The LUMSx Perspective

— The Inaugural Edition —

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> "LUMS and the LUMSx Team is indebted to **the Babar Ali Foundation** for their generous funding to support the cause of LUMSx."

Syed Babar Ali's Message

LUMS is not only there to serve the small community that is on this campus, but we are interested in providing an opportunity to a larger audience in Pakistan and beyond - to make sure that whatever little we are doing here, we are able to share it with a larger community and make a small contribution towards improving the quality of learning and education in Pakistan.

I wish Dr Suleman and his team at LUMSx well, and we are there to support you.

Syed Babar Ali
Founder of Lahore University
of Management Sciences

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Director's **Message**

Dear Colleagues, Students, and Friends,

We are pleased to announce that our inaugural issue of **The LUMSx Perspective** is here! This newsletter captures the work we at LUMSx have been involved in since we became a centre last year.

LUMSx is a university-wide initiative to create online and blended learning experiences to transform teaching and learning at LUMS, and beyond. We aim to develop LUMSx as the next frontier in Pakistan's digital learning, one that addresses existing knowledge and skills gaps to support learners in pursuing their personal, social and economic well-being. To achieve this, we create digital learning experiences that are contextually relevant, inclusive, and accessible.

LUMSx started as a Technology Enhanced Learning (T.E.L.) vertical at the LUMS Learning Institute (LLI). Besides assisting the LUMS faculty in smoothly transitioning their teaching methods online during the pandemic and aiding them in managing larger classes through technology, the LUMSx team directed its efforts towards creating our first massive open online course (MOOC) – an Urdu version of the 'Learning How to Learn' course. In its initial stages, LUMSx operated as a relatively small initiative. However, in the previous year, LUMS unveiled its strategic priorities for the upcoming decade. One of the pivotal objectives within these new priorities is to "Enhance in-person instruction with online and hybrid learning." This goal aims to identify existing courses that can be offered online or in hybrid formats to internal and external learners, and develop new courses that can be bundled as certificates, diplomas as well as degrees.

We have made great strides in the last year. One of our first major steps was to develop our vision, mission, goals and product lines. We have established this with much care, as you will be able to see in our newsletter. An equally critical step has been to find the right people; we have been able to recruit a highly competent comprimising of 16 members working in six well-resourced departments: instructional design, visual design and storytelling, video production, web development, and marketing & market research. Another important goal we achieved was developing a state-of-the-art recording studio to ensure top-quality video production and

modern working space for our staff. We are also excited to share that we have developed a strong partnership with ilmX, a cutting-edge educational platform where our MOOCs are hosted. We encourage you to explore this platform; we are confident that you will love it.

An important highlight of the previous year was developing a strategy for the courses we aim to prioritise, most of which impact critical areas of education, language learning, and in-demand professional and personal skills. We developed a number of MOOCs, established the LUMS OpenCourseware model, and developed a hybrid version of a high-enrolment SDSB course under the T.E.L. vertical. Our hybrid courses and OpenCourseWare are powered by the LUMSx LMS, which we developed in-house. We have launched our marketing website and have started publishing our MOOCs on the ILMx platform.

We are currently collaborating with faculty, LUMS alumni and practitioners on a series of professional development courses. These courses will target critical skills-development areas for Pakistani learners: data science, education & teacher training, business & startup, design, personal & professional development, and sustainability. LUMSx's work is buoyed by a competitive student partnership program in which students can work with our faculty and team of instructional designers to build critical skills as researchers and innovators. We always seek talented students to join our team, so look out for new and exciting opportunities!
Moving forward, LUMSx plans to expand its programs and reach. Our vision encompasses the transformation of LUMSx into a hub of innovation for digital learning and instruction within and outside of LUMS. To achieve this aspiration, we are dedicated to forming strategic alliances with various LUMS centres, schools, and external partners. Through collective efforts, we

are confident that LUMS can reinforce its position as a pioneer in digital education. To leverage our in-house expertise, our LUMSx Faculty Fellowship Program will serve as a platform for Faculty Partners to diversify their roles and become educators of the future, utilising technology to amplify the reach of their teaching. To facilitate knowledge exchange, we plan to host regular events that foster engagement among diverse stakeholders, including LUMS faculty, alumni, and students.

As a centre, we are indebted to the invaluable assistance extended by our faculty, student collaborators, and colleagues across various administrative sectors such as HR, Finance, Procurement, and GAS. We also extend our gratitude to the LUMS Management Committee, our esteemed Rector, and notably our Vice Chancellor, Dr. Arshad, who has been a fervent associate of this initiative since its inception. Last, our profound appreciation goes to Syed Babar Ali and the Babar Ali Foundation for their exceptionally generous financial support and unwavering faith in this undertaking.

We invite LUMS staff, students, alumni, and faculty to visit, connect with our work, and come on board with our mission of transforming teaching and learning at LUMS and beyond. Looking forward to an exciting year filled with innovation, partnerships, and a resolve to build a purposeful future!

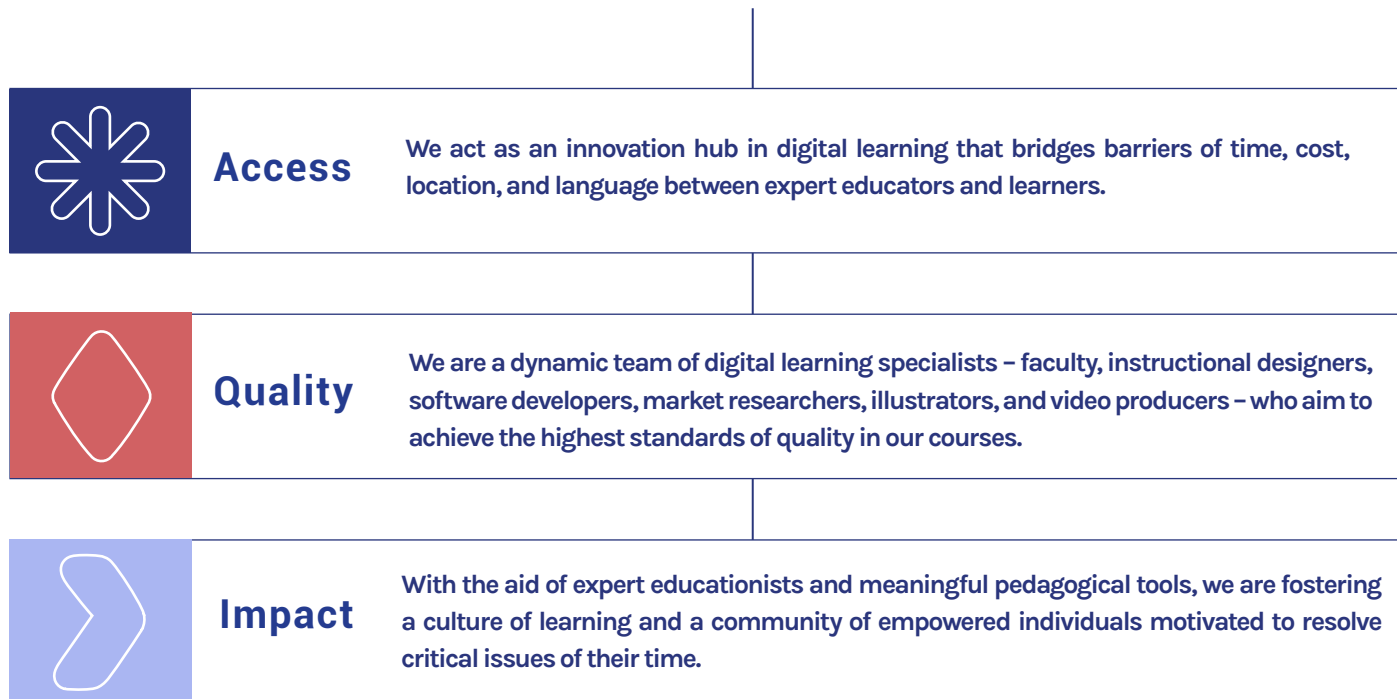Sincerely,

Suleman Shahid, EngD, PhD
Director, LUMSx
Associate Professor in Computer Science, School of Science and Engineering

LUMSx - Who We Are

Our Vision   To extend LUMS' excellence in teaching and research beyond its borders by leveraging technology.

Our Processes   We, at LUMSx, believe that technology can play an enormously assistive role in furthering learning and equalizing socio-economic opportunities for learners. To make **"Learning without Borders"** a reality, we follow a simple framework:

Access   We act as an innovation hub in digital learning that bridges barriers of time, cost, location, and language between expert educators and learners.

Quality   We are a dynamic team of digital learning specialists – faculty, instructional designers, software developers, market researchers, illustrators, and video producers – who aim to achieve the highest standards of quality in our courses.

Impact   With the aid of expert educationists and meaningful pedagogical tools, we are fostering a culture of learning and a community of empowered individuals motivated to resolve critical issues of their time.

Our Learning Products

We, at LUMSx, believe that technology can play an enormously assistive role in furthering learning and equalizing socio-economic opportunities for learners. In line with this belief, we develop a variety of learning products that cater to the diverse needs of Pakistani learners; these learning products include:

Massive Open Online Courses

These are online, paid courses designed for large numbers of geographically dispersed learners. These courses are hosted on an external platform (ilmX), offer certificates to users, and may involve interaction with instructors and learners.

OpenCourseWare

Published online via LUMSx LMS, this includes course materials and recordings which are free, open, mostly developed in local accessible language, and are licensed for educators and students to download, remix, and reuse.

Asynchronous, Synchronous, and Blended Courses

These are online, paid courses designed for smaller audiences and hosted on our internal platform (LUMSx LMS). These courses offer certificates and may involve interaction with instructors and learners.

Meet the LUMSx Team

Zain Murtaza Maken
Program Manager

M.Ed in International Education Policy and Management, Peabody College, Vanderbilt University, USA

BSc. Double Majors in Economics and Finance, Lahore School of Economics

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Project Coordinator

MPhil. Management Sciences, University of the Punjab

BBA Insurance & Risk Management, University of the Punjab

Syeda Umam Khalid
Project Manager ilmX

Masters of Arts (MA), Adult Learning and Leadership, Teachers College, Columbia University

BSc. (Honors), Sociology/ Anthropology, LUMS

Maria Nasir
Instructional Designer

MPhil. Education Leadership & Management, LUMS

Bsc. (Honors) in Economics, LUMS

Mashal Farrukh
Instructional Designer

Master of Theological Studies, Divinity School, Harvard University, USA

BSc. (Honors) Economics, LUMS

Faryal Siddiqui
Instructional Designer

Master of Arts (MA) , International Educational Development, Teachers College, Columbia University, USA

BA-LLB (Honors), LUMS

Sameen Asghar
Instructional Design Lead

Master of Arts, Instructional Technology and Media, Teachers College, Columbia University, USA

Ayesha Sohail
Marketing and Research Associate

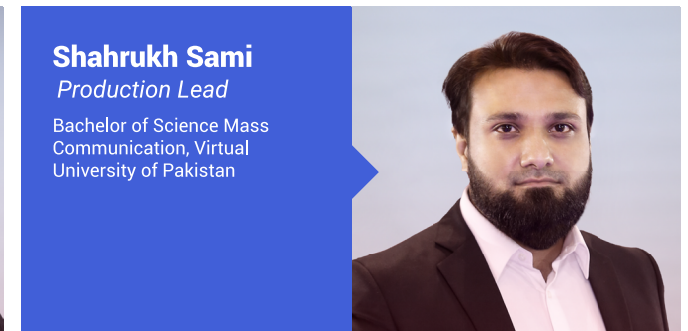BSc. (Honors) Psychology and Business, Manchester Metropolitan University, Brooks Campus UK

M. Abdullah Qureshi
Senior Software Developer

BSc. Computer Science, COMSATS University Islamabad, Lahore Campus

10

Faryal Aslam
Senior Visual Designer

Bachelor of Fine Arts (BFA) Major in Graphic Design, Lahore College for Women University, Lahore

The work at LUMSx is bolstered by a multidisciplinary team of specialists in the field of education, instructional design, video production, marketing, web development and visual design.

