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A Letter to
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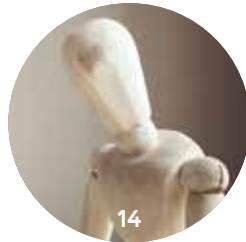


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SINGAPORE

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NEWS

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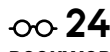
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Editor's Note

When wondering around NIE campus, the conversation of plants and trees often comes up. From the dense forest surrounding us to the vibrant heliconias that line our plaza to the peaceful foliage at the focal point of our canteen, trees make an illuminating allegory for what we do at NIE. Imagine us as a big majestic tree; encoded from seed to stand tall amongst our fellow plants, providing an intricate shelter of knowledge for all who gather under our branches; growing stronger every year and adapting to our changing environment to nurture the future educators of our country.

In this issue, we will see evidence of our nurturing spirit in the forging of ties with Griffith University and Seoul National University that will facilitate enhancement to our BA/BSc programme. We also celebrate with the Asian Languages and Cultures (ALC) Academic Group (AG) for their Malay language and culture appreciation events led by Assoc Prof Hadijah Rahmat which has been a valuable resource for the community visiting the National Library. And amidst this lush nurturing environment, we are also reminded by Assoc Prof Jude Chua to revisit the ancient greek term thaumazein; the concern of the importance of wondering as a pertinent pathway to critical thinking in the pursuit of knowledge.

I hope you enjoy this issue and delve into our many exciting and nurturing activities. May it serve as sunlight to your surface.

Paul Lincoln

13 - 17 April
American Educational Research Association Conference 2018

05 April
Caring Teacher Awards 2018

06 April
6th Lau Teng Chuan Physical Education and Sports Science Symposium

4
April 2018

Learning Through Service

Service-learning is an effective educational approach that provides valuable first-hand pedagogical skills to student teachers by engaging them in community services. The knowledge and experience gained through service-learning enable them to inspire future students to be compassionate and participate in community service. The experience also strengthens their characters and teaches them humility and independence.

The NIE Service-Learning Club (NIE SLC) organised various programmes in 2017 for student teachers to participate in service-learning. These include two major local events, Bandhudera and Art Facilitation @ St Luke's Hospital, as well as overseas service-learning trips to Nalanda and Sikkim, India and 'Catwalk' - a tiger conservation effort in Malaysia. Student teachers can look forward to more service-learning opportunities as the club expands its partnerships with organisations to reach out to other communities.



Read more about service-learning activities and sign up for programmes at the NIE SLC Facebook.

Nalanda: Service-Learning In A Remote Indian Village

By Ong Qi Ting, 2nd year student teacher



In December 2017, 16 inspired NIE student teachers embarked on a two-week service learning trip to Nalanda, a village deep in the valleys of Namdaph in northern India.

As a team, we grew stronger each day. We conducted daily reflection to improve our teaching and engagement with the students and forged strong bonds with the community. When the time came for us to leave, many of us were reluctant to go.

This was our second trip to serve the Chakma community, an ethnic group living in Namdaph for over 50 years after fleeing from Bangladesh in the 1960s. There were tension and conflicts with rival tribes at first, but these had reduced in recent years, and the Chakma community hoped to eventually settle down peacefully in the village.

We are extremely grateful for the opportunity to return and serve the Chakma community. We are also thankful to HelpTourism, the partner organisation who assisted our team throughout the trip.

We arrived at Nalanda to a warm reception by the villagers. We took on a few classes at the village school and were heartened to find the students eagerly following our lessons. The local teachers were on-hand to help us especially when some of the terms were lost in translation. The villagers opened their homes to us for house visits and shared unreservedly on the countless questions we had for them.

Our team unanimously agreed that the Nalanda service-learning was a truly meaningful and educational overseas service-learning trip. It taught us things we could not have learnt in the classroom and opened our eyes to a world beyond our own. It was a life-changing experience we will never forget.

19 - 21 June
International Science Education Conference 2018

03 May
NIE Post Graduate Fair 2018

28 May
Launch of IoT@NIE Learning Lab

5/6
May / June 2018

POSTGRAD FAIR 2018
Learning Differently, Leading Change

Report Card

In this section, we highlight NIE news and events over the last quarter. Read the full articles in the latest issue of NIEWS online or scan this QR code.



Playing Host To ICSEI 2018



NIE was the proud organiser of the 31st annual International Congress for School Effectiveness and

Improvement from 8 to 12 January 2018. The event saw over 700 policy makers, researchers and practitioners from the global education community coming together at the NIE campus to exchange knowledge and practices centred on the theme, "Deepening School Change for Scaling: Principles, Pathways and Partnerships".

Top (L-R) Prof Tan Oon Seng, NIE Director; Prof Low Ee Ling, NIE Chief Planning Officer; Prof Andy Hargreaves, ICSEI President; Assoc Prof Liu Woon Chia, Dean, Office of Teacher Education; Assoc Prof Tay Eng Guan; Dr Dennis Kwek and Assoc Prof Gwendoline Quek.

