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RPIC 2021
Cancelled
WE WILL BE BACK IN 2022!

An Institute of
NANYANG TECHNOLOGICAL UNIVERSITY
SINGAPORE

The 8th edition of the Redesigning Pedagogy International Conference (RPIC) originally scheduled for 17 - 19 March 2020 has been cancelled, due to the current COVID-19 pandemic and global travel restrictions. In the meantime, the conference committee is looking forward to 2022, where we hope to host you for the 9th edition of RPIC with a brand-new theme.

RESEARCHER IN THE SPOTLIGHT

Bringing Research to Greater Heights

In November 2020, Dr Dennis Kwek was appointed as Centre Director, Centre for Research in Pedagogy and Practice (CRPP). Over the years, since its establishment in 2003, it has been led by its key mission to advance knowledge that promotes the improvement of teaching and learning in Singapore and the wider educational community. [Read more.](#)



IN THE MEDIA

Dr Sun Baoqi and Dr Goh Hock Huan, research scientist from CRCD and CRPP respectively, were featured in a *Lianhe Zaobao* article. In the article, they shared their findings from their research study that examined 2,131 P4-5 students' changes in their bilingual reading enjoyment, reading amount, and access to reading resources, in print and digital formats during the Home-based Learning. [Read more.](#)

WEBINARS



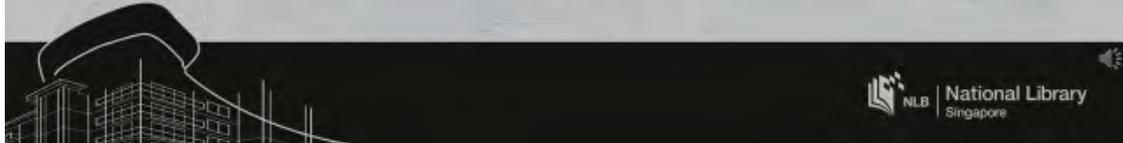
Making Research on Motivation Accessible and Meaningful to Practitioners

This panel discussion involves speakers from NIE and NTU, Australia Catholic University, and the Academy of Singapore Teachers. Three seasoned researchers share about their research findings to practitioners. A master teacher shares about the challenges experienced by practitioners in motivating students and how practitioners can apply and make sense of research on motivation.

Office of Education Research - NIE. (2020, December 21). [OER PD Global Panel] *Making research on motivation accessible and meaningful to practitioners* [Video]. YouTube. <https://youtu.be/SXvWwHPgQoQ>

EDUCATION IN THE CITY

Exploring Technology to Support Learning in the New Norm

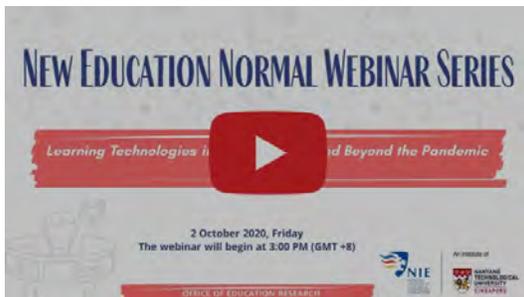


Exploring Technology to Support Learning in the New Norm

Uncover the theories, practices and strategies to harness the power of technology and create effective learning at home and in school. Discover learning tools that will help nurture a positive digital culture for children.

National Library Singapore. (2020, October 9). *Education in the City: Exploring technology to support learning in the new norm* [Video]. YouTube. <https://youtu.be/7iBcXLkmWD8>

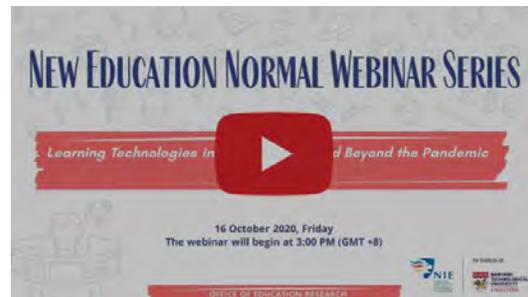
New Education Normal Webinar Series



Learning Technologies Amid and Beyond the Pandemic Part 1

In this two-part panel series, NIE research scientists explore critical perspectives of teaching and learning in and out of classrooms akin to their areas of research in the learning sciences and technologies. The panelists share their empirical blended learning and 1:1 (one-device-per-student) settings.

Office of Education Research - NIE. (2020, October 16). *Learning technologists amid and beyond the pandemic part 1* [Video]. YouTube. <https://youtu.be/dgug8nEoY6o>



Learning Technologies Amid and Beyond the Pandemic Part 2

Part II of the panel features OER's research scientists, who are specialised in techno-pedagogical models that prominently leverage a student-generated ideas and peer discourse to accomplish student-centred learning and knowledge co-construction within blended learning settings.

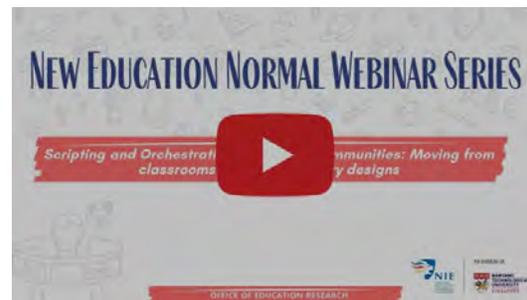
Office of Education Research - NIE. (2020, November 9). *Learning technologists amid and beyond the pandemic part 2* [Video]. YouTube. <https://youtu.be/a5vMRfQsHS0>



Pedagogy-informed Design of New Education at Scale

In this session, Prof Mike Sharples from The Open University, UK discussed the pedagogies of Social Learning for the FutureLearn MOOC platform and Citizen Inquiry for the nQuire platform, developed in collaboration with the BBC.

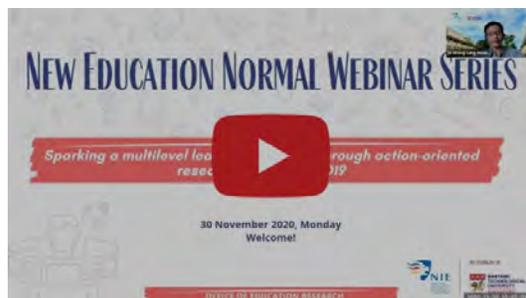
Office of Education Research - NIE. (2020, November 16). *Pedagogy-informed design of new education at scale* [Video]. YouTube. <https://youtu.be/mE3CkbfPTAk>



Scripting and Orchestration of Learning Communities

In this session, Prof Jim Slotta from OISE, University of Toronto presented a decade of his research concerned with establishing and supporting communities of learners in K-12 and higher education classrooms.

Office of Education Research - NIE. (2020, December 1). *Scripting and orchestration of learning communities* [Video]. YouTube. <https://youtu.be/-8h7gQ9JZNg>



Sparking a Multilevel Learning Epidemic through Action-oriented Research during COVID-19

In this session, Prof Nancy Law from University of Hong Kong's Faculty of Education, talks about her study which sought to achieve the goal of enhancing comprehensive capacities to improve the education opportunities, digital competence and well-being of students through rigorous “action-oriented” research.

Office of Education Research - NIE. (2020, December 14). *Sparking a multilevel learning epidemic through action-oriented research during COVID-19* [Video]. YouTube. <https://youtu.be/0AxBGfnwIGs>

EVENTS



OER Professional Development Webinar on Making Research Accessible and Meaningful to Practitioners

This PD session took the form of a panel discussion, exploring a framework on developing partnerships amongst different stakeholders in education and disseminating research findings amongst these stakeholders. [Read More](#)



Education in the City: Exploring Technology to Support Learning in the New Norm

OER held the second *Education in the City* webinar on 11 September 2020, in collaboration with the National Library Board. [Read more.](#)



Supporting Primary School Students with Special Needs

OER, in conjunction with AST, organised the OER-AST Research Webinar which was attended by over 250 educators, educational psychologists, and allied educators. [Read more.](#)

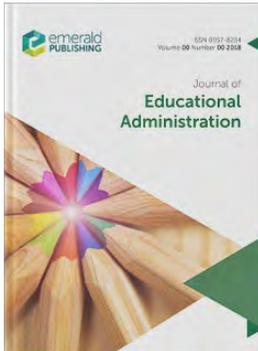


On the Road Toward Fostering Greater Self-directed Learning in MOOCs: Research Toward Better Design Practices

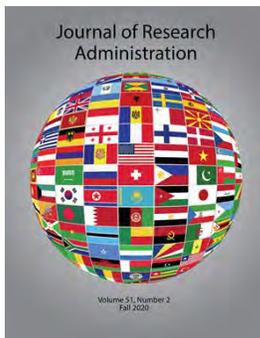
The speakers at this webinar discussed two studies they conducted on MOOCs and 20 strategies to facilitate self-directed learning in MOOCs they learnt as a result of those studies.

[Read more.](#)

RESEARCHERS' ACHIEVEMENTS



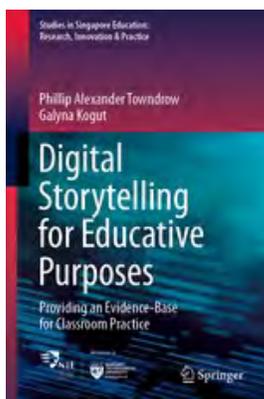
Dr Jeanne Ho, Dr Trivina Kang and Dr Imran Sha'ari have had their paper published in the Journal of Educational Administration. The paper, titled “Leading from the middle: Vice-principals in Singapore as boundary spanners” arose from their project “Vice-principals in Singapore: Key Leadership Roles, Enablers and Constraints”. [Read more.](#)



Assoc Prof Rita Silver has published a paper with Ms Kumutha Malar d/o Krisnan and Ms Ng Qiu Ting Yvonne in the Journal of Research Administration. It is titled “Re-thinking Online Meetings During Covid-19 Pandemic and Moving Forward”. [Read more.](#)



Dr Yu Yue has co-authored a paper with Dr Nirmala Karuppiah and Mdm Renee Phee. It is titled “Questioning during story-telling activities in Singapore pre-schools” and published in the *Asia-Pacific Journal of Research in Early Childhood Education* . [Read more.](#)



Dr Philip Towndrow and Dr Galyna Kogut have written a book titled *Digital Storytelling for Educative Purposes: Providing an Evidence-Base for Classroom Practice*. [Read more.](#)



Asst Prof Vahid Aryadoust presented at an online forum based on his project. The forum was organised by the ASEAN-QA Association, who aims to strengthen capacity for internal and external quality assurance in higher education. [Read more.](#)



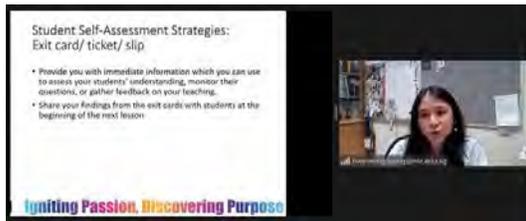
Assoc Prof Chen Wenli wins Best Paper Award (English Track) at the 24th Global Chinese Conference on Computers in Education 2020. [Read more.](#)



Assoc Prof Rita Silver presented on “Undertaking Research in English-Medium Instruction (EMI)” at the Fudan University Emerging Scholars Symposium. [Read more.](#)



Assoc Prof Mukhlis Abu Bakar worked with eight families on a project which led him to new research questions that he addressed in a chapter in the book, *Charting an Asian Trajectory for Literacy Education: Connecting past, present and future literacies*. [Read more.](#)



Dr Wong Hwei Ming presented at the annual Educational Support Seminar 2020 organised by the Singapore Ministry of Education and conducted via Zoom for over 800 participants. [Read more.](#)



Dr Wong Lung Hsiang delivered a keynote address at the 27th Annual Conference of the Society for Media and Science and also spoke at two webinars to local teachers on how seamless learning can inform home-based and blended learning practices amid and beyond the COVID-19 pandemic. Read more [here](#) and [here](#).



