Keynote 1: Adora Svitak: Title: "The New Kid(s) on the Block": Youth Digital Culture and Implications in Education

Abstract

Viral memes and videos on Youtube.

Managing discussion in reading comprehension lessons

Working to comprehend texts: Student responses and interpretations

Pedagogy and Assessment in Singapore Mathematics and English Classrooms

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NIE Sports Hall
<table>
<thead>
<tr>
<th>Workshop A</th>
<th>13:15 - 14:45 hrs</th>
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<tbody>
<tr>
<td>NIET-01-T714</td>
<td>WOR366 Collaborative and self-directed learning in teaching Chemistry and Biology through ICT-enriched problem-based learning approach</td>
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<td>NIET-01-T709</td>
<td>WOR160 Rethinking iREAD</td>
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<td>NIET-01-T710</td>
<td>WOR151 Educational Program Evaluation and Analyzing Observational Studies, the Innovative Statistical Approach: Propensity Score Analysis</td>
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<tr>
<td>NIET-01-T708</td>
<td>WOR118 A Lesson Study on the teaching of Coordinate Geometry using the Productive Failure method.</td>
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<tr>
<td>NIET-01-T715</td>
<td>WOR284 THE ENHANCEMENT OF THE LEARNING EXPERIENCE IN A COLLABORATIVE ENVIRONMENT</td>
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<tr>
<th>INVITED AG SYMPOSIA</th>
<th>14:45 - 16:15 hrs</th>
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<tr>
<td>NIET-01-LT11</td>
<td>LSL Symposium: &quot;Learning through Play&quot;: Chairperson: MANU Kapur Presenters: Lois HOLZMAN, Bonny L. GILDIN, Michael ASKEW, CHEE Yam San, Ronnel B. KING This symposium explores the generalization of Play in relation to learning and implies for teaching and learning across multiple domains (e.g., Math, Science, English Language). While learning through play is traditionally associated with the developmental years of early childhood, the scope and relevance of play to human learning can be augmented to encompass perspectives that draw upon developmental, cognitive, Vygotskian, and socio-cultural framings. In addition, play theorists ask the fundamental question: &quot;What is play?&quot; This symposium features plenary speakers who will share their thinking and research on this topic from multiple perspectives, and help elucidate the nature and relevance of play to learning and teaching.</td>
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| NIET-01-LT12 | Innovation in Sports Science and Management Research: Time to rethink practices | Chairperson: CHOW Ja Yi Presenters: TAN Wee Keat, Clara, KOH Koon Teck, PYUN Do Young, Masato KA WABATA, STEPHEN Burns, Bruce ABERNETHY Innovations in sports science and management research will be shared in this symposium to provide insights for researchers and practitioners to rethink how pedagogical practices can be enhanced to encourage more effective learning in Physical Education. A Nonlinear Pedagogy approach will first be shared to explore new conceptual insights about the underlying processes in skill acquisition and games play. Further discussion will be undertaken on examining how physical activity and sports can be one of the best vehicles to develop life skills (values and character). Specific activities will be created for students/athletes during PE lessons or sports (CCA) sessions to allow them to 'experience' and articulately define the values which their teacher/coach would like to inculcate. Research in sport management will also be presented to highlight how advertising through sport could overcome consumers' negative reactions towards traditional advertising media. A discussion on the development of overall attitude structure toward advertising through sport and implications for advertisers will be shared for the Singapore context. From a sport psychology perspective, the concept of engagement has attracted growing attention as a topic in research attempting to identify the factors that enhance human performance and well-being. Subsequently, a discussion on current guidelines that suggest that physical activity can be accumulated in short bouts throughout the day in order to improve health will be presented. Empirical support from Sports Science investigations and a case study in a Singapore school provide evidence on how such motion capture systems can be effectively incorporated in schools to enhance their physical education programs. To summarise and present an insight for future research directions, a brief overview of advancements in sports science and management research and how it can inform practitioners as well as researchers in redesigning pedagogical approaches will be discussed. |

| NIET-01-LT2 | Pedagogy and Assessment in Singapore Mathematics and English Classrooms | Chairperson: David John Hogan Presenters: Ridzuan ABD RAHIM, Phillip TOWN DROW, Dennis KEWEK, Melvin CHAN The Core 2 Research Symposium consists of four thematic presentations: Tasks and Task Implementation; Instructional Practices and Strategies: Classroom Interaction and Talk; and Does Teaching matter? A discussion of Student Achievement and Outcomes. Each theme pull together overall Core 2 objectives: measuring, mapping, and modeling the logic of instruction in Singapore as well as ascertaining the intellectual
quality of knowledge work evident by key determinants such as task design and implementation; and the quality of classroom talk. We also focus on instructional practices and strategies particularly, in relation to student achievement and learning outcomes. The Symposium concludes with a focused discussion initiated by Professor Peter Renshaw from the University of Queensland who will share with us his valuable insights and feedback.

