Seminars, Conferences and Events

Tenth Asia TEFL International Conference
4 to 6 October 2012
Delhi NCR (Gurgaon), India

Annual Asia TEFL International Conference is an international gathering of professionals regarding teaching of English as a foreign/second language.

For more information:
http://www.asiateflenglishconf2012india.com

International society for the scholarship of teaching and learning:ISSOTL 2012

You are invited to join the 9th annual conference of the International Society for the Scholarship of Teaching and Learning in Hamilton, Ontario, Canada, from October 24 to 27, 2012

For further information: http://issotl12.com/call-for-proposals/

CCEM Conference 2012 – 'New trends, new challenges in educational leadership and governance' 3-7 November, 2012, Grand Resort hotel, Limassol-Cyprus

For Further Information visit:
http://www.cceam2012.com/index.html

International conference on emerging issues in social sciences 27-29 April, 2012. Qaid-e-Azam University, Islamabad

With support from Higher Education Commission of Pakistan and other organizations, a three day conference on "Emerging Issues in Social Sciences Research" is being organized at Qaid-e-Azam University, Islamabad on 27-29 April, 2012.

For more information please visit the official conference website at:
http://www.qau.edu.pk/chistory/home.html

Statistics, data management and analysis and computer skills | May 28 - June 22, 2012

The Department of Continuing Professional Education (DCPE) in collaboration with the Department of Community Health Sciences (CHS), Aga Khan University (AKU), Karachi, Pakistan is pleased to announce a short course on Statistics.

For further information:
http://www.aku.edu/mcpk/chs/cep

PARE Workshop: "Critical Discourse Analysis (CDA)" 28th April 2012, AKU-IED, facilitator: Mr Mohammad Ali Khan Faculty member of Centre of English Language (CEL)

For Further Information visit: www.pare.org.pk

News and Awards

PARE Workshop: Analyzing Quantitative Data: An Introduction, facilitated by Dr. Sadia Muzaffar Bhutta

Pakistan Association for Research in Education (PARE) organized a workshop on "Analyzing Quantitative Data: An Introduction" on February 18th, 2012. It was facilitated by Dr. Sadia Muzaffar Bhutta Assistant Professor AKU-IED

The main objectives of the workshop were:

1.	An introduction to quantitative analysis using **S**tatistical **P**ackage for **S**ocial **S**ciences (SPSS)

2.	Data entry and cleaning

3.	Exploring trends

4.	Reporting results

Some of the specific things appreciated by participants were: contents of workshop, delivery style, subject knowledge of facilitator, practical experience, interactive session, simple language and workshop learning environment.

Multidisciplinary Approaches to Educational Research by Sadaf Rizvi

This book provides an original perspective on a range of controversial issues in educational and social research through case studies of multi-disciplinary and mixed-method research involving children, teachers, schools and communities. Authors "across continents" and "across disciplines" reflect on the relevance of research approaches in different cultural and national settings. The book is the first of its kind in bringing together examples of research conducted in Europe and the developing world.
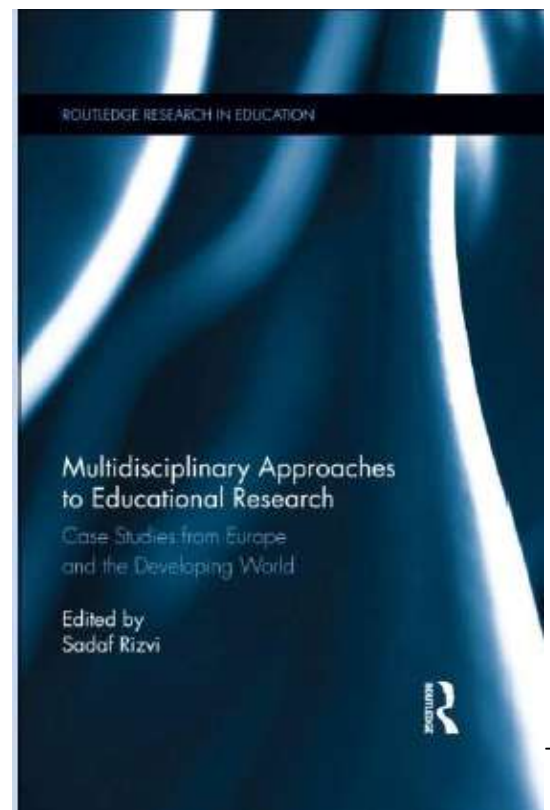
Teachers as social workers during emergency situation (floods of 2010): a case study of teacher's role in an IDP camp at Sukkur, Pakistan.

