



آغا خان یونیورسٹی
THE AGA KHAN UNIVERSITY
Institute for Educational Development

ENVISIONING CHANGE: INSPIRING FACULTY IN HIGHER EDUCATION*



PROGRAMME REPORT

October 31, 2016

*This tailor-made Continuing Professional Education (CPE) programme was offered to the senior faculty from the Schools of Architecture and Town Planning, throughout Pakistan, under the supervision of Pakistan Council of Architects and Town Planners (PCATP).

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Introduction

This report shares few glimpses of successes, challenges and lessons learnt as envisioned by the course participants (CPs) of the six-days tailor-made continuing professional education (CPE) programme for senior faculty coming from Universities and Centers of Excellence in Arts and Design Architecture, from all over Pakistan.

The programme was conducted in collaboration with the Pakistan Council of Architects and Town Planners (PCATP). this was first of its kind at the Aga Khan University Institute for Educational Development (AKU IED) where the faculty from non-subject specialist background in Architect, was teaching the specialist Architecture faculty, through building intellectual spaces for interactive dialogues to critically analyze the issues related to teaching, learning, assessment, feedback and inquiry to help improve students' learning in higher education in Pakistan. The programme was conducted by the senior faculty of the AKU IED Pakistan, at Karachi, from October 17-22, 2016.

Context and Background

Pakistan Council of Architects and Town Planners (PCATP) is the regulatory body in the country, to accredit professional degree programmes in Architecture and Town Planning under Pakistan Council of Architects and Town Planners Ordinance IX, 1983. The accredited degree is one of the essential requirements for all the graduates to acquire the license of professional practice in Architecture and Town Planning. The PCATP's main objective of accreditation of educational programmes is to ensure the professional and public interest, that the minimum standards attained by the graduates of a programme at these Universities / Schools are adequate with regard to design, technique, professional skills, critical thinking and ethical formation, required for competent Architectural and Town Planners in Pakistan.

Based on the need analysis reports by the PCATP's inspectorial team during accreditation process, it was identified that there was a gap in teaching learning and assessment practices of most of the faculty at these Universities / Schools. Most of them have a strong belief that knowledge is transferred from the faculty to the students. There was a little or no evidence about the belief that knowledge is constructed jointly by the students and the faculty. Therefore, their

teaching learning and assessment processes which were expected to be practical in nature and scope, had mostly ended up with one-sided lectures, power-point presentations and examination.

The PCATP approached the AKU IED, Pakistan, to help them enhance the pedagogical knowledge of the faculty at these Universities / Schools. After intense discussions, analysis of their inspection reports and the feedback received by the Chairman and the Registrar PCATP and from the Heads of the Schools of Architecture, in an orientation workshop particularly held on September 26, 2016 prior to the main programme and after the visit and observation of teaching learning processes in these schools of Architecture in Karachi, by the AKU IED senior faculty, the needs were identified.

Based on the above mentioned thorough need analysis, a six-day pilot CPE programme titled: *Envisioning Change: Inspiring Faculty at Higher Education* was designed, aiming at helping programme participants to reconceptualize their pedagogical approaches, teaching learning processes, assessment and inquiry-practices focusing on broad issues related to teaching, learning, assessment, feedback and methods of inquiry in higher education in Pakistan.

Altogether, twenty-four faculty members at the professorial ranks from 11 public and private Universities and Centers of Excellence in Art and Design, Engineering and Management Sciences, Information Technology including the faculty from the Pakistan Council of Architects and Town Planners (PCATP), attended the programme (please refer to participants profile in Appendix A).

Purpose of the programme

The main purpose of the programme was to provide intellectual space to senior faculty hailing from the Schools of Architecture, in Pakistan, to engage in critical dialogues and reflections to reconceptualize their current practices particularly in studio-based teaching, learning, assessment and inquiry in higher education in Pakistan.

Following were the specific objectives of the programme:

- Facilitate faculty to understand different methods of inquiry in higher education.
- Help them to align their unique strengths to create an enabling environment particularly in studio based teaching learning and assessment practices at the Schools of Architecture.

