

Implementation of BLOSSOMS in Pakistan

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Abstract

- *Background: Pakistan has heterogeneous education systems (Local & International)*
- *Implementation issues:*
 - *localization,*
 - *language controversy,*
 - *curriculum alignment,*
 - *implementation,*
 - *Assessment*
 - *resources*
- *Proposed implementation model for BLOSSOMS in Pakistan*

Generally

- Teachers are interested in using blended learning to attain a better professional profile,
- to take advantage of learning benefits offered by Information Technology (IT) **but always in the context of the school culture otherwise they strongly connected to the established student examination system [1]**

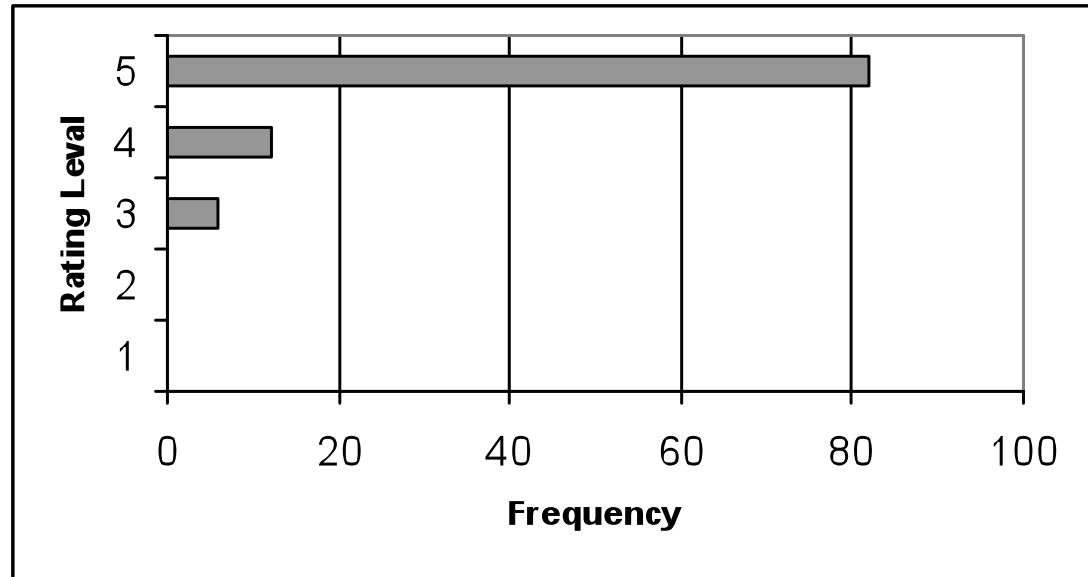
Ref [1]: Demetriadis, S., et al., "Cultures in negotiation": teachers' acceptance/resistance attitudes considering the infusion of technology into schools. Computers & Education, 2003. 41(1): p. 19-37

Survey of Academic Community

- More than 80 teachers from following various institutions participated in the workshop
- LCWU, Kinnaird College, Punjab School, Sharif Education Complex, Lahore Grammar, Beacon house, Educators, Salamat Schools System etc.
- More than 20 teachers participated virtually
- Many BLOSSOMS video-modules presented for the workshop audience

Conceptual Level

All the participants agreed on point

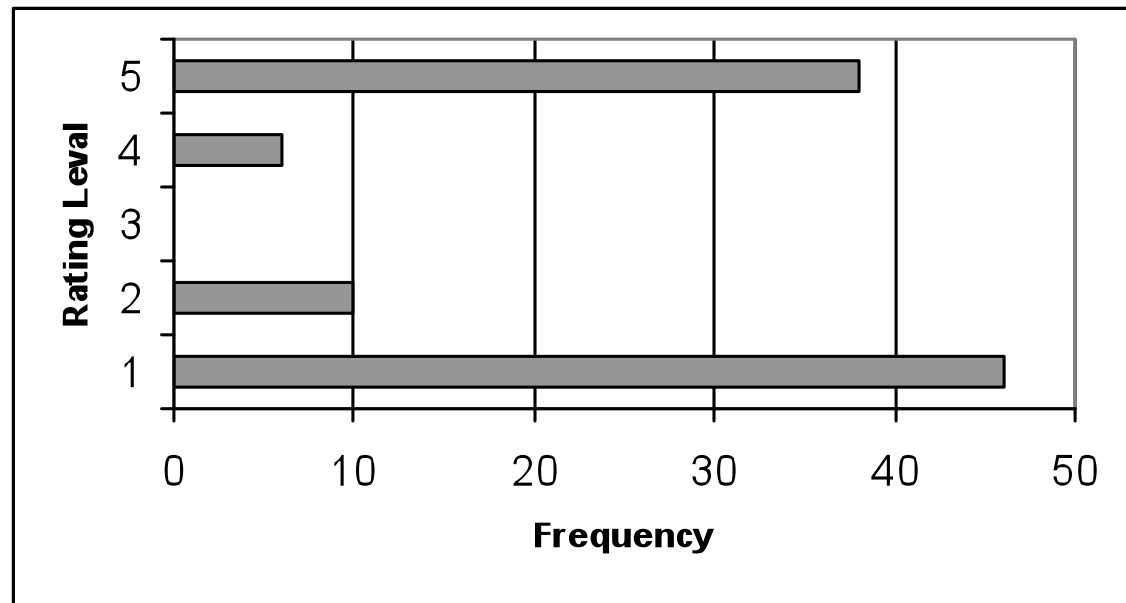


- BLOSSOMS video modules are conceptual in nature (More than 80% people agreed)
- Higher education needs conceptual students

