

PARE NEWS

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Seminars, Conferences and Events

European Educational Research Association (EERA), September 10 -13, 2013, Bahçeşehir University in Istanbul

“Creativity and Innovation in Education Research”

For more information:

<http://www.eera-ecer.de/ecer2013/> ,
<http://www.eera-ecer.de/>

Associação Nacional de Pesquisa e Pós-Graduação em Educação (ANPED), September 29 - October 2, 2013, Universidade Federal de Goiás Goiania, Goiás

(Brazilian National Association of Research and Graduate Studies on Education)

For more information: www.anped.org.br/

Educational Research Association of Singapore (ERAS), September 9 – 11, 2013 National Institute of Education, Singapore

“Self-concept, Motivation and Identity: Underpinning Success with Research and Practice”

For more information:

www.eras.org.sg/aboutus.htm

Education Conference: Teacher Recruitment, Preparation, and Policy, June 19-20, 2013, Islamabad Pakistan

Deadline for submitting abstracts: April 30, 2013
Deadline for registering: May 31, 2013

For more information:

www.pakteachers.org/teconference

Turkish Educational Research Association (TERA), June 6 – 9, 2013, Çanakkale Onsekiz Mart University, Turkey

“Peace, Memory, and Education Research”
International Congress of Education Research

For more information:

<http://www.eab.org.tr/eab/english/index.php>

Taiwan Education Research Association (TERA), 2013 TERA-PROMS, August 1 - 6, 2013

For more information:

<http://www.education.nsysu.edu.tw/TERA-PROMS2013/about.html>

European Association for Research on Learning and Instruction (EARLI), August 27 – 31, 2013, Munich, Germany

For more information:

http://www.earli.org/conferences/EARLI_Biennial_Conference

PARE Workshop: “Action Research” facilitate by Dr. Parveen Roy

PARE organized the workshop on Action Research on March 9th, 2013. It was facilitated by Dr. Parveen Roy, Assistant Professor AKU-IED

This initiative was welcomed with an overwhelming response by PARE members. Seats were limited for 20 members.

The main objectives of the workshop were:

1. Participants will be familiarized with the what, why, how and when of survey design.
2. Participants will have hands-on opportunities of developing questionnaire item.

Participants liked it & share positive comments like:

“Contents of workshops, knowledge & presentation skills, interactive Session and simple language”.

PARE Workshop: “Doing Critical Discourse Analysis” facilitate by Mr. Muhammad Ali Khan

PARE organized the workshop on Doing Critical Discourse Analysis on January 26th, 2013. It was facilitated by Muhammad Ali Khan (Faculty) Centre of English Language (CEL).

This initiative was welcomed with an overwhelming response by PARE members. Seats were limited for 20 members.

The main objectives of the workshop:

To provide a clear focus on what kinds of results can be achieved with CDA from a variety of texts i.e. Language policy texts; advertisements; textbook discourse etc. Some of the questions that we hope to answer are: What is CDA? How it started? What are some of the ideological assumption behind CDA? How it can changes our perspective of looking at text? How can we apply it to our practices?

Some of the specific things appreciated by participants were:

“Advertisement session, subject knowledge of facilitator, excellent interpersonal skills, and workshop learning environment”.



Education in the Broader Middle East
borrowing a baroque arsenal

Edited by GARI DONN & YAHYA AL MANTHRI

This book brings together academics and postgraduate students, practitioners and Ministry officials all of whom are wedded to developing an understanding of what is happening to education in the broader Middle East. They cover many countries whilst recognizing that many more could have been included. In drawing attention to education in Pakistan, Palestine, Oman, Turkey and Qatar they indicate the wide range of education 'policy borrowing' and, most importantly, the effects of this exchange.

Gari Donn & Yahya Al Manthri. Education Policy Transfers – Borrowing and Lending Education Policy: a conceptual expedition into baroque arsenals

Sajid Ali. Education Policy Borrowing in Pakistan: public–private partnerships

Mohammed Alrozzi. The Politics of Foreign Aid and Policy Borrowing in Palestine

Brooke Barnowe-Meyer. Qatar's Independent Schools: education for a new (or bygone?) era

Tanya Kane. Higher Education in Qatar: does a US medical school break the baroque arsenal?

