

FALL 2017



EDUCATORS PAKISTAN



**Department of Education
International Islamic University
Islamabad**

INTRODUCTION

Magazine has a great educative value for students as it develops their writing skills and talent and strengthens their imagination. In this way the general knowledge of the students increases and they acquire the habit of reading and writing. Therefore, Department of Education has planned to launch an Educational Magazine which would be published bi-annually (semester wise) and would include variety of students' original and creative work.

The Aim

The aim of this magazine is to encourage students of Department of Education to improve their written communication, expression and creative writing skills. Moreover, this initiative will also provide an opportunity to the faculty members, scholars, students and alumni of the Department of Education for sharing their views on various aspects of education.

Submission Categories

Articles,
Essays,
Critical Reviews,
Poetry,
Stories,
Book Reviews
News of the Department &
Learning experiences

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QUOTE

**A teacher is a compass
that activates the magnets of curiosity,
knowledge and wisdom in the pupils.**

-----Ever Garrison

Message of Chief Editor

It is a matter of great pleasure for me to go through the wonderful contributions made by the Faculty members and students. This magazine is intended to bring out the hidden literary talents of the students and to inculcate critical thinking skills among them.



The essential purpose of this magazine is to inform, engage, inspire and entertain a diverse readership - including alumni, parents, students, faculty, and staff. We intend to continue presenting the talent and creativity of our students through magazine every semester. I am confident that this magazine will impel creative writing and critical thinking among students.

Reading this magazine would definitely be an inspiration and motivation for all students and faculty to contribute even more to the forthcoming issues. I hope that everyone would put serious efforts to keep the momentum and the standards of the magazine.

I sincerely appreciate and congratulate the Editor, Sub-Editors, Editorial Assistants and the entire management of the Department for their unrelenting efforts in compiling this magazine. I wish this esteemed magazine all success.

Prof. Dr. N.B. Jumani
Professor of Education/Former Dean, Faculty of Social Sciences
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Message of Editor

Education is not an act of acquiring knowledge but learning to lead life and forming one's personality. This is an ennobling process of growth and development. The name and fame of an institute depends on the caliber and achievements of the students and teachers.



The role of a teacher is to be a facilitator in nurturing the skills and talents of students. I am proud to say that we have excelled in every initiative that we undertook and we have stood together in facing the challenges in providing quality education to our students. This magazine is an initiative for the students of the Department of Education to improve their creative writing skills. It is an active platform for the students to exhibit their work and contribute to sharing of knowledge. It is a great pleasure to see the creative expressions of students who had contributed to this endeavor.

I am happy that there is a dedicated team comprising of faculty members, staff and students who have compiled, composed and published the magazine of our Department. I congratulate editorial team who have made untiring efforts to publish this magazine.

Prof. Dr. Samina Malik
**Professor of Education/
Dean, Faculty of Social Sciences**
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Contents

Edging Parents' Attitude.....	1
The Usage of ICTs in Education.....	5
Professional Learning Communities as a Trend in Professional Development of Teachers .	8
Leadership Qualities for a Successful School Leader.....	12
Freedom	15
Innovations in Blended Learning	17
Our Generation	21
Girl Guiding in Educational Institutions: Need of the Hour	22
Random Facts.....	24
My Man, My Dad	25
Human and Nature	26
A Smile	27
Phenomenal Woman.....	28
Diamonds in Night	29

Edging Parents' Attitude
Dr. Muhammad Zafar Iqbal Chaudhary
Assistant Professor
Department of Education

Nowadays tragedies with innocents are being regularly reported in print and electronic media. Regretfully, situation is alarming and parents are really worried about the safety of their kids. Lengthy posts are available at social media to highlight this issue. Detailed arguments are provided at electronic media about the horrific Kasur incident. We all together cannot bring back daughter Zainab and other kids murdered by wrongdoers and their dead bodies were thrown at heaps of garbage. But as teacher, father or mother we badly need to reflect over our behaviors. We all know that its religious obligation of parents to fashion the faith of their kids and to teach them good moral values. In this regards, parents, teachers and religious institutions need to play imperative role to influence the spiritual convictions of child and to edge their social attitudes. Along with teaching of morality, parents need to care identity and self-esteem of their kids especially during teenage. Parents largely forget to teach life skills to their kids. Living in a joint family, parents fail to realize the sensitivities. I would like to highlight few major mistakes committed by parents.

Not only uneducated but in many cases even educated parents remain reluctant to speak to their kids about their safety. After 2005 earthquake we were having a serious concern about the physical safety of our kids. Similarly, after APS event we remained sensitive about their safety from terrorist attacks. But we failed to display safety principles in our all educational institutions. In some institutions telephone numbers of Fire Brigade, Police Station or other Rescue agencies are displayed.

As a parent, our common mistake has now becomes a routine matter that we attempt to influence the area of interest of our youngsters. In case, a student of first year desires to become a pilot or lawyer, parents ask him/her to study medical, because parents desire to see him/her as a doctor in future. Parents need to support their kids in their own area of interest. When children feel supported and loved by their parents, they feel more confident in their abilities and can make an appropriate career choice. In this way, I would like to say that parents play their role to make a career more interesting and exciting for their kids.