By: Asadullah Mangi

The study focuses on exploring the new roles of teachers as "social-workers" (beyond the formal teaching) that the teachers had to play, as schools were turned into shelters for internally displaced people (IDPs) in Sindh, during 2010 flood disasters in Pakistan.

For this purpose, the study adopted qualitative research methodology to inquire about the changing roles of the teachers in such situations, whereby the data was collected through semi-structured interviews, observations, focus group discussions and document analysis. In this regard, purposeful sampling was carried out to include those teachers who had served - as social workers- in context of an IDP camp in Sukkur, Sindh. The study was conducted in public sector primary schools (boys and girls) running in the same one building which was made shelter camp for IDPs at Sukkur, Pakistan.

The findings suggest that during the emergency situations, the teachers were called upon to perform as social workers (the role which was new to them) to respond to the needs of the communities who were affected by the disaster. In this respect, the teachers were reported to have performed various roles (as social workers): psychological counselors, first aid providers, fund raisers and managers, community mobilizers and various other roles (in addition to some educating roles). Given that these roles were new for the teachers, the study participants who were teachers reported some challenges and recommendations for their training to face such future situations which the study documents and represents. The study concludes that in the disaster situations, and especially in the context of Pakistan, a developing country context where the emergency response infra-structure and systems are inadequate, the teaches should be prepared to assume multiple roles (social work related) in addition to their regular teaching roles, and they should be trained for such situations. Hence the study in conclusion puts forward some recommendations for teacher education for teachers' preparation for emergency situations.

Exploring students' and teachers' beliefs about student leadership and how educational processes foster or hinder the development of student leadership skills in two private secondary schools of Karachi, Pakistan

By: Arif Abrahim

The notion of student leadership is an emerging trend in the field of education. This notion emerges from democratic classrooms. A student leader is seen as one who finds his / her voice for contribution in school activities. Researchers believe that students are co-responsible in the learning process in schools. If schools give the opportunity to students to develop leadership skills and value their voice, this can also enhance the process of learning in schools. A general impression is that schools consider students as empty vessels and there are few opportunities for students in developing countries. Therefore, this study explores the students' and teachers' beliefs about student leadership and how educational processes foster or hinder the development of student leadership skills in two private secondary schools of Karachi, Pakistan.

The data was collected through qualitative research method, including semi-structured interviews, observations, focus group discussions, analysis of relevant documents, and field notes. For this purpose two student leaders and two non-leader students from each school were selected and one teacher from each school was also selected as the primary research participants. Principals from both schools were selected as secondary research participants.

The findings reveal that student leadership is perceived as a position occupied, and a skill to lead a group of people having commanding

abilities. Student leadership is also considered as fame, and as a quality which leads to occupying a position of leadership. The study also found that schools provide many opportunities to develop student leadership skills. These opportunities are empowering students, valuing their voices, and involving students in the process of decision-making. The study found parental interference and workload of students as hindering factors in developing leadership skills in students. It was also revealed that schools try to provide curricular and co-curricular avenues to develop student leadership inside and outside the classroom. They make a conscious effort through the school vision and activities both curricular and co-curricular to instill leadership skills in their students.