Zahra Aamer
Lead Animator and Multi-Media Specialist

BSc. Electrical Engineering, LUMS SSE

Aysha Aslam
Illustrator, RA

B.Des. Visual Communication Design, Beaconhouse National University, Lahore

Rehab Maqsood
Pre-Production Lead

Master of Fine Arts, Film and TV Production; Savannah College of Art and Design, USA

BSc. (Honors), Political Science and English, LUMS

Shahrukh Sami
Production Lead

Bachelor of Science Mass Communication, Virtual University of Pakistan

Obaid Mustafa
Video Producer

Masters of Arts in Documentary Film Direction, LUCA School of Arts, Belgium/University of Theatre and Film Arts, SZFE, Hungary

Masters of Arts in Film Studies, Lusofona University, Portugal

"
None of us is as smart as **all of us**

Kenneth Blanchard

M. Hashim Aslam
Videographer/Editor

Bachelor in Film and Television, University of Lahore

The **LUMSx Space** ◇

Situated in the SBASSE basement, in the vicinity of The National Incubation Center, the LUMSx Office houses a vibrant working space designed to get the team energised and excited for each new day.

The LUMSx design philosophy embodies "Learning without Borders" and our space aims to foster learning, knowledge sharing, and diversity of ideas.

The office is sectioned off into areas conducive to different stages of our design process which the team can utilize depending on the nature of the work required.

We have an open space with our individual workstations where we can easily reach out to our colleagues for inter-team discussions. Our studio is set up using the latest video production equipment for recording course videos. For research, we have a quiet corner with minimal noise and distractions to encourage focus. To spark creativity and innovation, there are two huddle rooms for project-related meetings with smart TVs and whiteboards for brainstorming. Finally, we have our boardroom where we hold team meetings and Mini Masterclass sessions.

Faculty and students are welcome to drop by for a chat – our doors are open for learners of all ages!
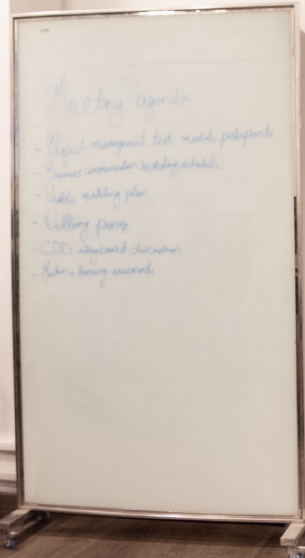
Meet our Platform Partner: **ilmX**
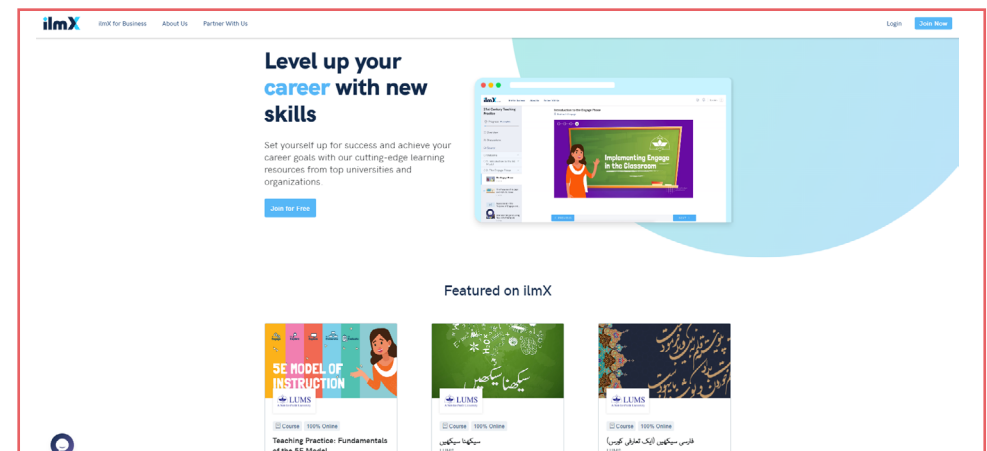
by Umam Khalid

As LUMSx commenced development for its online courses, we had simultaneously begun the search for an innovative and reliable platform with the capacity of hosting our course material. We wanted our courses to be presented in a way that provided a meaningful learning experience for our learners. At the time options were few and in their nascent stages but in 2021, we were able to form a partnership with ilmX, an upcoming platform developed by Arbisoft, which aligned with us in our vision of creating equitable and accessible education for adults across Pakistan.

Pakistan has many barriers to education in general and is presented with a unique set of problems especially when it comes to language of instruction in education. What ilmX has done tremendously well, given the local context, is that they have designed the learning platform in Urdu as well as English. For a country whose national language is Urdu, there is a lack of inclusion for Urdu speakers when it comes to digital products and this often leads to an exclusion of most of the Pakistani population from the mainstream world of technology and education.

Through this partnership, LUMSx was able to launch its first few courses in Urdu and our intention was to target a massive group of learners across the country.

IlmX is a social enterprise committed to helping individuals and organizations thrive by providing cutting-edge online courses that offer distance-learning and skill development opportunities to organizations and individuals across the country. IlmX also has a robust platform for hosting online courses, or MOOCs, with the capacity to accommodate over 10,000 learners. The many features offered by the platform, such as responsive and accessible design, varied assessments, and opportunities for collaborative learning, convinced us that ilmX would be the best choice to host LUMSx's online courses.

benefit from this partnership.

Since the world of education and technology is ever-evolving and dynamic, the partnership between these two leading organizations has the potential to go far - ilmx with its visionary platform, and LUMS with its penchant for new and exciting initiatives like LUMSx. This is surely a partnership to look out for!

By making expert educational content, developed with Pakistan's leading faculty and available in a language that is more easily understood, LUMSx and ilmX collectively aim to open a world of possibilities for learners across Pakistan. However, keeping in mind global trends and requirements, the platform is available in English as well in order to cater to a wide range of learners.

Built on the international standards of Edly, ilmX has a solid foundation to stand on and as a platform is evolving to enable an even greater number of learners to access education. With the aid of ilmX, we are developing our MOOCs to allow for greater flexibility and adaptability so that learning is not limited to a particular environment or person. Whether you are developing skills on-the-go or shifting fields by completing a series of certifications, all learners will
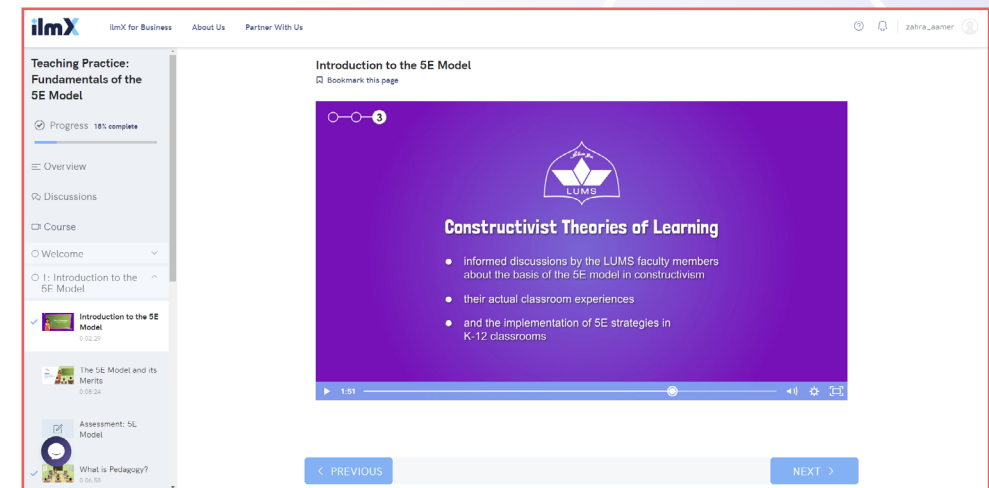
Introducing
the LUMSx LMS

If you are teaching a course this semester or next, and want a learning management system that emulates your interactive teaching methodology,

LUMSx has worked on an in-house solution for you!

LUMSx LMS is hosted on Moodle 4.0 with customizations specifically designed to help instructors curate the right learning experience for their learners.

https://shorturl.at/gjJV8

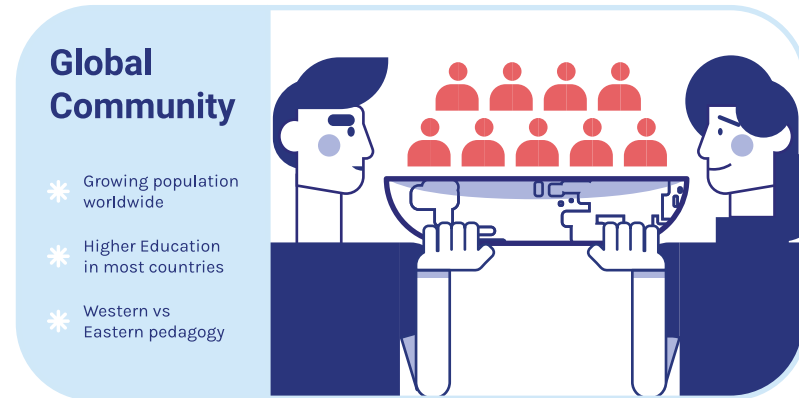# Give your students a one-of-a-kind learning experience!

You can add your course's content to the platform yourself with the aid of in-platform tutorials to assist you along the way. LUMSxLMS also provides a variety of tools to further enrich your students' course experience!

Here is a glimpse of some of the features we've built into the platform:

→

1 Interactive presentations which won't bore your learners! Add videos, quizzes, simulations and more!

Global Community

* Growing population worldwide
* Higher Education in most countries
* Western vs Eastern pedagogy

2 Varied assessments with multiple interactivities such as drag-and-drop, fill in the blanks and in video quizzes.

Drag and drop the berries used in this recipe shown in the picture

☑ Show Score

0:12 / 1:05
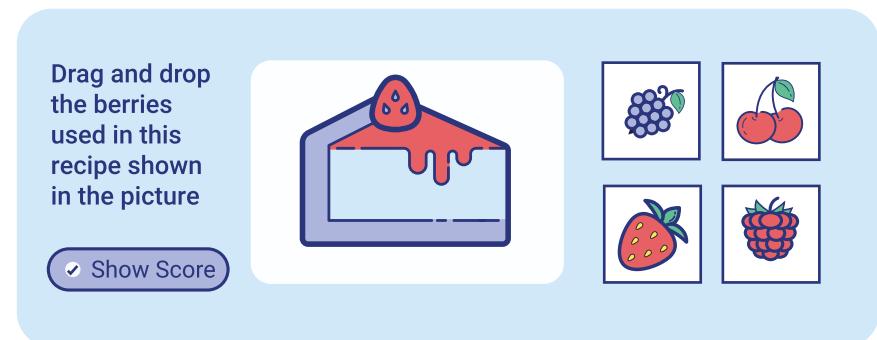
3 Features to encourage collaboration among your students - make your class take collective notes using the "Big Blue Button" feature, create polls using sticky notes and have your students vote on the "Hot Question" for the next class.

Hot Question

Questions	Relevance	Heat	Approved
Meaningful learning involves peer to peer interaction	4 👍👎	2 x	◎
Meaningful learning causes behavioral change	2 👍👎	1 x	◎

Sticky Poll

Agree ⊕	Neutral ⊕	Disagree ⊕
I think sticky notes are a great way to give opinions	They're okay	I just don't agree with anything anymore!

