Seminars, Conferences and Events

Turkish Educational Research Association:

"The Seventh International Congress of Educational Research"

28-31 May 2015
For more Information:
http://congress.eab.org.tr/2015/pages/home.php?lang=EN

Sociedad Española de Pedagogía

**16th National and 8th Ibero-American Conference on Education:
"Democracy and Education"**

June 28-30, 2016
Location/Venue: Spain
For More Information:
http://www.sepedagogia.es/

Canada International Conference on Education (CICE-2015)

June 22-25, 2015
University of Toronto, Canada
For More Information:
http://www.ciceducation.org/

Education Studies Association of Ireland

"Education Research and Practice In times Of Transition: Looking to the Future"

Thursday 9th-Saturday 11th April, 2015
For More Information:
http://www.esai.ie/conference-2015

British Education Leadership, Management & & Administration Society (BELMAS)

'Democracy: Time for Renewal or Retreat in Educational Leadership'.

10th - 12th July 2015
For More Information:
http://www.belmas.org.uk/Annual-Conference-2015

Health and Physical Education Research Conference

Friday 19 to Saturday 20 June 2015
University of Queensland, Brisbane
For More Information:
http://www.aare.edu.au/pages/health-and-physical-education-theory-and-method-research-conference.-.html

Education Policy Outlook 2015
MAKING REFORMS HAPPEN

The Education Policy Outlook is designed to help education policy makers with reform choices. It addresses the need for improvement in education in a comparative manner, while taking into account the importance of national context. Through a review of different countries' experiences in implementing education reform, the publication offers directions and strategies to facilitate future changes.

Given different national contexts, individual countries' reform challenges cannot be simply transposed into a different country or system. Nevertheless, countries face many similar challenges and implement reforms on similar areas. The 2015 edition of the *Education Policy Outlook* provides a comparative review of policy trends. It explores specific reforms adopted across the OECD over the past seven years to help countries learn from one another and choose the reforms best adapted to their needs and context.

The *Education Policy Outlook* will be of interest to policy makers, analysts and education practitioners alike.

Contents

Chapter 1. Policy options for better education

Part I. Trends
Chapter 2. Equity and quality in education
Chapter 3. Preparing students for the future
Chapter 4. School improvement
Chapter 5. Evaluation and assessment to improve student outcomes
Chapter 6. Steering education systems