**INTERACTIVE SESSION II**

**14:45 - 16:15 hrs**

**School Change and Leadership | Humanities and Social Studies Education | Teacher Quality and Teacher Development | Language and Literacy Education**

**NIES-01-TR050**

**INT325** The Comparisons of Personality Trait of Students in Student-inventors Group, Science High School and Main-stream High School | **Kim Bo Reum**

**INT308** Geographical Investigation | **Daphne Ang**

**INT357** Understanding Co-teaching at the Secondary Level in Singapore Schools | **Chang Fook Yong**

**INT146** The bilingual approach to learning English and Chinese | **Goh Ying Seng, Vinitha VAISH, Aidil Subhan**

**PAPER SESSION II**

**14:45 - 16:15 hrs**

**Educational Policies and Practices**

**NIES-01-TR703**

**PAP177** Overcoming the odds: Normal (Technical) students' perspectives of knowledge and power in Singapore | **Pauline Ho**

**PAP162** The Special Class in the Zimbabwean Primary School: Epistemic Access in the era of education for all? | **Nathan MOYO**

**PAP301** The Healing Power of Tutorial Relationships and Its Implications for Educational Practice and Policy | **Mei Xu Ng**

**IT in Education | Language and Literacy Education**

**NIES-01-TR704**

**PAP081** Flipping a Secondary Reading Comprehension Classroom | **Elaine JEE**

**PAP321** Use of Facebook in Secondary 1 Literature to aid Collaborative and Self-Directed Learning | **Chin Ying Fen, Soh Yik Pui**

**PAP163** Out-of-School Literacy Practices: A Case-study of Four Low-Achieving Students in Singapore | **Foo Xiao Chih, Peter Teo**

**IT in Education | Teacher Quality and Teacher Development**

**NIES-01-TR705**

**PAP334** A paper on Rethinking Pedagogies to Teach PE Well. Conceptual methods encouraging thinking through technologically enhanced games play | **Thomas Browne**

**PAP302** Supporting Field Experience in Teacher Education Course by using cloud services and mobile technology | **Yiu Chi Lai, Taki Wah Wong**

**PAP406** Game-based learning for environmental education in secondary schools | **Ong Chin Meng, Usha Pillai, Hui Choo Toh, Teng Foong Leong**

**Language and Literacy Education**

**NIES-01-TR710**

**PAP150** Home Literacy Environment and English reading related skills among Malay children in Singapore | **Li Li, Zhang Dongbo, Chin Cheow Far, Khalid Bari**

**PAP213** Literacy Support at Upper Primary: Helping PS Struggling Readers in Chongzeng Primary School | **Rachel Zhou, Suckjit Kaur**

**PAP291** Enhancing the Comprehension skills of Core Module Pupils through Reinforcing their Grasp of Vocabulary and Sentence Structures (Presented in Mandarin) | **Huang Xin, Chang Te-Fang**

**NIES-01-TR711**

**PAP026** Impact of teaching metacognition in argumentative writing | **On G H Lim, Usha Pillai, Hui Choo Toh, Teng Foong Leong**

**PAP218** THE INFUSION OF INVENTIVE THINKING SKILLS IN THE TEACHING OF WRITING IN NEGARA BRUNEI DARUSSALAM | **Almattam Omar Ali**

**PAP004** A Survey Study of Chinese University Students' Perceptions of Plagiarism | **Guan Wei Hui, Jun Lei**

**NIES-01-TR713**

**PAP314** Oral Comes Alive: A Lesson Study Project using the iPad and Peer-Self Assessment to Enhance Oral Skills | **Kang Tien Hee Patrick, Lim Chiu Wei Elizabeth**

**PAP305** Mapping Literacy in the 21st Century at Meridian Primary School: Nurturing Future Learners, Future Citizens, Future Leaders | **Fazlinda Junid, Noraiza Wagimin, Rohana Ibrahim, Ng Tai Mui, Jamie**

**PAP429** Changes in Teaching Strategies: Teacher Concerns | **Huynh Thi Ca Nhi, Galyna Kogut, Alubah Mohd Said**

**Learning Sciences**

**NIES-01-TR702**

**PAP156** Working Towards Developing Self-Directed Learners through a "Modified Flipped Classroom" model | **Yeo Shyh Yuan Dan, Tan Seck Cher**

**PAP368** Exploring Teacher Interventions in Collaborative Inquiry with a Science Learning Environment | **Justin Kajie Ke, Daner Sun, Chee Kiat Looi, Evelyn Yin Ling Teo**

**PAP413** Collaborative Learning: Attitudes, Perceptions, Practices and Experiences of Singapore Pre-university Students | **Tsing Ying Wang, Ng Tai Mui, Jamie**

**Learning Sciences | Curriculum Development**

**NIES-01-TR506**

**PAP392** Understanding the Process of Becoming of Youth Game Players: A Case Study of Singaporean Youth | **Ng Li Ting Eugene, Kim Mi-Song, Azilawati Jamaludin, Hung Wei Loong David**

**PAP312** A pedagogical model of context-based science learning using students' everyday media | **Kok Sing Tang, Yew Lin Lee, Natasha Rappa, Jeslyn Lee**

**PAP381** An Evaluation of Design and Enactment of Smartphone-enabled Primary Science Curriculum | **Wu Longkai, Chee Kiat Looi, Peter Seow, Kim Hui Choo Toh**

