
Title	CORE 3 Singapore Coding Scheme 3 for Character and Citizenship Education (SCS3-CCE)
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FRAMING		00:05:00	
	Teacher Type (HOD, LT, ST, SH/LH, T etc)		
	Teaching Experience (Years)		
	Stream		
	Focus		
	Number of intervals		
	Start Time	00:00:00	
		1 00:05:00	2 00:10:00
1	STUDENT LEARNING ACTIVITIES		
1.1	Listening to the teacher's exposition, whole class demonstration; students take notes of what teacher says/writes on whiteboard/presents in PPT	0	0
1.2	Listening/asking/answering questions (content or curriculum related); IRE; S to S questions/answers (directed/redirected by T)	0	0
1.3	Listening /participating (commenting, asking questions) in whole class discussion and dialogue (including IDRE)	0	0
1.4	Using reference materials (e.g. textbooks, encyclopedia, teacher-prepared notes) to actively search for information	0	0
1.5	Reading written text, class notes/curriculum materials aloud/silently or focused viewing of visual text (e.g. political cartoon)	0	0
1.6	Reproducing text based on teacher's instructions	0	0
1.7	Whole class rote memorization/drill (repetition)	0	0
1.8	Watching video	0	0
1.9	Giving/listening to student presentations	0	0
1.10	Debate/Panel Discussion	0	0
1.11	Role playing (include 'Hot Seat', 'Forum Theatre') - embodied/participatory (Role play includes visualization/activities involving student imagination)	0	0
1.12	Playing active games or being involved in hands-on activities - embodied/participatory (as evident in experiential learning)	0	0
1.13	Planning for service learning, VIA	0	0
1.14	Pair/group work	0	0

1.14a	<i>Think-pair-share</i>	0	0
1.14b	<i>Within-group jigsaw</i>	0	0
1.14c	<i>Round robin</i>	0	0
1.14d	<i>Rally table</i>	0	0
1.15	Self- assessment (doing reflection/journal writing)	0	0
1.16	Peer assessment	0	0
1.17	Working/talking with other student/s on an activity/walking around the classroom (explicit teacher instruction or student-initiated/Gallery walk/Four corners/Stay and stray)	0	0
1.18	Working on workbook, notebook, worksheet or computer	0	0
1.19	Checking/Reviewing/Revising (exemplary/previously completed work)	0	0
1.20	Sharing reflection	0	0
1.21	Non-learning/non-curriculum oriented activities	0	0

2	CLASSROOM TALK: QUESTION AND RESPONSE TYPE		
2.1	Whole Class		
2.1.1	Teacher Closed Question	0	0
2.1.2	Teacher Open Question	0	0
2.1.3	Student Short Response to Teacher	0	0
2.1.4	Student Medium Response to Teacher	0	0
2.1.5	Student Extended Response to Teacher	0	0
2.1.6	Student Closed Question	0	0
2.1.7	Student Open Question	0	0
2.1.8	Teacher Short Response	0	0
2.1.9	Teacher Medium Response	0	0
2.1.10	Teacher Extended Response	0	0
2.2	Individual/Group		
2.2.1	Teacher Closed Question	0	0
2.2.2	Teacher Open Question	0	0
2.2.3	Student Short Response to Teacher	0	0
2.2.4	Student Medium Response to Teacher	0	0
2.2.5	Student Extended Response to Teacher	0	0

2.2.6	Student Closed Question	0	0
2.2.7	Student Open Question	0	0
2.2.8	Teacher Short Response	0	0
2.2.9	Teacher Medium Response	0	0
2.2.10	Teacher Extended Response	0	0

