**University of Management and Technology**

**Department of Education**

**School of Social Sciences and Humanities**

**Course Outline**

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| --- | --- |
| Course Code | **ED-206** |
| Course Title | **Foundations of Education** |
| Resource Person(s) |  |
| Semester | S 2023 |
| 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)**

**Course Description**

This course aims to help Student Teachers recognize the worth of the foundations of education and examine their role and significance in the whole process of education in Pakistan. Student Teachers will develop a comprehensive understanding of the term’s *Foundations of Education* in light of the various ideological, philosophical, psychological, sociological, and historical perspectives that have influenced education. Foundations are essentially basic ways of thinking about schooling and the formal processes of education. The course will inform them about the influence of social forces, such as politics, social structure, culture, history, and economics, on the selection of content, the methods of teaching, and the aims of education.

**Course Learning Outcomes:**

Graduates will be able to:

CLO1. Justify the contribution of various foundations of education in developing Educational system of the country- C5

CLO2. Analyze examples of social, psychological and philosophical influences on education- C4

CLO 3. Develop lesson plans for diversified classes based on foundations of education- C6

CLO4. Valuing the thoughts that have influenced education on the whole and education in Pakistan in particular-A3

**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 | Activity: KWL chart |  |
| 2.  | **1. The Ideological Foundations of Education** * Aim, purpose of education
 | Ch.1 | Assignment  | 1 |
| 3. | * The Islamic Foundation (objectives) in light of the Quran and the Hadith
* The roles and expectations of the teacher
 | Ch.1 | Quiz 1 | 1,2 |
| 4. | 2. **The Philosophical Foundations of Education** The nature, scope, and function of the philosophy of education * The role of educational philosophy
* Main philosophical thoughts or schools of thought
 | Ch.2 | Assignment | 2 |
|  5. | * Idealism in education
* Realism in education
 |  | Class activity | 1 |
| 6 | * Pragmatism in education
* Existentialism in education
* Educational philosophies
 |  | Quiz 2 | 4 |
| 7 | * Islamic perspective in education
* Teaching system in Islam
 |  | Presentation  | 1 |
| 8 | **Mid Exams** |  | Topics  |  |
| 9 | 1. **The Sociological Foundations of Education**
* The functionalist perspectives on education
* The conflict perspectives on education
* The interactionist perspectives on education
 | Ch.3 | Presentation | 2,3 |
| 10 | 1. **The Psychological Foundations of Education**
* The behaviorist perspective on education
* The constructivist perspective on education
 | Ch.4 | Assignment | 3 |
| 11 | * The social cognitivist perspective on education
* The humanist perspective on education
 |  | Quiz 3  | 3 |
| 12 | 1. **The Historical Foundations of Education**
* The education system before the British invasion of the subcontinent
 | Ch.5 | Presentation | 4 |
| 13 | * Pakistan’s education system (in light of education policies)
 |  | Assignment | 2 |
| 14 | * Pakistan’s education system (in light of education policies)
 |  | Presentations | 3 |
| 15 | **Revision** |  |  |  |
| 16 | **Final Exams** |  | 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-** |  |  |  |  |
| **PLO 10: Teaching of English**  |  |  |  |  |

**Recommended Text Books:**

Canestrari, A. & Marlowe, B. A. (eds.) (2009). *Foundations of education: An anthology of*

*critical readings*. Sage Publications.

**Recommended Reference Books:**

Holt, L. C. & Kysilka, M. (2005). *Instructional patterns: Strategies for maximizing student*

*learning*. Sage Publications.

Moore, R. (2004). *Education and society: Issues and explanation in the society of education*.

Cambridge Press.

Ornstein, A. C., Levine, D. U., Gutek, G., & Vocke, D. E. (2016). *Foundations of education*.

Cengage learning.

Sadovnik, A. R., & Alan, R. (2001). Exploring education. *An Introduction to the Foundations of*

*Education*.

Semel, S. F. (2010). *Foundation of education: The essential text*. New York: Routledge.

Sharma, A. (1999). *Modern educational technology*. Commonwealth Publishers.

**Internet Resources**

[**https://online.aiou.edu.pk/LIVE\_SITE/SoftBooks/0831.pdf**](https://online.aiou.edu.pk/LIVE_SITE/SoftBooks/0831.pdf)

[**https://www.studocu.com/row/document/university-of-dar-es-salaam/history-of-education-in-tanzania/foundation-of-education-notes-1/11403508**](https://www.studocu.com/row/document/university-of-dar-es-salaam/history-of-education-in-tanzania/foundation-of-education-notes-1/11403508)

[**https://nou.edu.ng/coursewarecontent/EDU%20711%20FOUNDATIONS%20OF%20EDUCATION.pdf**](https://nou.edu.ng/coursewarecontent/EDU%20711%20FOUNDATIONS%20OF%20EDUCATION.pdf)

[**https://ittc.ac.ke/college-downloads/EDUCATION\_NOTES\_MR\_KENNEDY\_2.pdf**](https://ittc.ac.ke/college-downloads/EDUCATION_NOTES_MR_KENNEDY_2.pdf)

[**https://ocw.vu.edu.pk/Videos.aspx?cat=Humanities+Distribution&course=EDU101**](https://ocw.vu.edu.pk/Videos.aspx?cat=Humanities+Distribution&course=EDU101)