At the first Educational Technology (EdTech) Ideation Session - a collaboration between NIE, MOE and AST, more than 100 participants across the three institutions were in attendance.

[Read more.](#)



Dr Imelda Caleon conducted a keynote at the 4th International Conference on Mathematics and Science Education titled "Positive Education: Positive Psychology for STEM Education." [Read more.](#)



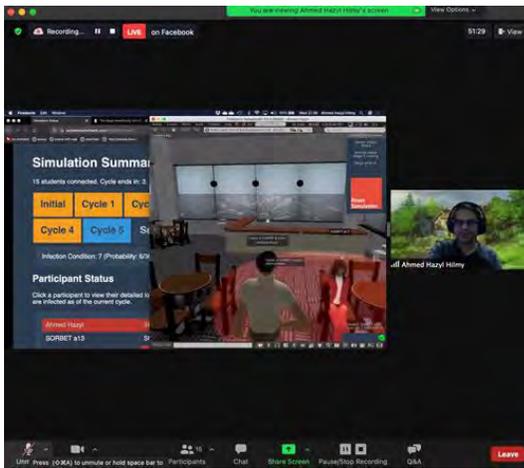
Dr Imelda Caleon and Dr Munirah Shaik Kadir were invited by the Gifted Education Branch, Curriculum Planning & Development Division at MOE to speak at their Citizenship and Character Education Networked Learning Community webinar series on "Building Strengths, Developing Potential". [Read more.](#)



This panel on "Learning Technologies in Schools Amid and Beyond the Pandemic" explored each speaker's critical perspective of teaching and learning in and out of classrooms, in their respective areas of research in the learning sciences. [Read more.](#)



The World, The Text and The Classroom: Teaching Literature in Singapore Secondary Schools is a book that gives voice to the Singapore Literature teacher and spotlights innovative strategies, bringing together text, world and student. It is edited by Assoc Prof Suzanne Choo and Dr Dennis Yeo. [Read more.](#)



Dr Kenneth Lim was invited to share more about his SORBET project during a webinar hosted by the Asia-Pacific Society for Computers in Education. [Read more.](#)



Researchers from the Centre for Research in Child Development spoke at the National Institute of Early Childhood Development's Cross Campus Seminar 2020 to explain the inner workings in the Early Childhood industry, and update NIEC students on both best practices and latest trends. [Read more.](#)



Dr Imelda Caleon conducted a webinar as part of the annual “EZ In-Conversation with NIE Faculty” practitioner-researcher dialogue session, jointly organised by OER’s School Partnership Unit and the East Zone Centre for Excellence in Research. [Read more.](#)



Dr Pamela Onishi and other contributing authors spoke at a webinar based on her book, which focused on why we need arts in education to nurture the holistic dispositions needed for preparing a future-ready generation. [Read more.](#)



Prof Mike Sharples, Professor Emeritus of Educational Technology at the Open University, UK, spoke on “Pedagogy-informed Design of New Education at Scale” at the fourth webinar in the New Education Normal Webinar Series. [Read more.](#)

PUBLICATIONS



[Pedagogies: An International Journal](#)
[Volume 15, Issue 4](#)



[Learning: Research and Practice](#) [Volume](#)
[6, Issue 2](#)



[SingTeach](#) [September 2020 - Knowledge](#)
[Building in Singapore Classrooms](#)



[Studies in Singapore Education:](#)
[Research, Innovation & Practice](#)



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Researcher in the Spotlight: Dr Dennis Kwek, Office of Education Research

Date

Monday, 28 December 2020

Bringing Research to Greater Heights

In November 2020, Dr Dennis Kwek was appointed as Centre Director, Centre for Research in Pedagogy and Practice (CRPP). CRPP was established in 2003 as a key research centre of the Office of Education Research, NIE. Over the years, it has been led by its key mission to advance knowledge that promotes the improvement of teaching and learning in Singapore and the wider educational community. We speak to Dennis about his new role and the importance of education research in Singapore.

Q: Share with us a little about your new role.

Established in 2003, the Centre for Research in Pedagogy and Practice (CRPP) seeks to conduct leading education research that focuses on the analysis and improvement of pedagogies and classroom practices in our schools, with the aim to provide an innovative and substantive research base for the implementation of policy and pedagogical initiatives within our school system. Over the last decade and a half, CRPP has worked closely with the Ministry of Education, schools and other stakeholders to generate rigorous and impactful school-based and system-level research that is cognizant of the sociocultural context of Singapore's education system.

My role as the Centre Director for CRPP is to build on CRPP's research strengths to do meaningful research into improving our schools for the benefit of all learners, to collaborate and engage with local stakeholders in our educational ecology and the international research communities to generate such research, and to develop and mentor the next generation of educational researchers to enhance NIE's research capacities.

I grew up with CRPP, having worked here since 2004. I started as a Research Associate in the CORE Research Programme, one of NIE's flagship research programmes, while studying for my PhD at the same time. Now, as Centre Director, I am very excited and keen to not only continue to lead our team of passionate researchers to carry on the good work they have been doing for our schools, but to explore new research territories and initiatives that can ultimately help our teachers and students in their educational journeys.

Q: What are some of the plans you have for the research centre?

We have an established suite of research programmes in CRPP that showcase the kinds of education research that our staff excel in. We want to continue building on those strengths but perhaps redirect them towards some of the grand challenges in our education system. Some of these challenges include maximizing every learner's potential, ensuring quality education for all learners, developing pedagogically adept and future-ready educators, understanding and enhancing educational pathways for all, generating new ways to assess learning, fostering lifelong learners for both teachers and students, and really having a deep discussion around the purposes of education.

Ultimately, CRPP should be looking at how we can prepare educators and learners to thrive in a socially and linguistically diverse, culturally complex, dynamic and increasingly uncertain future.

Q: Is it important for teachers to do research? Why so?

I believe, as do many colleagues in CRPP, that teachers should know about pedagogical research and the different pedagogies that they can mobilize in their classrooms. They should learn how to use such research to inform their practices, and if possible to be actively doing pedagogical research. Here, I draw from Professor Robin Alexander's meaning of pedagogy as "the observable act of teaching together with its attendant discourse of educational theories, values, evidence and justifications", where teachers can not only think about their teaching practices, but search (and re-search) for meaning in their work, in the numerous kinds of decisions they make everyday in their classrooms, and to have a deeper understanding and appreciation of the complexities of their craft.

Q: What are your hopes for the future of education research as we enter the new normal?

The COVID-19 pandemic has created new challenges, and importantly, new opportunities for education policy and practice. It has brought to the forefront some of the systemic challenges in our system such as inequality, the digital divide, the urgent need for lifelong learning, to name a few. But it has also opened up new discourses around the purposes of education and new avenues for research as well.

It is my hope that CRPP can contribute towards policy, pedagogy and practice in new and exciting ways. There is a wealth of knowledge and deep understanding, driven by research over the past decade or so, on our education system that can be brought to bear on making a serious effort to improve our schools and childrens' lives.

It is also my hope that CRPP will continue to be driven by cutting edge ideas and vigorous intellectual debates, that it will be a hothouse for educational researchers not just within NIE but in Singapore and internationally. We have passionate and empathetic intellectuals here in CRPP who understand the local context and are committed to research-driven educational improvements. So do come by and talk to us!



OER Professional Development Webinar on Making Research Accessible and Meaningful to Practitioners

Date

Thursday, 10 September 2020

On 29 August 2020, the Professional Development (PD) Committee at the Office of Education Research (OER) organised an online PD session on "Making Research Accessible and Meaningful to Practitioners". This PD session took the form of a panel discussion, which began with a short 15-minute presentation from each panellist, exploring a framework on developing partnerships amongst different stakeholders in education (e.g. teachers, educators, researchers, policymakers) and disseminating research findings amongst these stakeholders, and concluded with an engaging question and answer segment.



The session was moderated by Dr Phillip Towndrow, OER Senior Research Scientist, and Teachers' Professionalism and Learning Programme Director. The panellists were:

- Assoc Prof Mark Baildon, OER Assoc Dean (Partnerships and Analytics), and Assoc Prof in the Humanities and Social Studies Education Academic Group (AG), who introduced "A Knowledge Framework to Strengthen the Research-Practice Nexus";



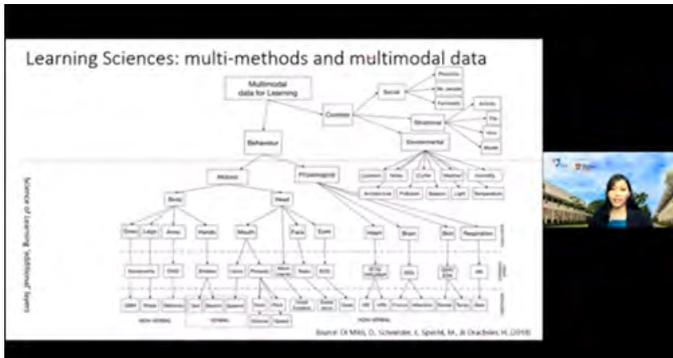
- Prof Christine C. M. Goh, NIE Director and Prof in the English Language and Literature (ELL) AG, who discussed putting "Research into Practice: What do Practitioners Want?";



- Dr Willy Renandya, Principal Lecturer in the ELL AG, who presented on "Making Research More Accessible"; and



- Asst Prof Azilawati Jamaludin, OER Assistant Dean (Science of Learning), and Asst Prof in the Learning Sciences and Assessment AG, who spoke on "Bridging Research and Practice: Perspectives from a Science of Learning Lens".



