Seminars, Conferences and Events

European Education Research Association

Conference 2018: Inclusion and Exclusion, Resources for Educational Research?

September 4-7, 2018
Free university Bolzano, piazza university, Bolzano
For More Information:

http://www.eera-ecer.de/ecer-2018-bolzano/

British Educational Research Association

Conference 2018

September 11-13, 2018
North Umbria University, Newcastle
For More Information:
https://www.bera.ac.uk/event/beraconference-2018

America Educational Research Association

2018 Annual Meeting

April 13-17, 2018
New York City. Deborah Liebenberg Hall
For More Information:
http://www.aera.net/Events-Meetings/Annual-Meeting/2018-Annual-Meeting-Call-for-Paper-and-Session-Submissions

World Education Research Association

The Eleventh International Congress of Educational Research

September 17-19, 2018
Pedagogical University of Cracow
For More Information:

http://www.weraonline.org/news/365117/The-Eleventh-International-Congress-of-Educational-Research--Pedagogical-University-of-Cracow-.htm

Washington Educational Research Association

SEL SYMPOSIUM SOCIAL AND EMOTIONAL LEARNING SUPPORTING SYSTEMS, PROFESSIONALS, AND STUDENTS
February 26-27, 2018
Hilton Seattle Airport Hotel and Conference Center
17620 International Blvd.
For More Information:
http://www.wera-web.org/events/

Australian Association for Research in Education

2018 AARE Conference - Sydney 2
December 06, 2018
Venue to be confirmed

For More Information:
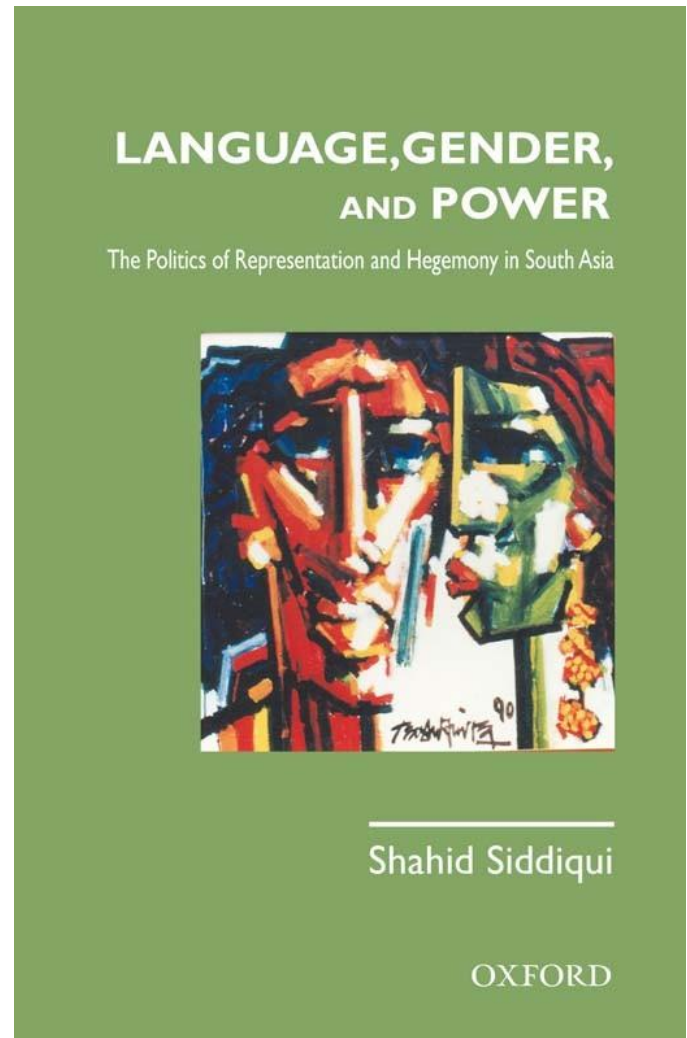https://www.aare.edu.au/pages/future-aare-conferences.html

LANGUAGE, GENDER, AND POWER

The Politics of Representation and Hegemony in South Asia

The book focuses on the role of language as a powerful tool in representing and structuring the world. It explores how language can help construct stereotypes, identities, and human relationships. By constructing stereotypes language also manifests and perpetuates gender differences. The author examines how gender is in fact made up on a continuous basis in different linguistic and artistic expressions, e.g., sayings and proverbs, jokes, songs, films, TV plays, newspapers, theatre, and slogans behind vehicles, and reveals how these apparently playful activities strengthen gender stereotypes unnoticed. The book highlights the politics of representation and hegemony with regard to women with special reference to language. The readers are encouraged to realize that on the one hand language is a tool of control and hegemony while on the other hand it can be used to mount resistance against hegemony by reversing the discourse.