Localization

In Pakistan, there are two systems of education

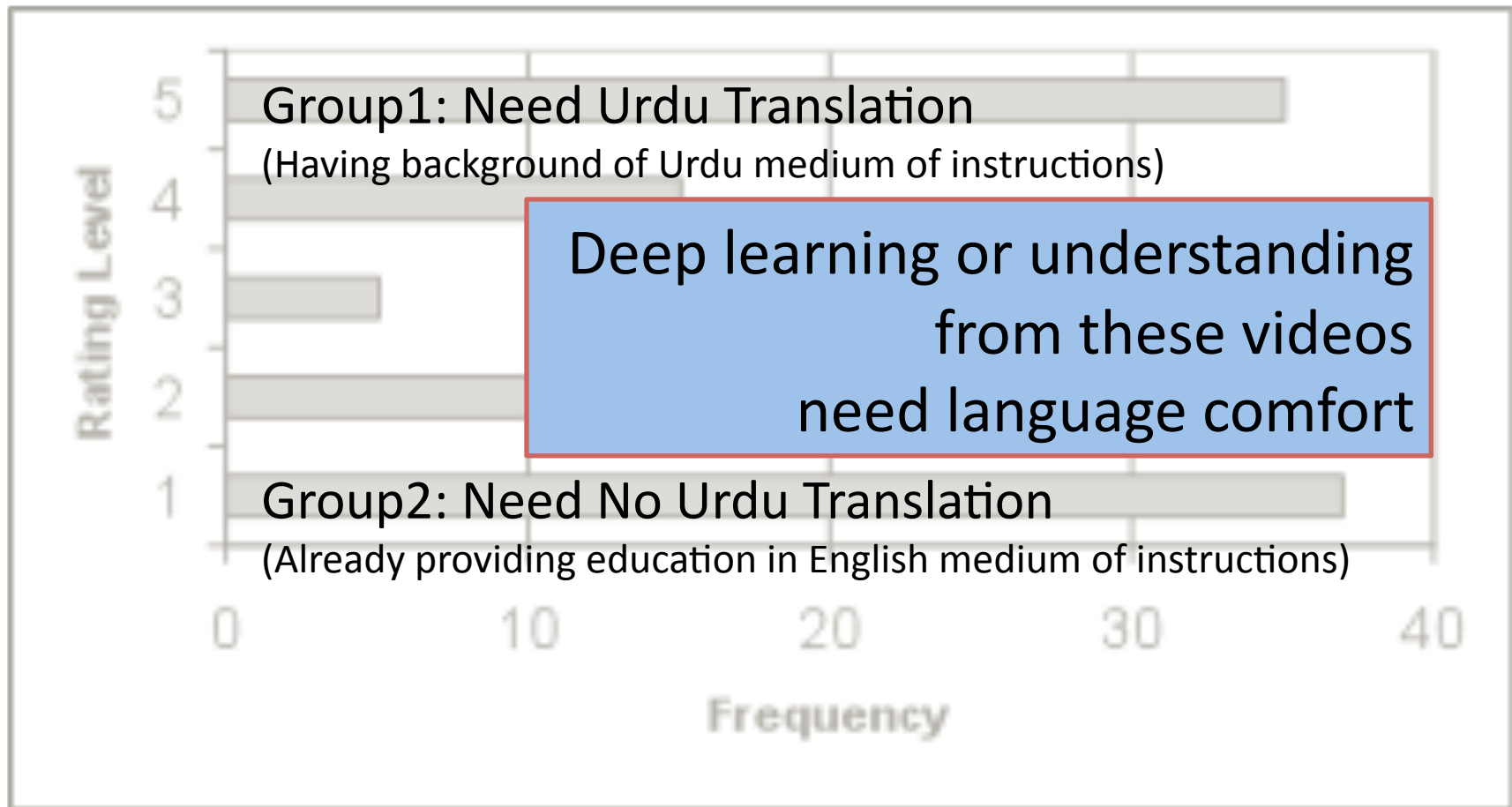
- O & A-Level (international)
- Matric & FSc (local)



Need of Localization

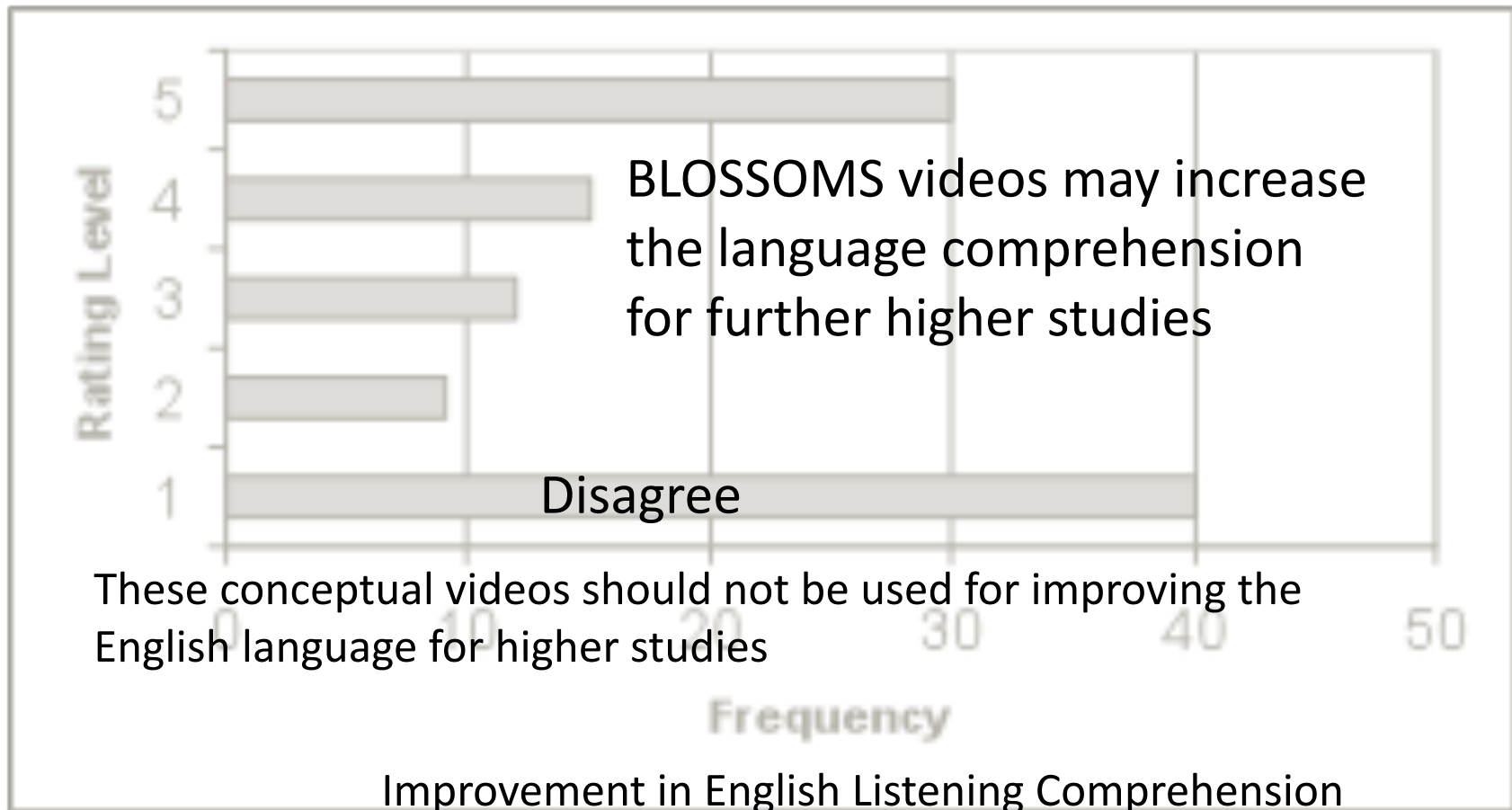
- **Stronger group believes that there is no need of localization**
- People belong to international system are used to foreign education system while
- other people related to local system have their own apprehensions.

