

# PARE NEWS

A Quarterly Publication of Pakistan Association for Research in Education



October 2011

Volume 1: 2

## Seminars, Conferences and Events

### ANALYTRICS CONFERENCES: Call for Contributions and Reviewers

- 4th Paris International Conference on Education, Economy and Society  
23-28 July 2012, Hotel Concorde La Fayette, Paris  
Deadline for submission: 30 October 2011  
<http://education-conferences.org/default.aspx>
- Paris International Congress of Humanities and Social Sciences Research,  
24-28 July 2012, Hotel Concorde La Fayette, Paris  
Deadline for submission: 30 October 2011  
<http://education-conferences.org/homehss.aspx>

### ROUTLEDGE EDUCATION CLASS OF 2011

We are delighted to announce the launch of the Routledge Education Class of 2011.

For more information

<http://www.educationarena.com/journalPromotions/mostDownloaded/classof2011/>

### ACTION RESEARCH WORKSHOP BY PARE 22<sup>nd</sup> Oct

Workshop on Action Research by Dr. Kulsoom Jaffer is going to take place on Oct 22, 9am-1pm at AKU-IED Baluchistan Room. Seats are limited, the registration is on first come first served basis. Contact PARE Secretariat for further details.  
[pare.secretariat@aku.edu](mailto:pare.secretariat@aku.edu). 021- 36347611-4 Ext.3915

### MIDDLE EAST TECHNICAL UNIVERSITY NORTHERN CYPRUS CAMPUS, Call for Proposal

We would like to invite you to submit proposals for the "Cyprus International Conference on Educational Research" which will take place on February 08<sup>th</sup> – 10<sup>th</sup> 2012, at the Middle East Technical University Northern Cyprus Campus in North Cyprus.

The main theme of the Conference is announced as "Globalization in Education".

For more Information: <http://www.cyicer.org>

### Annual International Conference on Education & e-Learning, EeL 2011

**Date:** 7 - 8 November 2011

**Venue:** Hotel Fort

**Keynote Address:** by Prof. the Hon. Dr. Stephen Martin

For more Information: <http://www.e-learningedu.org>

### INTERNATIONAL CONFERENCE ON INFORMATION AND EDUCATION TECHNOLOGY, ICIET 2012 14-15 January 2012, In Mumbai, India

International Conference on Information and Education Technology, ICIET 2012, will be held during 14-15 January 2012, in Mumbai, India. English is the official language of the conference. We welcome paper submissions. Last date of Full paper Submission is November 10, 2011.

For more information Email [iciet@iacsit.org](mailto:iciet@iacsit.org)



### **GDN- CALL FOR AWARD**

Dear Researcher,

Do you have a research question on 'Urbanization and Development' you want to explore but are short of funds for?

Here is your chance to receive grants of up to US\$ 30,000 to pursue your academic quest.

And it does not stop there! The Global Development Network (GDN) is also giving you the opportunity to get up to US\$ 10,000 in recognition of the quality of your completed research under this topic.

GDN promotes superior research through the Japanese Award for Outstanding Research on Development for innovative research proposals and its Medals for Research on Development for quality research papers. A second prize of US\$ 5,000 is awarded in the two categories as well.

In addition, the finalists will be given a chance to present their work before an international high profile audience in development research at the 13th Global Development Conference scheduled to be held in June 2012. Their travel and stay will be funded by GDN.

This year, our focus is on Urbanization and Development.

For any further queries related to the competition write to us at [awards@gdnet.org](mailto:awards@gdnet.org)

Application Deadline – 31 January, 2012 (Indian Standard Time 6:00 PM)

### **A SPECIAL INTEREST GROUP: Lives of Teachers and Teacher Educators (LOTTE)**

This SIG was initiated in 2009 at AKU-IED and have arranged some very interesting sessions.