Shortly parents set examples for their children by setting a good parent-child relationship. Children attempt to absorb parent's attitudes as they grow up. Parents fail to perceive the vitality of their role to influence the lives of their kids. Moreover, parents rarely understand the importance of praise and encouragement to motivate their kids. In our society perhaps few educated parents know that praise and encouragement works as a catalyst to shape the future of their kids.

Media needs to play a role to sensitize parents that how they can identify the area of interest of their kids instead of forcing them to select a profession of their parent's choice. Another major mistake is made by parents when they fail to understand the sensitivities of their children making a transition from dependency period to independent adult. At this stage fathers and mothers need to play their role as a mentor to influence the lives of their sons or daughters. According to the findings of a study conducted by Tillman during 2015 at Georgia Southern University, educated parents attempted more to influence the career selection of their kids as compared to non-educated parents. Children established their own beliefs during adolescent and

wanted to accomplish those beliefs in later life.

All psychological research clearly unveil that there are certain psychological needs of children during adolescence e.g. companionship needs is one of them. Teenagers usually attempt to discover enjoyment away from home. They prefer to enjoy the company of their friends, as they feel more comfortable to get the emotional support from age mates. Parents need to develop intimacy and first-rate understanding with their kids during adolescent and provide them emotional support. Developing interest in opposite gender is another prominent psychological need of this stage. Parents need to guide teenager sons and daughters that how they can deal with opposite gender in a best way. Teaching to deal with opposite gender is more important if teenagers are studying in co-education. In this regard, parents need to guide teenager sons and daughters that how they can acquire internal character qualities and how can display such qualities, e.g. integrity, honor, dealing with peer pressures etc. Another dilemma of the society is involvement of kids in various hobbies. Perhaps parents are forgetting the importance of physical activities. Parents need to shoulder the responsibly to involve

kids in hobbies. Usually middle class parents involve children in farming, keeping car clean, fetching water, shopping, cooking, washing etc. Although having a hobby can enrich the lives of teenagers and make their leisure time a real fun yet parents remain focused on academic results of their children. It is very unfortunate in our society that many parents largely ignore the vitality of physical exercise. In this regard I would like to share my observations. I personally saw that just for fun and physical exertion Singaporean parents take their teenagers for cycling, jogging or fishing. Similarly, culture centers exist throughout China, just for physical exertion of children. Students enjoy reading, swimming, digging holes, passing through holes, passing through pipes, gymnastic, passing over a rope etc at culture centers.

Parents need to passionate their kids about hobbies to captivate their lives. Focusing internet games and exploring websites all the times not bring first-class leisure. Students having a hobby prefer to share their experiences about a certain hobby with their age mates. It may help them out to have a relief from study stress and boredom. More unfortunately reading culture is also fading up day to day. Parents are requested to play their role for revival of reading culture and

have a collection of books at your home. Whenever we go for shopping with kids, we may purchase few books along with other stuff.

In case, kids ask a burglary question from their parents about gender related issues. As practice parents avoid to answer such questions, attempt to ignore questions or not know how to give an answer to their kids which is age-appropriate. Parents need to realize that they can really make a real difference in their lives. Another mistakes usually made by parents is to overload their kids with information. Explaining things to kids in a way that they cannot understand in a particular age is another mistake. In case kids get misinformation about gender related issues, parents need to correct misinformation. In case parents not know how to answer such questions they may consult educated persons around to know the strategies to answer such questions. In case of educated parents they are requested to read out books about positive parenting or to search out with Google. Many books are available in the market about growth and development of children. Usually children avoid asking questions about gender due to shyness or waiting for a suitable time to ask such questions. Many children remain reluctant to ask such questions as they fail to

decide that their question will be appropriate or otherwise. Even in such cases, parents need to understand the nature of their children and discuss such topics from time to time.

Regretfully in our society, courses about positive parenting are not offered by educational institutions. Only few courses

e.g. learners' growth and development, child psychology, human psychology etc are taught in social sciences stream. Courses about positive parenting may be included in all streams and Educational institutions need to play a positive role to educate students about gender related sensitivities.

“The goal of Education is the advancement of knowledge and the dissemination of truth”

— John F. Kennedy

The Usage of ICTs in Education

Tariq Mehmood

PhD Scholar

"ICT" is the Information and Communication Technologies. "ICT in Education" means "Teaching and Learning with ICT".

Use of Information and Communications Technology (ICT) in Education

Following are the some uses and suggestions for ICT in education.

1. Modern developments in information and communication technologies (ICT) provide exciting possibilities to enhance the quality of education. Interactive education softwares, open access digital libraries, and cheaper and more intuitive technology may facilitate new forms of interaction among the students, teachers, education employees and the community. It enhances the quality of education by making it more accessible.

2. Education may be enriched by integrating such technologies into traditional educational activities. However, it must be recognized that ICT may never displace the relationship between teacher and learner which is crucial to the learning and development process.

