

sps
school of
professional studies

information handbook

july semester 1976

institute of education

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Department of Psycho-Social Studies

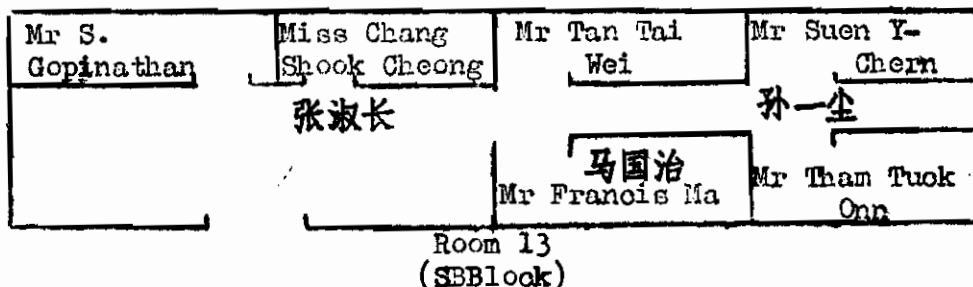
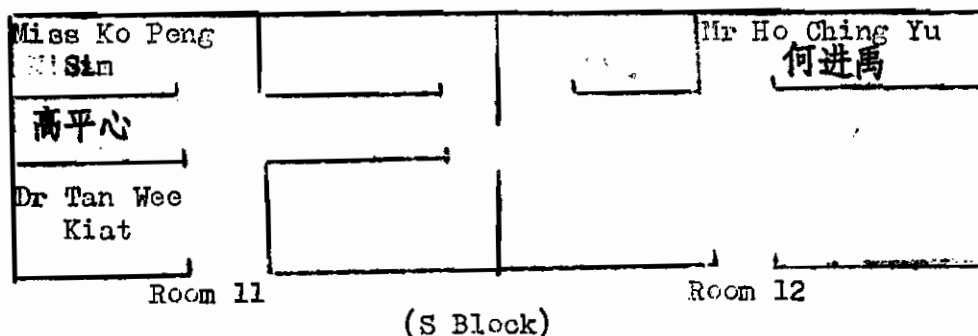
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Plan of Departmental Offices



The Functions of The School of Professional Studies

Introduction

The School of Professional Studies is one of the four constituent Schools of the Institute of Education. The School has, within it, the Departments of Comparative Studies, Evaluative Studies, and Psycho-Social Studies. Currently, the School has a professional staff of fifteen members, two of whom are abroad on study leave.

Courses

The School as a whole is responsible for the core course in Education called the Principles and Practice of Education for pre-service teachers at the Certificate and Diploma levels, in both the Chinese and English media of instruction. The aim of this compulsory course is to help the prospective teacher understand the purpose and functions of the education system in our society and to provide the necessary theoretical framework for the task of teaching effectively.

The Departments of the School offer a number of elective courses called Special Education (SE) courses. The specific aim of each of these SE courses is to enable students to select an area of interest in education for study at depth. You will find a list of SE courses elsewhere in this booklet. As part of SE course requirements, students have to submit academic exercises involving the collection and analysis of data in the school situation.

For the Advanced Certificate in Education, the School offers courses in evaluation, psychology and textbook writing.

At the post-graduate level (M.Ed. and Ph.D.), the Department of Evaluative Studies offers courses in Educational Research Methodology and Educational Statistics.

Various staff members are involved in conducting in-service courses for teachers, and courses for outside organizations, such as the Industrial Training Board.

Supervision of Students

All staff are required to supervise pre-service teachers during school practice. In addition, the school is responsible for the supervision of post-graduate students in their research projects.

Research

Three staff members are engaged in a survey of reading interests among school children in a sample of primary schools. Another member of staff is undertaking a study into whether, and in what form, religious instruction is permissible on educational criteria.

BRIEF DESCRIPTION OF THE CORE EDUCATION COURSE

1 Course Title: Principles and Practice of Education

2 Course Code: CE11101 (English) and CE 11201 (Chinese) for
Cert-in-Ed students.
CE 21102 (English) and CE 21202 (Chinese) for
Dip-in-Ed students.

3 Course Objectives

This compulsory core course in education has the following objectives:

- 3.1 to help prospective teachers understand the objectives and organization of the formal education system in Singapore;
- 3.2 to provide prospective teachers with a balanced and integrated approach to the study of the theories, problems and issues in teaching and learning;
- 3.3 to familiarise prospective teachers with the problems and issues of contemporary education;
- 3.4 to enable prospective teachers to understand and apply principles and processes of educational measurement and evaluation;
- 3.5 to provide prospective teachers with a knowledge of the fundamental principles of health education.