The session was attended by over 200 education researchers, practitioners, and scholars from all over the world.

You may access the recording of the session here:



Office of Education Research - NIE. (2020, December 21). [OER PD Global Panel] *Making research on motivation accessible and meaningful to practitioners* [Video]. YouTube. <https://youtu.be/SXvWWHPgQoQ>

National Institute of Education (Singapore). (2020, September 10). *OER Professional Development Webinar on Making Research Accessible and Meaningful to Practitioners*. <https://www.nie.edu.sg/about-us/news-events/news/news-detail/oer-professional-development-webinar-on-making-research-accessible-and-meaningful-to-practitioners>

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Education in the City: Exploring Technology to Support Learning in the New Norm

Date

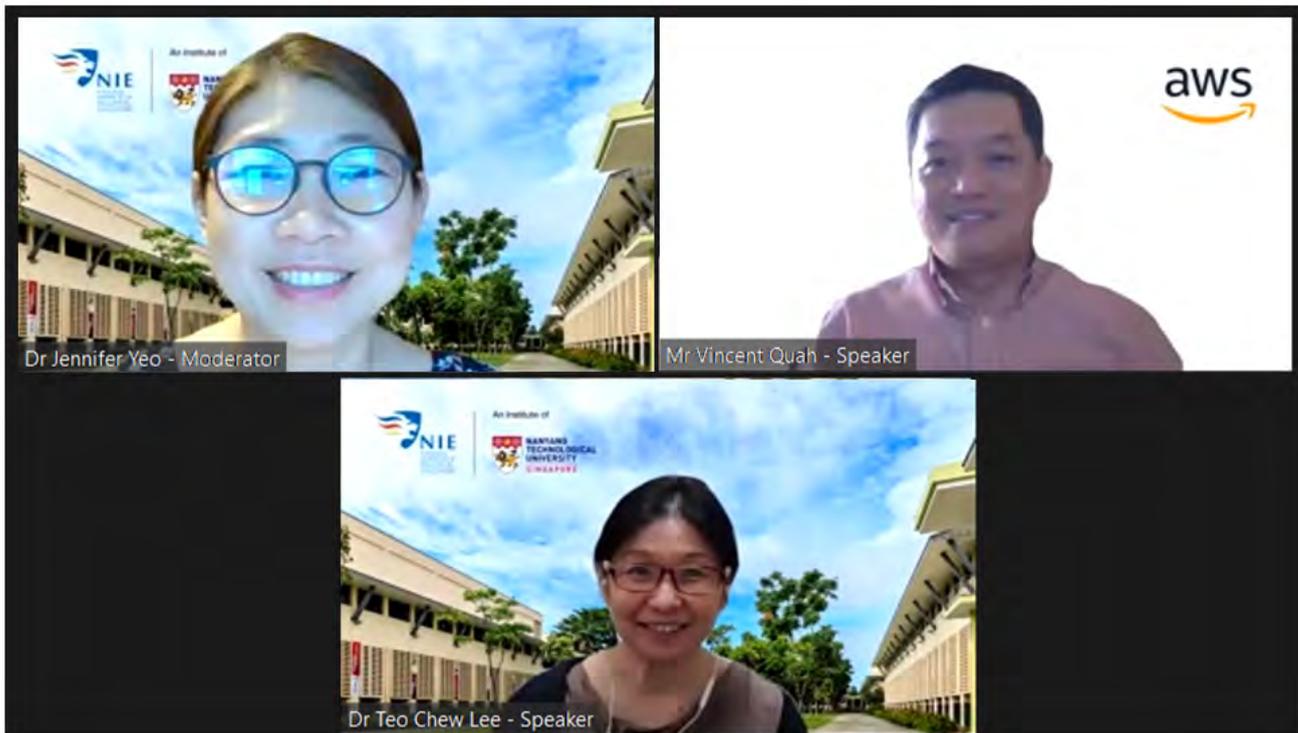
Wednesday, 23 September 2020

Due to the need for social distancing, the Office of Education Research (OER) held the second *Educating in the City* webinar on 11 September 2020, in collaboration with the National Library Board. In this session, speakers spoke on “Exploring Technology to Support Learning in the New Norm”.

The first speaker was Mr Vincent Quah, Regional Head for Asia Pacific and Japan with Amazon Web Services, where he oversees the Education, Research, Healthcare and Not-for-Profit sectors. The title of Mr Quah’s presentation was “Drink Tea and Keep Calm: Navigation Tips for this Period”, where he shared tips on how to retain a clear perspective to support your children through this period. If adults are facing difficulty navigating through this, he said, imagine what it must be like for the children.

Dr Teo Chew Lee, OER Senior Research Scientist, was the second speaker. She presented on how to “Teach Your Child to Use Technology for Creative Knowledge Building”. Dr Teo shared her experiences with the Knowledge Building pedagogy, and how children can learn better with a well-moderated use of technology.

The webinar concluded with an enthusiastic question and answer session moderated by Asst Prof Jennifer Yeo, Assistant Professor at NIE’s Natural Sciences & Science Education Academic Group. Some of the questions discussed were “How much screen time is too much screen time?” and “How do I best use online resources to support my children’s learning?”



Webinar speakers and moderator: Asst Prof Jennifer Yeo (top left), Mr Vincent Quah (top right), and Dr Teo Chew Lee (bottom)

Watch the recording of the session here:



National Library Singapore. (2020, October 9). *Education in the City: Exploring technology to support learning in the new norm* [Video]. YouTube. <https://youtu.be/7iBcXLkmWD8>

National Institute of Education (Singapore). (2020, September 23). *Education in the City: Exploring technology to support learning in the new norm*. <https://www.nie.edu.sg/about-us/news-events/news/news-detail/education-in-the-city-exploring-technology-to-support-learning-in-the-new-norm>

Supporting Primary School Students with Special Educational Needs

Date

Thursday, 24 September 2020

On 16 September 2020, the Office of Education Research (OER), in conjunction with the Academy of Singapore Teachers (AST), organised the OER-AST Research Webinar on “Supporting Primary School Students with Special Educational Needs (SEN)”. Due to prevailing social distancing measures, the seminar was hosted on Zoom and was attended by over 250 educators, educational psychologists, and allied educators (learning and behavioural support).

The webinar began with a keynote by Assoc Prof Kenneth Poon, OER Associate Dean (Education Research) and Co-Centre Director at Centre for Research in Child Development, and Associate Professor in the Psychology and Child & Human Development Academic Group (PCHD AG). Assoc Prof Poon addressed the subject of

“Classroom support for students with special educational needs: What do we know and what else can be done?” He shared about the Tran-SEN project, which aims to yield insights into the profile and needs of children with SEN accessing both primary and special education in Singapore, and ideas on a framework to support children with SEN and their families.

After Assoc Prof Poon’s keynote, the webinar split into three concurrent breakout sessions.

- In Breakout Room One, Ms Sarinajit Kaur, Master Teacher in Special Educational Needs at AST, held a session titled “Show Me How: Helping students with special educational needs access learning”

- In Breakout Room Two, Assoc Prof Mariam Aljunied, Principal Educational Psychologist in the Special Educational Needs Division, Ministry of Education, spoke on “More than meets the eye: Bridging research with practice to meet the holistic needs of children with Dyslexia”; and;

- In Breakout Room Three, Asst Prof Nah Yong Hwee (Fei), Assistant Professor in the PCHD AG and Research Scientist at OER, discussed “Behavioural assessment of students with special educational needs”.

Participants then returned to the main Zoom session for the second keynote by Dr Sylvia Choo, Department of Child Development at KK Women’s and Children’s Hospital, on “Classroom support for students with special educational needs: Understanding the different profiles of learners”. Dr Choo explored the different types of SEN and learner profiles from a paediatric perspective and the identification and intervention journey a child may take before arriving at primary school.

The webinar concluded with an engaging panel discussion on the implications and applications for teaching practice, moderated by Assoc Prof Poon. Our speakers addressed many questions from the audience, including “How can we better engage students with negative mind sets?” and “How can schools support parents through their child’s diagnosis?”



Speakers: Dr Sylvia Choo (top left), Ms Sarinajit Kaur (top middle), Assoc Prof Kenneth Poon (top right), Asst Prof Nah Yong Hwee (Fei) (bottom left), and Assoc Prof Mariam Aljunied (bottom right)

New Education Normal Webinar Series: On the Road toward Fostering Greater Self-Directed Learning in MOOCs: Research toward Better Design Practices

Date

Friday, 25 September 2020

On 18 September 2020, the New Education Normal (NEN) Webinar Series was launched by the Office of Education Research. This series focuses on post-pandemic technology-enhanced learning, with the objective of inspiring and informing policymakers, practitioners, and researchers in Singapore and beyond. Topics of interest include (and are not limited to) technology-mediated home-based learning, learning in 1:1 (one-device-per-student) settings, and blended learning—which Singapore’s Ministry of Education intends to normalise.

The first NEN webinar focused on Massive Open Online Courses (MOOCs) and was titled “On the Road toward Fostering Greater Self-Directed Learning in MOOCs: Research toward Better Design Practices”.

The speakers at this pilot webinar were Prof Curtis Bonk, Professor of Instructional Systems Technology at Indiana University, and Asst Prof Meina Zhu, Assistant Professor of Learning Technology and Design at Wayne State University. The speakers discussed two studies they conducted on MOOCs and 20 strategies to facilitate self-directed learning in MOOCs they learnt as a result of those studies.



Screenshot of the webinar in progress. Pictured: Prof Curs Bonk (top), Asst Prof Meina Zhu

(middle), and Prof Looi Chee Kit (bottom)

The webinar concluded with an engaging question and answer segment, moderated by Prof Looi Chee Kit, Professor at NIE’s Learning Sciences and Assessment Academic Group, and was attended by approximately 130 participants from across Asia including Singapore, China and Nepal.