**NIES-01-TR507**

**PAP420** Critical Thinking: A retrospective consideration of the perceptions and experiences of pre-university graduates regarding General Paper | **Shirley Chan, So Hoy Jeong**

**PAP149** Towards a Contextual Critical Thinking Pedagogy (for General Paper) | **Christopher Navarajan Selvaraj, Eddie Koh, Larry Lee, Adrian Tan**

**PAP309** Critical and Inventive Thinking in Curriculum | **Glady's Ong, Tong Siew THENG, John Yeoh**

**Teacher Quality and Teacher Development**

**NIES-01-TR508**

**PAP275** The heart of quality teaching | **Elizabeth Curtis**

**PAP317** Redesigning Pedagogy for IT Fluency: A Study on the Status of Teacher Educators in India | **Karpagakumaran Ramaswamy, Padma B**

**PAP355** Science Teaching Efficacy Beliefs, Attitudes towards Teaching Science, and Behavioral Intention in Teaching Science | **Lay Yoon Fah, Khoo Chwee Hoon**

**SYMPOSIUM SESSION I**

**14:45 - 16:15 hrs**

**NIES-01-TR714**

**SYM012** Use of Narrative Inquiry in Teacher Education and Development in Taiwan, Shanghai, Singapore and Canada | **Chair: Yanping Fang, Presenters: Yanping Fang, Shu-Ching Chou, Shijing Xu**

**WORKSHOP B**

**14:45 - 16:15 hrs**

**NIES-01-TR708**

**WOR390** Switching on Students' Intellectual Engines | **Kristy Williams, Shannon Ruskin**
Rethinking Pedagogies to Teach PE Well. Conceptual methods encouraging thinking through technologically enhanced games play | Thomas BROWNE

Infusing rich texts into English Language learning | Caroline May Ling CHAN, Suzanne CHOO

The visual arts and multimodal technology - New opportunities for learning and participation for people with and without special needs | Esther JOOSA

Engaging Students as Thinking Individuals Using the Flipped Classroom Approach | LYE Wai Leng, Pui Shan Selina CHAN

Language Focused Strategies in the Mathematics Classroom | Lynette MCCLELLAN

Flipping Your Classroom | Roslee JALIE

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Tea Break 16:15 - 16:45 hrs

Keynotes 16:45 - 17:45 hrs

Keynote 2: Deanna Kuhn : Title: Education for Thinking: Are we Ready and Able? Abstract All teachers say they seek to make their students better thinkers. But what to do to make it happen is far from clear, and this objective is highly likely to take a back seat to more immediate and tangible ones that are easier to achieve. We have sufficient knowledge to make education for thinking a realizable objective. But it needs and warrants sustained investment of classroom time during which it is prioritized. Deanna Kuhn Deanna Kuhn is professor of psychology and education at Teachers College Columbia University. She was previously a faculty member at Harvard University Graduate School of Education. Her Ph.D. is from University of California, Berkeley, in developmental psychology. She is editor of the journal Cognitive Development, previous editor of the journal Human Development, and co-editor of the last two editions of the Cognition volume of the Handbook of Child Psychology. She has published widely in psychology and education, in journals ranging from Psychological Review to Harvard Educational Review. She has written three major books, The development of scientific thinking skills, The skills of argument, and, most recently, Education for thinking (Harvard University Press, 2005). Her current work is devoted to designing and evaluating curricula to develop inquiry and argument skills in young adolescents.

Welcome Reception 17:45 - 19:30 hrs
INVITED AG SYMPOSIUMS

NIE2-01-LT5 Caring Teacher Dispositions and Inclusive School Cultures: Rethinking Special Needs Teacher Education in Singapore | Chairperson: LIM Heng Fook, Levan Presenters: Barbara S. HOONG, Joanna TAY-LIM NIE's Model of the Teacher for the 21st Century (TE21) is a key initiative of Singapore's national teacher education body in response to current and future educational challenges in our increasingly interconnected 21st century world driven by knowledge economies, fast-moving communication technologies, and rapid societal changes. To prepare the young for the challenges of this global landscape, TE21 strongly emphasizes the importance of nurturing the whole child and optimizing their moral, intellectual, physical, social and aesthetic potential - and the need for students to acquire the skills and dispositions that will enable them to thrive in the 21st century. The new curriculum envisions teaching and learning practices that are student-centered, focus on the development of skills and dispositions that will equip students with the capabilities and dispositions that will enable them to thrive in the 21st century. The new curriculum envisions teaching and learning practices that are student-centered, focus on the development of skills and dispositions that will equip students with the capabilities and dispositions that will enable them to thrive in the 21st century. The new curriculum envisions teaching and learning practices that are student-centered, focus on the development of skills and dispositions that will equip students with the capabilities and dispositions that will enable them to thrive in the 21st century. 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NIE2-01-LT7 Rethink Creativity Development in Asia from the Systems Lens | Chairperson: TAN Ai Girl Presenters: SHI Jianrong, Yu-Hong FAN, Jessie EE This symposium calls for rethinking in creativity theorizing and practice in Asia from the systems lens. Creativity is a source and movement mechanism, or developmental interaction. Interaction is seen as the focus of cognition of moving matter, as a basis of universal connection and mutual conditioning of phenomena. Creativity development must be examined from two aspects: The interaction between the subject and object (the ontological investigation) and the relationship of the representation to the represented (the epistemological investigation). Stages, levels and phases of knowledge creation are elaborated with reference to physiological, psychological and sociological epistemologies. Duality of creative minds is presented: Intuitive and logical knowledge, imagination and experience, and external and internal expression of feeling, and embodiment of creativity
Rethinking Teaching: The Research-Practice Nexus: Chairperson: Norhaida AMAN Presenters: Mary ELLIS, Mark WILKINSON, NEIL Macknish, Linda A MENTORING SCHEME IN AN INITIAL TEACHER EDUCATION PROGRAMME: THROUGH THE LENS OF MENTORS | GEK CHOO, MOIRA Lee, LO Meng Lock, Derek