Language Barrier

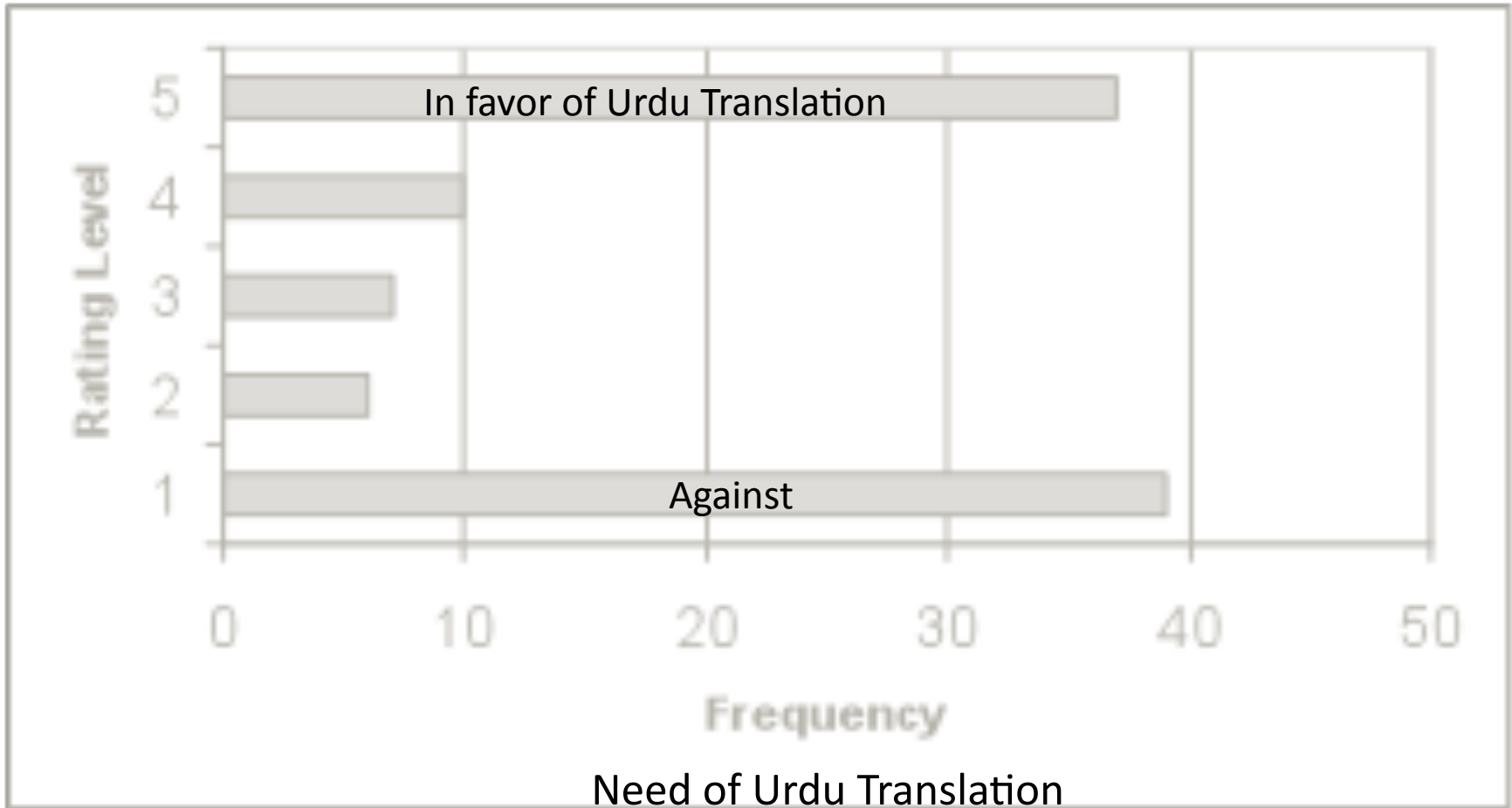


Level of Language Barrier

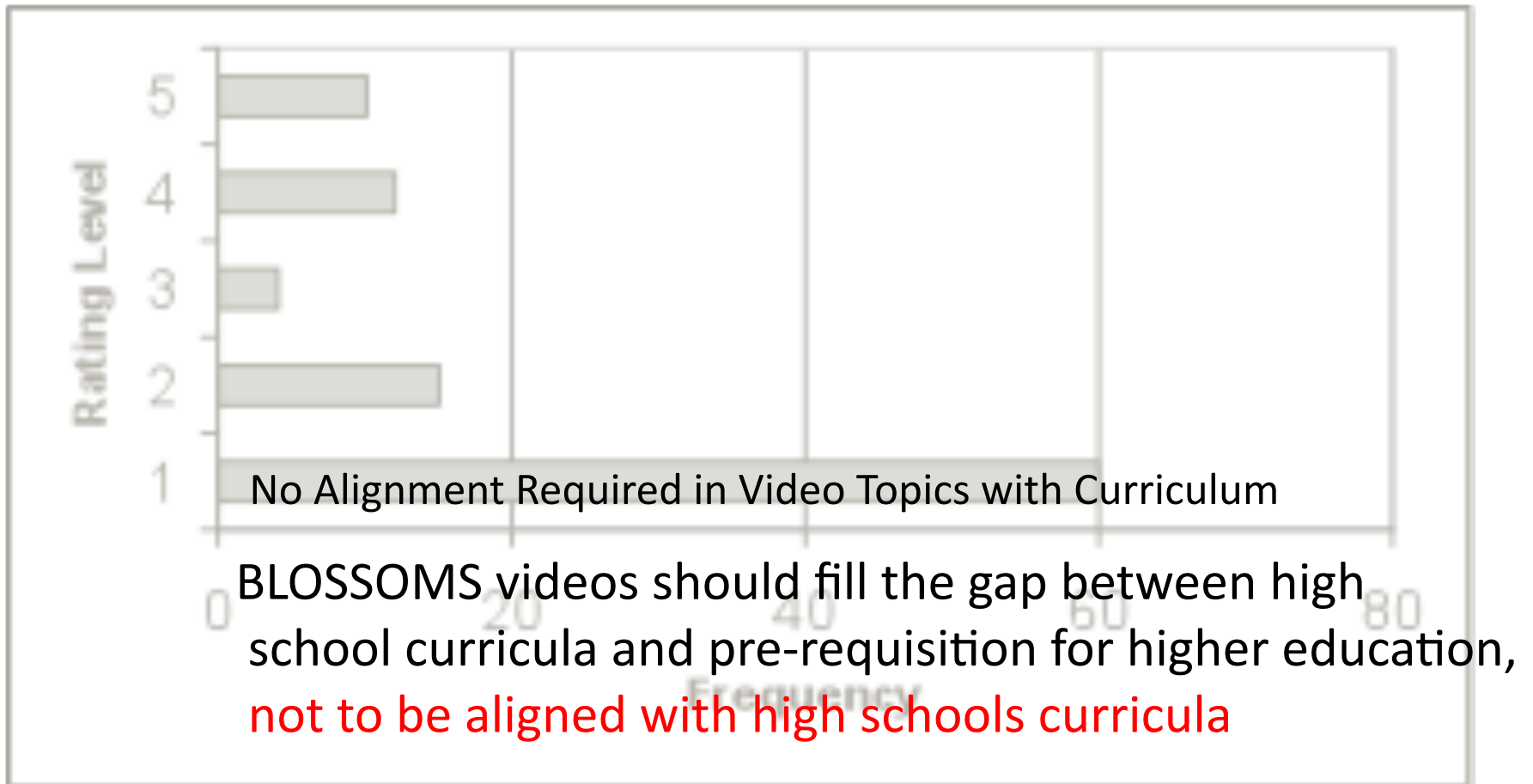
Language Barrier



Language Barrier