If you missed the webinar, you can watch the recording here:



Office of Education Research - NIE. (2020, September 24.) *On the road towards fostering greater self-directed learning in MOOCs* [Video]. YouTube. <https://youtu.be/yC4aQuYnqZk>

National Institute of Education (Singapore). (2020, September 25). *New Education Normal Webinar Series: On the road toward fostering greater self-directed learning in MOOCs: Research toward better design practices*. <https://www.nie.edu.sg/about-us/news-events/news/news-detail/new-education-normal-webinar-series-on-the-road-toward-fostering-greater-self-directed-learning-in-moocs-research-toward-better-design-practices>

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Researchers at NIE co-publish in the Journal of Educational Administration

Date

Tuesday, 06 October 2020

Dr Jeanne Ho, Senior Teaching Fellow at the Office of Education Research (OER), Dr Trivina Kang, Assoc Dean (Professional and Leadership Development) at the Office of Graduate Studies and Professional Learning, and Senior Lecturer at NIE's Policy, Curriculum and Leadership Academic Group, and Dr Imran Sha'ari, OER Research Scientist, have had their paper published in the *Journal of Educational Administration*.

The paper, titled "Leading from the middle: Vice-principals in Singapore as boundary spanners" arose from their project "Vice-principals in Singapore: Key Leadership Roles, Enablers and Constraints" where they examined and contrasted the perceptions of the role of a vice-principal against those of principals. The paper posits that vice-principals lead from the middle to connect, translate, and broker between organisational levels, such as the ministry and school leadership and middle management.

The DOI is JEA-05-2020-0123.

National Institute of Education (Singapore). (2020, October 6). *Researchers at NIE co-publish in the Journal of Educational Administration*. <https://www.nie.edu.sg/about-us/news-events/news/news-detail/researchers-at-nie-co-publish-in-the-journal-of-educational-administration>

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Assoc Prof Rita Silver and OER Colleagues Publish Paper in Journal of Research Administration

Date

Friday, 16 October 2020

Assoc Prof Rita Silver, Assoc Dean (Research Design and Integrity at the Office of Education Research (OER and Assoc Prof in NIE's English Language and Literature Academic Group, has published a paper with Ms Kumutha Malar d/o Krisnan, Assistant Head (Grants Management of OER's Research Grants Management Unit (RGMU and Ms Ng Qiu Ting Yvonne, Unit Head of RGMU.

The paper, published in the *Journal of Research Administration*, is titled "Re-thinking Online Meetings During Covid-19 Pandemic and Moving Forward". It is based on RGMU's experiences in harnessing various online platforms to hold meetings both locally and globally during the Covid-19 lockdown. While restrictions are lifting, Assoc Prof Silver, Ms Krisnan, and Ms Ng recognise the value and convenience of online meetings, and share their experiences to support others who are planning and hosting online meetings now and in the future.

National Institute of Education (Singapore). (2020, October 16). *Assoc Prof Rita Silver and OER colleagues publish paper in Journal of Research Administration*. <https://www.nie.edu.sg/about-us/news-events/news/news-detail/assoc-prof-rita-silver-and-oer-colleagues-publish-paper-in-journal-of-research-administration>

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Dr Yu Yue Publishes Research in Early Childhood Education and Goes on TV Interview

Date

Thursday, 22 October 2020

Dr Yu Yue, Research Scientist at NIE's Centre for Research in Child Development (CRCD), has been conducting research into cognitive and social development in early childhood with his project "Understanding the role of caregiver-child pedagogical questioning in Singaporean children's school readiness and achievement".

Based on the results from his project, Dr Yu has co-authored a paper with Dr Nirmala Karuppiah, Head (Education) at CRCD and Senior Lecturer at NIE's Psychology and Child & Human Development Academic Group, and Mdm Renee Phee.

The paper was published in the *Asia-Pacific Journal of Research in Early Childhood Education* and is titled "Questioning during story-telling activities in Singapore pre-schools". It advocates for questioning children during story-telling activities in order to develop and promote their thinking skills.

Additionally, based on his research, Dr Yu was interviewed by Channel 8's *Hello Singapore* on "How to Foster Children's Self-Control" (8频道《狮城有约》访谈：“如何培养儿童的自制力？”) which was broadcast on 19 October 2020. The video recording can be accessed here (please note that the interview was conducted in Mandarin).

Phee, R., Yue, Y. & Nirmala, K. (2020). Questioning during story-telling activities in Singapore pre-schools. *Asia-Pacific Journal of Research in Early Childhood*, 14(3), 73-90. <https://login.libproxy.nie.edu.sg/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=145466105&site=ehost-live&scope=site>

狮城有约 | 专题：如何培养孩子自律能力？



Channel 8's Hello Singapore. (2020, October 19). *How to foster children's self-control* [Video]. <https://www.8world.com/vodcasts/episode/full/hello-singapore-developing-kids-self-discipline-1284576>

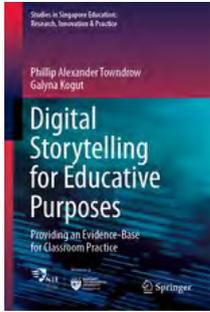
National Institute of Education (Singapore). (2020, Oct 22). *Dr Yu Yue publishes research in early childhood education and goes on TV interview*. <https://www.nie.edu.sg/about-us/news-events/news/news-detail/dr-yu-yue-publishes-research-in-early-childhood-education-and-goes-on-tv-interview>

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Dr Philip Towndrow and Dr Galyna Kogut to Publish Book on Digital Storytelling for Educative Purposes

Date

Friday, 20 November 2020



Dr Philip Towndrow, Senior Research Scientist at the Office of Education Research (OER), and Dr Galyna Kogut, OER Research Associate, have written a book titled *Digital Storytelling for Educative Purposes: Providing an Evidence-Base for Classroom Practice*. The book is an exposition of curriculum innovation in school-based education in Singapore, connecting classroom practices with theories. This provides a series of rationales for action, reflection and understanding which include, broadly, digital multimodal authorship; teachers' and students' storytelling task design and assessment; the use of digital storytelling as a reflective and reflexive expression of teachers' professionalism; and dialogism in classroom practice.

The book was based on findings from Dr Towndrow's project "[Visualising and Performing Character and Citizenship through Digital Storytelling](#)" and is available for preorder [here](#).

National Institute of Education (Singapore). (2020, November 20). *Digital storytelling for educative purposes: Providing an evidence-base for classroom practice*. <https://www.nie.edu.sg/about-us/news-events/news/news-detail/dr-philip-towndrow-and-dr-galyna-kogut-to-publish-book-on-digital-storytelling-for-educative-purposes>

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Asst Prof Vahid Aryadoust Presents at ASEAN-QA Association Online Forum

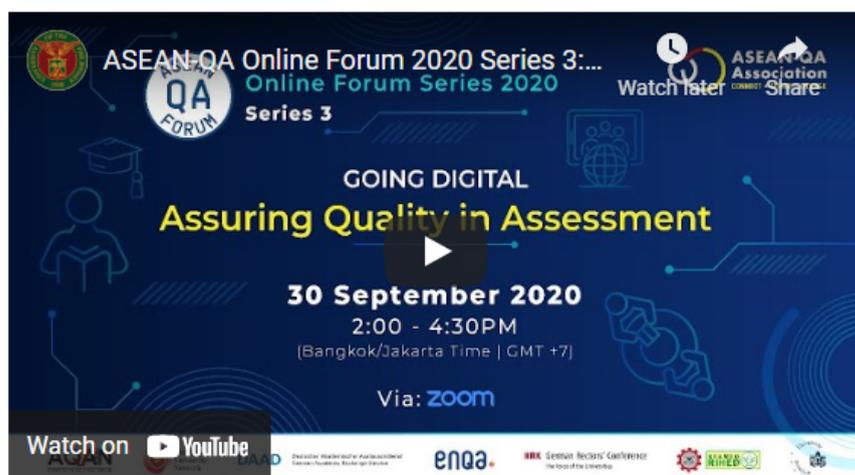
Date

Wednesday, 28 October 2020

Asst Prof Vahid Aryadoust, Assistant Professor in the English Language and Literature Academic Group in NIE, presented at an online forum organised by the ASEAN-QA Association, who aims to strengthen capacity for internal and external quality assurance (QA) in higher education. The forum was hosted by the University of Philippines on 30 September 2020, with the theme of "Going Digital: Assuring Quality in Assessment". It focused on how quality is assured in online assessments and how QA can better support institutes of higher learning as they manage and navigate the whole assessment process during the pandemic. Asst Prof Aryadoust's presentation was titled:

"Challenges and Promises of Online Assessments: A Review and an Example" and was based on research findings from his project, "[Cognitive Diagnostic Assessment System \(CoDiAS\) for Singapore's Secondary Schools: Toward Individualized Learning and Assessment in Language Education](#)".

The recording of the session can be accessed here:



OVPA. (2020, September 30). *ASEAN-QA Online forum 2020 series 3: Going digital: Assuring quality in assessment*. [Video]. YouTube. <https://youtu.be/FVbOabvjkGs>

National Institute of Education (Singapore). (2020, October 28). *Asst Prof Vahid Aryadoust presents at ASEAN-QA Association Online Forum*. <https://www.nie.edu.sg/about-us/news-events/news/news-detail/asst-prof-vahid-aryadoust-presents-at-asean-qa-association-online-forum>

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Assoc Prof Chen Wenli Wins Best Paper Award (English Track) at the 24th Global Chinese Conference on Computers in Education 2020

Date

Friday, 09 October 2020

Assoc Prof Chen Wenli, Associate Professor in the Learning Sciences and Assessment Academic Group at NIE, wins Best Paper Award (English Track) at the 24th Global Chinese Conference on Computers in Education 2020. This is the latest addition to her impressive record of a dozen Best Paper Awards in international conferences.

Her conference paper, titled "What makes a student learn more argumentation on skills in online collaboration: The effect of students' motivation and preference for group work", was based on insights gleaned from her project "Assessment and Visualization of Collaborative Argumentation in Science Classroom".

The paper was published in the conference proceedings and can be accessed here.