WORKSHOP D

NIET-01-TR712
NIET-01-TR715
NIET-01-TR716
EXHIBITION
TEA BREAK

INVITED AG SYMPOSIA

NIET-01-TR709
NIET-01-TR701
NIET-01-TR703

NIET-01-TR709
PAP337 Storytelling as a pedagogy in nursing | WONG Sze Wai, Chung WAI YEE JOANNE
PAP141 How well are science teachers' epistemological beliefs aligned to a constructivist paradigm of teaching and learning? | LAU Chor Yam, DARREN Wong, Teo TANG WEE, Lin POH YEONG, Lim Hwee Ting
PAP338 Challenge based learning experience: A case study approach | Carmen, K.M. LEE, JOANNE, W. Y. Chung

Teacher Quality and Teacher Development

NIET-01-TR701
PAP121 "Making a Difference": A comparative study between the official and practitioners’ views of teaching as a career in Singapore | NG Wan Qing, Jessie, PETER Teo
PAP235 Effective Structure For Effective Mentoring | Siti Zubaiah ABDULLAH, Abdul Nasser OT AHMED MITTEN
PAP267 A MENTORING SCHEME IN AN INITIAL TEACHER EDUCATION PROGRAMME: THROUGH THE LENS OF MENTORS | GEK CHOO, MOIRA Lee, LO Meng Lock, Derek

NIET-01-TR703
PAP422 Thinking Communities | Richard OWENS
PAP427 Re-Imagining pedagogic possibilities: Towards promoting reflective thinking | Rajashree SRINIVASAN
PAP143 Thinking skills, creativity and technology in novice teachers’ lives | Phooi Ching LAI, ZHENHUA Lai

NIET-01-TR712
WOR031 Integrated Humanities: The SOTA Experience | NG Herk Siang, Muhammad Rezai RAMLJI, WANG Yizhen
WOR112 Infusion of Paul's Wheel of Reasoning into Humanities subjects (Geography, Social Studies and History) | TAN Kok Whah, YAP Lucille

NIET-01-TR716
WOR304 Using the 4 E’s model and Think Cycle© in curriculum design. | Alan Joseph VARELLA

NIET-01-TR715
PAP142 "Making a Difference": A comparative study between the official and practitioners’ views of teaching as a career in Singapore | NG Wan Qing, Jessie, PETER Teo

NIET-01-TR707
Rethinking Creative Development in Asia from the Systems Lens | Chairperson: TAN Ai Girl Presenters: SHI Jianmong, Yuh-Cheng FAN, Jessie EE This symposium calls for rethinking in creativity theorizing and practice in Asia from the system lens. Creativity is a source and movement mechanism, or developmental interaction. Interaction is seen as the focus of cognition of moving matter, as a basis of universal connection and mutual conditioning of phenomena. Creativity development must find its own path from here as an exact structure for this process. The interaction between the subject and the object (the ontological investigation) and the relationship of the representation to the represented (the epistemological investigation). Stages, levels and phases of knowledge creation are elaborated with reference to psychological, physiological, and epistemological mechanisms. Duality of creative minds is presented: Intuitive and logical knowledge, imagination and experience, and external and internal expression of feeling, and embodiment of creativity

WOR031 Integrated Humanities: The SOTA Experience | NG Herk Siang, Muhammad Rezai RAMLJI, WANG Yizhen
WOR112 Infusion of Paul's Wheel of Reasoning into Humanities subjects (Geography, Social Studies and History) | TAN Kok Whah, YAP Lucille

NIET-01-TR708
Rethinking Teaching: The Research-Practice Nexus: Chairperson: Norhaida AMAN Presenters: Mary ELLIS, Mark WILKINSON, NEIL Macknish, Linda A MENTORING SCHEME IN AN INITIAL TEACHER EDUCATION PROGRAMME: THROUGH THE LENS OF MENTORS | GEK CHOO, MOIRA Lee, LO Meng Lock, Derek

NIET-01-TR709
Media, Civic Participation, and Humanities Education | Chairperson: Mark BAILDON Presenter: LI CHING Ho, Mark BAILDON, Jeremy STODDARD New forms of Thinking skills, creativity and technology in novice teachers’ lives | Phooi Ching LAI, ZHENHUA Lai