3. ICT has the capacity to enhance the learning process and facilitate

communications within education institutions and between educators and learners but it must be used in educational institutions under the supervision of qualified well-trained professionals with the expertise in pedagogy and in education to ensure that its impact does not damage or undermine the learning process or the development of learners.

4. Education unions should

(i) support the use of ICT as an integral part of the provision of quality education for all. They should advocate for the use of ICT in education as a key modern aid to teaching and learning.

(ii) advocate for free access for all teachers and learners, support professionals and administrators in education, to high quality dedicated ICT.

(iii) insist that ICT in education is appropriate to the learning requirements in the curriculum in each subject, is supportive of the work of teachers and learners, and of administrative and professional staff in education.

(iv) insist that educators are consulted about the introduction of ICT into

education institutions and involved in the design and development of appropriate ICT for education purposes.

(v) monitor the implementation of any agreements entered into by governments, national education or school authorities for the provision of ICT by commercial companies.

5. Governments and national education authorities should

(i) develop national plans for the use and promotion of ICT in education in consultation with education unions and education community interests and others with relevant expertise.

(ii) allocate the necessary funds to develop appropriate ICT for schools and education institutions and ensure that the outcome of such development work is available freely to all.

(iii) allocate the necessary funds to ensure that every education institution has access to high quality ICT, both hardware and software, irrespective of where it is situated.

(iv) allocate the necessary funds to provide continuous professional development in the use of ICT for teachers and other education

professionals.

(v) ensure that high quality internet access is available to all schools and education institutions.

6. Where commercial ICT companies are engaged by Governments or national education or school authorities to contribute to the provision of ICT in education or become voluntarily involved in such provision, that engagement should be subject to agreements which

(i) recognize the professional integrity and independence of the education institutions and personnel who are affected:

(ii) ensure that the primary purpose of the engagement is to provide support for teaching and learning.

(iii) ensure that consultative processes with professional education staff are an essential element in the development of the software and hardware provided.

(iv) include provision for monitoring mechanisms for the implementation of any such agreements which include professional education staff.

Main advantages of ICT tools for education:

1. Through ICT, images can be easily used in teaching and improving the retentivememory of students.

2. Through ICT, teachers can easily explain complex instructions and ensure students' comprehension.

3. Through ICT, teachers are able to create interactive classes and make the lessonsmore enjoyable, which could improve student attendance and concentration.

Some disadvantages of ICT tools for education:

1. Setting up the devices can be very troublesome.

2. Too expensive to afford

3. Difficult for teachers to use with a lack of experience using ICT tools

“Education is the ability to listen to almost anything without losing your temper or your self-confidence.”

---Robert Frost

Professional Learning Communities as a Trend in Professional Development of Teachers

Tahzeeb Mahreen

ScholarMS Education

Professional development is a continuous process incorporating both the formal and casual learning encounters that empower all staff in schools, exclusively and with others, to consider what they are doing, upgrade their insight and abilities and enhance methods for working so that student learning and wellbeing are improved thus making open doors for adult learning, at last with the end goal of improving the quality of education in the classroom. (Bubb&Early, 2007).

A Professional Learning Community is a collaboration of teachers, administrators, parents, and students, who work together to seek out best practices, test them in the classroom, continuously improve processes, and focus on the results. (Rick DuFour, 2002)A professional Learning Communities (PLCs) is a comprehensive gathering of individuals, spurred by a common learning vision, who support and work with one another, discovering ways inside and outside their prompt group, to enquire on their practice and together learn new and better methodologies that will improve learning of all individuals. One of the important feature

of PLCs is to manage teacher workload. The fundamental purposes of PLCs are to guarantee learning for all students, to create collaborative culture and to concentrate on results or improvement.

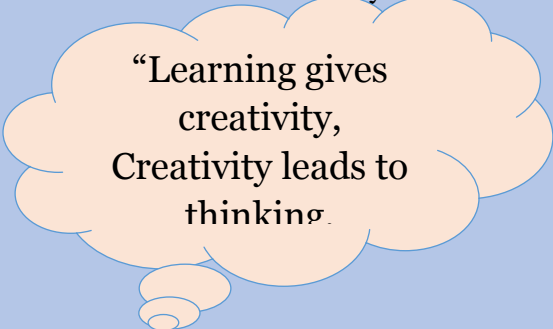
PLCs are designed for different stages like national level, province level, district level, school level or grade level and the participation in a specific PLCs is controlled by its core interest. For instance, a grade level group of educators might shape a PLC to concentrate on enhancing their capacity to facilitate their students' educational modules; a multi-grade level of instructors might team up on approaches to guarantee a learning pathway for their students; a group of math educators might cooperate to embrace and execute another arithmetic project in ways that best advantage their students; educators and executives might meet as a PLC to learn and bolster creative teaching procedures; principals or administrators might focus on more viable approaches to handle the specific difficulties of their parts; an educational system might meet frequently with center locale agents to enhance operational adequacy and to

assemble ability to bolster school and area endeavors to enhance schools. PLCs revolves around student's achievement however the critical variable is cooperation. Student's achievement is not a one day effort. It's quite ongoing process which needs vitality, time and diligent work. There are more prominent number of chances if one works in group and professional learning communities are an awesome mean for it.