Big Blue Button
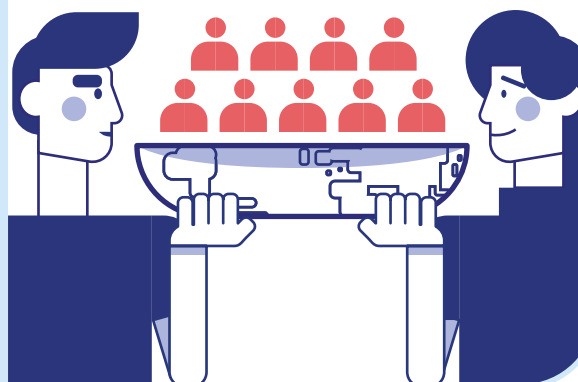
SHARED NOTES

B *I* <u>U</u> ~~S~~ ≔ ≣ 🔗 📄

I can use this space to take collective notes and download them in any format that works for me!
-    Hira

@Hira, also check out the poll results we've added in the shared notes for slide 2
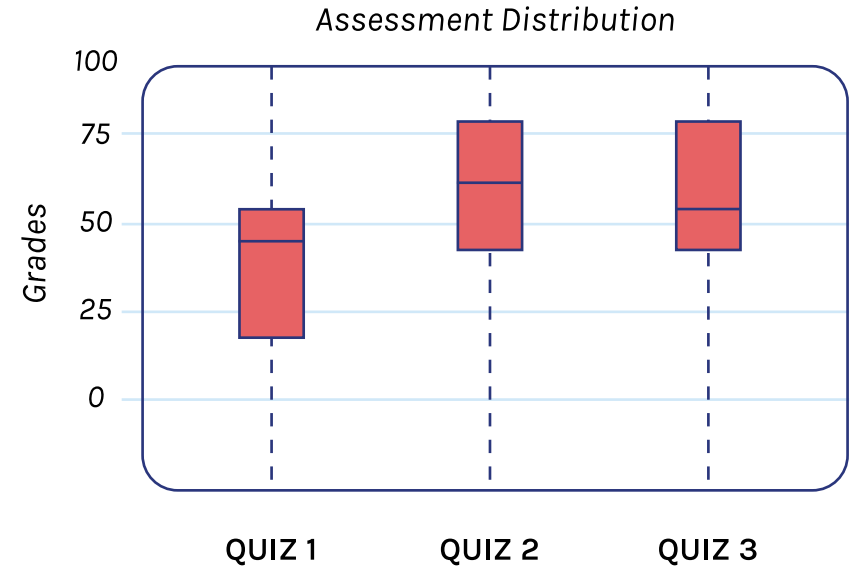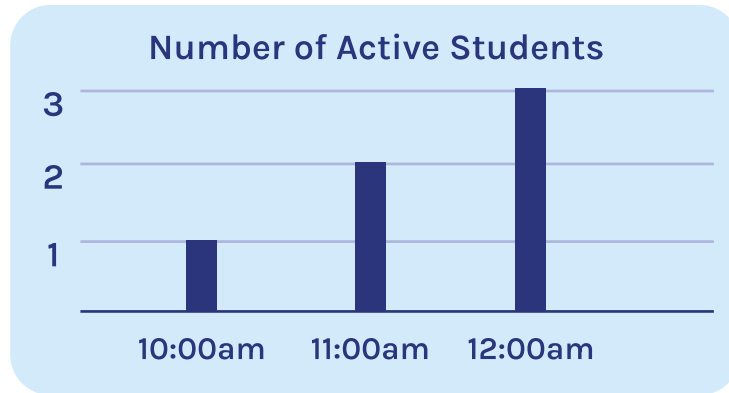-   Aysha

➕

Global Community

✳ Growing population worldwide

✳ Higher Education in most countries

✳ Western vs Eastern pedagogy

4 Get detailed analytics on your students to inform your teaching methodology.

Number of Active Students

3

2

1

10:00am   11:00am   12:00am

Assessment Distribution

100

75

Grades

50

25

0

QUIZ 1   QUIZ 2   QUIZ 3

5 Design surveys with multiple question types to gather detailed insights and feedback for your course.

1 How would you rate the ease of use for each of the following items based on your experience with LUMSxLMS?

	very easy to use	easy to use	somewhat difficult to use	difficult to use
Formatting your Course	○	○	●	○
Laying out your Course	○	●	○	○
Number of Clicks Content	●	○	○	○
Adding Content	●	○	○	○

2 Describe LUMSxLMS on a -- to ++ scale

Non-responsive	○	○	○	●	○	Responsive
Non-learner centered	○	○	○	○	●	Learner centered
Non-user friendly	○	○	○	●	○	User friendly
Non-interactive	○	●	○	○	○	Interactive
Exclusive	○	○	○	●	○	Inclusive

Learning Product 1
Open CourseWare

Open CourseWare

PARADIGMS IN **BRAIN FUNCTION**

Dr. Basmaa Ali   Dr. Suleman Shahid   Dr. Nasir Awan

With the support of Syed Babar Ali School of Science and Engineering, LUMSx was able to prepare Open CourseWare for the spring Semester offering of 'Paradigms in Brain Function'.

This course aimed to give its students a functional organization of the brain as well as an examination of the hierarchies and constituencies within the mind. It examined organizational, cellular and molecular neuroscience of perception, cognition, sleep, memory, movement, and processing of information gathered by the sensory organs. It was a multidisciplinary course providing the latest research on the brain from the fields of biology, medicine and data science.

The class recordings and course materials will soon be available **for free** for all audiences (within LUMS and beyond) on the LUMSxLMS.

Powered by

LUMSx LMS

Syed Babar Ali
School of Science and Engineering

Learning Product 2

Blended Courses

Asynchronous & In-Person Course

COMPUTER & **PROBLEM-SOLVING**

Ms. Mahira Ilyas

LUMSx partnered with Suleman Dawood School of Business to develop a blended learning experience for Professor Mahira's course using the LUMSxLMS.

Computer and Problem-Solving is a four credit course taken by a massive body of business students every year and LUMSx supported the instructor by developing assessments, course material and video content which students could complete asynchronously to earn credit. This new modality was a hit among the students at LUMS.

82% students wanted to retake the course asynchronously

Powered by

LUMSx LMS

LUMS

Suleman Dawood
School of Business

Embracing the Best of Both Worlds:
Blended Learning in **Higher Education**

by Maria Nasir

In today's dynamic educational landscape, blended learning is a powerful approach to transform how we learn. By seamlessly integrating traditional classroom experiences with the flexibility and innovation of online learning, blended learning offers a unique educational experience that caters to the diverse needs of students.

Blended learning combines face-to-face interactions with online resources and activities to create a holistic learning experience. It acknowledges that each mode of learning brings its strengths and aims to leverage those strengths to enhance the learning outcomes. Furthermore, it responds to the evolving needs of students in the digital age, where flexibility, personalization, and engagement are paramount.

Blended learning brings numerous benefits for both faculty and students! For faculty, blended learning enriches the experience of their course by:
» Enabling innovative teaching methods and creating engaging multimedia content.

» Facilitating online discussions and fostering active participation.
» Providing opportunities for personalized feedback and support.

It also impacts students learning by:
» Offering flexibility and the ability to learn at their own pace.
» Promoting personalized learning experiences and accommodating diverse learning styles.
» Enhancing engagement and motivation through interactive online resources and activities.

Inspite making significant progress during COVID-19, there is still room for improvement in adopting blended learning in schools and universities. Key areas include:

» Leveraging technological advancements to create more interactive and immersive learning experiences - utilizing virtual reality, augmented reality, and artificial intelligence to enhance student

engagement and understanding.

» Ensuring equitable access to educational resources and tools. Institutions should strive to make online materials accessible through captioning, alternative text, and assistive technologies.

» Providing ongoing professional development opportunities for faculty members to enhance their blended teaching skills.

If adopted by educational institutes effectively, Blended Learning will transform education in unprecedented ways. It will:

» *Enable institutions to reach a wider audience locally and globally.* Blended learning transcends geographical boundaries, allowing universities to extend their educational offerings to students who may not have access to on-campus programs.

» *Provide flexibility in course delivery, accommodating diverse student needs and preferences.* Blended learning offers flexibility regarding when, where, and how students engage with course materials. This flexibility caters to the varied needs of students, such as those who work part-time, have family responsibilities, or prefer a self-paced learning environment.

» *Foster innovation and adaptability, positioning universities as leaders in the evolving educational landscape.* Embracing blended learning demonstrates a commitment to innovation and adaptability in higher education. It positions universities as forward-thinking institutions that are responsive to learners' changing needs and preferences.

» *Prepare students for the demands of the digital era, equipping them with skills and competencies for success.* Blended learning provides students with digital literacy skills and the ability to navigate and succeed in a technology-driven world.

In conclusion, blended learning is the perfect fusion of traditional and online education, unlocking possibilities for students and faculty alike. It's like combining your favorite flavors to create a unique and delightful experience. By embracing this transformative approach, universities open the doors to an inclusive, dynamic, and future-oriented educational environment that inspires lifelong learning and prepares students for success in a rapidly changing world.

Call for Proposals: Hybrid Courses for LUMS Students

FALL '23

———

Do you also teach a large in-person course? A course with a long waiting list or with multiple sections? Do you feel that you can deliver high-quality instruction in the online mode? Are you interested in experimenting with new pedagogical approaches and novel technologies? Would you like to turn this in-person course into a hybrid course where most of the lectures and formative assessments are online and summative assessment are conducted in person?

If your answer is a resounding **yes**, let's work together to publish your course online!

TO GET STARTED:

✳ Obtain approval from your school Dean & Head of Department to turn your in-person course into a hybrid course for LUMS Students

✳ Work with the LUMSx team to receive end-to-end support during the course design and development process: Instructional design, scripting, visual design, production, editing, and publishing.

✳ Conduct final review before course is launched.

HOW TO APPLY:

Please reach out to us with your course proposal at **lumsx@lums.edu.pk**

Deadline for sending an email of intent (on specific format): **Thursday, 31st August 2023 – 11:59 p.m.**

Call for Proposals: LUMSx Open CourseWare

FALL '23

Do you teach an in-person course that can bridge critical knowledge & skill gaps of Pakistani learners? Would you like to turn this in-person course into OpenCourseWare (OCW) to ensure it is available for free to ALL learners!

If your answer is a resounding **yes**, let's work together to publish your course online!

Deadline for sending an email of intent (on specific format): **Thursday, August 31st 2023 – 11:59 p.m.**

To get started, please identify which of the two scenarios below best describes your course's content status and carry out the subsequent steps:

INSTRUCTORS WITH NO EXISTING ONLINE CONTENT

* Obtain approval from your school Dean & Head of Department to turn your in-person course into OCW

* Work with the LUMSx team to record, and host content online

* Conduct final review before course is made publicly available

INSTRUCTORS WITH EXISTING ONLINE CONTENT

* Migrate online learners from existing video platform to LUMSx LMS & LUMSx YouTube channel

* Work with the LUMSx team to host course content online

* Conduct final review before course is made publicly available

HOW TO APPLY:

Please reach out to us with your course proposal at **lumsx@lums.edu.pk**

Learning Product 3
LUMSx MOOCS

21ST CENTURY TEACHING PRACTICES

Teaching Practice: Fundamentals of the 5E Model

Instructors:

Dr Shazia Awan
Assistant Professor,
School of Education,
LUMS

Salahuddin Azmat Isa
Director of Content Development,
Knowledge Platform

Sabahat Quadri
Secondary Product Head,
Knowledge Platform

About this Course

The 5E Instructional Model is a student-centered learning framework that focuses on exploration, engagement, and encouraging students to discover and apply knowledge actively. This 10-hour course will teach you the fundamentals of the framework, provide in-depth instruction on each phase of the model, and give you valuable guidance on how to implement the framework in your classroom.
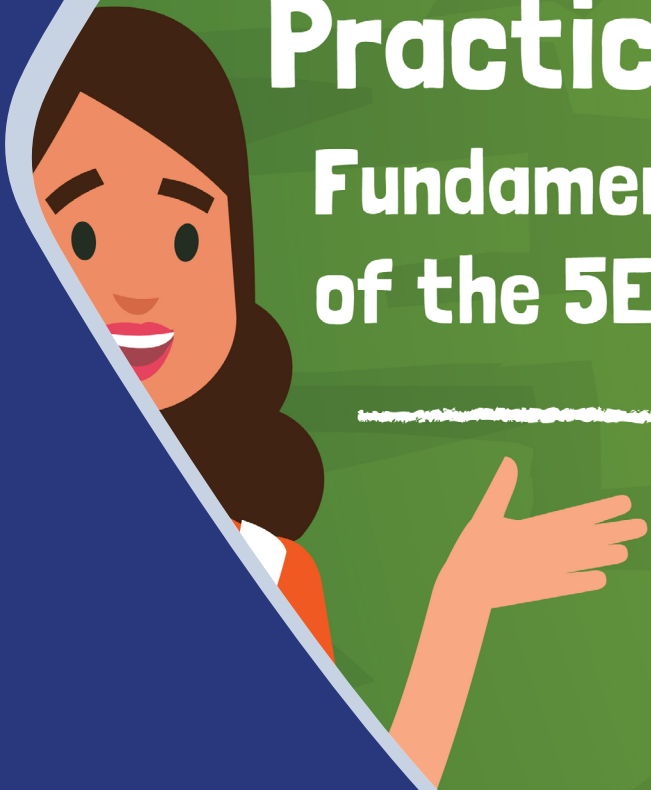
Enroll Now
https://shorturl.at/cdvyP

Duration
4-6 Weeks

Language
English

Certificate
On Completion

Putting Learners at the
Center

By Zain Murtaza Maken
& Ayesha Sohail

We spoke with Secondary Product Head at Knowledge Platform, Sabahat Quadri, about developing the course **Teaching Practice: Fundamentals of the 5E Model** with the LUMSx and LLI Teams. **Knowledge Platform** is a leading e-learning solutions provider based in Singapore and Pakistan and one of LUMSx's primary partners in the development of digital certifications for school educators.

