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Title	CORE 3 Singapore Coding Scheme 3 for Social Studies (SCS3-SS)
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<b>FRAMING</b>		00:05:00	
	Teacher Type (HOD, LT, ST, SH/LH, T etc)		
	Teaching Experience (Years)		
	Stream		
	Topic		
	Number of intervals		
	Start Time	00:00:00	
		1 00:05:00	2 00:10:00
<b>1</b>	<b>STUDENT LEARNING ACTIVITIES</b>		
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	Whole class activity (including watching video, playing games)	0	0
1.9	Giving/listening to student presentations (guided/exploratory/prepared)	0	0
1.10	Demonstration including playacting or role-playing	0	0
1.11	Learning-by-doing to learn concepts and skills	0	0
1.12	Pair/group work	0	0
1.13	Student assessment (self/peer)	0	0
1.14	Working/talking with other student/s on an activity/walking around the classroom (explicit teacher instruction or student-initiated/Gallery walk)	0	0
1.15	Working on workbook, notebook, journal, worksheet or computer	0	0

1.16	Checking/Reviewing/Revising (exemplary/previously completed work)	0	0
1.17	Engaging in task that allows reflection on learning	0	0
1.18	Sharing reflection	0	0
1.19	Non-learning/non-curriculum oriented activities	0	0

<b>2</b>	<b>CLASSROOM TALK: Question and Response Type</b>		
<b>2.1</b>	<b>Whole Class</b>		
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
<b>2.2</b>	<b>Individual/Group</b>		
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

<b>3</b>	<b>VISIBLE LEARNING</b>		
3.1	Teacher checks students' pre-requisite concepts and/or skills.	0	0

3.2	Teacher tells students what they have learnt previously.	0	0
3.3	Teacher relates concept/topic to everyday life.	0	0
3.4	Teacher communicates learning goals and outcomes.	0	0
3.5	Teacher recapitulates and summarises lesson content	0	0
<b>Explicit ("Visible") Performance Standards</b>			
3.6	Technical	0	0
3.7	Explicit reference to quality	0	0
3.8	Exemplars of Performance (Successful/Unsuccessful/Incorrect)	0	0
<b>Feedback</b>			
<b>Whole Class</b>			
3.9	Task level feedback	0	0
3.10	Process level feedback	0	0
3.11	Self-regulation level feedback	0	0
3.12	Self level feedback	0	0
<b>Individual</b>			
3.13	Task level feedback	0	0
3.14	Process level feedback	0	0
3.15	Self-regulation level feedback	0	0
3.16	Self level feedback	0	0

<b>4</b>	<b>GENERIC FOCUS OF KNOWLEDGE WORK</b>		
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

<b>5</b>	<b>EPISTEMIC FOCUS OF CLASSROOM TALK (Whole Class, Individual and Group)</b>		
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

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

<b>7</b>	<b>EPISTEMIC PLURALISM AND DELIBERATION</b>		
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	<b>Epistemic Orientation (Whole class)</b>		
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
	<b>Epistemic Agency (Time Based)</b>		
7.2.1	Teacher	0	0
7.2.2	Teacher/Student	0	0
7.2.3	Student	0	0

<b>8</b>	<b>SOCIAL STUDIES INQUIRY: DISCIPLINARY PRACTICES</b>		
8.1.1	<b>Sparking Curiosity: Activating interest, opening up space for discussion and questions</b>		
8.1.1.1	<b>Ideation:</b> Invite or brainstorm ideas, opinions; Build on, connect and explore ideas; Invite elaborations, reasoning, prediction, clarifications; Visualise ideas; Interactive exchange of ideas in a whole class/group setting	0	0
8.1.1.2	<b>Interest Stimulus:</b> Activity, materials that stimulate student interest	0	0
8.1.1.3	<b>Prior Knowledge:</b> Access prior relevant knowledge to help scaffold or model ideas/concepts	0	0
8.1.1.4	<b>Questions:</b> Invite questions from students; Students ask questions (to T or Ss)	0	0
8.1.2	<b>Dominant Agency (Time Based)</b>		
8.1.2.1	Teacher	0	0
8.1.2.2	Teacher/Student	0	0
8.1.2.3	Student	0	0

8.2.1	<b>Planning Inquiry: Working out inquiry task, activity, nature</b>		
8.2.1.1	<b>Focus:</b> Determine main idea(s); Choose focus of inquiry; Device a set of questions for inquiry (Determining main idea can be done independent of any actual task or activity); Decide on focus of investigation	0	0
8.2.1.2	<b>Inference:</b> Make inferences about claims and evidence; Speculate and predict outcomes of inquiry (Predit here is different from Ideation. Predict here relates to inquiry task, in ideation predict relates to ideas)	0	0
8.2.1.3	<b>Planning Task:</b> Develop a plan or activities to locate and collect information/data using various tools (web applications, search engines, equipment, mobile devices etc)	0	0

