave a session on sexual harassment policies at LUMS. SOE also arranged a detailed session for students with Dr. Adnan Khan, Dean Office of Student Affairs, to discuss various academic and extra-curricular facilities provided by LUMS. He also talked to the students about campus life and the various facilities available to them. Moreover, an information session was also held by Mr. Waris Ali Arslan from the library, Ms. Ayesha Zia from the Registrar's Office, Mr. Tariq Ahmed Sheikh and Ms. Afshan Amin from the Information Systems & Technology Department.

The session also included a panel consisting of second year students Maira Shahzad and Suniya Aizaz, and Alumni, Sundus Khalid and Adil Sattar. The senior students and alumni briefed the upcoming batch on student life, curriculum, online learning, practicum, post-graduation life, and jobs. The session was followed by an interactive Q&A session where the incoming students shared their queries and reservations with the current students and alumni. The practical advice shared was greatly appreciated.

On the last day, September 3, 2020, Dr. Arshad Ahmad welcomed the new MPhil ELM cohort, highlighting the need for more people to work in the education sector. In his address, he focused on SOE leading in terms of innovation and pedagogy. He said,

"SOE leads all other schools in terms of initiative, pedagogy, in-house training and inter-disciplinary attitude. It is your time to take control of your learning with the faculty here who can accelerate your growth. As SOE becomes synonymous with excellence, reflected in its academic and experiential components, your instructors will take you towards the threshold of new knowledge and invite you as true partners in the academic enterprise"

A panel discussion was also held and was moderated by Dr. Faisal Bari, Interim Dean, SOE. The panel included Syed Babar Ali, Founding Pro Chancellor of LUMS; Mr. Osman Khalid Waheed, Member, Management Committee and Mr. Shahid Hussain, Rector LUMS. Talking about avenues to be explored in this pandemic, Dr. Faisal Bari said,

"While there are many challenges presented by the pandemic, there are many opportunities to think about learning. This cohort has arrived when various avenues are being explored and they will be able to learn from that."

Syed Babar Ali also addressed several questions during the panel discussion about learning, ethics, self-growth and Pakistan's education sector. While addressing the students, Syed Babar Ali said,

"Your devotion, learning and competence will never end with the MPhil ELM degree. It is a life-long commitment to not only improving yourself but helping others improve." He also shared his vision for SOE with the incoming students and said, "SOE was not developed to train teachers but to develop leaders who will make a difference in the education landscape in Pakistan whether in curriculum, policy or pedagogy. You will be pioneers of bringing new ideas into education."

The keynote address by guest speaker, Dr. Tahir Andrabi, Inaugural Dean SOE, focused on inculcating the values of innovation amongst students and to deal with the challenges of the post-pandemic world.

"1.5 billion kids are out of school for six months during this pandemic worldwide. This creates 2 things – tremendous learning losses and learning inequality. This is the problem your class has to face. You have the horizon to deal with this problem."

The orientation proved to be a great success as the students were equipped with necessary information for their graduate life. The inspiring talks were also beneficial in understanding the context in which the education sector in Pakistan is operating and how the MPhil ELM programme bridges the gap between policy and practice.



Post COVID-19 Adaptation

The outbreak of the COVID – 19 virus has had a global impact on all spheres of life and the education sector has had to adapt quickly to combat it. The School of Education managed to quickly transfer all classes and learning material online by using platforms such as Microsoft Teams and Zoom. The students and faculty followed an innovative, collaborative model modify course outlines to allow students to reflect, engage and cope with these troubling times. The faculty and administration remained flexible to help students manage stress, even conducted de – stressing sessions and Town Hall meetings to discuss how to tackle this issue. The senior cohort engaged in their Capstone Oral Defense via Zoom receiving feedback and support from faculty, advisors and peers.



Online Get-Togethers with Mrs. Hareem Bari

Against the backdrop of the coronavirus pandemic, educational institutions around the world were forced to move their operations online so students' learning could go on uninterrupted. Likewise, the LUMS Syed Ahsan Ali and Syed Maratib Ali School of Education did the same. Understanding how stressful and difficult it was for the current students to shift to an online mode of education and for new students to transition into the MPhil program exclusively online, the Student Assistance Department at the School attempted to ensure that meaningful activities still be carried out to provide them with some flavour of what the School has to offer.

In this regard, one set of activities included the weekly Online Get-Togethers with Mrs. Hareem Sumbul Bari, the Dean, Dr. Faisal Bari's wife. This was an extension of the practice set by Mrs. Shaila Andrabi, the wife of inaugural Dean Dr. Tahir Andrabi. The Batches of 2021 and 2022 were split into smaller groups of 15 and each had separate sessions with Mrs. Hareem Sumbul over Zoom. The sessions were an attempt to get to know the students personally and to learn more about them; they were deeply appreciated by both batches.



THE CLASS OF 2020



Fatima Iftikhar
LUMS Learning Institute

I closely work with the directors of the LUMS Learning Institute in facilitating and co-developing opportunities for student-faculty/staff collaboration to promote student learning and engaged teaching at LUMS. The MPhil ELM courses at SOE have played a crucial role in me excelling in my professional role.

The opportunities that SOE provided helped me develop research skills and lay the foundation for my contribution to academia. Now I am continuing to research robotics, cognition and computational thinking during my doctorate, all of which is an extension of my work during the ELM MPhil.



Injila Rasul
PhD Candidate, UMass Amherst

THE CLASS OF 2021



Azka Arif

Being a part of SOE is an experience unlike any other. The environment has helped us foster strong partnerships and relationships with our peers and faculty members. The academic rigor has opened doors in our minds that we weren't even aware existed. And, the excitement and anticipation to contribute towards reforming the education system in Pakistan are more than ever before.



Muhammad Ammar

The MPhil ELM provides an In-depth exploration of policy issues affecting education in Pakistan. This program gave me an insight on how to position myself to meet current and future challenges and gain knowledge and skills to lead in the face of these challenges.



Zareena Qureshi

The program has helped transform me in ways I did not foresee; I believe it has helped me grow as an individual. The diversity at SOE gives one the chance to learn from the experiences of others. It also provides one with a comprehensive understanding of the current dynamics and challenges of the education landscape in Pakistan.

THE CLASS OF 2022



Haroon Ashfaq

I joined the MPhil program at SOE to gain an interdisciplinary training to work as an educationist within the education development sector of Pakistan. The diverse set of skills that SOE has equipped me with thus far have given me confidence as an academic and researcher.



Saira Abbas

If you see education as a career field and want to redefine its definition, and if you also wish to contribute to this field meaningfully, SOE is the place to be. I joined the program with these intentions and so far, it has challenged me on all fronts from the assumptions I held to how I view my own abilities; it has forced me to start the process of rewiring the brain. The experience thus far has been extremely enriching and I leave each class with a completely fresh perspective .



Muhammad Faisal

When I came to LUMS in 2019 for an MOU signing, I visited SOE. Although I wanted to work for another year, the sense of a strong community and the top-notch faculty enticed me to apply. One semester down the lane, the journey has been nothing short of a moral epiphany.



Syed Ahsan Ali & Syed Maratib Ali
School of Education