Chen, W., Pi, Z., Chai, A. S. C., Tan, J. S. H., & Wang, X. (2020). *What make students improve argumentation skills in online collaboration? The effects of students' motivation and preference for group work*. In L.-H. Wong, H. Cheng, C.-P. Lin, R. Huang, S. Guo, & J. Guo (Eds.), *Proceedings of the 24th Global Chinese Conference on Computers in Education (GCCCE 2020)* (pp. 673-680). Lanzhou, China: Northwest Normal University. <https://repository.nie.edu.sg/handle/10497/22840>

National Institute of Education (Singapore). (2020, October 9). *Assoc Prof Chen Wenli wins Best Paper Award (English Track) at the 24th Global Chinese Conference on Computers in Education 2020*. [https://www.nie.edu.sg/about-us/news-events/news/news-detail/assoc-prof-chen-wenli-wins-best-paper-award-\(english-track\)-at-the-24th-global-chinese-conference-on-computers-in-education-2020](https://www.nie.edu.sg/about-us/news-events/news/news-detail/assoc-prof-chen-wenli-wins-best-paper-award-(english-track)-at-the-24th-global-chinese-conference-on-computers-in-education-2020)

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Assoc Prof Rita Silver Speaks on English-Medium Instruction

Date

Tuesday, 08 September 2020

Assoc Prof Rita Silver, Assoc Dean (Research Design & Integrity) in the Office of Education Research and Assoc Prof in the English Language and Literature Academic Group, presented on “Undertaking Research in English-Medium Instruction (EMI)” at the Fudan University Emerging Scholars Symposium.

EMI is a global system where English is used as the primary medium of instruction, even though English may not be the first language of many—or even all—of the participants. Assoc Prof Silver spoke on undertaking research on EMI in various regional, educational, and social contexts and current topics of interest and possible future directions in the field of EMI research.

The symposium was held on 26 August 2020, with the theme of “Problematizing English-Medium Education in Emerging Contexts”. It was attended (via live stream) by more than 1200 scholars.

National Institute of Education (Singapore). (2020, September 8). *Assoc Prof Rita Silver speaks on English-Medium instruction*. <https://www.nie.edu.sg/about-us/news-events/news/news-detail/assoc-prof-rita-silver-speaks-on-english-medium-instruction>

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Assoc Prof Mukhlis Abu Bakar to Publish Book Chapter on Negotiating School Literacy

Date

Wednesday, 23 September 2020

Between 2005 and 2007, Assoc Prof Mukhlis Abu Bakar, Assoc Prof at NIE's Asian Languages & Cultures (ALC) Academic Group, Assistant Head/ALC (Malay), and Programme Leader for the BA(Ed) in Malay Language Specialisation, worked with eight families on a project on "[Malay Children's Lived Experience of Literacy – Main Study](#)".

Over the past 12 years, Assoc Prof Mukhlis has made occasional contact with two of the focal participant families and, with the approval of the Institutional Review Board, began to record and review some of these conversations. This led him to new research questions that he addressed in a chapter entitled "Negotiating School Literacy: Tracing the Literacy Trajectory of Preschoolers into Adulthood", which will be published in an upcoming book, *Charting an Asian Trajectory for Literacy Education: Connecting past, present and future literacies*, edited by Su Li Chong.

The chapter incorporates the 2005/2007 ethnographic data, the more recent 2018/2019 interview data, as well as Assoc Prof Mukhlis' own autobiography. Comparisons are drawn between the literacy trajectory of the two participants and Assoc Prof Mukhlis'.

A webinar on "Charting an Asian Trajectory for Sustainable Literacy Education" was held on 25 August 2020 to promote the book, where 11 (of 12) authors convened to talk about their respective chapters to an audience of more than 50 participants.

National Institute of Education (Singapore). (2020, September 23). *Assoc Prof Mukhlis Abu Bakar to publish book chapter on negotiating school literacy*. <https://www.nie.edu.sg/about-us/news-events/news/news-detail/assoc-prof-mukhlis-abu-bakar-to-publish-book-chapter-on-negotiating-school-literacy>

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Dr Wong Hwei Ming Presents on Empowering Low Progress Learners to Assess Themselves

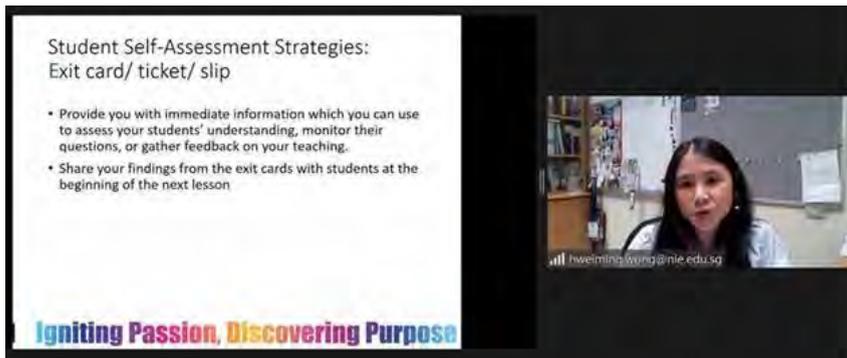
Date

Monday, 05 October 2020

On 12 August 2020, OER Research Scientist Dr Wong Hwei Ming presented at the annual Educational Support Seminar 2020. The seminar, themed “Igniting Passion, Discovering Purpose”, was organised by the Uplift and Educational Support Branch at the Singapore Ministry of Education and conducted via Zoom for over 800 participants.

Dr Wong presented at a concurrent session to over 50 teachers, key personnel, and school leaders on “Empowering Low Progress Learners (LPLs) to Assess Themselves”. In her presentation, Dr Wong discussed how student self-assessment is a strategy that can be designed to accommodate diverse learner readiness, experience, and backgrounds, and how incorporating opportunities for LPLs to assess themselves can encourage greater ownership of their learning and increase self-directed learning amongst LPLs. Dr Wong also shared tips on how to guide students, especially LPLs, to self-assess both in and outside of classrooms.

Her presentation was based on insights gleaned from her following projects: Implementation of Self-assessment and Investigation of Feedback in Lower Primary Classrooms and Building Teachers’ and Students’ Capacities in Student-Involved Assessment in Primary Classrooms.



Dr Wong Hwei Ming presenting at the Educational Support Seminar

National Institute of Education (Singapore). (2020, October 5). *Dr Wong Hwei Ming presents on empowering low progress learners to assess themselves*. <https://www.nie.edu.sg/about-us/news-events/news/news-detail/dr-wong-hwei-ming-presents-on-empowering-low-progress-learners-to-assess-themselves>

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Dr Wong Lung Hsiang Delivers Keynote on "Re-conceptualising Seamless Learning"

Date

Friday, 09 October 2020

Dr Wong Lung Hsiang, Senior Research Scientist at the Office of Education Research, delivered a keynote address at the 27th Annual Conference of the Society for Media and Science. The conference was held in Winterthur, Switzerland, on 24 August 2020, with the theme of "Enabling Lifelong, Seamless Learning". While the conference was held in-person due to the lifting of the travel ban within the European Union, Dr Wong, who is based in Singapore, delivered his keynote via Zoom.

As an influential researcher who has been pivotal in redefining and redesigning seamless learning over the past decade, Dr Wong was invited to bring conference participants on a journey of "soul-searching" for the field. His keynote, titled "Re-conceptualising Seamless Learning"—underpinned by his belief that seamless learning is a learning no on on its own right, rather than a special form of technology-enhanced learning—unpacked and critiqued the niche concepts of seamless learning. He contrasted seamless learning with other relevant learning notions, such as blended learning, self-directed learning, and lifelong learning, and investigated how seamless learning has been synthesised with other learning notions such as flipped learning and knowledge building.

Dr Wong also discussed the role of technology in facilitating and supporting seamless learning, elaborating on his recently concluded project—titled Streamlining the Designs of Seamless Science Learning for Wider Diffusion—on how seamless science learning had been implemented in primary schools. The results of the project, Dr Wong said, illustrate an application of seamless learning with less reliance on 1:1 (one-mobile-device-per-student) settings and leverages student-generated social media to carry out cross-contextual individual and collaborative learning instead.

You can watch the recording of Dr Wong's keynote here:



Wong, L.H. (2020, September 29). *Keynote 1 - "Re-conceptualising seamless learning"* [Video]. ZHAW. GMW-Tagung 2020 <https://tube.switch.ch/videos/7d84f548>

National Institute of Education (Singapore). (2020, October 9). *Dr Wong Lung Hsiang delivers keynote on "Re-conceptualising seamless learning"*. <https://nie.edu.sg/about-us/news-events/news/news-detail/dr-wong-lung-hsiang-delivers-keynote-on-re-conceptualising-seamless-learning>

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Dr Wong Lung Hsiang Speaks on how Seamless Learning can Inform Home-Based and Blended Learning Practices

Date

Monday, 02 November 2020

Dr Wong Lung Hsiang, Senior Research Scientist at the Office of Education Research, presented at two webinars to local teachers on how seamless learning can inform home-based and blended learning practices amid and beyond the COVID-19 pandemic.

Dr Wong was invited by local Chinese press 联合早报 (Lianhe Zaobao) to deliver a talk in Mandarin on 18 September 2020 at their annual Chinese Teachers' Seminar, 2020年华文教师交流会 (2020 Chinese Teachers' Seminar). The seminar tackled the question of “线上教学方式众多，教师怎么做才能让学生一直保持学习的热忱？” (“With multiple ways to conduct online learning, how can teachers sustain students' passion for learning?”)

In Dr Wong's presentation, titled 《“语言学习的穿越剧”》 (“Language Learning that Transcends Time and Space”), he offered tips on how to conduct engaging and effective Chinese lessons in home-based and blended learning settings. In particular, he emphasised how teachers' good understanding of the unique resources and learning opportunities afforded by individual learning environments (be it the physical classroom, home, or cyberspace) can help them draw the most out from these environments when designing a holistic, seamless learning experience. He then shared the lesson designs and students' learning outcomes from his previous seamless Chinese learning projects, and discussed how such learning tasks could be adapted for Home-Based Learning (HBL) now, and in the future. The seminar was attended by over 130 Chinese teachers in Singapore.

On 12 October 2020, Dr Wong spoke to over 40 schoolteachers at the first meeting of the High-Ability Learners Networked Learning Community (Secondary) helmed by Dr Leong Swee Ling, Master Teacher (Secondary Mathematics) at the Academy of Singapore Teachers. In his talk, titled “What ‘seams’ shall we remove in the ‘old’ and new education normal? Understanding seamless learning and its place in formal curriculum”, Dr Wong recounted the history of international research in seamless learning supported by 1:1 (one-device-per-student) settings and his team's decade-long school-based studies in redesigning formal curricula. He also shared pointers on how the seamless learning approach may inform enriched designs of blended learning, HBL and 1:1 learning, all of which will be implemented in secondary schools managed by the Singapore Ministry of Education from the next academic year onwards.