<b>8.2.2</b>	<b>Dominant Agency (Time Based)</b>		
8.2.2.1	Teacher	0	0
8.2.2.2	Teacher/Student	0	0
8.2.2.3	Student	0	0

<b>8.3.1</b>	<b>Gathering Data: Working on or Generating Information/Sources/Data</b>		
8.3.1.1	<b>Presentation:</b> Data is presented to students (rather than 'discovered' or 'generated'); Resources provided to students	0	0
8.3.1.2	<b>Processing:</b> Process information/data based on reliability, relevance, criteria	0	0
8.3.1.3	<b>Observation:</b> Make careful observations of sources or data	0	0
8.3.1.4	<b>Data Generation:</b> Data is generated or discovered from sources by students/teacher	0	0
<b>8.3.2</b>	<b>Dominant Agency (Time Based)</b>		
8.3.2.1	Teacher	0	0
8.3.2.2	Teacher/Student	0	0
8.3.2.3	Student	0	0

<b>8.4.1</b>	<b>Exercising Reasoning: Working through Data/Information &amp; Arriving at an Endpoint</b>		
8.4.1.1	<b>Data Analysis:</b> Question or critically examine the data; Analyse arguments; Detect errors in logic or reasoning	0	0
8.4.1.2	<b>Deep Analysis:</b> Questioning what is not obvious or explicit; Examine or discuss omitted perspectives (Data Analysis looks only at what is presented in the data while Deep Analysis examines what is not explicit in the data, what is not said or written)	0	0
8.4.1.3	<b>Text Analysis:</b> Identify techniques used by authors/illustrators to influence readers (eg loaded words, use of images etc, stance-taking, persuasive meaning); Purpose/Audience/Context	0	0
8.4.1.4	<b>Perspective Taking:</b> Taking or consider multiple perspectives, including beyond lesson contexts; Consider possible futures	0	0
8.4.1.5	<b>Evaluation:</b> Evaluate usefulness and reliability of sources; Evaluate alternatives	0	0
8.4.1.6	<b>Justification:</b> Justify explanations or claims	0	0
8.4.1.7	<b>Synthesis:</b> Synthesise or summarise ideas; Propose resolution; Make decisions/Conclusions based on information/evidence; Present findings and conclusions	0	0
<b>8.4.2</b>	<b>Dominant Agency (Time Based)</b>		
8.4.2.1	Teacher	0	0

8.4.2.2	Teacher/Student	0	0
8.4.2.3	Student	0	0

8.5.1	<b>Reflective Thinking: Reflect on process and knowledge gained</b>		
8.5.1.1	<b>Meta-learning:</b> Reflect on learning process (can include reflecting on activities, organisational structures etc); Invite reflection about process/purpose/value of learning	0	0
8.5.1.2	<b>Meta-Inquiry:</b> Reflect on findings, inquiry stages	0	0
8.5.1.3	<b>Meta-Self:</b> Reflect on own pre-existing beliefs or assumptions	0	0
8.5.2	<b>Dominant Agency (Time Based)</b>		
8.5.2.1	Teacher	0	0
8.5.2.2	Teacher/Student	0	0
8.5.2.3	Student	0	0

9	<b>VALUES AND ATTITUDES: Disciplinary Practice</b>		
9.1	<b>Curiosity:</b> Show curiosity about the world and about human achievements in the past and present	0	0
9.2	<b>Individual Empowerment:</b> Recognise that an individual's beliefs shape one's thinking and one is empowered to effect change for society	0	0
9.3	<b>Informed Decision-making and Actions:</b> Consider the ethical effects/implications/consequences of one's actions on others and/or arrive at informed decisions	0	0
9.4	<b>Analysis:</b> Analyse complex situations, evaluate information, consider different viewpoints	0	0
9.5	<b>Diversity:</b> Appreciate diversity, cohesion and respect multiple points of view (Can include cultural, ethnic, and other group-based demarcations such as religion)	0	0
9.6	<b>Community:</b> Appreciate the importance of community or global living (Going beyond the self and family) and appreciate sense of belonging to community/country	0	0
9.7	<b>Civic Responsibility:</b> Appreciate being an ethical, active, informed citizen in society	0	0
9.8	<b>Societal Concern:</b> Identify and engage in issues of societal concern	0	0
9.9	<b>Environment:</b> Show care for the environment	0	0
9.10	<b>Cultural Appreciation:</b> Appreciate the cultural/historical heritage, and achievements of civilisations and their influences on present-day living	0	0
9.11	<b>Value Human Endeavour:</b> Appreciate human progress and achievements in different fields	0	0