- Assist them with the development of their personal and professional development plans for envisioning change in teaching learning along with assessment and inquiry in their classes and schools.
- Engage PCATP team to follow-up these plans to envision the change in the participants after attending the programme.

Programme content:

Following broad themes and questions were discussed during the programme

- Why the schools are as they are?
- What and why of reflective practice?
- How reflective journal writing is different from daily dairy?
- What makes a good teacher and teaching?
- Is assessment a master or a servant for learning in Higher Education?
- Reflecting on roles and responsibilities of faculty in Higher Education
- Understanding 21st century knowledge, skills and dispositions for Faculty in Higher Education.
- Methods of inquiry in Higher Education.
- Revisiting what is Studio Based Teaching in Schools of Architects?
- Developing skills and strategies about how to provide focused and constructive feedback for improving teaching learning and assessment in studio based teaching.
- Synthesis learning and developing individual plans for personal and professional development for further follow-up.

Learning processes

The entire programme was drawn upon the basic elements of the constructivist theory of learning which facilitated participants to engage in interactive discourses, negotiations, dialogues, critical reflections, inquiry and studio-based teaching learning processes organized at AKU IED in order to build a community of learners and inquirers in higher education. The constructivist framework for learning allowed participants not only to take full responsibility and

accountability for their own learning but also to create an environment of respect for ideas to move collaboratively with each other for communal success.

AKU-IED faculty played the role of facilitators and co-learners and stimulated learning processes through demonstration of their critical and appreciative pedagogies which helped participants to understand, learn and focus on how, rather than what, to teach.

The daily half an hour critical reflective sessions at the beginning of each day teaching along with i) the input on what and why of reflective writing helped participants to maintain their reflective journals regularly and move from descriptive to analytical and self-critical writings which helped them to experience the power of self through the Jo-Harry window to understand public, private, blind and undiscovered self within themselves, to improve their practices.

In addition, the sessions on ii) what makes a good teacher and teaching by Dr. Sarfaroz Niyozov iii) why schools are as they are? by Ms. Zubeda Bana iv) is assessment a master or a servant for learning in higher education? by Dr. Sherwin Rodrigues, v) what methods of inquiry help students to explore further the issues related to Art, Architects and Quality of Human Life and Nature by Dr. Nelofer Halai vi) what knowledge, skills and dispositions are needed for faculty of Art and Architecture in changing global scenarios of the 21st century by Dr. Munira Amir Ali vii) how constructive and timely feedback improve students' learning in higher education by Dr. Sadia Bhutta and viii) the essential reading session on reflection at the heart of practice by Dr. Sadruddin Pardhan were very interactive, productive and relevant to the participants' needs and aspirations.

The programme engaged the participants using RADAR approach in which they: i) review their existing practices of teaching, learning and assessment and methods of inquiry; ii) analyze issues observed in Studio Based Teaching; iii) debate and discuss the findings from their own experiences and critical incidents iv) appreciate and learn from each other's experiences; and v) re-conceptualize their knowledge, skills, attitudes and dispositions needed to enact their roles and responsibilities as effective teachers and pedagogues in higher education, for preparing students for the needs and demands of the 21st century.

Conducting collaborative studio-based teaching learning session with the help of PCATP and AKU IED facilitators helped participants and the faculty to i) learn and share their learning

and quest for further learning and reflections in multiple pedagogical strategies and approaches. Most of the learning processes were based on group and whole class discussions, simulation and critical analysis, video viewing and reflections, essential reading sessions, think pair and share, jigsaw group learning, sharing critical incidents from their practices and also interacting from the practitioners from the field such as Mrs. Yasmeen Lari, Mrs. Khadija Jamal Shaban, Mrs. Tahira Sadia Fazali, Ms. Nishat Aleem Khan, Mrs. Amna Qayyum Mirza and others from members of Jury in the field of Art and Architect.

