

**Ziauddin University**

**First Multidisciplinary International Virtual Conference on**

**Diversity, Inclusion and Equity: Challenges and Synergies in the wake of Covid-19**

**Day 01**  
**13<sup>th</sup> November' 2020**  
**Inaugural Session**

**Keynote Speaker 1**

**Diversity, Inclusion and Equity: Synergies and Challenges in the wake of Covid-19**

**Prof. Dr. Shaheen Sardar Ali**, Rector, National Academy of Higher Education, Higher Education Commission

Date: 13<sup>th</sup> November, 2020

Time: 3:30- 4:15 pm PST

This paper reflects upon some of the responses to the Covid-19 pandemic in the higher education sector by the National Academy of Higher Education (NAHE) under the auspices of the Higher Education Commission of Pakistan. The paper will discuss (i) the series of Covid-19 Guidance notes issued by HEC to HEIs and, (ii) the processes and procedures developed by NAHE to switch to online capacity building of early career academics under the National Faculty Development program. In doing so the paper critically analyses the challenges as well as the opportunities of the pandemic and its (un)intended consequences. On the positive aspects, the paper argues that in addition to substantive content on teaching and learning, research and academic governance, the transformation to online delivery of the program forced new skills and competencies upon the participants. These included familiarity and using of Learning Management Systems (LMS) such as Moodle, teaching and learning on MS Teams, 'netiquette', as well as collaborative online reading and writing. On the challenging aspects, we discovered that women with caring responsibilities working from home brought yet a further burden as they were forced to look after young children, attend to their daily needs, facilitate children's online learning, household chores as well as engage with their capacity building program. Women employees nationally (and internationally) too, worked under these unforeseen pressures and constraints and with little or no support from employers. The paper therefore also seeks to highlight these gaps and lack of any coherent policy of addressing this highly gendered workplace scenario under the work from home policy. Finally, the paper raises the issue of how the Covid-19 pandemic has increased the gap



between those with access to the internet and those deprived of it – with all its attendant consequences.

*Prof. Dr. Shaheen Sardar Ali has held professorial positions at the Universities of Peshawar, Warwick, and Oslo. She was vice-chair of the United Nations Working Group on Arbitrary Detention (2008-2014). Professor Ali served as cabinet minister for health, population welfare and women development, Government of the Khyber Pukhtunkhwa, province of Pakistan and chair of Pakistan's first*

*National Commission on the Status of Women (1999-2001). In 2012, she was named one of the 100 most influential women of Pakistan. Professor Ali has published extensively in Islamic law, international human rights law including human rights of women and children and family law. She is the author of 9 books, 41 journal articles and 30 book chapters as well as a number of reviews and reports for national and international bodies. Her most recent monograph, Modern Challenges to Islamic Law (Cambridge University Press, 2016) has been widely acclaimed as a ground-breaking contribution to Islamic law scholarship.*

**Keynote Speaker 2**  
**Education, the Pandemic and Capital**

**Prof. Dr. Peter McLaren**, Distinguished Professor, Critical Studies, College of Educational Studies, Chapman University, USA

Date: 14<sup>th</sup> November, 2020

Time: 9:15- 9:55 am PST

This talk will discuss current attempts at educating students at a historical inflection point that is witnessing a global pandemic, the crisis of capitalism, the degradation of nature in the era of the Capitalocene, and mass uprisings against racial injustice. The talk will address the way school boards and universities have addressed reopening educational institutions during the pandemic. The talk also explores how Covid-19 has exposed structural inequalities linked to race and compounded by environmental conditions. Because Covid-19 has exposed the contradictions of contemporary capitalism, the talk will cover such issues as capitalist social relations and the natural world (such as in agrarian production and global commerce), the interaction of pathogens in a globalized society, the importance of creating a global infrastructure to combat future pandemics and the need to uproot capitalism.

*Prof. Dr. Peter McLaren is distinguished professor in critical studies, College of Educational Studies, Chapman University, where he is co-director of the Paulo Freire Democratic Project and international ambassador for Global Ethics and Social Justice. He is also emeritus professor of urban education, University of California, Los Angeles, and emeritus professor of educational leadership, Miami University of Ohio. He is also honorary director of Centre for Critical Studies in Education in Northeast Normal University, Changchun, China.*



*With acclaimed books, *Capitalists and Conquerors* and *Post-Digital Dialogues on Critical Pedagogy, Liberation Theology and Information Technology* under his name, Professor McLaren has authored and edited over forty-five more books and hundreds of scholarly articles and chapters. His writings have been translated into over 20 languages.*

