

REGISTRATION/REFRESHMENTS		08:30 - 09:30 hrs
OPENING CEREMONY: PERFORMANCE		09:30 - 10:00 hrs
WELCOME SPEECH BY GUEST OF HONOUR		10:00 - 10:15 hrs
CRPP & LSL OPEN HOUSE		10:15 - 11:15 hrs
SCHOOL SHOWCASE		10:15 - 11:15 hrs
TEA BREAK		10:15 - 11:15 hrs
KEYNOTES		11:15 - 12:15 hrs
NIE Sports Hall	Keynote 1: Adora Svitak : Title:"The New Kid(s) on the Block": Youth DigitalCulture and Implications in Education Abstract Viral memes and videos on Youtube. Facebook. Tumblr. What happens on-screen doesn't stay on-screen; the changing media landscape of youth digital culture has powerful implications for students' learning. In these areas where it is easy to see potential for distraction, Adora Svitak sees potential for promise: the possibilities technology allows for informed decision-making, collaboration, reciprocal learning, and ultimately, student ownership over their learning Since the age of four, Adora Svitak has been exploring what she can do with the written word: everything from championing literacy and youth voice to raising awareness about world hunger. Hoping to instill her love of learning in other children, she taught her first class at a local elementary school the year her first book, Flying Fingers, debuted; since then, she has spoken and taught at hundreds of schools, classrooms and conferences around the world. She co-authored her second book, Dancing Fingers-a collection of poetry-with her older sister Adrianna in 2009. She has published three books since age 7. At 12, she delivered the speech "What Adults Can Learn from Kids" at the prestigious TED conference. That video received over twomillion views and has been translated into over 40 different languages. Since 2010, she has organized the entirely youth-run TEDxRedmond conference, which hosts over 700 attendees every year. She writes for Huffington Post, Mashable and various publications on education and youth culture. She worked with Google to create an innovative video series called Teach Teachers Tech to encourage and inspire educators to further integrate technology tools in the classrooms.	
EXHIBITION		12:15 - 13:15 hrs
LUNCH		12:15 - 13:15 hrs
INVITED AG SYMPOSIUMS		13:15 - 14:45 hrs
NIE3-01-LT10	Executive Functioning and Mathematics Achievement : Chairperson: Kerry Lee Presenters: Rebecca BULL, NG Lan Kong Jeremy, KHNG Kiat Hui, ANG Su Yin, CHEAM Guat Leng Fiona, KERK Chi Hui Alethea For the past few years, our research laboratory has been concerned with children's developing cognition. A major part of our work has focused on the cognitive abilities which underlie mathematics achievement. In this symposium, we present findings from some of our latest ongoing investigations. The first study addresses some of the inconsistencies in the literature regarding the contribution of inhibitory abilities to word problem-solving. More specifically, it investigates whether the presence of varying amount and types of irrelevant information in word-problems would be problematic for local students and, whether inhibitory abilities play a role. The next two presentations report findings from studies testing the effectiveness of two different intervention programs. One of the studies looks at whether deep breathing could help improve anxious children's math performance. The potential application of deep breathing as a technique to reduce anxiety especially in test situations is of interest. In the other intervention study, children with working memory deficits and identified to be at-risk for mathematical difficulties played computer games designed to improve their updating executive function. This intervention study draws upon the literature suggesting a strong relationship between the updating executive function and working memory. Before moving to the discussion of the studies, we will review the literature on executive functioning and mathematical abilities. We hope to provide an overview of the key research trends and pertaining issues in the field. We also hope that this will offer to those who might be unfamiliar with the field, a gentle introduction to executive functioning.	
NIE5-01-LT11	LSL Symposium: "Learning through Play" : Chairperson: MANU Kapur Presenters: Lois HOLZMAN, Bonny L. GILDIN, Michael ASKEW, CHEE Yam San, Ronnel B. KING This symposium explores the generalized construct of Play in relation to learning and derives implications 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: "What is play?" 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.	
NIE5-01-LT12	Innovation in Sports Science and Management Research: Time to rethink practices : Chairperson: CHOW Jia Yi Presenters: TAN Wee Keat, Clara, KOH Koon Teck, PYUN Do Young, Masato KAWABATA, 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 'articulate' 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 mediums. 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 refine pedagogical practices. To summarise and present an insight for future research directions, a brief overview of advancement in sports science and management research and how it can inform practitioners as well as researchers in redesigning pedagogical approaches will be discussed. Review of relevant research and future directions on research in human movement science will be shared on its potential implications for enhancing pedagogy practices in Physical Education	
NIE7-01-LT2	Pedagogy and Assessment in Singapore Mathematics and English Classrooms : Chairperson: David John Hogan Presenters: Ridzuan ABD RAHIM, Phillip TOWNDROW, Dennis KWEK, 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 pulls 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 I		13:15 - 14:45 hrs
Language and Literacy Education School Change and Leadership		
NIE5-01-TR508	INT279 Working to comprehend texts: Student responses and interpretations <i>FIONA Tan</i>	
	INT277 Managing discussion in reading comprehension lessons <i>NG Poh Choo</i>	
	INT280 Effective questioning in reading comprehension lessons <i>ALUBAH Mohd Said</i>	
INT313	Leading Curriculum Innovation in the 21st Century <i>Shirley LEOW, PHUA Kia Wang, LIM Mei Lee</i>	
PAPER SESSION I		13:15 - 14:45 hrs
Curriculum Development		
NIE5-01-TR507	PAP061 Developing Self-Directed Learners through Assessment as Learning <i>Widayah OTHMAN, Cheong TIEN BENG, Ng JUNJIE, PREETI VIKAS Palkar, WONG Li Juan, Tan CHUN MING, ZHI XIONG Tay, Choy MUN KHEONG NICHOLAS</i>	

	PAP174	Employing Big Picture Questions <i>Tracy GOH</i>
	PAP244	Self-directed Learning and Collaborative Learning in a Mathematics Lesson <i>Radha Devi OONNITHAN, SUHAILA Mansor</i>
Educational Policies and Practices		
NIE7-01-TR711	PAP119	Re-thinking Teaching and Learning: Teachers Responses to the 2004/05 Teach Less, Learn More Policy in Singapore <i>Caroline May Ling CHAN</i>
	PAP100	Design Thinking: Teachers' Perspectives <i>Kala S RETNA</i>
	PAP234	Strategies to Cultivate a Community of Practice <i>Eric C. K. CHENG</i>
Language and Literacy Education		
NIE5-01-TR505	PAP016	Malay Compositional Writing Handbook-cum-Checklist for Secondary One Higher Malay, Express and Normal Academic Students <i>ROSNAH Johari, NADHIRAH Ismail, SITI MARIAH Omar, SAHIBAH Farha Salihodhin</i>
	PAP372	Critical Thinking in Writing (presentation in Malay Language) <i>Azizah AHMAD</i>
	PAP339	Phonology and Morphology in Reading Malay Words <i>CHIN Chem Far</i>
NIE5-01-TR506	PAP014	Secondary 1 to 3 Chinese Pictorial Discussion Self-Directed Learning Package <i>Yong SIOW LING, MENG HSIA Chang, XI Chen, JIAMIN Huang, YING YING Lee, PEI PEI Low, TIN YUEN Nam, HUI JUAI Tan, CHING CHING Yang, SHUJUAN Zhang</i>
	PAP289	P3 CL Holistic Assessment Reading Portfolio – A Structured and Integrated Approach to Reading (Presented in Mandarin) <i>Tan YEE LI, Chang TE-FANG, Loh SI JIE</i>
	PAP089	Using Chinese songs to improve pupils' ability to recall Chinese words <i>LER-LIAW Sok Hui Alethea, Foo LI YING PAULINE, Liew WEILING, Poh WEE FLANG RACHEL</i>
NIE7-01-TR705	PAP283	Film Literacy & Education: Learning About Films, Learning Through Films <i>OU Xin Ying, TAN Yuan Sheng Eternality, SIVANESSAN S/O Kitnasamy</i>
	PAP303	Infusing cosmopolitan thinking into the teaching of English Literature <i>Suzanne CHOO</i>
	PAP245	The impossibility of critical pedagogy in the Singapore literature Classroom <i>Elizabeth ZHOU</i>
Mathematics Education		
NIE7-01-TR716	PAP316	Impact of Newman Procedure on Primary 5 Students' Performance in Solving Mathematical Problems Using the Comparison Model <i>YEAN Sok Kheng, Lee SEOK GNOH, AIK HWANG WENDY Tan, Cai YU LING ELAINE, Lip CHON WAI</i>
	PAP344	Teaching strategies to help at-risk learners in mathematics in primary schools <i>Ridzuan ABD RAHIM, Loh MEI YOKE</i>
NIE7-01-TR717	PAP155	Analogue thinking in mathematics <i>David COULSON</i>
	PAP383	Exploring Flipped Classroom Pedagogy to Promote Sec 2 Students' Mathematics Learning in 1-to-1 Computing Environment <i>LIOE Luis Tirtasanjaya, Tan CHIK LENG, Lee MEI LING, SHARON, Teo CHIN WEN</i>
	PAP042	Solving mathematics problems with real-life contexts: A case about mobile plans <i>WONG Khoon Yoong, Cheong SZU CHUANG</i>
Science Education		
NIE7-01-TR706	PAP195	Measuring Thinking Skills Using Performance Assessment in Guided Inquiry Learning at Surakarta Junior High Schools <i>SRI Widoretno, Herawati SUSILO</i>
	PAP239	Showcasing the creative abilities of NT students through the interaction between Science, Technology, Engineering and Math (STEM) <i>Nazir AMIR, SUBRAMANIAM Ramanathan</i>
	PAP311	Context-based science and the need for school context to be more personalised to students' diverse interests <i>Kok Sing TANG, Jeslyn LEE</i>
Teacher Quality and Teacher Development		
NIE7-01-TR718	PAP219	Understanding standards: The use of annotations <i>Lenore ADIE, JILL Willis</i>
	PAP269	Developing Mathematical Reasoning and Communication in a Primary School through Lesson Study <i>Peggy FOO, TAY Ai Ling</i>
	PAP358	Negotiating Learning in Action Research Contexts: A Case Study of a Singapore Primary School <i>Hairon SALLEH, NICHOLAS Tan, Zuraida AKBAR</i>
WORKSHOP A 13:15 - 14:45 hrs		
NIE7-01-TR714	WOR366	Collaborative and self-directed learning in teaching Chemistry and Biology through ICT-enriched problem-based learning approach <i>Soo Kim QUEK, MATTHEW JIN-CHI Lai, KWOK Honey</i>
NIE7-01-TR709	WOR160	Rethinking iREAD <i>Rachel GOH</i>
NIE7-01-TR710	WOR151	Educational Program Evaluation and Analyzing Observational Studies, the Innovative Statistical Approach: Propensity Score Analysis <i>TAN Teck Kiang, Yee Zher SHENG</i>
NIE7-01-TR708	WOR118	A Lesson Study on the teaching and learning of Coordinate Geometry using the Productive Failure method. <i>SIM Phuay Siang, Esther, Ng SEOW YEE, STEVENS, Li MIN, Chua KOK THYE, Tan PANG TEE, Mashafiz MAAT</i>
NIE7-01-TR715	WOR284	THE ENHANCEMENT OF THE LEARNING EXPERIENCE IN A COLLABORATIVE ENVIRONMENT <i>Jason INGHAM</i>
INVITED AG SYMPOSIUMS 14:45 - 16:15 hrs		
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NIE7-01-LT3	BEYOND WORDS: Investigations of language at the sentence and text levels : Chairperson: O'Brien Beth Ann Presenters: Guo Libo, Hong Huaqing, Zhang Ruihua, Hye Pae, Bin Yin, Elsi Kaiser Singapore's linguistic environment, with diverse combinations of bi- and multilingualism, yields unique challenges to education. Both home and school experiences with different languages most certainly shape children's learning in school. While there is much research on lexical processing, the focus here is on processing 'beyond words'. The present symposium includes presentations that consider processing of language at the levels of sentences and text from different methodological perspectives. Drs. Guo, Hong and Zhang's presentation of developmental trends in students' English writing utilizes a corpus linguistics approach. Dr. O'Brien's work on silent reading fluency introduces new methods from psychological science applied to psycholinguistic data. Dr. Yin's and Dr. Hye Pae's work reflects a linguistic/psycholinguistic approach to sentence processing in a second language. Together the set of papers address issues in language related to student writing, reading and pedagogical practices.
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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