Professional learning community is a progressive stride for enhancing professional development for educational leaders and is used by considerable lot of school pioneers, administrators and teachers for improving students learning. It is a great initiative in the genuine sense. PLC employed in a place gives a chance to a teacher, researcher or a school leader to get drew in with individuals and learn with the coordination of others about the needs of students so that strategies could be devised for enhancing students learning. PLCs empower educators to ceaselessly gain from each other by means of shared visioning and planning, and also basic examination of what does and doesn't work to improve student accomplishment. Moreover they will permit educators, both

new and veteran, a chance to investigate challenges as a group and make working arrangements that advantage both instructors and students. Thereason for coordinated effort in a PLC is to have an effect on classroom hone with a specific end goal to accomplish better results. Support in a PLC permits educators to take part in progressing dialogue on issues identified with educational programs, direction, appraisal, classroom administration, and some other point of need. Through PLCs, instructors gain from each other, consistently sharing best works on, investigating students' information, and getting ready for guideline. Teachers having a place with a PLC grow their collection of powerful instructional procedures and assemble a feeling of group. By meeting up frequently to team up, instructors split far from the conventional model of disconnection in schools.

Professional learning communities are named differently at different areas and countries like teacher community, teachers and learning communities, critical friends groups, communities of practice but the end goal is same for each community.



**“Learning gives
creativity,
Creativity leads to
thinking.”**

Leadership Qualities for a Successful School Leader

Zia-ur-Rahman

Scholar MS. Education

To lead the school team under one banner towards a shared goal is the trademark of the school principal. The leader is a vehicle through which all the objectives have to be achieved. Being principal is not all about teaching, it's about all about handling and managing colleagues and principal should be well versed in this art.

Even in this present time some of the best head teachers run their schools through conviction and often sheer personality. There has been a lot of research about the leadership and qualities of the leadership which are required for successful management of any institute. In this regard **Jeremy Sutcliffe** did an exceptional effort. He identified 08 qualities needed to be a successful school leader after interviewing some of the UK's best head teachers. His enlisted eight qualities with little description are given below:

1. Vision

Vision is the ability to frame and shape the future, rather than be shaped by events. The best school leaders have clear vision with a sense of purpose. Vision gives the clear direction to the leader and he plans for the

team to give his best. Without vision and clear direction marching towards a destination is like walking in the dark where there is chance of stumbling at each step. Visionary leaders motivate their team by dreaming the future and showing big picture.

2. Courage

Second quality which is enlisted for the successful school heads by Jeremy Sutcliffe is courage. Great leaders show abundant determination, the willpower and endurance to see things through. They always remain willing to take risks and are resolute in challenging under-performance or poor behavior. They take initiatives and remain steadfast in adverse situations.

3. Passion

Successful school heads are passionate about their work. They set teaching and learning as their first priority and show great commitment to children. They take an active concentration in their students' work and work of their staff. They remain passionate in their work and remember that they are there for the students and they never forget that.

4. Emotional intelligence

Another responsibility of school leaders is to develop their team. Great leaders always hunt for the talent and develop existing staff in their capacities and skills. They understand that how much relationships and empowerment is important for the team building process. They show great empathy to their staff. They remain open, trusting and humorous to their team. They motivate their team and people remain ready to follow them all the time.

5. Judgment

The best school leaders always make the right call and show wise judgment. They focus on the situation and try to grab the opportunities. They make decision on the right time. Importantly, however, it is not simply a matter of acting alone. They involve the whole school community and taking people forward together.

6. Resilience

The business of headship is full time and demanding task. Great leaders also remain optimistic and steadfast in all situations. They show resilience and remain calm in the crisis. They are energetic and positive at all times. They know themselves and having personal strategies, they are able to steady themselves in stormy waters.

7. Persuasion

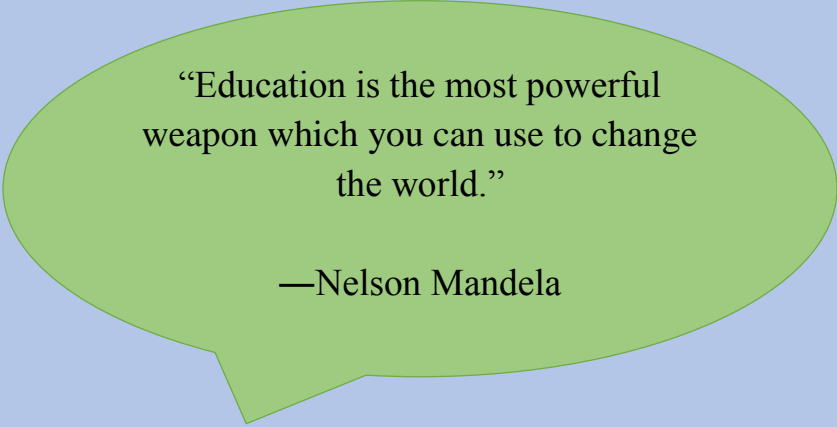
Great school leaders are self-assured communicators and storytellers. They are the best persuaders and listeners. With the power of the words they can motivate and energize their team to left no stone unturned. They are also great persuaders and uplift their team with the magic of their words. This quality keeps the spirit of the team up and they perform assigned tasks whole heartedly.