## Plenary Speaker 1

### **Covid-19, When Learning Never Stopped- Mobilizing Communities and Students for Action**

**Baela Raza Jamil**, Idara-e-Taleem-o-Aagahi (Centre for Education and Consciousness)

Date: 13<sup>th</sup> November, 2020

Time: 4:15- 4:40 pm PST

Civil society organizations (CSOs) are known for going that extra mile as social activists, risk takers, innovators and critics; their value lies in the value addition they generate as public good. Covid-19 pandemic, an unprecedented global emergency affecting rich and poor countries alike, although primarily a health crisis, affected the entire economy/production value chain, transport, and education services as social distance remains its essential preventive and safety action. Thus 188 countries of the world abruptly shut down their education systems affecting more than 1.6 billion students including 40 million in Pakistan (Unesco 2020). However, this sudden closure triggered some CSO, deeply invested in the challenges of learning, equity and inclusion and committed to addressing the pervasive ‘learning crises’ to ensure that learning never stopped, leveraged their social capital backed by collective trust. Idara-e-Taleem-o-Aagahi (ITA), a national level CSO mapped its beneficiaries, teachers, local activist locations and their communication channels, residential coordinates, cell phones (ordinary, androids, smart) and re-purposed learning content into small knowledge bundles and prompts for hybrid learning engagement through parents and community activists. The Covid-19 re-purposed learning initiatives were innovative to the core; they were shorter in time and learning chunks. Academics were blended with social emotional and life skills, combining subject knowledge with storytelling, arts and crafts and animations that kept both the students and their intermediaries (parents, teachers and local community activists) fully engaged. This was done through a voluntary value chain to keep learning afloat, strengthening human bonds through extraordinary trust at a distance. The experience of reaching out to more than 20,000 students and over 500 intermediary activists across two provinces, doubled the social capital through a meaningful two-way collective enterprise for the children, parents and teachers, creating ‘new education cadres’. With the reduction in intensity of C-19, the health crisis remains a real threat; schools have reopened for alternate days with



staggered and reduced student daily presence with rigorous Covid SOPs. The pandemic has pushed state and non-state educators to redesign learning actions and platforms through blended approaches of face to face and distance digital solutions, more holistic, accelerated, cost effective and human above all.

*Baela Raza Jamil is a public policy specialist, innovator and an activist. She leads the Citizens’ Accountability Learning initiative, the Annual Status of Education Report (ASER) Pakistan, and is the founder of the Children’s & Teachers Literature Festivals as a nationwide social movement. She is engaged with the Covid- 19 Response from ITA’s institutional platform, of ILM*

*Association and with the Governments on TV/Ed Tech solutions “TeleSchool”; influencing govt. policy on school reopening and shift in academic calendar. A former technical adviser to the Federal Ministry of Education, she is associated with several important institutions/initiatives at national and global levels. Jamil is on the board of the Punjab Social Protection Authority (PSPA); member, Platform for Girls Education -Foreign and Commonwealth Office (FCO) UK; commissioner at the International Commission on Financing Global Education Opportunity (Education Commission) chaired by Gordon Brown; member, advisory board, Global Business Coalition for Education (GBC Ed); Chairperson SDG 4.2.1 Task force- Global Alliance to Monitor Learning Unesco Institute of Statistics(UIS); and member, People’s Action for Learning Network (PAL Network). She is the managing trustee of the Sanjan Nagar Public Education Trust (SNPET) and board member, ILM Association, Pakistan.*

*ITA has spearheaded a vibrant Covid-19 Response through a campaign, “Corona Saviours/Muhafiz”. Her recent article on Covid-19 appeared on April 23, 2020 – “When Emergencies become a Social Movement: Covid-19 and Learning revolution in Pakistan. <https://dailytimes.com.pk/writer/baela-raza-jamil/>.*

**Plenary Speaker 2**  
**Rethinking Access and Equity in Education**

**Prof. Dr. Frances Schoonmaker**, Professor Emerita, Teachers College, Columbia University, USA

Date: 14<sup>th</sup> November, 2020

Time: 4:45- 5:10 pm PST

In this essay, I argue that issues of racial injustice and educational inequity—including access and opportunity—laid bare by Covid-19 in the US give us an opportunity to create a democratic culture that is more just, more caring, and more supportive of people with different ethnic, religious, economic, and cultural backgrounds. Nowhere was the effect of racial injustice more apparent than in access to health care, symptomatic of a cluster of larger issues that bear on educational opportunity and outcomes. I suggest that educators will not be able to erase the self-perpetuating effects of inequity, lack of access to education services, and racial injustice until they find ways of addressing the cultural myths embedded in our various histories, personal and national. Drawing on the US example and my experience as a teacher educator and author, I offer examples of how books for young people have perpetuated historical inaccuracies that need to be deconstructed and replaced with more powerful guiding principles. I suggest that digital schooling, a frustrating challenge for teachers and students, offers multiple openings for broadening perspectives and analyzing sources of information and disinformation. I call on conference participants to examine their own histories and to trace the emergence of discriminatory practices toward women and minorities that are passed on to prospective teachers and the students these teachers will influence and that continue to undermine educational opportunity in our several contexts. I suggest that



whatever our specializations, as educators, we can lead the way in modeling the challenging self-reflection necessary for such work and in nurturing talent for creative artists who can help us retell our stories in multiple ways.

*Prof. Dr. Frances Schoonmaker, professor emerita, Teachers College, Columbia University, directed the graduate teacher preparation program in childhood education and taught courses in history, theory and research in curriculum and teaching. She has taught, lectured, and consulted internationally in the Middle East and Asia, leading teacher education design initiatives for TC in Afghanistan, Jordan and Pakistan.*

*Professor Schoonmaker graduated from The University of Washington. Her MA is from Vanderbilt University and doctorate from Teachers College, Columbia University. She lives in Baltimore, Maryland. The third book of her The Last Crystal Trilogy was awarded the 2019 Agatha Award for Best Middle Grade/Young Adult Mystery.*

### **Plenary Speaker 3**

#### **The Impacts of the Covid-19 Pandemic on Educational Equity Around the World: Mapping the Immediate and Longer-Term Implications**

**Dr. Caroline Manion**, Department of Leadership, Higher and Adult Education, Collaborative Specialization in Comparative, International and Development Education, OISE, University of Toronto, Canada

Date: 14<sup>th</sup> November, 2020

Time: 5:15- 5:40 pm PST

The Covid-19 pandemic has created the largest and longest global disruption of school-based education in modern history. Almost every country in the world has experienced school closures, affecting well over a billion children. While closing schools to mitigate transmission risks and help ensure public health and safety has widely been seen as a necessary policy response, research to date indicates that school closures have disproportionately affected already vulnerable populations and have compounded and exacerbated gaps in educational equity based on gender, race/ethnicity, socio-economic status and geographic location. In this presentation, Dr. Manion will first share findings from an international and comparative review of data and analysis generated since March 2020, to map some of the most troubling and immediate impacts of the Covid-19 pandemic on education access and equity. In the second part of the presentation, some of the longer-term implications of the pandemic's negative effects on education access and equity will be discussed, including possible policy responses and innovations.