9.12	<b>Participative Citizenship:</b> Students encouraged to be motivated in identifying issues of societal concern, be resilient in addressing concern inspite of challenges or be empowered to take responsibility for change and make a difference for others	0	0
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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:

Kwek, D., Hussain, F. A., Bhardwaj, D., Jonid, S. H., Hassan, W., Miller, R., & Lim, S. (2017). CORE 3 Singapore Coding Scheme 3 for Social Studies (SCS3-SS). Singapore: National Institute of Education.

<b>10</b>	<b>PERFORMATIVE/KNOWLEDGE BUILDING PRACTICES</b>	
<b>10.1</b>	<b>Performative Pedagogy</b>	
10.1.1	"Coverage" of the prescribed syllabus: Transmission	0
10.1.2	Exam preparation/ Performative Talk	0
10.1.3	Focus on factual and procedural knowledge	0
10.1.4	Focus on foundational domain-specific knowledge practices (syntax, coding)	0
10.1.5	Whole-class didactic instruction/IRE	0
<b>10.2</b>	<b>Knowledge Building Pedagogy</b>	
10.2.1	"Cumulation": Meaning-making, understanding and skill	0
10.2.2	Domain-specific knowledge work/ Understanding Talk	0
10.2.3	Focus on conceptual, metacognitive and epistemic knowledge	0
10.2.4	Focus on elaborated domain-specific knowledge practices (disciplinarity)	0
10.2.5	Whole-class discussion, collaborative small group work	0
10.2.6	Visible Learning and Epistemic Clarity	0
<b>11</b>	<b>"ESSENTIAL CHARACTERISTICS OF POWERFUL SOCIAL STUDIES"</b>	
<b>11.1</b>	<b>Social studies teaching and learning are meaningful</b>	
11.1.1	Students learn connected networks of knowledge, skills, beliefs, and attitudes useful both in and outside of school.	0
11.1.2	Instruction develops important ideas within appropriate breadth of topic coverage for understanding, appreciation, and life application.	0
<b>11.2</b>	<b>Social studies teaching and learning are integrative</b>	
11.2.1	The subject matter cuts across time and space and/or is connected to other subjects.	0
11.2.2	Instruction interconnects knowledge, skills, beliefs, values and attitudes with effective social/political action.	0
<b>11.3</b>	<b>Social studies teaching and learning are values-based</b>	0
11.3.1	Teacher guides students to consider the ethical dimensions of topics and address the potential implications of controversial issues; encourages reflection on concern for the common good, and make critical, value-based decisions about related social issues.	0

11.3.2	Teacher ensures student awareness of the values, complexities, and dilemmas involved in an issue; encourages students to consider the costs and benefits to various individuals and groups, develop well-reasoned positions consistent, show respect for well-supported positions, and display sensitivity to cultural similarities and differences.	0
<b>11.4</b>	<b>Social studies teaching and learning are challenging</b>	
11.4.1	Teacher models seriousness of purpose and a thoughtful approach to inquiry, and use instructional strategies designed to elicit and support similar qualities from students.	0
11.4.2	Teacher shows interest in and respect for students' thinking and demand well-reasoned arguments rather than opinions voiced without adequate thought or commitment.	0
<b>11.5</b>	<b>Learning is active</b>	
11.5.1	Teacher gradually moves from modeling, explaining, or supplying information that builds student knowledge, to a less directive role that encourages students to become independent, self-regulated learners.	0
11.5.2	Teachers emphasize authentic activities that call for real-life applications using the skills and content of the field.	0
<b>12</b>	<b>Dialogic Teaching and Learning</b>	
<b>12.1</b>	<b>Communicative Approach</b>	
12.1.1	<i>Interactive/Dialogic:</i> T and S consider and explore a range of ideas, pose genuine questions and/or make ideas available	0
12.1.2	<i>Noninteractive/Dialogic:</i> T revisits/summarises different points of views by listing or exploring similarities and differences	0
12.1.3	<i>Interactive/Authoritative:</i> T focuses on a specific point of view, leads S through Q & A to establish or consolidate that point of view	0
12.1.4	<i>Noninteractive/Authoritative:</i> T presents a specific point of view	0