



Lahore University of Management Sciences

EDU 210 – Critical Debates in Education

Summer 2024

Instructor	Jasir Shahbaz
Office Hours	
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Support Services	LUMS offers a range of academic and other services to support students. These are mentioned below, and you are encouraged to use these in addition to in-class assistance from course staff. For a complete list of campus support services available for you click here (https://advising.lums.edu.pk/#supportservices)

Course Basics				
Credit Hours	3			
Lecture(s)	Nbr of Lec(s) Per Week	4	Duration	90 minutes
Recitation/Lab (per week)	Nbr of Lec(s) Per Week		Duration	
Tutorial (per week)	Nbr of Lec(s) Per Week		Duration	

Course Distribution	
Core	
Elective	Yes
Open for Student Category	Sophomores, Juniors, Seniors.
Close for Student Category	Freshmen

COURSE DESCRIPTION
<p>Conceptions and practices of <i>schooling</i> and <i>education</i> in general intersect with the sociopolitical, cultural, and economic realities in any given society. These intersections then generate <i>debates</i> wherein different stakeholders participate from their vantage points. Untangling the strands of those debates becomes a worthwhile academic and scholarly enterprise to make deeper sense of what schooling and education entails in a society. The central aim of this Course is to initiate the participants to selected debates in education. The debates would be informed by available evidence as much as by the diverse perspectives on a range of thematic areas such as aims of education, role of technology in education, teacher preparation, teacher evaluation, and student assessment. Given the nature of the Course, no specific source is used as a primary text. Instead, discussions are grounded in carefully selected theoretical and empirical literature from various sources and contexts to have a fuller view of the texture and tenor of the debates. The Course is structured around three core debating areas which are further categorized into themes.</p>

COURSE OBJECTIVES	
	<ul style="list-style-type: none">● enable students to contribute effectively to the current debates in education.● create a space for students where they can engage in discourse around key issues in education.● enable students to appreciate the diversity of opinion on critical issues that affect educational governance and teaching and learning processes in classrooms.● provide opportunities to students to root their perspectives in education in the established body of knowledge and sound empirical evidence. <p>position participants to critically analyze the complex relationship of local, national, and international contexts in selected issues and debates in education.</p>



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Learning Outcomes	
	<ul style="list-style-type: none">● initiate the participants to the course and set the stage.● list down what could be some of the chief aims of education.● appreciate the social and contextual as well complex nature of educational aims in any society.● compare and contrast aims of education from schools of thoughts from the East and the West.● evaluate the various positions on education as a public, private or a merit good.● argue in favor of or against privatization of education.● discuss a case study of universal primary education.● assess what could be a better route, public or private or a mix of both, to achieve universal education.● identify some of the major perspectives on how learning takes places.● use different perspectives to develop their own understanding of how learning does and should take place.● compare and contrast perspectives of learning such as behaviorism and constructivism.● build their perspectives on learning as inherently a social process.● explain the central role of language in the process of learning.● develop insights on alternate and critical pedagogical approaches.● differentiate between assessment and testing.● evaluate the use of standardized tests in educational processes.● evaluate the role of technology in educational processes.● contrast views on the efficacy of educational technology in teaching-learning.● assess how 'digital divide' leads to unequal access to social capital in the online world.● identify various approaches to teacher preparation.● argue on how effectively teachers can be trained.● describe some of the approaches to teacher evaluation.● critique the use of specific approaches to teacher evaluation. <p>build arguments in relation to how effectively teachers should be evaluated and why; · develop insights on alternate and innovative approaches to teacher accountability</p>
Grading Breakup and Policy	
<p>Response Papers: 20%</p> <p>Quiz(s): 15%</p> <p>Class Participation: 10%</p> <p>Attendance: 5%</p> <p>Presentation: 15%</p> <p>Zero Draft: 5%</p> <p>Final Essay: 30%</p>	
Examination Detail	



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Midterm Exam	No
Final Exam	No

Campus supports & Key university policies

Campus Supports

Students are strongly encouraged to meet course instructors and TA's during office hours for assistance in course-content, understand the course's expectations from enrolled students, etc. Beyond the course, students are also encouraged to use a variety of other resources. (Instructors are also encouraged to refer students to these resources when needed.) These resources include Counseling and Psychological Services/CAPS (for mental health), LUMS Medical Center/LMC (for physical health), Office of Accessibility & Inclusion/ OAI (for long-term disabilities), advising staff dedicated to supporting and guiding students in each school, online resources (<https://advising.lums.edu.pk/advising-resources>), etc. To view all support services, their specific role as well as contact information click [here](https://advising.lums.edu.pk/#supportservices) (<https://advising.lums.edu.pk/#supportservices>).