8. Curiosity

Last quality for the Successful school leaders as mentioned by the Jeremy Sutcliffe is the curiosity. Great school heads are outward-looking and inquisitive. As Teresa Tunnadine, states: "Headship is about having at least one foot outside of the school looking at what's going on elsewhere and picking up good ideas." They are outstanding opportunists and they always keep in touch with events which are happening outside in the world. They remain in search of new ideas and development and on getting them they incorporate them in their practice. Hence their curiosity makes them creative and innovative in their approach.

Above mention eight qualities of successful school leader are important to make a leader dynamic and professional in his approach. These qualities surely make a leader, the

ruler of the hearts and his team stands together with him in every difficulty.



“Education is the most powerful
weapon which you can use to change
the world.”

—Nelson Mandela

Freedom

Rida Gull

BS Education

So it's another morning where the sun rises with a perfect satisfaction on its face and is freely rising to enlighten the free citizens of a free state. Oops! Sorry did I say free citizens of a free state? Talking about the state being free, by the grace of Allah, it is a free state but I have to rethink when I say free citizens. Do you know why? It's been 70 years that a guy named Muhammad Ali Jinnah along with 20 million Muslims decided to change the fate of the people of sub-continent and to have a state with citizens free to have and implement their own thoughts, to worship, to decide their own destiny and above all free to think for the best of their state. When this decision got into real shape, nearly half of the Muslims lost their lives, most got arrested and left their belongings and assets while migrating. Many women lost their integrity, some lost their children and the remaining came to Pakistan in miserable condition with no interior, exterior, finance polices. Forget about policies, there was no system of law neither strong army. Leave that when the refugees came, there was not enough food or place to live in the free and independent

state. Somehow they managed themselves and named all of their hardworking and struggle for Islamic Republic of Pakistan. This is just a short central idea of how we got independence. I leave the rest to you because we have been studying this stuff in both our middle and high schools. Today I am going to tell u the untold, I will tell you what we did in return of the blessing which they called Pakistan. We very proud newly citizens killed our founder (Quaid e Azam) in a traffic jam, Kudos to the nation. But I am sure while reading this you must be satisfying yourself by counting your age and telling yourself to relax because you were not even born then. It's not ok pal! Because today, I am going to turn the tables towards you. You, my Free State men, have been cheating those 14 points of Quid e Azam your entire life. Instead of remembering the place and date of Gandhi- Jinnah meeting you have been writing it on your desk and making all those stuff which helps in cheating during exams these whole years. What happened on 9th September? Duh! How could you know you never liked Pakistan studies? Now stop acting like a patriot if you

accidentally know what happened on 9thSeptember. A lot more is coming to your way. What does independence mean to you? For me, being free and independent means to freely follow your norms, traditions and values of your state. Yeah and that is why i am writing. I do follow my norms and traditions but imported jeans look really awesome, and sorry I can't resist missing a single episode of super naturals, and all those Turkish show, how could someone even resist such beauty and Indian shows which are something more than amazing; aren't they? Now what? Surely we are patriots but please do not expect us to watch old anthem like stuff of Noor Jahan for that matter (crumbs! who's Noor Jahan now). So it has turned out that we are truly following our traditions. Now comes the religion, off course I do pray on every Friday and recite Quran; oh yes! I do recite it every year in Ramadan. Well it means that our ancestors' fight for independence is not wasted. We are following western culture to our fullest.

Those who fought for independence were not smart enough who didn't even know that their next generations will be dating in parks (with their burkas and shalwarkameez on). Forget all that, forget whatever I said and directly jump to the celebrations we do on independences day. I know that we are really patriotic but the problem is that we don't prefer at times to stand up for national anthem, we are really patriotic that is why we make dresses (green and white) , take lovely pictures and post them and yes we do cut cakes and host different independences parties. How could I forget that we put a lot of flags in homes for decoration purpose of 14th of August, so what if we throw them in dumpsters on every 15thAugust? We still love Pakistan and I am no one to judge your love towards the state. You are already doing a lot for the country. I am sure Quaid-e-Azam and Allama Iqbal gets really happy every year when they see our posts wearing green and white dresses on all social media avenues.

**“Education is the movement from
darkness to light”**

—Allan Bloom

Innovations in Blended Learning

Sahibzada Waqar Ahmad
PhD Scholar

This article provides a snapshot of some of the prevailing trends in the ever evolving blended learning landscape, and takes a look at how innovative approaches are boosting achievement in schools and classrooms. All of the ongoing advances and refinements in student-centered blended learning have the same aim; to prepare children for success in a rapidly evolving, globalized world driven by information technology. The future of our children will inherit demands technological dexterity, the ability to think critically, and the development of flexible intelligence that will thrive in—and drive—change. Blended learning or sometimes called hybrid learning is a teaching and learning process that has a face-to-face class or tutorial sessions combined with an online learning component. In this process a portion of the traditional face-to-face instruction is replaced by web-based online learning. Blended learning involves the effective integration of ICT in the design of courses to enhance the teaching and learning experience of students and teachers, allowing them to engage in ways that would not be normally available or effective in

their usual environment- whether it is primarily face-to-face or distance mode.