*Dr. Caroline Manion is a senior lecturer in the Department of Leadership, Higher and Adult Education (Educational Leadership and Policy program) and collaborative specialization in comparative, international and development education at OISE, University of Toronto (Canada). Dr. Manion's research has been supported by a variety of agencies and organizations and she has provided research services for the Aga Khan Foundation Canada, Hewlett Foundation, Unesco, Unicef, Ungei, and the Ontario Ministry of Education, among others. She has published 2 co-edited collections, many book chapters, articles and technical reports in the areas of equity, gender, intersectionality, educational multilateralism and governance.*

**Paper Presentation 1**  
**Virtually Impaired Students and Challenges of Digital Literacy**

**Kashif Iqbal**, PhD Scholar, Department of Special Education, University of Punjab

**Dr. Samina Ashraf**, Assistant Professor, Department of Special Education, University of Punjab

Date: 13<sup>th</sup> November, 2020

Time: 5:45- 6:20 pm PST

Education is a beacon of hope for every human around the globe. Students with visual impairments are also supposed to be a part of quality learning process. This is a great expedition for students with visual impairments to study at graduate or postgraduate levels in the recent wake of digital literacy due to Covid-19. Meeting the academic needs of students with visual impairments in this era of digital world requires sufficient level of technological resources along with mastery to use them. This study aims to explore the academic challenges of students with visual impairments studying at graduate and postgraduate levels in existing post Covid-19 era of digital literacy. A total number of 100 students with visual impairments from graduate level (N=50) and postgraduate level (N=50) were taken as sample for this study. A questionnaire was developed as a tool of this study. Statistical data were analyzed with IBM version 22. The data were analyzed by applying both the descriptive and inferential statistical analysis techniques. Frequencies and percentages of the responses along with Mann-Whitney test were performed to reach the conclusion. Findings of the research showed that academic challenges of students with visual impairments related to accessibility and usability of digital devices have increased due to greater reliance on digital resources as a consequence of Covid-19. However, it has been recommended strongly that students with visual impairments must be provided with adequate and latest assistive technological facilities to combat the challenges of digital literacy.

**Paper Presentation 2**  
**Teaching in a Virtual Classroom- Keep Learning and Adapting with the Times**

**Marium Farooq**, Teaching Associate, Aga Khan University

Date: 13<sup>th</sup> November, 2020

Time: 6:05- 6:20 pm PST

In the plight of Covid-19, many of us are trying to learn new ways to stay active and interactive. As it is said that necessity is the mother of invention; and faced with such conditions, we need to

adapt and prioritize learning for our students. This presentation will describe the experiences and challenges of teaching online, and will share some solutions that are found to tackle those challenges.

We are now living in a world full of advanced technology where most learners are second-generation students who are exposed to new technologies at a very young age. The use of technologies in classrooms not only allows learners to quickly master new skills through exposure to a variety of new devices, but also, the excitement that comes with these new mediums motivate learners for a sufficient period of time. The importance of technology goes even beyond simple digital literacy: it promotes soft skills like critical thinking, independent research, and cross-technology proficiency (Francis, 2017).

In this presentation, there will be a discussion on the particular contexts of blended and online courses, including students' needs, and highlight the main challenges faced, especially with the online courses. The audience will also be briefed on using different online tools (e.g. Zoom, Quizlet, Padlet and Google drive) and engage in discussing possible solutions for the challenges faced as well as sharing our own.

It is important that we adapt our teaching and get equipped with the necessary knowledge about online platforms, adapt and evolve in giving virtual classes and sharing knowledge during this challenging time of quarantine and social distancing.

Be a part of this new wave of distance learning!

### **Paper Presentation 3**

#### **Distance Learning Amid Covid-19 Pandemic: Learners' Perspective**

**Fatima Javed**, MS Student, NED University

**Ruquia**, MS Student, NED University

**M. Hassan Abbasi**, Senior Lecturer, Bahria University, Visiting Lecturer, NED University

The Global Pandemic introduced a new way of teaching and learning. Hence, this study analyzes the perspectives of undergraduate and postgraduate students enrolled in higher education institutes towards the rapid shift towards distance learning. The findings suggested that students faced many economic, communication, technical and psychological issues.

Covid-19 epidemic is the describing global health calamity of our time period (Rasool, 2020). The novel illness is one of the few infectious disease outbursts that have had (Balkhair, 2020) devastating impact on nearly every aspect of human life specially the education sector. This paper aims to critically analyze the issues faced by undergraduate and postgraduate learners from higher education institutes. Although distance learning system as per the instructions of Higher education commission (HEC) proved to be advantageous by rapidly adopting Learning Management System (LMS) online. Yet, teachers and students in universities faced psychological problems and were unable to deliver and attend online classes due to a lack of internet connection, technical and

monetary issues. But because of continuous efforts from higher education institutes with the available resources, the distance learning educational practices adopted did not crumble. However, it was not as effective as the conventional teaching and learning method as lack of face to face interaction, communication, electricity and internet issues were some major problems faced by students engaged in online education. (Rasool, 2020).

Moreover, by the help of the current literature, a feasible methodology to conduct a future research is then proposed in this study. Overall, digital learning was a difficult but a necessary decision taken by federal and provincial governments to facilitate the learning process in this crisis time.