Cooperative teaching learning practices in public schools in Karachi

By: Najmunnisa Siddiqui

This study aims to explore at what extent cooperative learning (formal/informal) is being used in Pakistani classrooms, how teachers and students perceive this approach to learning? and what are the barriers that hinder its implementation? A survey was conducted in 28 public schools. 60 teachers are interviewed in detailed manner. Focus group discussions (FGDs) with the small groups of students and classroom observations are conducted to validate the interviews` findings. Data analysis is in process. Researcher used constant comparative method to analyse the data.It has been found that though structured cooperative learning is not found in schools but elements of cooperative learning are present, such as individual accountability, positive interdependence, interaction, interpersonal skills. Group processing is missing element, as group work is not being done in schools as regular feature. Once or twice in a year few teachers give group projects. Students and teachers both have positive perceptions about cooperation.

The impact of Ed-links related teachers' development programmes on students' science achievement in lower secondary schools of Pakistan

By:Asmatullah Jan Khilji

This study aimed at exploring whether children taught by ED-LINKS trained teachers score higher on Science Achievement Test as compared to those taught in similar classes by teachers who are not trained through ED-LINKS' professional development programmes. A subsidiary aim of the study was to compare children's achievement in Science test across gender. A Science Achievement Test (SAT), developed as part of another study (Bhutta, Qureshi & Rodrigues, 2008), was adopted to suit the purposes of this test. Using a post-test quasi-experimental design, this SAT was administered on 268 grade VIII children of eight lower secondary public schools in district Pishin, Balochistan. Four ED-LINKS intervention schools were randomly selected and non ED-LINKS comparison (n=4; 50%) schools were matched. These schools represented girls (n=4) and boys (n=4) schools.

The results indicated that the children of ED-LINKS trained teachers have scored significantly higher on SAT than their non ED-LINKS counterparts with medium (r = -0.46) effect size. Similarly, ED-LINKS group sustained its higher score in both multiple-choice questions and constructed-response questions. Their performance in multiple-choice questions was comparatively better than constructed-response questions. Moreover, the result showed that the performance of girls was significantly better than their boys with medium effect size (r = 0.29). Similarly, the girls maintained their significant performance in both multiple-choice questions and constructed response question

Exploring views of teachers and students of Shishket school about their post disaster teaching and learning experiences

By: Doulat Begum

The world in the recent years has experienced different types of disasters due to changes in the

global climatic patterns and human activities. Pakistan has faced many natural disasters in the last couple of years. Attabad Lake Disaster is one of those disasters which occurred on 4th January 2010 and left thousands of people as Internally Displaced People (IDPs).

The international agencies working for humanitarian assistance consider Education as the fourth pillar of humanitarian aid in emergency situations. Attabad Lake disaster destroyed schools and disrupted the teaching and learning process in the particular area. Therefore, this particular study was carried out to get an insight of post disaster teaching and learning experiences of teachers and students in SD school Shishkat which was hit by Hunza lake disaster.

The study was conducted in a private school in Shishket Gojal, Hunza. This particular school building was submerged in the Attabad Lake during the disaster. A qualitative research study was conducted to get an in-depth knowledge of teachers' and students' teaching and learning experiences in the post-disaster situation.

A Focus Group Discussion (FGD) was carried out with six teachers and twice with the students. Interviews were taken from the head teacher and an administrator of Sunshine ED (pseudonym). Three classroom observations and some important analyses of documents were done for getting appropriate data.

The major findings of the study revealed that due to changed landscape of the area and changed academic year such as long vacations, students' dropout and turnover of teachers, change in school timings and change in the examination system have greatly influenced teaching and learning activities in the school. The study further found that teachers did not get any PD training for dealing with teaching and learning in an emergency situation and that the curriculum needed to be reviewed according to the needs of the students. Moreover, teaching and learning activities have changed after the disaster due to lack of resources, changed behavior of the students and teachers and changed daily activities of the students and teachers. The findings of this study recommend some guidelines for the teachers and teacher education institutions to overcome the issues of teaching and learning during emergency situations. s

Education corruption in Pakistan

By: Riaz Hussain:

This would not be an exaggeration to say that the root cause of the sorry state of education in Pakistan is corruption in education. Corruption is like cancer that destroys cells till the death of the body itself.