This SIG is designed to bring together educationists who share an interest in the lives of teachers and teacher educators and who seek to support scholarly activities (research, writing, discussion, dissemination, and advocacy) on this subject. The topics that could fall within the scope of this SIG are:

- narratives by and about teachers and teacher educators, including biography, autobiography, self-study research, life history;
- research on teacher and teacher educators characteristics and development, including
- career trajectories and historical accounts of teachers and teaching;
- research on teachers and teacher educators status, identity and gender
- representation of teachers and teacher educators in fiction and media (such as film and television)
- teachers and teacher educators lives and their relationship to policy
- Any other

For further information contact:

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### **HEC Recognized Journals list on PARE website**

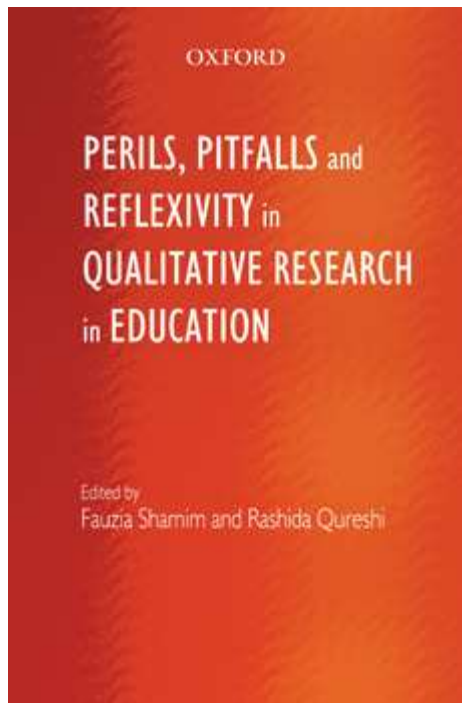
The list of HEC recognized journals published in Pakistan is now uploaded on the PARE website. The list also provides the web links, whichever available. Please visit:

<http://www.pare.org.pk/journals.php>

### **Aga Khan Foundation: International Scholarship Program**

The Aga Khan Foundation provides a limited number of scholarships each year for postgraduate studies to outstanding students from developing countries who have no other means of financing their studies. Applications for the **2012-13 academic year** will be available starting **January 2012**.

[http://www.akdn.org/akf\\_scholarships.asp](http://www.akdn.org/akf_scholarships.asp)



## **Perils, Pitfalls and Reflexivity in Qualitative Research in Education**

*Edited by Fauzia Shamim and Rashida Qureshi*

This exciting new collection of critical reflections on conducting qualitative research gives a unique insight into the experiences of researchers working in countries in the South. The book explores how 'Western' theoretical concepts and research approaches developed in the North can be adapted to respond to the developing country communities. The firsthand accounts enhance our understanding of what it means to conduct research in developing country contexts. The study also allows us to interrogate our own ethical and methodological assumptions in relation to these reflexive discussions on research emerging from and within contrasting cultural contexts.

**Fauzia Shamim** is Professor of Applied Linguistics at the department of English, University of Karachi, Pakistan.

**Rashida Qureshi** is Director, Arts and Sciences at the National Institute of Health & Social Sciences, Islamabad.



## **Research Seminar: Pak-Norway Institutional Collaboration Research at AKU-IED**

On Friday 23<sup>rd</sup> September, 2011 a poster presentation of various research studies conducted under Pak-Norway Institutional Collaboration were presented through posters. A large research audience including PARE members attended this stimulating event. Following research studies were presented:

Teaching of Grammar: Beliefs and Practices of Teachers of English

Exploring Effects of Teaching and Learning in Large Primary Classes in Peshawar Schools

Exploring Indigenous Educational Leadership & Management Practices of Secondary School Head Teachers in the KPK Pakistan

Teaching Practicum and Learning to Teach: A Gender Perspective

Using Innovative Teaching Approaches through Action Research in B Ed Classrooms at IER-PU

Researching Teachers' Professional Competencies in Khyber Pakhtunkhwa



### **EXPLORING THE PERCEPTIONS AND PRACTICES OF COLLEGE PRINCIPALS IN MANAGING GOVERNMENT DEGREE COLLEGES IN SINDH, PAKISTAN**

*By: Amir Gul Katohar*

Study was conducted to explore the perceptions and practices of principals in managing government degree colleges in the context of Sindh, Pakistan.

Since this study is an effort to explore college principals' perceptions and practices in their settings; therefore it inherent importance. This research endeavor a status of uniqueness because this subject has not been explored before in the context of college principalship.

The study identified that the principals perceived their leadership role as that of a care giver. They have the instinct to execute their role with responsibility; nevertheless, there are some challenges that act as hurdles in their way.