In this insightful, original and comprehensive book, Shahid Siddiqui draws on the full range of social sciences disciplines to analyses the complex intersections of language, gender and power in South Asian contexts. This represents an enormous and long-overdue contribution to the international literature on this topic. As readers, we gain a much deeper understanding than was previously the case of the ways in which language provides a lens to bring into focus the influence of societal power relations on the performance of gender.

Shahid Siddiqui:

Obtained his Ph.D. in Language Education from the University of Toronto, Canada and M.Ed. TESOL from the University of Manchester, U.K. He has been involved with the educational system of Pakistan as a teacher, teacher educator, and researcher. He has worked in some prestigious universities such as the Aga Khan University (AKU), GIK Institute of Engineering Sciences and Technology, and Lahore University of Management Sciences (LUMS). Presently he is Professor and Head of the Department of Social Sciences at the Lahore School of Economics (LSE). His areas of interest include socio-cultural aspects of language, gender, educational change, and critical pedagogy. His published books include, Rethinking Education in Pakistan: Perceptions, Practices, and Possibilities (2007), Adhe Adhoore Khawab (an Urdu novel), and forthcoming Education, Development, and Freedom.

King Salman Award for Disability Research is an internationally recognized prize that is given to outstanding individuals who contributed to the advancement of scientific research on disability. The award carries the name of the Custodian of the Two Holy Mosques **His Royal Majesty King Salman bin Abdul-Aziz Al Saud of Saudi Arabia**, and is held every two years under his patronage.

Nominations are now open for the second King Salman Award for Disability Research. Learn more by following the links below.

About the Award

Learn more about King Salman Award for Disability Research and its inception, history, and goals.

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Nomination Forms

Organizations that have candidates that fit the standards of the award are invited to nominate them by filling an online application form.

Access the electronic nomination forms

Education for all through inclusive education : the role of the principal in transforming the school to reach out to all learners through inclusive education : a case study of a private school

By
Anne Esendi Ngoda, Musalia

The philosophy of inclusive education has developed from the long history of global educational reforms since 1948 that, seek to reinforce the principles of Education as a Human Right. These legislations over the years culminated into the Salamanca Statement (1994) of inclusion, which was signed by 92 nations of the world, with the number having increased over the last 11 years to 164 nations currently (UNESCO, 2005). The target is that by 2015, these nations should have realized basic Education for All (EFA) through their national goals and work plans for Universal Primary Education (UPE). This is a major challenge, especially for developing countries, where progress has been relatively slow (Eleweke & Rodda, 2000). UNESCO (1998) points out that majority of students with special needs, specifically those with disabilities, remain excluded from schools; therefore, a major challenge for these nations to realize the UPE goals by 2015. The World Bank report (2003) on EFA estimates that 40 million children out of the 115 million children, who are out of schools, are children with special needs. Inclusive Education (IE) is seen as the vehicle, through which the goals of EFA can be achieved. Inclusive Education means accommodating all children in mainstream schools regardless of their physical or individual differences. It is within this context of events that I conducted a case study research of a private inclusive school, focusing on the role of the principal in transforming a school to reach out to all learners through Inclusive Education. It is apparent that schools need to change their perspectives so as to recognize, value, and provide for diversity in curriculum. My study revealed that a principal can transform the school to reach out to all learners by restructuring the school philosophy to reflect positive behaviors and support for diversity; change school policies on admission, assessment and curriculum implementation in order to retain learners with special needs; show support for teachers through relevant professional development programs, provision of adequate time and resources; strong partnership and involvement of parents and community; and modeling and reinforcing inclusive education behaviors through hands-on site-management. The background of the study was based on my life story, that is being a parent of a child with special needs, as evidence of an insider's voice on the challenges of educating children with special needs.