Academic Honesty/Plagiarism

LUMS has zero tolerance for academic dishonesty. Students are responsible for upholding academic integrity. If unsure, refer to the student handbook and consult with instructors/teaching assistants. To check for plagiarism before essay submission, use similarity@lums.edu.pk. Consult the following resources: 1) Academic and Intellectual Integrity (<http://surl.li/gpvwb>), and 2) Understanding and Avoiding Plagiarism (<http://surl.li/gpvwo>).

LUMS Academic Accommodations/ Petitions policy

Long-term medical conditions are accommodated through the Office of Accessibility & Inclusion (OAI). Short-term emergencies that impact studies are either handled by the course instructor or Student Support Services (SSS). For more information, please see Missed Instrument or 'Petition' FAQs for students and faculty (<https://rb.gy/8sj1h>)

LUMS Sexual Harassment Policy

LUMS and this class are a harassment-free zone. No behavior that makes someone uncomfortable or negatively impacts the class or individual's potential will be tolerated.

To report sexual harassment experienced or observed in class, please contact me. For further support or to file a complaint, contact OAI at oai@lums.edu.pk or harassment@lums.edu.pk. You may choose to file an informal or formal complaint to put an end to the offending behavior. You can also call their Anti-Harassment helpline at 042-35608877 for advice or concerns. *For more information: Harassment, Bullying & Other Interpersonal Misconduct: Presentation* (<http://surl.li/qpvwt>)



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Week/ Lecture/ Module	Topics	Recommended Readings
•	Introduction, setting the stage.	Tyrrell Burgess, T. (2004). What are the key debates in education? In D. Hayes (Ed.), <i>RoutledgeFarmer guide to key debates in education</i> (pp. 217-221). New York, NY: RoutledgeFarmer.
•	Education for What?	Dewey, J. (1916). <i>Democracy and education</i> [Chapter 2: Education as a social function (pp. 1-9)]. New York: The Free Press.
•	Education for What	Davies, I., Gregory, I., & McGuinn, N. (2002). <i>Key debates in education</i> (Chapter 1: The aims of education (pp. 1-28)
•	Aims in Education Policy	Bell, L., & Stevenson, H. (2006). Education policy: Process, themes and impact. Routledge. Introduction pp 1-24 Collins, J. (2009) Social Reproduction in Classrooms and Schools. Annual Review of Anthropology Vol. 38 pp33-48
•	Education as a Right	Robeyns, I. (2006) 'Three models of education. Rights, capabilities and human capital'. Theory and Research in Education. Vo. 4, no.1: 69-84. McCowan, T. (2013) Education as a Human Right: Principles for a Universal Entitlement to Learning. London: Bloomsbury. Chapters 1 and 4.
•	Education: a private or a public enterprise?	Santoro, D.A. (2018). NEPC Review: Is public schooling a public good? An analysis of schooling externalities." Boulder, CO: National Education Policy Center. Retrieved from http://nepc.colorado.edu/thinktank/review-public-school (Look up DeAngelis reading in the supplementary reading to have background information on the above reading.) Cotterill, T. (2018). The marketization of education. In J. Marshall (Ed.), Contemporary debates in education studies (pp. 52-62). London: Routledge (Taylor and Francis Group).
•	Education: a private or a public enterprise?	Smith, W. C. & Joshi, D. K. (2016). Public vs. private schooling as a route to universal basic education: A comparison of China and India. International Journal of Educational Development , 46, 153-165. https://doi.org/10.1016/j.ijedudev.2015.11.016 Coleclough, C. (1996) 'Education and the market: which parts of the neo liberal solution are correct?', World Development, Vol 24 No 4: 589-610 [on-line] Tooley J. (2013) ' Challenging educational injustice: 'Grassroots' privatisation in South Asia and sub-Saharan Africa '. Oxford Review of Education. Vol 39(4), 446- 463. Woodhead, M., Frost, M. and James, Z. (2013) 'Does growth in private schooling contribute to Education for All? Evidence from a longitudinal, two cohort study in Andhra Pradesh, India' International Journal of Educational Development 33 (2013) 65–73
•	Education governance: centralization vs decentralization	Rizvi, F, and B. Lindgard (2010) Globalising Education Policy Routledge. London (chapter 6: From government to governance).