NIET-01-TR710
Heritage Language: Rethinking its Place in Mother Tongue Education | Chairperson: GOH Ying Seng Presenters: 'YUN Xiao, GOH Ying Seng The linguistic landscape of Singapore has undergone tremendous changes over the last few decades. These changes are a result of the trawl of internal and external factors, such as the long term impact of national language policy and the recent influx of immigrants. It is precisely the need to address these changes that led the Singapore Ministry of Education to carry out a series of major reviews and reforms on the teaching and learning of Mother Tongue Languages (MTLs) in 1991, 1999, 2004-5, and 2010. These reforms have spelled out the general directions by which the content and pedagogy of MTLs shall response to the changes of time. Nevertheless, a great deal of concerns in regard to the policy and practice of MTLs teaching and learning remains unattended to. For example, in the “2010 Mother Tongue Language Review Committee Report” titled Nurturing Active Learners and Proficient Users, it recommends using the strategy of “placing more emphasis on recognizing students’ different starting points” in the target language as a key measure for “aligning teaching and testing”, in order “to achieve proficiency”. This is indeed a meaningful approach to improve the teaching and learning of MTLs in schools. However, to recognize the differing starting points of individual students in fact requires a prior assessment of the learner’s pre-school language(s) ability, and an investigation of his familial/community language background. How should such a systematic evaluation be developed? And is there a need to develop a school-based or national-scale database which would identify the size, variety and profile of the pre-school languages of the students? These questions are only a fragment of the whole. But it is clear that they are inherently important for making the teaching and learning of MTLs relevant. Regrettably, they have not been adequately dealt with so far. There is therefore an urgent need to widen and extend the scope of research in this subject matter. As a response to this exigency, the Asian Languages and Cultures Academic Group has been working on setting up an ALC Heritage Language Education Center which pinpointed three domains of research for priority development, namely, Language Policy / Planning, Pedagogy, and Identity. The center will provide a common platform for our Chinese, Malay and Tamil languages specialists to collaborate and synthesize their research. The proposed symposia Heritage Language: Rethinking its Place in Mother Tongue Language is thus meant to be an assembly through which our colleagues will explore the research and interact with international scholars participating in the 5th Redesigning International Conference. In fact, the need to emphasize on "recognizing students' different starting points" in the quest for MTLs proficiency should not be seen merely as a pedagogical initiative. It actually reveals that the linguistic and demographic landscape of Singapore has become very different from that which conditioned our existing language-in-education policy. Alongside with the occurrence of having English as the dominant language in many Singaporean homes, there is also the development that the home languages of our students are becoming more varied due to increased naturalization. That is to say, perhaps there is a need to re-examine the very principle on which the present framework of our MTLs teaching and learning is premised upon. In this regard, we would be helpful to learn from certain countries which have accumulated substantial experience in handling the so-called 'heritage languages' of their multi-ethnic students in a predominantly English-speaking environment, such as Canada and the USA. We have therefore proposed to invite Yun Xiao (Associate Professor and Chair, Department of Modern Languages, Bryant University), a distinguished scholar in the field of Heritage Language Education to be the keynote speaker of this symposium. Specifically, we would want her to focus her talk on covering the theories and practices of heritage language (HL) education in general, with a focus on Chinese-specific HL in the United States. She would also touch on the common background to interact and offer potential for youth to create, share, and critically engage with content about a range of topics and issues. The research findings presented in this symposium will challenge and extend participants' current understandings of pedagogy with film and social media. To prepare students to be informed, active, and participatory citizens, humanities educators can learn a great deal from the ways social media sites and films engage, interest, and involve young people to participate. This symposium session will help participants recognize the different types of skills and forms of participation, as well as the specific benefits and limitations of different types of media for civic participation and education in the humanities. Participants will analyze the affordances and constraints of social media and film, and consider the educational implications for classroom practice, especially for citizenship and humanities education.