4 Course Description

- 4.1 The course is organized around a number of themes grouped into two major units to accommodate two fresh intakes of students every semester. The focus of Unit A is on the structure and organization of Singapore's educational system, the curriculum in the schools, the teacher and the teaching process. Unit B focuses attention on the pupils, the learning process, the learning environment and the evaluation of learning.
- 4.2 Though each Unit is self-contained and may be taken in any sequence, cross references will be made whenever necessary in order to achieve greater relevance.
- 4.3 Tutorials are an essential component of this course.
- 4.4 This course will be taught by a team of lecturers.
- 4.5 It is intended that the course will have an integrated approach. Hence, in the analysis and discussion of the various components of the educational process, relevant concepts, principles and theories from the following areas/disciplines will be referred to, viz, Education in Singapore, Philosophy of Education, Psychology of Education, Sociology of Education and General Methodology.

5 Evaluation

Evaluation of student achievement in this course will be by a final examination of two essay papers and an objective test.

OUTLINE OF THE CORE EDUCATION COURSE - UNIT A

- 1 An Overview of the C.E. Course
- 2 Aims of Education
 - 2.1 Educational objectives in our schools
 - 2.2 Education as a social enterprise
 - 2.3 Concepts of education
- 3 Structure and Organization
 - 3.1 Structure and organization of the education system
 - 3.2 Organizational patterns
- 4 The Curriculum
 - 4.1 An analysis of present school curriculum
 - 4.2 BCA in Singapore schools
 - 4.3 The social function of education
 - 4.4 The Balance between the Humanities and the Sciences
 - 4.5 The subject-centred and the child-centred curriculum - strengths and shortcomings
 - 4.6 Other types of curricula - core, broadfields, integrated
 - 4.7 Innovative thinking in education
 - 4.8 Curricula innovations in Singapore
- 5 The Teacher
 - 5.1 Teacher education in Singapore
 - 5.2 Professional and personal growth of the teacher
 - 5.3 Professionalism and social status of the teacher
 - 5.4 The teacher and Educational Philosophy
 - 5.5 The roles of the teacher in the class and the School
- 6 The Teaching Process
 - 6.1 The role of the teacher in relation to
 - 6.1.1 the curriculum - development, interpretation and implementation
 - 6.1.2 instruction - planning, organizing and teaching: objective, units, methods and media
 - 6.1.3 pupils - roles that enhance mental health, emotional and social maturity, intellectual growth and integrity
 - 6.2 Idealism, realism and pragmatism and their implications for instruction

OUTLINE OF THE CORE EDUCATION COURSE - UNIT B

- 1 An Overview of the C.E. Course
- 2 Aims of Education
 - 2.1 Educational objectives in our schools
 - 2.2 Education as a social enterprise
 - 2.3 Philosophical concept of education
(Items 1 and 2 are for the new intake of students only)
- 3 The Pupils in our Schools
 - 3.1 The Nature of Man
 - 3.1.1 Man as an individual
 - 3.1.2 Man as a member of society
 - 3.2 Moral philosophy, moral education and development
 - 3.3 Problems of justifying values
 - 3.4 Socialization
 - 3.4.1 Socialization in Primary Groups: the family and peer groups
 - 3.4.2
 - (a) The Schools and Socialization
 - (b) Instrumental and expressive aspects of the curriculum.
 - 3.5 Correlates of school learning
 - 3.5.1 motivation
 - 3.5.2 personality
 - 3.5.3 intelligence
 - 3.5.4 creativity
 - 3.6 Deviance - Sociological and psychological perspectives
- 4 Pupils and the Learning process
 - 4.1 Entering behaviour
 - 4.2 Learning
 - 4.2.1 memory and transfer
 - 4.2.2 cognition
 - 4.2.3 problem-solving
 - 4.2.4 psycho-motor skills
- 5 The Learning Environment - the school and the class
 - 5.1 The school as a formal organisation
 - 5.2 The class as a social system
 - 5.3 Social dynamics in the classroom
 - 5.4 Teacher-pupil interaction and learning
 - 5.5 Concepts of freedom, discipline and democracy
- 6 Measurement and evaluation
 - 6.1 The examination system in Singapore
 - 6.2 Current tests and examinations
 - 6.3 Basic concepts in tests and measurements
 - 6.4 Evaluation and instruction: interpretation of test results
 - 6.5 Consequences of testing

Certificate-in-Education (Technical)

Core Education Modules

1 Course Title: Principles and Practice of Education for Technical Students

2 Course Code : CE 11103

3 Course Objectives

This compulsory core course in education has the following objectives:

- 3.1 to help prospective teachers understand the objectives and organization of the formal educational system in Singapore
- 3.2 to equip prospective teachers with the knowledge of basic concepts, principles and theories of education for the task of teaching effectively
- 3.3 to familiarise prospective teachers with the problems and issues of contemporary education
- 3.4 to provide prospective teachers with an understanding of the psycho-social processes in learning and teaching
- 3.5 to enable prospective teachers to know and apply fundamental principles and processes of educational measurement and evaluation

4 Course Content

The course will be organised on the module system. The four modules are:

- Module 1 : The Education System and the Curriculum
- Module 2 : Fundamental Issues in Education
- Module 3 : The Psycho-Social Processes in Education
- Module 4 : Educational Measurement and Evaluation

It is intended that the course will have an integrated approach; in the analysis and discussion of the various components of the educational process, relevant concepts, principles and theories from the following discipline/areas will be drawn in viz., Education in Singapore, Philosophy of Education, Educational Psychology, Educational Sociology and Educational Evaluation.

