

Final Presentation and Written Paper

For your final project, you will design, deliver, and reflect on a teaching session based on the National Curriculum of Pakistan (modified in 2020). Please note that you must use this updated 2020 version of the curriculum and not any previous editions. This assignment has two components: a teaching presentation, where you demonstrate instructional planning and delivery, and a written paper, where you critically reflect on your teaching design and its relationship to course concepts. The project can be completed in groups of 2 to 3.

Part I

For the presentation, you will select one subject, grade level and topic from the National Curriculum. The lesson should be designed to last for approximately twenty minutes and must clearly reflect thoughtful instructional design and strategies aligned with student learning outcomes stated in the National Curriculum. The purpose of this exercise is to help you apply course ideas in practice by translating curriculum standards into meaningful, engaging, and student-centered learning experiences.

When selecting your topic, carefully review the student learning outcomes (SLOs) listed in the National Curriculum. In many cases, these outcomes may focus on basic factual knowledge or simple recall skills. You may choose to modify or extend them to include higher-level skills, but if you do so, you must justify this decision in the written paper. For instance, if the SLO focuses on recalling facts, you may choose to design a lesson that enables students to apply or analyze that knowledge. In your justification, you can refer to how your modified learning outcome builds on what students learned in the grade before and/or prepares them for what they will learn in the next grade level.

When you present, remember that your classmates will act as your students. Before beginning your teaching, set the context for them by clearly explaining the grade and topic you are teaching, and the type of classroom you are imagining. For example, describe whether you are teaching an urban or rural classroom, what kind of resources you have available, or any relevant contextual information that helps the audience understand the environment in which the lesson is situated. This short introduction should help your peers step into the role of learners and will allow you to simulate a more realistic teaching experience.

During your session, you are expected to demonstrate clarity of learning objectives, alignment between objectives and lesson plan and the thoughtful use of course concepts such as scaffolding, inquiry-based learning, etc. You should also show creativity and engagement in your lesson design.

Part II

The second part of the project is your final paper, which should be five to seven pages long. This paper gives you the opportunity to reflect on your teaching session and connect it to the ideas, readings, and discussions we explored throughout the semester.

You should begin your paper by describing your chosen grade level, subject, and topic, clearly situating your lesson within the National Curriculum of Pakistan.

Next, critique the section of the curriculum you selected. A critique means going beyond summary. It should identify the strengths of the curriculum in that area, as well as any weaknesses or gaps you noticed in terms of content, skills, inclusivity, or progression between grades.

After this, you will explain how your lesson plan aligns with or expands upon the curriculum and discuss the rationale behind your instructional choices. Reflect on the teaching and learning strategies you used and how these relate to theoretical perspectives explored throughout the semester, such as constructivism, different methods of knowledge transfer, motivation, etc. This section should demonstrate how you thoughtfully integrated theory into your practical design decisions and how your approach responds to the curricular strengths and limitations you identified. If you modified or extended the original student learning outcomes, this is also where you will justify your decisions. Explain how your changes support deeper learning, build on previous grade-level expectations, or better prepare students for future learning goals.

Include a short reflection on your teaching experience. Discuss what worked well, what challenges you faced, how students (your peers) responded, and what you might do differently if you taught this lesson again.

Finally, conclude your paper by summarizing your main insights and reflecting on how this process has shaped your understanding of curriculum design and teaching practice.

Throughout your paper, you are expected to draw on course readings, class discussions, and key concepts from the semester to support your ideas. This final paper is your chance to bring together everything you've learned and to show that you can think critically and creatively about curriculum, teaching, and student engagement within Pakistan's educational context.

Please turn your assignment on LMS by 11:59 PM (deadline TBD). The submission should be 5–7 pages, double-spaced, in Times New Roman 12 pt with standard margins.

Grade Breakdown

Your overall grade for this project will be based on the following and together they make up 45% of your total grade for this semester:

1. Class Presentation: 13
2. Presence and Engagement During Others' Presentations: 2
3. Final Paper: 30

Grading Criteria

A. Presentation Grading Criteria (13 points total)

- Context Setting (3 points): A strong presentation begins with a clear and focused 60–90 second introduction that sets the context for the lesson. This includes stating the grade level, subject, topic, and any relevant details about the imagined classroom environment, such as whether it is urban or rural or what resources are available. The purpose of this introduction is to help your

classmates step into the role of students so the teaching feels realistic. After this brief setup, you should move directly into actually teaching rather than talking about what you would teach.

- Use of Course Concepts (5 points): Your lesson should demonstrate thoughtful use of the teaching and learning strategies and theories discussed throughout the course. For example, this includes ideas such as activating prior knowledge, scaffolding, concreteness fading, retrieval strategies, etc. Overall, the presentation should show that your teaching decisions are grounded firmly in the course concepts.
- Creativity and Engagement (5 points): A strong lesson is creative, purposeful, and designed to genuinely engage students in meaningful learning. Creativity does not mean adding activities for the sake of entertainment; rather, it means selecting or designing tasks that support the learning objectives and help students understand the topic more deeply.

B. Final Paper Grading Criteria (30 points total)

- Clarity and Structure (10 points): A strong paper follows the structure provided in the assignment instructions and communicates ideas clearly and logically. The writing should be clear, easy to follow, and effectively explain how your ideas connect to the overall purpose of the assignment. Strong papers guide the reader smoothly from one section to the next.
- Depth of Analysis (10 points): Your paper should go beyond summarizing the curriculum and should offer thoughtful critique and analysis. Strong papers identify strengths, gaps, and patterns within the selected curriculum section. Claims must be supported with relevant scholarly sources, including course readings, and curriculum documents. If you modify any SLOs, this section should clearly justify why.
- Use of Course Concepts (10 points): A strong paper explicitly connects your lesson design and instructional decisions to the theories and concepts discussed in class. The paper should show how these concepts informed your planning, how they appeared in your lesson, and why these choices were appropriate for your topic and grade level. Your reflection should also discuss what worked, what challenges you faced, and what you would change in the future, demonstrating thoughtful engagement with your own teaching process.

C. Presence & Engagement (2 points)

You are also graded on your presence and engagement during your classmates' presentations. This includes being attentive, and participating as a student when asked.