

PARE NEWS

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Seminars, Conferences and Events

British Educational Research Association

"Opening Pathways From Critical Research To Policy"

May 30, 2019
Manchester Metropolitan University
For more Information:

<http://www.bera.ac.uk/event/30-5-19>

European Education Research Association

"Conference 2019: Education In An Era Of Risk- The Role Of Education Research For The Future"

September 2, 2019
University Of Hamburg
For more Information:

<https://eera-ecer.de/ecer-2019-hamburg/>

World Education Research Association

"WERA-IRN Extended Education: Extended Education- Practice, Theories And Activities "

September 26-28, 2019
Stockholm University, Sweden
Stockholm, Stockholm University, Sweden
Sweden
For more Information:

https://www.weraonline.org/events/EventDetails.aspx?id=11_82020&group=

British Educational Research Association

"BERA ECR Network Symposium Series 2019: Analytical Approches In Educational Research (CARDIFF)"

June 19, 2019
Cardiff University Friary House, Greyfriars Road, Cardiff
For more Information:

<http://www.bera.ac.uk/event/19-6>

British Educational Research Association

"What Next For Religious Education"

June 07, 2019
Middlesex University Hendon Town Hall The Burroughs
London
For more Information:

<http://www.bera.ac.uk/event/what-next-for-religious-education>

World Education Research Association

"IEA International Research Conference 2019"

June 26-28, 2019
Denmark
For more Information:

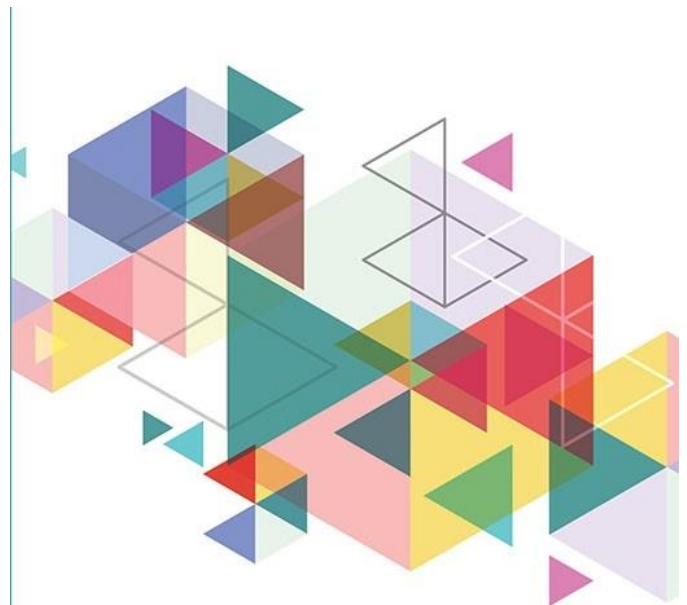
<https://www.weraonline.org/events/EventDetails.aspx?id=1173034&group=>

ENHANCING PRIMARY SCIENCE TEACHING THROUGH SCHOOL BASED MENTORS

A Study From Pakistan:

Recognized as one of the few books in Pakistan based entirely on a single research study in education, Nelofer Halai's Enhancing Primary Science Teaching through School-Based Mentors: A Study From Pakistan explores a multi-faceted approach towards professional development. It focuses primarily on teacher education, and understanding school-based mentoring in government primary school environments, particularly in the rural areas of Sindh.

Aiming to develop a model in understanding key strategies, the author indicates existing gaps and exposes the readers to logistical components of workshops, while at the same time, places special emphasis on conceptualization of ideas for preparing and using appropriate materials to teach science to adult teachers. In addition to this, the book also provides teachers' insights on how to develop themselves into mentors or teacher educators and thus enhance their impact in schools by not only teaching students, but also other teachers. Halai aims at aiding teachers away from conventional and towards new tutoring techniques by providing a broad context of study.



ENHANCING PRIMARY SCIENCE TEACHING THROUGH SCHOOL-BASED MENTORS

A Study from Pakistan

Nelofer Halai

OXFORD

Nelofer Halai:

She is Professor at Aga Khan University Institute for Educational Development (AKU-IED), Karachi. She is affiliated with the AKU for the last twenty-five years and holds a PhD in Education from Ontario Institute for Studies in Education of the University of Toronto (OISE/UT), Canada. She has extensively written articles in refereed journals and contributed book chapters in three broad areas, namely, teacher education, doctoral education, and science education

Access Or Beyond Access? Unpacking Gender And Gender Equity In Gilgit-Baltistan Education

