

PARE NEWS

A Quarterly Publication of Pakistan Association for Research in Education



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Volume 2: 1

Seminars, Conferences and Events

BERA 2012 Annual Conference **4 - 6 September 2012, University Place,** **University of Manchester**

BERA inviting you to submit a proposal for the 2012 Annual Conference at the University of Manchester

For more information: www.beraconference.co.uk

Call for paper: Conference on Creative Education (CCE 2012)

The 2nd Conference on Creative Education (CCE 2012) is calling for papers. It will be held from April 13 to 15, 2012 in Shanghai, China.

For more information: www.creativedu.org/2012/

Leeds Metropolitan University, UK

An international conference hosted by the School of Languages

For information about abstracts and arrangements for the publication of conference proceedings, please contact Dr Théophile Munyangayo (LGW Conference Chair) at:

T.Munyangayo@leedsmet.ac.uk

Call for Papers - The Fifth International Conference of English as a Lingua Franca

May 24-26, 2012

Boğaziçi University, Istanbul, Turkey

For more information please visit the official conference website at <http://www.elf5.org>

CALL FOR PAPERS: Ireland International Conference on Education (IICE-2012), **April 16-18, 2012, Dublin, Ireland**

For further information please visit IICE-2012 at www.iicedu.org

Call for paper: The Asian Conference on Technology in the Classroom

CONFERENCE THEME: "Learning, Culture and Society: What role can technology play?"

For further information actc@iafor.org

Call for Paper: The Comparative and International Education Society is pleased to announce the 56th annual meeting in San Juan, Puerto Rico on April 22-27, 2012

All proposals must be submitted via this site: <http://convention2.allacademic.com/one/cies/cies12/>.

Call for Papers: Canada International Conference on Education (CICE-2012) June 18-21, 2012, Ontario, Canada

For more information: <http://www.ciceducation.org>

The 7th Annual Education and Development Conference

for more information please visit the official conference website at

<http://www.tomorrowpeople.org/edc-conference.html>

PARE Workshop: Action Research Facilitated by Dr. Kulsoom Jaffer

Pakistan Association for Research in Education (PARE) organized the workshop on Action Research on October 22, 2011 facilitated by Dr. Kulsoom Jaffer

This initiative was welcomed with an overwhelming response by PARE members. Seats were limited for 20 members but due to interest of participants 25 participants were allowed to attend.

The main objectives of the workshop were:

1. Acquire basic knowledge and skills for undertaking small-scale action research project; and
2. How to make sense of data and document research process and findings

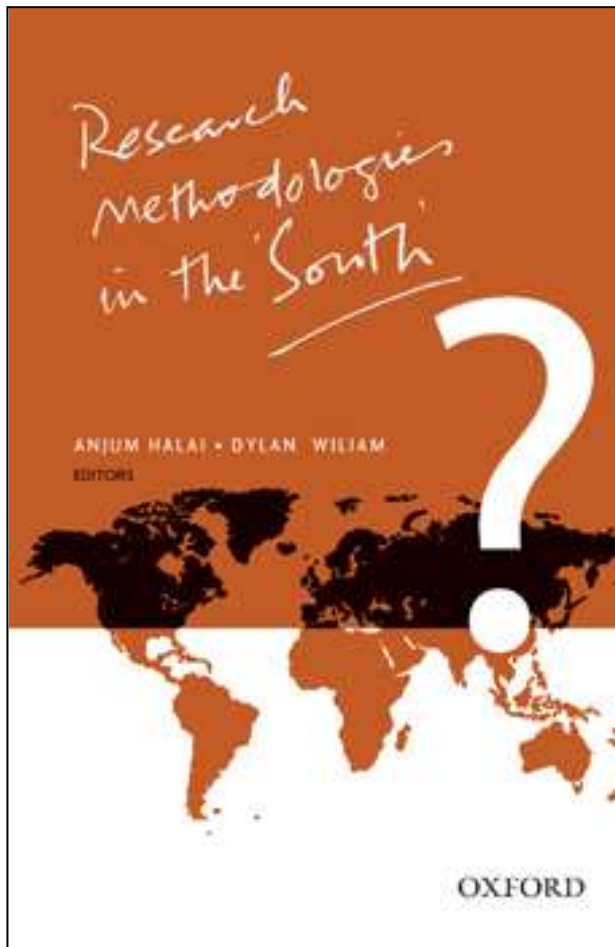
PARE Workshop: Literature Review: Finding Material from Library and Online Sources” facilitate by Mr. Qammer Naveed