Bottom: Conference participants at the social event - Cultural Night.

New Year, New Partnerships

NIE is pleased to welcome its 18th and 19th partner universities through two Memoranda of Agreement (MOAs) – with Griffith University (GU), Australia, and Seoul National University (SNU), South Korea – signed on 5 and 6 February 2018 respectively. The MoAs will support the enhanced Bachelor of Arts and Bachelor of Science in Education programmes by providing student placements for international practicum and semester exchange.



(L-R) From SNU: Prof Jungyeop Shin, Assoc Dean, Student Affairs; Prof Jinwoong Song, Director of Globalisation and International Collaboration Committee; Prof Dongyeol Park, Assoc Dean, Planning and International Affairs; Prof EuiChang Choi, Assoc Dean, Academic Affairs; and Prof Chan-Jong Kim, Dean, College of Education. From NIE: Assoc Prof Liu Woon Chia, Dean, Office of Teacher Education; Assoc Prof Chow Jia Yi, Assoc Dean, Programme Planning and Management; and Dr Alexius Chia, Asst Dean, International and School Partnerships.



(L-R) From NIE: Assoc Prof Ivy Tan, Assoc Dean, Practicum and Partnerships, and Prof Tan Oon Seng, NIE Director. From GU: Prof Donna Pendergast, Head of School, Education and Professional Studies, and Prof Paul Mazerolle, Pro Vice Chancellor, Arts, Education and Law Group.



Fostering A Community Of Graduate Learners

An online initiative that allows NIE higher degree students to post questions and share learning experiences is now available to all graduate students. Known as 'Higher Degrees Connect on Blackboard', the collaborative platform enables graduate students to participate in several communities of learning by logging into their NIE GeNIEus accounts. To learn more about this initiative, email Asst Prof Adrian Kee, Asst Dean of Higher Degrees by Research, at higherdegrees@nie.edu.sg.

Nurturing Global Mindsets

A total of 43 third-year NIE student teachers attended their semester exchange in August 2017. The immersive experience in the rich and diverse cultures of their host universities has helped to nurture a global mindset towards learning.

"It was an enriching three months for me at the Peking University. Living abroad has allowed me to expand my worldview through interactions with people from different cultures and walks of life. Among the many exciting encounters during the trip, the one I was most impressed with is the prevalence of cashless payment modes in China. I got to see how technology has revolutionised the way day-to-day transactions are done, and that's a truly eye-opening experience. All in all, I am very grateful for the opportunity to go for my semester exchange at Peking University!"



Kai Jing
BA (Ed) (Pri),
Majoring in Chinese Language



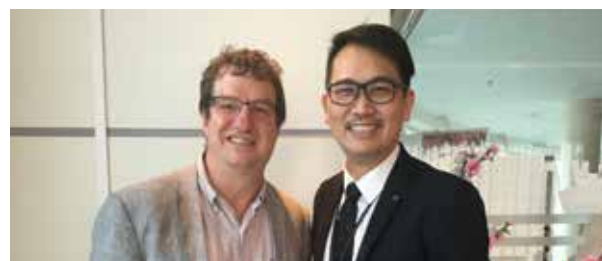
Meet Our “Oscar” Winners

The NIE Staff Awards are the equivalent of the “Academy Awards” on the NIE campus, presented in recognition of teaching, research, service and innovation excellence. A total of 39 individuals and teams, along with 101 long-service award recipients, were honoured by Prof Tan Oon Seng, NIE Director, and the NIE management team at a ceremony held during NIE’s Annual Staff lunch on Saturday, 3 February 2018.



Computing With Infinite Data

“Computing with Infinite Data” is a mega project aimed at enhancing the functionality of computer algorithms. NTU is the only university in Southeast Asia among 21 global institutions that are part of this collaborative effort, and NIE’s Asst Prof Ho Weng Kin from MME AG is the leader of the Singapore research team. With his team of mathematical experts, Asst Prof Ho will join forces with other international researchers to study the theoretical and applied aspects of computing with infinite objects.



Prof Toby Greany, Professor of Leadership and Innovation, Institute of Education, University College London with Assoc Prof Chang Chew Hung, Assoc Dean, Professional Development.

External Validation Of NIE’s PDQA Framework

The Office of Graduate Studies and Professional Learning invited Prof Toby Greany, Professor of Leadership and Innovation from the Institute of Education at University College London, to validate NIE’s Professional Development Quality Assessment (PDQA) Framework that was introduced in 2015. The purpose was to ensure the quality of NIE’s professional development and continuing education programmes. Prof Greany was at NIE from 15 to 17 January 2018, during which he conducted site visits, interviewed key NIE stakeholders, facilitated a workshop and interacted with NIE researchers and faculty members.