NIET-01-TR714
Aporia as a place for collective dialogues on the Praxis of Research in Science teaching | Chairperson: KIM Mijung 1. Trenches in the science curriculum continuum: Changes without evaluation Teo Tang Wee, Assistant Professor, Natural Sciences and Social Education, National Institute of Education, Nanyang
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<tr>
<th>Session Type</th>
<th>Paper Title</th>
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<tr>
<td>Civic and Moral Education</td>
<td>A qualitative approach to values inculcation and promoting critical thinking via Literature in adolescents</td>
<td>Noor Jihan KARIM, JULIANA Juma'in</td>
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<td>Cognition and Learning</td>
<td>What can we learn from student-initiated questions: The case of organic chemistry</td>
<td>Seah LAY HOON</td>
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<td>Curriculum Development</td>
<td>Professional Learning Community Project - Using Understanding by Design, 1 to 1 Learning Approach with Real Life Videos for Physics</td>
<td>LEONG Chuen Kit, GLENN Wong, Lau CHEE KEEN, Lam YUAN HOON, ALICE Wang, JEANETTE Koh, TIMOTHY Wong</td>
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<td>Early Childhood Education</td>
<td>Exploring Connections – HEArts Programme: an integrated Project Work curriculum</td>
<td>ANG Hui Bing, NUR Faidah Hassan, Tan PEI SHI JOSEPHINE</td>
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<td>Educational Policies and Practices</td>
<td>Promoting mathematics excellence: A community-based approach</td>
<td>AIDAROYANI ADAM, JULINAH Sulaiman, MAIMOONAH AHMAD</td>
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<td>Humanities and Social Studies Education</td>
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<td>IT in Education</td>
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<td>Mohamed Daanishshah NOORDIN</td>
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<td>Language and Literacy Education</td>
<td>Are students able to answer inference questions using Pau's wheel of reasoning?</td>
<td>Cai YIWEI, JENNY Goh, KAY Wang, Lim LAN THEEN, ZHU Qingyun, LIN Pei Jing, Lee LAY TENG</td>
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<td>Learning Sciences</td>
<td>Learning environment and student attitudes in primary science classrooms in Singapore</td>
<td>QUAH Hue Bin Cecilia, Rebecca Wai Yin LO, TAN Joo Nam</td>
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<td>Mathematics Education</td>
<td>Problem-solving and Reflection: Upper primary students' perspectives</td>
<td>HO Kai Fai, PRESTON Tan</td>
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<td>Lower Secondary Mathematics Bridging Programme and its Challenges</td>
<td>Santhi RAMESH</td>
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<td>Using cross-representational techniques in teaching and its effects on learning and conceptual development</td>
<td>Jason INGHAM</td>
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<td>Using mathematical disciplinary tasks to assess mathematical competencies with Singapore Secondary One students</td>
<td>Kok Ming TEO, WAI KWONG Cheang, DONGSHENG Zhao, Lianghuo FAN</td>
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<td>Others</td>
<td>A methodology towards unpacking performative identity and learning in an interfaith seminar</td>
<td>LEE Tuck Leong</td>
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<td>The Creative experiences of the artistically-inclined students: A structural equation model</td>
<td>TAN Liang See, Letchmi Devi PONNUSAMY, Sim PEI YUN</td>
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<td>School Change and Leadership</td>
<td>The relationship between values and ill-structured problem-solving: A study of experienced Secondary School principals in Singapore</td>
<td>Paul CHUA</td>
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<td>Leadership and empowerment: What school leaders say?</td>
<td>Zoe Suan Loy BOON</td>
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<td>Thinking Styles of Primary School Teachers in Beijing, China</td>
<td>WANG Ying, NICHOLAS SUN-KEUNG Pang</td>
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<td>Science Education</td>
<td>Adapting the THINK Cycle© into first year Junior College Physics curriculum</td>
<td>Alan Joseph VARELLA</td>
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<td>Addressing learning difficulties in Newton’s 1st and 3rd Laws through problem-based inquiry using Easy Java Simulation</td>
<td>Goh KHOON SONG ALOYSIUS, WEE Loo Kang Lawrence, Yip KIM WAH, PING YONG JEFFREY Toh, SZE YEE Lye</td>
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<td>Learning of animal classification with Internet resources: A case study in Hong Kong primary classrooms</td>
<td>Winnie Wing Mui SO, MAY HUNG MAY Cheng</td>
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<td>Locating the teacher-self in the discourses of primary school science</td>
<td>TALAUE Frederick, Ak Ling TAN, OON JEU JOANNA Ong</td>
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<td>Collaborative concept mapping as a tool for promoting collective thinking in secondary school science learning</td>
<td>Anil Kumar KAUSHIK, ALISON CLAIRE Kearney, LONE M Joegensen</td>
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<td>Special Needs Education</td>
<td>Methodological Considerations when Conducting Research with Special Populations</td>
<td>Malathy KRISHNASAMY, Denise TAN, LI Jen-Yi</td>
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<td>Looking through a Vygotskian lens: The perils and possibilities of Vygotskian as a methodology</td>
<td>Esther JOOSA</td>
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<td>Student Performance and Assessment</td>
<td>Enhancing Primary 5 Pupils’ Proficiency in Picture Discussion Using Rubrics as Self- and Peer-Assessments Tool</td>
<td>TAN Liew Siang Veronica, RABIA BEE Bte Abdul Majed, REEINA Rai, GEORGINA MICHELLE George</td>
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<td>An exploratory study on the effects of self-assessment on students’ problem-solving in mathematics</td>
<td>Christine BOK</td>
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<td>Students’ Perceptions of Web-based Peer Assessment for English Language Writing: A Case Study of a Secondary School in Singapore</td>
<td>Wan Ying TAY, Young Hoan CHO, MIMI Shin, ZHI YING Ng</td>
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<td>Teacher Quality and Teacher Development</td>
<td>How Teachers use Cultural Sensitivity to Develop Themselves and their Students</td>
<td>Brian HUNT, ASTRID Kainzbauer</td>
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<td>Cultural competence in teaching: An intervention to secure rights to quality education for minority groups: A case study on Hmong group</td>
<td>Phuong Minh LUONG</td>
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<td>#edsg the unPD way for teacher’s professional development</td>
<td>WONG Genevieve, HSIAO YUN Chan, SZE YEE Lye</td>
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<td>Problem Finding in Professional Learning Communities: A Singapore Case of Learning Study</td>
<td>TAN Yuen Sze Michelle, Imelda Santos CALEON</td>
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<td>Rethinking about Teaching and Learning: Promoting Teacher Reflection through a Learning Study Discourse</td>
<td>TAN Yuen Sze Michelle</td>
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<td>The Perception of Biology Master Students Regarding LessonStudy-Based Teaching Practice (LSbTP) Program</td>
<td>Herawati SUSILO, Sri Endah INDRIWATI</td>
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NIET-01-LT5
Epistemology and Pedagogy : Chairperson: TAN Seng Chee Presenters: TSAI Chin-Chung, Anselm PAUL, CHAI Ching Sing, Marlene SCARDAMALIA, Carl BERREON, Annette WEINMAN, Jean LEROY, Paul BLOOM

