

REPORT OF SAP'S WORKSHOP

(Phase II)

Developing Science Teachers as Inquiry Promoters in the Context of STSE

Venue: **Govt. College for Elementary Teachers, Bosan Road, Multan**

Dated on: 20th Feb, 2010

Timing: (09:00am – 02:00pm)



SAP

Science Association of Pakistan

SAP's Introduction

The Science Association of Pakistan (SAP) was formed on the 14th October 1998 as a voluntary non-governmental, non-political and non-profitable organization by science teachers from all over Pakistan at the Aga Khan University – Institute for Educational Development (IED).

Vision of SAP

“To improve the quality of Science Education in Pakistan”

Workshop's AIM

SAP offered an innovative and contextually relevant program '**Developing Science Teachers as Inquiry Promoters in the Context of STSE**' for the science teachers of Multan with the collaboration of **Idara-e-Taleem-o-Aagahi (ITA)**. This program's ultimate aim is to enhance student learning outcome in a fundamental content of science through teachers professional development in planning and implementing inquiry based lesson in the context of STSE.

Outcomes

Outcomes of the training are as:

- Recognize the key aspects of the New National Curriculum 2006.
- Recognize the processes of learning and children learning science.
- Explain the key aspects of concept of scientific literacy and Science Technology Society & Environment (STSE) through an analysis of the NCE 2006.
- Experience some aspects of NOS relevant to school science;
- Engage in the development of some assessment tool;
- Experience the learning of matter in the context of STSE and Plan, apply, reflect and modify lesson plans through a collaborative approach.

Methodology

The participants were being engaged in learning through

- ✓ interactive and learner centered approaches
- ✓ inquiry
- ✓ demonstrations
- ✓ role plays
- ✓ active reading
- ✓ writing
- ✓ ICT
- ✓ hands-on approaches
- ✓ minds-on approaches

Resource Persons

- Ms. Farah Huma
- Ms. Erum Zehra
- Ms. Surraiya Yousufi

ITA-IPL Representatives

- Mr. Muhammad Ahsin Imtiaz (Training Coordinator)
- Mr. Rana Mubashir Latif (DM Sheikhpura)
- Mr. Adnan Khalil (T & MD)

List of Participants

Sr. #	Name	Name of Schools
1	Abida Qamar	OPF Public School Multan
2	Adnan Khalil	ITA
3	Afshan Nigar	G. G. P. S. Multan
4	Asma Kiran	St. Joseph High School Bishop House Multan
5	Dhanak Junaid	City School Multan
6	Faisal Siddique	St. Joseph High School Bishop House Multan
7	Farah Deebea	G. G. H. S. Multan
8	Firdous Anjum	OPF Public School Multan
9	Irum Nawab	G. Lab. Model School Multan
10	Kousar Nasreen	G. G. E. S. Basti Khudadad Multan
11	Kousar Perveen	G. G. M. S. Basti Musawali Multan
12	Kousar Perveen	Junaid public School Multan
13	M. Shafiq	Azam Public School Multan
14	Mazhar Mumtaz	G. Islamia H. S. Daulat Gate Multan
15	Muhammad Farooq	G. Islamia H. S. Daulat Gate Multan
16	Muhammad razman	G. H. S. Mardan Pur Multan
17	Muhammad Sajid hameed	G. Lab. Model School Multan
18	Muhammad Yousuf	G. Islamia H. S. Daulat Gate Multan
19	Munazza Jabeen	OPF Public School Multan
20	Naney Joseph	St. Mary's Convent Girls H. S. S Multan
21	Nasira Begum	G. G. P. S. Multan
22	Nazli Junaid	St. Mary's Convent Girls H. S. S Multan
23	Nighat Perveen	OPF Public School Multan
24	Nuzhat Ehsan	OPF Public School Multan
25	Perveen Qureshi	G. G. P. S. Sharif Pura Busti Shorkot Multan
26	Rana Mubashar Latif Khan	ITA
27	Razia Khatoon	G. G. P. S. haji Block Kudadad Multan
28	Rubina Shaheen	G. G. P. S. Ali Wala Multan
29	Rukhsana Perveen	G. G. M. S. Basti Musawali Multan
30	Samina Batool Gadezi	G.G.H.S. Piran Ghaib Multan
31	Shahnaz Akhtar	G. G. P. S Thakhan Wala Multan
32	Shakeela Perveen	PST G. G. H / S / S Piran Ghaib Multan
33	Shamim Akhtar	EST G. G. H / S Piran Ghaib Multan
34	Sumbul Hameed	St. Joseph High School Bishop House Multan
35	Sumera Shaheen	Junaid public School Multan
36	Syed Atta Ullah Shah	G. lalli Model School Bosan Road Multan
37	Syed Sajid Hussain Shah	G. H. S. Mardan Pur Multan

SESSION PROCEEDINGS

Session starts with the recitation of Holy Quran by a participant.

Activity 1: By Miss Farah Huma

❖ **Human Body Crystogram Worksheet**

What is the most commonly broken bone? Is the question for which participants have to work to search for the answer? Participants worked in their groups and found the answer.



Activity 2: By Miss Farah Huma & Miss Surraiya

❖ Mystery Powder Investigation

This activity helps the participants to find the answer of given powder (named mystery powder). First of all, participants use the hypothesis and then by checking the physical and chemical properties of the given powder they concluded the exact answer (name of the powder).



Activity 3: By Miss Surraiya

❖ Match the suitable information for the given topic

An envelop was given to each group in which there were different pieces of papers with different headings. In this activity participants have to work on suitable answer for the given topics. Lot of information was given under one topic.



Activity 4: By the participants

❖ Presentations

After each activity participants had a proper time to share their view or present in front of the others. The remaining participants were allowed to question them.



Activity 5: By Miss Farah Huma & Miss Surraiya

❖ Survey form

A survey form was given to each participant to fill for Continuous Education Program (CEP). The purpose of this form was to check the knowledge of participants on Continuous Education Program (CEP).



Facilitation



Activity 6: by Miss Farah Huma & Miss Surraiya

❖ Evaluation Form

Evaluation forms were distributed among the participants to check their views about this workshop

Lessons Learnt / Views of the participants:

- The Phase II training's environment was very friendly and interesting as compared to the Phase I.
- Teaching methodologies, techniques and AV Aids gave them idea to introduce and apply these tools for better learning in classroom.
- The time seems too short for more learning.
- Punctuality was not observed throughout the training by the Trainees.
- Training room was managed with new tips like AV-Aids.
- The training was successful but this was deeply observed that the assignments given to the participants (i.e. Lesson Plans) were not submitted.
- Use of multimedia made the training very interesting and easy but load shedding made it a bit stinging.

REPORTED BY

Adnan Khalil (ITA)