Objective 2016 for Teaching Departments

Shifting from Teacher-centric pedagogy and classrooms to learner-centric through carefully developed instructional plans

What & Why?

The objective concerns a paradigm shift in the existing teaching-learning philosophy towards a more modern and updated teaching –learning process as demanded under educational quality standards' frameworks both global and local. This shift is expected to induce the following changes/benefits:

1. The teacher-centered, lecture-based, passive, and highly-controlled classrooms will become more learner-centered with learners actively involved, both physically and cognitively, in the learning process involving variety of instructional methods and classroom routines. Instead of rote learning the content, students will be provided opportunities to understand and apply the learnt material.

2. There is likely to be a shift from Teaching Objectives to Learning Outcomes which is the first step towards meeting the requirements of accreditation bodies and employers concerning our graduates. This objective will ensure formal and conscious outlining of the detailed instructional to which the learning outcomes, classroom teaching and activities, assessment are aligned for a smooth, systematic and meaningful teaching –learning process.

3. This learner-centered shift will make activity-based learning a norm which would be manifested in various forms such as task-based learning, project-based learning, problem-based learning, cooperative learning, experiential approach, discovery and mastery learning concepts.

4. Combining theory with application and knowledge with skills is another desirable feature attainable under this shift.

5. Sessional assessment philosophy will targeted in actual spirit since the continuous and formative assessment will become integrated and the students' academic achievement is likely to enhance (the passing rate and the overall grades).

6. Our graduates will have a good blend of technical and soft skills. They will be prepared for life and careers ahead instead of exams. Our graduates will be pulled towards the qualities of qualified graduates who are described as: "Academia must produce graduates who are Independent and life- long learners capable of thinking critically and communicating effectively and who have the knowledge and the skills required to solve problems in their professional and societal contexts".

How?

Under each course the content will be developed using the following:

1. Variety of instructional techniques based on different educational approaches, methods and strategies.
2. Targeting different levels under cognitive domain on the Bloom's Taxonomy. This will ensure objectives and outcomes are clearly identified, planned, implemented and then finally tested.
3. Outlining different tasks and experiences through which the content is transmitted from teachers/books to students as transformed knowledge that they can apply. These applications will harness soft skills.
4. For each topic a comprehensive plan would emerge that collectively with other course related materials (course outline, course plan, sessional assessment criteria, tasks/tests, topic wise instructional plan etc.) is submitted in the course portfolio/file.

Implementation

The objective activities would be coordinated by QMC with support of Prof. Dr. Sajida Zaki, Chairperson, Humanities Department (Resource Person). The activities will focus on selected courses across all disciplines to be taught during Fall 2016. The preparation shall be done in Spring/Summer, execution taking place in Fall 2016 and completion reports will be shared by all departments in December with the Action Plan as follows.

Action Plan

The following Action Plan has been prepared to implement the Objective 2016.

S No.	Activity	Responsibility	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
1	Development of proposed activities	QMC/ Recourse Person	■	■	■									
2	Introduction to Chairpersons and Area Coordinators	QMC/ Recourse Person				■								
3	Nomination of 2 teachers teaching major courses in 2nd and 3rd years	QMC/ Teaching Dept					■							
4	Development of Templates for Instructional Plans (IPs)	QMC/ Recourse Person				■								
5	Training-cum-Workshop for Nominated Teachers	QMC/ Recourse Person					■							
6	Development of IPs(I,II,III & IV) by Nominated Teachers	Teaching Dept/ Teachers					■							
7	Submission of developed IPs to QMC	Teaching Dept/ Teachers						■						
8	Formation of Review Committees (RCs)	QMC/ Recourse Person/ Teaching Dept					■							
9	Review of Instructional Plans (IP) by the RCs & Feedback to Teaching Depts.	Review Committees/ QMC							■					
10	Implementation of IPs	Teaching Dept/ Teachers								■	■	■		
11	Submission of monthly progress reports-1, 2, 3 & 4 of IPs; once every 4 weeks	QMC/ Teaching Dept/ Teachers								■	■	■		
12	Submission of Course Files to QMC & De-briefing Session	Teaching Dept/ Teachers											■	
13	Completion Report	QMC/ Recourse Person												■

Abbreviations
QMC   Quality Management Cell
IP   Instructional Plan
RC   Review Committee