Appreciating Malay Language And Culture

The Asian Languages and Cultures (ALC) Academic Group was a key collaborator in a recent National Library Board showcase on ‘Tales of the Malay World: Manuscripts and Early Books’. Led by Head ALC, Assoc Prof Hadijah Rahmat, who delivered a talk, and faculty members Dr Kartini Anwar and Dr Sa’eda Buang, the NIE team conducted public workshops and organised a high-key seminar on Malay manuscripts involving participants from six universities in Singapore and Malaysia.

Tales Of The Malay World: Manuscripts And Early Books

August 2017 to February 2018



School children enjoying the educational talks.

Jawi Workshops By NIE Student-Facilitators

7 October 2017



Our student-facilitators posing with Dr Kartini (seated on second row, extreme left), Dr Sa’eda (seated on second row, second from left), and some of the participants from their Jawi workshop.

Malay Manuscripts Seminar

9 December 2017



Guest of Honour, Assoc Prof Muhammad Faishal Ibrahim (in green batik shirt), with Assoc Prof Hadijah Rahmat, (centre, in green baju kurung), Dr Sa’eda (first row, extreme right), lecturer-supervisors and student-presenters from NIE/NTU, NUS, NUS-Yale, SUSS and SUTD.



Assoc Prof Muhammad Faishal Ibrahim with Assoc Prof Hadijah Rahmat, (front row, second from right), lecturers and students of the seminar committee, and student-volunteers from Tampines Junior College.

“I Can Compose And Recite Syair” Workshop

3 February 2018



Talented secondary school students and their teacher with syair reciter, Ms Siti Shahirah Samad (extreme left), Dr Kartini (second from left) and Dr Sa’eda (third from left).

NIE Welcomes Visiting Educators

In December 2017 and January 2018, NIE hosted visits by distinguished guests from Vietnam, Laos, Macao and Saudi Arabia during which ideas and practices in education were exchanged.

1 Delegation From The Hanoi National University Of Education



Prof Do Viet Hung (eighth from right) with Prof Low Ee Ling (to his left), Dr Goh Chor Boon (far right) and NIE colleagues.

A 13-member delegation from the Hanoi National University of Education, led by Vice President Prof Do Viet Hung, visited NIE on 4 December 2017. The delegation was keen to learn about NIE's organisational model, science education, and pre-service and in-service teacher education programmes. The Vietnamese delegation was hosted by Prof Low Ee Ling, Chief Planning Officer; together with Dr Chua Bee Leng, Asst Dean of Professional Practice & Inquiry; Dr Hairon Salleh, Asst Dean of Doctor in Education; Dr Goh Chor Boon, General Manager of NIE International; and professors from the Natural Sciences and Science Education Academic Group led by Assoc Prof Yan Yaw Kai.

2 Delegation From The Lao Ministry Of Education And Sports



Her Excellency Semgdeuane Lachanthaboun (ninth from left) with Prof Low Ee Ling (to her left), Assoc Prof Ramona Tang (fourth from right), Dr Goh Chor Boon (far right) and NIE colleagues.

During her visit to NIE on 6 December 2017, Her Excellency Semgdeuane Lachanthaboun, Minister of Education and Sports, Lao People's Democratic Republic, led a 10-member delegation to learn about Singapore's experience in Initial Teacher Preparation, especially in English Language. Her Excellency met with Prof Low Ee Ling, Chief Planning Officer; Dr Goh Chor Boon, General Manager of NIE International; and professors from the English Language and Literature Academic Group led by Assoc Prof Ramona Tang.

3 Visit By Prof Subra Suresh, President Of NTU



On 5 January 2018, Prof Subra Suresh, President of NTU, accompanied by his wife, Mrs Mary Suresh, and Prof Ling San, NTU Provost and Vice President (Academic), visited NIE. The visit was hosted by Prof Tan Oon Seng, NIE Director, and the NIE senior management.

Starting from seventh from the left: Prof Ling San, Mrs Mary Suresh, Prof Subra Suresh and Prof Tan Oon Seng.

4 Delegation From Macao's Non-Tertiary Education Committee And Education Professional Committee



Second row, starting from ninth from the left: Ms Leong Lai, Prof Michael Chia and Assoc Prof Ivy Tan.

Ms Leong Lai, Director of Education and Youth Affairs Bureau, and concurrently Deputy Chairman of Non-Tertiary Education Committee and Chairman of Education Professional Committee, led a 34-member delegation on a study tour to NIE on 22 January 2018. The group of senior education leaders learnt about Initial Teacher Preparation in Singapore, and were hosted by Prof Michael Chia, Dean of Faculty Affairs, and Assoc Prof Ivy Tan, Associate Dean of Practicum and Partnerships.

5 Delegation From The Saudi Arabian Cultural Mission



On 31 January 2018, Prof Abdullah Al-Dhelaan, Cultural Attaché of Saudi Arabia, led a six-member delegation from the Saudi Arabian Cultural Mission in Singapore to learn about the operations and teacher education programmes at NIE. The visit was hosted by Prof Tan Oon Seng, NIE Director; Prof Paul Teng, Managing Director of NIE International; and Dr Goh Chor Boon, General Manager of NIE International.

