



Designing Professional Development For Better Pedagogy: a higher education experience in Pakistan

Imran Anjum Chaudary, Shahida Imran

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Fragmented, unfocused, and top down approaches to professional development are unrealistic, ineffective and do not promise anything significant to teachers and their contexts. This book questions professional development for Pakistani Tertiary/Higher education teachers. It does so from the perspectives of Pakistani teachers gained through a qualitative, ethnographic case study. The analysis of these previously unheard voices revealed themes that expand our understanding of the problematic nature of professional development. The authors through their study indicate the need to reform professional development and to assist in these reforms, they suggest that teachers need to gain a wide repertoire of teaching to become better practitioners, and to do so, a site-based provision of professional development with social learning as the pedagogy is preferred as a design.



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