#### **Paper Presentation 4** **School Teachers and Principals' Experiences during Covid-19**

**Azra Naseem**, Senior Instructor, Director, Aga Khan University

**Fatima Ahsan**, Assistant Professor, Aga Khan University

**Razia Fakir Mohammad**, Assistant Professor, Aga Khan University

**Tasneem Anwar**, Assistant Professor, Aga Khan University

**Sohail Ahmed**, Assistant Professor, Aga Khan University

The purpose of this paper is to share findings related to experiences of schoolteachers and principals during the social distancing and lock-down situations in Pakistan and encourage a discussion on preparedness of schools for education during uncertain times. The paper falls under the sub-theme of Access and Equity in Education and Health.

As a result of the Covid-19 pandemic, educational activities have been disrupted globally. In Pakistan as well, schools were closed down, and though some schools had started teaching through online modalities, the staff and students; readiness for education during the pandemic remained unexplored. Accordingly, an internet-based survey was conducted to explore experiences of the teachers and principals, during the lockdown. The survey included both open-ended and closed-ended questions. A majority of the respondents were female, and they were from all the provinces of Pakistan. While the respondents from private schools reported that they were able to teach online, the respondents from government schools reported that they could not continue with the teaching process during the lockdown phase. The school principals focused on acquiring technology for online teaching and offering training. They used a variety of methods to monitor teaching and learning. Teachers struggled initially but gradually learnt to enjoy online teaching. They relied mostly on synchronous teaching, though some used asynchronous teaching as well. Infrastructure issues posed numerous challenges. The study findings identified both challenges and facilitators that enabled schools to continue the teaching process during the lockdown phase. Findings also highlight an urgent need for teacher education programs to incorporate digital

literacy development and enhancement of pedagogical understanding of how to engage students in online teaching environments and explore solutions such as blended learning. Along with this the findings also draw our attention to questions of equitable access to quality education for all in Pakistan.

**Day 02**  
**Saturday, 14<sup>th</sup> November, 2020**

**Plenary Speaker 4**

**Language, Culture, and Identity: Implications for Language Teaching and Learning**

**Dr. Aymen ElSheikh**, Instructional Assistant Professor, Department of Liberal Arts, A&M University, Qatar

Date: 14<sup>th</sup> November, 2020

Time: 10:00- 10:25 am PST

Language is not just a means of communication or an isolated set of linguistic rules; it is through language that people choose, maintain and express their identity. When people communicate in language, it means that they are also partaking in culture communication. Thus, Language and culture are intricately related because they both shape and are shaped by one another. This presentation highlights the inextricable relationship between language, culture and identity. As the learning of a new language entails the acquisition of a new culture and identity, the presentation will discuss how the relationship between language, culture, and identity impacts the process of teaching and learning a language and it will take the English language as a case in point.



*Dr. Aymen ElSheikh is an instructional assistant professor of English at Texas A&M University at Qatar. He received his PhD in literacy, culture, and language education from Indiana University at Bloomington. He has over 15 years of teaching experience in different countries including Sudan, Oman, US, UAE, and Qatar. His research interests include language teacher identity and knowledge, English as an international language, and language teacher associations. He has published and given presentations and invited talks at national and international forums. Dr. ElSheikh is the current president of Africa TESOL and a member of the Editorial*

*Advisory Board of the TESOL Journal.*

**Paper Presentation 1**  
**Mapping the Patterns of Gender Inequalities in Covid-19**

**Uzma Rashid**, University for Peace, Costa Rica

Date: 14<sup>th</sup> November, 2020  
Time: 10:30- 11:30 am PST

While gender disparities existed even before the pandemic of Covid-19 hit us, the ways in which the intensity and nature of these disparities has changed during these unprecedented times needs to be discussed. From a differential economic impact of the pandemic on gender diverse individuals to Sexual and Gender based Violence (SGBV), gender disaggregated information reveals that women and the LGBTQI+ community have suffered the consequences of the ongoing uncertainties, changing dynamics of private and public spaces, material losses, and death in specific and gender-marked ways (Alon et. al., 2020; Collins et. al., 2020; Mittal and Singh, 2020; Turquet and Koissy-Kpein, 2020; UN Women, 2020). This presentation will delve into the complexities of these gendered consequences of Covid-19 and will attempt to dissect the gendered effects in their intersections with other aspects of structural inequalities such as those linked to ability, race, class, religion, among others. Finally, some routes to incorporating gender consciousness in a Covid-19 analysis will be shared.

**Paper Presentation 2**  
**Motivation and Attitudes of Undergraduate Students in Online ESL**

**Hafiza Marium Asif**, Visiting Faculty, NED University

**Syeda Sarah Junaid**, Lecturer, Jinnah University for Women

**M. Hassan Abbasi**, Senior Lecturer, Bahria University, NED University

Date: 14<sup>th</sup> November, 2020  
Time: 10:50- 11:05 am

Online teaching and learning has become an essential part of the educational system in the pandemic. Hence, this study investigates the effect of online education on motivation and attitudes of undergraduate students in ESL classrooms. The research was conducted using a survey questionnaire and interviews. The result provides sufficient evidence of tackling this mode of learning in future.