NIE5-01-TR505	INT325 The Comparisons of Personality Trait of Students in Student-inventors Group, Science High School and Main-stream High School <i>KIM Bo Reum</i>
	INT038 Geographical Investigation <i>Daphne ANG</i>
	INT357 Understanding Co-teaching at the Secondary Level in Singapore Schools <i>CHANG Fook Yong</i>
INT146	The bilingual approach to learning English and Chinese <i>GOH Yeng Seng, Viniti VAISH, AIDIL Subhan</i>

PAPER SESSION II 14:45 - 16:15 hrs

Educational Policies and Practices

NIE7-01-TR703	PAP177 Overcoming the odds: Normal (Technical) students' perspectives of knowledge and power in Singapore <i>Pauline HO</i>
	PAP162 The Special Class in the Zimbabwean Primary School: Epistemic Access in the era of Education For All? <i>Nathan MOYO</i>
	PAP301 The Healing Power of Tutorial Relationships and Its Implications for Educational Practice and Policy <i>Meixi NG</i>

IT in Education | Language and Literacy Education

NIE7-01-TR704	PAP081 Flipping a Secondary Reading Comprehension Classroom <i>Elaine JEE</i>
	PAP321 Use of Facebook in Secondary 1 Literature to aid Collaborative and Self-Directed Learning <i>Chin YING FEN, SOH Yik Pui</i>
	PAP163 Out-of-School Literacy Practices: A Case-study of Four Low-Achieving Students in Singapore <i>FOO Xiao Chih, PETER Teo</i>

IT in Education | Teacher Quality and Teacher Development

NIE7-01-TR705	PAP334 A paper on Rethinking Pedagogies to Teach PE Well. Conceptual methods encouraging thinking through technologically enhanced games play <i>Thomas BROWNE</i>
	PAP302 Supporting Field Experience in Teacher Education Course by using cloud services and mobile technology <i>Yiu Chi LAI, Tak Wah WONG</i>
	PAP406 Game-based learning for environmental education in secondary schools <i>Sean HAN</i>

Language and Literacy Education

NIE7-01-TR710	PAP150 Home Literacy Environment and English reading related skills among Malay children in Singapore <i>LI Li, Zhang DONGBO, CHIN Chem Far, Khalid BARI</i>
	PAP213 Literacy Support at Upper Primary : Helping P5 Struggling Readers in Chongzheng Primary School <i>Rachel ZHOU, SUCKJIT Kaur</i>
	PAP291 Enhancing the Comprehension skills of Core Module Pupils through Reinforcing their Grasp of Vocabulary and Sentence Structures (Presented in Mandarin) <i>HUANG Xin, Chang TE-FANG</i>
NIE7-01-TR711	PAP026 Impact of teaching metacognition in argumentative writing <i>ONG Chin Meng, USHA Pillai, Hui Choo TOH, Teng Foong LEONG</i>
	PAP218 THE INFUSION OF INVENTIVE THINKING SKILLS IN THE TEACHING OF WRITING IN NEGARA BRUNEI DARUSSALAM <i>Aliamat OMAR ALI</i>
	PAP004 A Survey Study of Chinese University Students' Perceptions of Plagiarism <i>GUANGWEI Hu, Jun LEI</i>
NIE7-01-TR713	PAP314 Oral Comes Alive: A Lesson Study Project using the iPad and Peer-Self Assessment to Enhance Oral Skills <i>KANG Tien Hee Patrick, Lim CHIU WEI ELAINE</i>
	PAP305 Mapping Literacy in the 21st Century at Meridian Primary School: Nurturing Future Learners, Future Citizens, Future Leaders <i>FAZLINDA Junid, NORAIIDA Wagimin, Rohana IBRAHIM, Ng TAI MUI, JAMIE</i>
	PAP429 Changes in Teaching Strategies: Teacher Concerns <i>HUYNH Thi Canh Dien, Galyna KOGUT, ALUBAH Mohd Said</i>

Learning Sciences

NIE7-01-TR702	PAP156 Working Towards Developing Self-Directed Learners through a "Modified Flipped Classroom" model <i>YEO Shyh Yuan Don, Tan SECK CHER</i>
	PAP368 Exploring Teacher Interventions in Collaborative Inquiry with a Science Learning Environment <i>JUSTIN KAIJIE Ke, DANER Sun, CHEE KIT Looi, EVELYN YI LENG Teo</i>
	PAP413 Collaborative Learning: Attitudes, Perceptions, Practices and Experiences of Singapore Pre-university Students <i>TSERING Wangyal</i>

Learning Sciences | Curriculum Development

NIE5-01-TR506	PAP392 Understanding the Process of Becoming of Youth Game Players: A Case Study of Singaporean Youth <i>NG Li Ting Eileen, Kim MI-SONG, AZILAWATI Jamaludin, Hung WEI LOONG DAVID</i>
	PAP312 A pedagogical model of context-based science learning using students' everyday media <i>Kok Sing TANG, YEW JIN Lee, NATASHA Rappa, Jeslyn LEE</i>
	PAP381 An Evaluation of Design and Enactment of Smartphone-enabled Primary Science Curriculum <i>WU Longkai, CHEE KIT Looi, Peter SEOW, Kim MI-SONG</i>
NIE5-01-TR507	PAP420 Critical Thinking: A retrospective consideration of the perceptions and experiences of pre-university graduates regarding General Paper <i>Shirley CHAN, So HYO JEONG</i>
	PAP149 Towards a Contextual Critical Thinking Pedagogy (for General Paper) <i>Christopher Navarajan SELVARAJ, Eddie KOH, LARRY Lee, ADRIAN Tan</i>
	PAP309 Critical and Inventive Thinking in Curriculum <i>Gladys ONG, Tong SIOK THENG, JOHN Yeo</i>

Teacher Quality and Teacher Development

NIE5-01-TR508	PAP275 The heart of quality teaching <i>Elizabeth CURTIS</i>
	PAP317 Redesigning Pedagogy for IT Fluency: A Study on the Status of Teacher Educators in India <i>Karpagakumaravel RAMASWAMY, PADMA B</i>
	PAP355 Science Teaching Efficacy Beliefs, Attitudes towards Teaching Science, and Behavioral Intention in Teaching Science <i>LAY Yoon Fah, Khoo CHWEE HOON</i>

SYMPOSIUM SESSION I 14:45 - 16:15 hrs

NIE7-01-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
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WORKSHOP B 14:45 - 16:15 hrs

NIE7-01-TR708	WOR390 Switching on Students' Intellectual Engines <i>Kristy WILLIAMS, SHANNON Ruskin</i>
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NIE7-01-TR707	WOR333	Rethinking Pedagogies to Teach PE Well. Conceptual methods encouraging thinking through technologically enhanced games play <i>Thomas BROWNE</i>
NIE7-01-TR717	WOR292	Infusing rich texts into English Language learning <i>Caroline May Ling CHAN, Suzanne CHOO</i>
NIE7-01-TR720	WOR185	The visual arts and multimodal technology - New opportunities for learning and participation for people with and without special needs <i>Esther JOOSA</i>
NIE7-01-TR715	WOR033	Engaging Students as Thinking Individuals Using the Flipped Classroom Approach <i>LYE Wai Leng, Pui Shan Selina CHAN</i>
NIE7-01-TR719	WOR242	Language Focused Strategies in the Mathematics Classroom <i>Lynette MCCLELLAN</i>
NIE7-01-TR718	WOR104	Flipping Your Classroom <i>Roslee JALIE</i>