Prof Abdullah Al-Dhelaan (fourth from left) with Prof Tan Oon Seng (to his right), Prof Paul Teng (second from left) and Dr Goh Chor Boon (fourth from right).

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OFFICE OF GRADUATE STUDIES & PROFESSIONAL LEARNING
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Educating The Whole Person: The Challenge Ahead

By Prof Dennis Shirley,
Lynch School of Education, Boston College

According to some critics, schools demand too much thinking and not enough feeling. These people complain about excessive work and inhuman competition for examination results. This leaves the young psychologically compliant to authority but inwardly scarred, they say.

Others argue that schools have become too soft, with too much “heart” and not enough “mind”. Last year was the first time that the *Organisation for Economic Cooperation and Development*¹ in Paris began measuring the well-being of the young around the world. So now educators everywhere are paying unprecedented attention to the emotions of their students. While for some this is change for the better, others worry that we are raising a “strawberry generation” that is too easily bruised to master the challenges of our rough-and-tumble world.

These different opinions place educators in conflicting situations. Too much academics, and we wonder if we’re stifling the emotions and damaging our students’ creativity. Too much attention to well-being, and we fear that we might be undermining their intellectual development.

How should we respond?

First, let’s acknowledge that influential critics have misled the public on the purposes of education. Ken Robinson is the best-selling author of *The Element: How Finding Your Passion Changes Everything*. For Robinson, the purpose of education is to find a passion and then pursue it with everything you have. This sounds good at first and Robinson is a brilliant storyteller. He shares colourful anecdotes about ballerinas, drummers, and painters who were outsiders in school but persisted because they had all-consuming passions that made their lives intrinsically rewarding.

But there’s a problem here. We have to acknowledge the ways in which dangerous passions – drugs, alcohol, or gambling, for example – have destroyed countless lives. How can we tell which passions are healthy and which are not? This ability to use our reason to form sound judgments has to be developed. Our schools are the right places to learn how to think through complex matters deeply and with discipline. This is why every society builds schools and why they are so highly valued around the world.

Second, critics are right that too many schools have become soulless factories that emphasise memorisation. When academics become devoid of purpose and empty of emotion, we’re developing systems that undermine the natural idealism of the young to be engaged with the world and to serve a larger purpose. There was great concern last year when new *OECD data*² revealed that Singapore’s students were paying for their sterling levels of academic achievement with high levels of anxiety.

The data signalled for a more balanced curriculum, less high-stakes testing and greater opportunities for all students to thrive. New offerings in the popular “Learning for Life” programme that supports sports, the arts and experiential learning throughout the system is one example.

So, a healthy school system educates hearts and minds. But we can’t just balance hearts and minds and be done with it. Why not? We can do everything possible to make our students happy (in their hearts) and to make them as smart as we can (by training their minds). Unfortunately, if we don’t do these things in the right way, we could produce students who are happy, smart and superficial – or even worse, utterly self-absorbed. There is evidence that this is what happened with the ill-fated *self-esteem movement*³ in the US.

What to do? It’s time to move beyond a limiting *instrumental imperative* of educational change to embrace a more daunting *existential imperative* to help our students to develop lives of meaning and purpose. Some of this can be done by exploring new pedagogies that allow students to chart out what they might want to accomplish with their lives and why. Some of it could involve curriculum revision so that students have opportunities to read of inspiring individuals who overcame adversity to serve others and to improve the human condition. These things require educators to get better at listening to our students, patiently probing with them how they envision their lives and encouraging them with kindness and forbearance.

Can we do these things? Absolutely! It surely is possible to avoid the siren calls of those who call for passion without intellect just as we must ignore traditional habits of emphasising academics at the cost of well-being. These things are being done already in many of our best schools. I’ve described many of them in my book, *The New Imperatives of Educational Change: Achievement with Integrity*.

Our biggest challenge is to help our students find an ennobling meaning and purpose for their lives. This is a demanding goal, to be sure. It runs straight up against so many currents of a now well-established “impulse society” that promotes instant gratification for virtually every desire. But we can and must do so much better than this.

Everyone has a part to play in shaping a better world. The young possess a natural idealism. What better role can our schools play than to help them to channel it?



Thaumazein:

Don't Forget To Wonder

By Assoc Prof Jude Chua Soo Meng, Head, Policy and Leadership Studies Academic Group

Recently, I revisited some of Aristotle's writings on how philosophy begins. Philosophy is at times euphemised as 'critical thinking' because of the unfortunate perception that philosophy tends to be too self-absorbed and impractical. Whereas 'critical thinking' suggests many practical applications, such as the discernment of truth from falsehood, especially in today's social media.

Yet, 'critical thinking' has the unintended side effect of narrowing the meaning of what philosophical thinking involves. Critical thinking is often associated with the technical acquisition of the axioms and moves – much like playing chess where with sufficient drilling, one could learn to take on many different moves from the opponent. Philosophy, on the other hand, is more than that. It is not a mere skill but also includes a comportment with important and lasting benefits for one's life and well-being.