Furthermore, the participants visited the AKU Stadium Road Campus, Karachi, to understand design and architect of the AKU Campus. The tour was conducted by the AKU design office. The field visits of the three Art and Architecture universities and centers of excellence in Karachi were planned to observe the real scenarios of studio based teaching, but, due to unavailability of the actual learning sites at these schools at that point in time, the field visits could not be materialized. However, the studio based teaching learning session conducted at AKU IED was video recorded and could be used as a teaching learning resource, for such future endeavors by the PCATP!

One of the key elements for this successful journey of learning was proactive and reflective participations of all learners including the PCATP representatives, who were constantly present in the class from 9.00 a.m. to 4.00 p.m. and were supporting AKU IED faculty and participants for optimal learning from the programme. Later, they also generated interest to be participants of the programme, which broke the norm of hierarchy in our system of education.

Another key element for success was the regularity and punctuality of the participants and the faculty was outstanding, which created enabling environment in and outside classroom providing a culture where everybody, including the administration and social area people, felt an intrinsic motivation to learn and share their experiences. The visiting faculty and the members of the jury from Schools of Architecture, also visited few sessions and got the sparks of learning from the AKU IED. Madam Fazli and Mr. Hayat from PCATP were instrumental in creating such a productive learning environment.

Participants' views about the programme

It was heartening to read the self-reported narratives of the participants about their views on learning and moving from teacher centered to learner and learning centered approaches during the programme. Below are few extracts reported as narratives in their reflections and post evaluation data which speak for themselves, as to what extent the programme helped or hindered their learning during the programme?

Narrative one:

Self-realization that teachers are responsible to build a foundation for students' learning

I have learned many things during this programme. It's really very effective for me to improve my teaching skills. I have realized that teachers are responsible to build a foundation for students' learning. Discussion is very important between the class and the teacher, because, teaching is a two-way process. I learned that self- reflection is very important factor; we must respond rather than react to the situation. Teachers must focus and explore the ideas and effective areas for learning and frame the questions appropriately. We must see students' growth and change to take initiatives for further learning. Teacher should do self-assessment as teaching is at the center of education processes; teachers must initiate studies and research. Multiple intelligences are also helpful tools to get positive effects and outcomes from students. There is always a room for improvement. As the saying of Rudaki goes: '*Those who cannot learn from the daily life will never learn from any teacher.*

Narrative two:

Group dynamics is integral part of architectural education

Group dynamics is integral part of architectural education. This must be used as an ability to help enhance the capacity of weaker students, like bright students must help less bright students without hesitation. I will make mix-ability group in my class to work together.

Narrative three:

Moving from familiar to unfamiliar

Having previously gone through the experience of researching non-design studio pedagogy, some of the contents and methods introduced in this workshop were familiar to me.

But from day one, I was curious to understand the deeper/hidden structures that compose the teaching methodologies adopted by the IED faculty. I am deeply interested in the relationship between these methodologies and the physical environmental setting.

I was passionately moved by each session of the workshop, like one gets moved when experiencing a work of art or poetry. In my view, I am sure others will agree, that the greatest learning occurs when we experience something ourselves. These sessions nudged us to unpack knowledge ourselves. They seemed to be designed with the intent to self – unfold knowledge through curiosity and cooperation. I feel as though, the pedagogical techniques applied/used by the faculty had great influence on the participants, which extended outside the studio sessions, strengthening the bonds amongst faculty and students.

Narrative Four:

Those who choose to be teachers today should need to know teaching deeply!

In this new world, the traditional methods of teaching may not be applicable any more. Those who choose to be teachers today should be aware of the importance of their career and therefore, they need to know teaching deeply. Reflective practice is one of the necessary elements for self-realization and therefore to overcome our short comings as teachers .The theories such as “Plato’s allegory of cave” and “Jug and mug”, are effective symbolic messages to challenge our current practices of transferring knowledge to learners, but also remind us the need to construct on their current knowledge individually. In addition, assessment in its proper way can be considered as a part of learning process.

Narrative Five:

Realization that students have different learning styles

The most important reflection from this workshop for me is that students have different learning styles. Some students understand when you show them images, others understand when you talk to them and others move when you tell them how to do something and still others understand by doing tasks themselves and going through the concrete processes. These learning techniques have to be actively incorporated in the teaching process. It is important to understand the different learning styles of students so that the teaching methods can be tailored to fulfill the needs of individual students.