3	VISIBLE LEARNING		
3.1	Teacher communicates learning goals and outcomes e.g. T states that the communication framework students will learn in the lesson will equip them with healthy social interaction skills	0	0
3.2	Teacher tells students what they have learnt previously e.g. T reminds students of the values learnt in the previous term	0	0
3.3	Teacher checks students' pre-requisite knowledge, concepts, skills and/or previous learning e.g. T invites students to share what they know about cyberbullying in a lesson on cyberwellness	0	0
3.4	Teacher relates concept/topic to everyday life e.g. T links classroom discussion to the roles students play in the wider community/society	0	0
3.5	Teacher connects the topic of discussion with the topic/theme/activity of the day's lesson e.g. T highlights that the issues they have discussed about fake news in the social media relate to the broader lesson focus on controlling freedom of speech	0	0
3.6	Teacher summarises key points contributed by students during the lesson/activity e.g. T concludes the lesson by meaningfully linking the various student responses she had listed on the whiteboard	0	0
3.7	Teacher revisits/recapitulates and/or summarises lesson content e.g. e.g. T consolidates student understanding by revisiting the symbols of culture they have learnt in the lesson	0	0
	Explicit ("Visible") Performance Standards		
3.8	Technical	0	0
3.9	Explicit reference to quality	0	0
3.10	Exemplars of Performance (Successful/Unsuccessful/Incorrect)	0	0
	Feedback		
	Whole Class		
3.11	Task level feedback	0	0
3.12	Process level feedback	0	0

3.13	Self-regulation level feedback	0	0
3.14	Self level feedback	0	0
	Individual/Group		
3.15	Task level feedback	0	0
3.16	Process level feedback	0	0
3.17	Self-regulation level feedback	0	0
3.18	Self level feedback	0	0

4	GENERIC FOCUS OF KNOWLEDGE WORK		
4.1	Factual Knowledge	0	0
4.2	Procedural Knowledge	0	0
4.3	Conceptual Knowledge	0	0
4.4	Epistemic Knowledge	0	0
4.5	Rhetorical Knowledge	0	0
4.6	Hermeneutical Knowledge	0	0
4.7	Metacognitive Knowledge	0	0
4.8	Moral and Civic Knowledge	0	0
4.9	Aesthetic Knowledge	0	0

5	CLASSROOM TALK: EPISTEMIC FOCUS (Whole Class, Individual and Group)		
5.1	Factual Talk	0	0
5.2	Procedural Talk	0	0
5.3	Explanatory Talk	0	0
5.4	Temporal Connections	0	0
5.5	Conceptual Connections	0	0
5.6	Framing Talk	0	0
5.7	Reframing Talk	0	0
5.8	Justification Talk	0	0
5.9	Reflexive Talk	0	0
5.10	Performative Talk	0	0
5.11	Epistemic Virtues Talk	0	0

5.12	Moral/Values Talk	0	0
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6	WEAVING (Talk-based)		
	Conceptual Weaving		
6.1	Technical/Theoretical/Scientific - Commonsense/Practical/Everyday: Making connections between commonsense or everyday knowledge, and technical or scientific knowledge, or between theoretical and practical applications or connecting concepts and procedures.	0	0
6.2	Local/Individual - Global/Society: Making connections between local knowledge and global knowledge, or between individuals or selves and society or community issues or matters.	0	0
6.3	Literal/Concept - Metaphor/Analogy/Example: Making connections between concepts and metaphorical or analogical examples.	0	0
6.4	Concept - Macro/Contrasting Concept: Making connections between a current concept with a contrasting one or with a larger concept	0	0
6.5	Others	0	0
	Field Weaving		
6.6	Disciplines: Making connections between disciplines	0	0
6.7	Contexts: Making connections between different contexts (such as countries, situations)	0	0
6.8	Texts: Making connections between different texts or genres (intertextuality)	0	0

7	EPISTEMIC PLURALISM AND DELIBERATION		
	Epistemic Orientation (Whole class)		
7.1	Knowledge as a Contestable Claim	0	0
7.1.1	Knowledge Claim Supported by Reasons	0	0
7.1.2	Knowledge critique	0	0
7.1.3	Comparing and Contrasting Information / Knowledge	0	0
	Epistemic Agency (Time Based)		
7.2	Teacher	0	0
7.3	Teacher/Student	0	0
7.4	Student	0	0