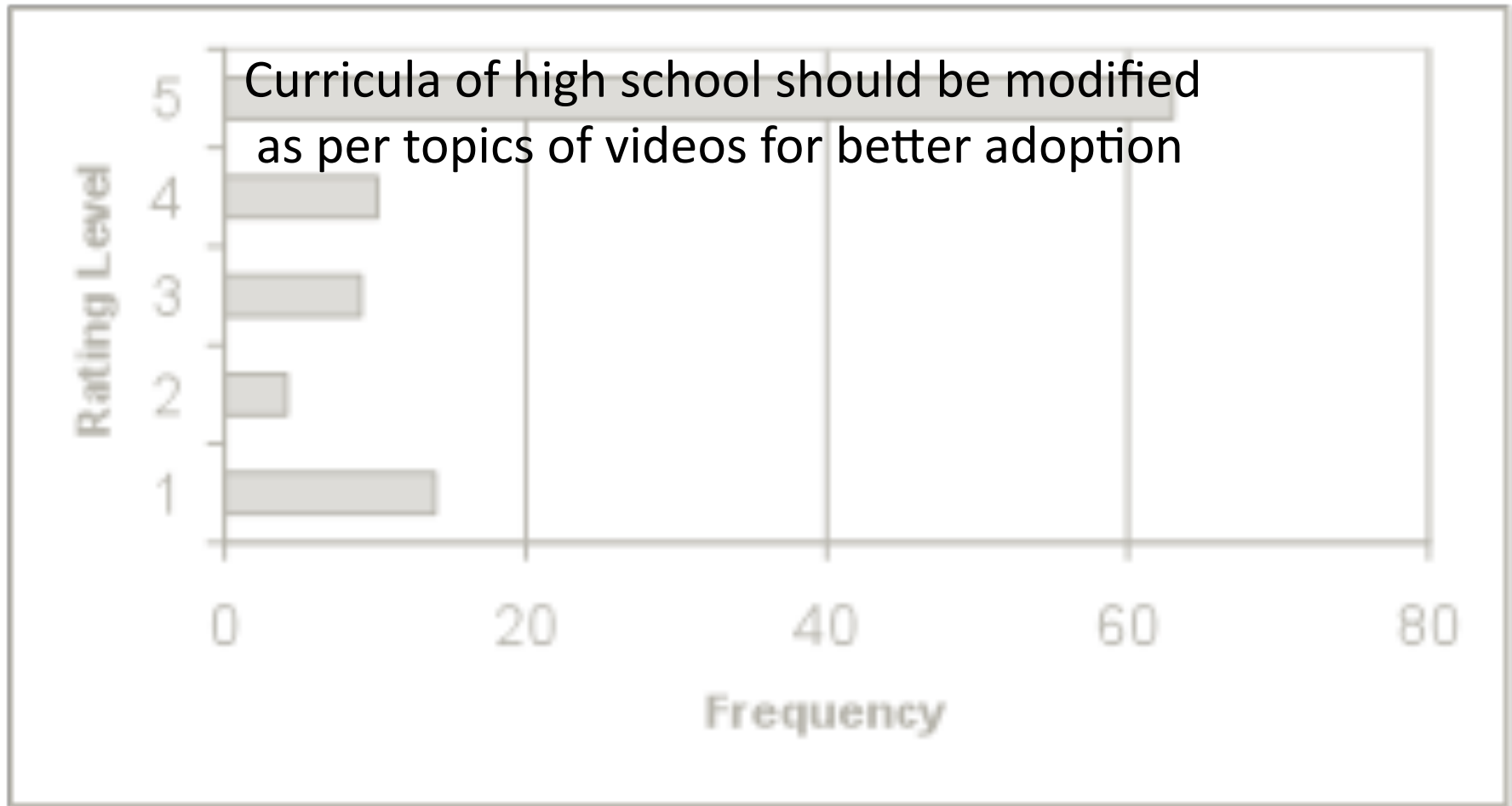


Alignment with curriculum



Required Alignment of Video Topics with Curriculum

Alignment with curriculum

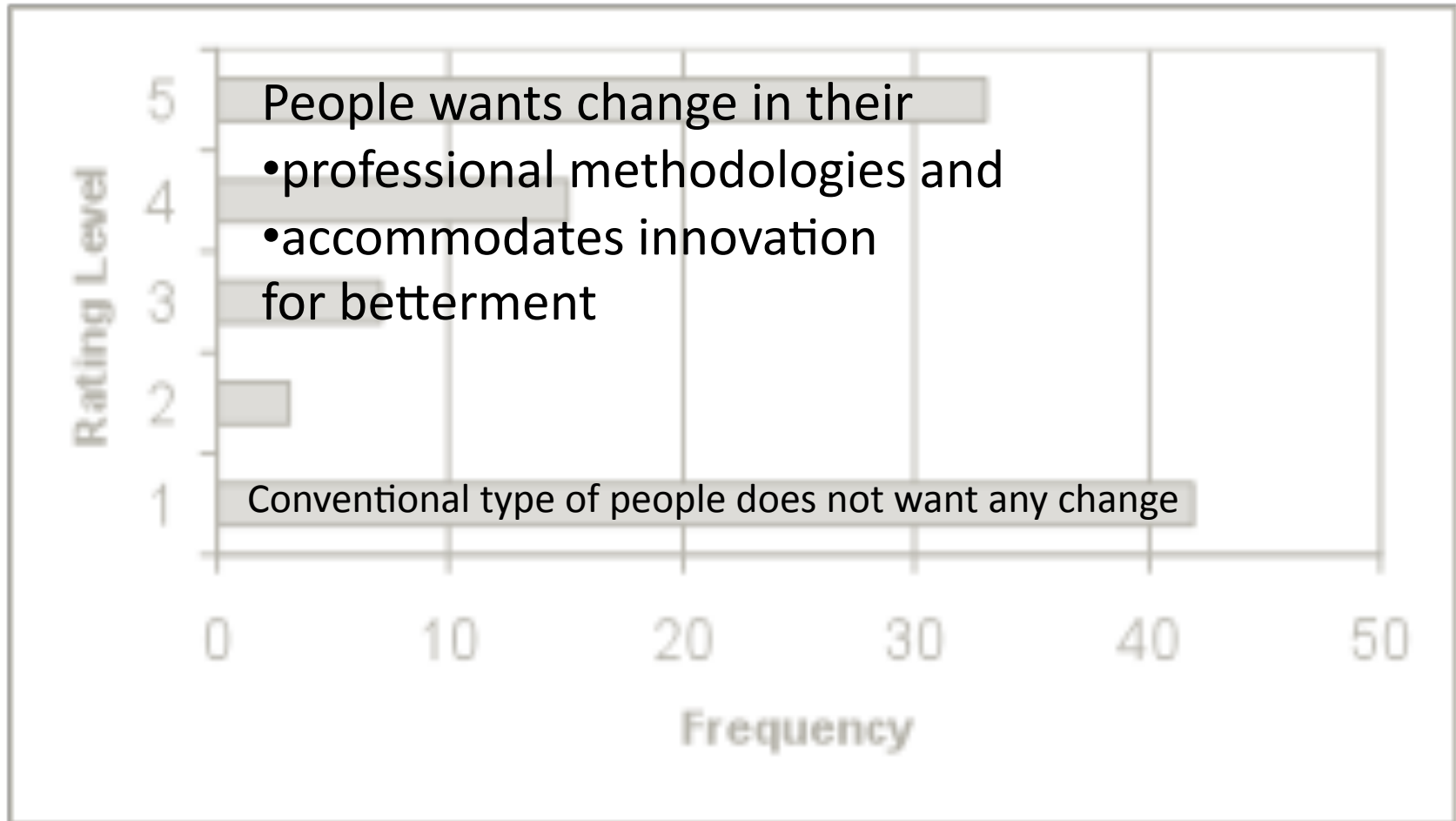