Narrative Six:***Enhancing professional skills along with personal life***

During the training we learnt regarding reflection, which really helped us to understand the real meaning of what we study and other than reflection, some other topics were also covered like, assessment, research methods, and curriculum, etc. Though these words and topics are not new for me as these are used quite frequently, but the way, I developed my understanding about these topics are very much different than I used to perceive them. This training is not only helping me to enhance my professional skills but also my personal life.

Narrative Seven:***Students can also become active participants in the process of teaching.***

It is important for faculty to have knowledge, but it is equally important for the faculty to be able to know how to convey this knowledge to their students. Lecturing can be important tool in teaching when used in collaboration with other means of teaching. Students can also become active participants in the process of teaching. Students are also teaching the teacher as they have access to fresh knowledge in this digital age and can also help other students.

Narrative Eight:***Opportunity to revisit my teaching skills even after having 20 years of experience***

It has been a great honor to be a part of this six days workshop organized by PCATP and AKU-IED. During these extensive and brainstorming sessions, I got an opportunity to revisit my teaching skills even after having 20 years of experience. The issues highlighted although were not new for me; however, new dimensions and dynamics have been explored. One of the key factors that have been highlighted very well is the relationship between assessment and learning, learning and marking.

One of the suggestion , I would like to be considered by PCATP is, to add an ideal model /example of best teaching case studies from abroad, for inspiration in next future programmes that may be offered for teachers.

PCATP should also document the curriculum / faculty of all accredited schools of Architecture of Pakistan to facilitate sharing for the improvement and raising the standard of education in

Architecture .This workshop has also provided the opportunity to interact teachers of other institutions of Architecture education.

Narrative Nine:

Those being good/great in architecture do not mean they are good in teaching

The session which reflected the key question of architecture education i.e. being good/great in architecture, doesn't mean you are good in teaching. Teaching itself is a profession for which you need to develop certain skills. The way the whole session was conducted was so inspiring, it started with the notion to challenge and learning which leads to moving from reaction to respond. Further, the session carried aspect of how to use reflection in all dimensions of teaching learning such as developing a curriculum, assessment, research and continuous development of teachers in today's world, the 21st century.

Narrative Ten:

People who taught us were not architects, but they inspired us so much for how to teach

I want to say people who taught us were not architects, but they inspired us so much for how to teach i.e. the way they used to conduct sessions – energetic, organized and well planned - reached all individuals and further made us work in collaborative settings. I am going to be more responsive, reflective, organized and will be involved in research .The methodologies taught for assessment 'before and during' was a new / unknown phenomenon to me, which now I realize it is a key to develop students by research to develop ourselves and institute/university and relevance to develop one-self and update as per todays future needs, for students as well as for society.

Post Programme evaluation

Strengths of the programme in participants' eyes

- An opportunity to revisit our teaching pedagogy.
- Passion of instructors, knowledge about education.
- The faculty, the class environment, the architectural setting and the conciseness.
- Interactive learning and team work.
- Respect for others and how to raise the self-esteem of other person.
- Very clear objectives, very organized, reflective thinking and pedagogy techniques.
- Reflections.
- Professionally sound facilitators, organized and friendly.
- Instructors were exceptional. Showed alternate methodology for educational practice.
- Introducing reflective practice and relating with stories.
- Organized/well planned/content presented in interesting way.
- Strong communication between the teacher and the learner.
- Motivation
- Attitude, focused, time management, learning, giving space for intellectual dialogue.
- It's focusing on teaching learning and assessment.
- Interactive approach.
- Organized, appropriate content, focused.
- Environment and teaching skills.
- To the point and focused.
- Well organized, friendly inspired.
- The faculty is very knowledgeable.

Areas for improvement

- There should be architect from the field and architecture school speakers.
- Venue for sessions could be changed on alternative days.
- Perhaps we could introduce architectural/cultural site visits e.g. Indus Valley, Habib University.
- To relate more with architectural teaching methodology.