5 Evaluation

Evaluation of student achievement in this course will be by a final examination of two essay papers and an objective test.

SPECIAL EDUCATION COURSES

Certificate-in-Education

Day/Time: **Thursdays: 8.00 - 10.00 a.m.**

Courses in English

<u>Course Code</u>	<u>Course Title</u>	<u>Lecturer</u>	<u>Room</u>
CS 12101	The Teacher and Instructional Materials	Mr S. Gopinathan	B3
PS 12112	Testing the Ability of Primary School Children	Prof Charles Poole	B11

Courses in Chinese

PS 12210	Education and Personality Development	Mr Suon Y-Chern	D7
PS 12203	The Home and the School	Mr Fo Ching Yu	B2

Certificate-in-Education (Technical)

Day/Time: **Fridays 8.00 - 10.00**

CS 12109	The Development of Technical and Vocational Education in Singapore	Mr S. Gopinathan	Room G
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Diploma-in-Education

Day/Time: **Fridays 2.00 - 4.00 p.m.**

***Wednesdays 2.00 - 4.00 p.m.**

Courses in English

CS 22103	Moral Education: a philosophical Analysis	Mr Tan Tai Wei	B5
CS 22108	Educational changes in Singapore: a Comparative Analysis	Mr Than Tuck Ann	B7
PS 22101	Educational Measurement	Dr Tan Wee Kiat	S7/C
PS 22102	Educational Statistics	Dr Ing Chun Hoi	B7/C
PS 22107	The Language of Communication	Miss Chen Ai Yen	D11
PS 22108	Psychological Testing	Miss Seng Seok Hoon	D12
PS 22111	Measurement of Progress in Basic Skills	Prof Charles Poole	B11
PS 22104	Motivation in Learning	Miss Chang Shook Cheong	D6

Courses in Chinese

CS 22204	Curriculum Development	Mr Francis Ma	S15
PS 22203	The Home and the School	Mr Fo Ching Yu	D5
PS 22207	*The Language of Communication	Miss Chen Ai Yen	D11
PS 22210	Education and Personality Development	Mr Suon Y-Chern	D7

Evaluation in Special Education Courses

Evaluation of student performance in all Special Education (SE) courses is by means of the academic exercise (project) submitted. An academic exercise is normally completed by the end of a semester in the case of Diploma students, and by the end of two semesters in the case of Certificate students. However, regulations allow students to submit academic exercises not later than one semester after the completion of a SE course, provided the students are not in their last semester at the Institute.

BRIEF DESCRIPTIONS OF SPECIAL EDUCATION COURSES

Certificate-in-Education

CS 12101 The Teacher and Instructional Materials (English)
(with special reference to textbooks)

This course is intended to acquaint students with book publishing procedures in order that they may become aware of the potentialities and limitations of textbooks as an instructional tool. There will be discussion on evaluation procedures and strategies for integrating the textbook with audio-visual aids. Practice will be provided in the preparation and evaluation of materials for school use.

PS 12112 Testing the Ability of Primary School Children (English)

The course aims at developing an understanding of the way in which ability tests can be developed for use at the primary level. It will examine the arguments for the proper appreciation of such measures, and the evidence for cognitive growth at this stage in order that the limitations and appropriate applications of test results will be better understood.

PS 12210 Education and Personality Development (Chinese)

This course examines the nature of human personality and its development during the period of childhood. Discussion will also include the impact of the family, school, peer group, and community on personality development; the role of education in nurturing a wholesome personality will be studied.

PS 12203 The Home and the School (Chinese)

This course deals with the Sociological perspectives of education. Discussion will centre on the issues of social class and achievement motivation, equality of educational opportunity, and the interplay of heredity and environment. Kluckhohn's conceptual model of "variations in value orientations" will be examined. The home and school environment and their affects on children's success at school will be studied.

Certificate-in-Education (Technical)

CS 12109 The Development of Technical and Vocational Education in Singapore (English)

The course aims at providing students with an understanding of the nature of technical and vocational education and its place in the context of formal and non-formal education in Singapore. To do this, it will, among other things, (a) describe and discuss the major developments in technical/vocational education since 1900, (b) examine the provision for technical and vocational education in one selected developing and one developed country, and discuss similarities and differences with Singapore, and (c) describe and examine the relationship between economic/manpower needs and the provision of technical and vocational education facilities.

Diploma in Education

CS 22108 Educational Changes in Singapore: a Comparative Analysis(English)

The course will start with a comparative overview of aims in education as expressed by selected educational systems to indicate general expectations in educational change in relation to changes in society. The educational aims of the Singapore educational system will be examined and clarified through a discussion of educational policies which have been made explicit. The broader implications of some of these aims will also be discussed. This will provide the general framework for the study of educational problems and issues in Singapore which will focus on the broad themes of (a) equality of opportunity in education, (b) language, education and national integration, and (c) modernisation: implications for educational change.

