SOCIAL FOUNDATION OF EDUCATION

Course Code: ED331   **Credit Hours: 3**

Course Description

The purpose of this course is to provide Student Teachers with a strong foundation for understanding the relationship between and among teachers, the school, and the families and community that support the school. Basic conceptualizations of educational institutions and the role of the teacher in relating to these institutions will be considered. Student Teachers will also explore how cultural, social, and historical forces have shaped their understanding of the relationship teachers have with schools, communities, and families in Pakistan. The course will explore the social context of schooling and examine how the work of teachers is nested within school and community. It will provide orientation to the process of socialization in schools and how social factors affect education.

Practical application of the course will be emphasized as Student Teachers explore teaching and learning within both the school and the community. They will identify strategies, practices, and relationships that have proven fruitful within familiar contexts, and learn how to identify and respond to challenges in school, community, and teacher relationships. Student Teachers will identify how culture, gender, special needs, equity and equality, and collaborative working conditions affect the school and community.

Learning outcomes

Contents

1. Society, Community, and Education

1.1 Introduction and overview of the course

1.2 Introduction to society, community, and education

1.3 Structures and functions of community and schools in Pakistan

1.4 Impact of education on society

1.5 Role of education in strengthening Pakistani communities

2. Understanding social interaction in schools and communities

2.1 Meaning of social interaction and socialization

2.2 Levels of social interaction

2.3 Elements of social interaction

2.4 Types of social interaction

2.4.1 Cooperation

2.4.2 Competition

2.4.3 Conflict

2.4.4 Accommodation

2.4.5 Assimilation

2.5 Social groups and individual and group behaviour

2.6 The roles of schools and teachers in developing social interaction for peace, harmony, and tolerance in Pakistani communities

3. School and Culture

3.1 Main characteristics of culture

3.2 Elementary concepts of culture

3.3 Culture and cultural elements of Pakistani communities

3.4 Role of education and school in the protection and transmission of culture

3.5 Impact of media on school and culture

3.6 Impact of technology on school and culture

4. Relationships between School and Community

4.1 School as a social, cultural, and community institution

4.2 Effects of schools on communities and communities on schools

4.3 School as a hub for community services

4.4 A critical analysis of the effective roles of school and teachers in Pakistani communities

5. Social Institutions

5.1 Definition and types of social institutions

5.2 Educational and religious institutions

5.3 Critical analysis of the role of social institutions in Pakistani schools

6. The Teacher's Role in School and the Community

6.1 Teacher as an integral part of community

6.2 Teacher as a change agent in Communities and Schools

6.3 Teachers as role models through their participation in community activities

6 4 Effects of teachers and schools on individual and group behaviour

7. The Working Context of Pakistani Teachers

7.1 Teacher as a social activist

7.2 Teacher's leadership roles within and outside schools

7.3 Teacher's role in establishing linkage among stakeholders

Teaching-learning Strategies

The instructional strategies will focus on constructionist learning approach. These strategies will be diverse in line with the contents. Therefore, these strategies will include but not limited to demonstration, cooperative learning, collaborative learning, teacher and student-led discussion, individual and group presentations, reflective practices and classroom activities

Assessment and Examinations

The students will be assessed according to the following criteria

Examination	Marks
Sessional work	25%
Mid Semester	35%
Final Semester	40%

Suggested Readings

Bashiruddin. A., &Retallick, J. (2009).*Becoming teacher educator.* Karachi: Aga Khan University-Institute of Educational Development.

Butin, D. (2005). Guest editor's introduction: How social foundations of education matters to teacher preparation: A policy brief. *Educational Studies, 38*(3), 214-229.

Kosnick. C., & Beck, C. (2009).*Priorities in teacher education: The 7 key elements ofpre-service preparation.* New York: Routledge.

Liston. D., Witcomb, J., &Borko, H. (2009). The end of education in teacher education: Thoughts on reclaiming the role of social foundations in teacher education. *Journal of Teacher Education, 60*(2), 107-111.

Saha. J (2008). Sociology of education. In T. Good (Ed.), *21ˢᵗCentury education: ASuggested Readingshandbook.* Thousand Oaks, CA: Sage.