Required Alignment of Curricula with Video Topics

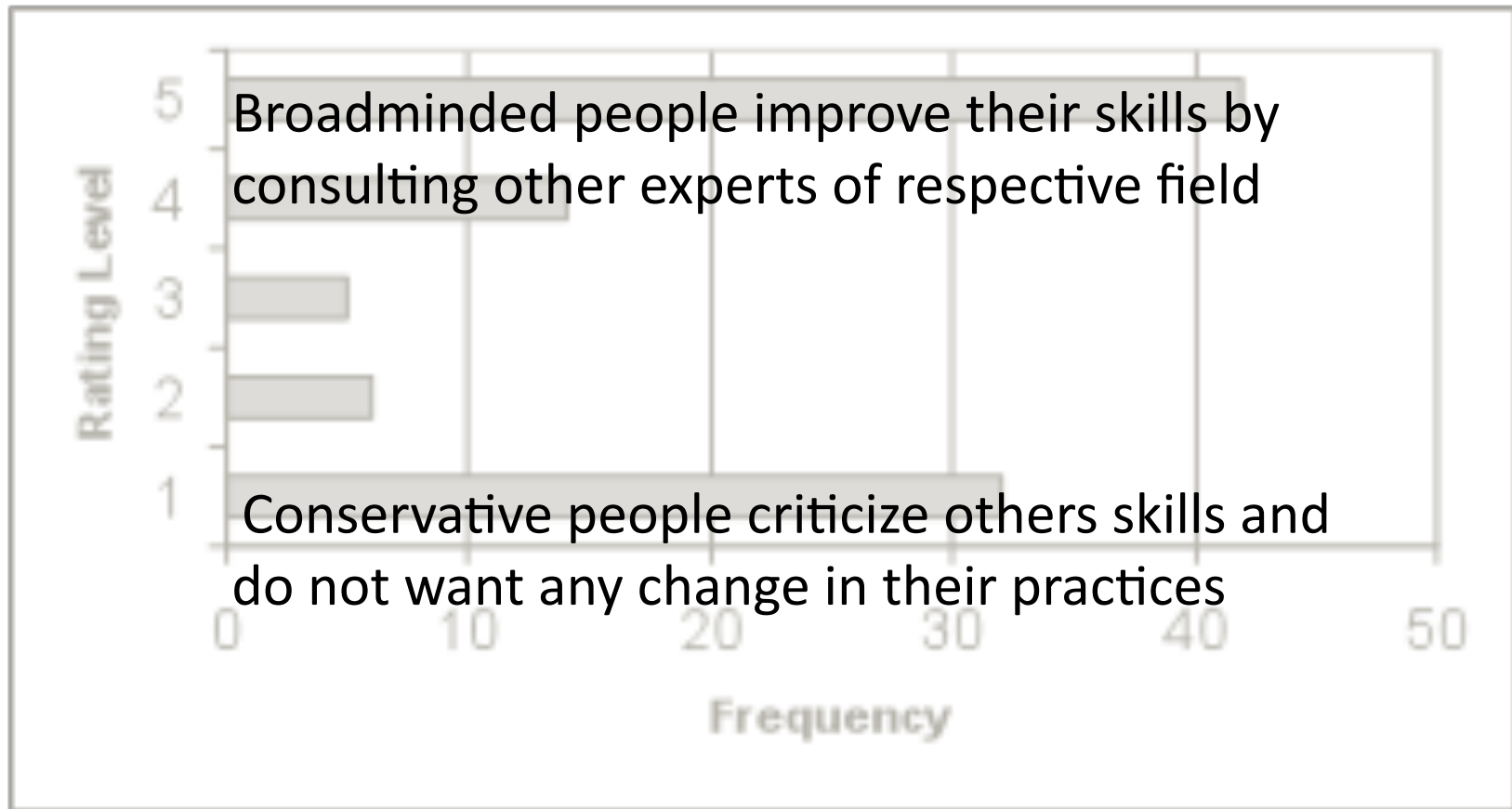
Implementation

- Faculty acceptance
- Improvement of teaching skills
- Enforcement
- Academic calendar