CS 22103 Moral Education: A Philosophical Analysis (English)

This course is concerned more with raising and less with answering questions such as those raised below; although answers, wherever possible, will be attempted. Moral education is not a simple matter. Firstly, questions arise regarding its content. Is there such a thing as moral knowledge? Or is morality a subjective affair, such that no proper content can be built up for a moral education curriculum? If morality is not all that subjective, what is the nature of its objectivity and content? Can there be moral knowledge which is independent of religion? Even if morality does not or need not depend on religion, would religious education (if there can be such a thing) be important, say, in reinforcing morality? How would the phenomenon of moral and religious pluralism, such as that occurring in multi-cultural Singapore, determine the content of moral education? Questions also arise as regards the method of moral education. How do we morally educate, rather than indoctrinate? What is indoctrination, and what's wrong with it? How would the phenomenon of moral and religious pluralism bear on the methods of moral education? Is neutrality a possible stance for the moral educator? If not, does this mean that he has necessarily to be partial, rather than impartial?

ES 22101 Educational Measurement (English)

This course deals with the concepts, principles and procedures of test construction, administration, scoring, analysis and interpretation. There will also be discussion of the assessment of the affective domain. Students will be introduced to some standardized tests.

ES 22102 Educational Statistics (English)

This course will be concerned with the concepts and procedures of statistics and their applications in education. Students will be exposed to the ideas of educational norms and to measures of relationship between variables of educational interest.

Note: This course may not be taken by students who have completed, or, are currently enrolled in the statistics course offered by the Mathematics Department.

PS 22107 The Language of Communication (English)

There will be a systematic study of man's verbal as well as non-verbal communication techniques, and of the aesthetic and socio-psychological factors involved. Opportunities will be provided for practice in developing oral and written skills in conjunction with a creative multi-media project.

PS 22108 Psychological Testing (English)

The course aims at providing a broad understanding of the historical background and the current state of psychological testing strategies and procedures. It will give a working acquaintance with elementary statistical methods used in test construction, including knowledge of some measurement problems that are critical for efficient psychological evaluation, and consider critically the uses of psychological test data in the behavioural prediction process.

PS 22111 Measurement of Progress in Basic Skills (English)

This course aims to make students aware of some of the difficulties in developing and using standardised tests of achievement. Discussion will centre on the concept of basic skills, the assessment of such skills, the Rasch model of measurement, factor analysis and its place in identifying basic dimensions. The idea of an item bank will be discussed, and the student will learn how to write items for trial and analysis.

PS 22203 The Home and the School (Chinese)

(Refer to Certificate-in-Education course)

CS 22204 Curriculum Development (Chinese)

The focus of this course is the school curriculum in Singapore which will be analysed to determine the factors influencing its organization and development. There will be discussion of the selection of learning experiences to achieve the curricular goals, and an evaluation of actual curricular outcomes.

PS 22204 Motivation in Learning (Chinese)

The course will examine and discuss types of motivation (physiological and non-physiological), factors in motivation (such as interest, curiosity, competition and achievement), deterrents to motivation (fatigue, hunger and other factors), and the motivational roles of the teacher.

PS 22207 The Language of Communication (Chinese)

There will be a systematic study of man's verbal as well as non-verbal communication techniques, and of the aesthetic and socio-psychological factors involved. Opportunities will be provided for practice in developing oral and written skills in conjunction with a creative multi-media project.

PS 22210 Education and Personality Development (Chinese)

This course aims to provide an understanding of the nature and development of human personality during the period of adolescence and early adulthood. Discussion will also include the impact of the family, school, peer group and community on personality development. The role of education for nurturing a wholesome personality will be studied.

To All New Certificate-in-Education Students

CHOICE OF COURSES

1. A non-cadet Certificate Course student may not pursue courses exceeding the equivalent of $3\frac{3}{4}$ credits (excluding School Practice) in any one semester.
2. A teaching cadet Certificate Course student may not pursue courses exceeding $2\frac{3}{4}$ credits (excluding School Practice) per semester.
3. To assist both groups of students in choosing their courses, several alternative Pattern of Courses are set out below. Please feel free to consult your Advisers and/or Heads/Schools regarding the pattern that would be most suitable for you.

PATTERNS OF COURSES FOR NON-CADET CERTIFICATE STUDENTS

Pattern A

1st Semester

CE ($\frac{1}{2}$ credit)
SA₁ (1 credit)
SH₁ ($\frac{1}{2}$ credit)
SE ($\frac{1}{2}$ credit)
L₁ ($\frac{1}{2}$ credit)
CCS₁ ($\frac{1}{2}$ credit)
PE ($\frac{1}{2}$ credit)

Total: $3\frac{3}{4}$ credits

2nd Semester

CE ($\frac{1}{2}$ credit)
SA₁ (1 credit)
PG ($\frac{1}{2}$ credit)
SE ($\frac{1}{2}$ credit)
L₁ ($\frac{1}{2}$ credit)
CCS₂ ($\frac{1}{2}$ credit)
PE ($\frac{1}{2}$ credit)