TEA BREAK 16:15 - 16:45 hrs

KEYNOTES 16:45 - 17:45 hrs

NIE Sports Hall 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

EXHIBITION		08:30 - 09:00 hrs
KEYNOTES		09:00 - 10:00 hrs
NIE Sports Hall	<p>Keynote 3 : Neil Mercer : Title: Educating the social brain: linking language, thinking and educational attainment Abstract One of the most important things that people do is work together to solve problems and get things done. To achieve this, they must be able to think effectively together. Language is the prime tool for thinking collectively: we do not just use language to 'interact', we use it to 'interthink'. Recent research suggests that if we can enable students to use language more effectively for thinking together, they not only become better 'interthinkers' but also improve their educational attainment. I will describe how pedagogy can be redesigned to help achieve this goal. Neil Mercer is Professor of Education at the University of Cambridge, where he is also Chair of the Psychology and Education Group and Vice-President of the college Hughes Hall. Previously, he was Professor of Language and Communications at the Open University. He is a psychologist with particular interests in the development of children's language and reasoning, classroom talk, and the application of digital technology in schools. His research with colleagues generated the Thinking Together practical approach to classroom pedagogy, and he has worked extensively with teachers, researchers and educational policy makers on improving talk for learning in schools. Formerly editor of the journals Learning and Instruction and International Journal of Educational Research, he is now an editor of Learning, Culture and Social Interaction. His most recent books are Exploring Talk in School (with Steve Hodgkinson) and Dialogue and the Development of Children's Thinking (with Karen Littleton).</p>	
EXHIBITION		10:00 - 10:30 hrs
TEA BREAK		10:00 - 10:30 hrs
PAPER SESSION III		10:30 - 12:00 hrs
Cognition and Learning Learning Sciences		
NIE5-01-TR507	PAP147	Multi Strategy Intervention as a tool to help lower primary students with Mathematics word problems <i>Zainab HARON, Ku SEOW YEN</i>
	PAP362	Understanding personal learning style of low progressing pupils help to increase their self-efficacy <i>CLAIRE Yeoh</i>
	PAP120	Learning Complex Adaptive Systems through Cognitive Conflicts - A case study on learning activities and meaningful Cognitive Conflicts <i>Jun Song HUANG</i>
Curriculum Development IT in Education		
NIE5-01-TR508	PAP331	Differentiated Instruction: Are Hong Kong Prospective Teachers Ready? <i>Sally Wai-Yan WAN</i>
	PAP367	Curriculum innovation that encultures 21st century skills <i>Letchmi Devi PONNUSAMY, TAN Liang See, Sim PEI YUN</i>
	PAP032	A reflection of our journey into the future – sustaining and transferring practices <i>BOON CHENG Lim, Lee Yong TAY</i>
Language and Literacy Education		
NIE7-01-TR710	PAP087	Using Inference Training Help to Improve Pupils' Reading & Understanding for the Completion of Cloze Passages <i>Zubaidah YUSOFF, HAN LENG, KAREN Yeo</i>
	PAP095	Shouldn't there be reading in reading comprehension lessons? <i>Jessie PNG</i>
	PAP125	The teacher as a linchpin in students' leisure reading practices <i>SHAMALA Ramakresinin</i>
NIE7-01-TR711	PAP110	Paradigmatic and Disciplinary Influences on Interactional Metadiscourse in Research Articles <i>Feng CAO, GUANGWEI Hu</i>
	PAP251	Governmentality and U-TOWN: A discourse analysis <i>Andrew Joseph PEREIRA</i>
	PAP086	A FINE BALANCE: AN ANALYSIS OF WHOLE LANGUAGE VS CODE BASED SKILLS <i>Viniti VAISH</i>
Science Education		
NIE7-01-TR701	PAP057	Primary School Energy Comes Alive with Customized Open Source Simulation <i>Sze Yee LYE, WEE Loo Kang Lawrence, KWEK Yao Chie, SURIATI Abas, TAY Lee Yong</i>
	PAP298	Tensions in elementary science classrooms: Investigating the roles of teachers and students <i>Junqing ZHAI, Jennifer JOCZ, Aik Ling TAN</i>
	PAP297	Motivating students in school science: Understanding students' views of scientists and school science <i>Jennifer JOCZ, Junqing ZHAI, Aik Ling TAN</i>
NIE7-01-TR702	PAP065	Empowering Higher Order Thinking Skills of Elementary School Students in Ternate-Indonesia by Implementation of STAD and TGT Learning <i>Duran COREBIMA, SAID Hasan</i>
	PAP109	Teaching Science with Writing Heuristics <i>TENG Hang Chuan</i>
	PAP136	LEARNING ENVIRONMENT AND STUDENT ATTITUDES IN PRIMARY SCIENCE CLASSROOMS IN SINGAPORE: GRADE-LEVEL AND GENDER DIFFERENCES <i>Jarina PEER, BARRY Fraser</i>
SYMPOSIUM SESSION II		10:30 - 12:00 hrs
NIE5-01-TR505	SYM014	ENACTMENT OR INNOVATION , COMPLEX OR PERPLEXED: ISSUES AND CHALLENGES OF SBCD IN TWO SINGAPORE SCHOOLS Chair: <i>TENG Siao See</i> ; Discussant: <i>Jan MINGFONG</i> ; Presenters: <i>MARDIANA Abu Bakar, TENG Siao See, Agnes Alcantara PACULDAR, Yim Ping LEE, NEO Wei Leng</i>
NIE7-01-TR706	SYM001	Singapore Open Source Physics and the lessons developed under EduLab NRF2011-EDU001-EL001 Chair: <i>WEE Loo Kang Lawrence</i> ; Presenters: <i>Ong CHEE WAH, Ng SOO KOK, WEE Loo Kang Lawrence, Ai Phing LIM, Lee TAT LEONG, Goh GIAM HWEE JIMMY, Chew CHARLES, Joshua YEO, Lim CHEW LING, Goh KHOON SONG ALOYSIUS, LIM Ee-Peow</i>
NIE7-01-TR705	SYM009	I, We : Innovation and Entrepreneurship in Westwood Chair: <i>GOH Kwang Seng, Elijah</i> ; Discussant: <i>Liu HONG PING</i> ; Presenters: <i>GOH Kwang Seng, Elijah, Rahimah ABDUL RAHMAN</i>
NIE7-01-TR715	SYM010	Exploring Teacher Education and Professional Development in Special Education: Understanding Emerging Needs in Singapore Chair: <i>Meng Ee WONG</i> ; Discussant: <i>SIRENE Lim</i> ; Presenters: <i>Jeyashini KANAGARAJAH, Meng Ee WONG, Denise TAN</i>
NIE5-01-TR506	SYM005	International Comparative Studies – Achievement of Participants from Singapore in TIMSS 2011 Chair: <i>Berinderjeet KAUR</i> ; Presenters: <i>Berinderjeet KAUR, BOEY Kok Leong</i>
NIE7-01-TR714	SYM013	Collaborative problem solving: assessment and teaching Chair: <i>Esther CARE</i> ; Discussant: <i>HORN MUN Cheah</i> ; Presenters: <i>Esther CARE, PATRICK Griffin, Claire SCOLAR, Alvin VISTA, YASOTHA V</i>
TALKING WITH JOURNAL PUBLISHERS		10:30 - 12:00 hrs
POSTER PRESENTATION		10:30 - 12:00 hrs
NIE5-01-TR501	POS097	Force and Motion Preconceptions of the Second Year Students of Philippine Science High School – Central Visayas Campus (PSHS – CvisC) <i>HORTEZUELA Joseph</i>
	POS173	Using 1:1 mobile computing to engage low achievers in Maths and Science <i>Siti Mariam MOHD HARIHT, Koh RI RONG</i>
	POS252	Retrieval-based learning in psychological research and statistical concepts <i>Stephen Wee Hun LIM, GABRIEL QI HAO Wong</i>
	POS255	Integrating critical thinking and lifelong learning: A theoretical approach <i>Stephen Wee Hun LIM, AARON TZE ZHONG Ng, JOY SHI EN Sim</i>
	POS257	Singapore Secondary Science Teachers' Views about Models and Teaching of Models <i>ONG Yann Shiou</i>
	POS328	Exploring the Impact of Concept Cartoons as Formative Assessment on Primary 4 Students' Conceptual Understanding of Heat & Temperature <i>Saliema MOHAMED IQBAL, RITA Tay, JENNY Ong, NACHA Arun</i>

POS388	Promoting an interest towards and the life-long learning of statistical concepts at the university <i>Stephen Wee Hun LIM, Eugene Yao Chung CHONG</i>	
POSTER PRESENTATION		10:30 - 12:00 hrs
NIE5-01-TR502	POS041 Students' motivation and self-regulated learning: An examination of gender and stream differences <i>ONG Xiao Wei, Joanne, Wenshu LUO</i>	
	POS077 The Use of Differentiated Instruction to aid Students' Learning <i>LI-KOH Jie Ying, Quek CHIA LING</i>	
	POS115 The London Olympics Crisis: A project on SDL and COL in game organisation in Physical Education <i>Eileen SAW</i>	
	POS190 Factors affecting students' intention to collaborate online for their group projects <i>Eddie W.L. CHENG, SAMUEL K.W. Chu</i>	
	POS318 The Culture and Work Lives of Teachers in Singapore <i>YEW JIN Lee</i>	
	POS370 The Lesson Study Model: How to implement a Lesson Study programme for the development of language teachers <i>Abdul Haniff Bin ABDUL GHANI</i>	
	POS415 Examining the intention to use peer assessment among pre-service teachers in Singapore <i>YIM Su Yon, Young Hoan CHO</i>	
WORKSHOP C		10:30 - 12:00 hrs
NIE7-01-TR708	WOR238 'Taskifying' Lessons for the modern curriculum <i>Neil DONOVAN</i>	
NIE7-01-TR707	WOR432 Developing preschool spoken English through music and rhythm games <i>Janet SWAIN</i>	
NIE7-01-TR716	WOR039 The Hybrid Learning Cycle: Transforming the Teaching of Skills in a Collaborative Humanities Classroom <i>SYED Danial</i>	
NIE7-B1-14 (Cauchy Lab)	WOR008 Social Media : A space to learn <i>Frances ESS</i>	
NIE7-01-TR720	WOR043 "Breaking the Mould" - a Linguistics approach to Creative Writing <i>LIM Yi-En</i>	
NIE7-01-TR709	WOR411 CRADL : Learning Science through hands-on experimentation <i>LIM Su Ru, WULF Hofbauer</i>	
NIE7-01-TR713	WOR434 Effective Data Management to Enhance Students' outcomes <i>Rani MANO</i>	
EXHIBITION		12:00 - 13:00 hrs
LUNCH		12:00 - 13:00 hrs
KEYNOTES		13:00 - 14:00 hrs
NIE Sports Hall	Keynote 4 :Bonnie Cramond : Title:Why Should We Nurture Creativity? And, How Can We Do So? Abstract Throughout human history, there have been periodic shifts that have impacted civilizations and changed the way we live, learn, do business, organize our cultures, and think about our world. One such shift, the Industrial Age, changed the largely agrarian world, creating great growth in population and economies, migration to cities, and the need for formal education. The resulting social, economic, and political changes impacted every segment of human life. We are now undergoing another major shift, from the Industrial Age to the Knowledge Age. Recent reports from economists (Economic Commission for Africa, 2009; Florida, 2002 & 2005;Friedman, 2005) have emphasized the need for innovation in any society that hopes to retain an economic and political advantage in the coming years. Responding, reports on education have likewise emphasized the need for changing our Industrial Age education system to infuse creativity and innovation into the curriculum to prepare a workforce for the future (National Center on Education and the Economy, 2006; The National Advisory Committee on Creative and Cultural Education, 1999). This keynote will address the predictors of this major shift and recommend changes that education, business, and political leaders must make to ride the wave of change rather than be swept under it. Objectives: Through this keynote, I will communicate to educators, business and government leaders, and others: The evidence from different sources that the world is undergoing a significant change that will require creativity and innovation. Ideas for meeting the requirements of such change so that societies can discover and nurture the creativity and innovation necessary to flourish in the future. Dr. Bonnie Cramond is a Professor and the Director of the Torrance Center for Creativity and Talent Development. She has been a member of the Board of Directors for the National Association for Gifted Children and the editor of the Journal of Secondary Gifted Education. She teaches graduate classes in giftedness and creativity. Her research interests center around the assessment and development of creativity, particularly the identification and nurturance of creativity among students considered at risk because of their different way of thinking, such as those misdiagnosed with ADHD, emotional problems, or those who drop out. Dr. Cramond has been a national and international speaker, and is currently working with educators in Turkey, Portugal, Japan, China, Abu Dhabi, and India on infusing creativity into the schools. She is a co-editor of Investigating Creativity in Youth, and has authored many chapters and articles on giftedness and creativity. A former teacher, she is a survivor of parenting two gifted/creative individuals. Torrance Center: http://www.coe.uga.edu/torrance/about/faculty-staff/	
INVITED AG SYMPOSIUMS		14:15 - 15:45 hrs
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. HONG, 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 "new knowledge, skills and dispositions to ensure their survival and success as individuals, as members of the community, and as citizens of our nation". (National Institute of Education, 2009, p. 22) The role of teachers is unquestionably paramount to bringing about these desired educational outcomes for students. The underpinning philosophy of NIE's Model of the Teacher for the 21st century (TE21) is represented by the Values, Skills and Knowledge (V3SK) model to guide the design, delivery, and enhancement of NIE's programmes and courses. This V3SK model provides a compass for 21st century teaching professional in three areas: (i) Learner-Centred Values (empathy, belief that all children can learn, commitment to nurturing the potential in each child, valuing of diversity); (ii) Teacher Identity (aim for high standards, enquiring nature, quest for learning, strive to improve, passion, adaptive and resilient, ethical, professionalism); (iii) Service to the Profession and Community (Collaborative learning and practice, building apprenticeship and mentorship, social responsibility and engagement and stewardship). NIE's strong and explicit emphasis on values providing the foundation for skills and knowledge is particularly significant to the special needs teacher education offered by the Early Childhood and Special Needs Education Academic Group (ECSE AG); for example, the valuing of diverse learners, including those with special needs, and the valuing of their inclusion within mainstream environments and society. The purpose of this symposium presentation and discussion from the Early Childhood and Special Needs Education Academic Group (ECSE AG) is to review, reflect and rethink its teaching and research efforts to translate the NIE's V3SK model within its various programmes for teachers working with students with special needs. With the ECSE AG's key strategic vision and mission to educate our teachers to create and build caring, supportive and inclusive learning environments and communities for students with special needs, the nurturance and development of caring, inclusive and exemplary dispositions and attributes needs to be deliberate, intentional and anchored deeply within our AG's relevant courses and programmes. Our symposium presentations will (i) highlight the AG's current efforts to inculcate caring and inclusive values, disposition, skills and knowledge within our teachers who work with students with special needs; (ii) provide relevant research and evidence-based practices as lenses to review and appraise our current efforts; and (iii) explore how our teaching pedagogies and research efforts can be further enhanced to build our teachers' capacity as change agents for creating caring and inclusive classroom communities.	
NIE2-01-LT7	Rethink Creativity Development in Asia from the Systems Lens : Chairperson: TAN Ai Girl Presenters: SHI Jiannong, 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 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 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	
NIE3-01-LT8	Rethinking Teaching: The Research-Practice Nexus : Chairperson: Norhaida AMAN Presenters: Mary ELLIS, Mark WILKINSON, NEIL Macknish, Linda HANINGTON, Sharon QUEK, Anitha PILLAI, Cynthia MACKNISH, The 'research-practice nexus' refers to the interconnection of research and practice where educators do research and collect feedback on their own teaching and learning practices, where teaching and learning practices are informed by the educators' own research, or where the curriculum is informed by research. When teaching is informed by pedagogic research, a topic student learning can be enhanced. In this symposium, members of the English Language and Literature (ELL) Academic Group at the National Institute of Education will discuss and share (1) research findings which inform their teaching and help improve course content and implementation, and (2) practices which have enhanced the pre-service courses they conduct. Reflections on student feedback will be addressed in all three presentations.	
NIE3-01-LT9	Media, Civic Participation, and Humanities Education : Chairperson: Mark BILDON Presenter: LI CHING Ho, Mark BILDON, Jeremy STODDARD New forms of	