Imagine walking into a classroom where students are leading their own learning. A classroom with abundant space for joy, inquiry, collaboration, and creativity. A space that students look forward to. Do these descriptions sound utopian? They shouldn't because with **Teaching Practice: Fundamentals of the 5E Model**, teachers can learn a structured approach to improve their pedagogical skills and develop learner-centered classrooms. This self-paced, online course has been developed by Knowledge Platform, the School of Education at LUMS, LUMS Learning Institute and LUMSx. The course is now available on the ilmX platform (**discover.ilmx.com**) for the benefit of all K-12 educators.

We sat down with Sabahat Quadri who played a critical role in developing the 5E Model course.

Talk to us about our teachers and students. What do they struggle with?

From my perspective, our teachers face two main problems: A lack of quality professional development and exposure to new ideas, and a relentless pressure to deliver results against an examination system that only rewards rote-learning. Teachers in private schools are trained often but moving from a teacher-centered approach to a student-centered approach is an uphill task and they are yet to achieve it.

Our students, on the other hand, suffer when they're in large classes with poor student-teacher ratios, which is a common problem in urban public schools. They're treated uniformly and are provided with uninspired, tedious environments that makes learning a drudgery instead of a joy.

How does the 5E Model course serve our Pakistani classrooms?

The purpose of the 5E Model course is to build a culture of inquiry in students. It essentially instils what we know today as 21st Century skills in students. Our students need the ability to think independently and critically, as well as to apply knowledge they've acquired. The 5E Model

knowledge platform

> "This course was very effective and helped me understand how to teach more effectively. I learnt how to engage students, how to (help them) explore things. Many times we've shared what a forest is but going to the place through a nature walk – living & non-living – makes it really helpful for a student to learn.
>
> **Rukia, Beaconhouse School System**

expects teachers to allow students the freedom to explore their own ideas and to make mistakes.

This course is a structured way to move from the traditional lecture-based approach common to Pakistani classrooms to a student-centered approach that gives students agency in their own learning, and fosters an environment where they can question common assumptions and construct knowledge freely.

Can you provide a specific example or strategy from the course that addresses the challenges mentioned earlier?

One of the best strategies we've suggested is activating prior knowledge. It's an essential part of the constructivist approach to learning, and using it means that teachers must learn to incorporate active learning in their classrooms rather than passively deliver information. It also forces teachers to deal with students as individuals and not as a collective.

What role do you see platforms like Knowledge Platform and LUMSx playing in the education sector?

I see KP and LUMSx continuing to make new courses to build a library that will be more relevant and affordable for Pakistan's teachers compared to those on Coursera or EdX. As pioneers, we should be leaders in this sector

COURSE DESIGN & DEVELOPMENT

Instructors:

Dr. Launa Gauthier
Visiting Assistant Professor,
School of Education, LUMS

Talha Dogar
Head of Educational Development
& Strategic Initiatives,
LUMS Learning Institute

About this Course

How can we make learning more engaging, relevant, and useful for learners? A good course design can help! When designing a course, we do not only focus on the course content, but also on how the content will be taught. This course will help educational practitioners develop components of their course plan that are essential for giving learners a quality learning experience across different educational contexts.

Duration
4-6 Weeks

Language
English

Certificate
On Completion

Enroll Now
https://shorturl.at/hjpBL

Educator Spotlight: a conversation with

Dr. Launa Gauthier

In 2019, as soon as LUMSx was established as part of the LUMS Learning Institute, we were met with the onset of COVID-19 and, thus, immediately began the groundwork to resource educators during this difficult and uncertain time. In this process, we were immensely grateful to have had the support of Dr Launa Gauthier who collaborated with LUMSx to create her course, Course Design and Development.

Dr. Launa Gauthier has played a multifaceted role within the LUMS community where she not only worked as a faculty member at the School of Education, but also spearheaded various initiatives to improve the overall quality of learning available at LUMS in her role as Senior Advisor to the Office of the Vice Chancellor.

She co-founded the LUMS Learning Institute and has an immense passion for teaching and learning, with a career that spans over 20 years of experience in the field. Known for her dedication, charisma, and love for pets, we are delighted to have Dr. Launa join us for this conversation.

You began teaching as a primary school teacher and eventually ventured into adult teaching and learning. How did that shift happen?

Dr Launa: Teaching was something I wanted to do since childhood and I started my journey, as many educators often do, by working as a primary schoolteacher. I taught for a bit initially in Canada, but soon moved overseas to China and Korea during my early career.

That was quite an exciting adventure for someone so young in her career but gradually I found that I wanted to try out teaching different grades and moved up to eventually teach older students. Soon, I happened to come across someone who wanted an instructor for adult education courses, and I found that I was able to draw on my skills as an educator to work effectively with this new set of students. It was one of the most memorable experiences in my career that really set the stage for what came next. I ended up doing my Masters in Adult Education and here I am today as a university professor, and I just want to keep learning more.

How different is teaching children and adults pedagogically?

At one point, I would have said, there's actually very little difference. One of the lovely things about children is that there are less constraints around their learning - children learn from play a lot. They don't think as much about what they're doing or feeling the weight of the pressure to learn.

With adults, there's that whole notion of what's expected of me? How am I going to be assessed? There's a lot more societal pressure on adults to perform. However, one of the things I love about working with them is that they bring so much experience to learning which is very different from working with children. Adults are more independent learners.

I really enjoy, as an educator, drawing on that - on people's lived experiences - and bringing that into my teaching.

You've taught in classrooms around the world with quite a diverse pool of learners – what are some of the common challenges you've found in these settings?

You know, students are students, everywhere. You get used to the difference in the classrooms, or in the supports and resources available.

Getting used to the cultural nuances of how students and teachers interact in school settings is challenging. In China, for example, I would walk into my classroom and everyone would be sitting in straight rows, and it was very uncommon for them to reconfigure and work in groups. I would often be that teacher who would come in and get everyone to move their desks around.

I believe, you have to not be afraid to try something new, but also with respect for the way things are done in a culture.

Another challenge is the notion of respect that exists between teachers and students. Sometimes that means that students will hold back from really engaging in class, or asking a lot of questions, or sharing their opinions to avoid being disrespectful to their teacher. I found that by putting in time with my students – getting to know them, giving them space, opportunities, encouragement, and showing them, through my responses and feedback, that I welcome their participation - slowly, they start to open up and become a lot more empowered in class.

What are some of your achievements at LUMS?

I am very proud of the work I've done with the people here at LUMS. One of the projects we started was the Learning Institute, which has come leaps and bounds since 2019 when we started envisioning some of the programs for it.

Under LLI, we started a very robust faculty development program, and now my predecessor, Dr. Hamad Alizai, is all taking all this work to educators outside LUMS so even more faculty in Pakistan can benefit from what we do here. One program I'm particularly proud of is our Pedagogical Partnership Program, where we have been developing these working relationships between students and faculty who co-create projects that are designed to improve learning and teaching at LUMS. Recently, we've also launched a Research Grants Program.

I've also contributed to the university at large - I worked with the Provost and a committee of colleagues from across all schools to really articulate and revamp the Tenure and Promotion Policy. Now LUMS recognizes teaching excellence as part of the Tenure and Promotion career progression, which I'm really proud of.

And then, finally, I think just this initiative with LUMSx of creating an online course that's going to be available to so many people.

And we are proud of you too! What motivated you to create Course Design and Development with us?

During COVID, The Learning Institute was called very early on to help students and faculty in any way possible. There was an urgent need for support for faculty and teachers all over during that time. And not just any support - good quality support.

I had been teaching online for a couple of years because I really enjoyed the medium and was learning to be more effective at it. I also

started to realize that there's so many people out there who don't have access to what we do here while I had the skills to create a course that was widely applicable and that many people could benefit from.

I believe, as an initiative, one of the main thrusts of LUMSx was to improve access to quality learning for people across the country and maybe even beyond, and I wanted to be a part of that

How were you able to adapt your pedagogical techniques to suit the online environment?

No matter what your environment is, whether online or in-person - but especially if it's online - the thing to remember is that you can give all the great content you want to in the world but if people don't feel connected to you as an instructor or to their peers, that really impacts the quality and the effectiveness of the learning experience. A great deal of learning is social and emotional, and not just cognitive.
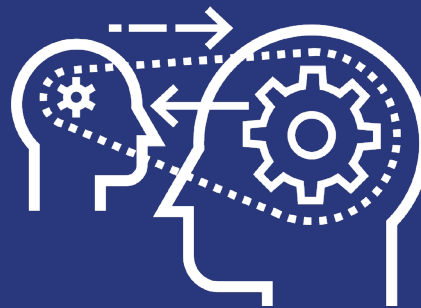
It seems a sense of community is quite essential to learning and teaching. How were you able to build moments of connectivity in your own course?

I had a lot of help from the LUMSx team in this regard and wherever I feel I might have had gaps in my experience of designing online courses for a very different diverse audience, they filled those gaps quite nicely. One very simple thing my colleague Talha and I did in the video content of the course was that we thought about talking to the camera as if talking to a learner. I used language that was very inclusive and inviting and gave several opportunities for collaboration through peer-to-peer feedback, discussion board prompts and reflections on peer responses to create a sense of connectedness in the course.

If you were to create a toolkit for course design, what are three essential components you believe every instructor should have?

Number one is a mindset to put learners first in the design of your course - in your planning for the content, in curating the learning experience, in the assessments – everything! In our course, we keep talking about learners because it's that mindset that

allows you to think of what people need to have an effective learning experience. You need to be willing to put that before your own desire to just teach everything.

The second is good assessments. Assessments drive learning and they're also the first thing students look for in a course syllabus. So in my own course design process, I try to think about what ways to assess are most meaningful. And it's the more creative assessments, the ones that take a bit more time and investment which students remember.

The last thing, honestly, is good support. I think people could do this on their own, but to do it at the level of quality that we've been able to do it, I could not have done that by myself at all.

Source: *Course Design and Development*, Dr Launa Gauthier, 2022

A New Approach to
Learning Languages

While online education has made knowledge accessible, there is still a long way to go for our digital world to be literate and welcoming for learners who are not able to read and write in English. In the same spirit, there is also much work to be done in terms of resources for learners who wish to learn regional languages.

To achieve true accessibility and inter-connectedness for Pakistani audiences online, LUMSx, in collaboration with the Gurmani Center for Languages and Literature, has developed a series of courses on learning the basics of our major regional and cultural languages.

We created two courses:

> **Persian – An Introductory Course** with Dr Fatima Fayyaz, who is an instructor in medieval and modern Persian Literature at the Mushtaq Gurmani School of Humanities and Social Sciences
> **Introduction to Pashto** with Professor Imad Khan who is also working as a Language instructor for Pashto from LUMS.

Both courses are now available on the ilmX platform

(www.discover.ilmx.org).

Our aim is to re-introduce these languages, which are a part of our culture and history, to non-speakers in a refreshing and innovative way. For this purpose, the assessments have been gamified to enable learners to build recall of the new words they've learnt. Moreover, to aid correct pronunciation, there are word tables at the beginning of each lesson with audio clips to help learners review the words as many times as they need and learn the right pronunciations.

The instructors have also made the course an exciting experience, bringing in snippets from music and folk stories to help place the language within present-day contexts for learners. With the aid of these digital tools, language-learning becomes interactive, intuitive, and most importantly, fun!

At LUMSx, we believe that learning these languages will enable learners to feel connected to their roots as well as to people across the country and make way for a world where people, culture, and history from every region in Pakistan can be included and understood in our lives today, beyond the barriers of language. These courses will open a new world of knowledge and stories for you and introduce you to the rich history and culture of Pakistan.

پشتو ابتدائ کورس

انسٹرکٹرز کے بارے میں

عماد خان
ملحقہ فیکلٹی
MGSHSS, LUMS

کورس کے بارے میں معلومات

یہ پشتو سیکھنے کے لیے ابتدائی سطح کا کورس ہے۔ اس کورس کا مقصد پشتو زبان میں سننے، بولنے اور پڑھنے کی مہارت پیدا کرنا ہے۔ کورس کے اجزاء کو احتیاط سے سیکھنے والوں کی سمجھ کے مطابق تخلیق کیا گیا ہے۔ اس میں پشتون ثقافت کے حوالہ جات بھی شامل ہیں تاکہ یہ کورس آپ کے لیے زبان سیکھنے کا ایک بہترین تجربہ ہو۔

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تکمیل پر

ابھی رجسٹر کریں
https://shorturl.at/cwEL4

فارسی سیکھیں
ایک تعارفی کورس

انسٹرکٹرز کے بارے میں

ڈاکٹر فاطمہ فیاض
پی ایچ ڈی فارسی زبان و ادب
MGSHSS, LUMS

کورس کے بارے میں معلومات

فارسی سیکھیں (ایک تعارفی کورس) آپ کو فارسی زبان میں بنیادی روانی فراہم کرتا ہے۔ اس کے علاوہ، کورس آپ کو یہ احساس دلاتا ہے کہ ایرانی ثقافت اور فارسی ادب اور برصغیر کی تاریخی اہمیت کے تناظر میں فارسی زبان کس طرح استعمال ہوتی ہے۔

ابھی رجسٹر کریں
https://shorturl.at/cuCZ4

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تکمیل پر

Strategies for
Self-Directed Learning

By Maria Nasir

Do you often feel flooded by information when trying to learn something online? Have you ever lost track of your progress or found it hard to concentrate amidst the constant background noise? When embarking on an online learning journey, it's essential to equip yourself with the tools to take charge of your own learning process.