Consider Aristotle's reference to wonder in his *Metaphysics*. There, Aristotle admitted that philosophy began with wonder, or *thaumazein* in Greek. He recognised that humans had the capacity to wonder – to be awed by puzzles and to pursue knowledge for its own sake – to the extent of becoming fully preoccupied in the study of the puzzle. At times, Aristotle might sound like he was referring merely to a psychological fascination with the puzzle, although I think he was really alluding to the desire to know for the sake of knowing. This was what he thought distinguished humans from other animals which pursued things purely for the sake of survival.

In a certain sense, our wonder marks that stage where our interest to know for its own sake is different from our need know to *survive*. Wonder marks that point in our consciousness where we are able to go beyond our primordial instincts, which bio-semiotician John Deely has termed 'cathexis', and

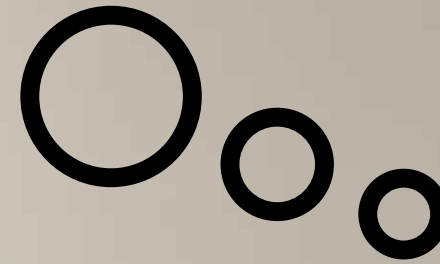
aspire for other goods besides satisfying our basic biological needs.

In context, Aristotle was interested in how wonder could lead to the pursuit of speculative knowledge through a rigorous system he called 'science'. But I think the achievement of wonder should not be restricted to the development of a thinker in abstract sciences or fields, like a mathematician or a social theorist. After all, wonder, with its detachment from the compulsion of survival needs, allows us to foreground other important needs and goals. It is reasonable to think that this would also lead to the foregrounding of what Aristotle called the first principles of practical reason, or what the Aristotelian commentator Thomas Aquinas called the 'natural law'. These are natural rational principles that direct us to seek and pursue goods besides those necessary for sheer survival.

The Oxford moral philosopher, John Finnis, in developing Aquinas' thought further, identified some of these goods that the 'natural law' directs us to pursue: knowledge, life, friendship, spirituality, truth and beauty, just to name a few.

In short, wonder does not just mark the stage of detachment that clears our way to pursue knowledge for its own sake; it also allows us to recognise the worth of pursuing other goods that inspire the human spirit and allow us to experience fulfilment apart from mere physical existence.

Grasping these truly important things is not a self-absorbed, solipsistic exercise. For instance, leadership requires an appreciation of what truly matters. As our children grow up to become future leaders, if their goal is fixated on survival at the expense of all other goods that constitute wholesome fulfilment, then all of us would be the poorer for it.



But what exactly gives rise to this sense of wonder?

I think it is not merely the exercise of confronting and resolving a puzzle or *aporia*. The German philosopher, Martin Heidegger, reminds us of the way in which wonder would tend to follow from our engagement with nature, which could be understood as the coming into presence and eventually the passing away of things.

As things come into presence, say a flower blooming or a baby turning into a toddler, they become more perfect and that transformation inspires in us a sense of wonder. At other times, aesthetic scenes like a perfectly manicured golf course or a long stretch of pristine beach set against a tranquil lagoon, could inspire wonder.

This fostering of a sense of wonder, and the creation of opportunities for these 'awesome' experiences, are that which would be essential in a complete philosophical education alongside 'critical thinking'. This could be something teachers or parents ought to bear in mind.

Bring our students out of the classroom and let them experience first-hand the wonders of the natural and beautiful that we have experienced ourselves, so that as they mature, they will always have a desire to seek knowledge for its own sake and gain a keen appreciation of the things that truly matter.



From Nurturing Hearts To Nurturing Minds

By Dr Kit Phey Ling, Lecturer, Psychological Studies Academic Group; Counselling Psychologist and Co-author of *The Undeclared Parent: A Guide to Managing Children's Stress*

Gregory is an above average student who always does reasonably well in his examinations. Recently, his grades have fallen, and he even failed the last few topical tests. Gregory's teachers also noticed that he has become more withdrawn, sad and distracted during lessons.

Gregory is representative of many children and adolescents that my colleagues, students and I have worked with at the NIE Wellness Centre.

When youths are emotionally distressed, they find it hard to concentrate on their academic work and their grades suffer. At such times, it is not unusual for parents and teachers to put in more time and efforts to tutor these children – to nurture their minds – in the attempt to improve their grades.



When the focus is solely on the youths' mind without attending to their hearts, the efforts to help will likely fail. Unattended emotional issues can sometimes lead to the development of mental health problems like anxiety, depression, self-harm, and even suicide. Whenever this happens, parents and teachers tend to feel frustrated, helpless and guilty for not being able to help the child.

Our online counselling pilot study with primary school children conducted in 2015 also showed that when children were distressed, they would usually seek the help of adults and peers. However, when some of the children told their parents about their negative feelings or distress over interpersonal issues, such as bullying, they were advised to ignore these problems in the belief that the problems would go away by themselves eventually.