NIET-01-LT8
Diversity and Inclusion in Arts Education: An Asian perspective : Chairperson: LUM Chee Hoo Presenters: Felicia LOW, Prudence Ellen WALES, JYUNA N.A., Pornrat DAMRHING, Charlene RAJENDRAJ, George JOSE. Over the past 50 years, education around the world has increasingly aimed at being more inclusive, with the movement primarily taking root in the West. This process of re-examining education was primarily set into motion by the recognition of the long history of student populations in schools (the direct result of increased migration), and the growing recognition of minority students’ needs. The arts in education is particularly well positioned to champion this movement towards inclusivity, given their capacity to teach about cultural differences, foster mutual understanding, as well as help students cultivate healthy self-identities. Given the varying philosophies with respect to education around the globe, there necessarily exists widely differing pedagogies of inclusive education as well. This symposium will invite practitioners and experts from the region to talk about different pedagogical approaches in their countries that speak to diversity and inclusion in arts education. Presentations will focus on 1. viewing arts education in the macro level of government policies and education curriculums, and their influences and effects on encouraging diversity and inclusion in arts education, 2. case study examples of particular approaches and practices from the region. Representatives invited will include speakers from Thailand, Japan, India, Singapore and professors from NIE’s VPA faculty who have worked on the Images of Practice research project in CARE.

NIET-01-LT10
Heritage Language: Rethinking its Place in Mother Tongue Education : Chairperson: GOH Yeng Seng Presenters: YUN Xiao, GOH Yeng Seng The linguistic landscape of Singapore has undergone tremendous changes over the past decades. These transformations are a result of the traverse of internal and external factors, such as the long term impact of national language policy and the recent influx of immigrants. It is precisely the need to address these changes that led the Singapore Ministry of Education to carry out a series of major reviews and reforms on the teaching and learning of Mother Tongue Languages (MTLs) in 1991, 1999, 2004-5, and 2010. These reforms have spilled out the general direction by which the content and pedagogy of MTLs shall respond to the changes of time. Nevertheless, there are a great deal of concerns that pertain to the policy and practice of MTLs teaching and learning unattended to. For example, in the “2010 Mother Tongue Languages Review Committee Report” titled Nurturing Active Learners and Proficient Users, it recommends using the strategy of “placing more emphasis on recognizing students’ different starting points” in the target language as a key measure for “aligning teaching and testing”, in order “to achieve proficiency”. This is indeed a meaningful approach to improve the teaching and learning of MTLs in schools. However, to recognize the differing starting points of individual students in fact requires a prior assessment of the learner’s pre-school language(s) ability, and an investigation of his familial/communal language background. How should such a systematic evaluation be developed? And is there a need to develop a school-based or national-scale database which would identify the size, variety and profile of the pre-school languages of the students? These questions are only a fragment of the whole. But it is clear that they are inherently important for making the teaching and learning of MTLs relevant. Regrettably, they have not been adequately dealt with so far. There is therefore an urgent need to widen and extend the scope of research in this subject matter. As a response to this exigency, the Asian Languages and Cultures Academic Group has been working on setting up an ALC Heritage Language Education Center which pinpointed three domains of research for priority development, namely, Language Policy / Planning, Pedagogy, and Identity. The center will provide a common platform for our Chinese, Malay and Tamil language specialists to collaborate and synthesize their research. The proposed symposia “Heritage Language: Rethinking its Place in Mother Tongue Education” is thus meant to be an assembly through which our colleagues will showcase their research and interact with international scholars participating in the 5th Redesigning Large Conference. In fact, the need to emphasize on “recognizing students’ different starting points” in the quest for MTLLs proficiency is not as specific as the linguistic and demographic landscape of Singapore has become very different from that with which conditioned our existing language-in-education policy. Alongside with the occurrence of having English as the dominant language in many Singaporean homes, there is also the development that the home languages of our students are becoming more varied due to increased naturalization. It is that to say, there is perhaps a need to re-examine the very principle on which the present framework of our MTLs teaching and learning is premised upon. In this regard, it would be helpful to learn from certain countries which have accumulated substantial experience in teaching the so-called “language cultures” of their multi-racial students in a predominantly English-speaking environment, such as Canada and the USA. We have therefore proposed to invite Yun Xiao (Associate Professor and Chair, Department of Modern Languages, Bryant University), a distinguished scholar in the field of Heritage Language Education to be the keynote speaker of this symposium. Specifically, we will want her to focus her talk on covering the theories and practices of heritage language (HL) education in general, with a focus on Chinese-specific HL in the United States. She would also touch on the common issues that arise in HL teaching and learning, as well as the challenges in the context of the 21st century (21CC) can be incorporated into the redesigning of educational policies, national curriculum, and pedagogical practices that influence the context of schooling and teaching. The degree of success of these educational reforms relies heavily on teachers, who may take on varied roles, such as managers and deliverers of reforms and standards or active agents of change. This symposium consists of four papers offering new perspectives on thinking and rethinking 21CC as an educational reform and the position of teachers in implementing this reform initiative for diverse learners in Singapore. The papers are submitted under the research strand “Teacher Quality and Teacher Development” of the Redesigning Pedagogy Conference 2013.
PAPER SESSION VII