Krause (2007) defined blended learning as teaching and learning environments where there is an effective integration of different modes of delivery, models of teaching and styles of learning as a result of adopting a strategic and systematic approach to the use of technology combined with the best features of face to face interaction. The term blended learning is being used in the academic literature with an increased pace. The Academic Society for Training and development in 2003 identified blended learning as one of the top emerging trends in the knowledge delivery (Rooney, 2003). In recent scenario blended learning is the top trend in the knowledge industry. In general the online learning primarily focuses on the off-campus student population whereas the blended learning covers main stream students inside the campus with the incorporation of online technologies into the traditional classroom the “Blending process”. This incorporation process of blending online technologies into the traditional classrooms is often called hybridization so the terms Hybrid learning

and blended learning are used interchangeably. Blended learning sometimes known as hybrid learning; is a teaching and learning model that has a face-to-face class or tutorial component combined with an online learning component.

Following are the recent trends and innovations in the blended learning trends.

1. The deeply student-centered learning

experience: To provide children with the skills and thinking abilities they will need to be successful in a highly competitive, globalized 21st century workplace, a new approach is gaining traction: student-centered learning. Contrary to the old teaching paradigm, because it focuses on student engagement and active learning by encouraging collaboration between teachers and students.

2. Soaring numbers of digital learners:

The number of students taking online classes and different courses keep increasing. Projections are that users will soar to more increase in recent years. The belief that quality distance education can create and extend learning opportunities provides clear ideas about its use. Huge number of the participants is being attracted with the proliferation of free e-learning resources such as

Massive Open Online Courses (MOOCs).

3. Supporting higher-order thinking

skills: This resource illustrates practical activities to improve learning and teaching skills with the utilization of blended learning. It will support improvement by utilizing higher order thinking skills by tackling the following key areas:

- problem solving: seeking and identifying strategies and reasoning
- comprehension and interpretation of statistics
- flexibility of thinking
- using and understanding appropriate mathematical vocabulary
- identifying the steps and using a number of operation
- realizing the importance of accurate calculations
- applying inverse operations

4. Realizing benefits for both

teachers and students: Blended learning can provide an answer to the challenges of teaching from implementing new standards like the Common Core and new assessments, while meeting the needs of a diverse and growing student population.

5. Data-driven instruction to personalize learning:

Real-time data is most effective to meet student needs and state standards. Success depends on leadership that creates an effective vision based on teachers' adoption of a systemic data-driven process that includes blended learning tools and strategies with the ultimate goal of meeting the personalized learning needs of each student.

6. Personalized learning:

Student-centered learning, but taking it seriously requires big changes—new tools, new approaches, and a new mindset. Personalized learning starts with reimagining the student experience—not current system constraints. Personalized learning models are usually accompanied by:

- Blended learning environments
- Lean operations
- Iterative development

7. Productive gamification:

Gamification is a system of points that is designed to motivate engagement in the classroom. Using games to promote learning is not a new idea. But the widespread use of game-based adaptive learning

systems, the explosion of mobile learning applications, and the growing use of game-based strategies makes gamification one of the most important education trends of this decade.

8. The mobile world:

Today's students are no longer the people our educational system was designed to teach. His description of the way children use devices and technology, and the profound effect on the ways in which children will learn based on being "digital natives" were prescient. They are more engaged in learning when using the latest technology, because it's what they are most used to interacting with to gain knowledge, communicate, and play all the time.

9. BYOD and BOYT:

Hobson (2011) said "You're already BYOT [Bring Your Own Technology] but you won't admit it". He was referring to the fact that, despite policies to the contrary, students are not likely to separate themselves from their devices. Hobson and a group of teachers piloted a program Bring Your Own Device [BOYD] and convinced the schools to update their Acceptable

Use Policy to allow students to bring their own laptops, phones, and tablets to school—and put them to use.

10. More broadband

When schools and teachers have access to reliable Internet connections, students can discover new skills and ideas beyond the classroom. The future of our economy and society depend largely on the next generation using and building new online tools and services in the cry of present day educational demand. Access to high-speed broadband is as vital component of school infrastructure as electricity and other basic facilities to fully leverage and implement blended learning in present days.

11. Learning technologies

We need to take advantage of that. It does not mean we should give into designing for every learning preference out there - but we do need to consider how, where and why our audience is participating, and make the classes or design the training to make sense from a cognition perspective.

12. Informal learning experiences

As far as the working environment is concerned, since we know people learn on the job, we can design those on-the-job experiences to be part of our blend. We can provide formal tools for shadowing, and meaningful self-directed work that actually helps people build the next widget or make the next sale.