Total: $3\frac{3}{4}$ credits

3rd Semester

CE ($\frac{1}{2}$ credit)
SA₂ (1 credit)
SH₂ ($\frac{1}{2}$ credit)
L₂ ($\frac{1}{2}$ credit)
L₁ ($\frac{1}{2}$ credit)
CCS₃ ($\frac{1}{2}$ credit)

Total: $3\frac{1}{2}$ credits

Pattern B

1st Semester

CE ($\frac{1}{2}$ credit)
SA₁ (1 credit)
SH₁ ($\frac{1}{2}$ credit)
L₁ ($\frac{1}{2}$ credit)
L₂ ($\frac{1}{2}$ credit)
CCS₁ ($\frac{1}{2}$ credit)
PE ($\frac{1}{2}$ credit)

Total: $3\frac{3}{4}$ credits

2nd Semester

CE ($\frac{1}{2}$ credit)
SA₁ (1 credit)
PG ($\frac{1}{2}$ credit)
L₁ ($\frac{1}{2}$ credit)
L₂ ($\frac{1}{2}$ credit)
CCS₂ ($\frac{1}{2}$ credit)
PE ($\frac{1}{2}$ credit)

Total: $3\frac{3}{4}$ credits

3rd Semester

CE ($\frac{1}{2}$ credit)
SA₂ (1 credit)
SH₂ ($\frac{1}{2}$ credit)
L₁ ($\frac{1}{2}$ credit)
SE ($\frac{1}{2}$ credit)
CCS₃ ($\frac{1}{2}$ credit)

Total: $3\frac{1}{2}$ credits

4th Semester	
CE ($\frac{1}{2}$ credit)	
SA ₂ (1 credit)	
-	
L ₂ ($\frac{1}{2}$ credit)	
L ₁ ($\frac{1}{2}$ credit)	
CCS ₄ ($\frac{1}{2}$ credit)	
Total: 3 credits	

4th Semester	
CE ($\frac{1}{2}$ credit)	
SA ₂ (1 credit)	
-	
L ₁ ($\frac{1}{2}$ credit)	
SE ($\frac{1}{2}$ credit)	
CCS ₄ ($\frac{1}{2}$ credit)	
Total: 3 credits	

Note on abbreviations for courses (简字学科名称)

- CE : Core Education (Principles & Practice of Education) (必修科)
 SA₁ : First Special Academic Course [专修学科(一)]
 SA₂ : Second Special Academic Course [专修学科(二)]
 SE : Special Education Course (教育专修科)
 SM₁ : First Special Method Course [专科教学法(一)]
 SM₂ : Second Special Method Course [专科教学法(二)]
 L₁ : First Language Course (第一语文科)
 L₂ : Second Language Course (第二语文科)
 CCS₁...CCS₄ : First to Fourth Co-curricular Course [共同必修科(一三四)]
 PG : Personal Growth Course (个人进修科)

PATTERNS OF COURSES FOR CERTIFICATE IN EDUCATION CADETS

Pattern X

1st Semester

Courses	Credits
CE	$\frac{1}{2}$
SA ₁	1
SM ₁	$\frac{1}{2}$
L ₁	$\frac{1}{2}$
PE	$\frac{1}{2}$
Total	$2\frac{3}{4}$

2nd Semester

Courses	Credits
CE	$\frac{1}{2}$
SA ₁	1
L ₁	$\frac{1}{2}$
PE	$\frac{1}{2}$
CCS ₁	$\frac{1}{2}$
Total	$2\frac{3}{4}$

Pattern Y

1st Semester

Courses	Credits
CE	$\frac{1}{2}$
SA ₁	1
SM ₁	$\frac{1}{2}$
L ₁	$\frac{1}{2}$
PE	$\frac{1}{2}$
Total	$2\frac{3}{4}$

2nd Semester

Courses	Credits
CE	$\frac{1}{2}$
SA ₁	1
L ₁	$\frac{1}{2}$
PE	$\frac{1}{2}$
CCS ₁	$\frac{1}{2}$
Total	$2\frac{3}{4}$

3rd Semester

Courses	Credits
CE	$\frac{1}{2}$
SA ₂	1
BM ₂	$\frac{1}{2}$
L ₁	$\frac{1}{2}$
Total	$2\frac{1}{2}$

4th Semester

Courses	Credits
CE	$\frac{1}{2}$
SA ₂	1
L ₁	$\frac{1}{2}$
CCS ₂	$\frac{1}{2}$
Total	$2\frac{1}{2}$

5th Semester

Courses	Credits
SE	$\frac{1}{2}$
L ₂	$\frac{1}{2}$
PG	$\frac{1}{2}$
CCS ₃	$\frac{1}{2}$
Total	2

6th Semester

Courses	Credits
SE	$\frac{1}{2}$
L ₂	$\frac{1}{2}$
CCS ₄	$\frac{1}{2}$
Total	$1\frac{1}{2}$