media and digital participation are transforming public spaces and creating new types of communities and identities (e.g., Dahlberg, 2007; Tierney, 2008). Social media and film offer potential for civic participation and for youth to engage with social and political issues in significant ways. The body of research on young people's participation in digital media and its impact on civic engagement or citizenship dispositions, however, remain inconclusive and sometimes, contradictory (Kahne and Middaugh, 2007). A better understanding of the communicative relationships between media producers and users can help humanities educators consider the ways different types of spaces can be structured to promote more authentic, generative, and interactive civic participation and education. Especially in a heterogeneous society like Singapore, social media sites can offer opportunities for young people of different linguistic, cultural, religious, national, and political backgrounds 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 invite 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.

NIE7-01-LT4	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 Science Education, National Institute of Education, Nanyang Technological University, Singapore LEE Yew Jin, Associate Professor, NSSE, NIE, NTU, Singapore 2. Using Flip Classroom to Address Some Limitations of the Chemistry Practical Curriculum Teo Tang Wee, Assistant Professor, NSSE, NIE, NTU, Singapore Daniel Tan Kim Chwee, Associate Professor, NSSE, NIE, NTU, Singapore Yan Yaw Kai, Associate Professor, NSSE, NIE, NTU, Singapore Teo Yong Chua, Assistant Professor, NSSE, NIE, NTU, Singapore Yeo Leck Wee, Research Assistant, NIE, NTU, Singapore 3. Formative assessment in elementary science classrooms: Issues and dilemma Tan Aik Ling, Assistant Professor, NSSE, NIE, NTU, Singapore Tan Poh Hiang, teaching fellow, NSSE, NIE, NTU, Singapore 4. On the use of confidence ratings in assessment of students' learning R. Subramaniam, Associate Professor, NSSE, NIE, NTU, Singapore 5. Two-Tier Multiple Choice Formative Assessment Chu Hye-Eun, Assistant Professor, NSSE, NIE, NTU, Singapore Tan Kim Chwee Daniel, Associate Professor, NSSE, NIE, NTU, Singapore 6. The design and validation of a rubric to assess students' scientific literacy aligned to MOE 21CC goals Teo Tang Wee, Assistant Professor, NSSE, NIE, NTU, Singapore Wong Jon Sien Darren, Teaching Fellow, NSSE, NIE, NTU, Singapore Lau Chor Yam, Lecturer, NSSE, NIE, NTU, Singapore Lim Poh Yeong, Teaching Fellow, NSSE, NIE, NTU, Singapore Lim Hwee Ting, Research Assistant, CRPP, NIE, NTU, Singapore 7. Developing students' science competencies through design research Jennifer Yeo, Assistant Professor, NSSE, NIE, NTU, Singapore 8. Joining the Dots: The Process of Forging Research-Practice Network Tang Kok Sing, Assistant Professor, NSSE, NIE, NTU, Singapore	
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PAPER SESSION IV 14:15 - 15:45 hrs

Cognition and Learning

NIE7-01-TR710	PAP306	Developing Students' Self-Directed Learning through Technology <i>Mrs Peter THIA</i>
	PAP165	Using Cognitive Load Theory To Promote Students' Learning Of Computer Networking Concepts In Vocational School <i>SIA Geok Soon</i>

Curriculum Development

NIE5-01-TR508	PAP387	Designing and Implementing an Integrated Skills Curriculum <i>LEE Sor Har</i>
	PAP247	Questions and more questioning: An innovative "anchor" that enhances small group teaching and learning <i>Stephen Wee Hun LIM</i>
	PAP414	Encouraging lifelong learning in and through higher education <i>DANIEL ZHENG QIANG Gan, Stephen Wee Hun LIM</i>

NIE7-01-TR705	PAP215	P1-6 composition-writing package <i>FOO Hwa Ming, Xia XIAOLING</i>
	PAP336	An Exploration of an English Talent Development Programme in a Singapore Secondary School: Towards an Enriched Curriculum <i>Buganeish YOGANATHAN, EUGENE Yam, Alexis Lee Ling KOH</i>
	PAP054	Liberal Studies: Rhetoric or reality? <i>YIU Siu Chung, Sally Wai-Yan WAN</i>

Early Childhood Education

NIE7-01-TR719	PAP161	The design and trial of a course aimed at increasing creativity and story-creation ability in Iranian pre-schoolers <i>Elham sadat NADJI</i>
	PAP428	Assessing Family Outcomes in Early Intervention <i>KENNETH Poon, OOI Jing Ying, Nona</i>

IT in Education

NIE5-01-TR507	PAP040	How does the use of "Type with Me" help to improve pupils' writing skills? <i>HAFIDAH Mahat, Hazliana MAHAT, RAIHANA Rahmat, SHANAZ NAZEEHA Ramli</i>
	PAP194	Teacher-As-Designer: Creating Online Space for Use in Elementary School <i>Sze Yee LYE, FADILAH Saban, TAY Lee Yong</i>
	PAP363	'10T Sigaram'- Does guided reading, using online portal improves pupils' reading skills? <i>THEIVANAI Ganesan</i>
NIE7-01-TR702	PAP068	Collaborative Inquiry with a Science Learning Environment: WiMVT System with Secondary School Students <i>Jean Yin Chiun PHUA, DANER Sun, CHEE KIT Looi, EVELYN YI LENG Teo, CHARLES SOO PENG Low, KASSANDRA LAY HAN Lim, JUSTIN KAIJIE Ke</i>
	PAP208	Enabling Gravity-Physics by Inquiry using Easy Java Simulation <i>WEE Loo Kang Lawrence, Goh GIAM HWEI JIMMY, Chew CHARLES</i>
	PAP322	The experiences of teachers integrating 1:1 technologies into the classrooms <i>Peter SEOW</i>

Mathematics Education | IT in Education

NIE5-01-TR505	PAP196	Effective use of classroom networks – educational collaboration technology (CN-ECT) in local math classrooms: A teacher's perspective <i>Nur Johari SALLEH, Seah LAY HOON</i>
	PAP158	Examining the use of classroom networks – educational collaboration technology (CN-ECT) in local mathematics classrooms <i>Seah LAY HOON, SARAH Davis</i>
	PAP276	Adopting Online Platforms to Complement Face-to-Face Teaching and Learning <i>Hui Teng CHIA, Edna CHAN, Lai SAY BENG, SHARON Quek, Tan-Yeoh AH CHOO</i>

Others

NIE7-01-TR711	PAP304	Parental involvement in the educational experiences of Singaporean students from low-income families with migrant mothers <i>TENG Siao See, Filzah Amalia RAHMAT</i>
	PAP399	Verification of the Mediating Effect of Youth Competencies on the Relationship between SES and Academic Achievements of Adolescents <i>Jonghee JEON, Hye-Sook KIM</i>

School Change and Leadership

NIE5-01-TR506	PAP401	A Motivational Perspective of Educational Leadership in the Context of Singapore Schools <i>JONATHAN Goh, Hairon SALLEH</i>
	PAP402	Investigating Work Values of School Leaders in Singapore – A Rasch Analytical Approach <i>JONATHAN Goh, Hairon SALLEH, CHUA Siew Kheng, Catherine, Tan CHENG YONG</i>
	PAP403	"Possibly a Singapore 'model' of distributed leadership" – A multi-level Rasch analysis <i>Hairon SALLEH, JONATHAN Goh, CHUA Siew Kheng, Catherine</i>
	PAP405	Teachers' Perceptions of the Cultivation of Nurturance for Distributed Leadership in Singapore Schools <i>CHUA Siew Kheng, Catherine, Hairon SALLEH, JONATHAN Goh</i>

Science Education

NIE7-01-TR708	PAP063	Learning Strategies Enhancing Metacognitive Skill and Concept Gaining Of Low Academic Senior High School Students at Biology Learning <i>Duran COREBIMA</i>
	PAP378	Re-thinking : The Use of Inquiry in the Teaching of Science [Biology] <i>WONG Kwai Yeok</i>
	PAP175	Will the use of multi-sensory learning help students in remembering enzymatic reactions in the small intestines? <i>The JIA LING, CINDY Chua</i>

