

PARE NEWS

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Seminars, Conferences and Events

UKLA BERA 2015 RESEARCH SYMPOSIUM

“THIS FIFTH ANNUAL RESEARCH SYMPOSIUM IS COLLABORATIVELY ORGANISED BY UKLA AND BERA”

5 March 2015

For more information:

<https://www.bera.ac.uk/event/ukla-bera-2015>

British Educational Research Association

“RESEARCHING MEDICAL EDUCATION: A FORUM FOR EXPLORING PRACTICE”

26 March 2015

For more Information:

<https://www.bera.ac.uk/event/researching-medical-education-a-forum-for-exploring-practice>

45 Congress of the Nordic Educational Research Association

MARKETIZATION AD DIFFERENTIATION IN EDUCATION”

04 - 06 March 2015

For more information:

<http://www.sera.ac.uk/events/6346/>

The 2nd International Conference (SEPSA)

“THE SOCIAL AND ECONOMIC PROSPECTS IN SOUTHERN MEKONG SUB-REGION OF SOUTHEAST ASIA”

2015 July 28th – July 29th, 2015

For More Information

<http://sepsa.in.th/>

World Education Research Association

WERA 2015 FOCAL MEETING

9 August 2015

For more information:

http://www.weraonline.org/events/event_details.asp?id=573874

Practitioner Research

Workshop at Sultan Muhammad Shah (SMS) Aga Khan School

Dr. Sajid Ali carried out workshop at Sultan Muhammad Shah (SMS) Aga Khan School on the theme of **Practitioner Research** On January 10, 2015.

The Objectives of the workshop were:

- To remove relocations among teachers to carry out independent teachers.
- To introduce beginning researchers about the basics of research.
- To develop a simple research design template for teacher researchers.
- To help teachers formulate their research questions.
- To help researchers develop and initial research design.

The workshop started at 9'o clock and ends at 1'o clock.

The evaluation of the workshop was extremely positive. Some of the comments of the participants are as follows:

1. You are such a good friendly and very good teacher. I have learnt a lot.
2. The template was really helpful. You achieved more in very short span of time.
3. Really thankful for bringing research down to earth in the teachers community
4. Research design template gave motivation to me to start my own research as beginner level.
5. This workshop is very knowledgeable for me and it built my interest in research
6. Well done! My today's objective is achieved and I have learnt to be a practitioner researcher by following these steps.



Educational Crisis and Reform

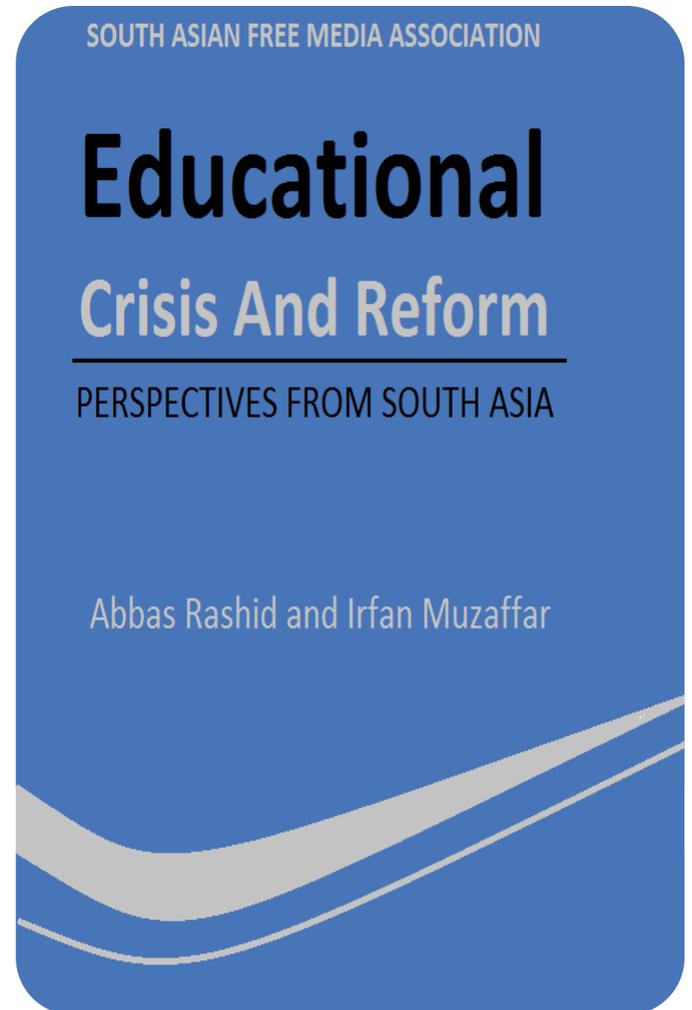
Perspective from South Asia

Edited by **Abbas Rashid** and **Irfan Muzaffar**

More than a third of out-of-school children of the world live in South Asia. The promise of universal quality education for all children of this region has so far been elusive. The crises in education faced by different countries of the region differ in their nature as well as import. Notwithstanding the differences, there are also some common denominators, such as the burgeoning population and growth of private sector in mass education.