Pakistan Association for Research in Education (PARE) organized the workshop on Literature Review: Finding Material from Library and Online Sources on December 17, 2011. It was facilitated by Mr. Qammer Naveed, librarian AKU-IED

The main objectives of the workshop were:

1. Identifying research topic
2. Searching print (books, theses, journals) and online resources (e-books- elibrary, theses, and subject guides)
3. Introduction to e-library USA
4. Searching major journals databases (Taylor and Francis, Ebscohost)
5. Searching open source journals for the subject of education
6. How to evaluate the information.





Research Methodologies in the 'South'

Edited by Anjum Halai and Dylan Wiliam

As more and more educational research is conducted through collaborative networks involving partners from different countries, the issue of how research should be conducted is becoming increasingly important. This book is the first collection of essays specifically addressing the issue of whether the research methods of the 'North' are appropriate for conducting educational research in the 'South'. It brings together descriptions and critical analyses of research methodologies written by experts from a range of geographical and cultural contexts and will be useful to anyone involved in conducting, or supporting those engaged in, social enquiry.

Anjum Halai is Associate Professor at the Aga Khan University, Institute for Educational Development, in Dar es Salaam-Tanzania.

Dylan Wiliam is Emeritus Professor of Educational Assessment at the Institute of Education, University of London, UK.

Members' Achievement



Dr. Amin Rehmani, Aga Khan University Examination Board

PARE Is pleased to announce that Mr. Amin Rehmani, Manager, Training and Development at the Aga Khan University Examination Board has successfully completed his Doctorate Degree in Education from the Institute of Education, University of London. His dissertation thesis titled "Teachers' conceptions of teaching: Case studies of professional development teachers from Pakistan "Congratulations!! Dr. Amin Rehmani on this well-deserved achievement.

Identity Construction: A Narrative Inquiry Of Teachers Of English In Pakistan

By: Dr Ayesha Bashiruddin

The purpose of this study was to understand the English teachers' identities with special reference to social (communal, situated or co-identity), professional (knowledge, skill and attitude in learning process) and pedagogical (personal way of teaching in class room) aspects and see its relationship with their teaching practices. This research was conducted by using narrative inquiry which promotes subjective understanding and meaning making unique to each individual. This study focused on 4 teachers of English teaching in secondary section in public and private schools of Karachi Pakistan. The research findings highlight the powerful influence of context on construction of identities of teachers of English. Context at two levels play a part in constructing their identities: one at school level and the other at societal level.

Exploring Curriculum On Pluralism

By: AL-Karim Datoos and Sohail Bawani

The key objective of the research was to explore and document curricular approaches and practices engaged in education for pluralism at conjoined higher education sites of the Aga Khan Development Network (AKDN), The Aga Khan University-Institute of Educational Development (AKU-IED), Pakistan and the University of Central Asia (UCA) in Tajikistan. In this respect, case-studies of Social Studies education (at AKU-IED) and Aga Khan Humanities Project (AKHP at UCA) have been conducted respectively.

For this purpose, multi-site case-studies (informed by ethnographic orientation) were conducted at the AKU-IED in Karachi and the UCA in Dushanbe. The 'cases' comprised of the curricular content and the pedagogic practices of the programs, on which the data was generated through: document/textual analysis (using 'curricular cartography' approach to map the discourse of pluralism in an interdisciplinary curriculum of the AKHP), semi-structured interviews, classroom and field observations. In

this regard, two separate field-works were carried out at AKU-IED in Karachi and Dushanbe.