Women supervising and writing doctoral theses : walking on the grass

By
Lia, Bryant

Walking on the Grass brings to life women's experiences during their doctoral study and the experiences of women who supervise doctoral students. Sensations, reflections, and imaginations emerge through memories, histories, and different ways of narrating academic journeys. This book examines in depth, the emotional and embodied nature of writing, supervising, and inter-subjective learning. It makes visible ethics of care required in that liminal space in which supervisors and doctoral scholars work to shape and give confidence to the becoming academic. The book works through the politics of gender, sexuality, age, class, and ethnicity to understand meanings inherent in doctoral and supervisory relationships, reasons for entering academe, and how academic writing obtains form and content. The significance of the book is its contribution to understanding academic thesis writing as complex emotional and embodied gendered labor rather than an instrumental activity in which to earn the title of Doctor of Philosophy.

Coping with private tuitions for higher secondary exams : Dilemma of students and their parents living in Karachi, Pakistan

By
Saima Irum, Tariq

Over the past few decades Pakistan has witnessed an upsurge in the privatization of education. With education turning into an enterprise a dominant sector promoting and endorsing the trend is that of private tuition centers. Appearing as the third most important and rapidly emerging education sector in the country, students and their parents are flabbergasted and forced to utilize this avenue in pursuit of getting high grades. This trend intensifies further in higher classes when the students have to appear in higher secondary exams. The results of these exams Are the defining factor to secure admissions into reputable professional universities. Thus the Stakes are too high and due to the blatant competition parents

face a dilemma and have no alternative but to select the best tutors for their children at any cost. This research brings forward the point of view and coping techniques of parents as well as students who have to manage various factors to ensure private tuitions. Phenomenology was used as the research design to get in depth information of the lived experiences of the participants. The key findings revealed that students and parents are under an acute pressure during these crucial years of the academic life. They have to manage finances, resources and have to make multiple adjustments and compromises to manage private tuitions. It is the need of the hour that concrete steps and comprehensive plans must be devised and implemented by the policy makers to regulate the private education sector in the country that would not only lessen disparities but also reduce pressure on students and their parents especially in higher classes.

Exploring the attempts of a grade V mathematics teacher towards improvement in mathematical tasks' selection and implementation for developing students' conceptual understanding in a private school of Karachi, Pakistan

By

Nida Nooruddin, Moosani

Classroom experiences play a vital role in developing students' conceptual understanding of mathematics. Therefore, it is essential to engage students in such mathematical tasks in the classroom which provide students opportunities for reasoning, conjecturing, pattern seeking and generalizing in a collaborative learning environment. The National Curriculum of Mathematics (2006) also emphasizes the changing role of teachers from knowledge transformers to facilitators in the student-directed learning process and this cannot be achieved unless teachers are provided professional development to choose and design mathematical tasks for their students which promotes students mathematical reasoning and conceptual understanding. This study explored the ways through which a primary mathematics teacher brought improvement in her selection and implementation of mathematical tasks for developing students' mathematical understanding. The reported study used Collaborative Action Research which comprised four action research cycles using Lewin's model of Action Research that aimed to explore progress in the participant teacher's task selection and implementation. Data for the study were collected from a private school in Karachi Pakistan where I worked with one mathematics teacher for more than two months. Data collection tools included classroom observations, semi structured interviews, reflections/reflective sessions and students' sample work. The findings of the study demonstrated that the factors resulting in improvement of teacher's task selection and implementation includes the facilitation by the mentor teacher, enhancement in one's own content and pedagogies knowledge and development of a teacher's understanding of students' cognitive level. The findings of the study also revealed that the common factors influencing the selection of mathematics tasks comprised shortage of time, obligation of syllabus coverage, level of students' understanding, students' prior knowledge and teacher's belief about mathematics. This study also highlighted the residing factors influencing the implementation of rich mathematical task which include the nature of the selected task, its alignment with students' prior knowledge, amount of time provided to students and mainly the role of the teacher in implementing the tasks. Based on the findings, this study recommends that classroom teachers should be provided some autonomy to make modifications in the syllabus. Moreover, the school management should work for teachers' professional development by arranging in-service teacher training sessions for lifelong learning.

Call for Contribution

Newsletter is designed to share latest educational research news, member's achievements and information. The newsletter calls for submission Under these categories. We also welcome your suggestions to improve this publication.
PARE next newsletter will be the April, 2018 issue.
Please send your contribution by 15th March, 2018
The length of submission should not exceed 100 words.
Please submit items to PARE Secretariat by email at
pare.secretariat@aku.edu pare@pare.org.pk