### **STUDY ON THE IMPLEMENTATION OF CHILDREN RIGHTS IN PAKISTAN**

*By: Munir Moosa Sadrudin Sewani*

The study aimed to evaluate the implementation of Children's Right in Pakistan during the last 5 years. The main study was conducted on a total sample of (N=204). The sample consisted of 30 government employees of grade 15-18 of Ministry of Social Welfare and Ministry of Human Rights; 30 Social Workers from ten selected NGO's; 36 Public and 36 Private schools teachers, and 36 Public and 36 Private schools students, studying in classes 9 and 10.

The study revealed that the issues of children and the Implementation of the Children Rights in Pakistan were over shadowed during the last few years. The Convention on the Rights of Child did not serve as a guaranteed savior. Education, security and social rights were not given proper attention during the last five years to its best, due to which, much effective results were not produced in improving children rights.

Although the needs of children and their rights, particularly social and security rights were well understood by the respondents, but were not well addressed, both on social and political platform.

Children were partially aware of their rights as they were kept in shade to learn about their privileges. Very

few laws were imposed in favor of children rights without practical imposition to resolve the issues of children.

Findings of the study concluded that our country was unsuccessful in implementing Children's Rights in Pakistan to its best.

### **DO TEACHERS LEARN IN SCHOOL CONTEXTS? SOME PERSPECTIVES FROM PAKISTAN**

*By: Ayesha Bashiruddin, Assistant Professor, AKU-IED*

In recent years a lot of importance has been given to teacher learning in research because of its significant contribution to teacher education (Putnam and Borko 1997; Richardson and Placier 2001; Hammerness et al. 2005). Many research studies have been conducted on how teachers learn. Some research studies show that teacher development programmes which are situated in the school provide ample opportunities to teachers to attend implement and experiment with their newly acquired knowledge and skills (e.g., Kwakman 2003; Smith and Gillespie 2007). The research conducted in the area of teachers professional development show that teachers learn from various sources: e.g. they learn from experience (Jarvis 1987), from deliberate practice (Dunn and Shriner 1999) and by working in collaboration with colleagues (Borko et al. 1997; Grossman, Wineburg and Woolworth 2001; Little 2002; Vescio, Ross and Adams 2008). In one of the studies conducted in Pakistan two teachers of English state that most of their learning to teach has been an on-the-job activity (Bashiruddin, 2009). However, in the context of Pakistan not much is known about the role of schools in providing professional development to teachers. This study tried to fill this gap. Hence, this research critically analyzes the current status or practices of teacher learning and development in various contexts in Pakistan, by taking a situative perspective to teacher learning, in order to gain insights into whether teachers learn in the school contexts so that some suggestions could be made to enhance teachers

continuous professional development within their school contexts. The data for this study is based on 18 self-study cases developed by the in-service teachers (M.Ed. students) at the Aga Khan University, Institute for Educational Development in a Teacher Learning course. These teachers come from diverse school contexts of Pakistan. The data analyses of the cases show three major findings.

First, that in most of the private schools there are some provisions of teacher learning which are mostly formal, e.g. workshops, seminars, peer coaching, mentoring and reflective practice. However, the quality of such formal trainings is questionable.

Second, in community based private schools professional development opportunities are also provided.

Third, in public sector there are very few or no professional opportunities provided by schools, however, the education department of the government sometimes hold workshops through which the teachers learn some techniques of teaching.

The cases from public sector show that most of the time their learning in the school is in an informal way where they learn from each other in the staff room conversations which are mostly dominated by senior teachers because of the hierarchical structures of the school. Finally, one important finding that emerged from the data is that within these schools there is no proper structure of professional development, most of the time it is sporadic and based on the assumption that "one size fits all". Most of the teachers work in isolation and develop their teaching independently. There is little evidence of a community of practice in which they can express and restructure their teaching epistemology within a collaborative framework (McLaughlin, 1997; Sullivan Palinscar, Magnusson, Marano, Ford & Brown, 1998; Thomas, Wineburg, Grossman, Myrhe & Woolworth, 1998). Hence, efforts to encourage school based learning needs to be made in collaboration with policy makers, school systems and teachers.