Sana Al Balushi & David Griffiths. The School Education System in the Sultanate of Oman

Özlem Yazlık. International Influences on Adult Literacy and Basic Education in Turkey

Salha Abdullah Issan. Gender and Education in the Arabian Gulf States

Jane Knight. Crossborder Education in the Gulf Countries: changes and chal.



Overcoming Teaching Phobia

By: Asghari Ummulbanin

It is a common experience of my teaching life that many teachers face teaching phobia. Even skilled and experienced teachers feel frustration and discomfort towards management. They all worry about job security. I want to share some of the major problems faced by the teachers along with suggestions that can help teachers beat the frustration and enjoy the profession.

Before this, it would be helpful to examine the facets of frustration. Sometimes frustration is caused by specific management policies, which raise or drown teachers' confidence. Teachers also fear the warning letters that are served to them by management showing their disappointment.

The following are the general teaching phobia along with some solutions to deal with them:

1. Warning from management: A common issue is when teaching is on the peak and students are busy in academic discussion. If a manager passes by the class during that time s/he would feel that class is noisy, ignoring that healthy discussion is a part of effective teaching learning process. They then send warning letters to the teacher.

The solution is that management team, instead of issuing warning letters, should enter the class and get the idea of what is going on. This will take a few minutes but minimize teacher's frustration.

2. Management is authorized to discipline the students, teacher isn't: Another common practice in the school is that only management possesses the authority of disciplining the students but teachers do not. Teachers despite being with students throughout the class feel powerless in cases require disciplining.

The solution is that management team must trust teachers and give them respect in front of

students. It should be made clear that teachers are empowered to take necessary action in cases requiring disciplining. This will raise teachers' level of respect.

3. Taking classes of absent teachers:

When a teacher is absent, another teacher takes his/her class. Management feels that language teachers have less workload than science teachers. So, usually these extra classes are given to language teachers, which create frustration in them.

The solution is that management should make a rule for all teachers that 10% time will be allocated within timetable for extra classes per week. In case more than 10% classes are allocated for any teacher, s/he should receive extra incentives for it.

Suggestions for management team

- Make your teachers aware of the rules and regulations of school.
- Help them realize that the school is their own where they could work freely.
- Appreciate even the slightest improvement in the performance of teachers.
- Help teachers search out their own areas of weakness and improve upon them.

Suggestions for teachers

- Teachers must make their objectives clear.
- They should have full understanding of school policies.
- They should enjoy teaching and have enthusiasm for professional development.

It is hoped that this little piece of writing will contribute in minimizing teaching phobia and help teachers enjoy their profession.

Exploratory study of a principal's technology (ICT) leadership practices in the rural context of Pakistan

By: Abdul Qadir Jan

This qualitative research reports on the process and findings of an exploratory study conducted in the rural context of Pakistan that aimed to explore the technology (ICT) leadership practices of a private higher secondary school principal to describe how the principal enacts leadership strategies for promoting technology (ICT) use in the school. Data were collected using semi-structured interviews, observations and available documents. The study found that the principal's role as a technology (ICT) leader who possesses a positive attitude towards technology (ICT) is very crucial for promoting its use in the school. The principal as a technology (ICT) leader adopts various strategies like provision of resources, equal access to all, technical support and backup, opportunities for professional development in technology (ICT) for staff, to promote the use of technology in the school. The principal holds a vision for technology (ICT) use which works as a driving force for the use of ICT in the school. In order to achieve the vision of technology (ICT), the principal has provided free and easy access to all ICT resources, with proper technical support and backup. The principal is monitoring the use of the ICT resources and the teaching and learning that takes place using technology through the help of technical support persons. The principal was also found to be supportive of the professional development of the teachers in the use of technology (ICT) in their classrooms. The findings of the study coincide with what the literature says about technology (ICT) leadership in schools. This shows that context does not have an obvious effect on the ICT leadership; however, the attitude of the principal towards the use of technology (ICT) has helped him emerge as a technology (ICT) leader. The presence of technology in the school and the principals' positive attitude towards the use of technology (ICT) for transforming the traditional teaching and

learning has motivated the principal to provide the necessary technology leadership.

