

research in Islamic economics. More top of that, they can promote and enhance the production of basic and applied research to support the Islamic financial industry. Moreover, the conference underlined that the role of Islamic finance in economic development and the potential of zakat, awqaf and voluntary sectors in promoting financial inclusion and contributing to policy discourse on poverty alleviation need to be highlighted.

Specially, the Islamic economists should make serious efforts in practice to ensure the realization of the institutional and policy aspirations of the original Islamic economic thinking. In particularly, funds should be mobilized and allocated in the process that can generate productive real economic activity based on the profit-loss sharing principle in line with the basic fundamentals of Islamic economics and finance.

Finally, the Qatar Faculty of Islamic Studies (QFIS) of the Qatar Foundation's Hamad Bin Khalifa University and the International Association of Islamic Economics (IAIE) offers to organize and host the 10th ICIEF in Doha during December, 2014 and the participants welcomed the decision with joy.

Foyasal Khan

Research Associate, BIIT and
PhD Student (Economics) IIUM,
E-mail : foyasal.khan@gmail.com

International Conference on Teacher Education in the Muslim World (ICTEM), 2013

ICTEM, 2013 was organized by the Institute of Education (INSTED), International Islamic University Malaysia (IIUM). It was held on 12 - 14 November 2013 at a hotel Royale Bintang Damansara, Malaysia. The main theme of the ICTEM 2013 was "Redesigning Pedagogy: Transformative Value Based Education".

The main objectives of the conference were to share experiences and develop scholarship on teacher education in the Muslim world; to establish a global network of collaboration among Muslim teacher educators, policy makers, scholars and administrators and also to initiate collaboration among Muslim countries for developing a quality assurance framework for the accreditation and certification of teacher education programs in the Muslim world.

The subthemes of the ICTEM were Teacher Education and its related topics such as :

1. Philosophy, Policies and Programmes
2. Accreditation and Certification of Teacher Qualifications
3. Teachers and Teacher Educators

4. Systems of Teacher Education
5. Different Levels of Teacher Education
6. Specific Subjects: Mathematics, science, and technology teacher education; language and literacy teacher education; social studies and Islamic religious education teacher education; ICT and teacher education.
7. Leadership and Supervision Training: Lifelong Learning
8. New Technologies
9. Vocational Education

The expected outcomes of the conference were: Publication of edited books on teacher education in the Muslim world; Formulation of acceptable standards of teacher education and training in the Muslim world; Initiate efforts towards the accreditation and certification of teachers in the Muslim world; The establishment of a network among Muslim teacher educators for collaboration in areas related to research and innovation; Launching and first AGM of the International Society of Muslim Educators (ISME).

First day started at 0800 with the registration followed by parallel session-I. In this session paper were presented briefly on the topics- Paradigm Shift, Interracial Interactions, Instilling Murabbic Values, Measurement Model of Motivation, Action Research, Teacher's Worth, Muslim Personality Scale and 4 other papers on Accreditation and Certification of Teacher Qualification in Arabic.

Conference Welcoming session began at 10.50 with Negaraku (Malaysia's National Anthem), IIUM song and recitation from Al-Qur'an. Chairman of ICTEM 2013 Associate Professor Dr. Siraje Abdallah Ssekamanya presented the welcoming remarks followed by the speech by Professor Dato' Sri Dr. Zaleha Kamaruddin, Rector, IIUM. This session concluded with valuable Keynote address of Yang Amat Berbahagia Tun Dr. Mahathir Mohamad, the 4th Prime Minister of Malaysia. In his speech, he suggested educators to give emphasize on English, Maths, Science and new technology. Ethics and character Education process begins with training a teacher. So educators have to pay sufficient time for moral education and have to re-examine the context. According to Dr. Mahathir being able to help the country is being Nationalism,

Next Parallel Session continued from 1430 to 1545. Presenter from different countries presented paper on Teacher Training and Leadership. The topics were Language Skills, Integrating Islamic Values, Moodle-Based Home Assignments, Religious education, Transformational Leadership, Imam Zarnuji, Knowledge Management, and Organizational Culture. 4 papers were presented in Arabic on Teacher Training.

A valuable key note address was presented by Professor Laurence Splitter (splitter@ied.edu.hk) on the Topics "Dealing with the tensions between a transformative value -based education and cultural traditions. How philosophy can help." Professor Splitter (D.Phil, Oxon) is currently Director of General Education and Philosophy at the Hong Kong Institute of Education. He is a renowned scholar and educator in the field

of Philosophy for Children. This session concluded with a worthwhile question-answer session.

The first day of conference terminated after a delicious tea- break at 1730.

On 13 November, Wednesday 2nd day of conference begins at 0900 with Parallel Session-III. Topics of the papers of this session were Functional Syllabuses, Pedagogy of Philosophical Inquiry, Redesigning Evaluation, Virtual Classroom, Using 2.0 Technologies, Flipped Classroom, Metacognitive Strategies, Bloom's Taxonomy, OAACC (Observations, Association, Ask, Concluding and Communicating) Methods on Mathematics Learning, Quranic Education, and Learning Arabic Language.