Along with, the growing list of problems that South Asian countries must resolve, the pressure for delivering better quality education for all in the region is escalating, in line with the imperatives of a global knowledge economy. But reforming education is not just a technical issue. In order for education reforms to gain momentum, the media, the general populace, and members of the policy-making community need to be more informed about the various dimensions of the educational challenges faced by South Asian societies.

The book is a modest attempt to respond to this need. The contributions in this volume are research-based and strive at providing a deeper understanding of the various dimensions of the education crises as well as responses to them. Among the aim of this book are also to reach out to an audience outside of the academy. While it seeks to provide insights into country-specific initiatives, readers of this volume will also be able to help those concerned with and about education of think more clearly about the challenges of education reform in their own particular context.



Exploring teachers' and students information and communication technologies (ICTS) in teaching and learning science experiences about the use of:

**By
Wali, Kousar Khush.**

In today's developing world, use of Information Communication and Technology (ICT) resources is believed to be useful for promoting conceptual learning in science in general and abstract concepts in particular. In this sense, it is important to understand the use of ICT resources in teaching and learning science from teachers' and students' perspectives. Therefore, this study was carried out in order to explore science teachers' and their students' experiences about the use of ICTs in their teaching and learning of science. The research was conducted in a secondary private boys' school in the District Chitral of Khyber Phaktunkhwa, Pakistan. A qualitative case study method was used to investigate the problem. For the data collection, semi-structured interviews with two science teachers and focus group discussions with the students of Grade 9 were carried out. Classroom observation and document analysis were also used as data collection tools for the study. The key findings of the study indicate that teachers are using ICTs with various purposes in mind. These include: to facilitate in-depth learning of abstract concepts in science, to enhance teachers' content knowledge and pedagogical knowledge, and to use social media in teaching and learning of science and for administrative planning of academic work. In addition, the study points out students' experiences of using ICT in learning of science. It includes: ICTs as tools for enhancing knowledge, developing interest in science and helping students in becoming independent learners. However, teachers and students experience some challenges in using ICTs, which include lack of ICT skills and knowledge, misuse of internet (i.e. surfing offened websites and using only for chatting purposes) and accessibilities to ICT resources. But despite such challenges, teachers are committed and motivated to use ICTs in their teaching and learning of science. The study, has diverse implications. The study helps the science teachers and students of the participating school to reflect on their roles and current practices regarding the application of technology in science teaching.

Helping an ELT teacher in assessing students' speaking skills: an action research.

**By
Ali, Qurban.**

The skill of speaking has been one of the most neglected areas in English language teaching (ELT) and this is true for its assessment as well which has always been a tedious and compromising task. The consequence of this negligence not only propels a negative backwash effect on teaching speaking skills but also adversely affects students' career chances particularly when they seek jobs or admission for further studies. The principal purpose of this study was to exhibit the ways to help an ELT teacher in assessing speaking skills (SS) by introducing an analytical marking rubric. Moreover, the study intended to embed summative and formative assessments using constructive feedback to improve students' SS in an 'EFL context. A qualitative paradigm under a participatory action research (PAR) endeavor was employed to conduct this study with an ELT teacher and Grade eight students in the context of Gilgit-Baltistan for a period of five weeks. The data were collected through semi-structured interviews, observations and, discussion. The findings at the pre-intervention stage revealed that there was a dearth of assessing SS - both in formative and summative ways. In the mock tests, the assessment of SS was rarely practiced. Summative exams, however, comprised a few marks, but constituted arbitrary marking, that is, without any marking rubrics. In the intervention stage, it was observed that the teacher's perception and practice were enhanced through introducing direct and semi-direct modes of assessing SS and by developing marking rubrics. The post-intervention stage yielded a comprehensive understanding of the teacher's practices in terms of assessing SS. This study recommends that an ELT teacher should focus on assessing SS combatively and formatively using marking rubrics. The examination department needs to ensure that all the language skills are given due importance in the end-term exams. Besides, the inclusion of assessment procedures in the English curriculum is deemed to be an important consideration to help guide teachers in assessing SS more effectively.