National Institute of Education (Singapore). (2020, November 2). *Dr Wong Lung Hsiang speaks on how seamless learning can inform home-based and blended learning practices*. <https://www.nie.edu.sg/about-us/news-events/news/news-detail/dr-wong-lung-hsiang-speaks-on-how-seamless-learning-can-inform-home-based-and-blended-learning-practices>

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Educational Technology Ideation Session

Date

Tuesday, 20 October 2020

At the first Educational Technology (EdTech) Ideation Session - a collaboration between National Institute of Education, Ministry of Education (MOE), and Academy of Singapore Teachers - on Tuesday, 13 October, more than 100 participants across the three institutions were in attendance. This session was organized with the purpose of growing and aligning EdTech research, to share issues and identify priority areas and to promote collaborations for EdTech research.

The session began with presentations by three key speakers, namely:

1. Dr David Huang, Associate Dean (Research Administration) and Senior Research Scientist at NIE's Office of Education Research
2. Mr Chia Hai Siang, Lead Specialist at MOE's Educational Technology Division (ETD)
3. Ms Helen Hong, Senior Research Analyst at MOE's Corporate Research Office

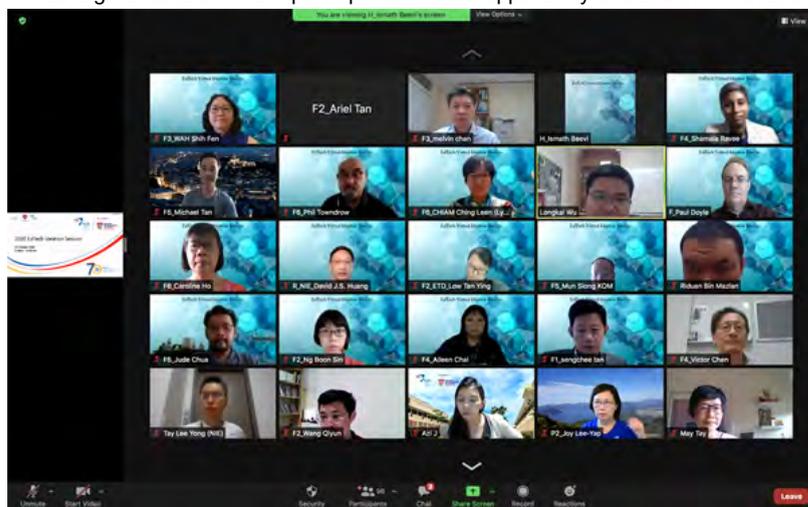
Dr Huang shared about the significance of moving toward rigorous and impactful EdTech research and the ongoing EdTech initiatives and innovations within MOE and NIE.

Mr Chia spoke about the role of ETD X-Labs in EdTech research and important considerations to note when generating research questions, such as alignment with the direction the system is heading toward and the importance of addressing existing real-world problems.

Ms Hong discussed the achievements, potential and limitations of ICT innovations with regard to EdTech. She also demonstrated her expertise in Kernel Identification and logic modelling, which is supported by Research Translation Standing Committee and adopted by NIE. This model empowers knowledge creators and knowledge consumers with a common frame of reference to address translations, innovations and impact of ICT.

At the session, participants also shared ideas and meaningful discussion across six breakout rooms about the following key research areas in EdTech: Personalised learning, blended learning and mobile learning, Student Learning Space, formal and informal learning, ethics, and harnessing online learning for teachers' professional development.

It was a great session where participants had the opportunity to share their rich and insightful thoughts.



Participants of the EdTech Ideation Session

National Institute of Education (Singapore). (2020, October 20). *Educational technology ideation session*. <https://www.nie.edu.sg/about-us/news-events/news/news-detail/educational-technology-ideation-session>

OER Researchers Present at MOE Citizenship and Character Education Networked Learning Community Webinar Series

Date

Wednesday, 21 October 2020

Dr Imelda Caleon, Asst Dean (Partnerships), Programme Director of the Lifelong Learning, Cognition and Well-Being Research Programme, and Senior Research Scientist at the Office of Education Research (OER), and Dr Munirah Shaik Kadir, OER Research Scientist (Lecturer), were invited by the Gifted Education Branch, Curriculum Planning & Development Division in the Singapore Ministry of Education (MOE) to speak at their Citizenship and Character Education Networked Learning Community webinar series on "Building Strengths, Developing Potential". This webinar ~~experts and~~ practitioners who shared on ideas about how educators can help students to build on strengths, empower them to do what they do best, and maximise their potential.

On 26 June 2020, Dr Caleon presented on "Strengths-based Education: Discovering, Cultivating and Harnessing Psychological Strengths to Promote Flourishing". Dr Kadir joined as a guest presenter and shared on strengths-based interventions for high-ability learners. The session was attended by more than 60 participants, which included teachers of gifted and high-ability learners and MOE officers, and was facilitated by Mr Edwin Lim, Lead Teacher, Hwa Chong Institution (College Section) and Mr David Kwek, Senior Specialist (Gifted Education), Gifted Education Branch, Curriculum Planning & Development Division, MOE.



Dr Caleon and Dr Kadir presenting at the session

National Institute of Education (Singapore). (2020, October 21). *OER researchers present at MOE Citizenship and Character Education Networked Learning Community Webinar Series*. <https://www.nie.edu.sg/about-us/news-events/news/news-detail/oer-researchers-present-at-moe-citizenship-and-character-education-networked-learning-community-webinar-series>

Dr Imelda Caleon Conducts Virtual Keynote for ICOMSE in Indonesia

Date

Friday, 23 October 2020

Dr Imelda Caleon, Asst Dean (Partnerships), Programme Director of the Lifelong Learning, Cognition and Well-Being Research Programme, and Senior Research Scientist at the Office of Education Research, conducted a keynote at the 4th International Conference on Mathematics and Science Education. The conference, themed “Innovative Research in Science and Mathematics Education in the Disruptive Era”, was hosted virtually—due to the pandemic—by the Faculty of Mathematics and Natural Sciences, Universitas Negeri Malang on 25 to 26 August 2020. Dr Caleon’s keynote on “Positive Education: Positive Psychology for STEM Education” was a ended by approximately 200 educators and academics.



Screenshot of Dr Caleon presenting her keynote

National Institute of Education (Singapore). (2020, October 23). *Dr Imelda Caleon conducts virtual keynote for ICOMSE in Indonesia*. <https://www.nie.edu.sg/about-us/news-events/news/news-detail/dr-imelda-caleon-conducts-virtual-keynote-for-icomse-in-indonesia>

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Assoc Prof Suzanne Choo and Dr Dennis Yeo to Publish Book on Teaching Literature in Singapore Secondary Schools

Date

Monday, 26 October 2020

Written by education practitioners, researchers and specialists, *The World, The Text and The Classroom: Teaching Literature in Singapore Secondary Schools* gives voice to the Singapore Literature teacher and spotlights innovative strategies, bringing together text, world and student. Blending both educational theory and pedagogical practice, this collection of 19 papers seeks to address three key questions:

1. "What innovative pedagogies can be used to develop student voice and engagement with the world beyond the Literature classroom?"
2. "How can we make Literature accessible and relevant to the students of the digital age?" and
3. "How can we expand our students' understanding of the world and the human condition through the literary texts that we teach?"

Recent innovations in pedagogical approaches, including the new directions of the 2019 Literature in English Syllabus, make it necessary to take stock of the possibilities of the Literature classroom. This, coupled with evolving global mind-sets and attitudes, set the context within which teachers now go about the complex task of teaching Literature in the Singapore classroom. The product of real experiences of teachers from a range of schools and classroom contexts in Singapore, this book will prove a practical and valuable resource that will inform teaching and learning in the classroom.

The book was edited by Assoc Prof Suzanne Choo, Assoc Prof in NIE's English Language and Literature Academic Group (ELL AG) and Asst Dean at the Office of Teacher Education; Dr Dennis Yeo, Lecturer in the ELL AG; and Ann Ang, PhD candidate in postcolonial and world literature at Oxford University.

Findings from Assoc Prof Choo and Dr Dennis Yeo's project, [Cultivating Cosmopolitan Virtues Through Critical, Aesthetic and Ethical Engagements with Literature](#), informed this book.

National Institute of Education (Singapore). (2020). *Assoc Prof Suzanne Choo and Dr Dennis Yeo to publish book on teaching literature in Singapore secondary schools*. <https://www.nie.edu.sg/about-us/news-events/news/news-detail/assoc-prof-suzanne-choo-and-dr-dennis-yeo-to-publish-book-on-teaching-literature-in-singapore-secondary-schools>

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New Education Normal Webinar Series: Learning Sciences and Innovation Panel Discussion

Date

Thursday, 29 October 2020

Continuing the New Education Normal Webinar Series, Research Scientists from the Learning Sciences and Innovation (LS&I) Research Programme in NIE's Centre for Research in Pedagogy and Practice, conducted a panel discussion on "Learning Technologies in Schools Amid and Beyond the Pandemic". This panel explored each speaker's critical perspective of teaching and learning in and out of classrooms, in their respective areas of research in the learning sciences.

Part I of the panel discussion on 2 October 2020 saw Dr Kenneth Lim, Research Scientist at the Office of Education Research (OER), Dr Wu Longkai, OER Research Scientist, and Dr Wong Lung Hsiang, Co-Programme Director (LS&I) and OER Senior Research Scientist, as panellists who shared on the following topics, namely:

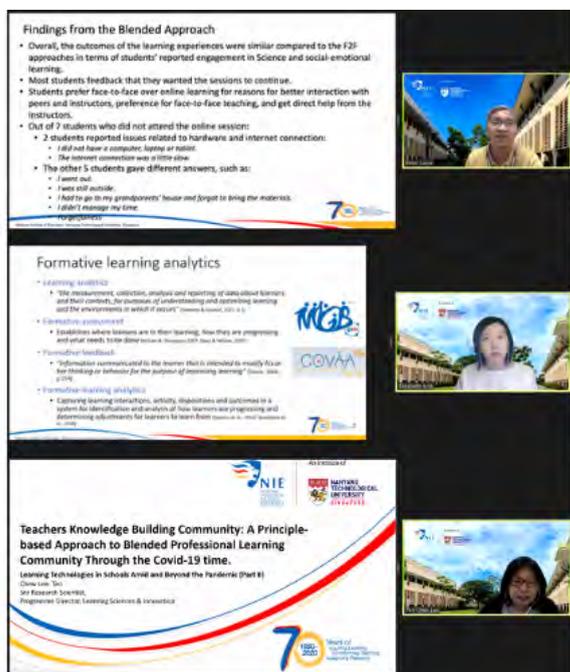
- "The Socially Responsible Behaviour through Embodied Thinking (SORBET) Project"
- "Capitalising on students' personal interests: A case of promoting interest-driven learning in the science classroom", and
- "Seamless Learning" respectively.