- May be next workshop can dedicate 2 days to design studio pedagogy.
- As pilot it was great to have trailer of various pedagogies, now we need to focus on single aspect such as research
- Hand-outs to be shared before the session in hardcopy so one can focus on writing of only key points.
- Where was studio teaching?
- Focused on content.
- Strong linkage with architectural education.
- Additional resources such as books, handouts etc. can be made available for participants to browse through.
- Some additional time to research within the programme.
- Research methods.
- Some sessions needed more time (assessment and research sessions).
- Practical and institutional context.
- Similar workshop could be organized again.
- More workshops, training and sessions are required.
- Need improvement of architects as teachers.

Other comments

- Case study of teacher from local as well as abroad.
- Looking forward to an advanced sessions of the same purpose.
- Overall it was a very fruitful, positive and deeply moving experience.
- Same type of training to be continued in future.
- The research part was particularly helpful and teaching delivery was exceptional.
- Please plan CPE for architects (academic and practice both).
- I am waiting for another session “Inspirational Facilitators”.
- Make venue suitable to learning with time and friendly input.
- Duration of daily session may be reduced or re-planned.
- These types of programmes are useful for others. Also please facilitate them.
- Please attend it.
- The sitting arrangements were not appropriate.

- More of studio based methods to be included.
- Satisfied.
- Add more tasks.
- You are already good. Have programmes in other cities of Pakistan.
- I wish if you could arrange such training in every university.
- One day studio based session with students.

Quantitative analyses

In the quantitative analyses of the 23 items mentioned in post evaluations as per rating scale below given, following are the response table.

SCALE

Strongly agree (SA) Agree (A), Neutral (N), Disagree (D), Strongly disagree (SD)

S.No	Items	SA 5	A 4	N 3	D 2	SD 1
1	The objectives of the workshop/course were clear	12	12			
2	The matter / content , in the lecture / sessions were related to the objectives	13	11			
3	Given the objectives, the workshop was of appropriate duration	7	10	5	2	
4	Each objective was appropriately achieved	10	9	5		
5	Overall, the course objectives were met to my satisfaction	15	8	1		
6	The content was related to my work /area of interest	12	8	4		
7	The content helped increase my knowledge and understanding of the topic	16	8			
8	The content was organised and logical	15	9			
9	The content provided a sufficient amount of detail	9	13	2		
10	The course content helped me to change my opinions about the topic in question	8	13	2	1	
11	The course content helped to raise my ambition	17	6	1		

12	Overall , I was satisfied with the course content	13	10			
13	The course material was concise and logical	15	8	1		
14	The course material was of appropriate quality	13	8	3		
15	The course material was reader friendly	13	8	3		
16	The course material was helpful	16	7	1		
17	The logistic arrangements for the session met my expectations	12	9	3		
18	The admission process was handled in a prompt and professional manner	11	9	1	1	
19	I am satisfied with the venue of the programme	12	11	1		
20	I am satisfied with the overall, quality of the programme	18	6			
21	I am getting value for money by attending this programme	12	8	3		
22	The programme was organized and well executed	16	7			
23	The programme, as a whole has met my expectations	13	8	2		

Total Score	53.19
Average Score in Each Item	4.43
% of Score	88.65

Conclusion

There are altogether 48 narratives shared in writing which is a huge data and cannot be mentioned in full here in this report. However overall analysis of the data depict that AKU-IED and PCATP together were able to make some dent on the current practices of the schools of Architect faculty in teaching, learning, assessment and inquiry which could be further enhanced by following through the PCATP visit to these institutions. The participants have submitted their personal and professional development plans at the end of the programme, with the commitment that they will implement their learning in their schools of Art and Architecture. Serious efforts to follow up with them will help understand the changes happening in these schools.

PCATP may also think about a follow up seminar to be conducted in early next year to understand their growth in learning and practice. In addition workshops of longer duration on specific areas identified in post evaluation such as: i) research, ii) teaching and learning (how

learners learn best) iii) assessment iv) multiple intelligences etc could be conducted in collaboration with AKU IED.

PCATP also suggest universities to budget such professional development programmes in their annual budget and share their annual institutional plans with them so the timely move on such significant endeavors could be materialized.