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		<p>Pritchett, L. (2015). Creating education systems coherent for learning outcomes: Making the transition from schooling to learning. Research on Improving Systems of Education (RISE) Working Paper, Preliminary draft.</p> <p>Ahmad, J., Devarajan, S., Khemani, S., & Shah, S. (2005). Decentralization and service delivery. The World Bank.</p>
•	S/A Learning: Psycho- Social Aspects	Seifert, K., & Sutton, R. (2009). <i>Educational Psychology (2nd ed.)</i> [Chapter 2: The learning process, pp. 20-40]. Zurich, Switzerland: Jacobs Foundation.
•	S/A Learning: Psycho-Social Aspects	Reynolds, W. M., Miller, G. E., & Weiner, I. B. (2003). <i>Handbook of Psychology (Educational Psychology)</i> [Chapter 7: Sociocultural contexts for learning, pp. 125-135]. Hoboken, NJ: John Wiley & Sons, Inc.
•	Learning: Pedagogical & Language Aspects	<p>Davies, I., Gregory, I., & McGuinn, N. (2002). <i>Key debates in education</i> (Chapter 2: How and why do we learn? pp.29-54). New York, NY: Continuum.</p> <p>Freire, P. (2005). <i>Pedagogy of the oppressed</i> (Chapter 2, pp. 71-86). New York, NY: Continuum.</p>
•	Assessments vs Standardized Tests	<p>Phelps, R. P. (2008). The Role and Importance of Standardized Testing in the World of Teaching and Training. Paper presented at the 15th Congress of the World Association for Educational Research, Cadi Ayyad University, Marrakesh, Morocco, June 3, 2008. Retrieved from https://nonpartisaneducation.org</p> <p>Globalization and the Growth of International Educational Testing and National Assessment Author(s): David H. Kamens and Connie L. McNeely Source: Comparative Education Review, Vol. 54, No. 1 (February 2010), pp. 5-25</p>
•	Teacher preparation	Matthew M. Chingos, M. M. & Peterson, P. E. (2011). It's easier to pick a good teacher than to train one: Familiar and new results on the correlates of teacher effectiveness. <i>Economics of Education Review</i> , 30(2011), 449– 465. doi:10.1016/j.econedurev.2010.12.010
•	S/A Teacher preparation	Darling-Hammond, L. & Snowden, B. J. (2007). A good teacher in every classroom: Preparing the highly qualified teachers our children deserve. <i>Educational Horizons</i> . 85(2), 111-132.
•	Teacher Evaluation	Glazerman, S. Loeb, S., Goldhaber, D., Staiger, D., Raudenbush, S., & Whitehurst, G. (2010). Evaluating Teachers: The Important Role of Value-Added. <i>Brooking Brown Center on Education Policy</i> .
•	Technology in Education	Staunton, T. (2018). Education and the digital revolution. In J. Marshall (Ed.), <i>Contemporary debates in education studies</i> (pp. 171-181). London: Routledge (Taylor and Francis Group).
•	Inclusive Education	<p>Miles, S. and Singal, N. (2010). <u>The Education for All and Inclusive Education debate: Conflict, contradiction or opportunity?</u> <i>International Journal of Inclusive Education</i>, 14 (1),</p> <p>Terzi, L. (2004) The Social Model of Disability: A Philosophical Critique. <i>Journal of Applied Philosophy</i>. Vol. 21, Issue, 2, pp 141-157.</p> <p>Grace, S. (2009) <i>Inclusion and Diversity: Meeting the needs of all students</i>. Routledge, New York.</p>



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		<p>Singal, N. Jeffery, R., Jain, A. and Sood, N. (2011). The enabling role of education in the lives of young people with disabilities in India: achieved and desired outcomes. <i>International Journal of Inclusive Education</i>, 15 (10), 1205-1218.</p> <p>Terzi, L. (2005) A Capability Perspective on Impairment, Disability and Special Needs. In Journal- <i>Theory and Research in Education</i>. Vol. 3, No. 2. pp 197-223.</p> <p>Jahnukainen, M. (2015) Inclusion, integration, or what? A comparative study of the school principals' perceptions of inclusive and special education in Finland and in Alberta, Canada, <i>Disability & Society</i>, 30:1, 59-72.</p>
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