NIE7-01-TR709	PAP337 Storytelling as a pedagogy in nursing <i>WONG Sze Wai, Chung WAI YEE JOANNE</i>	
	PAP141 How well are science teachers' epistemological beliefs aligned to a constructivist paradigm of teaching and learning? <i>LAU Chor Yam, DARREN Wong, Teo TANG WEE, Lim POH YEONG, LIM Hwee Ting</i>	
	PAP338 Challenge based learning experience: A case study approach <i>Carmen, K.M. LEE, JOANNE, W. Y. Chung</i>	
Teacher Quality and Teacher Development		
NIE7-01-TR701	PAP121 "Making a Difference": A comparative study between the official and practitioners' views of teaching as a career in Singapore <i>NG Wan Qing, Jessie, PETER Teo</i>	
	PAP235 Effective Structure For Effective Mentoring <i>Siti Zubaidah ABDULLAH, Abdul Nasser OT AHMED MITTEN</i>	
	PAP267 A MENTORING SCHEME IN AN INITIAL TEACHER EDUCATION PROGRAMME: THROUGH THE LENS OF MENTORS <i>GEK CHOO, MOIRA Lee, LO Meng Lock, Derek</i>	
NIE7-01-TR703	PAP422 Thinking Communities <i>Richard OWENS</i>	
	PAP427 Re-imagining pedagogic possibilities: Towards promoting reflective thinking <i>Rajashree SRINIVASAN</i>	
	PAP143 Thinking skills, creativity and technology in novice teachers' lives <i>Phooi Ching LAI, ZHENHUA Lai</i>	
WORKSHOP D		14:15 - 15:45 hrs
NIE7-01-TR712	WOR031 Integrated Humanities: The SOTA Experience <i>NG Herk Siang, Muhammad Rezal RAMLI, WANG Yizhen</i>	
NIE7-01-TR715	WOR112 Infusion of Paul's Wheel of Reasoning into Humanities subjects (Geography, Social Studies and History) <i>TAN Kok Wah, YAP Lucille</i>	
NIE7-01-TR716	WOR034 Using the 4 E's model and Think Cycle© in curriculum design. <i>Alan Joseph VARELLA</i>	
EXHIBITION		15:45 - 16:15 hrs
TEA BREAK		15:45 - 16:15 hrs
INVITED AG SYMPOSIUMS		16:15 - 17:45 hrs
NIE2-01-LT7	Rethink Creativity Development in Asia from the Systems Lens : Chairperson: TAN Ai Girl Presenters: SHI Jiannong, 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 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 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	
NIE3-01-LT8	Rethinking Teaching: The Research-Practice Nexus : Chairperson: Norhaida AMAN Presenters: Mary ELLIS, Mark WILKINSON, NEIL Macknish, Linda HANINGTON, Sharon QUEK, Anitha PILLAI, Cynthia MACKNISH, The 'research-practice nexus' refers to the interconnection of research and practice where educators do research and collect feedback on their own teaching and learning practices, where teaching and learning practices are informed by the educators' own research, or where the curriculum is informed by research. When teaching is informed by pedagogic research, a topic student learning can be enhanced. In this symposium, members of the English Language and Literature (ELL) Academic Group at the National Institute of Education will discuss and share (1) research findings which inform their teaching and help improve course content and implementation, and (2) practices which have enhanced the pre-service courses they conduct. Reflections on student feedback will be addressed in all three presentations.	
NIE3-01-LT9	Media, Civic Participation, and Humanities Education : Chairperson: Mark BAILDON Presenter: LI CHING Ho, Mark BAILDON, Jeremy STODDARD New forms of media and digital participation are transforming public spaces and creating new types of communities and identities (e.g., Dahlberg, 2007; Tierney, 2008). Social media and film offer potential for civic participation and for youth to engage with social and political issues in significant ways. The body of research on young people's participation in digital media and its impact on civic engagement or citizenship dispositions, however, remain inconclusive and sometimes, contradictory (Kahne and Middaugh, 2007). A better understanding of the communicative relationships between media producers and users can help humanities educators consider the ways different types of spaces can be structured to promote more authentic, generative, and interactive civic participation and education. Especially in a heterogeneous society like Singapore, social media sites can offer opportunities for young people of different linguistic, cultural, religious, national, and political backgrounds 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 invite 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.	
NIE3-01-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 spelled out the general directions by which the content and pedagogy of MTLs shall respond 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 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 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 showcase their 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 as merely 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, it would be helpful to learn from certain countries which have accumulated substantial experience in teaching the so-called "heritage languages" 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 distinguish 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 issues, such as maintenance, attrition and shift, as well as the characteristics and developmental path of heritage languages education. In addition, Professor Goh Yeng Seng, Head of ALC will be the other speaker of the symposium who would focus on exploring the local context of developing HL education. We believe that the two speakers would help the participants of the symposia, our ALC colleagues in particular, to achieve a deeper understanding of how to situate research, teaching and language planning in linguistically diverse settings.	
NIE7-01-LT4	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 Science Education, National Institute of Education, Nanyang	

Technological University, Singapore LEE Yew Jin, Associate Professor, NSSE, NIE, NTU, Singapore 2. Using Flip Classroom to Address Some Limitations of the Chemistry Practical Curriculum Teo Tang Wee, Assistant Professor, NSSE, NIE, NTU, Singapore Daniel Tan Kim Chwee, Associate Professor, NSSE, NIE, NTU, Singapore Yan Yaw Kai, Associate Professor, NSSE, NIE, NTU, Singapore Teo Yong Chua, Assistant Professor, NSSE, NIE, NTU, Singapore Yeo Leck Wee, Research Assistant, NIE, NTU, Singapore 3. Formative assessment in elementary science classrooms: Issues and dilemma Tan Aik Ling, Assistant Professor, NSSE, NIE, NTU, Singapore Tan Poh Hiang, teaching fellow, NSSE, NIE, NTU, Singapore 4. On the use of confidence ratings in assessment of students' learning R. Subramaniam, Associate Professor, NSSE, NIE, NTU, Singapore 5. Two-Tier Multiple Choice Formative Assessment Chu Hye-Eun, Assistant Professor, NSSE, NIE, NTU, Singapore Tan Kim Chwee Daniel, Associate Professor, NSSE, NIE, NTU, Singapore 6. The design and validation of a rubric to assess students' scientific literacy aligned to MOE 21CC goals Teo Tang Wee, Assistant Professor, NSSE, NIE, NTU, Singapore Wong Jon Sien Darren, Teaching Fellow, NSSE, NIE, NTU, Singapore Lau Chor Yam, Lecturer, NSSE, NIE, NTU, Singapore Lim Poh Yeong, Teaching Fellow, NSSE, NIE, NTU, Singapore Lim Hwee Ting, Research Assistant, CRPP, NIE, NTU, Singapore 7. Developing students' science competencies through design research Jennifer Yeo, Assistant Professor, NSSE, NIE, NTU, Singapore 8. Joining the Dots: The Process of Forging Research-Practice Network Tang Kok Sing, Assistant Professor, NSSE, NIE, NTU, Singapore

PAPER SESSION V

16:15 - 17:45 hrs

Civic and Moral Education

- NIE5-01-TR507 **PAP055** A qualitative approach to values inculcation and promoting critical thinking via Literature in adolescents. | *Noor Jihan KARIM, JULIANA Juma'in*
PAP144 Engaging the Head, Heart and Hands: Motivating the 21st century learner in community work through independent and collaborative learning | *Samuel GOH*

Cognition and Learning

- NIE5-01-TR505 **PAP159** What can we learn from student-initiated questions: The case of organic chemistry | *Seah LAY HOON*
PAP019 The Value of Play--The use of Drama to complement the teaching of Mathematics in a pull-out programme | *Cheryl Shurui CHEN*
NIE7-01-TR710 **PAP036** Parental goal emphasis and student' self-regulated learning: An examination from a self-determination perspective | *Wenshu LUO, SEAU FAH Foo, Hwei Ming WONG*
PAP285 Developing student metacognitive skills through self-assessment | *Vijayan NARAYANANAYAR, Woo BOON SEONG*
PAP035 Implicit theories, achievement emotions, and their relations to classroom behaviors and achievement: A mediational analysis | *Wenshu LUO, LEE Kerry, ONG Xiao Wei, Joanne*

Curriculum Development

- NIE7-01-TR701 **PAP090** Professional Learning Community Project - Using Understanding by Design, 1 to 1 Learning Approach with Real Life Videos for Physics | *LEONG Chuen Kit, GLENN Wong, Lau CHEE KEEN, Lam YUAN HOON, ALICE Wang, JEANETTE Koh, TIMOTHY Wong*
PAP076 Project Care- Designs in Dementia Care (Understanding by Design framework) | *KARAMJEET Kaur, Chou YI CHUN, ANGELA, Noreen MOHAMAD NOR*
PAP188 Exploring Connections – HEArts Programme: an integrated Project Work curriculum | *ANG Hui Bing, NUR Faidah Hassan, Tan PEI SHI JOSEPHINE*

Early Childhood Education

- NIE7-01-TR719 **PAP154** Using complexity thinking to foster a games-of-chase curriculum in a New Zealand early childhood setting | *Hanin HUSSAIN*
PAP341 Children's habits and behaviours during computer use in Singapore | *Nirmala KARUPPIAH*
PAP375 PROMOTING MATHEMATICS EXCELLENCE: A COMMUNITY-BASED APPROACH | *Aidaroyani ADAM, JULINAH Sulaiman, MAIMOONAH AHMAD Maimoonah*

Educational Policies and Practices | Student Performance and Assessment

- NIE5-01-TR508 **PAP350** Graduate attributes: Restructuring tertiary curriculum in response to political pressures | *Robyn GREGSON, ANIA Lian*
PAP248 Retrieval-based learning and its potential impact on educational policies | *Stephen Wee Hun LIM*
PAP204 Rethinking Youth at-Risk: What's Going Right? | *Julie BOWER, ANNEMAREE Carroll*

Humanities and Social Studies Education

- NIE7-01-TR712 **PAP067** Saddam's Brain: The Effectiveness of Inquiry-based learning Social Studies lesson to facilitate the teaching of synthesising skill | *Mohamad Fariz TAJULARUS, MOHAMED NAZRI Mohamed Yusuf*
PAP046 Inquiry on Coastal Fieldwork | *LIM Shu Ping, Ong EN CHEE, KAMALA Cumar, Lee SWEE HOON, MAGGIE Lim, Pang YU SHAN, Nur ZAHIRA, Koh SI PING*
PAP221 HELMS Integra Trail (a Humanities, English Language, Mathematics and Science departments trail) | *Mohamed Daanishshah NOORDIN*

IT in Education

- NIE7-01-TR708 **PAP018** Going to the Cloud - The Mother Tongue Mobile Learning Programme @ CHIJ Katong Convent | *HO Su Siew*
PAP374 ICT in Chinese language education in Singapore: Teachers' perceptions and implementation | *LI Li, Zhang DONGBO, Zhao SHOUHUI*
PAP116 Student Perceptions on Design for E-Learning Personalization | *EDIRISINGHE Nalaka*

Language and Literacy Education

- NIE7-01-TR707 **PAP178** Are students able to answer inference questions using Paul's wheel of reasoning? | *Cai YIWEI, JENNY Goh, KAY Wang, Lim LAN THEEN, ZHU Qingyun, LIN Pei Jing, Lee LAY TENG*
PAP278 Strategy Use on the ESL Reading Comprehension Test: A Quantitative and Qualitative Approach | *Limei ZHANG, Christine GOH, ANTONY KUNNAN*
PAP117 We'll do the Grammar later! - Implications of narrow channel curricula for students' language usage | *FATEMA ANIS Hussain, David HOGAN, DENNIS Kwek, Phillip TOWNDROW*

Learning Sciences

- NIE7-01-TR702 **PAP191** LEARNING ENVIRONMENT AND STUDENT ATTITUDES IN PRIMARY SCIENCE CLASSROOMS IN SINGAPORE | *QUAH Hue Bin Cecilia, Rebecca Wai Yin LO, TAN JOO NAM*
PAP206 Learning science beyond classroom: Exploring children's connectedness to nature | *Hazura ABU BAKAR*

Mathematics Education

- NIE7-01-TR716 **PAP102** Problem-solving and Reflection: Upper primary students' perspectives | *HO Kai Fai, PRESTON Tan*
PAP106 Bal-A-Vis Math-sterpiece | *Noor Isham SANIF, Suwanti SAJANI, Faizah AB RAHMAN*
PAP122 Talk and Think | *Pearlyn LIM, THAM Kar Yee Joy*
NIE7-01-TR717 **PAP268** Lower Secondary Mathematics Bridging Programme and its Challenges | *Santhi RAMESH*
PAP261 USING CROSS-REPRESENTATIONAL TECHNIQUES IN TEACHING AND ITS EFFECTS ON LEARNING AND CONCEPTUAL DEVELOPMENT | *Jason INGHAM*
PAP145 Using mathematical disciplinary tasks to assess mathematical competencies with Singapore Secondary One students | *Kok Ming TEO, WAI KWONG Cheang, DONGSHENG Zhao, Lianghuo FAN*
NIE7-01-TR718 **PAP382** Using the TfU model and Lesson Study to enhance pupils' learning and understanding of Speed | *Kathleen LEE, CLARENCE Tan, Tan BEIYING*
PAP329 Using Mathematical Modelling to engage students in real-world problem-solving | *KWEK Meek Lin*
PAP315 A Different Angle to Math By Summing Up Our Students' Knowledge | *SIM Puay Hoon, TEO Soh Wah*