The study finds that some key concepts contributing to the discourse on pluralism in the curricula were the concepts of: individual (self/other), culture, interpretation and epistemological pluralism. These key concepts were further translated through conceptual vectors (relational in nature): self/other, universal/particular, global/local, routes/roots, time and space. These conceptual elements are essential constitutive elements of curriculum for education for pluralism. The study further highlights that, both the programs, though different in scope, scale and depth, offer some common ethos and characteristics around: curricular objective/focus, i.e., pluralism (linked with humanities education in the case of humanities and the social studies education respectively, interdisciplinary curricular texts and knowledge approaches, pedagogic ethos and strategies (such as: use of travelogues, role performances, field-visits and films to highlight few), centrality of the knower in the curriculum, interpretive and critical theories and skills, experiential learning and the use of diverse media in teaching and learning (to highlight the main features).

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Role of HEC in promoting and facilitating educational research in Pakistani universities

By: Karim Aman

This study explores the role of the Higher Education Commission (HEC) of Pakistan in facilitating and promoting educational research in Pakistani universities through policy analysis as research methodology. The role has been explored by the analysis of policy provisions, structures and processes developed by HEC to facilitate and promote educational research. Experiences of two Pakistani universities, one from public and one from private sector have been analyzed to explore that role.

Analysis of the data suggests that research is a priority of HEC in its reform agenda for higher education in Pakistan. HEC has developed policy

provisions, processes and structures that support and facilitate research in Pakistani universities. But an overemphasis on scientific research has over shadowed educational research. Availability of funding, a wide range of incentives available for research, faculty development process for research, emphasis on publications and dissemination of research work, access to the global body of knowledge through IT integration and education, research networks are indications of the effective role played by HEC for the promotion and facilitating of educational research. Research suggests that there exist some hindering factors as well which includes, dependency on donor funding and sustainability issues, communication gap between department of education at universities and HEC, unavailability of clear policy text for educational research, lesser support provided to the private sector.

Based on the findings, the study recommends developments of indigenous funding strategy, enhanced collaboration and participation of universities through communicative structures, an increase in educational research funding, enhanced facilitation to private sector and wide range of evaluative studies to be carried out to review policy, provisions and structural changes to the facilitate educational research in Pakistani universities.

Exploring metaphors of teachers' practices and perceptions for the assessing creative writing skills

By: Rehana Jaffer

The world is becoming a "Global village" in which English has become a tool to communicate across the borders. To maintain effective communication, it becomes necessary for the teaching and learning process to take account of language skills. When taking in to account language skills, it becomes patient for teachers to keep an accountability check of a child's progress from the early years of schooling. Moreover, it is also significant to gain teachers 'perception for assessing creative writing skills in an EFL classroom at grades one and two in a private school through metaphors. Two teachers were selected as research participants along with work

samples of six students, three samples from each class. Metaphors were used as a tool in this study to get teachers' insights about the assessment of creative writing skill through interviews. Along with that document analysis and class room observations sufficed the teachers, were cooking and floating. Metaphors helped in extracting teachers' sub-conscious meaning which were evident in their practices.

It was evident from the interpretation of teacher's metaphors; they had ambiguous ideas about continuous assessment. Teacher used a variety of continuous assessment tools observation, asking questions to name a few but without any developed insights. it was also revealed from the data gathered that teachers focused more on grammatical aspects of language though teachers practiced creative writing with students they were of a view that students are not creative. As a result, they took up the role of a transmitter and gave less space to students to be imaginative.

This study suggests. That English language teachers should be aware of the purpose and uses of continuous assessment in order to help students in an appropriate way for their effective learning.

The Role Of Supervisor In Implementing Education Policies At School Level

By: Muhammad Nawaz Khan

This research attempts to identify the role of supervisors in policy implementation at the school level in government education system in Karachi, Pakistan policies and decisions are made In the center and supervisors carry them out to schools to implement and ensure enactment. Also, they report and inform the center about the realities in schools. Being one of the developing countries, we assume that policies are made but not implemented policy implementation, in short, is cumbersome in the education system so, this research explores different channels through which the policies and decisions are communicated to supervisors and by supervisors to teachers. This will tell us about the process of policy implementation and about the success and reasons of failure of policy implementation. Within the qualitative research paradigm an exploratory ease study approach was used to carry out this

