**University of Management and Technology**

**Department of Education**

**School of Social Sciences and Humanities**

**Course Outline**

|  |  |
| --- | --- |
| Course Code | **ED 404** |
| Course Title | Developing Learning Communities |
| Resource Person(s) |  |
| Semester |  |
| Program | BS Education |
| Credit Hours | 3 |
| Duration | 16 weeks |
| Prerequisites | Nil |
| Counselling Hours |  |

**Chairperson/Director signature………………………………….**

**Dean’s signature……………………………**

**Date………………………………………….**

**UMT Vision**

Our vision is Learning. It defines our existence, inspires all stakeholders associated with us, creates a powerful momentum inside, and responds to the challenges outside. It continues to evolve as present captures new realities and foresight unfolds new possibilities. All in an incessant attempt to help individuals and organizations discover their God-given potentials to achieve Ultimate Success actualizing the highest standards of efficiency, effectiveness, excellence, equity, trusteeship and sustainable development of global human society.

**UMT Mission**

Our mission is leading. We aspire to become a learning institution and evolve as the leading community for the purpose of integrated development of the society by actualizing strategic partnership with stakeholders, harnessing leadership, generating useful knowledge, fostering enduring values, and projecting sustainable technologies and practices.

**Dept. of Education Vision**

To become an internationally well-recognized research-oriented platform for pre-service & in-service teacher education as well as leadership & management programs.

**Dept. of Education Mission**

Our mission is to contribute in developing knowledgeable, skilled and professional individuals who can contribute to the human development for a sustainable peaceful society for the present and future generations.

Program Educational Objectives

After completion of graduation, the graduates of the BS Education will be able to:

**PEO 1:** Apply the research based quality knowledge of core areas of education required for teaching, management, and learning to take a lead in competitive environment for an improved version of society based on equity and equality. **(Cognitive)**

**PEO 2:** effectively choose professional ethics, skills and competence to perform their job meeting the local and global standards to solve the problems **(Affective)**

**PEO 3:** lead the way in shaping and equipping students, schools and society for the future through creative problem-solving methods rooted in both modern and seminal educational theories and religious principles. **(Cognitive)**

**PEO 4:** effectively exhibit the hands-on skills of Information Communication Technology (ICT) in their classroom teaching and professional development through learning communities. **(Psychomotor)**

Program Learning Outcomes (in accordance with HEC, UMT 2.0 Policy and NACTE)

After successful completion of the program, the graduates will be able to:

|  |  |  |
| --- | --- | --- |
| PLO # | PLO Title | Description |
| 1 | Subject Matter Knowledge | Evaluate the existing curriculum, content, theories, and practices related to education in local and global perspective to apply in their context. |
| 2 | Human Growth and Development | Relate teaching-learning with real-life examples considering the physical, psychological, social, and moral development of students to develop critical and creative thinking among students. |
| 3 | Knowledge of Ethical Values/social life skills | Exhibit the understanding of Islamic/Religious, ethical and professional values in their professional and social life to promote equity and equality for learning and development of the students’. |
| 4 | Instructional Planning and Strategies | Apply and utilize academic planning skills in their specialized areas and content areas to improve students’ learning considering multiple factor e.g. content, curriculum, community, educational theories. |
| 5 | Students’ Assessment | Evaluate, select, and develop assessment strategies/tools/tests appropriate to measure students’ learning, considering curriculum requirements and learning objectives to improve both students’ and their own performance. |
| 6 | Learning Environment | Create a safe, conducive and inclusive learning environment supported by educational theories in the context of local and global needs and standards. |
| 7 | Effective Communication, and use of Information and Communication Technologies | Use appropriate and effective academic communication skills and Integrate ICT and emerging technologies in their teaching. |
| 8 | Collaboration and Partnership | Improve teaching-learning scenario by developing relationship with colleagues, parents, community and local as well as global platforms/organizations. |
| 9 | Continuous Professional Development and Code of Conduct | Meet the required standards of professional and academic integrity by pursuing and searching opportunities for their professional growth and development. |
| 10 | Teaching of English as FL/SL | Teach English effectively in different contexts by using their knowledge of ELT pedagogy |

**Course Description**

This course is designed to enable pre-service teachers to create and experience a professional learning community where learning is enhanced through social processes, dialogue and personal reflection. Communication will take place on campus and in online environments. In small groups guided by a learning mentor pre-service teachers will critically examine teaching and learning experiences in schools and make complex connections to prior learning. They will focus on bigger picture issues such as the emotional work of teachers, the changing culture of schooling and school improvement issues as well as their own personal questions, investigations and insights. Pre-service teachers will prepare an evidence-based professional portfolio that will form the basis of their assessment and will receive feedback from multiple sources. They will also learn how to apply for teaching positions in schools.

**Course Learning Outcomes:**

Graduates will be able to get:

1. Deep understanding of Professional Learning Communities. C1
2. The concept of Professional Capital as collective responsibility, use of scientific evidence, openness to one’s clients, and high expectations for all. C4
3. How to give and seek and receive constructive comments. C3
4. Collaboration in developing a Professional Learning Community. C5

**Teaching Methodology:**

The course will be taught using various techniques and modes including on-campus lectures, discussions, reading and writing assignments, presentations, group work, and research projects.