8	DOMAIN-SPECIFIC KNOWLEDGE, SKILLS, VALUES AND ATTITUDES		
8.1	Knowledge (Know, Understand): Identity, Relationships		
	Social and Emotional competencies		
8.1.1	Perception of self: emotions, priorities	0	0
8.1.2	Understanding changes in relation to self	0	0
8.1.3	Positive Family Relationships	0	0
8.1.4	Family issues/changes	0	0
8.1.5	Care for Family	0	0
8.1.6	School-based healthy friendships	0	0
8.1.7	Teamwork in school	0	0
8.1.8	Care for others in school	0	0
8.1.9	Negative relationships in school	0	0
	Civic Literacy, Global Awareness and Cross-Cultural Knowledge		
8.1.10	Socio-cultural groups in Singapore: cultures and practices	0	0
8.1.11	Social cohesion and harmony	0	0
8.1.12	Caring for the community	0	0
8.1.13	National Identity	0	0
8.1.14	Nation building	0	0
8.1.15	Active citizen in a globalised world	0	0
8.1.16	Socio-cultural sensitivity and awareness	0	0
8.2	Skills (Manage, Identify, Evaluate, Problem-solving, Reflect): Identity, Relationships		
8.2.1	Self-awareness: Manage/Evaluate thoughts and emotions; Recognize strengths/needs/values; Evaluate accuracy of self-perception	0	0
8.2.2	Self-management: Goal-setting; Managing stress; Managing anger and impulsiveness; Help seeking	0	0
8.2.3	Responsible decision-making: Problem identification; Problem solving; Evaluation and reflection; Personal, moral and ethical responsibility; Moral reasoning	0	0
8.2.4	Social awareness: Perspective taking; Empathy; Respect for others	0	0
8.2.5	Relationship management: Communication, social engagement and building/maintaining relationships; Conflict management; Providing help	0	0

8.2.6	Reflection: Think back and learn from experiences of self and others in family, school, community and/or society	0	0
8.3	Values (Nouns): Choices		
8.3.1	Respect: Explicit	0	0
8.3.2	Respect: Implicit	0	0
8.3.3	Responsibility: Explicit	0	0
8.3.4	Responsibility: Implicit	0	0
8.3.5	Resilience: Explicit	0	0
8.3.6	Resilience: Implicit	0	0
8.3.7	Care: Explicit	0	0
8.3.8	Care: Implicit	0	0
8.3.9	Harmony: Explicit	0	0
8.3.10	Harmony: Implicit	0	0
8.3.11	Loyalty: Explicit	0	0
8.3.12	Loyalty: Implicit	0	0
8.3.13	Integrity: Explicit	0	0
8.3.14	Integrity: Implicit	0	0
8.4	Attitudes (Verbs): Choices		
8.4.1	Self-Attitudes: Self-efficacy, self-discipline, self-motivation, self-curiosity, self-courage, self-confidence, Non-judgmental	0	0
8.4.2	Others-orientation: Empathy for others, Valuing others, Sharing and putting others first, appreciative of diversity, humility in interaction; 'non-action'	0	0
8.4.3	Initiative to help others	0	0
8.4.4	Singapore wellbeing: Sense of belonging, love, optimism/confidence in SG future, commitment, concern	0	0
8.4.5	Being proactive to keep oneself informed	0	0
8.4.6	Concern about the world	0	0
8.5	School-based KVA	0	0

9	NATURE OF CLASSROOM TALK (Whole Class, Individual and Group)		
9.1	Teacher Talk: In relation to Knowledge, Skills, Values and/or Attitudes		
9.1.1	Teacher elicits student response to check for understanding of lesson content e.g. based on T elicitation, students recall the attributes of Singapore's founding fathers and their contributions to the nation	0	0
9.1.2	Teacher uses fictional stories/scenarios/contexts to facilitate students' internalization of values	0	0
9.1.3	Teacher uses real-life experiences and contexts (can be others') to enable student understanding e.g. making a point about national security, T relates how her brother who works in the intelligence department is particularly busy during high-key events such as National Day	0	0
9.1.4	Teacher invites students to draw from their life experiences as a possible context for learning e.g. a student's experience of a broken relationship forms the basis for a discussion on healthy friendships in the teenage years	0	0
9.1.5	Teacher encourages brainstorming/sharing of ideas to bring up issues of interest possibly, for determining the lesson focus e.g. students' interest in Amos Yee steers the lesson focus towards civic participation	0	0
9.1.6	Teacher invites student opinions/beliefs/ideas in relation to the given issue/topic e.g. students have differing views about the issue of freedom of speech in Singapore	0	0
9.1.7	Teacher invites talk about current affairs/recent debates in the Singapore society and beyond e.g. students share their frustrations about the frequency of MRT breakdowns; students talk about the move towards digitization and Smart Nation	0	0
9.1.8	Teacher invites views on sensitive/hot button/controversial issues e.g. T asks students whether they think Singapore can ever have a non-Chinese Prime Minister	0	0
9.1.9	Teacher specifically states or emphasizes a particular value/moral dimension and invites student opinions/thoughts e.g. T emphasizes loyalty and commitment to Singapore as a mark of integrity, inviting discussion on aspects of citizenship; highlighting the value of 'respect' T encourages students to share their reflections on their visit to the home for the elderly	0	0
9.1.10	Teacher draws out student values/moral behaviours by probing deeper or exploring further e.g. T enables a student to understand that her optimistic attitude and self-belief are probably, indicative of resilience and not over-confidence	0	0
9.1.11	Teacher encourages students to reflect on their values/moral purposes in relation to the topical focus e.g. in a lesson on career guidance, T asks students to think about the values they cherish to help them arrive at an understanding of what professions may be most suitable for them	0	0