Motivation plays an important role in learning a language in ESL contexts. Brown (2000) defines motivation as the options that people have as to what experiences or goals they will use or avoid and the degree of efforts they exert in that respect. In today's global world, online teaching and learning has become an important part of education, and is playing a crucial role in these difficult days of pandemic. In this situation, developing motivation among students in learning English as a second language has become challenging. Therefore, this paper investigates the effect of online education on motivation and attitudes of undergraduate students in ESL classrooms. For this purpose, mixed- method survey design was used. Data was collected using questionnaire and interviews. The sample size for this study was 200 students enrolled in Functional English course in a public sector university. Questionnaires were given to all of the students enrolled in the course whereas interviews were conducted of 30 students after analysis of the questionnaire. The collected data was analyzed via SPSS software and data from interview was codified for thematic analysis. The findings suggest that both extrinsic and intrinsic motivation plays an equal part in online learning. Besides this, the learners reported that the real-life learning happens in physical classes' more than online classes. The results are effective for higher education institutes in determining the level of motivation students have while taking English and communication course online, which can be made equally engaging by the change of methodology and curriculum to fit the needs of modern education in the post- Covid-19 world.

### **Paper Presentation 3** **Analyzing Reading-to-Write Construct using Hybrid Model**

**Shumaila Omar**, Adjunct Faculty, IBA, IVS

Date: 14<sup>th</sup> November, 2020

Time: 11:10- 11:25 am

This paper aims to analyze reading-to-write task performance from classroom observation, real-time video protocols (RTVP), and document analysis. Factors affecting reading-to-write constructs in an academic English classroom relates undergraduates' efforts and challenges in response to the hybrid model. Implications intimate researcher's limited resources combating communication in the wake of Covid-19.

The concept of reading-to-write refers to the pedagogical and theoretical perspective of a reciprocal interaction for reading and writing processes in a successful completion task. 'The reading-to-write ability seems to be a unique construct weakly associated with reading for comprehension and disassociated from writing an essay without background reading support' (Delaney, 2008). The framework of Delaney (2008) following the synchronous and asynchronous academic English course during the three weeks of teaching at a private business university in Pakistan combats communication renaissance in the wake of Covid-19 to cater to students' diversified needs breeding innovation with limited resources at university settings.

Reading and writing abilities are not sufficient to perform reading-to-write tasks (Grabe, 2001), and one of the important communicative Language learning roles is to integrate language tasks, hence, academic English reinforces the rigor under the three main components of the course: Reading, Writing, and Critical Reflection. Relatively little research is reported about undergraduates' performance on reading-to-write tasks concerning external factors that affect

performance. The study used ‘writing a critique of a journal article’ scaffolding reading –to-write process before submitting the first draft to the writing center at university. The final draft analyzed the validity of the inferences made about the undergraduates’ reading-to-write ability using the hybrid model. Questions arose about the nature of the construct in terms of the factors that affect student performance in the wake of Covid-19.

### **Panel Discussion**

Date: 14<sup>th</sup> November, 2020

Time: 11:30- 12:00 pm PST

### **Speakers**

**Dr. Shama Dossa** is an associate professor of social development policy at Habib University. She will bring to this discussion her expertise as a community development practitioner, researcher and academic with a specific focus on disasters, gender, reproductive health and rights. Her work explores the dialectic of theory and practice in community development, and in integrating an intersectional lens in public health policies and programs in the context of Pakistan.

**Prof. Dr. Syed Jaffar Ahmed** is a professor of politics, history and research methodology and director at the Pakistan Study Centre, University of Karachi. Dr. Ahmed has written extensively on politics, history and constitution. Apart from authoring two books, including *Federalism in Pakistan*, Dr. Ahmed has edited three books and contributed numerous articles to various research journals.

**Dr. Habibullah Pathan** is currently working as an associate professor and director, ELDC Mehran UET Jamshoro. He received his Master’s and Doctorate in language education from Glasgow, UK and post doctorate from MIT, USA where he worked under supervision of Prof Noam Chomsky. His research interests are L2 motivation, social psychology of language learning, power discourse and role of languages for development including SDGs.

**Moderator: Mr. Abbas Hussain, Director, Teachers Development Centre**

### Session III

## **The HEC National Faculty Development Program: Preparing New Faculty to Create Inclusive and Equitable Classrooms in Post-Covid-19 Era**

Date: 14<sup>th</sup> November, 2020

Time: 12:00- 2:00 pm PST

The goal of this panel session is to share experiences and stimulate discussion related to the professional development of new faculty members on strategies and techniques to establish inclusive classrooms. The Coordinator and Instructors from the National Faculty Development Program of HEC's National Academy of Higher Education will constitute the panel.

The objective of the National Faculty Development Program 2020 (NFDP-2020) is to enhance the probability of success of participants in their chosen profession, academia. To assess the readiness of future faculty members in this regard, HEC conducted a pre-assessment exercise. The results suggest a number of gaps, including in the areas of pedagogy, writing skills, analytical capacity, research vision, and knowledge of professional norms and professional practices (e.g., reading, time management, etc.). The NFDP-2020 seeks to address these and related gaps. Three aspects need to be highlighted.

- First, it is a virtual program, since the current crisis has forced all academic activities into cyberspace. This presents challenges, but also allows for innovation in an environment that may become ubiquitous.
- Second, it is an immersion program, which creates an academic environment to allow for both instruction-based and experiential learning.
- Third, it is an integrated program, which seeks to draw attention to the range of practices and skills to manage self and others, mentor, collaborate, govern, and be equitable.

More generally, the program uses a suite of activities, including recorded and live interactive seminars, learn-by-doing exercises, boot camps, group meetings and lab exercises, participants' presentations and classes, juries and review panels, guided practices, mentoring, and coaching. The objective is to create an environment that enhances understanding, introduces participants to best practices for learning and teaching, sows the seeds of creating a national community of scholars committed to excellence, inculcates a sense of commitment to and empathy for students and colleagues, and stimulates life-long learning.