Others		
NIE5-01-TR506	PAP327	A methodology towards unpacking performative identity and learning in an interfaith seminar <i>LEE Tuck Leong</i>
	PAP332	The Creative experiences of the artistically-inclined students: A structural equation model <i>TAN Liang See, Letchmi Devi PONNUSAMY, Sim PEI YUN</i>
School Change and Leadership		
NIE7-01-TR703	PAP171	The relationship between values and ill-structured problem-solving: A study of experienced Secondary School principals in Singapore <i>Paul CHUA</i>
	PAP128	Leadership and empowerment: What school leaders say? <i>Zoe Suan Loy BOON</i>
NIE7-01-TR704	PAP114	Thinking Styles of Primary School Teachers in Beijing, China <i>WANG Ying, NICHOLAS SUN-KEUNG Pang</i>
	PAP228	Teachers - What Drives Us <i>June HO</i>
Science Education		
NIE7-01-TR705	PAP013	SCI-TOYS <i>HANSEN Guay, LECK LEE Lim, WEI NA Goh</i>
	PAP167	Adapting the THINK Cycle© into first year Junior College Physics curriculum <i>Alan Joseph VARELLA</i>
	PAP207	Addressing learning difficulties in Newton's 1st and 3rd Laws through problem-based inquiry using Easy Java Simulation <i>Goh KHOON SONG ALOYSIUS, WEE Loo Kang Lawrence, Yip KIM WAH, PING YONG JEFFREY Toh, SZE YEE Lye</i>
NIE7-01-TR706	PAP259	Learning of animal classification with Internet resources: A case study in Hong Kong primary classrooms <i>Winnie Wing Mui SO, MAY HUNG MAY Cheng</i>
	PAP300	Locating the teacher-self in the discourses of primary school science <i>TALAE Frederick, Aik Ling TAN, OON JEU JOANNA Ong</i>
	PAP214	Collaborative concept mapping as a tool for promoting collective thinking in secondary school science learning <i>Anil Kumar KAUSHIK, ALISON CLAIRE Kearney, LONE M Joegensen</i>
Special Needs Education		
NIE7-01-TR713	PAP182	Methodological Considerations when Conducting Research with Special Populations <i>Malathy KRISHNASAMY, Denise TAN, LI Jen-Yi</i>
	PAP187	Looking through a Vygotskian lens: The perils and possibilities of Vygotsky as a methodologist <i>Esther JOOSA</i>
Student Performance and Assessment		
NIE7-01-TR711	PAP225	Enhancing Primary 5 Pupils' Proficiency in Picture Discussion Using Rubrics as Self- and Peer-Assessments Tool <i>TAN Liew Siang Veronica, RABIA BEE Bte Abdul Majeed, REENA Rai, GEORGINA MICHELLE George</i>
	PAP391	An exploratory study on the effects of self-assessment on students' problem-solving in mathematics <i>Christine BOK</i>
	PAP409	Students' Perceptions of Web-based Peer Assessment for English Language Writing: A Case Study of a Secondary School in Singapore <i>Wan Ying TAY, Young Hoan CHO, MIMI Shin, ZHI YING Ng</i>
Teacher Quality and Teacher Development		
NIE7-01-TR714	PAP181	How Teachers use Cultural Sensitivity to Develop Themselves and their Students <i>Brian HUNT, ASTRID Kainzbauer</i>
	PAP028	Cultural competence in teaching: An intervention to secure rights to quality education for minority groups: A case study on Hmong group <i>Phuong Minh LUONG</i>
	PAP308	#edsg the unPD way for teacher's professional development <i>WONG Genevieve, HSIAO YUN Chan, SZE YEE Lye</i>
NIE7-01-TR715	PAP045	Problem Finding in Professional Learning Communities: A Singapore Case of Learning Study <i>TAN Yuen Sze Michelle, Imelda Santos CALEON</i>
	PAP047	Rethinking about Teaching and Learning: Promoting Teacher Reflection through a Learning Study Discourse <i>TAN Yuen Sze Michelle</i>
	PAP254	The Perception of Biology Master Students Regarding LessonStudy-Based Teaching Practice (LSbTP) Program <i>Herawati SUSILO, Sri Endah INDRIWATI</i>

EXHIBITION	08:30 - 09:00 hrs
INVITED AG SYMPOSIUMS	09:00 - 10:30 hrs
NIE2-01-LT5	<p>Epistemology and Pedagogy : Chairperson: TAN Seng Chee Presenters: TSAI Chin-Chung, Anselm PAUL, CHAI Ching Sing, Marlene SCARDAMALIA, Carl BEREITER The challenges posed by the contemporary world on education can be traced to the need to transform educational practices to prepare students of all ages for the knowledge society. The predominant pedagogical practices have been based primarily on traditional epistemological beliefs and the needs and infrastructures of the industrial age. Research in education has identified that one area that is critical to the success or failure of educational reform is the study of the educators' mindset (Bruner, 1996). In particular, the study of underlying epistemological and pedagogical beliefs among teachers and learners could form the foundation for deep changes needed for effective reform. For example, pedagogical practices related to knowledge creation have been developed in response to the rapidly changing socio-economic landscape that demands workers to be innovative and life-long learners, who can constantly make sense of emerging problems with the aid of technologies. Yet, research related to epistemological aspects of knowledge creation is only emerging. This symposium aims to create a platform for researchers to discuss and co-develop possible research agenda and collaboration in this field of work.</p>
NIE3-01-LT8	<p>Diversity and Inclusion in Arts Education: An Asian perspective : Chairperson: LUM Chee Hoo Presenters: Felicia LOW, Prudence Ellen WALES, JYUNA N.A, Pornrat DAMRHUNG, Charlene RAJENDRAN, 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 policies was primarily set into motion by the changing demographics 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.</p>
NIE3-01-LT10	<p>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 spelled out the general directions by which the content and pedagogy of MTLs shall respond 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 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 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 showcase their 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 as merely 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, it would be helpful to learn from certain countries which have accumulated substantial experience in teaching the so-called "heritage languages" 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 distinguish 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 issues, such as maintenance, attrition and shift, as well as the characteristics and developmental path of heritage languages education. In addition, Professor Goh Yeng Seng, Head of ALC will be the other speaker of the symposium who would focus on exploring the local context of developing HL education. We believe that the two speakers would help the participants of the symposia, our ALC colleagues in particular, to achieve a deeper understanding of how to situate research, teaching and language planning in linguistically diverse settings.</p>
NIE5-01-LT12	<p>Rethinking and Repositioning Teachers' Roles in the 21st Century : Chairperson: JEN-YI Li Presenters: TAN Pei-Ling Jennifer, IMELDA SANTOS Caleon, TAN Yuen Sze Michelle, WANG Li Yi, TAN Liang See In the wake of globalization and rapid technological advancement, education systems and the teaching profession have been facing new demands and changing priorities. Education and government leaders have responded to these challenges by focusing their attention on how the 21st century competencies (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 subsumed under the research strand "Teacher Quality and Teacher Development" of the Redesigning Pedagogy Conference 2013</p>
NIE7-01-LT2	<p>The Teaching & Learning of Mathematical Modelling in Singapore Schools - Some perspectives from Research : Chairperson: LEE Ngan Hoe Presenters: NG Kit Ee Dawn, CHAN Chun Ming Eric, TAN Liang Soon, Peter Lawrence GALBRAITH Mathematical modelling has been featured explicitly in the process component of the Singapore Mathematics Curriculum framework since 2007 (Ministry of Education, 2006). However mathematical modelling has existed as a topic in the Pre-University curriculum until recently when plans were made to integrate mathematical modelling learning experiences into the Primary and Secondary mathematics classrooms (Ministry of Education, 2012). This symposium reports preliminary findings of two educational research projects on the teaching and learning of mathematical modelling in Singapore primary and secondary schools. As in most educational research efforts undertaken by the Mathematics and Mathematics Education Academic Group in the National Institute of Education, the two featured projects focussed on both the teaching and learning strands, integrating teacher development and fostering students' learning. The Symposium will present the impact of the incorporation of mathematical modelling in Singapore classrooms from perspectives of teachers and learners. Implications from the symposium can help inform education policy makers on whether mathematical modelling should be sustained as a curriculum innovation or incorporated as a form of assessment. An understanding of the learning affordances of mathematical modelling tasks may help shape teachers' beliefs and their orientations towards incorporating such tasks in as part of their instructional practice. The findings from the symposium also serves to inform teacher educators in preparing future courses for building teacher knowledge in using mathematical modelling as part of teaching and learning across primary and secondary levels. The first part of the Symposium draws upon perspectives of primary teaching and learning. It will outline a teaching experiment which aims to build teacher capacity in incorporating model-eliciting activities in primary mathematics classrooms at Primary 5 (aged 10-11). It describes how design methodology cycles are harnessed to identify focuses in teacher facilitation of model-eliciting activities. It will also feature how pupil engagement in a model-eliciting activity exemplifies the core components of the curriculum framework (Ministry of Education, 2006a). The second part of the Symposium features teaching and learning through mathematical modelling from the secondary school perspective. It will report on the use of a newly developed framework for mathematical modelling instruction (Ang, in press) to guide and facilitate novice teachers of mathematical modelling in structuring and implementing mathematical modelling learning experiences in the classroom. The proposed framework was tested and used by teachers in a trial with several secondary schools in Singapore after introducing the teachers to the framework through a short session of professional development. The presentation includes an examination of how</p>

application of the framework had supported teachers' design and implementation of modelling tasks in two secondary schools, as well as on the opportunities for learners' development of metacognition – a core modelling competency (Maaß, 2007) and one of the five inter-related components in the Singapore Curriculum Framework (Ministry of Education, 2006b) that needs to be addressed in attaining the central aim of the curriculum. Each part of the Symposium will end with an invited discussant to react to the findings, taking into consideration both related theory and research from an international perspective.

