



SAVING 9

YOU DON'T NEED TO BE A DOCTOR TO SAVE LIVES

Teacher Training Course

Overview:

This course, conducted over three sessions of 2 hours, is intended for pre-hospital care educators. It provides an introduction to new-age educational practices, including insights from the fields of psychology and adult learning, and how they apply to the field of pre-hospital care education. Participants will be expected to work on individual lesson planning projects in addition to the in-class teaching time, and these will count towards the satisfactory completion of the course. Participants who successfully complete the course will receive certificates of course completion.

Instructor Profiles:

Usama Javed Mirza: Usama has a Masters in Education with a focus in Curriculum and Teaching for Teachers College Columbia University. He is a Fulbright scholar and LUMS alumnus. He is certified as an Emergency Medical Technician, and is the CEO and co-founder of Saving 9.

Marriam Musa: Marriam has a Masters of Arts in International Comparative Education from Stanford University. She is a Fulbright scholar, Curriculum Specialist at Saving 9, Regional Education Manager at The Citizens Foundation and Teach for Pakistan fellow.

Required Readings:

Participants will be required to read selected chapters and excerpts from the below mentioned sources. Saving 9 will provide access to this reading material.

Flinders, D.J. and Thornton, S.J. (2013). *The Curriculum Studies Reader*. NY: Routledge.

UdvariSolner, A. & Kluth, P. (2008). *Joyful Learning: Active and collaborative learning in inclusive classrooms*. Thousand Oaks, CA: Corwin Press.

Valle, J. W. & Connor, D. J. (2011). Contemplating the invisibility of disability. In *Rethinking disability: A disability studies approach to inclusive practices*, 16-38. New York, NY: McGraw Hill.

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (Expanded 2nd ed.). NJ: Prentice Hall.

Course Outline:

Session 1: What Does it Mean to Learn?

In this first session, participants will be introduced to key research about how learning occurs, and will engage in critical discussions based on their assigned readings to explore how the learning process actually occurs in the first aid context. Towards the end of this session, they will begin to brainstorm ideas for their course project.

Session 2: What Does it Mean to Teach?

In this second session, participants will be introduced to a variety of pedagogical approaches that would be useful for teaching first aid. They will also reflect on their own teaching practices in light of their assigned readings, and will finalise their ideas for the course project.

Session 3: What Does it Mean to Assess?

In this third session, participants will be given an overview of a spectrum of assessment techniques that can be used to gauge whether learning has occurred in their first aid classes, beyond the traditional written tests. They will learn how to design comprehensive high quality assessments, and will also critically discuss their assigned readings on assessment.

Course Project

There are many aspects of first aid teaching that participants could choose to focus on for their project. A participant may decide to develop a practical exam to assess integrated knowledge of medical emergencies, or another participant may decide to develop a lesson plan on anatomy and physiology. Details regarding how to go about deciding, and assessment criteria for this project will be shared during the first session of the course.