By
Parveen , Nasira

Gilgit-Baltistan developed its long-term education strategy, the Gilgit-Baltistan Education Strategy (GBES), during 2008- 2014 with gender equity as an important goal. The current qualitative study used standpoint feminist theoretical lens and critical discourse analysis to explore the understanding of gender and gender equity in GBES. The participants for this study were the strategy developers and educationists including teachers and teacher educators from different districts of Gilgit-Baltistan. Semi-structured interviews and focus group discussions were used as data collection strategies. The study highlights the complexity in understanding the concepts; gender and gender equity and discusses how surface level understandings of these concepts employed in education policy can lead to the policy development which, despite all the good intentions, remains non-inclusive. The findings suggest that GBES frames girls' education important for economic efficiency and access to schools and this is considered an automatic and linear solution towards this end. Education is proposed to ensure girls' preparation for their future nurturing role and, hence, to maintain their reproductive work's status quo. The study suggests that women's participation in policy formulation can help in better conceptualization of gender equity strategies in and through education. It is proposed that education policy aim at societal transformation, helping girls and boys understand their positions in the power structure and enable girls to question their subordinate position. Equity measures at the institutional level are required to deal with the systemic structural barriers which prevent girls' access to and participation in education. The study also recommends women's inclusion in equity based policy and program planning to bring their voice in the mainstream equity discourse as women' knowledge and experiences are authentic and needs to be counted in education policy making and implementation process..

Exploring The Preceptions Of Secondary Schools Science Teacher About Nature Of Science

By
Jabeen , Shabina

Science teachers' perceptions and understanding of Nature of Science (NOS) is central to scientific literacy worldwide. This qualitative case study aimed to explore the perceptions of nine secondary school science teachers about NOS from six private schools of Gilgit. The three important tenets of NOS relevant to school science were, science being tentative in nature, empirical nature of science and scientific laws and theories. The schools and participants; three teachers from each discipline; chemistry, biology and physics were chosen through purposive sampling. Data was collected via two tools which were written in English and Urdu. The research tool, Views of Nature of Science (VoNOS) had six open-ended questions to be answered in written, while Nature of Science Research Protocol (NOSRP) was a semi-structured interview tool with four critical incidents to elicit verbal responses which were audio-taped with their consent. The data was thematically analyzed after transcription, verbatim, translation from Urdu to English and coding. Their responses were categorized into the three predominant themes as informed, adequate and inadequate by using a rubric adapted from Khan (2014). The results were noteworthy; it was revealed that despite not having read explicitly about NOS participants' held informed perceptions about science being tentative and empirical NOS. They believe that science is not fixed rather it is an on-going process, based on observation, experimentation and inferences. However, majority had adequate perceptions about laws and theories. They believed that that theories and laws are different but sometimes theories can convert into laws when proven right. Hence, this study recommends that the stake holders need to revisit the content of textbooks for updated knowledge about laws and theories and add many examples regarding it. The findings of this study can help science teachers, educators and researchers to understand the three aspects of NOS and become aware of the misconceptions about them.

Exploring Use Of Mobile Phones Tecnology In Learning Mathematics At Secondary School Level In Karachi

By
Sultan , Shueb

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.

Becoming Leaders : The Life Histories Of Male And Female Principals

By
Akhter , Sonia

The field of educational leadership has been a globally and nationally popular focus of research and discussions for past many years. In the same vein, a significant number of studies by the global and national scholars have explored different dimensions of leadership in education (Bana & Khaki, 2014; Bush & Middlewood, 2005; Khaki, Bana, Tajik, & Safdar, 2012; Khan, 2011; Nash, 2012; Panah, 2008; Simkins et al., 2003; Sultan, 2005). A review of these studies suggests an emphasis on the leadership practices of a leader and a very few studies have actually explored how a leader learns leadership and portrays various leadership practices, specifically in the context of Gilgit-Baltistan. To this end, the present study has examined the experiences of two school principals which seemed to have contributed to their journey of becoming leaders. In particular, this qualitative life history research explores experiences of one male and one female principals' journey of becoming a leader in two not-for-profit private higher secondary schools of Gilgit-Baltistan. The study revealed that the quality of educational institutions they attended, provision of leadership roles at home; on-the-job informal and formal mentoring opportunities, and ability to reflect on everyday personal and professional experiences greatly contributed towards preparedness of these leaders to assume leadership roles. These three factors made their transition into leadership roles smoother, easier and quicker. On the other hand, lack of mentoring opportunities, lack of quality education and discouraging home environment made their transition into leadership challenging. The study has shown the leaders in such situations learn through their own wisdom and reflection on previous practices. The life histories of both principals show the groundedness of leadership in the sociocultural context. The male principal with early induction into teaching (paid job as a provider) had an extensive experience of teaching and leading schools. Similarly, the female principal had very protected environment with quality education throughout her schooling and university education. Though they experienced life differently, their learning and practices of building collegial and caring relationships and promoting shared sense of organizational policies seemed to be similar. Therefore, the study suggests that personal and professional life experiences (gendered), which shape leadership practices of a leader need to be seriously considered in the educational leadership discourse. Such consideration will allow much needed and relevant support to the female and male principals. Recognition and support to the efforts of female leaders, in particular, will encourage more women to assume leadership positions in the context of Gilgit-Baltistan. In addition, the professional development courses for educational leaders need to draw upon the life histories of potential or current leaders to situate leadership development in the broader social-cultural context of these leaders.

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 August, 2019 issue. Please send your contribution by 20th July, 2019 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