9.2	Student Talk (with/without T initiation): In relation to Knowledge, Skills, Values and/or Attitudes		
9.2.1	Student/s bring up for discussion issue/s of interest or matters s/he can relate with (e.g. acts of vandalism by frenzied soccer fans)	0	0
9.2.2	Student/s share personal, real life experience/s (e.g. experiencing a different culture on an overseas trip)	0	0
9.2.3	Student/s offer opinions/views in relation to the topical focus (e.g. environmental implications of the Circle Line)	0	0
9.2.4	Student/s initiate talk about current affairs/recent debates (e.g. deadliest mass shooting in US history)	0	0
9.2.5	Student/s bring up sensitive/hot button/controversial issues (e.g. recent controversial Presidential election in Singapore)	0	0
9.2.6	Student/s talk about a value that is important to them or their family (e.g. engaging with the elderly at church to show respect)	0	0
9.2.7	Student/s surface reflection/question on a moral issue/ethical dilemma (e.g. lending money to a needy friend or buying books for revision)	0	0

Note: This coding scheme is a collaborative work carried out for a project entitled “CORE Research Programme: Baseline Investigation of Social Studies and Character and Citizenship Education Pedagogies in Singapore classrooms” funded by Singapore Ministry of Education (MOE) under the Education Research Funding Programme (OER 25/15 KBK) and administered by National Institute of Education (NIE), Nanyang Technological University, Singapore. Please use the following citation to cite any of the codes used in this coding scheme:

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10	Knowledge Focus/Domain-specific Knowledge Practices	0
	Epistemic knowledge: Teacher and/or students focus on the criteria and standards in the discipline allowing students to engage in rigorous thinking and draw reasoned conclusions	
	Conceptual knowledge: Teacher and/or students make conceptual connections by linking to examples, contexts, practical situations and/or other concepts/disciplines facilitating a broader conceptual understanding	
	Metacognitive knowledge: Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher which permit self-directed student learning	
	Students have space to investigate, generate and represent knowledge claims (in different ways); to validate/ justify and communicate their knowledge claims, and to apply their knowledge to new contexts or problems	
	Students have opportunities to engage in the complexity of issues and the multiplicity of perspectives possibly through a range of representations or a variety of texts, beyond a focus on knowing the facts and employing stated procedures	
11	Classroom Talk (Nature & Structure)	0
	Understanding talk (focus on meaning making): Teacher and students clarify the meaning of ideas, offer and explain reasons, invite and discuss alternative perspectives and solutions, make connections and establish conceptual relationships, justify beliefs, frame and reframe arguments, and, optimally, engage in rich dialogical exchange	
	Cognitive focus talk: Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promotes a focus broader and deeper than performance outcomes (e.g. atypical, non-routine problems)	
	Reflexive talk: Teacher and/or students use effective strategies, heuristics, that “works” for the student with a focus on students monitoring their thinking i.e. what did I learn, how do/did I learn, how can I manage my learning more effectively	