Developing strategic plan of a community school in Karachi, Pakistan

By: Saniya Sultan Ali Panjwani

Pakistani school leaders need to move from traditional approach to school development planning, i.e. from some kind of listed short-term operational activities to a more effective strategic planning (Khan, 2008). Hence, the purpose of the study was to facilitate the process of strategic planning in a community school in Karachi, Pakistan which resulted in developing a contextually relevant model of strategic planning for school improvement. For this study, participatory action research (PAR) was employed within the qualitative research paradigm. The data collection tools included document analysis, semi-structured interviews, reflections and field notes. This study had three major stages that were reconnaissance, intervention and post-intervention. During reconnaissance stage, current practices for strategic planning were explored. This was done through document analysis and semi-structured interviews with all the research participants. During intervention, McCune's model of strategic planning was adapted to develop school's strategic plan with the involvement of all the research participants which included a principal, parent, school management committee member, two students and two teachers. During the implementation of McCune's model of strategic planning, research participants wrote their reflections and researcher took the field notes. At the post-intervention stage, semi-structured interviews with all the research participants were conducted to reflect on the overall experience of strategic planning, together with identifying facilitating and hindering factors faced during the process. Furthermore, their views and suggestions for the improvement of the planning process were taken. The findings of the study present a framework for strategic planning for the community schools in Pakistan. Resultantly, the study provides a framework

through which community schools in Pakistan can develop their strategic plan involving all the stakeholders for sustainable school improvement.

Causes of english teachers turnover and its effects on students learning

By: Omidullah Khawary

One of the challenging issues that educational institutions face in staffing the classes with qualified teachers is the high rate of teachers' turnover. It creates problems in schools, which ultimately leads to substandard instruction and low student achievement (Liu & Meyer, 2005). Therefore, it is important for educational organizations such as schools, colleges and universities to increase their efforts to attract and retain skilled and committed teachers in order to enhance students' learning and performance. This study aims at exploring the causes of English teachers' turnover in a non-government educational organization in Kabul, Afghanistan. This research is conducted using a qualitative case study to get an in-depth understanding of the causes of teachers' turnover and its effects on students' learning. The results indicate that lack of teachers' motivation, lower salary, communication gaps between management and teachers, market opportunities for English teachers, workload, absence of career path and weak recruitment processes are the main factors contributing to teachers' turnover which sometimes results in teachers leaving the teaching profession altogether. Moreover, this study indicates interruptions in learning process, behavioural adjustment of students with new teachers, continuous exposure of students with novice teachers, and emotional interruptions as the negative effects of turnover on students' learning. Considering the findings, this study recommends a re-adjustment of teachers' salary and their working conditions. Moreover, creation of covenantal bond rather than contractual bond is suggested that can motivate the teachers to remain with the organization and the teaching profession. Creation of such a bond requires a transformational leader governing the system.

Facilitating students creative writing (story writing) in english through field trips

By: Bahader Khan

In our English classrooms, especially in the context of Chitral, teaching of writing is done in a very traditional manner where teachers focus on the product rather than the process of writing. More importantly, they consider classroom as the only place for learning, and therefore, mostly neglect the extracurricular activities and informal spaces for innovations, thus making the students passive receivers of knowledge and imitators of what has been taught in the classroom. Children are unable to express themselves properly because they are not provided with opportunities to bring in their experiences and feelings into their writings. Thus, teachers need to utilize informal spaces and come up with innovative pedagogies to enhance students' creative writing. The study aims to facilitate the teaching of writing stories in the lower secondary level by utilizing the informal spaces in the form of 'field trips' in an English language classroom. Through using a qualitative method and collaborative action plan, the study was conducted in an English medium private school in the context of Chitral, Khyber Pakhtunkhwa, Pakistan. The participants of this study comprised one section of grade eight students (n=16) and two English language teachers who were teaching English language to lower secondary level. Students' work was analyzed to see whether there was improvement in their written stories after having field trips to the bank and the hospital. The use of field trips as a source of experiential learning was found to be an active pedagogy, as it raised students' interest and motivation by actively engaging them in the process of learning. It was marked that children best learn to understand the elements of the story and bring in their creativity and imagination into their writings when they are given the opportunities to explore and inquire through using various sources like pictures and drawings in a natural setting. Therefore, through proper planning and adequate pre-instructions, field trip facilitates the teaching and learning of writing skills in an English language classroom.