Self-directed learning is a dynamic and empowering approach that puts you firmly in the driver's seat of your educational adventure. It's all about taking ownership, setting goals, and actively seeking knowledge through independent exploration. This mindset encourages us to become active participants rather than passive recipients, ensuring a more engaging and fruitful educational experience.

It also equips you with the skills and resilience necessary to adapt to the ever-changing demands of the digital age. In today's fast-paced world, a university education alone is no longer deemed sufficient for career advancement, and we are required to constantly hone our existing skills and acquire new ones through certifications and short courses. The ability to navigate the vast sea of knowledge and actively direct our own learning journey has become indispensable.
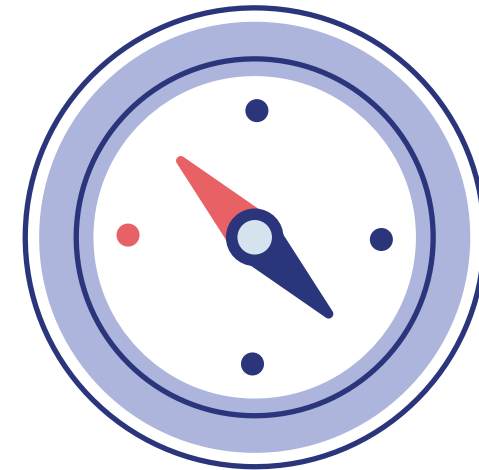
To support you in your quest for knowledge, we're here to introduce strategies based on the renowned Self-Directed Model proposed by D.R. Garrison (1997). This model encompasses three essential elements: motivation, self-monitoring, and self-management. By incorporating these elements into your learning journey, you'll be well-prepared to smoothly navigate the realm of self-directed learning and successfully achieve your educational goals.

Motivation: Fueling the Desire to Learn

1. Find your passion: Identify subjects or topics that genuinely interest you, as they will provide intrinsic motivation to explore and learn.
2. Set meaningful goals: Establish specific, achievable goals that align with your aspirations, breaking them down into smaller milestones to maintain focus and motivation.
3. Seek inspiration: Surround yourself with inspirational stories, quotes, or role models who exemplify the power of self-directed learning.

> # " I never teach my pupils, I only provide the conditions in which they can learn "

Albert Einstein

Self-Monitoring: Charting Your Progress

1. Reflect regularly: Take time to evaluate your learning journey and reflect on what you have accomplished, identifying areas for improvement and adjustment.
2. Keep a learning journal: Maintain a record of your thoughts, questions, and breakthroughs, allowing you to track your progress and gain insights into your learning process.
3. Seek feedback: Actively seek constructive feedback from peers, mentors, or online communities to gain different perspectives and refine your understanding.

Self-Management: Navigating the Learning Environment

1. Create a conducive environment: Designate a dedicated space for learning, free from distractions, and equipped with necessary resources such as books, digital tools, or a reliable internet connection.
2. Develop a study schedule: Establish a consistent routine that allocates specific time for learning, balancing focused study sessions with breaks to optimize productivity and avoid burnout.
3. Embrace technology: Leverage the vast array of e-learning platforms, digital resources, and interactive tools available to enhance your learning experience.

Embracing self-directed learning is about creating an environment that nurtures and supports our innate curiosity and thirst for knowledge. So let your passion guide you, track your progress, and master your learning journey.

سیکھنا سیکھیں

A Deep Dive into the Science of Learning

By Zahra Aamer

Learning new things can seem frustrating, especially when you're trying to learn a difficult skill or concept. However, it can become exciting, simple, and fun if you are able to uncover how learning happens in the first place. This is the life lesson Dr. Barbara Oakley lives by and imparts in her well-renowned Coursera course, "Learning How to Learn" made with neuroscientist and computational biologist, Dr. Terrence Sejnowski.

LUMS had the privilege of hosting Dr. Barbara Oakley during her visit to Pakistan where she delivered several master classes in Lahore and Karachi. During her visit, Dr. Oakley informed us that she hated math and science as a student and flunked these subjects from elementary school through high school. Today, she is a Professor of Engineering and credits her success to unearthing the art of learning. She shares the secrets of how she grew to love learning in her course, which is amongst the most taken courses on Coursera.

The course carries an empowering message that LUMSx as a center wants to embody and convey to our learners – 'that anyone can learn if they have the right support'. We as a center aim to be that support by being the technological bridge between learners and the education they would like to attain. We decided that there was no better way to begin our foray into the world of accessible digital learning than with an Urdu adaptation of this course for our Pakistani audiences and so we began work on "Seekhna Seekhain".

The course is developed using the latest neuroscientific research on how learning occurs in the brain and is packed with tried and tested tricks to make it easier. We explore how procrastination happens, its connection to memory as well as how to work with it to study effectively. We get an understanding of how the brain "chunks" information and how learning is simply helping the brain build these chunks for us.

The course is developed and delivered by four brilliant teachers (and learners):

◊ **Dr Sabieh Anwar,** whose life's work entails making the Sciences accessible and fun for students everywhere.

◊ **Dr Haniya Azam,** who makes math an adventure for all of her students.

◊ **Dr Arshad Ahmad,** the sixth Vice Chancellor for LUMS and a leader in the field of education and teaching with a career spanning over 20 years.

◊ **Dr Suleman Shahid,** the director of LUMSx and a believer in the power of multidisciplinary education or "Renaissance Thinking" as Barbara Oakley calls it.

Begin your learning journey with us today – Seekhna Seekhain is available on the ilmX platform.
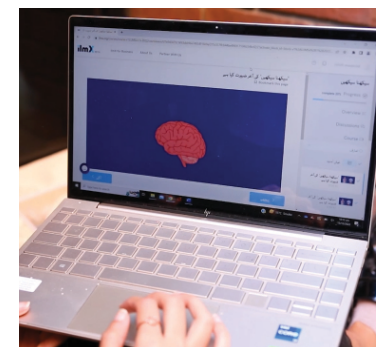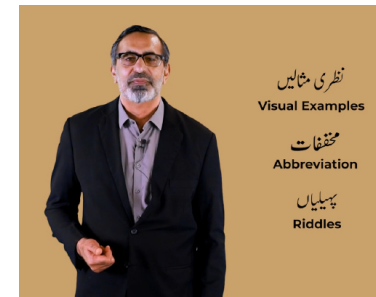
سیکھنا سیکھیں

انسٹرکٹرز کے بارے میں

ڈاکٹر ہانیہ اعظم
اسسٹنٹ پروفیسر ریاضی
SBASSE, LUMS

ڈاکٹر صبیح انور
ڈین؛ فزکس پروفیسر
SBASSE, LUMS

ڈاکٹر ارشد احمد
وائس چانسلر
LUMS

ڈاکٹر سلیمان شاہد
اسسٹنٹ پروفیسر
کمپیوٹر سائنس
SBASSE, LUMS

کورس کے بارے میں معلومات

ہمارا دماغ ایک پیچیدہ عضو ہے اور دماغ میں بہت سے افعال خود بخود ہوتے ہیں۔ یہ کورس دماغ کے عن حیاتیاتی اجزاء کا خاکہ پیش کرے گا جو ہمیں نئے تصورات، موضوعات، نظریٔ سیکھنے میں مدد دیتے ہیں اور سکھاریوں کو مختلف عمل سمجھنے اور سیکھنے میں بہتر بناتے ہیں۔ سیکھنا سیکھیں ڈاکٹر باربرا اوکلے کے کورسیرا پر موجود کورس 'لرننگ ہوو ٹو لرن' سے اردو میں ڈھالا گیا ہے۔

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48

ئبھی رجسٹر کریں
https://shorturl.at/pqUX9

HEALTH & WELLNESS – A MANUAL

Instructor:

Dr. Basmaa Ali
Faculty
Harvard Medical School

About this Course

The modern world offers us way too much conflicting information on how to go about leading a healthy life. Sometimes we just don't have the time or are too stressed to even be bothered to think about the needs of our body and mind. So, what do we do? With an emphasis on personalized solutions, this course explores those simple everyday choices regarding food, sleep, exercise, and stress management which can help you achieve optimal health.

Enroll Now
https://shorturl.at/jvBCN

Duration
4-6 Weeks

Language
English

Certificate
On Completion

Educator Spotlight: a conversation with

Dr. Basmaa Ali

Dr. Basmaa Ali is as dynamic as is her experience in the field of Medicine. Just one conversation with her is enough to know that she carries a wealth of medical and health-related wisdom from across cultures.

Trained initially as a medical doctor from King Edward Medical College, her journey has taken many fateful turns from completing a residency in Internal Medicine from the University of Illinois, Chicago, to training in the practice of Ayurveda with her colleague, Pratibha Shah. She is also a Clinical Instructor at the Harvard Medical School.

"Health and Wellness - A Manual", the course she developed with LUMSx, translates her rich knowledge and experience into a concise manual that could be life-changing for learners who choose to take it. We have her with us to offer a glimpse into what the course offers.

Dr Basmaa, you have quite a unique blend of expertise. Could you share the story behind what influenced you to incorporate Ayurveda into your practice?

Well, my first most important teacher was my paternal grandmother, who was 104 when she died. As a young girl, I always struggled to keep a healthy weight and I remember I would eat rice with a little bit of milk, a bit of sugar and a banana on top in front of her as a snack. She would tell me that all these ingredients make you gain weight to which I would respond, What are you talking about? This is just 250 calories .
Ironically, the year she died, the landmark paper that showed that behind this massive explosion of obesity in the US was refined carbohydrates was released. After which I went back and I revisited all the things she had ever told me.
My grandmother was a woman of her times and a very dynamic person. She knew all the mushrooms that grew in Punjab as well as their medicinal properties. She could treat most common illnesses from her pantry with just dry spices.
I'm a Western trained physician – I went to medical school in King Edward, did my training at University of Illinois at Chicago - but by my 30th year when my grandmother died, I had come to realize that there was a lot of wisdom that you can learn just from living 100 years. I eventually sought out Dr. Pratibha Shah who was a well-known Ayurvedic practitioner, and she and I practiced together for five years.
Then once you begin your medical practice, your biggest teachers are always your patients.

What benefits did Ayurvedic practices bring into your patient's lives?

Ayurveda admits upfront that we are different.
I have a brother who could eat anything and still be rake thin while I would gain weight much more easily. I could work all day and not feel tired while my sister would be done after working a couple of hours. You can attribute these to character traits for a little while, but then you notice from research that the DNA for these people is also different.
In Western medicine, we start with the very flawed assumption that all of us are the same, and therefore that the same solutions work for all of us. That may work for infectious diseases like pneumonia and TB but it does not work as effectively when you are aiming to achieve a healthy lifestyle. Decisions such as what food you should eat, how much work you can take on or how much should you exercise, all need to be made keeping in view of who you are.

Any success stories?

There was a patient of mine - a woman who was a consultant in Boston. She came to me because she had insomnia for which she couldn't find a solution.
This woman had two kids, worked full-time and had a husband who was also a consultant, traveling five days a week and working full-time. She was one of my very conscientious patients - ate what she was supposed to eat, exercised, made time for hobbies and all of that. She started experiencing insomnia after

she had her second child. At the end, I asked her to write a diary and bring me everything that she did from the time she woke up till the time she went to bed for about five days. I looked at it and saw that she had scheduled away every minute of every hour. I told her, You must start working part-time. That is why you can't sleep because you have no room in the schedule to wind down.

It took her six months to be convinced of this and we got her work hours down to 75% so that she was not traveling every week. Within six weeks, her sleep was back to where it was. Also, since her second child, she had gained these 15 pounds that she couldn't lose no matter what. 12 weeks later, those 15 pounds were also gone.

This is an example of where you just need to know the person well and tailor their life to who they are.

What do Ayurvedic practices have to say about mental illnesses?