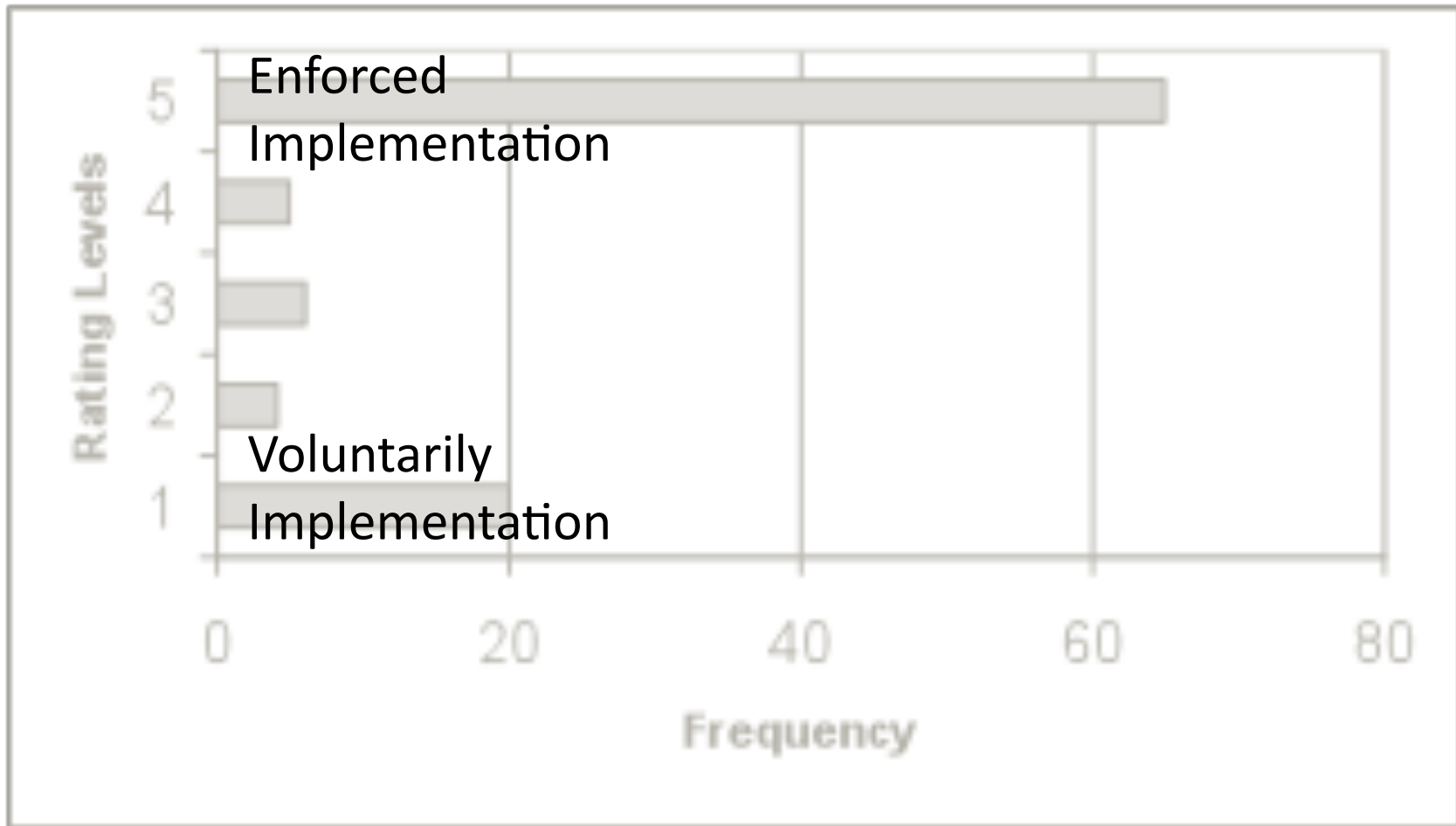
Implementation: Faculty acceptance



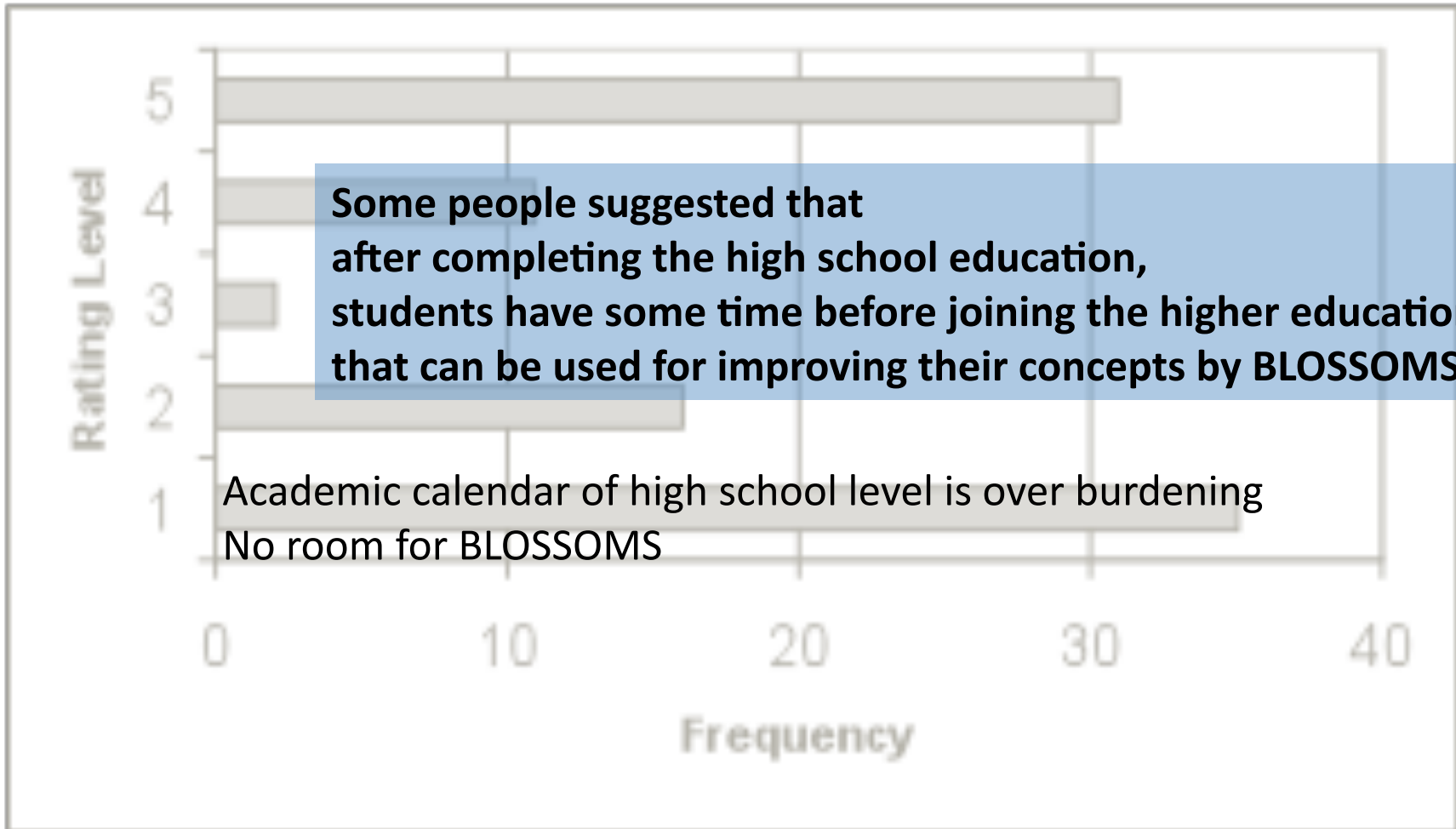
Implementation: Improvement of teaching skills