3rd Semester

Courses	Credits
CE	$\frac{1}{2}$
SE	$\frac{1}{2}$
L ₁	$\frac{1}{2}$
L ₂	$\frac{1}{2}$
CCS ₂	$\frac{1}{2}$
Total	$2\frac{1}{2}$

4th Semester

Courses	Credits
CE	$\frac{1}{2}$
SE	$\frac{1}{2}$
L ₁	$\frac{1}{2}$
L ₂	$\frac{1}{2}$
CCS ₃	$\frac{1}{2}$
Total	$2\frac{1}{2}$

5th Semester

Courses	Credits
SA ₂	1
SM ₂	$\frac{1}{2}$
CCS ₄	$\frac{1}{2}$
Total	2

6th Semester

Courses	Credits
SA ₂	1
PG	$\frac{1}{2}$
Total	$1\frac{1}{2}$

To All New Diploma-in-Education Students

CHOICE OF COURSES

1. A non-cadet Diploma-in Education student may not pursue courses exceeding the equivalent of $3\frac{1}{2}$ credits (excluding School Practice) in any one semester.
2. A teaching cadet Diploma student may not pursue courses exceeding $2\frac{1}{2}$ credits (excluding School Practice) per semester.
3. To assist both groups of students in choosing their courses, several alternative Patterns of Courses are set out below. Please feel free to consult your Advisers and/or Heads/Schools regarding the pattern that would be most suitable for you.

PATTERNS OF COURSES FOR NON-CADET DIPLOMA STUDENTS

Pattern A

1st Semester

Courses	Credit
CE	1
SE ₁	$\frac{1}{2}$
SM ₁	$\frac{1}{2}$
PE	$\frac{1}{4}$
ST	$\frac{1}{2}$
CCS	$\frac{1}{2}$
Total	3

2nd Semester

Courses	Credit
CE	1
SE ₂	$\frac{1}{2}$
SM ₂	$\frac{1}{2}$
PE	$\frac{1}{4}$
ST	$\frac{1}{2}$
Total	$2\frac{1}{2}$

Pattern B

1st Semester

Courses	Credit
CE	1
SE ₁	$\frac{1}{2}$
SM ₁	$\frac{1}{2}$
PE	$\frac{1}{4}$
ST	$\frac{1}{2}$
Total	$2\frac{1}{2}$

2nd Semester

Courses	Credit
CE	1
SE ₂	$\frac{1}{2}$
SM ₂	$\frac{1}{2}$
PE	$\frac{1}{4}$
ST	$\frac{1}{2}$
CCS	$\frac{1}{2}$
Total	3

PATTERNS OF COURSES FOR CADET DIPLOMA STUDENTS

Pattern C

1st Semester

Courses	Credit
CE	1
SM ₁	$\frac{1}{2}$
SE ₁	$\frac{1}{2}$
PE	$\frac{1}{2}$
Total	$2\frac{1}{2}$

2nd Semester

Courses	Credit
CE	1
SM ₂	$\frac{1}{2}$
PE	$\frac{1}{2}$
ST	$\frac{1}{2}$
Total	2

3rd Semester

Courses	Credit
CCS	$\frac{1}{2}$
SE ₂	$\frac{1}{2}$
ST	$\frac{1}{2}$
Total	$1\frac{1}{2}$

Pattern D

1st Semester

Courses	Credit
CE	1
SM ₁	$\frac{1}{2}$
PE	$\frac{1}{4}$
ST	$\frac{1}{4}$
Total	2

2nd Semester

Courses	Credit
CE	1
SM ₂	$\frac{1}{2}$
ST	$\frac{1}{4}$
SE ₁	$\frac{1}{2}$
Total	$2\frac{1}{4}$

3rd Semester

Courses	Credit
CCS	$\frac{1}{2}$
PE	$\frac{1}{4}$
SE ₂	$\frac{1}{2}$
Total	$1\frac{1}{4}$

Pattern E1st Semester

Courses	Credit
CE	1
SM ₁	$\frac{1}{2}$
SE ₁	$\frac{1}{2}$
PE	$\frac{1}{2}$
Total	$2\frac{1}{2}$

2nd Semester

Courses	Credit
CE	1
SM ₂	$\frac{1}{2}$
SE ₂	$\frac{1}{2}$
ST	$\frac{1}{2}$
Total	$2\frac{1}{2}$

3rd Semester

Courses	Credit
CCS	$\frac{1}{2}$
PE	$\frac{1}{2}$
ST	$\frac{1}{2}$
Total	1

Pattern F1st Semester

Courses	Credit
CE	1
SM ₁	$\frac{1}{2}$
SE ₁	$\frac{1}{2}$
ST	$\frac{1}{2}$
Total	$2\frac{1}{2}$

2nd Semester

Courses	Credit
CE	1
SM ₂	$\frac{1}{2}$
PE	$\frac{1}{2}$
ST	$\frac{1}{2}$
Total	2

3rd Semester

Courses	Credit
CCS	$\frac{1}{2}$
SE ₂	$\frac{1}{2}$
PE	$\frac{1}{2}$
Total	$1\frac{1}{4}$

Note: It is possible to have additional patterns by interchanging SE, SM and CCS courses