## **FEMALE EDUCATION AND ADULT LITERACY PROGRAMME: EXPLORING THE CONNECTIONS**

By: Sayed Muzaffar Ali Shah

With an assumption that the Adult Literacy Programme (ALP) might have allowed the participants to revisit their views about female education, the study was designed to explore how these participants of ALP in district Matiari viewed the need and value of female education resulting from their first-hand experience of getting education. The study design was guided by Qualitative research. The research site was two villages of a union council in district Matiari, where people had recently completed their 5 months duration adult literacy course in a national level ALP. The data was generated through focus group discussions and semi-structured interviews. The study found that the ALP had positive influence on the minds of participants and they started taking interest in getting education themselves and also viewed it pertinent for their children, particularly girls.

## **DEVELOPING SOCIAL STUDIES TEACHERS AS SOCIAL STUDIES APPRECIATORS**

By: Asghari Ummulbanin

It is the common experience of my teaching life and my practices as a teacher educator as well those more than 50% social studies teachers does not enjoy their teaching. One of the reasons is that they don't have the idea how to make social studies teaching enjoyable as a result their students suffer and in the end social studies is considered as a boring, memorizing and tiresome subject.

But if the teachers get the chance to develop professionally and get the ideas on how to implement new strategies in the classroom, then social studies teachers start appreciating social studies as a subject and as a result their students enjoys learning and social studies is considered as an interesting, unforgettable and attention grabbing subject.

By keeping in mind the importance of professional development for social studies teachers I get the chance to conduct a professional development course for social studies teachers with the aim to improve the quality and delivery of social studies teaching and

performance of teachers. The teachers get the chance to involve in process oriented learning to widen the content of history, geography and civics.

The following reflections from teachers can help the readers that how the programme for social studies teachers can help in developing the social studies teachers as social studies appreciators.

One of the very young teachers shared her experience "I never ever thought of teaching history by activities and role play especially the Mughal Era. But session made me realized that history can be made enjoyable for students through role play that has lasting effect."

Another teacher shared about content knowledge "I was not aware about content of social studies in depth, as I memorized the facts before entering the class that's the reason sometimes I faced challenges, but our facilitator made our lives easy by using different strategies, especially teaching of history by time line, that makes history enjoyable and easy to remember."

A teacher sharing his experience of geography teaching said, "Geography teaching can be made enjoyable by using video clips on certain topics. At first

I was thinking videos were not the part of social studies because I myself don't know the depth of its importance. But after the geography sessions I realized that using of video clippings is one of the superb strategies for teaching difficult concepts like time zone, longitude and latitudes in a limited time.

In the general practice teachers normally cancelled the portion of civics because they considered that only history and geography are the disciplines of social studies, but in order to develop the students as active citizen Civics teaching is very important. By keeping in mind the importance of civics we tried to share the teaching strategies of civics as well with the teachers.

After noticing all these changes in teachers thinking, the writer felt that there was a noticeable improvement in teachers' performance after attending different professional development programmes. Furthermore such programmes also improved the quality of teaching. So I hope readers agree that now social studies would no more be a boring subject, but professional development programmes can help to make the subject enjoyable and the social studies teachers can be developed as social studies appreciators.

## PARE News, Vol 1:1 Feed Back

WOW. Well done Sajid and Sohail. It's a good first start. These small steps will bring PARE again in limelight. I hope in future we will receive more diversified contribution.

*(Syed Naeem Ahmed, Manager Research, Pre STEP, Islamabad)*

It is a good rounded Newsletter, is informative. I liked the idea of incorporating abstracts of M.Ed. student dissertations. I suggest a list of topics or areas of all the 2011 dissertations be shared so people know the areas in which some basic research at a small scale though has been conducted. Beside abstracts from PhD research can also be shared. HEC website can be useful. Links are a good addition.

*(Amin Rehmani, Manager AKU-EB)*

It is a good step. The publications quality needs appreciation. I suggest that you share prominent international researches in future newsletter too.

*(Dr. Shahid Siddiqui, Professor LSE)*

## Call for Contribution

PARE newsletter is designed to share latest educational research news, members' achievements, and information about latest research. The newsletter calls for submission under these categories.

The next newsletter will be the January 2012 issue. Please send your contribution by December 25, 2011. The length of submission should not exceed 100 words.

Please submit items to PARE Secretariat by email at [pare.secretariat@aku.edu](mailto:pare.secretariat@aku.edu)

We also welcome your suggestions to improve this publication.