Next Parallel Session- IV continued 1030 to 1145. Discussion of this session was based on the topics : Creative Drama and Story Telling in Enhancing Thinking Skills, The Needs of Autism students, Psychology based on the Quran and Sunnah, Parental involvement on Students' Learning Motivation, Pre-Service Teacher Education, Critical Learning, Effective Teaching of Novice Teachers, Professional Learning Activities for Physics Teachers, The Relationship of Academic Self-Regulated Learning Strategies and Test-Anxiety among Trainee Teachers, Women as a Leader in Traditional Peasantry. 4 other papers were in Arabic and 3 in Malayan language.

3rd Keynote address was presented by Prof. Ryoko Tsuneyoshi on the topics "*Japanese Character Education*". Ryoko Tsuneyoshi is a professor of comparative education at the University of Tokyo. She has a Ph.D. in Sociology from Princeton University in 1990. As she described the Japanese elementary schools reward effort rather than achievement. The focus is on the whole child, not just on his or her intellectual development. Character formation and social skills are considered as important as progress in academic subjects.

After Lunch and *Juhr* break began Parallel Session V. It continued 1430-1545. This session included Problem- Based Learning to Enhance Students' Understanding and Motivation, Learning Disabilities among Pre-service and In-service Teachers, Educational Experiences of Malaysian Students attending Australian Schools, Muslim Counselors in Dealing Muslim Effeminate, Ummatic Global Education for the 21st Century, Lifelong Teacher Development in Teaching English, Enhancing Reading Skills via CARE(Computer Assisted Reading) Programme, Conceptions of Autonomy in Language Learning from a Cultural Perspectives Using Q Methodology, Value Education in Teacher Training Curricula of Bangladesh, Technology and Morality: The Development of Information and Communication Technology and Junior High School Students' Delinquency. There were more four papers in Arabic Language on Teacher and Teacher Education. Four Papers on Malayan Language on 'Training Teacher on Specific Subjects' and 'Teacher and Teacher Education'.

Parallel Session VI started at 1545 with 6 presentations in Arabic, 4 in Malayan Language on new technology, teacher education and educational philosophy and other 4 in English.

The title of the papers were ‘Why Teachers use Malay Language in Arabic Language Classroom’, ‘Disclosure of Akhlaq Construction Students’ Akhlaq Assessment’, ‘Barriers of Moral Development among Adolescents : A Content Analysis of Empirical Literature’, ‘Quality of Teacher Education : An Approach of Motivation towards Learners’. 2nd day sessions ends with afternoon tea at 1730.

Day 3 was on Special discussion on the Inauguration of the ‘International Network of Muslim Educational Researchers’ (INMER). Discussing with all the participants objectives and committee members were selected. The objectives of the INMER are to collaborate with all the educational researchers of the Muslim world and to disseminate the findings. Professor Dr. Rosnani Hashim has been selected as President and Assoc. Prof. Dr. Ssekamanya Siraje as Vice-President. Dr. Shafeeq Hussain Vazhathodi al-Hudawi faculty member of University Teknologi Malaysia (UTM) has taken the responsibility to co-ordinate the researchers of South Asian regions.

After having a tea-break Parallel session VII continued 1030 to 1145. The presented papers were Quranic Education, Curriculum & Ideology : The Bloodless Coup of Salahuddin, Kh. Imam Zarkasy’s Concept of Moral Education, Prophetic Literature Learning towards Politeness and Character, Fillal Piety, Family/Cohesion and Spiritual Well being among Malay Adolescents. 8 other papers were in Malayan and Arabic language. This session ends with a question answer session.

Keynote address IV was presented by Prof. Glenn Hardaker. He is a National Teaching Fellow (HEA) and Professor of Innovation Management at the University of Huddersfield, UK. He has been a teacher and researcher of innovation and learning for 20 years. The topic of discussion was “Islamic Education: Bridging the gap between tradition and Innovation.” Prof. Hardaker discussed on transformative education i.e. modern education fix with Islamic one. He identified some aspects of Islamic pedagogy like Kinesthesia (Action -learning), Oral learning (al-Qur’an), Embodiment (Spirituality with Physical activities- belief with rituality). According to him education has to be a basic from Suratul Fatiha. A very basic thing to know is the Lord of the world and Straight Path from Suratul Fatiha. This session ended with a fruitful question- answer discussion.

This 3 days conference, ICTEM 2013 came to an end with the concluding speech by Prof. Dr. Rosnani Hashim, Dean, INSTED, IIUM, advisor of ICTEM. More than 100 presenters from all over the world bring the ICTEM 2013 a great success. The participants and presenters were from Australia, Bahrain, Bangladesh, Brunei, Egypt, India, Indonesia, Iraq, Kuwait, Libya, Malaysia, Nigeria, Oman, Saudi Arabia, Sudan, Turkey, UAE, and Yemen. After Juhur and Lunch ICTEM2013 committee arranged a guided tour for the participants and the presenters to Kualalampur city and International Islamic University Malaysia (IIUM). Follow-up of the outcome of this conference will bring a great success in Education field.

Rowshan Zannat

Research Fellow, BIIT

E-mail : maryammayen@yahoo.com