PAPER SESSION VI

09:00 - 10:30 hrs

Civic and Moral Education

- NIE5-01-TR508 **PAP083** Community Problem Solving: An AfL approach to developing future leaders in an integrated curriculum | *Elaine JEE*
PAP157 Using Biography to Develop the Affective Mind of the Gifted Child | *Calvin LEE*
PAP281 Rethinking Values Education | *TAN Weiming Brian, Thai MOK JEE*

Curriculum Development

- NIE7-01-TR702 **PAP012** Creative Games in Floorball | *SARINAH Abdul Gani, SEK LING Chew, ANDY kong, NICHOLAS Soh, RAJA ASHRAF Raja Khalif*
PAP108 Engaging Normal Stream Students through Outdoor Education | *Leong HON FAI, LIM Beng Hua*
PAP258 Teachers' perceptions of Outdoor Education curricular discourse in Singapore: insights into teachers' practical needs and engagements | *Matthew ATENCIO, TAN Yuen Sze Michelle, SUSANNA Ho, Chew TING CHING*

Humanities and Social Studies Education

- NIE7-01-TR710 **PAP009** Inquiry-Based Learning: Governance in Ancient History | *PUNITHA Ram, ASHLEY Tan, NATASHA Supa'at, WEE SENG Yeo, GRACE Sun, WENTING Lee, SIN CHOON Lee*
PAP007 Discovering knowledge building discourse in a classroom: a comparative study of Hong Kong and Singapore | *Sally Wai-Yan WAN*
PAP293 Towards Active Citizenry - The steps and missteps of assessing the intangible | *LIM Peng Yuan Andy, NAZERAH Mohamed Latif*

Language and Literacy Education

- NIE7-01-TR711 **PAP371** English Writing Development of Singapore Learners in the Use of Discourse Devices | *ZHANG Ruihua, GUO Libo, HUAQING Hong*
PAP360 Writing Your Way to Success (Upper Primary) | *Hoe MEI FONG*
PAP166 The Use of Games to Reinforce the Correct Usage of Helping Verbs in Students' Writing & Speech | *KARYEO Roshidah, Neo-Liang SEOW FONG, ASFILAH Ariffin, Yeo HOCK SENG, Sarah HARBACHAN, Ng POH CHENG*
NIE7-01-TR712 **PAP010** Delving Deeper into Visual Literacy | *RENE Wu, FARIZAH Md Satar, MING HANN Wee, SHAFIQ Kuthupdeen*
PAP078 A Systemic Approach to Teaching Advertisements | *LIM Fei Victor, Grace DONG*
PAP323 Redesigning Pedagogy to Enhance Student-Centric Learning based on Assessment Literacy Principles | *Juansa, Sze Yam CHENG, DONNA, CHERN SING Koh*
NIE7-01-TR713 **PAP176** Enhancing Students' Conversation Skills using Pictures | *Jaya KUMAR, Rajamanickam THANDAVAMURTHY*
PAP229 Primary school students' thinking and language use in English Language discussion tasks | *Christine GOH, XIAOFANG Bi*

Science Education

- NIE7-01-TR708 **PAP186** EFFECT OF VIDEO ASSISTED BLENDED LEARNING APPROACH ON FACILITATING LEARNING PHYSICS | *Saminathan BALU*
PAP193 Rethinking the Instruction of the Particulate Nature of Matter - a Complex Systems Approach | *Sao-Ee GOH, WONG Yu Kai William*
PAP105 EFFECT OF GROUP LEARNING PRACTICE ON DEVELOPING PROBLEM SOLVING ABILITY AMONG THE HIGHER SECONDARY STUDENTS IN PHYSICS. | *Saminathan BALU*
NIE7-01-TR709 **PAP249** The Effect of Learning Strategies in Enhancing Problem Solving and Critical Thinking Skills in Environmental Science | *SAFILU Imaluddin, Herawati SUSILO*
PAP140 How reformed are our science classrooms? | *DARREN Wong, LAU Chor Yam, Teo TANG WEE, Lim POH YEONG, LIM Hwee Ting*
PAP227 The CASE for teaching thinking: reflecting on the evidence | *Mary OLIVER, Sonia HUEPPAUFF, GRADY Venville*

Student Performance and Assessment

- NIE7-01-TR701 **PAP082** Exploration on the learning attitude and behaviour of the nursing students with Authentic Assessment Pedagogy in the classroom | *TAN Hock Leng, Ronnie, Grace ANGEL, Wu ZHIXIAN, Yvonne LAU, Wu XI VIVIEN*
PAP030 A comparison of national procedures for student assessment in Engineering degree programs in Singapore and Japan | *Sherin Banu BATCHA, Stephen JERRAMS, Masahiro TANAKA*
PAP017 Validating an assessment of students' understanding of force and motion concepts using a learning progression framework | *Gavin FULMER*

Visual and Performance Arts

- NIE5-01-TR507 **PAP020** A Tale of Two Classrooms--Student and Teacher Learning in the Drama classroom | *Cheryl Shurui CHEN*
PAP170 Towards Developing 21st Century Competencies in Performing Arts CCAs | *Matthew LIM*
PAP183 A Tale of Two Classrooms—Student and Teacher Learning in the Drama classroom | *Cheryl Shurui CHEN, JANE Gilmer*

SYMPOSIUM SESSION III

09:00 - 10:30 hrs

- NIE5-01-TR505 **SYM011** Effective Communication: The role of language in the thinking classroom
| **Chair:** Paul Grahame DOYLE; **Discussant:** Kok Sing TANG; **Presenters:** Tracy TAN-VOICU, Jenny Lay Yen HO, Genevieve WONG, Bing Sum WONG, Caroline HO, Song Beng NG, Anthony Andrew MICHAEL, Paul Grahame DOYLE, Rachel LEE
NIE7-01-TR705 **SYM003** Reviewing and redesigning teaching and learning practices of the Korean social studies education
| **Chair:** Cho YOUNG-DAL; **Discussant:** Jung YOUNG SON; **Presenters:** Cho YOUNG-DAL, Yun-Kyoung PARK, KyoungEun KIM, Lee HYUG KYU
NIE5-01-TR506 **SYM008** Fostering Mathematical Reasoning and Communication
| **Chair:** Ridzuan ABD RAHIM; **Presenters:** Gayatri BALAKRISHNAN, Ridzuan ABD RAHIM, Cynthia SETO, LEE Choo Ching Esther, Foo KUM FONG, Chew CHONG KIAT
NIE7-01-TR714 **SYM007** Home-School Partnership in Inclusive Education in Singapore: Understanding Parental Perspectives, School Perspectives and Outcomes
| **Chair:** Meng Ee WONG; **Discussant:** MERCY KARUNIAH Michael; **Presenters:** Meng Ee WONG, KENNETH Poon, SARINAJIT Kaur, ZI JIA Ng
NIE7-01-TR706 **SYM004** International Comparative Studies – Contextual Factors and Achievement of Participants from Singapore in TIMSS 2011 and PISA 2009
| **Chair:** Shaljan AREEPATTAMANNIL; **Discussant:** Berinderjeet KAUR; **Presenters:** Shaljan AREEPATTAMANNIL, Chen QIAN
NIE7-01-TR707 **SYM015** Let Teachers Voices Be Heard – Exploring Narrative Inquiry as a Pedagogical and Professional Learning tool in Singapore
| **Chair:** Yanping FANG; **Presenters:** Yanping FANG, ARISTOTLE Motii Nandy, David LIEW, TAN Say Pin
NIE7-01-TR715 **SYM006** Nurturing the Reflective Practitioner
| **Chair:** MARY George Cheriyan; **Presenters:** MARY George Cheriyan, Jarina PEER, Tan YEN CHUAN, MASTURAH Abdul Aziz, YAP Lucille, Yeo JUN HAN, AZAHAR Bin Mohamed Noor

WORKSHOP E

09:00 - 10:30 hrs

- NIE7-01-TR703 **WOR179** "Where E.A.G.L.E.S soar" – Using the desired school culture to drive desired outcomes of education | *Lim SHI YING, ANGELINE Low*
NIE7-B1-14 (Cauchy Lab) **WOR153** Use of ICT in Developing Problem Solving Skills | *YEO Chiu Jin*

NIE7-01-TR716	WOR088	Extensive Reading Programme conducted by reading buddy on pupils' reading age <i>Quek LEW CHENG, Kwan SHIOW YAN, FARAH BTE SYED HAIDER ALSAGOFF Farah</i>	
NIE7-01-TR718	WOR092	Teaching creative writing in argumentative essays <i>ONG Chin Meng, CHEW Mei Yun Angel</i>	
NIE7-01-TR719	WOR113	Taking the Learning Deeper : Teaching Comprehension Strategies to Promote Critical Thinking <i>Shirley LEOW, Foo EN TING GRACE, CHIA Soo Yin</i>	
NIE7-01-TR717	WOR098	Coaching and scaffolding early mathematics heuristic using home-based manipulative. <i>Noor Isham SANIF</i>	
EXHIBITION			10:30 - 11:00 hrs
TEA BREAK			10:30 - 11:00 hrs
INVITED AG SYMPOSIUMS			11:00 - 12:30 hrs
NIE2-01-LT5	Epistemology and Pedagogy : Chairperson: TAN Seng Chee Presenters: TSAI Chin-Chung, Anselm PAUL, CHAI Ching Sing, Marlene SCARDAMALIA, Carl BEREITER The challenges posed by the contemporary world on education can be traced to the need to transform educational practices to prepare students of all ages for the knowledge society. The predominant pedagogical practices have been based primarily on traditional epistemological beliefs and the needs and infrastructures of the industrial age. Research in education has identified that one area that is critical to the success or failure of educational reform is the study of the educators' mindset (Bruner, 1996). In particular, the study of underlying epistemological and pedagogical beliefs among teachers and learners could form the foundation for deep changes needed for effective reform. For example, pedagogical practices related to knowledge creation have been developed in response to the rapidly changing socio-economic landscape that demands workers to be innovative and life-long learners, who can constantly make sense of emerging problems with the aid of technologies. Yet, research related to epistemological aspects of knowledge creation is only emerging. This symposium aims to create a platform for researchers to discuss and co-develop possible research agenda and collaboration in this field of work.		
NIE3-01-LT8	Diversity and Inclusion in Arts Education: An Asian perspective : Chairperson: LUM Chee Hoo Presenters: Felicia LOW, Prudence Ellen WALES, JYUNA N.A, Pornrat DAMRHUNG, Charlene RAJENDRAN, 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 policies was primarily set into motion by the changing demographics 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.		
NIE5-01-LT12	Rethinking and Repositioning Teachers' Roles in the 21st Century : Chairperson: JEN-YI Li Presenters: TAN Pei-Ling Jennifer, IMELDA SANTOS Caleon, TAN Yuen Sze Michelle, WANG Li Yi, TAN Liang See In the wake of globalization and rapid technological advancement, education systems and the teaching profession have been facing new demands and changing priorities. Education and government leaders have responded to these challenges by focusing their attention on how the 21st century competencies (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 subsumed under the research strand "Teacher Quality and Teacher Development" of the Redesigning Pedagogy Conference 2013		
NIE7-01-LT2	The Teaching and Learning of Mathematical Modelling in Singapore Schools – Some perspectives from Research : Chairperson: LEE Ngan Hoe Presenters: NG Kit Ee Dawn, CHAN Chun Ming Eric, TAN Liang Soon, Peter Lawrence GALBRAITH Mathematical modelling has been featured explicitly in the process component of the Singapore Mathematics Curriculum framework since 2007 (Ministry of Education, 2006). However mathematical modelling has existed as a topic in the Pre-University curriculum until recently when plans were made to integrate mathematical modelling learning experiences into the Primary and Secondary mathematics classrooms (Ministry of Education, 2012). This symposium reports preliminary findings of two educational research projects on the teaching and learning of mathematical modelling in Singapore primary and secondary schools. As in most educational research efforts undertaken by the Mathematics and Mathematics Education Academic Group in the National Institute of Education, the two featured projects focussed on both the teaching and learning strands, integrating teacher development and fostering students' learning. The Symposium will present the impact of the incorporation of mathematical modelling in Singapore classrooms from perspectives of teachers and learners. Implications from the symposium can help inform education policy makers on whether mathematical modelling should be sustained as a curriculum innovation or incorporated as a form of assessment. An understanding of the learning affordances of mathematical modelling tasks may help shape teachers' beliefs and their orientations towards incorporating such tasks in as part of their instructional practice. The findings from the symposium also serves to inform teacher educators in preparing future courses for building teacher knowledge in using mathematical modelling as part of teaching and learning across primary and secondary levels. The first part of the Symposium draws upon perspectives of primary teaching and learning. It will outline a teaching experiment which aims to build teacher capacity in incorporating model-eliciting activities in primary mathematics classrooms at Primary 5 (aged 10-11). It describes how design methodology cycles are harnessed to identify focuses in teacher facilitation of model-eliciting activities. It will also feature how pupil engagement in a model-eliciting activity exemplifies the core components of the curriculum framework (Ministry of Education, 2006a). The second part of the Symposium features teaching and learning through mathematical modelling from the secondary school perspective. It will report on the use of a newly developed framework for mathematical modelling instruction (Ang, in press) to guide and facilitate novice teachers of mathematical modelling in structuring and implementing mathematical modelling learning experiences in the classroom. The proposed framework was tested and used by teachers in a trial with several secondary schools in Singapore after introducing the teachers to the framework through a short session of professional development. The presentation includes an examination of how application of the framework had supported teachers' design and implementation of modelling tasks in two secondary schools, as well as on the opportunities for learners' development of metacognition – a core modelling competency (Maaß, 2007) and one of the five inter-related components in the Singapore Curriculum Framework (Ministry of Education, 2006b) that needs to be addressed in attaining the central aim of the curriculum. Each part of the Symposium will end with an invited discussant to react to the findings, taking into consideration both related theory and research from an international perspective.		
PAPER SESSION VII			11:00 - 12:30 hrs
Civic and Moral Education			
NIE7-01-TR702	PAP224	Developing Perspective-Taking in General Paper <i>HE Jiawen, HO Cheok Meng Alexander</i>	
	PAP232	Catholic Junior College Ignite Residential Programme <i>LEONG Chun Keong, Sandra HANDOJO</i>	
	PAP137	Design Thinking Methodology for Social Innovation Program – A Preliminary Report <i>Jessica GOH</i>	
Cognition and Learning			
NIE7-01-TR704	PAP056	Why We Should Teach Design Thinking in Schools <i>WONG Yew Leong</i>	
	PAP107	Correlational Study : Critical Thinking Disposition and Skills for the Integrated Program for the Gifted in Singapore <i>YAK-FOO Sheau Yang</i>	
Educational Policies and Practices			
NIE5-01-TR508	PAP172	The importance of an effective pre-assessment moderation process in Higher Education <i>Aneetha SUNDRAM</i>	
	PAP027	Espousing Distributed Leadership in Higher Education: A Literature Review <i>Sally Wai-Yan WAN</i>	
Educational Policies and Practices Curriculum Development Cognition and Learning			
NIE5-01-TR505	PAP080	Linguistic Compromise in Singapore's Chinese Language Education: Official Ideologies and Discourse Construction <i>SHANG Guowen, Zhao SHOUHUI</i>	
	PAP169	Using Bloom's Taxonomy to enhance Chinese Comprehension skills of Primary 5 students – A Lesson Study <i>Choo WOON KEE, NG Tiong Bee, Lim HWEE TIN, Chan BI HUI</i>	
	PAP231	Use of Repetitive Memory Approach to reinforce the learning of basic Chinese characters of non-Chinese speaking students <i>Chen JINGJING, Tang YEE LEE ELIZABETH, LIM Chun Ling</i>	
Humanities and Social Studies Education			