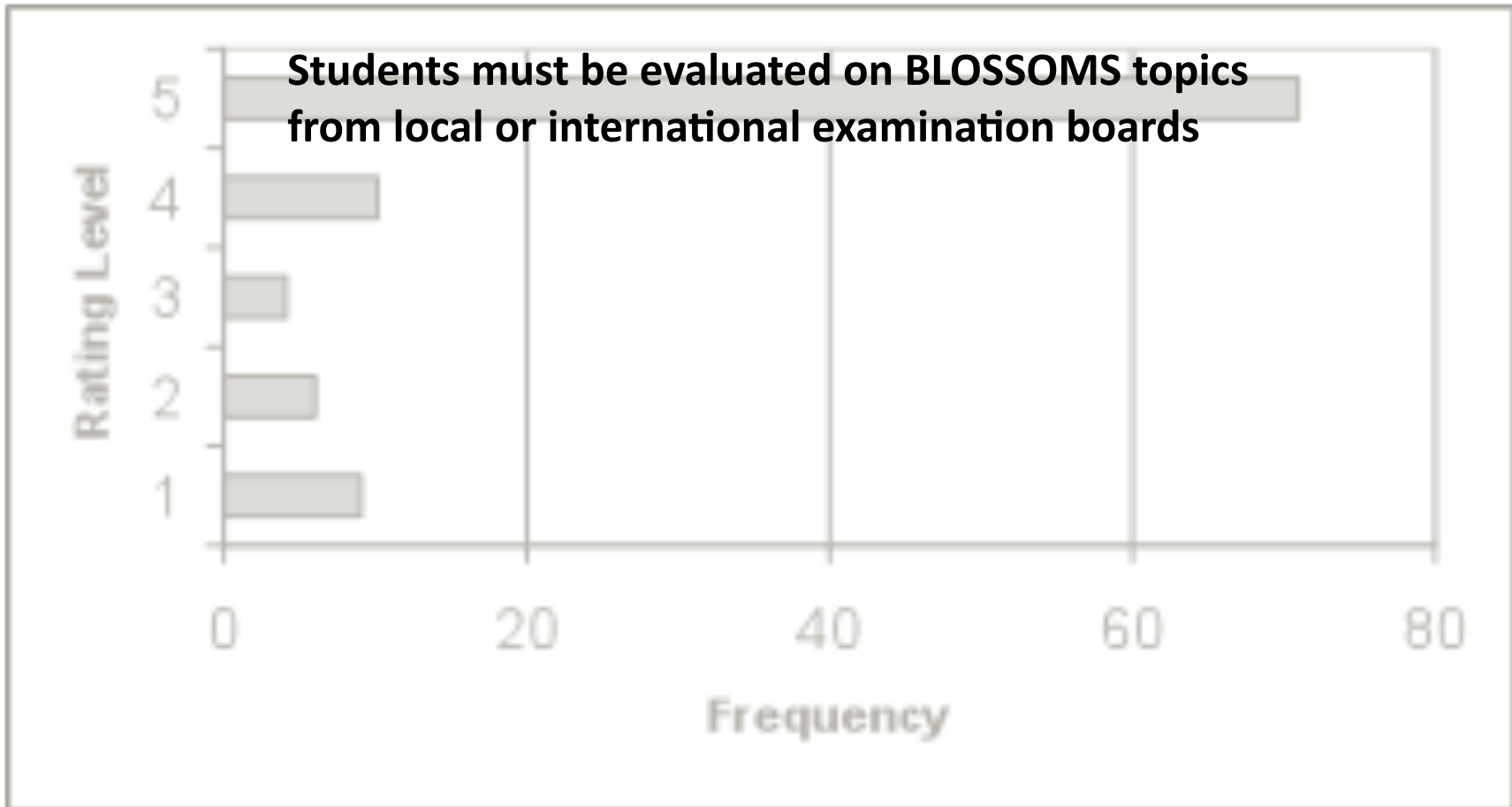
Implementation: Enforcement



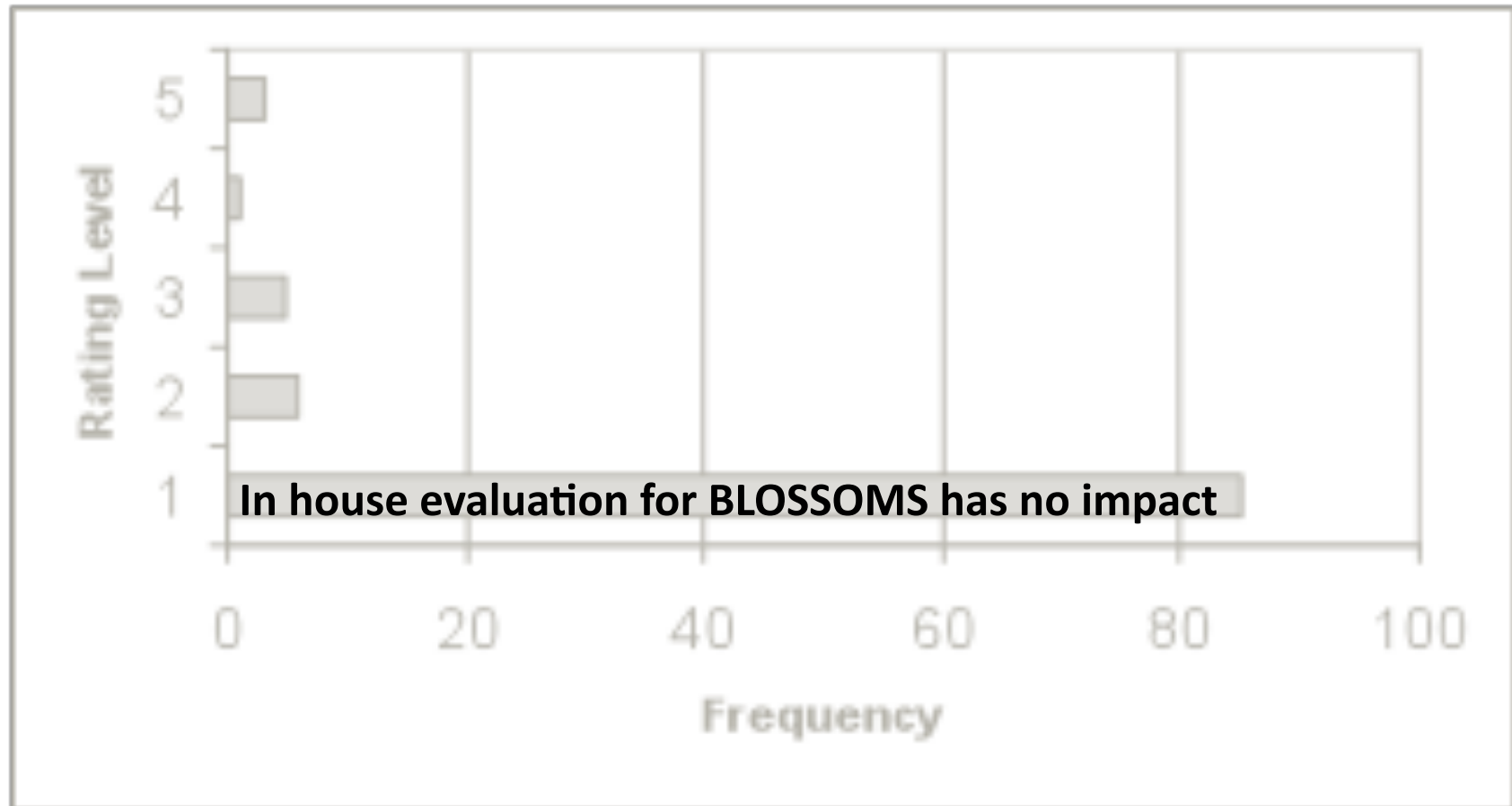
Implementation: Academic Calendar



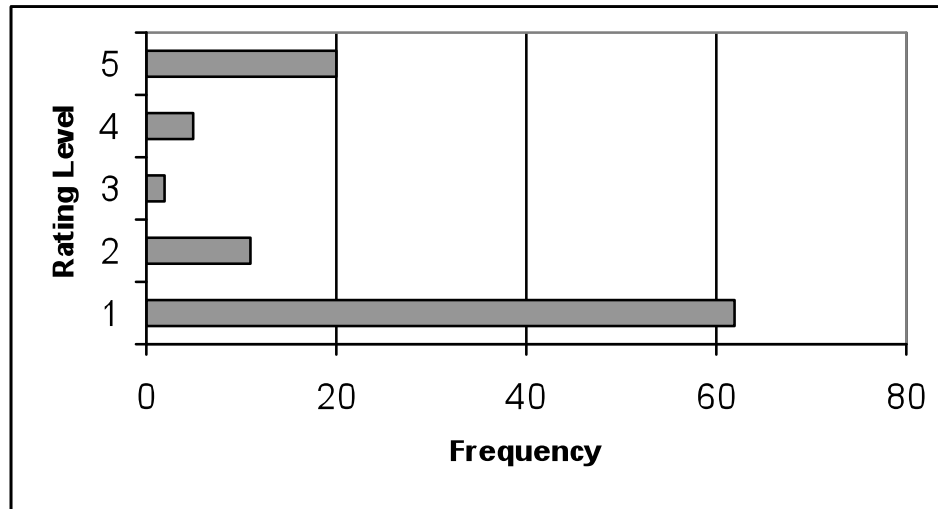
Assessment: External Evaluation



Assessment: Internal Evaluation



Resource Barrier for Institutes

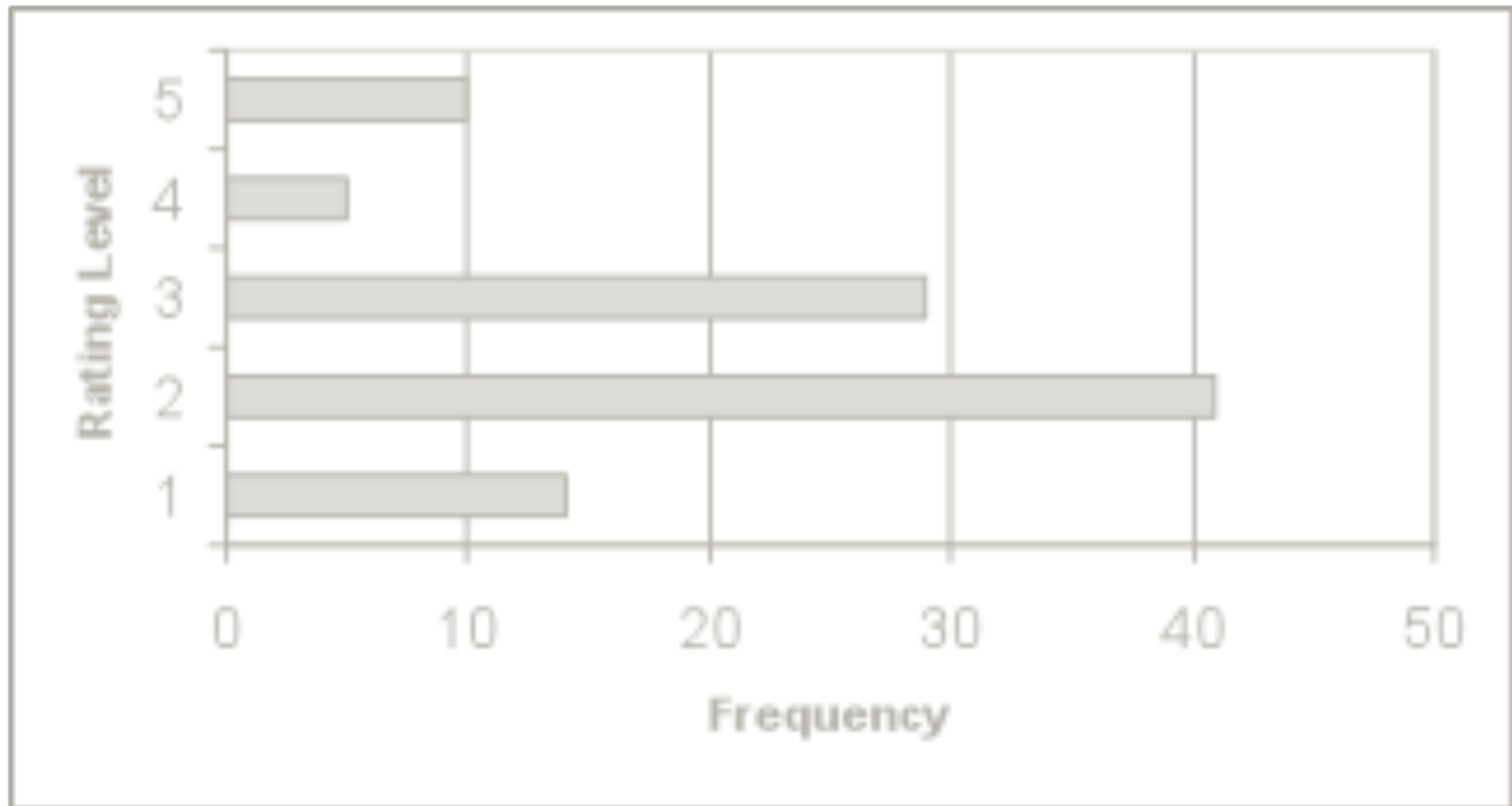


Telecommunication Infrastructure Index 2008 of BLOSSOMS Partner's Countries

Country	Internet Index	PC Index	Cellular Index	Telephone Lines Index	Broadband Index	Infrastructure Index
USA	0.778	0.844	0.509	0.593	0.609	0.6663
Jordan	0.154	0.069	0.489	0.109	0.026	0.1693
Pakistan	0.086	0.006	0.143	0.034	0.001	0.0540

Source: *From e-Government to Connected Governance*, in 2008 UNDESA: United Nations e-Government Survey

Resource Barrier for Home Users



Proposed Implementation

- It should be the part of entry test of higher education like engineering, medical, IT, Computer Science etc.
- Students already be evaluated as per their curriculum by education boards while BLOSSOMS topics will add more knowledge and will improve their concepts
- Usually brilliant students appears in entry tests, so they can easily understand these topics

Proposed Implementation

- Students and faculty has enough time to cover these BLOSSOMS topics in the spare time slot (after final exams and before joining the higher education)
- A local portal should be developed to guide the faculty about the adoption of BLOSSOMS topic in existing curricula and academic calendar.

Thank You