专业研究所之职责

绪

本所为构成教育学院的四个研究所之一。所内复分为比较研究系、评估研究系和心理—社会研究系三系。目前，本所计有讲师十五位，其中有两位休假在国外深造。

学程

本所之主要职责在於为华、英文源流大学文凭班及普通文凭班学员开办一项共同必修的教育科，定名为教育原理与实践，旨在协助学员们了解我国社会教育制度的目的与功能，並为他们提供有效的教学所必需的理论体制。

本所各系则开办若干选修的课程，定名为专修科（简称 S.E）每一专修科具有特殊的目标，俾学员在教育的领域中就个人之兴趣加以选择以从事深入的研究。若将於本手册中见到专修科一览表。凡选修专修科之学员，必须呈缴一份学术习作（academic exercise）。作为选习专修科的条件，此项作业系根据学校的实际情况以搜集资料，予以分析研究。

在高级教育文凭班方面（The advanced Certificate in Education），本所提供评估、心理学与课本的编写等学程。

在大学毕业后的阶段（post-graduate level），如教育硕士、博士，评估研究系则开办教育研究法和教育统计学等学程。

本所的若干讲师在为现任教师所举办的各种进修课程（in-service courses）服务，並为院外其他机构如新加坡护士学校，举办课程。

视导学员

凡本所讲师，必须於学员的教学实习期间视导受训中的教师。此外，本所也负责辅导那些正在攻读高级学位的学员从事研究计划（research project）。

研究

目前有两位讲师从事於次列研究。（一）抽样调查我国小学六年级学生的阅读兴趣。（二）从教育的观点去探究宗教教学的问题。

教育必修科简介

1. 本学科名称：教育原理与实践
2. 本学科编号：普通教育文凭班 CE 11201
 大学教育文凭班 CE 21202
3. 本学科宗旨：这是一门必修的教育学课程，其目的如下：
 - 3.1 助长学员了解新加坡正式教育制度的目的及组织；
 - 3.2 助长学员平衡及综合研究教与学的理论、问题及争点；
 - 3.3 使学员熟悉现代教育的问题及争点；
 - 3.4 使学员了解及应用教育测量的原理及过程；及
 - 3.5 把卫生教育的基本原理提供给学员认识。
4. 本学科剪影：
 - 4.1 为适合新学员插班，本学科分为两个大单元，每一个单元以好多个主题组成。A单元的主题是：新加坡教育制度的结构与组织，学校的课程，教师及教学过程。B单元的主题是：学生、学习过程，学习环境及学习的评估。
 - 4.2 每个单元固然各自独立，不拘程次，不过为取得更大的联系，必要时宜纵横参照。
 - 4.3 辅导是本学科重要的一环。
 - 4.4 本学科採用协同教学法。
 - 4.5 本学科将以纵合的方法教学。因此，在分析及讨论教育过程、有关概念、原则、理论等成分时，将参考下列五个学科，即是新加坡教育、教育哲学、教育心理学、教育社会学及教学方法。
5. 评估：本学科结业时将举行两次论文式考试及一次客观式测验，以评定学业成就。

教育必修科课程纲要
(教育原理与实践)

A 单元

1. 导言
 - 1.1 本学科的范畴及主题
 - 1.2 选择主题的理论根据
 - 1.3 教育必修科的目的
 - 1.4 本学科的要求
2. 教育的目的
 - 2.1 新加坡学校的教育宗旨
 - 2.2 教育是社会企业
 - 2.3 教育的哲学概念
3. 教育的组织及结构
 - 3.1 教育制度的组织及结构
 - 3.2 组织的款式
4. 课程
 - 4.1 现行课程的分析
 - 4.2 新加坡学校的课外活动
 - 4.3 学校的工具文化及表达文化
 - 4.4 教育的社会功能
 - 4.5 人文与科学之间的平衡
 - 4.6 以学科为中心与以儿童为中心的课程
 - 4.7 核心课程、广域课程、纵合课程
 - 4.8 维新教育的刍议
 - 4.9 新加坡的课程改革
5. 教师
 - 5.1 新加坡的师范教育
 - 5.2 教师的专业与个人的修养
 - 5.3 教师的专业与社会地位
 - 5.4 教师的哲学信念
 - 5.5 教师在学校与课堂中的职责
6. 教学过程
 - 6.1 教师的职责
 - 6.1.1 发展、解释及实现课程
 - 6.1.2 计划及组织教学：确定目标、设计单元、运用方法及各种媒介
 - 6.1.3 增进学生心理健康，社会及情绪成熟，智能的生长及统合。
 - 6.2 唯心论、现实主义及实用主义对教学的提示