In the panel session, five presentations will introduce the NFDP 2020 and highlight training modules and activities relevant for inclusive classrooms. In particular, panelists will spotlight Universal Design for Learning (UDL), active learning, engagement and community building, professional practice skills, and global competencies and their support of new faculty establishing inclusive classrooms. Facilitated question and answer, and discussion, will dig deeper into these key issues.

## Speakers

**Dr. Shazia Awan** is a higher education practitioner at Dalhousie University, Halifax, Nova Scotia, Canada. She has extensive experience of teaching internationally, in the UAE, in Chile, in Mexico and in Canada. In her current role, she is a teacher- education and professional development instructor, curriculum developer, and program coordinator at the College of Continuing Education, Dalhousie University. She completed her Doctorate in Education from the University of Exeter, UK. Her research and professional interests are in teacher education, adult learning, intercultural understanding in education, international teaching contexts, content, and language integrated learning (CLIL), and culturally responsive, equitable, and inclusive pedagogy.

**Dr. Steve Burian** is a professor of civil and environmental engineering, director of the University of Utah Water Centre, and associate director for the University of Utah Global Change and Sustainability Centre, where he helps catalyze multi-disciplinary water initiatives in research, education, global engagement, and community impact. In teaching, Dr. Burian applies project-based learning to address critical local and global water problems in courses such as water resources planning and management, hydroinformatics, sustainable urban water engineering, Stormwater Management and Design, and Hydraulics. His research group seeks to improve the resiliency and sustainability of water systems working in partnership with local stakeholders. Since 2014, Dr. Burian has led the technical assistance team establishing the USAID-funded US-Pakistan Centre for Advanced Studies in Water at Mehran University of Engineering and Technology in Pakistan. In recognition of this effort, in 2019 he was awarded the Sitara-i-Imtiaz honor by the President of Pakistan.

**Dr. Hassaan F. Khan** is currently assistant professor of environmental science at the Dhanani School of Science and Engineering, Habib University. Dr. Khan has previously been a Postdoctoral Scholar at Stanford University in the Department of Earth System Science working with Dr. Steven Gorelick. At Stanford, he was part of the FUSE team developing integrated hydrogeologic and human systems model to inform sustainable urban water management in Amman (Jordan) and Pune (India). He also served as a visiting scholar with LEAD Pakistan where he developed a water systems model for the transboundary Kabul River in collaboration with governmental and non-governmental stakeholders. Dr. Khan graduated from Lafayette College with a BS in civil and environmental engineering. Studying engineering in a liberal arts setting at Lafayette shaped much of his personal and professional thought and spurred his interest in environmental stewardship as part of a holistic undergraduate education.

**Dr. Saima Sherazi** teaches applied linguistics at Queen Mary University of London. Her current research interests are the teaching of writing in a collaborative semi-embedded approach to writing in the disciplines and the blending and evaluation of e-learning multimedia materials in the HE context. She works on the design, development and running of different programs and courses as the coordinator of English Language Programs, at Queen Mary's School of Languages, Linguistics, and Film. Dr. Sherazi has a PhD in English Language teaching and applied linguistics with a particular focus on computer assisted language learning from the University of Warwick. Dr. Sherazi has considerable experience of teaching adults in continuing education and has designed bespoke language and communication courses for businesses, banks and university departments as part of different work based training initiatives. Another, professionally not

pursued but, abiding interest is in feminist critical theory and issues of equality for women of the South Asian sub-continent.

**Dr. Sara Zubair** is an educationist with experience in a wide range of academic and professional domains, including curriculum design and teaching of writing courses at the Lahore University of Management Sciences, a senior management position in the Beaconhouse Corporate Office, and work and volunteering for national and international non-profit organizations, among others. A recipient of the Fulbright Scholarship, she has a PhD in curriculum and instruction (literacy studies) from the University of Wisconsin-Madison, USA. She also has a Master's degree in education (EdM) from the Harvard Graduate School of Education, USA, and an MA in English from Kinnaird College, Lahore, Pakistan. She is currently working as consultant - curriculum development - at the National Academy of Higher Education (NAHE), Higher Education Commission of Pakistan. Her research interests include philosophy of education, teacher education and teacher identity, higher education, and qualitative research.

## Session IV

### **How Limitations Breed Innovation: Communication Renaissance in the Wake of Covid-19**

#### Plenary Speaker

**Dr. Paula Callus**, Principal Academic, National Centre for Computer Animation, Faculty of Media and Communication, Bournemouth University, UK

Date: 14<sup>th</sup> November, 2020

Time: 2:45- 3:10 pm PST

This presentation will draw upon the AHRC funded research – ArtoP {The Visual Articulations of Politics in Nigeria} to consider how artists in Nigeria mobilized themselves in the aftermath of Covid through digital spaces, continuing to express political voice with the Black Lives Matter movement and the recent SARS protests.

ArtoP has been documenting the range of visual material produced across Nigeria and the diaspora that engages in the range of political discourse including the politics of the everyday. Following the first reported case of Covid-19 in Nigeria on the 28th February (<https://www.bbc.co.uk/news/world-africa-51671834>), this research has observed how in many ways, social distancing measures have amplified existing trends in Nigerian visual culture, in particular the use of networked spaces in social media for artists to disseminate their work and express political ideas.

The rapid adoption of mobile phone technologies in Nigeria, albeit with variable mobile infrastructures and reliable services, has meant that artists can have 2 or 3 phones to move across networks, learning digital creative practices using the same technologies, through YouTube and other shared online spaces of creativity.