Civic and Moral Education

NIET-01-TR702 PAP224 Developing Perspective-Taking in General Paper | HE Jia Wen, HO Cheok Meng Alexander

NIET-01-TR704 PAP056 Why We Should Teach Design Thinking in Schools | WONG Yew Leong

PAP107 Correlational Study: Critical Thinking Disposition and Skills for the Integrated Program for the Gifted in Singapore | YAK-FOO Sheau Yang

Cognition and Learning

NIET-01-TR704 PAP172 The importance of an effective pre-assessment moderation process in Higher Education | Anantha SUNDARAM

PAP027 Espousing Distributed Leadership in Higher Education: A Literature Review | Sally Wai-Yan WAIN

Educational Policies and Practices

NIES-01-TR508 PAP172 The importance of an effective pre-assessment moderation process in Higher Education | Anantha SUNDARAM

PAP027 Espousing Distributed Leadership in Higher Education: A Literature Review | Sally Wai-Yan WAIN

Educational Policies and Practices | Curriculum Development | Cognition and Learning

NIES-01-TR505 PAP080 Linguistic Compromise in Singapore’s Chinese Language Education: Official Ideologies and Discourse Construction | SHANG Guowen, Zhao SHOUHUI

PAP169 Using Bloom’s Taxonomy to enhance Chinese Comprehension skills of Primary 5 students – A Lesson Study | Choo WOON KEE, NG Tiong Bee, Lim HWEE TIN, Chan BI HUI

PAP231 For researches to discuss and co-develop possible research agenda and collaborations | Chen JINGJING, Tang SHANG Guowen, Zhao SHOUHUI

Humanities and Social Studies Education

NIES-01-TR505 PAP080 Linguistic Compromise in Singapore’s Chinese Language Education: Official Ideologies and Discourse Construction | SHANG Guowen, Zhao SHOUHUI

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<td>12:30 - 13:30 hrs</td>
<td><strong>EXHIBITION</strong></td>
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<td><strong>TEA BREAK</strong></td>
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<td>13:30 - 14:30 hrs</td>
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**NIE Sports Hall**

**Keynote 5 : Linda Darling-Hammond : Title:** Teaching for Thinking: How we can support a thinking pedagogy? Abstract: Not only is it important for educators to start with a strong knowledge base, but in today’s world we must understand how children learn to learn and how teaching can develop their ability to think and act productively and creatively. Dr. Linda Darling-Hammond will explore what it means to educate with an eye toward the skills and abilities needed for 21st Century citizens and innovators. Linda Darling-Hammond is Charles E. Ducommun Professor of Education at Stanford University where she has launched the Stanford Educational Leadership Institute and the School Redesign Network. She has also served as faculty sponsor for the Stanford Teacher Education Program. She is a former president of the American Educational Research Association and member of the National Academy of Education. Her research, teaching, and policy work focus on issues of school restructuring, teacher quality and educational equity. From 1994-2001, she served as executive director of the National Commission on Teaching and America’s Future, a blue-ribbon panel whose 1996 report, ‘What Matters Most: Teaching for America’s Future’, led to sweeping policy changes affecting teaching and teacher education. In 2006, this report was named one of the most influential affecting US education and Darling-Hammond was named one of the nation’s 10 most influential people affecting educational policy over the last decade. Among Darling-Hammond’s more than 300 publications are ‘Preparing Teachers for a Changing World: What Teachers Should Learn and be Able to Do’ (with John Bransford, for the National Academy of Education, winner of the Pomeroy Award from AACTE), ‘Teaching as the Learning Profession: A Handbook of Policy and Practice’ (Jossey-Bass: 1999) (co-edited with Gary Sykes), which received the National Staff Development Council’s Outstanding Book Award for 2000; and ‘The Right to Learn: A Blueprint for Schools that Work’, recipient of the American Educational Research Association’s Outstanding Book Award for 1998. Her current research includes teacher education, school leadership development, school redesign, educational equity, instruction of diverse learners and education policy.

**CLOSING CEREMONY**

14:30 - 15:00 hrs