Some people just have more mental health issues to deal with than others.

About 2% of people have what we call endogenous anxiety and depression, which means that they're just born with more anxiety and depression. Anxiety was an important tool when we lived in the African Savannah – it helped people survive and protect each other. Depression drives people to action. These are evolutionary tools that have been retained in humanity for a reason. To fight them as an enemy is counterproductive. You have to acknowledge their presence and then come up with strategies to deal with them.

How does Ayurveda personalize medicine?

Ayurveda says that there are three energies.

There's Vata where all the imagination and creativity comes from but also where all the lack of respect for routine comes from. Vata energy is what makes one prone to anxiety, insomnia, and just general angst.

There's the Kapha energy, which is the energy of the person who sits on the sofa, watches TV, eats chips and thinks that that is the epitome of joy.

And finally, we have the Pitta energy, more commonly known as the type A personality - that person who is like, go, go, go, let's get this done.

There's no bad body type or good body type and very few of us are just one of these energies. Good health is a process of balancing all three and most people have two energies present and one energy which is lacking. For example, you might be Vata-Pitta and you need to work on your Kapha energy. If you're lucky and naturally have a balanced body type, you'll still need to make choices that keep your body in balance. Think of your inherent energy make-up as your hardware and the lifestyle choices you need to make as softwares to balance your energies. So just like a Mac and a Windows need different softwares to support their hardware, different people need different life choices and habits to achieve better health. How well you use your lifestyle to balance these energies equates to how healthy are.

How much of this information is encapsulated in Health and Wellness – A Manual, the course you've created with LUMSx?

All of it. What we're talking about today is a very abbreviated version of all that is there in the course. You'll be able to know much more about the Ayurveda body types as well as discover your own unique energy make-up. We will walk you through preparing a care plan tailored to your needs. You will learn to use your gut as your friend and food as medicine. You will discover how to regularize your sleep cycle, manage stress and exercise according to your body type.

The course is an excellent starting point but there is so much in self care that I can't say that this is the only course you will ever need. However, it effectively sets you up to be the pilot of your own health in a very comprehensive fashion.

What were the main motivations behind creating this course?

I ran Zanjabee, my practice in Boston, for 10 years and these were things I repeated in my exam room again and again. I often used to joke with my medical assistants that I should just tape them as orientation videos for any new patients. I wanted to create a course with a mixture of best practices from both Western medicine and Ayurveda that was accessible for people to learn from and live better lives.

I firmly believe that knowledge does not change behavior. What changes behavior is when we are moved emotionally and when a story touches us in such a way that our emotional being incorporates it.

In Thinking Fast and Slow, Daniel Kahneman says that there's a big elephant, and on top of the elephant is the elephant keeper, and the elephant keeper has a small rod.

So the elephant keeper has a vantage point to look further out and he has a small rod. But if the elephant doesn't want to go that way, the elephant keeper would have no choice in the matter.

Our emotional lives are the elephant and our cognitive mind, the mind that knows, analyzes, and says, "this is good, this is bad", is the elephant keeper.

So the cognitive mind can give you direction, but unless the elephant shifts, you're not going to have a change in behavior. Our goal in developing this course was that people should change their behavior.

Who is this course for?

For anybody who wants to look after themselves. This is why the course is called Health and Wellness - A Manual. When you buy a car or a washing machine, it comes with a manual which tells you how to look after it. But human beings just come into the world and we don't have any rules about how to look after ourselves. This is a basic attempt at helping you understand the tendencies of your body, and how you can balance them out so that you have a rich life.

The purpose of life is not just to live. The purpose of life is to live richly, to sleep deeply, to feel deeply and yet be able to recover from that, to have rich relationships with your family, your friends and your children so that when you die, you're a little bit sad at dying. Not too much, but just a little sad about leaving your life behind.

If you are somebody who thinks that there's a particular aspect in their life that can be improved by being more in touch with who you are and living more in line with balancing your inner constitution, then this course is for you!

Be an Educator of the Future

Develop Asynchronous & Hybrid Online Courses with LUMSx

Do you have an existing in-person course or an idea of a new course that has a strong business case and can benefit thousands of learners if taken online? Does your course fit in any one of our prioritized areas below?

> Personal & Professional Development

> Computer Science and Data Science

> Education and Teacher training

> Business & Start-up

> Climate change and Sustainability

If your response is in the affirmative, come work with us to develop an online course!

BENEFITS FOR YOU

* Amplify impact: Scale up the audience for your course by significantly expanding the reach of your course

* Financial support: Instructors involved in developing asynchronous and/or hybrid online courses are adequately compensated and receive a royalty on the course's net income

HOW TO APPLY:

Please reach out to us with your course proposal at lumsx@lums.edu.pk

Deadline for sending an email of intent (on specific format): **Thursday, August 31st 2023 – 11:59 p.m.**

Attention Students!

'LUMSx Student Partnership Program'
### Where Pedagogy Meets Technology and Innovation

Are you passionate about education and technology? Do you want to make a meaningful impact in the field of education and enhance your skillset? Look no further! LUMSx is an innovative education technology initiative at LUMS, and we are seeking student partners to join our dynamic team.

As a student partner, you will have the opportunity to collaborate with faculty and industry professionals and contribute to the development of cutting-edge educational products. Your fresh perspectives and creative ideas will be valued as we work together to revolutionize the way students learn, especially in the areas where access to education is limited. We are looking for individuals to join our team in the following verticals:

> Instructional Design
> Scripting and Storytelling
> Visual Design
> Video Production and Marketing

By joining our team, you will gain invaluable hands-on experience in the fast-growing field of edtech and technology enhanced learning (TEL). You will have the chance to apply your knowledge and skills to real-world projects, enhancing your resume, set yourself apart in the job market.

Don't miss out on this exciting opportunity to shape the future of education. Together, let's empower learners and transform education for the better. There will be a regular call every semester highlighting the process, deadlines and our partnership framework. However, if you are excited, ready to contribute and have the relevant skillset in one of the above verticals, feel free to drop an email of intent and your resume at lumsx@lums.edu.pk.
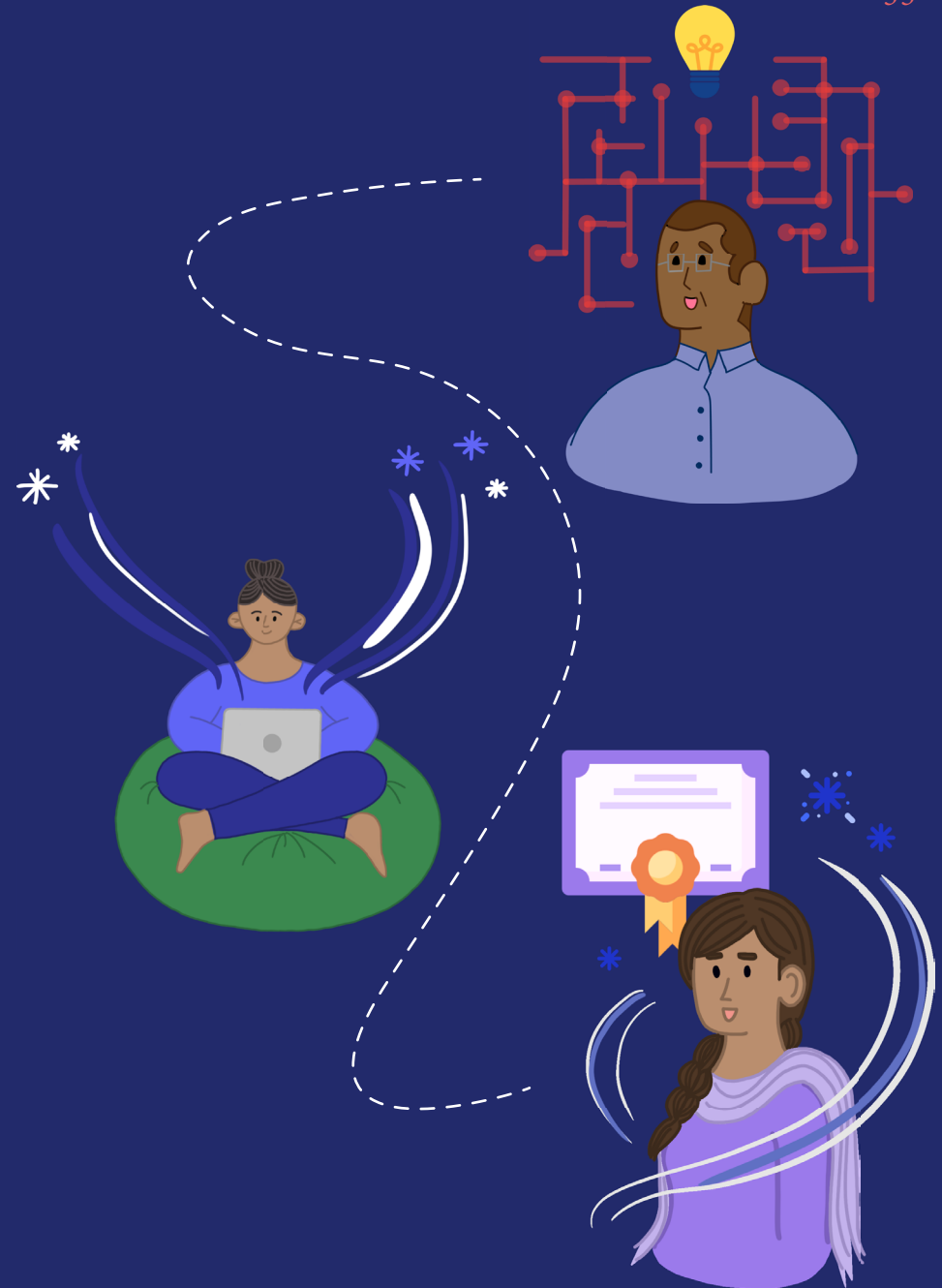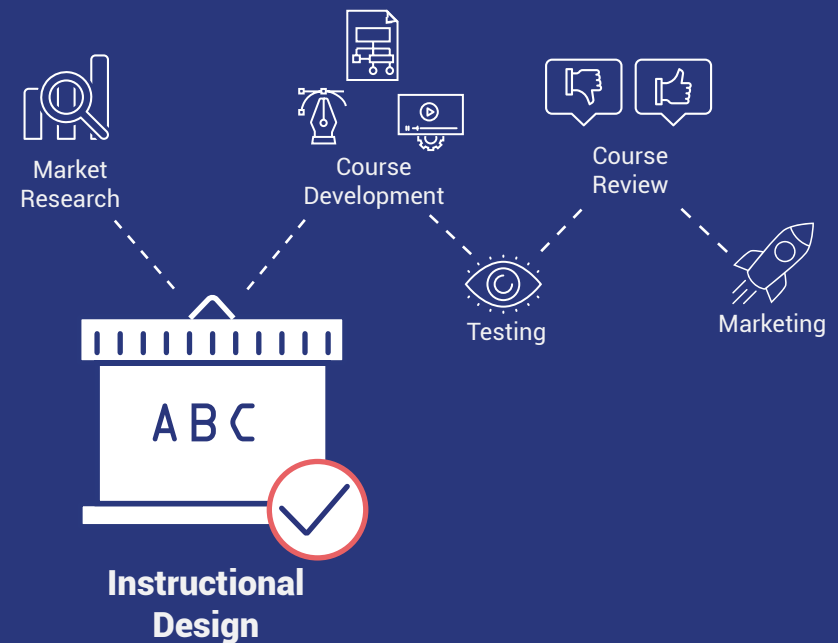
Instructional Design 101

While the term Instructional Design is common among edtech enthusiasts, it still baffles quite a few within education circles. For us at LUMSx, effective instructional design is what ties our work together and we believe that it will enable LUMS to make its top-quality research and education scalable and relevant to new, unprecedented audiences all while retaining the engagement of our in-class environments. Without it, achieving parity in education would be an insurmountable task.

We have the LUMSx Instructional Design Team here with us today – *Sameen* and *Faryal* who are graduates of the prestigious Teacher's College at Columbia University, *Mashal* who is a graduate from Divinity School, Harvard, and *Maria*, who is a gold-medalist from our very own LUMS School of Education - to deconstruct some common concepts pertaining to the field of instructional design.

Market Research

Course Development

Course Review

Testing

Marketing

ABC

Instructional Design

How would you explain Instructional Design to anyone who's new to the term?

Sameen: I think for me, I would define instructional design as quite literally a design of how you want to deliver a concept. Just like an architect creates the blueprint of a building, you create a design for learning.

Maria: And it doesn't have to be for an online course. It could be for any workshop or even if you're teaching somebody a single concept, you can curate their entire experience of it.