Acknowledgement

AKU IED Professional Development

Ms. Zubeda Bana	Programme Coordinator and Facilitator
Dr. Sarfaroz Niyozov	Facilitator
Dr. Nelofer Halai	Facilitator
Dr. Sadia Bhutta	Facilitator
Dr. Sherwin Rodrigues	Facilitator
Dr. Munira Amirali	Facilitator
Dr. Sadrudin Pardhan	Facilitator

PCATP Team

Ms. Tahira Sadia Fazli	Registrar PCATP
Mr. Sikandar Hayat	Chairman PCATP
Ms. Nishat Aleem Khan	Facilitator
Ms. Amna Qayyum	Facilitator

Guest Speakers:

Mrs. Yasmeen Lari	Guest Speaker
Mrs. Khadija Jamal Shahban	Guest Speaker

Appendix A
Participant's profile

S.No	Name of Participant	Designation	Institution Name	Personal Contact Number	Personal E-mail Address
1	Azra Alvi	Assistant Professor	Balochistan University of Information Technology, Engineering & Management Sciences	0300-374-4503	azra.architect@hotmail.com azra.alvi@buitms.pk.com
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15	Fahad Shams Nizamani	Assistant Professor	Dept. of Architecture and Planning, Centre of Excellence in Art & Design (CEAD)	0346-382-0818	fahadniz@hotmail.com
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			Technology (CIIT)		<u>m</u>
18	Rabia Siddiqui	Assistant Professor	Dawood University of Engineering and Technology	0302-271-1958	srabia30@yahoo.com dopduet-khi@gmail.com
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20	Wajiha Siddiqui Mehdi	Lecturer	Visual Studies, University of Karachi	0331-217-2958	siddiquiwajiha@gmail.com
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Appendix B
The Aga Khan University
Institute for Educational Development
CPE Programme October 17 - 22, 2016

Sessions	Monday, Oct 17, 2016	Tuesday, Oct 18, 2016	Wednesday, Oct 19, 2016	Thursday, Oct 20, 2016	Friday, Oct 21, 2016	Saturday, Oct 22, 2016
09:00 – 09:30	Registration	Reflection on previous day's learning (ZB)				
1st Session 09:30 - 10:30	Opening ceremony Faculty and participants introduction Programme Orientation (AKU IED & PCATP Team)	Why the schools are as they are? Examining Plato's allegory of Cave to understand issues related to teaching, learning and assessment in Higher education (ZB)	Critical reflection on role and responsibilities of faculty in Higher Education (self –assessment and developing action plan) (ZB)	21 st century knowledge, skills and dispositions for Faculty in Higher Education (MA)	What is Studio Based Teaching? (PCATP Team / SB)	Developing skills and strategies about how to provide focused and constructive feedback for improving teaching learning in studio based teaching (SB)
10:30 – 11:00	Tea Break					
2nd Session 11:00 - 01:00	Understanding what and why of reflective practice? How reflective journal writing is different from daily dairy? AKU IED Tour followed by lunch at 12.30 p.m.	What makes a Good Teacher and Teaching (SN)	Addressing the question: Is assessment a master or a servant for learning in Higher Education? (SR)	Methods of inquiry in Higher Education (NH)	Simulation/demonstration of Studio Based Teaching (PCATP Team/ SB)	Synthesis of learning and developing individual action plans for personal and professional development Programme evaluation (ZB)
01:00 - 02:00	Lunch and Prayer Break					
3rd Session 02:00 - 04:00	Visit to the Stadium Road Campus to understand Architectural design of AKU and reflection on what is the role of an Architectural design on quality of human life AKU Design office	Essential reading seminar: Hole, S. and McEntee, G. H. (1999). "Reflection is at the Heart of Practice". In Educational Leadership, 59 (6), pp 28-31. (ZB)	Developing understanding of alternate modes of assessment in Higher Education (SR)	Methods of inquiry in Higher Education (NH)	Debriefing on the session observation (SB)	Certificate award ceremony followed by High Tea (Entire team)

