

CULTURE OF LEARNING IN PAKISTAN: MYTH OR FACT?

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FULBRIGHT MASTERS 2014 – 2016



MY FULBRIGHT JOURNEY AND QUESTIONS IT MADE
ME ASK MYSELF...

LET'S DEFINE "LEARNING"

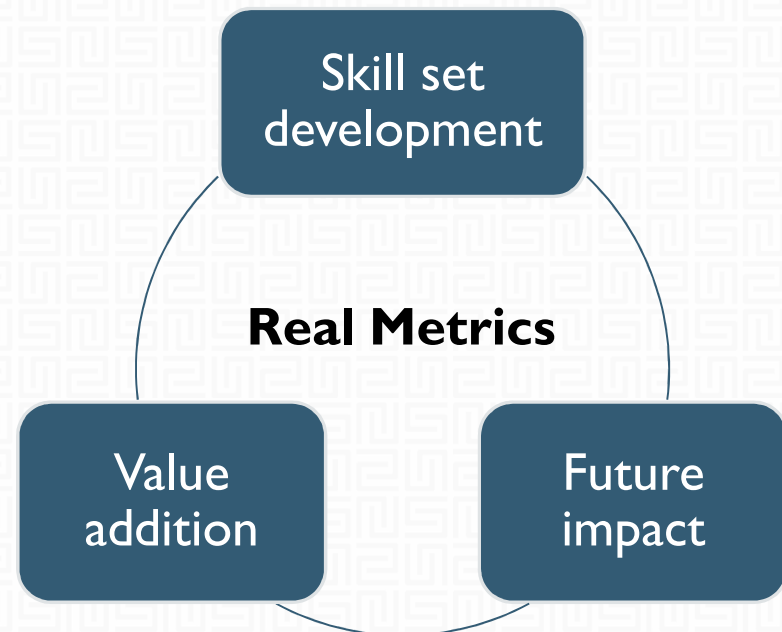
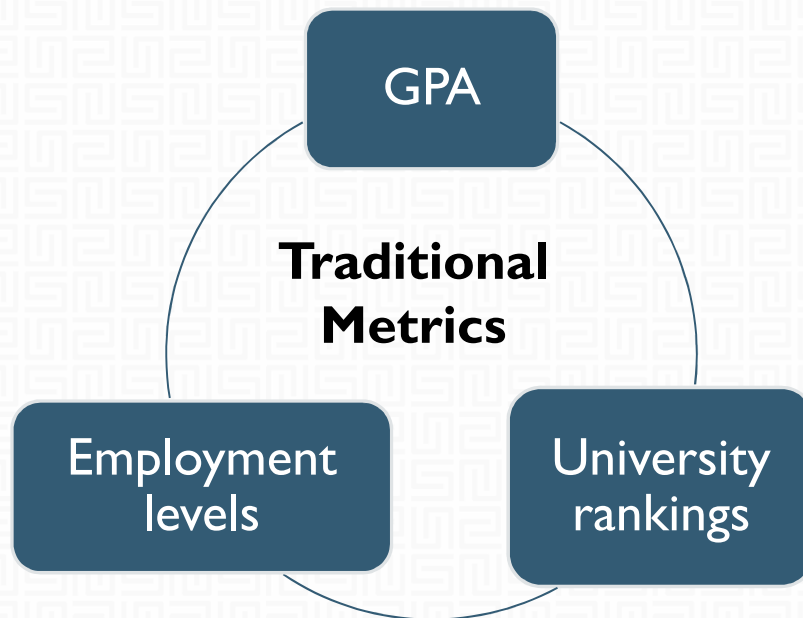
LEARNING GAUGED BY TRADITIONAL METRICS

- GPA as a sole indicator
- Testing systems rooted in rote learning
- Inadequate focus on quality education
- Degree-oriented focus for assessing classroom success
- Subjectivity in different systems and universities
- Eventual success based on placements

PURPOSE AND OUTCOMES ACHIEVED

- Enough focus on learning through experience?
- Ability to create sound subject matter experts?
- Contribution towards economy?
- Advancement in their respective fields?
- Culture of creating leaders?
- Bridging knowledge gap?

GAUGING SUCCESSFUL LEARNING IS AN ELUSIVE PROCESS IN OUR TRADITIONAL SYSTEM



ASKING THE RIGHT QUESTION IS THE FIRST STEP

FOCUS

Creating a culture of “specialization”

Ensuring contribution towards local and global “value chains”

PARAMETERS

Equating learning with “skill set development”

Specifying “value chain” process

ACADEMIA – ONE PERSON CAN INITIATE CHANGE

HEC's focus on outcome-oriented learning but no observable outcomes yet

Placing responsibility on policy makers and institutions

Implementers not focused on implementing frameworks but policy-driven paperwork

Our educators not familiar with or having experienced outcome-oriented learning

No tangible measurement of outcomes or incentivization

The touchpoint is faculty member!

INDUSTRY – ENTREPRENEURS CAN SERVE NICHE MARKETS



CHANGE BEGINS HERE AND NOW!





THANK YOU