“The roots of Education are bitter but the fruit is sweet”

--Aristotle

Our Generation

Rida Gull

BS Education

Generation gap is one of the major issues faced at all levels of current generation. It refers to the differences in values, customs and traditions between two generations. Honestly it's not that easy to be part of the generation to whom I belong. Things have changed a lot in past few years more than anything especially in technology, way of living and most importantly thinking process. The problem is in fact related to tackling with all this technology and mind set where we not only have to tackle it ourselves but to make it obvious to elder generation that things have changed and how they have shaped now a days. Back in their days, things had been pretty simple while living with the whole family; I mean the family within a family where you not only had your parents, rather you had a chance of having sister and brothers of your parents as well as the whole family. Such kind of situation made things easier for them e.g. in case you had done something wrong but definitely used to have a chance

of sharing it within family which actually increased chance of knowing what had been right and what wrong. Comparing it with our generation, we hardly find our parents there to share anything with them because of unstoppable speed of time accompanied by the unstoppable desire of getting rich and that is why they do not get enough time for you resultantly you have either to deal with all of the stuff yourself or have to share it with friends of your age to get some suitable solution which would have to be sought from our elders in ideal case, but in reality elderly advice is around no more. Well, it is only one of those thousand reasons that our generation is facing more difficulties than the previous ones.

“Education is an ornament in prosperity and a refuge in adversity.”

GIRL GUIDING IN EDUCATIONAL INSTITUTIONS: NEED OF THE HOUR

Tahzeeb Mahreen
ScholarMS Education

Every day, girls experience significant challenges just due to the fact that they are girls. They have to face what they don't deserve in any case. It's appalling to explain that growing-up today thousands of girls and young women face a super hurricane of pressure from everyday prejudice, sexual harassment, violence, constant scrutiny of their appearance and double standards. As a result, girls not only feel troubled but their self-identity is being put in troubles. To take girls out of this situation, it is important to empower them to face the challenges of life and make them learn to deal with unsupportive situations by providing mentoring services at all levels putting in activities in forms of learning experiences. Girl guiding is one of the best way to learn and do social action through peer education, fundraising, volunteering, community action and using voices to influence change. It helps girls to know about themselves, to find their voices and discover how to use it and feel empowered to do so. It helps to gain skills and confidence so that they feel they can take risks and speak for themselves.

Girl guiding is not a new phenomenon rather it earned importance by means of being formally valued with the formation of The Pakistan Girl Guides Association in 1911 with the Indian Girl Guiding, the girls-only organization became independent in 1947 and a full member of the World Association of Girl Guides and Girl Scouts in 1948. The Pakistan Girl Guides Association works with the mission to provide opportunities for the development of girls and young women, so that they become confident, patriotic and law-abiding citizens capable of performing their duties in the home, as well as at work place. The National Education policies of Pakistan emphasized to organize, expand and activate Girls Guide movement throughout the country utilizing their services inter alia for safety, security, education in emergencies, promotion of literacy and disaster management and so on which makes it very much clear how important is it to run initiatives for it.

Educational institutions in Pakistan need to take steps to promote girl-guiding as a major obligation. Giving girls a space inside of their institution where they could learn to

guard themselves in negatives, where they could learn to clear up troubles and get aware of dealing daily affairs is important. Girl guiding forum can shape lives of girls in terms of social, emotional, physical, moral and intellectual development. It would not only provide opportunities to girls to increase their identity but also the ventures to learn taking responsibility, to develop their self-esteem, to gain self-confidence through fun and friendship and to end up reliable group individuals and assured

leaders. Such a forum will make them adept to process facts via activities and challenges, they experience and make choices for self-reflection. In addition it will help girls to speak out what is holding them back and would cover a great demand of women empowerment.

**“The purpose of education is to replace
an empty mind with an open one.”
—Malcom S. Forbes**

Random Facts

**Sana Sohail
MA Education**

- Most lipstick contains fish scales.
- Canada is an Indian word meaning big village.
- Ketchup was solid in the 1830's as a medicine.
- The tongue is the only muscle in the body that is attached at only one end.
- If a man sneeze too hard, he can fracture a rib.
- The cigarette lighter was invented before the match.
- The Eiffel tower shrinks 6 inches in winter.
- A starfish can turn its stomach inside out.
- All polar bear are left handed.
- There are square water melons in japan.
- If you keep a gold fish in a darkroom it will eventually turn into white.

Poem

My Man, my Dad

**Rida Gull
BS Education**

It was noon, the day seemed silent and scared,

When I was lying on my couch, done with watching out.

There appeared a loud merciless voice in my ears,

I wondered of hearing this voice in my room after age,

And boom! The loud voice of anger and scream came closer in rage.

Very manly it entered with a glee,

I knew it was him, the strong, the great him,

“What bothered you to come here dad”? I asked in soft scared voice,

“I am heading out, do you want anything hoise”?

Yes dad yes! I want you to come to me and hear the world out of me,

But before I could say anything, the voice raised and terror,

“You need to be quick, I will buy the world for you but I don’t have much time”.

“Nothing’ dad! Nothing but I love you”.