The session was moderated by Dr Teo Chew Lee, Programme Director (LS&I) and OER Senior Research Scientist.

Part II of the panel discussion took place on 16 October 2020, moderated by Dr Seah Lay Hoon, OER Senior Research Scientist. The panellists were

- Dr Peter Seow, OER Research Scientist, who spoke on "Enacting After-School Tinkering Activities using Blended Approaches";
- Dr Teo, who presented on "Teachers Knowledge Building Community: A Principle-based Approach to Blended Professional Learning Community Through the Covid-19 time."; and
- Dr Elizabeth Koh, OER Asst Dean (Research Support) and Senior Research Scientist, who discussed "Formative Learning Analytics".



Both panel discussions concluded with engaging question and answer segments, where participants sought clarifications, and asked about applications, implementation, and challenges and successes. The sessions were attended by a total of 340 people from across the world.

Watch the recording of “Learning Technologies in Schools Amid and Beyond the Pandemic (Part I)” here:



Office of Education Research - NIE. (2020, October 16). *Learning technologies amid and beyond the pandemic part 1* [Video]. YouTube. <https://youtu.be/dgug8nEoY6o>

Watch the recording of “Learning Technologies in Schools Amid and Beyond the Pandemic (Part II)” here:



Office of Education Research - NIE. (2020, November 9). *Learning technologies amid and beyond the pandemic part 2* [Video]. YouTube. <https://youtu.be/a5vMRfQsHS0>

National Institute of Education (Singapore). (2020, October 29). *New Education Normal Webinar Series: Learning sciences and innovation panel discussion*. <https://www.nie.edu.sg/about-us/news-events/news/news-detail/new-education-normal-webinar-series-learning-sciences-and-innovation-panel-discussion>

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Webinar on Turn-around Pedagogies for East Zone Centre of Excellence for Research by Dr Imelda Caleon

Date

Tuesday, 27 October 2020

Dr Imelda Caleon, Asst Dean (Partnerships), Programme Director of the Lifelong Learning, Cognition and Well-Being Research Programme, and Senior Research Scientist at the Office of Education Research (OER), conducted a webinar on “Turn-around Pedagogies: Teaching Practices that Foster Academic Resilience” on 28 August 2020. This was conducted as part of the annual “EZ In-Conversation with NIE Faculty” practitioner-researcher dialogue session, jointly organised by OER’s School Partnership Unit (SPU) and the East Zone Centre for Excellence in Research. The webinar was moderated by Ms Monica Ong, member of SPU and Teaching Fellow from OER’s Teacher Professionalism and Learning Research Programme.

Dr Caleon, who has been involved in educational research focusing on the academic resilience of at-risk learners in Singapore, shared with the teacher-audience findings from her recently completed research study: “Lessons from Resilience-Nurturing Environments: Classroom Practices of “Turn-around” Teachers”. Dr Caleon and her team examined teachers’ classroom practices and identified ones that are likely to foster the development of academic resilience in academically at-risk students.

38 teachers and school leaders participated in the Zoom session and, based on the feedback gathered post-session, many participants found the research insights shared relevant to their work as an educator.



Dr Caleon (top) and Ms Ong (middle) at the Turn-around Pedagogies webinar

National Institute of Education (Singapore). (2020, October 27). *Webinar on Turn-around Pedagogies for East Zone Centre of Excellence for Research by Dr Imelda Caleon*. <https://www.nie.edu.sg/about-us/news-events/news/news-detail/webinar-on-turn-around-pedagogies-for-east-zone-centre-of-excellence-for-research-by-dr-imelda-caleon>

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Dr Kenneth Y T Lim shares about SORBET project with the Asia-Pacific Society for Computers in Education

Date

Tuesday, 03 November 2020

Dr Kenneth Y T Lim, Research Scientist at the Office of Education Research, and his team have a strong record of collaboration with teachers and school leaders on a number of scalable interventions grounded in the Learning Sciences.

In response to the COVID-19 pandemic, Dr Lim and his team have designed an approach to blended learning which they call the Socially Responsible Behaviour through Embodied Thinking (SORBET) Project. While several educational innovations have been suggested as a result of the disruption caused by the pandemic, Dr Lim's SORBET approach is unique in that it seeks to help students use their emerging understandings of COVID-19 and its consequences on social interactions, to connect with learning points from the formal curriculum.

For example, through the SORBET Project, Mathematics teachers in secondary schools in Singapore have been helping students understand the diffusion of disease within a community, and the mathematical concepts of probability and statistics. Read more here: [Safe Distancing through Mathematics: the SORBET Project](#).

On 14 October 2020, Dr Lim was invited to share more about the project during a webinar hosted by the Asia-Pacific Society for Computers in Education (APSCE). The APSCE was formed in 2004 as an independent academic society whose broad objective is to promote the conduct and communication of scientific research related to all aspects of the use of computers in education, especially within the Asia-Pacific region through activities such as the International Conference on Computers in Education (ICCE) conference series.



Ahmed (member of Dr Lim's SORBET Project team) giving a demonstration of the project at APSCE

Dr Lim's webinar on the SORBET project will be credited in the proceedings arising from ICCE 2020, for inclusion in the Conference Proceedings Citation Index.

National Institute of Education (Singapore). (2020, November 3). *Dr Kenneth Y T Lim shares about SORBET project with the Asia-Pacific Society for Computers in Education*. <https://nie.edu.sg/about-us/news-events/news/news-detail/dr-kenneth-y-t-lim-shares-about-sorbet-project-with-the-asia-pacific-society-for-computers-in-education>

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Educating for the Future: "Why artistic thinking is important for academic excellence and emotional resilience"

Date

Monday, 16 November 2020

Dr Pamela Costes-Onishi, Research Scientist at the Office of Education Research (OER), has published *Artistic Thinking in Schools: Towards Innovative Arts /in/ Education Research for Future-Ready Learners* (Springer 2019), a book that examines current context-specific trends and developments in empirical research on arts education and arts in education.

On 4 November 2020, Dr Onishi and other contributing authors of the book spoke at a webinar based on the book. Organised by OER, the webinar titled "Educating for the Future: Why artistic thinking is important for academic excellence and emotional resilience?", focused on why we need arts in education to nurture the holistic dispositions needed for preparing a future-ready generation. The speakers spoke about the chapters they wrote for the book, and the research they conducted in Singapore that informed these writing.

Dr Onishi started the webinar by inviting the audience to ponder about "Artistic Thinking: What is it, really?" Next, Dr Kehk Bee Lian, Senior Lecturer at the Visual & Performing Arts (VPA) Academic Group in NIE, spoke on "Art Teachers as Reflective Practitioners in the Classroom", followed by Dr Caren Carino, Vice Dean (Dance) from the Nanyang Academy of Fine Arts, who discussed about "Teaching contemporary choreography: A research and inquiry-based approach". Dr Jennifer Wong, VPA Lecturer, wrapped up the presentations with "Playbuilding: A platform for re-imagining and re-thinking identities and power".

The session concluded with an open discussion and a lively question and answer segment moderated by Dr Onishi, and was attended by approximately 90 people.



Dr Pamela Costes-Onishi (top left), Dr Caren Carino (top right), Dr Jennifer Wong (bottom left), and Dr Kehk Bee Lian (bottom right), speaking at the webinar

National Institute of Education (Singapore). (2020, November 16). *Educating for the future: "Why artistic thinking is important for academic excellence and emotional resilience"*. <https://www.nie.edu.sg/about-us/news-events/news/news-detail/educating-for-the-future-why-artistic-thinking-is-important-for-academic-excellence-and-emotional-resilience>

Researchers from the Centre for Research in Child Development speak at NIEC's Cross Campus Seminar 2020

Date

Monday, 23 November 2020

Researchers from the Centre for Research in Child Development (CRCD) at the Office of Education Research (OER) spoke at the National Institute of Early Childhood Development's (NIEC) Cross Campus Seminar 2020 to explain the inner workings in the Early Childhood industry, and update NIEC students on both best practices and latest trends.

At the first seminar on 31 October 2020, Dr Khng Kiat Hui, OER Assistant Dean (Research Management) and Research Scientist, presented on "How do we enhance children's learning and development through their motor skills?" and Dr Ng Ee Lynn, OER CRCD Research Scientist, spoke on "How do we help children develop self-control skills?"

On 7 November 2020, the second NIEC Cross Campus Seminar 2020 saw Dr Nirmala Karuppiah, CRCD Head of Education and Senior Lecturer in the Psychology and Child & Human Development Academic Group, and Dr Beth O'Brien, CRCD Head of Early and Middle Childhood Research and Principal Research Scientist, discuss "How do we improve the quality of teaching-child interactions in the preschool classroom?" and "How do we teach our children to be bilingual in school?" respectively.

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New Education Normal Webinar Series: Pedagogy-informed Design of New Education at Scale

Date

Wednesday, 18 November 2020

On 28 October 2020, Prof Mike Sharples, Professor Emeritus of Educational Technology at the Open University, UK, spoke on "Pedagogy-informed Design of New Education at Scale" at the fourth webinar in the New Education Normal Webinar Series.

The Open University, UK is the world pioneer in distance learning and offers flexible online learning courses. However, these courses are costly to run. In the "New Education Normal" where a worldwide shift to online and blended learning approaches has become necessary, the important question to ask is: how do we make this move at scale?

To provide some inspiration for new innovations of pedagogy-informed design in digital learning, Prof Sharples detailed two examples of cost-effective methods of online teaching, learning, and assessment he has helped design to support innovative learning at scale for schools: the Social Learning for the FutureLearn Massive Open Online Course platform and the Citizen Inquiry for the nQuire platform developed in collaboration with the BBC. During the course of the webinar, participants enthusiastically asked for clarifications and sought advice from Prof Sharples.

The session saw almost 90 attendees from across the world and was moderated by Dr Wong Lung Hsiang, Co-Programme Director (Learning Sciences and Innovation) and Senior Research Scientist at the Office of Education Research.