Exploring student participation in school governance in public secondary schools in Zanzibar: The case of Mkoani District

**By
Mohammed Juma Abdalla**

In spite of the policies to allow student participation in school governance in Zanzibar in an attempt to provide avenue for students to learn democratic values and principles, hardly anything was known about the practice on the ground. This study explored the practice and dynamics of, and the beliefs and attitudes about, student participation in school governance in public secondary schools in one district. The study employed a sequential mixed-method research design whereby quantitative data were collected through a survey questionnaire distributed to a sample of 560 participants from 21 schools. Quantitative data were analysed both descriptively and inferentially to determine frequencies, percentages, and correlations. On the basis of these findings, there is need to review the policies and to eliminate the policy-practice gap to provide equitable opportunities for student participation in school governance. In addition, concerted efforts through education are needed to equip students with essential skills for effective participation, and to reduce unfavorable gender and socio-cultural beliefs and practices. Further studies are recommended to explore in-depth the dynamics of gender relations, and the norms, assumptions, values, and traditions related to socio-cultural practices in the wider community in general and in schools in particular and come up with possible strategies to reduce imbalance and negative impact of gender relations and socio-cultural beliefs and practices in the practice of student participation in school governance. This study has created long overdue contextually knowledge and contributed to the world-wide debate in the field of student participation in school governance. The study also found that student participation is influenced by unbalanced power relations and socio-cultural beliefs and practices which favour adults at the expense of students. Other influencing factors were gender issues which disadvantaged girls, inadequate skills among students and limitations in, and the flouting of the policy guidelines in the process of student participation in school governance. Overall, the issues surrounding the practice of student participation in school governance appeared to impede the achievement of the main purpose of student participation in school governance of learning democratic principles and values.

Exploring the practices of a head teacher in enhancing community participation in a public secondary school in District Quetta, Balochistan

**By
SHER AHMED**

Community participation in schools has been widely advocated by researchers in the developed and developing countries. As schools get overwhelmed with so many innovations, new programmes, and competing priorities, they require more resources and sources of support. Thus communities to which schools serve have become a great source of support and resources, both human and material. This is very true for schools in Pakistan, particularly the public sector schools, which lack in effective governance and management and resources. Therefore there is a dire need for increasing communities' active and meaningful participation in schools. However it is not known what can really increase communities' active participation in schools and who can play the lead role in making this happen. There seems to be a consensus amongst researchers, practitioners, and policy makers that the head teacher can play the most crucial role in achieving greater level of community participation in a school. Thus keeping in view the centrality of the head teacher's role, this study looked into the perceptions and practices of the head teacher in increasing community participation in a public sector secondary school in the district of Quetta, Balochistan. An exploratory qualitative case study approach was used to conduct this study. The data were generated through semi-structured interviews, observations, document analysis, and informal conversations with five purposively selected participants including the head teacher, two teachers, and two community members. The findings of the study revealed that the head teacher did play a key role in bridging the gap between the school and the local community. The head teacher's perceptions about community participation in school, his leadership approach, and practices in and outside the school determine the level and purpose of community participation. Based on the findings, the study draws a few conclusions having implications for school leadership, community leaders, policy makers and researchers.

Views/Feedback

Ms.Faiza Shaheen Shared following views with PARE:

Thoughts on Educational Research, viewing Education under the spectra of Educational Administration, Role of Information Technology in Education and Lingual as well as Cultural Societal concerns with the lens of Research are encouragingly programmed to be shared during 2015 at the forum of PARE.

The detailed note of account of efforts done by Dr.Tazeen Saeed Ali, AKU, & Dr. Sajid in their respective fields provide sufficient encouragement for new members in fields.

Varied views with reference to the findings of particular researches under the part of "Research in Focus" do not only open up avenues of thoughts but also provide enough bases to promote research in similar areas. Mostly liked research paper is "Exploring the experiences of the appraisers and the appraised about performance appraisal" for primarily two reasons; firstly, the qualitative methods being employed that ensure the depth of investigation as required towards the sensitivity of the construct under study. Secondly, appraisal practices though function in organizations formally and informally but hardly been found to use for bringing improvement in organization. Certain researches can yield more functional outcomes if conducted to study specific employee appraisal practices prevailing under particular organizations.

A detail of insight into the research knowledge and findings has been well reported through this newsletter, following areas may be considered:

1. More place can be given to researches those employee quantitative research methods.
2. The usability of research results may accelerate if permitted to add detailed research paper here in newsletter.
3. Most of the work being shared has practical as well as contemporary value in educational sectors over different levels.

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 January 2015 issue. Please send your contribution by April 1st, 2015 .The length of submission should not exceed 100 words.

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

Upcoming PARE Workshops

"Gender: An Ethical Dimension of Research"

Facilitator: **Ms.Uzma Bano**

On 06th June, 2015

For Further Information: E-mail:

pare.secretariat@aku.edu