

EDUCATION STUDIES

This area of study will acquaint student teachers with the key concepts and principles in education that are necessary for effective instruction and reflective practice in primary and secondary schools. Five core modules for Education Studies are compulsory and deal with basic educational concepts such as pupil development, the learning and thinking process, the social context within which schooling operates, the application of psychology in teaching and learning, and the use of instructional technologies.

Education Studies

Year	Module Code	Title	Module Category	No. of AUs	Pre-requisites
1	AED102	Educational Psychology I: Theories and Applications for Learning and Teaching	Core	3	-
	AED104	ICT for Engaged Learning	Core	2	-
	AED105	Critical Perspectives on Education	Core	2	-
2	AED201	The Social Context of Teaching and Learning	Core	2	-
3	AED301	Education Psychology II: Providing for Individual Differences in Learning and Teaching and Classroom Management	Core	3	-

Note: The following modules are only meant for Dip Ed crossovers and returning teachers entering the BA/BSc (Ed) programmes who need to top up on AU requirements in order to meet with the minimum number of AUs required to graduate.

	Module Code	Title	Module Category	No. of AUs	Pre-requisites
	AED231	Diversity, Inclusivity and Reflective Practice	Prescribed	3	-
	AED232	Introduction to Counselling Psychology	Prescribed	2	-
	AED233	Critical Reasoning Skills for Effective Teaching	Prescribed	2	-
	AED234	ICT-based Cognitive Tools for Engaged Learning	Prescribed	2	-

AED102 Educational Psychology I: Theories and Applications for Learning and Teaching

This module provides the foundation for understanding the learner, their development and the psychology of learning. Key areas include: Understanding different aspects of pupil development and how these influence the teaching and learning processes. Psychosocial development, stages of moral development and the self-concept, and theories of intellectual development. Application of psychological principles and learning theories to classroom learning; understanding how pupils learn and how some pupils fail to learn; proactive approaches to motivate and enhance learning, develop creative and critical thinking and problem-solving skills.

AED104 ICT for Engaged Learning

Information and Communications Technologies (ICT) are an important part of classroom environments in Singapore today. In line with MOE's *Second Masterplan for IT in Education*, this module adopts four major thrusts:

- a) working in teams to modify or create authentic interactive ICT-based learning resources for engaging learners
- b) creating and facilitating online collaborative learning environments
- c) managing ICT learning environments
- d) professional development by independent self-learning of innovative technologies

AED105 Critical Perspectives on Education

This module takes a multi-disciplinary approach to expose student teachers to the broad concerns and challenges to contemporary educational thought and practices. What should be the aims of education in a world increasingly integrated by the forces of science and commerce? Should education be aimed at empowering and liberating the individual, and to what extent? What can education do to reconcile individual freedom and international mobility to the demands of family, tradition, community, and the state? What can educationists do to address the digital and material divide between the rich and the poor? In the course of exploring issues such as these, student teachers will be encouraged to reflect on what it takes in terms of skills, knowledge, attitudes, and motivation to become a teacher.

AED201 The Social Context of Teaching and Learning

This module provides student teachers with an introduction to the Singapore education system that they will be working in. They will need to know the functions of the school system in socializing citizens for economic, political and social roles in the context of a multi-ethnic and multicultural society. They will have the opportunity to understand the rationale of major education policies and new government initiatives that impact the work of school leaders, teachers, students and other stakeholders in order to achieve the Desired Outcomes of Education laid out by the Ministry of Education. At the same time, they will be made aware of the diverse and multiple roles that are played by teachers in the education system.

AED301 Educational Psychology II: Providing for Individual Differences in Learning and Teaching and Classroom Management

Pupils with diverse abilities and needs are increasingly found in mainstream schools in Singapore. Greater diversity among pupils requires pedagogical approaches that are inclusive of the learning needs of all and yet responsive to individual abilities. This module seeks to help student teachers to understand the characteristics and needs of diverse learners and how to provide optimal learning for all pupils. This module also seeks to help student teachers acquire and apply basic knowledge and skills in relation to creating conducive learning environment, managing and facilitating teaching and learning activities, and school/classroom discipline. The importance of the practice of proactive classroom management and positive teacher-student relationship will also be emphasized.

AED231 Diversity, Inclusivity and Reflective Practice

This module situates teachers within the realities of their classrooms and the lives of their pupils in contemporary Singaporean society where diversity is increasingly recognized as the norm. The emphasis in the module is on student teachers learning the knowledge and skills to build classroom communities that are inclusive of and responsive to pupils of diverse needs and abilities. Student teachers will have the opportunity to become reflective practitioners in understanding and engaging with their own experiences in working with their pupils for the purpose of regenerating themselves and their classroom communities.

AED232 Introduction to Counselling Psychology

This module is intended to provide a general introduction to the field of counseling psychology. An overview of the philosophy, history, as well as basic theories and principles of counseling process and counseling skills will be presented. The role and function of the counselors in the educational settings will be discussed. The characteristics of good counselors, conditions for an effective counseling relationship and techniques of interviewing used especially to problems of educational, vocational, and personal counseling will be integrated into the course content. Emphasis will also be placed on multicultural counseling, career counseling, and research in counseling. The module is also designed to explore contemporary, legal, ethical and professional issues that influence the counseling profession, including confidentiality, assessment and working with students from diverse background.

AED233 Critical Reasoning Skills for Effective Teaching

The module will equip participants with a broad range of critical reasoning skills to develop the thinking and analytical abilities of their pupils in schools. Critical reasoning is based in part on mastery of basic rules of elementary logic, as well as practical reasoning skills. These skills are used for the analysis and evaluation of situations and arguments, as well as the formulation and articulation of good arguments and judgments. By learning how to formulate and articulate good arguments, participants will acquire an appreciation of how these critical thinking skills can be used to facilitate multi- and inter-disciplinary learning in their teaching. Working in groups, they will design innovative lesson plans that would help to

stimulate interest in critical thinking and problem solving among their pupils.

AED234 ICT- based Cognitive Tools for Engaged Learning

The participants will be introduced to the concepts and theories of cognitive tools with their applications in international as well as local primary and secondary schools. When ICT tools are used as cognitive tools, they help to foster students' higher order thinking through collaborative construction of mental representations such as concept maps, models, websites or databases. The participants are expected to work in pairs or groups on a project employing one or two ICT-based cognitive tools. The participants are expected to contribute actively to the class and group project. The module assessment includes oral presentation and write-up of the group project as well as class participation.