	Whole class interactions (discussions/IRE sequences) enable students' deep/rich understanding and lead to meaningful learning outcomes, beyond a focus on examination and curriculum coverage	
	Collaborative group/pair work settings provide space for students to explore ideas freely, pose genuine questions, and/or make new ideas available	
12	Visible Learning and Epistemic Clarity	0
	Teacher communicates learning goals/lesson objectives, performance standards, and exemplars of performance to inform students' rationale for undertaking tasks and ensure successful completion of learning tasks	
	Learning goals are sustained over the course of the lesson and the topical/thematic focus is situated in a broader learning context enabling students to see the bigger picture	
	Teacher taps on students' prior knowledge and/or previous learning by eliciting students' experiences/assumptions/ideas in relation to the lesson focus	
	Teacher provides relevant, constructive and timely feedback to improve student learning	
	Beyond quality of performance, correction or strategies/procedures for task completion, teacher asks reflective/probing questions to make students' thinking transparent	
	Teacher consolidates student learning by recapitulating/summarizing/revisiting key points in the lesson, mapping on to students' learning in previous/upcoming lessons/units	
13	Classroom Environment	0
	Teacher creates a safe, open and respectful environment that is conducive to student learning, allowing students to feel valued and comfortable in taking intellectual risks	
	Teacher creates a learning environment that is purposeful, productive and stimulating which maximizes instructional time	
	Teacher is consistent in enforcing positive behaviours; routines are established and understood in the classroom; student behaviour is appropriate and if inappropriate, teacher is sensitive to students' dignity	

	Teacher engages and ensures participation of as many students as possible by encouraging students' efforts and valuing everyone's contributions	
	Learning focus is on students' mastery of content and skills rather than students competing in demonstrating higher ability than others for extrinsic rewards	
14	Learning Experiences	0
	Teacher shows interest in and respect for students' thinking and demands well-reasoned arguments rather than opinions voiced without adequate thought or commitment	
	Teacher is able to leverage on teachable moments to deepen student learning; teacher is adaptive in his/her choice of instructional strategy	
	Teacher sets tasks and engages students in activities carefully aligned to the lesson objectives to maximise/enhance student learning	
	Teacher gives time for student reflection which permits students' to think about 'what' and 'how' they have learnt, and its applicability to their future learning	
15	Domain-specific Learning Experiences	
15.1	[Multiple perspectives] Teacher encourages student awareness of the the multi-facted and complexity of issues and the multiplicity of perspectives; encourages students to consider the costs and benefits to various individuals and groups in order to develop well-reasoned positions, show respect for well-supported positions, and display sensitivity to cultural similarities and differences.	0
15.2	[Moral/ethical dimensions] Teacher guides students to consider the ethical dimensions of topics and address their potential implications; encourages reflection on concern for the common good, and make critical, value-based decisions about related social issues. Beyond social issues, teacher may also help students grasp what is ethically important in personal situations and advise on how to choose between alternatives wisely and reflectively. It is also about how a student can endeavour to utilize knowledge and moral reasoning to determine how best to improve and contribute to his or her world and live a fulfilling life.	0

15.3	[Real-life applications]Teacher emphasizes authentic activities using the skills and/or using the content of the field (KSVA) within the context of real life situations in the family, school, and community etc. He/She also considers what aspects of school life/classroom experiences might be natural sites for character and citizenship learning and emphasizes connectedness to the community and real world.	0
15.4	[Civic action] Instruction interconnects knowledge, skills, values and/or attitudes with effective social/political action. Teacher may encourage democratic behaviours, higher aspirations to better lives of fellow citizens, the engagement in public discourse or active participation in public life and civil society.	0
15.5	[Controversial issues and deliberative discussions] Teacher permits discussion of possibly sensitive/controversial issues and provides safe spaces for student opinions/views. Teacher does not see queries as challenges to authority and welcome diversity of perspectives without condescension. Teacher sees his/her role as a mediator of ideas, notions and judgements and students can flourish in this environment because they feel empowered to take risks by expressing their unique insights and disagreeing respectfully. Code 3 if Teacher lay down the specific democratic rules for such discussions and explicitly teaches and nurtures the communicative skills and deliberative dispositions so as to allow students to participate effectively in thoughtful civic discussions and/or moral debates.	0