When their teachers asked if they would like to attend online counselling via a live chat platform, they jumped at the opportunity. They openly shared their troubles with the online counsellors, who actively worked with them on the solutions. At the end of the counselling, the children expressed gratitude to their online counsellors for their willingness to listen and encourage them. They also reported being able to regulate their emotions more effectively and to focus on their studies (Kit, Teo, Tan & Park, 2017; NIE NIE AcRF RI 7/13 KPL).

The research results supported the importance of nurturing the hearts of children and adolescents to facilitate the good work by parents and teachers to



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nurture their minds. Over the past two decades, there was increasing recognition in the Singapore education system that children thrived when their emotional needs were attended to. As a result, teachers were trained to provide pastoral care and counselling to students in the 1980s (Chong, Lee, Tan, Wong, & Yeo, 2013). In 2005, a full-time school counsellor scheme was introduced. More recently, a 12-hour basic counselling skills course was integrated within the extended Postgraduate Diploma in Education programme. This compulsory course introduces pre-service teachers to basic mental health issues and rapport building skills, which they can use to identify at-risk students and make the appropriate referrals to mental health professionals.

However, possessing basic counselling skills is still insufficient for teachers to provide effective emotional support for their students. Research has shown that for them to be able to empathise, manage conflicts and set behavioural limits firmly and respectfully with their students, while still nurturing the students' ability to explore and learn, the teachers themselves should be aware of their own needs and issues (Jennings, Goh, Skovholt, Hanson, & Banerjee-Stevens, 2003).

This self-awareness can be achieved through training and deep personal reflection. All NIE pre-service teachers are given opportunities to reflect on their personal journeys during the Meranti weekends. Those in the degree programme who take up the basic counselling skills electives also embark on a personal development journey conducted through six individual and six group counselling sessions. These initiatives help prepare the student teachers adequately to support the academic and emotional development of their future students (Kit & Tang, 2017).

As a parent, teacher and counsellor educator, my hope is that someday, children like Gregory, will have the opportunity to seek help for their social-emotional issues from their teachers or counsellors. No child should have to navigate the seas of emotional distress alone. It is our responsibility and role as adults in their lives to support and guide them through such difficult times, so that they can overcome their emotional trials and thrive academically.

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From Evolution To Innovation: The Next-Gen PETE

By Assoc Prof Swarup Mukherjee and Assoc Prof Koh Koon Teck
Physical Education and Sports Science Academic Group

Teaching is a dynamic process. It is not merely about enhancing learning and there is no such thing as ‘obvious’ in teaching. With today’s generation of tech-savvy learners who have unlimited access to information and idiosyncratic learning needs, we need educators who can continuously develop their skills and capabilities to adopt new and innovative teaching methods and pedagogical strategies to engage and motivate these students.

Towards this end, educators in Physical Education Teacher Education (PETE) need to develop effective learning paradigms that can adequately prepare the Physical Education (PE) workforce of the future and address the needs of other key stakeholders, including instructors, institutions and the industry.

At the Physical Education and Sports Science Academic Group (PESS AG), various educational technologies are used to transform learning materials from hard-wired knowledge into tools that can generate flexible yet impactful knowledge capital for student teachers. A good example is the use of Information and Communication Technologies (ICT) to create effective and contextually relevant instructional situations that enhance learning and the learning experience.

In the early years, readily available ICTs like videos, Internet, computer games, podcasts, Edmodo and social media provided PETE educators with new ways to harness collective intelligence, generate learner-centric and comprehensive content, and nurture an interactive and collaborative classroom ecosystem. They were simple but effective for their purposes.

Periodic surveys showed that from less than 25% of the PESS AG adopting ICT in 2009, we now have the entire faculty using some forms of technology to complement their teaching and content delivery. This evolution towards ICT-savviness has led to greater impact in PETE learning with better content quality and delivery, accessibility to knowledge, and connectivity between educators and student teachers. The learners themselves have also become more motivated to learn beyond the classroom.

With the rapid development of educational apps, digital literacy in PETE has also evolved. Demands like enhancing learning through anywhere-anytime content access, accommodating different paces of learning, stimulating higher-order thinking and knowledge construction, and nurturing the aptitude for lifelong learning have prompted PESS AG to adopt and develop innovative pedagogical strategies to maximise student engagement, keep the PETE programmes relevant to the curriculum, and enhance return on investment in higher education for all stakeholders.

Some examples of pedagogical innovations include 3D interactive software and apps to create realistic virtual learning environments for enhanced learning experiences; blended learning that uses online digital contents to complement face-to-face learning; and flipped classroom and team-based learning that blend technology and conventional teaching methods to provide a new learning approach for students. Many of these innovations have delivered positive learning outcomes with very encouraging feedback from the students.

“The team-based learning approach was helpful. Looking through the notes and preparing myself for the team-based learning activity each week helped me remember the lessons better. I also really liked the interactions with my friends where we shared our answers. They have helped me clarify and deepen the understanding of the lessons, especially when I have to explain it to my group.”

