

[View this email in your browser](#)



NIE is proud to co-publish three education journals with Routledge, a member of the Taylor & Francis Group.

NIE Journals Quarterly Issue #6

We invite you to explore a range of new articles and issues published in the suite of three academic journals by the National Institute of Education, Nanyang Technological University, Singapore – *Learning: Research and Practice*, *Asia Pacific Journal of Education* and *Pedagogies: An International Journal*.



CITE THE PAPER

Whenever appropriate, cite the article in other works. Repeating keywords and phrases will increase the likelihood your article will be at the top of a search engine list, making it more likely to be read.

OPEN ACCESS

With a nominal publishing fee, open access makes the article easy to find. Interested readers need not rely on a subscription to the journal or library to access the article.

PRESS RELEASE

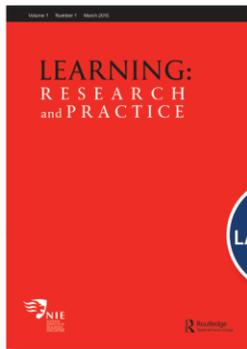
Work with the press office in your university to prepare a press release about your research study. Taylor and Francis is also happy to support this. Find out more [here](#).

SOCIAL MEDIA

Promote the article in your personal social media accounts such as Facebook, Twitter, Google+ and LinkedIn. When using these social media platforms, include a full link to the article to make it accessible for people.

Learning: Research and Practice

(Included in Scopus)

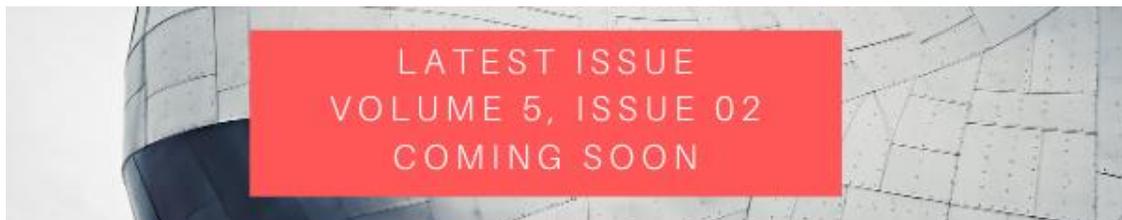


NEWLY
LAUNCHED
IN 2015

Learning: Research and Practice (LRP) aims to be the journal of choice for learning theorisations and empirical scholarship that challenge the existing view.

Email: learning.journal@nie.edu.sg

Follow *Learning: Research and Practice* on [Twitter!](#)



Brain literacy empowers educators to meet diverse learner needs
Zachary Walker, James B. Hale, S.H. Annabel Chen & Kenneth Poon

Brain literacy training is vital as this paper provides a rationale for a critical teacher education need for the inclusion of diverse learner needs. Three important factors are important in considering educational neuroscience for educators and allied school practitioners. First, the foundations and history of professional educator development in educational neuroscience will be considered. Secondly, a brief review of the empirical learning science literature within the context of science-based education will be considered. Thirdly, a rationale for including a more intensive brain literacy training for educators is provided.

Interpreting the Cognitive and Academic Outcomes of the Arrowsmith Program

Rachel C. Weber, Ronan Denyer, Negin Motamed Yeganeh, Rachel Maja, Meagan Murphy, Stephanie Martin, Larissa Chiu, Veronique Nguy, Katherine White & Lara Boyd

Learning disabilities are currently conceptualised as involving underlying weaknesses in cognitive processing. One such programme, the Arrowsmith programme, targets a broad array of cognitive domains. This study evaluated the cognitive and academic growth of students who participated in one academic year of the Arrowsmith programme and examined whether baseline MRI-derived myelin water fraction (MWF) and cognitive abilities were correlated with intervention outcomes. Participants demonstrated overall cognitive and academic growth as well as individual areas in which they improved after one year. Some areas of cognitive and academic growth were significantly correlated, suggesting a relationship in skill improvement. These results suggest that the Arrowsmith programme may be associated with improvements in cognitive and academic skills.