NIE7-01-TR712	PAP011	Geographical Inquiry – its impacts on students' learning <i>MingHui KOH, NOR ZAMZARINA Kamis, ROSMILIAH Kasmin, HUIFENG Chen</i>
	PAP233	GoogleEarth - Bringing Earth into the Classroom <i>LIM Li Ching Wendy</i>
IT in Education Mathematics Education		
NIE5-01-TR506	PAP431	Lessons learned from bringing new media to the secondary classrooms in Singapore <i>Mingfong JAN, Steve ZUIKER, SEAH Hock Soon, TAN Margaret Joo Yian</i>
	PAP094	Lesson Study: Use of ICT for Collaborative Learning in the Mathematics Classroom <i>Sivakami ALAGUMALAI</i>
Language and Literacy Education		
NIE7-01-TR711	PAP091	Contribution of Morphological Awareness to English Spelling: A Study of Primary 3 Students in Singapore <i>Khalid BARI</i>
	PAP099	Extensive Reading Programme conducted by reading buddy on pupils' reading age <i>Quek LEW CHENG, Kwan SHIOW YAN, FARAH BTE SYED HAIDER ALSAGOFF Farah, ANG Li Hoon</i>
	PAP290	Teaching Reading Through Phonics and Constant Exposure <i>ZUHAILA Md Jizan, IGNATIA Leng, MARLINA Mohamed Noor, ROSLINDA Rasli</i>
NIE7-01-TR713	PAP124	Narrowing the gender gap in reading among children – teachers as instruments of change <i>SHAMALA Ramakresinin</i>
	PAP139	From print to screen: A study of upper primary students' multimodal reading processes and strategies in online environments <i>TAN Boon Seng Steven</i>
	PAP326	Investigation into Gender and Strategy Use in L2 Reading Test Performance: A Multi-Group Analysis <i>Limei ZHANG, Christine GOH, ANTONY Kunnan</i>
NIE7-01-TR714	PAP152	ENHANCING STUDENTS' LEARNING OF ANALYSIS SKILLS THROUGH MULTI-MODAL TEXTS <i>Jo Ann LEE</i>
	PAP135	Orchestration of Talk for Meaning Making in Reading Comprehension <i>Nadya Shaznay SEN, DENNIS Kwek, Phillip TOWNDROW, David HOGAN</i>
	PAP384	Students' motivational factors for taking Higher Tamil Literature <i>Kala S RETNA, SEETHA Lakshmi</i>
Mathematics Education		
NIE7-01-TR716	PAP180	Model Drawing - Remainder Concept <i>Rebecca SEE, Sharifah Mariam BTE SYED MSA</i>
	PAP287	The Use of Chunking and Retelling Strategies to Improve Problem Skill <i>NICHOLAS Tan, NUR HIDAYAH Shopieoodin, Zuraida AKBAR</i>
NIE7-01-TR717	PAP201	Framework on Teaching & Learning Strategies in Greendale Secondary to Level-up Low-ability Students in Mathematics <i>Emmanuel LOURDESAMY</i>
	PAP299	Using Questioning in the Learning of Algebra for Grade 8 Normal Technical Students in Singapore <i>May Ling Angeline LIM, Lek MEI XUAN, Halimah JUMAHA, GOH De Hao Samuel, TEO Kah Ping</i>
	PAP295	Metacognitive Awareness in Mathematical Investigation <i>Joseph B. W. YEO</i>
NIE7-01-TR719	PAP335	The effects lesson study had on teachers and students in the teaching and learning of Mathematics <i>CHAN Sock Har, ALICE Long</i>
	PAP222	Using video clubs in a teacher development program for mathematical problem solving instruction <i>Romina Ann S. YAP</i>
	PAP192	The Role of Language in the Application of Strategies Employed to Engage Students in Extended Learning Conversations <i>Lynette MCCLELLAN</i>
Others School Change and Leadership		
NIE7-01-TR710	PAP246	The Use of Electronic Focus Groups (EFG) for Operations Review and Problem-Based Learning in the Law Enforcement Settings <i>MAJEED Khader, CHAI Xiau Ting</i>
	PAP419	Voices from the World of Education Vendors: An Ethnographic Study of Education Vendors in Singapore <i>Lloyd YEO</i>
	PAP296	The Use of Case Studies to Inform and Drive Leadership Training in Law Enforcement Contexts <i>Eunice TAN, MAJEED Khader</i>
School Change and Leadership		
NIE7-01-TR703	PAP037	The leadership role of middle leaders in Singapore primary schools <i>HAK HIANG Koh</i>
	PAP404	Instructional Leadership in Singapore <i>Ng FOO SEONG, DAVIG</i>
	PAP365	Power Play and Playing Politics: The Micropolitics of Change Implementation in Schools <i>Shuyi CHUA, FARAH Aljunied, JUNAIDAH Jaffar, PANG HAI Liew, HUSSEIN Topiwala</i>
Science Education		
NIE7-01-TR708	PAP223	Building an Inquiry-based Learning Using Technology and Curriculum Design <i>Xinxin FAN</i>
	PAP351	What's important to science teachers: The signature pedagogies of science or developing skills in ICT? <i>PAUL Rooney</i>
NIE7-01-TR709	PAP240	Capitalising on science-based toy projects to make learning content across several subjects relevant and appealing for NT students <i>Nazir AMIR</i>
	PAP319	The role of scientific representations in students' conceptual development of Newton's 1st law <i>Su Lynn TAY, Jennifer YEO</i>
	PAP354	Relationships between Attitude about the Relevance of Science and Attitudes towards Science among Secondary School Science Students <i>LAY Yoon Fah, Khoo CHWEE HOON</i>
Special Needs Education		
NIE7-01-TR718	PAP373	Teachers' understanding of inclusion in view of implementing inclusive education in Botswana Primary School settings <i>Mpho OTUKILE-MONGWAKETSE</i>
	PAP199	An Instructional Program for Students with Autism Spectrum Disorders in Hong Kong <i>Fuk-chuen HO</i>
	PAP138	An Autoethnographic Exploration by a mainstream primary school teacher in the Enhancement of Learning for children disabled in learning <i>OW YEONG Wai Mang</i>
Student Performance and Assessment		
NIE7-01-TR701	PAP079	Improvement of learning domains of nursing students with the use of authentic assessment pedagogy in clinical practice <i>LIM Shih Wei Jessica, Liu YU CHAN, Yvonne LAU, Wu XI VIVIEN</i>
	PAP123	Strategies for the Assessment of Learner Attainment in the context of Values Driven Education <i>ROBBINS Jonathan H</i>
	PAP133	The Performance Task as an alternative assessment: Contribution to Teaching and Learning <i>MARY George Cherian, MASTURAH Abdul Aziz, Tan YEN CHUAN</i>
Teacher Quality and Teacher Development		
NIE7-01-TR705	PAP430	Supporting teachers' professional development and sustaining change in small class teaching <i>Kwok Chan LAI, Chan KAM WING PAUL</i>
	PAP408	Bigger Number Means You Plus! <i>Mary Anne HENG</i>
NIE7-01-TR706	PAP006	Factors influencing Teachers' Use of Evaluative Language Resources <i>CHOO Li Lin, GUANGWEI Hu</i>
	PAP168	Constructing The Ability To Write Testimonials Statement In The Students' Daily Journals To Re-Think About The Learning Process <i>Sri Endah INDRIWATI</i>
	PAP243	In search of teacher's professional identity in reform context: Chinese perspective <i>ZHANG Shuang, QIAN Haiyan</i>
Visual and Performance Arts		
NIE5-01-TR507	PAP386	Teaching and Experiencing Counterpoint in the Music Curriculum: Playing and Understanding through Performance <i>Martin LEE</i>
	PAP189	Revisiting a Common Foundation for the Arts: to be, or not to be ? <i>Caren CARINO, REBECCA Kan, Tan CHOONG KHENG</i>
WORKSHOP F		
NIE7-01-TR707	WOR400	Building Prototyping Confidence in the Innovation Process <i>Swee Hong David KWEK, Tan CHOR YEAN, MELVIN Tan, JOHN Yeo</i>

11:00 - 12:30 hrs

NIE7-01-TR721	WOR200 Integrated Humanities Learning Journey to Changi: The Use of ICT in IBL-Infused Fieldwork <i>LIM Mei Chen Joani</i>	
NIE7-01-TR720	WOR282 See, Think and Wonder – Language teaching through visuals, sights and sounds <i>Jaya PILLAI</i>	
NIE7-01-TR715	WOR286 Assessment For Learning of Visual Art <i>NURJANNAH Ayub, Tan XIAO JING, TAN Lee Cheng</i>	
EXHIBITION		12:30 - 13:30 hrs
TEA BREAK		12:30 - 13:30 hrs
KEYNOTES		13:30 - 14:30 hrs
NIE Sports Hall	<p>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.</p>	
CLOSING CEREMONY		14:30 - 15:00 hrs