The effect of Aga Khan University's Examination Board on school curriculum of a private school in Karachi, Pakistan : a case study

By: Rozina Asif Merchant

Research shows that assessment plays a pivotal role in the teaching learning process. While some forms of assessment enhance teaching learning, others may inhibit it. Focusing on assessments, Aga Khan University Examination Board (AKU-EB) was established in 2003 to offer SSC certificate at the end of secondary schooling under the National Curriculum. Its objective was to restore the deteriorating standard of SSC certificate offered by schools affiliated with the Public Examination Boards. Many of the schools affiliated with the Public Board have shifted to the AKU-EB board after its inception. This study was conducted in order to seek to understand how changing from the Public Board to AKU-EB effects the curriculum of a private school in Karachi, Pakistan. In order to achieve this purpose, a case study approach in the qualitative paradigm was adopted. The research drew on semi-structured interviews of various stakeholders, including the Principal, teachers and students, classroom observations and document analysis as the sources of data collection. The study findings revealed that the AKU-EB examination assesses the students, on the basis of the student learning outcomes (SLOs) of the National Curriculum at three cognitive levels - knowledge, understanding and application rather than a prescribed textbook. This has been a major driving force for change. The teachers refer to multiple sources of information and the students are all familiar with the SLOs as prescribed in the examination syllabus. The study showed that there has been a major impact on the school curriculum by the change in the examination methodology. These effects, among others, include a paradigm shift in the teaching approach from traditional teaching to student-centered learning, opportunities for subject content integration, and students moving towards becoming independent self-learners. The teachers have moved towards collaborative lesson planning, and there is development of a

positive teacher-student relationship. The study also showed that there has been a ripple effect on the lower secondary school curriculum. In the light of these findings, the study also makes recommendations and suggestions for future research.

Facilitating the story writing skills of students using pictures in an English Language Classroom

By: Shama Raiz

This action research aimed at exploring the facilitating role of pictures for story writing skills of students in an English language classroom. The study was carried out in an English language class of Grade 7 in a government girls' school in the context of Karachi, Pakistan. An action research method was employed within the qualitative paradigm. Data were collected from an English language teacher and four students of Grade 7 using classroom teaching sessions, observations, semi-structured interviews, field notes, document analysis and reflective journals. Findings of this research revealed that pictures, when selected carefully and appropriately, played a pivotal role in enhancing students' story writing skills. Also, the enhancement of students' story writing skills depended on the teaching strategies and techniques adapted by the language teacher in teaching stories. The findings also indicated that apart from the fun and enjoyment of using pictures in teaching, they could also be used as effective tools for teaching writing in general and story writing in particular. The findings of the study will be beneficial for language teachers who are involved in teaching learning of stories across the globe in general and in Pakistani government schools in particular. Also, the study will be helpful for future researchers wishing to examine the teaching strategies used to improve the students' story writing skills. Lastly, some recommendations for teaching and learning story writing skills and future research in this area have been provided in this research work.

PARE News, Vol 1:2 Feed Back

Many thanks, indeed the Newsletter speaks of its quality and significance. I particularly like the sections on information about new happenings such as conferences and the Research in focus.

(Dr. Amin Rehmani)

Congratulations Dr Sajid and team for publishing such an informative Newsletter. In our surroundings we do not have many research platforms and this newsletter is contributing in creating a research culture in our society. The contents of this newsletter are comprehensive. I think in future Video interview of an individual researcher could create another interesting dimension in this newsletter.

(Dr. Shahida Mohiuddin, Associate Professor ITREB, Pakistan)

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 July 2013 issue. Please send your contribution by June 15, 2013. 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.

Upcoming PARE Workshops

“Developing Budget for your Reaserch Proposal” June 2013, facilitator Muhammad Patel

For Further Information: E-mail:
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