Poem

Human and Nature

**Rida Gull
Student BS Education**

*When I go near the sky, I feel
I feel, washing of my Hippocratic stains,*

*A sunshine comes closer to me and says:
Don't give ways to selfish rays.*

*A spark from moon wants me stay,
From all the prognostic ways.*

*This I couldn't understand
And then whispered a bird in my ear:
Alas! Stay away from this world.*

Poem

A SMILE

**Sana Sohail
MA Education**

A smile on your beautiful face.

How important is in some case.

Smile when happy, smile when sad.

Smile in trouble or you'll become mad.

Smile when your dream are not coming true.

Smile when harsh words are being spoken of you.

Smile with friends, smile when you are alone.

Why not smile all the time till all the bad things are gone.

Smile when teased, smile when being hit.

This will be difficult but try a little bit.

Either with in known company or anywhere.

Don't forget that a smile should be there.

Poem

Phenomenal Woman

**Sana Sohail
MA Education**

I am the color of blue sky

I am the coolness of springs

I am the warmth of midsummer

I am the dream of unattainable things

I am the purity of Mary

I am nature's best prize

When I can be so much

Why do they make me otherwise?

Why do they turn me into a moonless night?

Why they make me a polluted pond,

Why they turn me in a wintery moon,

Why make me lament and moan,

I am a gift, cherish me,

I am worth cherishing, protect me.

Poem

DIAMONDS IN NIGHT

**Sana Sohail
MA Education**

*Diamonds in the night,
They don't have any fight
They are always bright
They shine with their might
Diamonds in the night*

*Together they make a pretty sight
They go on path moving right
I the dark they shows us light
We cannot reach them
They are on a height
Diamonds in the sky*

*They twinkle not to feel fright
They are our head's delight
Diamonds in the night.*



NACTE AWARDS “X” CATEGORY TO THE PROGRAMS OF DEPARTMENT OF EDUCATION

BS (Education) and B.Ed (Elementary Education) programs of Department of Education, Faculty of Social Sciences, IIUI have been awarded “X” category status by the National Accreditation Council for Teacher Education (NACTE).

External audit of BS and B.Ed (Elementary) Education programs was held in April 2017 according to National Standards for Accreditation of Teacher Education Programs devised by NACTE.

Prof. Dr. Samina Malik, Dean Faculty of Social Sciences congratulated Chairpersons Department of Education; Dr. Shamsa Aziz and Dr. Muhammad Munir Kayani. Dr. Shamsa Aziz, Chairperson Department of Education applauded focal person NACTE; Dr. Munazza Mahmood and all faculty members for their professionalism, dedication and team work during the entire process of accreditation.

TEACHERS’ DAY CELEBRATIONS

Teacher is the most important person in the educational domain and deserves appreciation. For this purpose Teachers’ Day is celebrated every year on October 5. To highlight the significance of teachers in society Department of Education, Female Campus organized Teachers’ Day activities to pay tribute to the teachers. Students of MA Education 3rd semester decorated Fatima block and Maryam block and greet teachers warmly with badges Furthermore; students have organized the walk in the campus to mark the day. It was largely participated by the Director Female Campus Prof. Dr. Farkhanda Zia, Chairperson Department of Education Dr. Shamsa Aziz, faculty members and students for the acknowledgment of the teachers. They were carrying banners to highlight the worth of teachers in the world. Participants of walk lauded the significance of Teachers integrity, prosperity and honor. Dr. Shamsa Aziz appreciated the determination and enthusiasm of students of MA Education 3rd semester.



Sabika Khanum

MA Education



Truck art

Sana Sohail
M.A Education



Directorate of Distance Education

International Islamic University, Islamabad is an international seat of Islamic learning in Pakistan, which provides every opportunity for an all-round and harmonious development of individuals and society and reconstruction of human thought on Islamic foundation. The foundation of the University was laid on the first day of the 15th Hijrah Century, Muharram 1, 1401 (November 11, 1980). This landmark of the beginning of the new century symbolizes the aspirations and hopes of the Muslim Ummah for an Islamic renaissance. The desire is to produce scholars and practitioners, imbued with Islamic learning, character, and personality, capable to meet the economic, social, political, and intellectual needs of modern times. The University started as “Islamic University” with 9 students enrolled in its LL.M degree program and classes were conducted at the Campus of Quaid-i-Azam University, Islamabad. The University was restructured and reconstituted as “International Islamic University” by the promulgation of the International Islamic University Ordinance 1985 by the President of the Islamic Republic of Pakistan in March 1985.

Higher Education Commission has included International Islamic University, Islamabad (IIUI) in its Distance Education Project vide letter No. Ref. DG (QAA)/HEC/DDE (IIUI)/2015/392, dated 09.07.2015. In the beginning, IIUI is offering only Master programs in some Departments but later-on more programs (BS, MS & Ph.D.) will be offered through distance mode of learning in different Departments of the University.

A Directorate of Distance Education manages all the activities and tasks for the programs offered through Distance Mode. The University aims at achieving higher standards of excellence by setting up a wide range and developed distance education mode in future to offer services to the nationals. There are different committees to look after the functioning of Directorate of Distance Education to enhance the quality of running programs.

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