Part II. A special focus on reforms
Chapter 7. Evaluation and assessment reforms in schooling
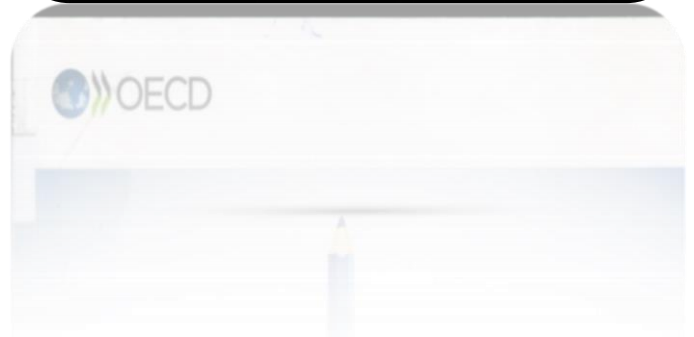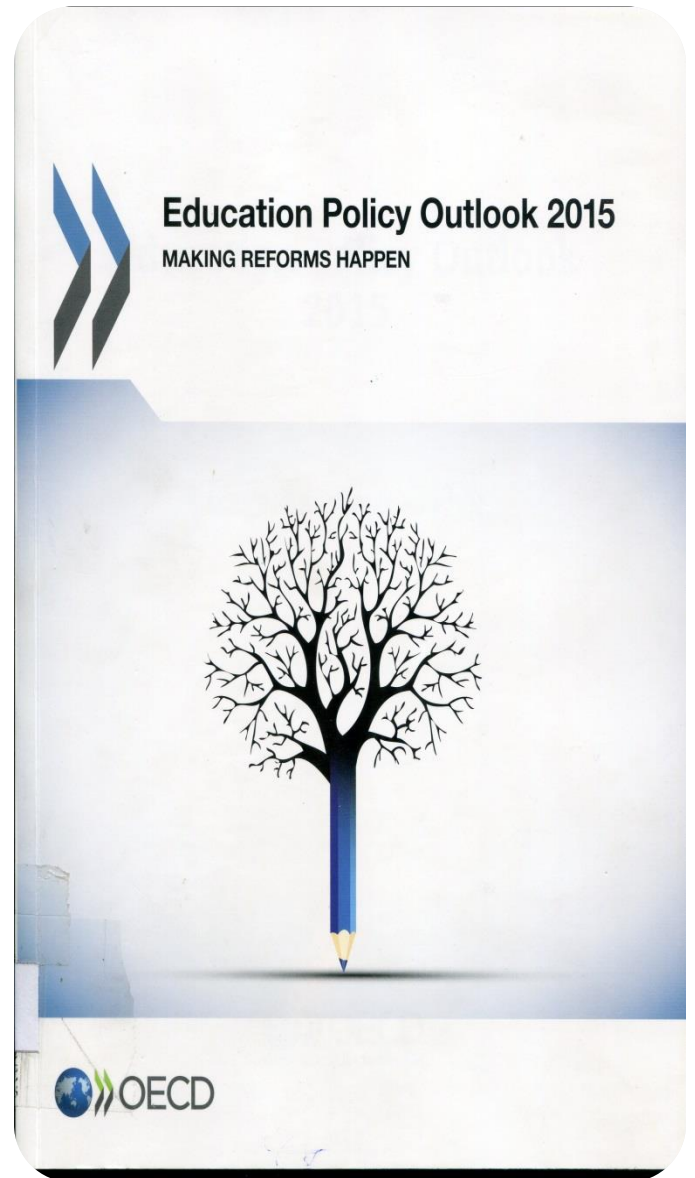Chapter 8. Growing and sustaining innovative learning environments
Chapter 9. Implementing school improvement reforms
Chapter 10. Education union partnerships in policy reforms
Chapter 11. Ensuring constructive co-operation with employers.

Part III. Country Snapshots
Chapter 12: Education policy country snapshots.

Exploring use of mobile phones technology in learning mathematics at secondary school level in Karachi

By
Shueb Sultan

Mobile phone has become an integral functional part of our society. Also, according to recent the PTA report, the penetration rate of mobile phones Tele-density in Pakistan has reached to 73.9% per annum. Hence, capitalizing on this phenomenon a research study was conducted. That explored students' perceptions about mobile phones and their effective use particularly in Mathematics at secondary schools in Karachi, using a mixed methods sequential approach. The research adopted a survey methodology followed by pure action research. Data were collected through survey questionnaires, interviews, Students' sample work, their comments via SMS and class observation. Based on the key findings of the reconnaissance stage, that showed that on an average basis, 70% of the students had a personal mobile phone, 94 out of 119 students' use SMS and 76 students preferred to play games on MP regularly on daily basis. 63% students had experience of using MPs for more than one year and the rest of 37% students had experience of less than a year. Also many students (M=3.14) were uncertain about Mathematics learning using SMS application and equally a large number (M=3.16) of students were uncertain about learning through videos. An action research plan was prepared to involve students in learning Mathematics using mobile phones through digitized lessons content in the real classroom contexts. The study developed and used digitized learning materials using SMS, MMS, video clips, camera and pictures. The students used their own mobile phones for the execution of all assigned tasks. The study establishes that; a) Students' perceive MPs as Interacting, Communicating, Mathematical Learning and Problem Solving tool; b) Students found mobile phones as a tool for improving mathematical skills, collaborative and self-learning, exploring Mathematics individually and collectively, and a tool that connected their classroom learning with their real life experiences and c) Mobile phones help teachers in spot teaching, feedback and assessments. Hence, mobile phone can be used to benefit students' mathematics learning through adequate teachers' preparation, parents' support and policy provisions on the effective integration of m-learning in the teaching and learning processes at all levels

What makes public schools successful: Exploring the contributory factors behind successful public primary schools in District Sukkur, Sindh