Faryal: When we think about it in terms of designing a product – you start thinking about the user's needs and how the product will fulfill them. Workshops, trainings, courses - these are all products you are making with a specific learner in mind. The design process lays the foundation and strategies of how the learning content will develop and progress for the learner – you think about things like where an assessment would be needed, how you would sequence concepts, the interface design if you are working on a digital learning app and so on. It's an interesting field and it lies at the intersection of multiple disciplines.

Mashal: One of the ways I help family and friends envision the work I do as an Instructional Designer is by starting with a classroom, where everything is simply done by the instructor. They come and they deliver the lecture. Nobody cares about the experience as such. When you go online, there's a lot more responsibility because you have to adapt everything to an online setting, and you have to craft new ways to make it engaging. You must use all those things you've learnt about psychology, design, education and compile it into a course. I think pedagogy is something people are paying a lot more attention to now - the process of how learning happens instead of what is learned or what is taught. I think instructional design is something that lies at the core of online learning.

A lot of educational institutes have begun work on developing instructional design teams to enrich the learning experiences of their students. Why do you think there is a growing need for good instructional design within education systems?

Maria: One of the things I've observed is that there's a lot more focus on inclusive education – people know now that the one size fits all approach doesn't work. Every individual has their own needs, prior experience, knowledge and so on and I think an ID's role has increased as a result because the subject matter expert, while they might know the content, might not know the best way to present it to the learners per se.

There is also a greater focus on continuous improvement so faculty members are often interested in knowing how they can make their courses better. They include student partners or even IDs to bring that perspective, recognize feedback and identify what can be changed.
So we have a more diverse student body in our classrooms.

There's also a plethora of learning mediums available for these learners, so they aren't limited to in-person instruction - people can now use phone apps and during COVID, students took their entire master's and bachelor's degrees online. Could that also have played a role in why instructional design has gained prominence?

Mashal: Yeah, definitely. I think information overload is something that's very prevalent in this generation because earlier, there was only one way through which you could gain knowledge and that was the classroom and your teachers. Now you have Google and you do not necessarily have to be present in the classroom to obtain knowledge. With that, there's an added pressure of being able to achieve learning outcomes more effectively. That was not present, say, 20 years ago and it definitely has a lot to do with the number of sources we have through which knowledge can be obtained.

> **Faryal:** I believe, the need for instructional design arises more from a need for scalable solutions and how tech, if done correctly, is a solution to accessibility in most situations. What excites me about my job is that you could reach a lot of people and help them continue what they want to do – it could maybe help someone continue their education which they left behind.

I say if done correctly because the solution is scalable only if the needs of the learners are properly identified and understood and then a logical methodology is applied to help address those needs. The problem with a lot of tech is that there is no logic applied – there's a term for this –

Sameen: Technology for the sake of it –

Faryal: Yes so the technology, if used with intention and logic, could be a long-term solution to bridging knowledge and skills gaps for many, many people.

Sameen: That is exactly where instructional designers come in – to ensure that these tools are used meaningfully. Accessibility of quality education was the issue and to tackle it, we often ended up using technology for the sake of it – there were schools where iPads were given to schoolchildren and before you knew it, they were using them to play games instead of learning anything new. That is where the field of Instructional Design emerged because we had just started to think about these things more meaningfully as well as about the science behind learning. So we recommend tools and utilize them in a way that would help anyone learn better. So that they are not simply interacting with technology but using it in a meaningful way that helps them achieve their goals.

Do instructional designers need to be tech-savvy?

Sameen: Actually, there's a big misunderstanding that as an instructional designer, you need to be tech savvy. I think the only thing that's very important is for you to be very open and willing to use technology. Most existing instructional designers are people who switched fields, who were teachers or in academia previously. Only a handful of people are trained as instructional designers. So that says a lot about how open this field is.

You all come from different educational backgrounds yourselves from Law to Liberal Arts to BioInformatics –

Sameen: Biotechnology-

-right! And you all have different areas of expertise within Instructional Design from Adult Education to Instructional Technology. What encouraged you to pursue it?

Faryal: I worked as a curriculum developer first. For my thesis as a Law major, I developed a curriculum to help girls understand how to fill their Nikkahnama using pedagogical tools which helped them interact with the document, practice it, act it out to understand the legalities behind it. I got really interested in how each module and lesson was curated to meet a learning outcome. Eventually, I learnt that there was a lot more to Instructional Design than curriculum development, but I feel that to be a good ID you need to be a good curriculum developer as it allows you to pre-empt the learning experience a course will take quite effectively.

Sameen: For me, I experienced the pitfalls of poor instructional design firsthand when I began work for this NGO which was forcefully integrating technology in schools where children were coming from a different background and did not have familiarity with such devices. Even as a Bio-technology student, I had been interested in the science behind learning, but it was during my Masters in Instructional Design that I became truly convinced that it was what I wanted to pursue. The program was great and really helped me understand the theory behind learning and how empowering and simple it could be for learners if the rights tools were applied in

really clever ways.

Maria: For me, it started when I took my first Coursera course during COVID - it was my first digital learning experience, and I ended up fascinated with self-directed learning and its possibilities because it's not possible to create or to construct thousand more schools in Pakistan nor is there any school which completely fulfills the needs of its students. During my MPhil program, I took a course on cognition and computers, which was interesting because it talked about the learning process, how knowledge is absorbed and that's what convinced me that I wanted to do something in this field.

Mashal: My journey had a lot of curves because I was primarily interested in studying religion but often felt stuck because the kind of course I wanted to study was not available anywhere. I ended up finding just the course I was looking for on an online platform which really opened doors for me to study what I wanted, the way I wanted. And that's when I realized how powerful digital learning can be.

I eventually worked as a curriculum developer where I used technology to help my students, who were very young kids, achieve their learning goals but it was at LUMSx where I truly stumbled upon this field, and it continues to pique my interest.

The instructors you've worked with for LUMSx have had a lot of good things to say about the instructional design team – they mentioned that the process really helped them see learning in a new way and they would like to explore this modality a lot more in their future courses. So good job, team! What are some of the strategies that you use when you're preparing digital courses for LUMSx? What are some of the roles that you must play as instructional designers?

Maria: From what I've experienced so far, I feel you have to play a very active role as a researcher throughout the course design cycle. You need to be aware of design trends, the evolving needs of your learners and contextualize them as well. It also helps when instructional designers have different backgrounds so that they have a more holistic understanding of the learning environment and the context of their learners.

Mashal: For me, it's the hat of a psychologist - I think how is this going to get into the head of my students in a way that stays? This also stems from my experience as a teacher for a few years

Faryal: For me, I just literally envision an ID just literally holding the ship together - you remove the ID from the course, it falls apart because the ID is the person who knows the learners needs and are communicating them to the rest of the team whether it's the web developers or the video production crew or the instructors or the scriptwriters. She is the course lead and who has the responsibility of getting the course to its finish line and in a form that ensures the best quality to the learner. You are always wearing multiple hats and within this one role, I have been able to develop many critical skills including user-testing, conducting focus groups, managing timelines,

reviewing and often writing communications for the course. You need to have an idea of production, storyboarding. You're guiding the creative team from the perspective of the learner as well. It can be challenging but also quite rewarding.

Sameen: Another hat would be the learner's hat, right?
I am an instructional designer, but I'm also a learner who's learning this course. If a concept is coming in from an SME, first I'm trying to digest it and understand it as a learner learning and see if it makes sense to me and what would help me learn better. For me, that's both a hat I wear but also it works well as a strategy I use to inform the process.

Would it be correct to say that the IDs at LUMSx are learners first, and the other roles come after?

All: For sure.

Maria: With each project, there's a learning curve for the ID.

Faryal: And in the process as well as with the content.

Give us an example of a course, program or a digital tool that you like, which you felt was innovative in its approach?

Maria: Well, it hasn't been introduced in Pakistan yet - and I hope it comes soon – but I find it really cool the way educators are integrating augmented reality/virtual reality within their courses. So, for instance, if you are a medical student, you get to see a human body lying before you and study the organs through dissection with the aid of AR/VR.
Even if you're in school and learning about the Solar System, imagine being able to see the Sun and the planets in your classroom as you study about them which is so vastly different from our time when we were dependent on text and diagrams to learn about different concepts.

Mashal: For me, it's the diversity in assessments because in our time we were mainly tested on our recall of content knowledge. Now, there is an understanding that intelligence is varied, and with that acceptance comes this need to assess different kinds of skills and abilities.

Faryal: There's also more emphasis on elements of the assessment besides the grading - you can use assessments to help the learner develop their thinking by building a skill or a concept explained in the course videos and there are several creative ways to do this. For example, for one of the LUMSx courses, we've developed a learning journal which learners can use to reflect on their process of learning which the learner can edit and develop as they go along the course.

Sameen: I think some of the most exciting new learning tools which have been developed are the ones which allow for collaboration. Initially, one of the arguments against online learning was that there was limited learner to learner interaction but if you look at tools now, they're making it quite easy for people to collaborate. In Scratch and CodePen, you can see other people type as they work on a block of code. In Miro Board, another great tool, you can see people's cursors move across the screen as they work together on a plan. These small things capture the element of working together but in a different modality and it excites me that we've been able to   solve these problems via simple solutions.

Instructional Design Case Study: Digital Learning Apps for Children

By Sameen Asghar

If you are a parent or a K-5 educator, you probably have heard of these apps and perhaps even used them at some point as powerful aids to make learning fun for children. For educators and designers, these apps offer excellent insight into how technology can be meaningfully leveraged to simplify complex concepts and enrich learning experiences for even the youngest of learners.

ScratchJr

Scratch was created in the MIT Media Lab by Mitch Resnik and team with the intention of teaching programming to kids in a way that was understandable and engaging. It has been around for a decade and a half, so why are we still writing about it? In 2022, Scratch became the largest coding community for kids worldwide!

What's more, Scratch Foundation in collaboration with DevTech Research, has now developed ScratchJr. With a target audience of children aged 5-7, ScratchJr turns coding into a fun, family activity in which children can create fun projects with their parents and elder siblings.

Even for adults, programming can be quite intimidating, but Scratch transforms it into a fun game with the aid of block coding which lets the learner focus on logic without being bogged down by syntax. Having an overarching understanding of computational thinking makes space for learners to grasp more complex coding concepts.

Using these blocks, children can code their characters to make them dance, jump, sing and later incorporate them into their own stories, games, and projects. There are many tutorials available to guide children as they tackle these fun projects, each empowering them with the belief that they can use coding to bring their imagination to life.

The application also comes with great resources for educators to carry out coding sessions in their classroom.

And that's not all! Scratch allows learners to submit their projects to the larger Scratch community where their work can be recognized and become part of the Scratch public database.

Duolingo ABC

Duolingo has been around for a while and has helped millions across the globe learn languages. Now, Duo the mascot is back and it's cheering on children aged 4-5 as they take their first steps in reading and writing. .

The green owl is one of the most acclaimed learning buddies so it is no surprise that this new application has already made rounds among parents and children alike. The app's mission is to enhance children's literacy skills by providing them with a unique, game-like reading experience.. It uses captivating narratives to get children excited about reading, with Duo finding just the right stories for your child. Using in-story prompts and questions, the app also helps children develop active reading and improved comprehension skills.

To aid children in pronunciation, Duolingo ABC uses in-game activities to help them recognise sounds individually while also teaching them how to blend these together into words and create rhyming sounds. This way it mimics in person phonic instruction. My favorite part of the app is the reading aloud and narration activity which is a great way for young readers to build fluency and confidence as they read in front of their peers.

Kahoot! Numbers by Dragonbox

The award-winning Dragonbox series in math labs by Kahoot is an excellent collection of games designed to help young children learn math. My favorite of the series is Numbers which targets children aged 4-8 years and goes beyond just introducing them to numbers. The thing that stood out to me about the app was the way each number has been assigned a physical shape and identity to create characters appearing throughout the in-app activities. Numbers are called Nooms in the Dragonbox universe and children can deploy these in each activity to yield the result they need.

This application has 4 different games: sandbox, puzzle, run and ladder. Each engages children in performing different math functions. With the aid of their beloved Nooms, they use strategy and problem solving to pass each level of the game. The app enhances the learner's sense of numbers as each number changes based on the math function being applied to it. This grounds the math in the learner's real-world experience as well.

The app comes with supplementary resources - there is a printable pedagogical guide for educators who want to use it for their lessons as well as worksheets complementing each level of the games making the app a useful resource both in and out of the classroom.

SHOW & T.E.L.