PESS AG Student

The next era in PESS AG’s innovative pedagogies is to explore the use of drones for learning and assessment. Drones enable the collection of extensive and complex data that both teachers and students can use to deepen learning insights, especially in assessing movement patterns, decision making of different players, and evaluation of tactics and learning outcomes. Drone-enabled footages will allow students to obtain immediate and individualised feedback, analyse their performance and take ownership of their learning progress.

Droning, as an innovative and technology-enabled pedagogical option, can be used in PE teaching skills, like Instructional Methods, Instructional Strategies and Fundamental Movement Skills, as well as activity-based courses like basketball or soccer. Artificial intelligence can also be incorporated to enhance the system’s analytical capabilities, as well as enable automatic data filtering, automatic motion tracking and faster information processing, with ready reports to facilitate feedback and learning for both educators and students.

From evolving alongside technology to actively harnessing technology for innovations in pedagogical methods and strategies, PESS AG has been able to catalyse the advent of a pedagogically and didactically evolved era of higher education in PE. Our aim is to use these innovations to provide gateways to new and mobile learning environments, enhance learner engagement, provide personalised teaching and learning, and offer novel ways of evaluating learning.

In time, PESS AG will gain the capability to inspire other teaching innovations and content delivery competencies. Ultimately, our goal is to enhance and enrich the learning experiences of student teachers in PETE – to encourage greater ownership of learning, stimulate knowledge construction, and develop the appetite and skills for lifelong learning.

In Their Own Words

Members of the NIE community share their approaches to nurturing as educators.

In Exchange For A Lasting Legacy

“As a teacher and volunteer Boys’ Brigade (BB) officer, I believe that simple sacrifices we make for our students can go a long way. Over the last four years, I’ve been mentoring a group of students in my BB cluster who were due to sit for their ‘O’ and ‘N’ levels in 2016. I decided to skip my semester exchange that year to journey with them through one of the greatest milestones in their lives. The commitment meant having to complete all my NIE assignments during the weekdays, and having less time for family and friends. Yet, the sacrifices were all worth it, as we developed a camaraderie that went beyond LIR4s or the number of ‘A’s achieved. For me, the greatest reward came from witnessing their growth into fine young men with great character.”

Mr Daniel Chow
Bachelor of Science (Education) Student, NTU-NIE Teaching Scholars Programme



Nurturing With Tough Love

“I’m a staunch believer in throwing my students into the deep end of the pool. It is important for them to be able to think independently and critically. And for those who are doing assignments for my Biostats course, I also give them three lifelines to run their research concepts and proposals by me. That way, they learn to cherish the learning opportunities and are more likely to come to me with their thoughts gathered. As a researcher, I like to enliven classes by bringing research into my lectures. It’s proven to be quite effective, and I’m deeply gratified that many of my students who discover marine ecology as undergraduates have come back to pursue higher degrees in the field.”

Assoc Prof Shirley Lim
Assoc Dean (Research Grants Management), Office of Graduate Studies and Professional Learning, Natural Sciences and Science Education Academic Group



Back To School

“I must confess it was not easy returning to the books after 20 years away from school as a student. It was a tough challenge overcoming the steep learning curve to master a new discipline. I remember the difficulty in understanding the academic readings and journals for the first two courses of the Master’s programme. I persevered, helped along by my desire to learn and know more about Special Education, and it got easier after I have laid the foundation knowledge. The learning journey was understandably demanding, but the reward – the sense of fulfilment and the lives rekindled through education – was priceless.”

Lim Ai Lay
Master of Education (Special Education) Graduate



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NIE: A Model Education System For Nurturing



Prof Richie Poulton is NIE's 12th CJ Koh Professor and the Director of the Dunedin Multidisciplinary Health and Development Research Unit at the University of Otago, New Zealand.

From his lifelong work on human development, Prof Poulton believes that life trajectories can sometimes go awry, but intervention is possible and the person can be brought back on track. Robust education systems, like NIE, provide a critical avenue for teachers to reach out to students, strengthen their emotional regulatory capabilities and help them stay on track to become useful members of the society.



View the recent video interview with Prof Poulton on NIE YouTube.

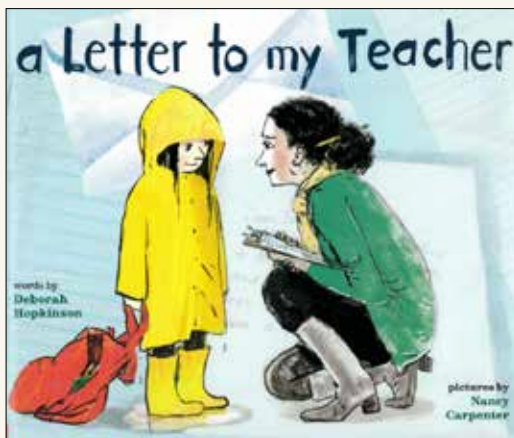
A Letter To My Teacher

By Deborah Hopkinson, with illustration by Nancy Carpenter



Editor's Pick

(Call No.: PZ7 HopD)

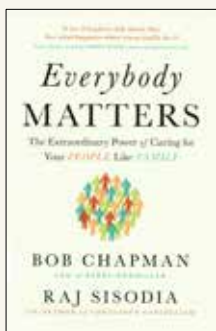


“Dear Teacher, whenever I had something to tell you, I tugged on your shirt and whispered in your ear. This time I’m writing a letter.”