By
Taiyaba Muhammad Taiyab

In Sindh, public education sector is the largest system that provides education for the majority of enrolled children. Although, there is a common perception that public sector schools are declining, there are still some examples of successful public schools in the province of Sindh. The purpose of this study is to find out some examples of successful public primary schools from Sindh and to explore the contributory factors behind those successful public primary schools. Within the qualitative paradigm multiple case study methodology was used to gain an in-depth understanding of the phenomena. The study was exploratory in nature and carried out in three public primary schools of district Sukkur, Sindh. It includes head teachers, SMC members and senior teachers from selected schools and district education officers. Data was collected through semi-structured interviews, focus group discussions and field notes. Findings of the study reveal that the team work of competent and committed teachers and school leader is the major contributory factor behind the success of public primary schools. Furthermore, project-based interventions, official support and community involvement are supportive factors for school success. In brief, this research shows that there are examples of successful public schools in Sindh, which counters the assumption that all public schools are essentially failing. The research also suggests that there are various contributory factors which work in complex formulations to achieve the overall school success, however motivated teachers and school leader were found to be the biggest game-changer. It needs to be acknowledged that these schools are working in harsh circumstances and deserve appreciation. The findings of the study would certainly be beneficial for public schools having similar contextual realities, to improve and achieve success. It is also hoped that the findings of this research help create disjuncture within existing discourse of public versus private education.

From problems to possibilities: Discovering the hidden talent of teacher leadership through appreciative inquiry in public school organization

By
Ghulam Raza

This research study aimed at exploring the hidden talents of teacher leadership (TL) to improve teaching processes in a public sector school organization in District Ghanche, through employing Appreciative Inquiry (AI) as a method of data collection and as a tool for teacher leadership improvement. The role of teachers as leaders is considered very important in all contexts because of their great potential through active involvement in school organizational development. For that they need continuous efforts to enhance their leadership capacity through identifying their strengths. AI provides opportunities to focus on strengths-based approaches by capitalizing teachers leadership talents. The assumption behind these approaches is that something works well in every individual and organization and can further be developed through mutual trust and collaboration. The primary findings of this study confirm that using appreciative inquiry is a powerful tool to enhance leadership qualities in school teachers. Research participants got energies through mutual trust building and positive language found in appreciative inquiry processes. Although, within short span of time, they experienced many innovative leadership approaches such as co-planning, co-teaching, peer-coaching and conducting workshops and providing feedback to each other. Furthermore, significant change in perceptions and practices regarding teacher leadership was also witnessed in research participants where teacher leadership in the study engaged students to lead the co-curricular activities in their school. This paradigm shift from teacher leadership to students' leadership was the breakthrough of the study. The study has substantiated that teacher leadership in public sector school can be enhanced through collaborative and appreciative approaches.

Stipend for the promotion of female education: Views of recipients and their parents

By
Syeda Gohar Sultana

This qualitative study aimed at exploring the 'Girls Stipend Programme' with a focus on the views of stipend recipients and their parents in a government school in Hyderabad, Sindh. In particular, the study has been intended to understand how these girls and their parents viewed 'stipend' as a support system for education. The participants included stipend recipients who were enrolled in secondary classes as well as recipients who had dropped out from secondary school prior to data collection. The parents of these girl recipients and their teachers also participated in the study.

The findings of this study reveal that although the stipend amount is not much however, it has had a significant impact on improving the enrolment of girls in school. At the same time, for a few families this stipend does not contain the same value due to their better financial standing.

The study revealed that irregular distribution of the allocated amount has resulted in problems. It was also found that a lack of financial resources could be one of the reasons for limiting female education; there might be many other contextual issues, which result in a lack of educational attainment. The most prominent of issues are restricted mobility of females, uneven family norms, lack of motivation towards female education, hostile social environment and patriarchal systems, which associate family honor with the conduct of its women.

The study indicates a partial success of stipend programme as a subsidy and motivational factor to improve female education thereby reducing gender inequalities at secondary education level. Further research is recommended to examine a host of other challenges and constraints, which complicate girls' access to education and retention in schools.

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 October, 2015 issue. Please send your contribution by September, 2015 .The length of submission should not exceed 100 words.

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