Education corruption is not an issue in Pakistan alone. It is a world over phenomenon. In a UNESCO study Hallak and Poisson (2007) examined how education corruption damaged educational institutions around the world including developed countries. Though the trends in education corruption may differ from context to context, the ultimate consequence is loss to the national interest.

The definitions of education corruption given in the literature (Heyneman, 2004; Akcay, 2006; Qizilbash, 2001) identify only material gain and professional misconduct as corruption in education. I argue that these definitions do not account for education corruption that manifests itself in forms which may not necessarily involve material gain but have the power to irreparably spoil students' feelings. Since it is directly linked to students' feelings I call this as the soft form of education corruption. Therefore, broadly speaking, education corruption occurs in at least two distinct forms—hard and soft form. In its hard form it takes the shape of material gain and professional misconduct by teachers. While there is no material gain in the soft form of education corruption, it has more serious consequences for students.

Let us further explain the hard (material gain and professional misconduct) and soft forms of education corruption to better understand how it does occur in education in Pakistan. Corruption for material gain, which is usually committed by those who have administrative powers such as

principals and executive district officers, can be divided into three categories; corrupted functions, corrupted system of accreditation and corrupted supplies. Corrupted functions in education include manipulation of selection tests or their results for monetary gain. New schools or new degree programmes introduced by universities which may not fulfil standard criteria opens the way for bribery for their recognition, hence the corrupted system of accreditation. Similarly, corrupted supplies include corruption in pedagogical materials and textbooks, printing and distribution of educational materials (Heyneman, 2004).

Professional misconduct is usually committed by teachers. Elements of professional misconduct may include (though it may differ from context to context): accepting gifts or rewards for the award of grades, assessment or selection of a programme; allowing race, social class, ethnicity, culture or any other attribute to influence assessment of students; imposition of personal values and philosophy on students; accepting incentives from a particular manufacturer for adopting an inadequate textbook or educational material; ignoring the professional misconduct of fellow professionals; utilizing school property for private purposes; and forcing students to buy notes or other educational materials compiled by the teacher (Heyneman, 2004). Obviously the list not exhaustive.

The second form of education corruption manifests itself in soft forms. Apparently there seems to be overlaps between what I call soft form of education corruption and professional misconduct, but the soft form of education corruption is the result of immediate spur of teacher's anger which he/she does not try to control. Since the teacher has by virtue of position and knowledge authority over students in the school so he/she misuses this authority by shouting, screaming at or hitting the students. Words like "idiot" or remarks like "you are useless" do not involve monetary or material gain for the teachers but have the power to poison or cripple students' feelings for any length of time in the future.

In conclusion, though there is less opportunity for teachers to involve in education corruption for material gain, they can be, and are directly involved in professional misconduct and the soft form of education corruption in one way or the other. Teachers have not enough education about such forms of corruption and its consequences for students. It is now high time that education planners introduce awareness of education corruption in the curriculum of teacher education institutions so that future teachers become aware of the menace and abstain from it.

PARE News, Vol 1:2 Feed Back

I really appreciate your effort and all the PARE team who work hardly for the enhancement of research and try to create awareness about quality education. I appreciate the dedication of Mr. Sajid who keeps the members of PARE well inform from all the educational activities going on in the world.

(Dr. Niaz Muhammad Aajiz)

This was a good experience to learn from highly educated, experienced and well-motivated Resource Person. I also learnt from participants many new things in "Action Research" workshop. Well wishes for the PARE.

(Naeem Tariq)

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 2012 issue. Please send your contribution by June 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.