Watch the recording of "Pedagogy-informed Design of New Education at Scale" here:



Office of Education Research - NIE. (2020, November 18). *Pedagogy-informed design of new education at scale* [Video]. YouTube. <https://youtu.be/mE3CkBFPTAk>

National Institute of Education (Singapore). (2020, November 18). *New Education Normal Webinar Series: Pedagogy-informed design of education at scale*. <https://www.nie.edu.sg/about-us/news-events/news/news-detail/new-education-normal-webinar-series-pedagogy-informed-design-of-new-education-at-scale>

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孙宝琦, 吴福焕 : 难行万里路 可读万卷书

Date

Friday, 20 November 2020

A recent study examined 2,131 P4-P5 students' changes in their bilingual reading enjoyment, reading amount, and access to reading resources in print and digital formats during the Home-Based Learning (HBL). Results showed that reading was a more preferred leisure activity during HBL, though students read more in English as compared to Mother Tongue. Students who enjoyed reading before HBL, enjoyed reading more and had read more books during HBL, suggesting the importance of nurturing reading enjoyment during school days in promoting and sustaining good reading habits during prolonged time spent at home. Devices were underutilised for reading purposes during during HBL, which implies having access to devices may not naturally lead to more reading digitally.

孙宝琦, & 吴福焕. (2020, November 20). 难行万里路, 可读万卷书. 联合早报, 18.

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Visualising and Performing Character and Citizenship through Digital Storytelling

Research Investigators

Principal Investigator:
Towndrow Phillip Alexander
Co-principal Investigator:
Rethinavel s/o Shanmugam
Collaborator:
Wales Prudence Ellen (The Hong Kong Academy for Performing Arts)

Project Number

OER 11/15 PT

Project Duration

June 2015 - June 2018

Status

In-Progress

Abstract

The proposed research study aims to identify and explore the affordances of digital media as performance spaces through the arts in a specific school curriculum area? Character and Citizenship Education (CCE). Following incoming and ongoing cohorts of NT/NA students in an out-of-school or co-curricula programme (either existing or newly-established), we intend to facilitate/scaffold the creation and dissemination of personalised, digital 'heritage walks' that trace, document and recount (through immersive and interactive media) the changing historical, linguistic and cultural landscapes of Singapore over the lower secondary years in the first phase of the study (a second planned phase and a possible extension will follow the student cohorts into Secondary 3). Through multimodal/semiotic analysis, and multiple comparative and exploratory case studies, we plan, for example, to uncover and explain: (i) how students apply the arts in digital storytelling (DST) to communicate their thoughts, feelings and ideas about Singapore, (ii) the design and authoring decisions students make in constructing digital stories (semiotically, culturally, socially etc), and (iii) issues surrounding the assessment of students' digital artefacts both formatively and summatively from multiple perspectives. Prototypically, the study design also intends to find out if it's possible to establish a sustainable culture of storytelling and teacher-student, student-student partnerships via the digital arts, and if there are any side-benefits in this kind of engagement in terms of academic performance, school attendance and motivation to teach and learn. Deliverables from the project include: (i) the production and compilation of exemplary unit of work plans in CCE, (ii) the production of guidelines on nurturing digital and social etiquette, and an examination of the values and responsibilities of digital storytellers as consumers, viewers and makers, and (iii) a proposal for an edited volume of international case studies in DST from various aspects including performativity and aesthetics.

Funding Source

NIE

Related Links

Digital Storytelling is a Game-Changer in Character and Citizenship Education for Students and Teachers

Related Projects

OER 14/14 WLH LI-nterChange: Towards a Contextual- and Social-mediated Seamless Language Learning Practice with Multiple Learning Pathways
LSL 03/06 GP An Exploratory Study on Pre-service Teacher' Perspectives on Using Information and Communication Technology in the Classroom
RS 1/11 CCH Climate Change Education in Singapore - Perception and Practices
EP 1/06 AK Effects of Digital Gaming on Children and Teenagers in Singapore
GL 810014 Sports Science in Sporting Success

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Cognitive Diagnostic Assessment System (CoDiAS) for Singapore's Secondary Schools: Toward Individualized Learning and Assessment in Language Education

Research Investigators

Principal Investigator:
Aryadoust Seyed Vahid
Co-principal Investigator:
Hu Guangwei (The Hong Kong Polytechnic University) Loh Chin Ee
Collaborator:
Thandayuthapahnie Parvathy (Yuhua Secondary School) Gena Jane Goh-Ang (Yuhua Secondary School)
Colin Lim Ke Long (Yuhua Secondary School)

Project Number

AFD 03/17 VA

Project Duration

September 2017 - March 2020

Status

In-Progress

Abstract

To date, several computerized diagnostic systems have been developed around the world, but these systems are limited in their feedback delivery and assessment scopes as well as in the delivery of remedial programs to language learners. The Cognitive Diagnostic Assessment System project (CoDiAS) is a response to the educational lacunas in the field of language assessment, in general, and in Singaporean secondary schools, in particular. Overall, there are three major goals for CoDiAS to achieve: (1) to assess and determine students' (mastery) profiles of reading subskills through the application of cognitive diagnostic assessments such as the reduced reparametrized unified model (r-RUM), the Deterministic Input Noisy Output AND gate (DINA), and the extensions of DINA; (2) to deliver diagnostic feedback along with remedial programs to the learners; and (3) to note and measure the progress of learners over time within the complexity science framework, while considering the needs and perceptions of the target stakeholders. To operationalize CoDiAS, we will develop an online platform which is to aid us in evaluating the precision and utility of CoDiAS and provide specifications for the actual working system.

Funding Source

MOE

Related Projects

OER 14/14 WLH LI-nterChange: Towards a Contextual- and Social-mediated Seamless Language Learning Practice with Multiple Learning Pathways
LSL 03/06 GP An Exploratory Study on Pre-service Teacher' Perspectives on Using Information and Communication Technology in the Classroom
RS 1/11 CCH Climate Change Education in Singapore - Perception and Practices
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GL 810014 Sports Science in Sporting Success

(2020). *Cognitive Diagnostic Assessment System (CoDiAS) for Singapore's Secondary Schools: Toward Individualized Learning and Assessment in Language Education*. Retrieved from <https://link.springer.com/book/10.1007/978-981-15-8727-6>

Vahid, A.S., Hu, G., Loh, C.E., Thandayuthapahnie, P., Gena, J. G. A., & Colin, L.K. L. (2020). *Cognitive Diagnostic Assessment System (CoDiAS) for Singapore's Secondary Schools: Toward Individualized Learning and Assessment in Language Education* Retrieved from <https://www.nie.edu.sg/research/projects/project/afd-03-17-va>

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Malay Children's Lived Experience of Literacy Main Study

Research Investigators

Principal Investigator:
Mohd Mukhlis Bin Abu Bakar

Project Number

CRP 19/04 MAB

Project Duration

February 2005 - April 2009

Status

Completed

Funding Source

NIE

Related Projects

OER 14/14 WLH LI-nterChange: Towards a Contextual- and Social-mediated Seamless Language Learning Practice with Multiple Learning Pathways
LSL 03/06 GP An Exploratory Study on Pre-service Teacher' Perspectives on Using Information and Communication Technology in the Classroom
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Cultivating Cosmopolitan Virtues Through Critical, Aesthetic and Ethical Engagements With Literature

Research Investigators

Principal Investigator:
Suzanne Choo Shen Li
Co-principal Investigator:
Yeo Kah Sin Dennis
Chew Ghim Lian, Phyllis
Chua Bee Leng
Collaborator:
Meenakshi Palaniappan (CPDD, MOE)
Ken

Project Number

OER 22/17 CSL

Project Duration

January 2018 - December 2020

Status

In-Progress

Abstract

Throughout the world today, governments and policymakers stress the urgent need to educate students for the volatile, uncertain, complex, and ambiguous conditions of the twenty-first century. Yet, the quest to prepare students for the twenty-first century has nonetheless brought to light three gaps in the discourse on twenty-first century education. First, such discourses tend to focus on the development of human capital to meet the exigencies of economic globalization. Thus, the emphasis is placed on skills and competencies rather than dispositions. Second, the promotion of skills-based schooling around the world has occurred in tandem with a preference for investments in Science, Technology, Engineering and Mathematics subjects rather than Literature and the Humanities. Third, Literature is commonly positioned as a platform for the critical analysis of language rather than as an avenue to more holistically encourage critical, aesthetic, and ethical engagements with texts so that students can develop cosmopolitan virtues to engage with diverse cultures and values in our world. In response to these gaps, the study aims to explore how Literature can adequately prepare students for the twenty-first century through the development of cosmopolitan virtues. More specifically, the study will examine the possibilities and challenges of cultivating such virtues through the kinds of questions teachers ask about literary texts with accompanying instructional strategies in the classroom. Utilizing a mixed methods approach following an explanatory sequential design, the project will provide a macro understanding of pedagogical practices of Literature teachers in Singapore secondary schools through a survey followed by an in-depth case-study of teachers from four schools. A holistic Taxonomy of Literature Questions entailing critical, aesthetic, and ethical approaches to cultivating cosmopolitan virtues will be developed from an extensive literature review as well as qualitative studies in a recursive process. This taxonomy will be utilized as the research team works with teachers to co-design an intervention unit integrating cosmopolitan virtues in the teaching of Literature that teachers will implement following training sessions provided by the research team. This study is significant in providing strong grounds for the role of Literature in values education, particularly in equipping students with the kinds of virtues needed to navigate a complex globalized world characterized by diverse and conflicting values. Findings from the quantitative and qualitative phases of the study as well as the development of the Taxonomy of Literature Questions will also support the implementation of the revised national Literature syllabus to be launched in 2018 particularly in relation to the syllabus' emphasis on developing empathetic and global thinkers. Finally, the study will add to the evolving scholarship on cosmopolitanism and in particular, the ways Literature can provide a platform for engagement with questions about ethics and values in a global world.

Funding Source

NIE

Related Projects

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GL 810014 Sports Science in Sporting Success

Choo, S., Yeo, K. S. D., Chew, G. L. P., Chua, B. L. & Meenakshi, P. (2020). *Cultivating cosmopolitan virtues through critical, aesthetic and ethical engagements with literature*. <https://www.nie.edu.sg/research/projects/project/oer-22-17-csl>

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National Institute of Education (Singapore). (2020, November 23). *Researchers from the Centre for Research in Child Development speak at NIEC's Cross Campus Seminar 2020*. <https://www.nie.edu.sg/about-us/news-events/news/news-detail/researchers-from-the-centre-for-research-in-child-development-speak-at-niec-s-cross-campus-seminar-2020>

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