An **experiential conversation** series

LUMSx focuses on various key areas, with Technology Enhanced Learning (TEL) standing out as one of our primary verticals.

Within TEL, we actively explore a range of pedagogies that incorporate a diverse array of digital technologies and instructional design techniques.

LUMSx will be launching this regular seminar series, to share our work and initiatives as well as hold conversations on Technology Enhanced Learning (TEL) within both the academic and industrial communities.

This series is open to everyone

Friday 8th SEP
INAUGURAL SEMINAR

Showcasing LUMSx's work with faculty, bringing an exclusive focus on LUMSx LMS and OpenCourseWare

Friday 6th OCT
BLENDING PEDAGOGY, TECHNOLOGY, & DESIGN

The LUMS way of converting an in-person course to a Hybrid Course

Virtual Reality as a Pedagogical Tool

LUMSx, in collaboration with OAI and the VR Lab at LUMS, is working on converting an essential student and workplace training into a VR and video based course.

Call for Service Courses

Calling all LUMS Schools and Centers! Do you have an idea for a workshop, a training or a course that could potentially benefit thousands of learners if adapted online? Let LUMSx provide the pedagogical and digital support to make it a reality!

Let's collaborate - contact us at lumsx@lums.edu.pk.

› TA Professional Development Course

that LUMS Learning Institute is developing in collaboration with LUMSx

In this course, TAs will learn about their roles and responsibilities as a TA, effective communication strategies with instructors and students, which will include but not be limited to providing feedback, managing time, and supporting students' diverse needs. Additionally, they will learn how to conduct tutorials and navigate the learning management system.

The Teaching Assistants Professional Development Course is a self-paced asynchronous certificate course designed to prepare Teaching Assistants (TAs) for their role and assigned duties at LUMS and offer them opportunities for their professional development. It is part of a larger initiative by LLI that includes this online course, thematic live sessions held twice per semester, communities of learning which includes weekly TA support hours and monthly TA tea hours, and mentorship opportunities.

Coming Soon

LUMS | Learning Institute

MACHINE **LEARNING**

LUMSx is excited to announce our first course from a series of MOOCs and MasterClasses on Data Science - "Machine Learning".

This course has been in the works for the past year and has been prepared with SSE's star instructor, Dr Agha Ali Raza, known for his stimulating teaching style and ability to deconstruct some of the most complex ML algorithms into everyday, applicable concepts.

Brimming with insights from our current-day technological landscape, this course is the balance you need of theory and application - starting from basic explorations of supervised learning in machines to eventually developing neural networks and trained ML algorithms that you can apply to a variety of situations.

Machine Learning comes out in November and is aimed for a diverse group of learners - from beginners who wish boost their careers with a new set of skills to students aiming to get an expert understanding of the industry and develop a career as data scientists.

Dr Agha Ali Raza

Assistant Professor,
Computer Science, LUMS

Founding Director,
Center for Speech and
Language Technologies

Coming Soon

LIGHTS, CAMERA ACTION!

By Obaid Mustafa

In today's digital era where most of our information is transmitted via social media, video has emerged as an indispensable medium of learning and communication. At the Lahore University of Management Sciences (LUMS), the LUMSx initiative recognizes the significance of video production in engaging learners. This article offers insights into the intricacies of the video production process, shedding light on the methodology and components that underpin its success.
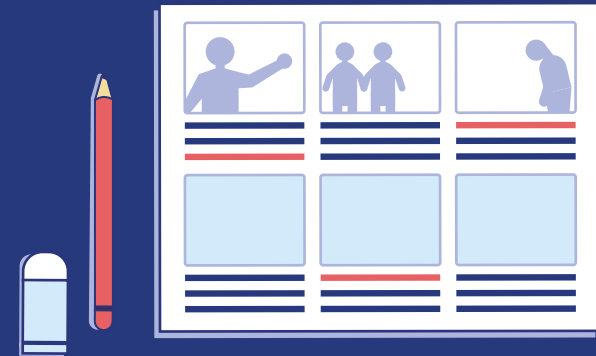
PRE-PRODUCTION

The foundation of an effective video lies in its pre-production phase, where meticulous planning and organization set the stage for a successful project. The talented team of instructional designers spearheads this phase, commencing with defining each video lesson's objectives, insight into the learner's needs, and key learning outcomes.

Moreover, the pre-production phase establishes the project scope, timeline, and budget as well as streamlining the execution process. Clear objectives and budgetary constraints help in making informed decisions and aligning resources efficiently.

A crucial component of this phase is script development.

> The script serves as a blueprint, detailing the narration, dialogues, and visuals for the video.

Faculty experts work with our script writers and instructional designers to develop a concise script that is informative and engaging for learners.
LUMSx strives to select on-screen talent that includes professors, students, or subject matter experts to lend credibility and authenticity to the videos.

RECORDING

With pre-production complete, the team progresses to the actual shooting of course videos.

> The LUMSx production team ensures that instructors are supported when acting before the camera and uses aids such as teleprompters to help them prepare their lines.

This phase demands careful coordination among the production crew, talent, and any external stakeholders involved.

Utilizing state-of-the-art equipment, the videography team captures high-quality footage, adhering closely to the established script and storyboard.

Throughout the production phase, LUMSx maintains a steadfast focus on academic accuracy. Visual representations align meticulously with factual information and thorough research. Ethical considerations, encompassing consent, privacy, and intellectual property, are diligently observed, further reinforcing the university's commitment to academic integrity.
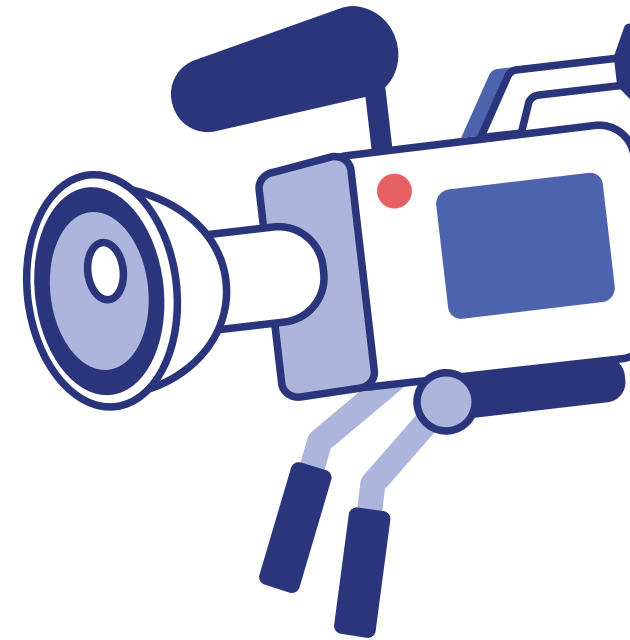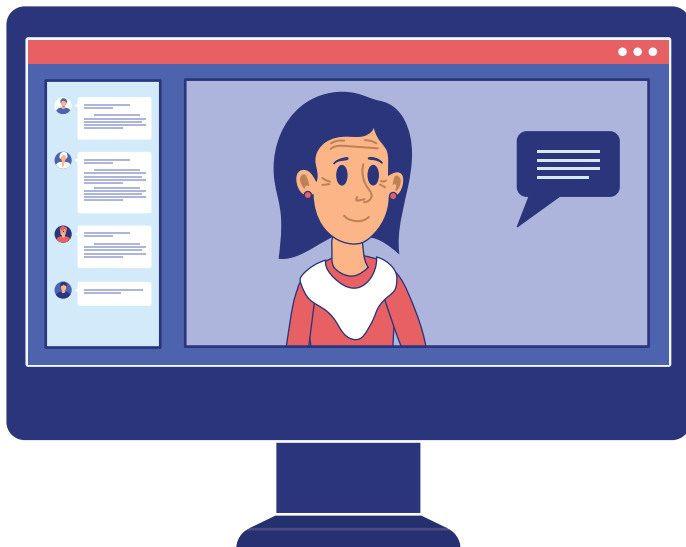
POST-PRODUCTION

Finally, the post-production phase is where the magic of video creation truly comes to life.

Expert editors meticulously select the best footage, arranging sequences, and incorporating relevant graphics or animations. This phase plays a critical role in ensuring alignment with the pedagogical design crafted by the instructional designers, guaranteeing an impactful learning experience for the learners.

> Academic rigor remains paramount during post-production.

LUMSx conducts thorough verification of statistical data, references, and sources used in the video, upholding the university's dedication to truthfulness and academic excellence. The editing process entails multiple reviews and revisions, ensuring the final video is polished and aligns seamlessly with the initial objectives.

The LUMSx Perspective

Our video production process exemplifies the commitment of the Lahore University of Management Sciences to academic excellence and technological innovation. From meticulous pre-production planning to post-production attention to detail, each phase plays a crucial role in creating compelling and informative videos that resonate with the target audience.

LUMSx aims to become a catalyst for modern education, effectively leveraging digital media to enhance the learning experience and promote knowledge dissemination. As LUMSx continues to advance, it will undoubtedly play a pivotal role in shaping the future of education and communication in the digital age.
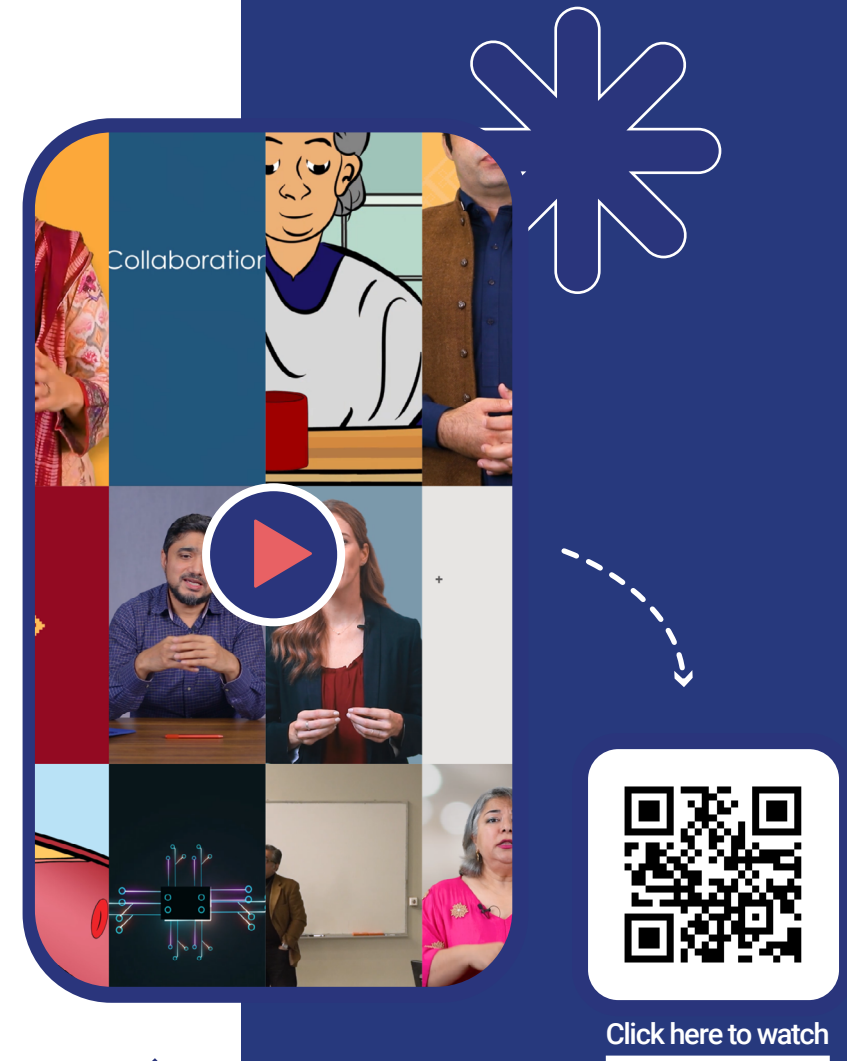
Click here to watch

Watch a snippet of what work is like at LUMSx!

Acknowledgement

We would like to thank our older employees for their immense and tireless contribution towards the work of LUMSx - we could not have gotten here without you!

Fatima Rehman
Program Manager

Saleha Parvaiz
Project Coordinator

Aman Fatima
Instructional Designer

Adeel Amin
Videographer /
Photographer

Usama Mustafa
Market Research
Analyst

Muzamil Hasnain
Senior Video Editor

Ali Naqvi
Media & Production
Specialist

The
LUMSx Launch

The LUMSx Perspective V1   2023

Enter the next frontier of digital learning

lumsx.lums.edu.pk

Explore Now

https://lumsx.lums.edu.pk/

LUMSx