**Grade Evaluation Criteria**

Following are the criteria for the distribution of marks to evaluate the final grade in a semester. This is a tentative distribution, which may vary as per directions from the competent authority of UMT.

|  |  |
| --- | --- |
| **Components** | **Marks in Percentage** |
| Assignments | 10% |
| Quizzes | 10% |
| Mid Term Exam | 20% |
| Attendance & Class Participation | 10% |
| Presentations | 15% |
| Final Exam | 35% |
| Total | 100% |

**Course Calendar**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Topics** | **Reference Chapter(s)** | **Assignments & Tasks** | **CLOs** |
| 1. | **Introduction** | Outline |  |  |
| 2. | **1. Section I Organization and the Learning Community Introduction to Section I**   * Understanding Schools as Organizations: Implications for Realizing Professional Learning Communities | Ch.2 | Assignment | 1 |
| 3. | Forming School–University Partnerships to Create Professional Learning Communities That Improve Schools | Ch.3 | Quiz 1 | 1,2 |
| 4. | Developing Professional Learning Communities in a University–Public School Partnership | Ch.4 | Assignment | 2 |
| 5. | Professional Development Schools: Learning Communities for Leaders and Teachers as Change Agents | Ch.5 | Class activity | 1 |
| 6 | Teacher Education Is Everybody’s Business: Northern Guilford High School—A Professional Development Community | Ch.6 | Quiz 2 | 4 |
| 7 | The University Connection: Transformational Learning That Enhances Professional Learning Communities | Ch.7 |  | 1 |
| 8 | **Mid Exams** |  | Topics |  |
| 9 | A Vision for Linking Pre-K and Higher Education Through Learning Communities | Ch.8 | Presentation | 2,3 |
| 10 | **Section II Democracy and the Learning Community**   * Forming Culturally Responsive Learning Communities in Demographically Changing Schools | Ch.9 | Assignment | 3 |
| 11 | Transforming the Space of Schools into Learning Communities: Teacher Leadership as Pedagogy of Democratic Place | Ch.10 | Quiz 3 | 3 |
| 12 | **Section III Technology and the Learning Community**   * Professional Learning Communities and the Culture of Digital Technology: A Philosophic Inquiry | Ch.14 | Presentation | 4 |
| 13 | Virtual Learning Communities: Encountering Digital Culture, Politics, and Capital | Ch.15 | Assignment | 2 |
| 14 | **Section IV Mentoring and the Learning Community**   * Leadership in K–12 Learning Communities: Activism and Access Through Intergenerational Understanding | Ch.17 | Presentations | 3 |
| 15 | Facilitating Professional Learning Communities Through Mentor Teacher Preparation | Ch.18 |  |  |
| 16 | Peer Learning Communities in Action: Coaching to Improve Preservice Teaching | Ch.19 | Topics |  |

**Mapping of CLOs to Direct Assessments**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CLOs▼** | Quiz 1 | Quiz 2 | Quiz 3 | Assignment | Presentation | Class Activity | Mid Exam | Final Exam |
| 1 | ✔ |  |  |  | ✔ |  | ✔ | ✔ |
| 2 |  | ✔ |  | ✔ |  |  |  | ✔ |
| 3 |  |  | ✔ |  |  | ✔ | ✔ | ✔ |
| 4 |  | ✔ |  |  | ✔ |  |  | ✔ |

**Mapping of CLOs to Program Learning Outcomes (PLOs):**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CLO’s/**  **PLO’s** | **CLO 1** | **CLO 2** | **CLO 3** | **CLO 4** |
| **PLO 1: Subject matter knowledge** | **✔** |  |  |  |
| **PLO 2: Human Growth and Development-** |  |  | **✔** |  |
| **PLO 3: Knowledge of Professional and Ethical Values** |  | **✔** |  |  |
| **PLO 4: Instructional Planning and Strategies** |  |  |  | **✔** |
| **PLO 5: Students’ Assessment-** |  |  |  |  |
| **PLO 6**: **Learning Environment** |  |  |  |  |
| **PLO 7: Effective Use of Information and Communication Technologies** |  |  |  |  |
| **PLO 8: Collaboration and Partnership** |  |  |  |  |
| **PLO 9: Continuous Professional Development and Code of Conduct-** |  |  |  |  |

**Recommended Text Books:**

Mullen, Carol A. (2009) The handbook of leadership and professional learning communities

**Recommended Reference Books:**

* DuFour, R., DuFour, R., Eaker, R. (2016) Learning by Doing: A Handbook for Professional Learning Communities at Work. Bloomington, IN: Solution Tree Press.

**Internet Resources**

[**https://www.edutopia.org/article/student-learning-communities-day-one/**](https://www.edutopia.org/article/student-learning-communities-day-one/)

[**https://www.educate-me.co/blog/how-to-build-an-online-learning-community**](https://www.educate-me.co/blog/how-to-build-an-online-learning-community)

[**https://www.centerforengagedlearning.org/resources/learning-communities/**](https://www.centerforengagedlearning.org/resources/learning-communities/)

[**https://www.d2l.com/blog/importance-learning-communities-for-k-12-students/**](https://www.d2l.com/blog/importance-learning-communities-for-k-12-students/)