**University of Management and Technology**

**Department of Education**

**School of Social Sciences and Humanities**

**Course Outline**

|  |  |
| --- | --- |
| Course Code | **ED-** |
| Course Title | **e- Teaching** |
| Resource Person(s) | Dr. Aisha Sami |
| Semester | S-2024 |
| 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 electronice teaching (e-Teaching) aims to provide students with theoretical knowledge and applied procedural skills for developing electronic educational content. The course deals with the concept of electronic educational content, its types and characteristics, the foundations and basic procedures for its development in light of its quality standards, using various electronic materials production tools. It aims to empower the students on how to employ innovations in e-teaching and integrate them into the educational process to find educational and training solutions supported by modern technologies, both theoretical and practical.

**Course Learning Outcomes**

Graduates will be able to:

CLO1. Describe the variety of different modes of e-Teaching C2

CLO2. Design effective e- course content, learning activities, creating multimedia resources, and organizing assessments to align with learning objectives. C5

CLO3 Develop proficiency in using various e-teaching and learning tools and platforms, such as learning management systems (LMS), video conferencing softwares, content creation tools, and online assessment tools in ethical manner. C3

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

|  |  |  |  |
| --- | --- | --- | --- |
| **CLO’s/**  **PLO’s** | **CLO 1** | **CLO 2** | **CLO 3** |
| **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-** |  |  |  |

**Teaching Methodology:**

The course will be taught using various techniques and modes including on-campus lectures, discussions, 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% |

**Recommended Text Books**

Assareh, A., & Bidokht, M. H. (2011). Barriers to e-teaching and e-learning. *Procedia Computer Science*, *3*, 791-795.

Donnelly, R., & McSweeney, F. (Eds.). (2008). *Applied e-learning and e-teaching in higher education*. igi Global.

Feden, P. D. and Vogel, R. M. (2003). *Methods of teaching*. Boston: Mc-Graw Hill.

Guri-Rosenblit, S. (2018). E-teaching in higher education: An essential prerequisite for e learning.

Jethro, O. O., Grace, A. M., & Thomas, A. K. (2012). E-learning and its effects on teaching and learning in a global age. *International Journal of Academic Research in Business and Social Sciences*, *2*(1), 203.

Joyce, B., Weil, M.& Calhoun, E . (2000). *Models of teaching*.(6th ed.).Boston: Allyn and Bacon.

Oliver, R., & Herrington, J. (2001). Teaching and learning online: A beginner's guide to e learning and e-teaching in higher education.

Naidu, S. (Ed.). (2003). *Learning & teaching with technology: Principles and practices*. Psychology press.

Qureshi, I. A., Ilyas, K., Yasmin, R., & Whitty, M. (2012). Challenges of implementing e-learning in a Pakistani university. *Knowledge Management & E-Learning, 4*(3), 310-321.

Roblyer, M. D. (2015). *Integrating educational technology into teaching*. Pearson.

Stewart, C. M., Schifter, C. C., & Selverian, M. E. M. (2010). *Teaching and learning with technology: Beyond constructivism*. Routledge.

**Internet Resources**

* <https://wiki.access-centre.org/books/82-introduction-to-e-teaching-e> learning/page/distinguishing-e-teaching-e-learning-and-e-coaching
* <https://www.markedbyteachers.com/university-degree/education-and> teaching/differences-between-e-learning-and-e-teaching.html
* https://www.edapp.com/blog/types-of-e-learning/
* https://files.eric.ed.gov/fulltext/EJ875783.pdf
* https://www.e-teach-eu.net/
* <https://www.researchgate.net/publication/236155413_e> Learning\_versus\_Traditional\_Learning\_in\_Pakistan
* https://elearnmag.acm.org/archive.cfm?aid=2668882
* <https://www.computerhope.com/shortcut/word.html>
* <https://www.youtube.com/watch?v=LOMfyldanB4>
* <https://www.youtube.com/watch?v=jh6VW8HJVKM>
* <https://ebooks.lpude.in/arts/ma_education/year_1/DEDU403_EDUCATIONAL_TECHNOLOGY_ENGLISH.pdf>
* <https://observatory.tec.mx/edu-news/tec-de-monterrey-wins-international-chatbot-competition/>

**Course Calendar**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Topics** | **Reference Chapter(s)** | **Assignments & Tasks** | **CLOs** |
| 1. | **Introduction** | Outline | Activity: KWL chart |  |
| 2. | -What is Teaching?  -Components of Teaching | Ch 1 | Activcity | 1 |
| 3. | -Distinguishing among E-Teaching, E-Learning and E-Coaching  - Differences between e-Learning and e-Teaching | * <https://wiki.access-centre.org/books/82-introduction-to-e-teaching-e-learning/page/distinguishing-e-teaching-e-learning-and-e-coaching> * <https://www.markedbyteachers.com/university-degree/education-and-teaching/differences-between-e-learning-and-e-teaching.html> | Class activity  Assignment | 1 |
| 4. | - Types/ Modes of E-Teaching and Learning   * Formal * Informal * Flipped * Hybrid | * [**https://www.edapp.com/blog/types-of-e-learning/**](https://www.edapp.com/blog/types-of-e-learning/) | Class activity | 1 |
| 5. | - Types/ Modes of E-Teaching and Learning   * Asynchronous e-learning * Synchronous learning * Blended Learning | * [**https://www.edapp.com/blog/types-of-e-learning/**](https://www.edapp.com/blog/types-of-e-learning/) | Quiz | 1 |
| 6 | e-Teaching in Pakisan | Research Articles | Assignment |  |
| 7 | - e-Teaching Plans   * Lesson Plans * Teaching Methods * AV Aids | Chapters of Grade 8th G.Science, Computer and English Books | Topics/ Chapters Assignment | 2 |
| 8 | **Mid Exams** |  |  |  |
| 9 | - e- Softwares for Teaching   * LMS * Google Classroom * Zoom etc | Chapters of Grade 8th G.Science, Computer and English Books | Class activity | 2,3 |
| 10 | Applications and Softwares used in Teaching |  | Quiz 2 | 2, 3 |
| 11 | Presentation of e- Lesson Plan | Chapters of Grade 8th G.Science, Computer and English Books |  | 3 |
| 12 | Presentation of e- Lesson Plan | Chapters of Grade 8th G.Science, Computer and English Books | Presentation | 3 |
| 13 | Presentation of e- Lesson Plan | Chapters of Grade 8th G.Science, Computer and English Books | Presentation | 3 |
|  | Project Work   * Online Production of Teaching Content, i.e, Youtube, Blog, Social Media |  | Project Work | 3 |
| 14 | Exhibition of Project Work |  | Project Work | 3 |
| 15 | **Revision** |  |  |  |
| 16 | **Final Exams** |  |  |  |

**Mapping of CLOs to Direct Assessments**

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