These Nigerian artists have navigated digital spaces with considerable flair both before and during the pandemic, deploying agency and innovation to convene new audiences and challenge elite-driven political narratives about the political management of the pandemic. Moreover, the interactive spaces of Web 2.0 have enabled audiences themselves to transform and share digital images and express popular experiences of everyday life during the pandemic. These phenomena represent popular forms of subversive visual critique and are part of ongoing contestations of political authority and public health strategies in visual culture. At the same time the digital fluency and creativity demonstrated also draws the attention of state bodies and other parties who



commission these artists to make work. This presentation will reflect upon the opportunities that are created through innovative responses to this ‘new normal’ as articulated by different artists and designers.

Dr. Paula Callus is a principal academic in the National Centre for Computer Animation, Faculty of Media and Communication at Bournemouth University. Her research expertise is in Sub-Saharan African animation. Dr. Callus has worked as a

consultant and educator on the Unesco Africa Animated projects in Kenya and South Africa, leading teams of artists to collaborate together to make animated shorts. She has conducted participant-observer fieldwork in the DRC, Zimbabwe and Kenya on animation and related artistic practices in the Sub-Saharan region resulting in publications on aspects of African animation such as subversive animation and politics in Kenya, remediated documentary through African animation and new technologies and animation in Morocco. She was BFX Conference director for two years and was part of an AHRC Network for Development grant, e-Voices, that was looking at marginalization and the use of digital technologies. She was co-responsible for the sub-theme; Arts, Activism and Marginalization that took place in Nairobi, Kenya and consisted of curating an exhibition, workshops with artists, and focus groups with activists.

### **Panel Discussion**

#### **How Limitations Breed Innovation: Communication Renaissance in the Wake of Covid-19**

Date: 14<sup>th</sup> November, 2020

Time: 3:15- 4:15 pm

### **Speakers**

**Vidhya Tiwari** (India) wears many hats juggling multiple career roles as the co-founder of ANYA (Branding, PR, Guest-listing, Trunk Shows, & Events), pageant ambassador for SAVVY Mrs. India, director & editor-in-chief of TROFII, (City Based Food & Nightlife Magazine) and the Former Editor of CITADEL (MAGNA Publications). Starting her career in the fashion industry in 2003 as a freelance Designer and Stylist for FEMINA, Pune, she's always been into events ever since. From curating fashion shows as a designer and stylist, to grooming contestants of prestigious pageants, she's also been a jury member for Pageants, like Miss Pune, Mrs. Maharashtra, Mrs. India, & Mrs. India Globe.

**Karuna Thawani**, is a show host at Radio Tarana. On Friday night, Karuna Thawani leads into the weekend with Tarana Bar - a show combining sports, comedy and giveaways from 7pm till midnight.

**Mariana Magatto** (Brazil) is a Brazilian opera singer and music educator. She studied orchestral conducting and music composition in EMESP university, with Edmundo Villani-Cortes, one of the greatest classical music composers, internationally recognized. In Municipal School of Music, in San Paulo, studied singing for 6 years, and two years with speech therapist Juvenal de Moura. Sang as opera soloist in important operas in a lot of stages of Brazil.

She also studied philosophy for seven years in New Acropolis Philosophy School. Nowadays owns a music school, where teaches singing and music education, work which has been doing for nineteen years.

**Attika Choudary** (UK) is a law graduate with a Master's in International Relations, established BBC broadcast journalist and presenter with 13 years of experience working in the media, including B4U Music. As well as covering hard news for the BBC, she has gained a strong

following for her journalism in specialist areas including politics, women equality and empowerment, diversity and entertainment internationally. She is a champion of diversity and mental health. Close to Attika's heart is the wellbeing of others. She previously made a docudrama about depression in the South Asian community, to encourage discussion about depression, anxiety and a better awareness of the symptoms. Attika has also run as an MEP, one of the youngest from an ethnic minority background. She subsequently ran as a parliamentary candidate in the December 2019 election. Attika also has a passion for the silver screen, actually appearing in films herself.

Since April, along with a team of helpers, Attika produced and presented a series of podcasts entitled "Positive Solace" aiming to cover a whole range of topics, mostly either helpful or upbeat. This was in response to people expressing their anxieties to her concerning Covid-19 and lockdown. She was concerned the restrictions might increase people's stress-levels and negative feelings. The podcasts have a truly international feel, the guests chosen from around the world, and the discussions touch on emotional and practical issues, often arising from the self-isolation.

**Adnan Faisal**, CEO, FHM Pakistan, Brands Magazine & People Magazine Pakistan, is an MBA from SZABIST. An entrepreneur who began his professional career at a very young age and climbed the ladder of success in a short span of time. In the last couple of years, the way he has brought the revolution in digital media that's surely commendable.

Mr. Adnan Faisal has worked for several international magazines and newspapers as a Pakistani representative. Sky is the limit when it comes to his vision which can be seen on his ongoing ambition to do more for the progress and recognition of the power of digital media in Pakistan.

### **Session V** **Panel Discussion**

### **Crystal Ball Gazing: Opportunities and Challenges for Pakistan in a Post- Covid-19 World**

Date: 14<sup>th</sup> November, 2020

Time: 4:30- 5:30 pm

Moderator: **Prof. Dr. Fauzia Shamim**, Dean, Faculty of Liberal Arts and Human Sciences



#### **Panelists**

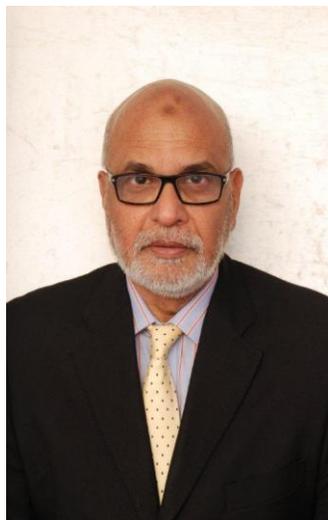
**Professor Anjum Halai**, Regional Vice Provost and Dean, Humanities and Sciences, Aga Khan University

Professor Halai is vice provost and dean, Faculty of Arts and Sciences (FAS) at the Aga Khan University, Pakistan. Working with academic leaders she is responsible to develop and operationalize strategies to achieve the academic plans and program. As dean, FAS she is leading

the development of academic program, financial plans and space plans for the Faculty of Arts and Sciences, Pakistan.