1. 引言

1.1 本学科的范畴及主题

1.2 选择主题的理论根据

1.3 教育必修科的目的

1.4 本学科的要求

2. 教育的目的

2.1 新加坡学校的教育目标

2.2 教育是社会企业

2.3 教育的哲学概念

3. 学生

3.1 人性

3.1.1 人的个性

3.1.2 人的社会性

3.2 道德的培养

3.3 儿童社会化的媒介：家庭、同辈团体及学校

3.4 与学习相关的因素：

3.4.1 动机

3.4.2 人格

3.4.3 智力

3.4.4 创造力

3.5 心智与行为的偏差

4. 儿童的学习过程

4.1 行为的起点

4.2 学习

4.2.1 记忆与迁移

4.2.2 认识

4.2.3 解决问题

4.2.4 心理机动技能

5. 学习环境

5.1 学校的正式组织

5.2 班级的社会组织

5.3 自由、民主与纪律的概念

5.4 课室中的社会动力

5.5 师生的互动与学习

6. 测量与评估

6.1 新加坡的考试制度

6.2 现行的测验与考试

6.3 价值的辩解

6.4 测量的基本概念

6.5 测验结果的解释

6.6 测验的后果

教育专修科简介

- CS 12204 课程发展
CS 22204 本学科将研究促成学校课程的努力，课程目标的由来，学习经验的选择，学习经验及教学内容的组织及综合，教学单元的发展，以及教学产物与教育目标的评估。
- PS 12203 家庭与学校
PS 22203 本学科研究教育社会学方面的事宜。课堂中的讨论将集中在社会阶层与成就动机、教育机会均等及遗传与环境的错综影响的争点上。课中将研讨克拉孔 (Kluckhohn) 的“价值定向”的概念。同时也将探讨家庭与学校环境对儿童学业成就的影响。
- PS 22204 学习动机
本科将研讨动机的类型 (心理的及非心理的)；动机的因素，如兴趣、好奇、竞争及成就；动机的阻碍如疲劳、饥饿及其他因素；暨教师在动机方面的任务。
- PS 22207 传达的语言
本学科将以有系统的方法来研究人类口语和非口语的传达技巧，以及其中所蕴藏的美感的与社会心理的因素。本学科也提供机会给学员发展说话与书写的技巧，以及怎样利用多种媒介来创造教材。
- PS 12210 教育与人格发展
PS 22210 本科旨在协助学员们了解人格发展之过程，及教育在培育人格的发展方面具有的功能。
本科内容包括研讨人格发展的心理的和社会的基础；人格特质的分析及其形成；人格发展的过程；心理卫生和人格发展；及家庭、学校和社会等对健全人格的发展之影响。
- ES 12201 教育测量
ES 22201 本学科的重点在于学业成就测量。主要内容包括测验编制基本原理、测验的实施、评分、分析和测验结果的解释。另一部分的时间将用于讨论如何进行情感领域的评估。

专修科

普通教育文凭班

周日/时间：星期四 上午八时至十时。

华文班课程

<u>学科编号</u>	<u>科目名称</u>	<u>讲师</u>	<u>教室</u>
PS 12210	教育与人格发展	孙一尘先生	D 7
PS 12203	家庭与学校	何进禹先生	D 5

大学教育文凭班

周日/时间：星期五 下午二时至四时或
星期三 同上

CS 22204	课程发展	马国治先生	S 15
PS 22203	学校与家庭	何进禹先生	D 5
PS 22204	学习动机	张淑长小姐	D 6
PS 22207	传达的语言	陈蔼彦小姐	D 11
PS 22210	教育与人格发展	孙一尘先生	D 7

专修科成绩之评定

各学员选修专修科之后，其成绩系就其所呈缴之学术习作（以下简称作业）加以评定。通常大学教育文凭班的学员须於修完其专修科该学期期终呈缴其作业；普通文凭班的学员则须于修习专修科的第二学期期终呈缴其作业。唯学员们如非届临受训期的最后一个学期（结业的学期），照章得於修完专修科以后的时间呈缴作业，但为时不得超过一个学期。

选课须知

致普通教育文凭班全体学员

选课

1. 本文凭班之非见习教师不得于任何一学期中修习超过为数相当於三又四分之三的学分——唯教学实习除外。
2. 本文凭班之见习教师，每学期不得修习超过为数相当於二又四分之三的学分——唯教学实习除外。
3. 为协助上述学员选课起见，兹拟定几种交替的选课范型 (alternative Patterns of Courses) 备用，请随意会见你的导师或本所主任商选最适合於你的范型。

非见习教师选课范型

A型和B型——请参阅本手册页 11 及 12

见习教师选课范型

X型及Y型——请参阅本手册页 12 及 13

致大学教育文凭班全体学员

选课

1. 凡本班之非见习教师不得於任何一学期选修超过为数相当於三又四分之一的学分——唯教学实习除外。
2. 凡本班之见习教师，每学期不得修习超过为数相当於二又四分之一的学分——唯教学实习除外。
3. 为协助上述学员选课起见，兹拟定几种交替的选课范型 (alternative Patterns of Courses) 备用，请随意会见你的导师或本所主任商选最适合於你的范型。

非见习教师选课范型

A型和B型——请参阅本手册页 14

见习教师选课范型

C型、D型、E型及F型——请参阅本手册页 15 及 16

註：如将专修科、专科教学法及必修科等互相调换，尚可编出更多的范型。