[Access the Journal](#)

Asia Pacific Journal of Education

(Included in Social Sciences Citation Index)



[Asia Pacific Journal of Education](#) (APJE) focuses on major shifts in educational policy and governance, curriculum and pedagogy, and on the everyday lives and practices of students and teachers in the Asia-Pacific Rim.

Email: apje@nie.edu.sg



APJE is currently calling for special/focus issue proposals on the following topics:

- **Research-practice partnerships in Asia**
- **School improvement in Asia**
- **Struggles over differences: Addressing learner diversities**
- **Shifting assessment paradigms: East and West**
- **Inquiry-based learning in the disciplines**

All proposals will be reviewed by the editorial board and subject to approval.

E-mail proposal(s) to: apje@nie.edu.sg

[Proposal Template](#)

RECENTLY PUBLISHED ARTICLES

[Stakeholders' perceptions and recommendations of a high school leadership development programme for athletes in Singapore](#)

Koon Teck Koh, Leong Seng Morris Koh, Gordon A. Bloom, Tood M. Loughhead

This study examined the perceptions of key stakeholders of a high school athlete leadership development training programme. Participants included 36 athletes (males = 23, females = 13) from two team sports (rugby $n = 11$ and volleyball $n = 6$) and two individual sports (bowling $n = 8$ and table tennis $n = 11$), as well

as four coaches representing each of these sports and four teachers. Individual interviews were conducted for coaches, teachers, and athlete leaders, while athletes took part in focus group interviews. Inductive thematic analysis was used to analyse all data sets. Results showed that the athlete leadership programme developed qualities such as responsibility, role modelling, motivation, communication, perseverance, and team unity that would help athlete leaders perform their roles and responsibilities. The results also highlighted some limitations including earlier involvement from key stakeholders, tailored training for athlete leaders, and a more effective transfer of learning.

Shifting landscapes in higher education: a case study of transferable skills and a networked classroom in South-East Asia

Margaret Anne Carter, Anita Lundberg, Lennie R.C. Geerlings, Abhishek Bhati

The rapidly changing workforce of the C21st places increasing demands on higher education institutions to produce graduates who possess sound academic credentials and key skills, and who furthermore demonstrate the ability to transfer knowledge and skills from their studies to the workplace. This paper begins with a definition of key/core skills, followed by a discussion of how they relate to transferable skills. A review of literature regarding the transference of skills from tertiary settings to workplaces in South-East Asia reveals that most literature of the region addresses key competencies rather than the transferable skills that employers value.

Pedagogies: An International Journal

(Included in Emerging Sources Citation Index)



Pedagogies: An International Journal (PED) is about change and innovation in the most common, typical, and central of educational processes: teaching and learning in formal and informal educational settings.

Email: pedagogies@nie.edu.sg



Days from submission to first decision: 90 days
Days from acceptance to publication: 3 weeks
Number of paper downloads per annum: 25,000

(Figures are derived based on the average)

RECENTLY PUBLISHED ARTICLES

[Teacher enthusiasm in a science course for preservice elementary teachers: manifestations, impacts and influences](#)

David Palmer, Jeanette Dixon, Jennifer Archer

Enthusiasm is a quality of efficient teachers, but teacher enthusiasm can be influenced by the way students respond. Teacher enthusiasm might therefore be difficult to maintain in compulsory courses, in which students sometimes have negative dispositions towards the content. This study focused on a science course in an elementary teacher education degree in Australia. Data were collected during and after the course, by open-ended questionnaire (569 responses) and interview (25 students and one teacher). It was concluded that teacher enthusiasm can still be maintained at an effectual level even when students are not necessarily positively predisposed to the subject.

[Realizing powerful writing pedagogy in U.S. public schools](#)

Nadia Behizadeh

In this theoretical article, I argue that classroom teachers are in an ideal position to help students make sense of and take action regarding pressing social issues. Yet according to past research, writing instruction in the United States tends to focus on short, formulaic assignments that do not require criticality or connect to real-world events. Additionally, this trend is more pronounced for historically underserved students, particularly students of color and/or students with lower socioeconomic statuses.

[NIE Journals FAQ](#)

[Subscribe Me to this Bulletin](#)



An Institute of