Dr. Halai has a long standing and international experience in education in low and/or middle income countries like Pakistan and those in East Africa. She obtained her doctoral degree from Oxford University, UK. She was an adjunct professor at the University of Alberta, Canada (2011-2016) and a research fellow at the Centre for International Education and Development, University of Sussex, UK.

She has led large international research projects in education. Her research is focused on issues of social justice for teachers and learners who are marginalized on the basis of gender, language or other forms of exclusion in education. Dr. Anjum Halai also has a strong and enduring interest in researching mathematics education. She has published widely in international forums of repute.



**Professor Abbas Zafar**, Dean, Faculty of Health Sciences, Ziauddin University

Professor Zafar is dean, Faculty of Health Sciences, Ziauddin University and professor in otolaryngology graduated from DOW Medical College and then proceeded to the United Kingdom for higher education. He worked in UK in various capacities and was awarded the Fellowship of Royal College of Surgeons, Glasgow.

Prof. Abbas Zafar returned to Pakistan to pursue a career as ENT surgeon and held various academic positions. He was associated with KMDC as vice principal and professor in otolaryngology before joining Ziauddin University. At Ziauddin University, Dr. Abbas Zafar has served as professor and associate clinical dean.

Dr. Abbas has taken charge as dean, Faculty of Health Sciences since October 2016. His main interest is head and neck surgery, apart from being deeply involved in medical education, he has various publications to his credit in both national and international journals.



**Prof. Dr. Talat Mirza**, Executive Director Research, Meritorious Professor, Pathology, Ziauddin University

Dr. Mirza is a leading scientist and histopathologist in Pakistan with extensive clinical and research experience along with postgraduate training leading to Master's and PhD in pathology and varied subject areas like anatomy, radiology, ENT surgery and oral pathology. She has more than 20 Masters' and 6 PhDs to her credit and six more PhDs registered presently at Ziauddin University.

A Dow University graduate who did her Master's in histopathology followed by PhD from BMSI registered at Karachi University in collaboration with Leicester University, UK. She retired as meritorious professor of pathology in the highest BPS-22 grade after serving in several commanding positions at Dow University as dean, basic sciences, director, Institute of Postgraduate studies, founding director, Dow College of Biotechnology and Dow Research Institute of Biotechnology & Biomedical Sciences.

Her major contribution to Dow Diagnostic Research & reference lab was establishment of high technology histopathology set up. Presently serving as executive director research at Ziauddin University with a focus on PhD program along with designing and development of high technology molecular genetics research laboratories with a vision for physician scientist relationship, Dr. Mirza has more than 100 national and international publications to her credit with attendance as speaker/organizer of more than 135 workshops, seminars & conferences.



**Dr. Seemi Jamali**, Executive Director, Jinnah Postgraduate Medical Centre

Dr. Seemi Jamali was sponsored by JICA for an advanced degree in public health in 1993 and has been associated with the ER department, Jinnah Postgraduate Medical Centre (JPMC) for 29 years. Under her leadership, the ER department at JPMC developed expertise in handling all kinds of disasters and mass casualty incidents.

In recognition of her outstanding services in the ER department, she was awarded a scholarship for Postdoctoral Fellowship in Public Health and Injury Prevention at John Hopkins University, Baltimore, USA.

Dr. Jamali also has the distinction of setting up the first 'Dog Bite Centre' in JPMC's ER department and is the elected general secretary of 'Rabies in Asia- Pakistan Chapter'. She received 'Women Achiever's Award' in 2008. She is also the general secretary of 'Society of Emergency Physicians of Pakistan' and a member of 'Women's Welfare JPMC' and 'Medicine and Endocrine Foundation'.



**Dr. Sara Salman**, Head, World Health Organization (WHO), Sindh.

Dr. Sara is a medical graduate and currently working with World Health Organization as head of office, Sindh. A public health professional with over 15 years of substantial, positive contribution to the development of health system and in program management.

Dr. Sara earned her double Master's degree, in public administration (MPA) in public health (MPH) with distinction and gold medal. She possesses in-depth knowledge of health issues related to third world countries and has initiated a hospital project in Karachi, Pakistan providing quality healthcare for the underprivileged under HEAL Foundation Pakistan.

Throughout her career, she has served on various scientific and professional committees and lectured in the fields of quality management, reproductive maternal, neonatal and child health. She has also been instrumental in mobilizing medical help and assistance to the people of Sindh province.



**Dr. Nargis Asad**, Associate Professor, Clinical Psychologist,  
Department of Psychiatry

Currently she is also the interim chair for the Department of Psychiatry at AKU. Dr. Asad also chairs Working Group for Women (WGW) at AKU. The group works on gender issues through educational and research endeavors. More recently she is the co-chair for Women Faculty Forum (WFF), an initiative of the associate dean of faculty.

Dr. Asad is actively involved in clinical and research work surrounding women / adolescent mental health, domestic violence and suicide. Another one of her overarching professional interests is in the area of Trauma, she is the co-founder of Mental Trauma and Resilience Interest Group (M-TRIG) at AKU. One of the primary focus areas of this interest group is abuse and violence on children and women. Her research work is primarily multidisciplinary with colleagues at AKU and international partners.