study. Semi-structured interview guide, observation. And document analysis as tools were used for the data collection. This supervisory system is based on inspecting and controlling teachers through supervisors in the public education system in primary schools in Karachi. They visit schools and usually check school buildings, teacher's attendance, student's enrolment, and the teaching and learning process to find out deficiencies in teachers and head teachers, rather to support them in bringing a positive change. Moreover, the findings of the study reveal the some supervisors lack an understanding of policies, do not participate in making policies, nor consider themselves as policy implementers. In the light of findings, it is explored that there are no legal codes or set of regulations about their functions and duties, but they work in the study they have observed their seniors, therefore they work as they find suitable for them. The synthesis helps us to analytically view the processes, challenges and hindrances in implementing policies by supervisors, the discussions also describe the ways of communication in the public education system and the ways supervisors report back to higher authorities.

Exploring The Use of ICT in Supporting Teaching and Learning of Reading and Writing Skills for Children with Hearing Impairment in an Inclusive School in Karachi, Pakistan

By: Aniq Bano

The purpose of this research was to explore the use of information and communication technology (ICT) in teaching and learning of reading and writing skills to / by children with hearing impairment in an inclusive school in Karachi, Pakistan. In order to achieve this purpose, the research question that guided the course of the research was; what are the ways in which ICT might be used for teaching and learning of reading and writing skills to/by children's with hearing impairment, in an inclusive school in Karachi, Pakistan. Embedded in the qualitative paradigm, action research was used to explore my research questions.

The Kemmis, Mc Taggart and Retallick's (2004) model of action research was implemented in the

study. However, two cycles of action research could not be completed. Classroom observations, semi-structured interviews, document analysis, reflective journal, video recording of class room teaching, field notes were used as data collection methods. Four students (two without hearing impairment) from a private inclusive school of Karachi, Pakistan, were selected as participants on the basis of criteria. Moreover, the class teacher and assistant teacher acted as my critical friends.

It was found that in order to address the learning needs of children with special education needs (SEN), the use of multiple pedagogies and methodologies were helpful in keeping all the students engaged in the learning process. The use of ICT allowed the teacher to enrich the curriculum with relevant and interesting activities downloaded from the internet. However, the teacher's knowledge and skills of teaching children with hearing impairment posed several challenges. Thus, the professional development of teachers and their capabilities, in using ICT in an inclusive setting was found to be critical. It was found that children with SEN needed more input for improving their vocabulary. It was found that the overall low reading level of children with hearing impairment hinders them in participating in the reading activities and discussion processes even when multimedia were used. The written instructions, projected through multimedia in projector through were found helpful to include children with hearing impairment in the class room discourse. The features of power point presentation like hypertext, hypermedia and animations, use of digital stories and colorful pictures helped in gaining student's attention for the reading and writing activities of children, particularly of those with hearing impairment.

The above findings have implications as to how ICT can be used in teaching/learning of reading and writing in an inclusive setting in Pakistan.

PARE News, Vol 1:2 Feed Back

A very good step towards spreading news about research and what is happening around us. We need such news letters to give a boost to the research work.

(Shehla Khan, Assistant Professor- Aga Khan University School of Nursing)

Congratulations on publishing a very good news letter!

However, regarding my synopsis of research, the references are missing. In academic writing these cannot be avoided. I do understand the limitation of space but either we should not write in academic style or references should be added.

(Ayesha Bashiruddin, Asistant Professor AKU-IED)

Thank you for sharing such informative email.

(Yasmeen Jumani)

Salam. I have read your newsletter. It is very good and informative. Thank you for sending this newsletter.

(Mrs. Mussarat Akram)

Thanks for sharing the informative newsletter.

It is wonderful effort to inform and alive members by updating them about conferences, recent researches etc. through a newsletter. Well done keep it up!

(Husna Arif, STEP Teacher)

Excellent work Sajid and team! This makes members all over Pakistan (and abroad like me at the moment) realize the usefulness of networking through PARE.

Keep up the good work.

(Dr. Fauzia Shamim, Professor English Language Center, Taibah University, Madinah, Kingdom of Saudi Arabia)

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 April 2012 issue. Please send your contribution by March 15, 2012. The length of submission should not exceed 100 words.

Please submit items to PARE Secretariat by email at pare.secretariat@aku.edu

We also welcome your suggestions to improve this publication.