This touching children’s picture book is a narration of a letter by a former student to her second-grade teacher who greatly inspired her. Through funny recollections of the evolving relationship between the self-confessed ‘exasperating’ student and her teacher, the book reveals how the author has been positively influenced by the patience, loving acceptance and encouraging words of her wonderful teacher. Don’t miss the moving ending which will bring a heartening smile, or even a tear. Suitable for pre-school to lower primary reading.

Everybody Matters – The Extraordinary Power Of Caring For Your People Like Family

By Bob Chapman and Raj Sisodia



Bob Chapman, the CEO of the US\$1.7 billion manufacturing company Barry-Wehmiller, shows that people matter most in a company in this book aimed at transforming the way businesses treat their employees as fellow humans rather than functions or interchangeable parts. The book traces the genesis of Chapman’s groundbreaking

‘truly human’ leadership and management principles by putting people at the heart of leadership. It has helped the company survive a deadly financial crisis without missing a single payroll, as well as make numerous acquisitions without laying off any staff.

(Call No.: HF 5549Cha)

Recommended eBook

Successful Social Stories For Young Children With Autism: Growing Up With Social Stories



By Siobhan Timmins

Developed in 1990, Social Stories are short descriptions of situations that are used to help autistic children decode basic social, emotional and interpersonal cues that would otherwise elude them. Timmins, who is a physician and the mother of an autistic son, had used Social Stories to successfully help her son overcome his learning impediments. This collection of stories is not just for reading to autistic children, they can be adapted into lessons and activities. Through these stories, readers will gain insights into how autistic children process emotions and information.



Bookmark (this) Café

Overlooking a verdant tropical rainforest, the Bookmark Café of NIE Library features an open and tranquil environment perfect for students to discuss group assignments, research projects or simply chill out.

and tea connoisseurs, be spoiled by an extensive range of gourmet beverages. Don’t miss their cold-dripped coffee that promises the full, unadulterated flavour of coffee beans.

Cosily furnished with comfortable sofas and plenty of seating space, the café also provides its patrons with complimentary Wi-Fi for high-speed Internet access and numerous power points to charge up laptops and mobile devices.

Need catering? The café can also provide delicious chows for parties, meetings and events on the campus.

A generous selection of artisan cakes and savoury delights guarantees to whet the appetite. Try the Ondeh-Ondeh Cake and the Tandoori Basil Chicken Wrap, which are two of the café’s all-time favourites. For coffee

Visit the café inside NIE Library at Level 3, Block 4. The Bookmark Café is open on weekdays from 9am to 7pm during school terms, and from 9am to 4pm during vacations.





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Singapore Kaleidoscope Symposium



The first Singapore Kaleidoscope Symposium for 2018 was held on 31 January. Dr Janil Puthuchery, Senior Minister of State for the Ministry of Communications and Information and Ministry of Education, graced the occasion and

shared with NIE student teachers his views on the Challenges and Opportunities for Singapore in the Region and the World.



Spot yourself or anyone familiar at the symposium?

The Singapore Kaleidoscope Symposium is part of our Enhanced PGDE Programme to prepare student teachers for a career in education by instilling in them a deeper and keener appreciation of Singapore as well as its achievements and challenges.

Staff Lunch And NIE Staff Awards 2018

Camera rolling... and action!

#Throwback to the fun-filled NIE Annual Staff Lunch 2018 on 3 February where TV Comes to Life!



The Organising Committee put together a brilliant line-up of games and activities. Many of us came dressed in our favourite on-screen characters. Remember to like us at <http://bit.ly/NIEStaffLunch2018>.



The NIE Staff Awards were presented in recognition of the exemplary performance and contributions to NIE. These included awards for Excellence in Teaching, Excellence in Research, Excellence in Service and Long Service Awards.

And cut! Good take!

NTU Open House

Our faculty members and student teachers were at the NTU Open House on 3 March to share about the NTU-NIE Teaching Scholars Programme.

Missed the chance to pop by our booth? Head over to <http://bit.ly/NIEOpenHouse2018> to feel the vibes or to tsp.nie.edu.sg to find out more about the Teaching Scholars Programme.



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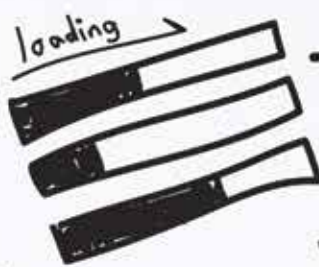


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