

## EDUCATION STUDIES

This area of study will acquaint trainee teachers with the key concepts and principles in education that are necessary for effective instruction and reflective practice in primary 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.

Trainee teachers will also be required to select one elective course from a variety of prescribed elective courses. The prescribed elective courses allow trainee teachers to choose courses which will give them the opportunity for in-depth and rigorous study of some significant areas in the field of education. These courses will also serve as a basis for the application of educational principles in a variety of instructional contexts.

## Education Studies

| Year | Module Code     | Title   | Module Category | No. of AUs | Pre-requisites |
|------|-----------------|---|-----------------|------------|----------------|
| 1    | CED101          | Social Context of Teaching and Learning                   | Core            | 2          | -              |
|      | CED102          | Perspectives on Child Development and Learning            | Core            | 2          | -              |
| 2    | CED201          | Learning, Thinking and Instructional Technologies         | Core            | 2          | -              |
| 3    | CED301          | Teaching and Assessing for Learning and Thinking          | Core            | 3          | -              |
|      | CED303          | Introduction to Classroom Teaching and Management         | Core            | 3          | -              |
| 4    | <b>Select 1</b> |   |                 |            |                |
|      | CED430          | Guidance and Counselling in Schools                       | Prescribed      | 3          | -              |
|      | CED431          | Assessment and the Learning Process                       | Prescribed      | 3          | -              |
|      | CED432          | Thinking Skills to Enhance Learning                       | Prescribed      | 3          | -              |
|      | CED433          | Computer-based Learning                                   | Prescribed      | 3          | -              |
|      | CED434          | Catering to Pupils with Behavioural and Learning Problems | Prescribed      | 3          | -              |
|      | CED436          | Values Education: Concepts, Principles and Strategies     | Prescribed      | 3          | -              |
|      | CED437          | Effective Pupil Management in Schools                     | Prescribed      | 3          | -              |
|      | CED438          | Schooling in Meritocratic Societies                       | Prescribed      | 3          | -              |

## **CED101 Social Context of Teaching and Learning**

School and Society: the changing socio/economic environment in Singapore; the function of schools; the schools as an agent of innovation and change. Key education policies; critical and creative thinking; National Education; information technology. Home influences on schooling: home background and educational attainment; strategies to assist children from deprived homes. Effective schools: changing organisation of the school; changing role of the teacher. Teaching as a profession: role and responsibilities of a professional. Authority and discipline. Citizenship and moral education.

## **CED102 Perspectives on Child Development and Learning**

Physical, cognitive, social, emotional and moral development of children. Understanding how pupils think and learn. Individual differences and diversity in learning. Creating a conducive environment to foster thinking, learning and creativity. Developmental and proactive approaches to enhance learning and foster creativity in children. Understanding why some children fail to learn and how they can be helped.

## **CED201 Learning, Thinking and Instructional Technologies**

Learning, thinking and instructional technologies and their relationships; instructional planning; learning and thinking through use of technology – uses and misuses of technology; assessment issues with use of technology; designing and integrating media resources to foster learning, thinking, and creativity; selecting, creating, designing, and evaluating instructional materials (e.g. Internet, CBL, and non computer-mediated media); organising and managing instructional activities with appropriate media in the classroom; evaluation of instructional plans.

## **CED301 Teaching and Assessing for Learning and Thinking**

Elements of good teaching. Various approaches to the teaching of thinking skills. Instructional strategies for diversity in learning and thinking. The role of assessment in teaching and learning. Assessment practices in Singapore schools. Monitoring and assessing pupils' thinking and learning.

## **CED303 Introduction to Classroom Teaching and Management**

Strategies to promote a caring and psychologically safe classroom environment. Proactive classroom management practices for fostering academic achievement and appropriate pupil behaviour. Strategies to enhance teacher-pupil and pupil-pupil relationships in the classroom. Fostering co-operative learning and helping troubled pupils.

### **CED430 Guidance and Counselling in Schools**

The concept and practice of pastoral care and career guidance (affective and career education) and its introduction to Singapore schools. Group processes in the classroom. Psychological factors that may affect the development and learning of pupils. Assessment of guidance needs. Group guidance techniques. The helping relationship and basic counselling skills.

### **CED431 Assessment and the Learning Process**

Basic knowledge and practical skills of monitoring and assessing pupils' learning. Essentials of measurement in the cognitive, affective and behavioural domains. The use and construction of classroom tests assessing creativity and thinking skills. Item analysis, test reporting and basic statistics in educational measurement.

### **CED432 Thinking Skills to Enhance Learning**

Cognitive and social factors affecting learning; the nature of thinking and types of thinking skills; the role of the teacher in creating a conducive environment for thinking; metacognition and learning strategies; various approaches to the teaching of thinking skills and related programmes; teaching specific thinking skills to enhance learning; the assessment of thinking and learning.

### **CED433 Computer-based Learning**

Use of computer for a variety of educational purposes; the effective use, adaptation and integration of computer-based learning for teaching based on research studies on learner control, motivation, computer-human interface, and individual differences.

### **CED434 Catering to Pupils with Behavioral and Learning Problems**

Types of behavioural and learning problems; identification and diagnosis; nature of handicapping conditions; casual factors accounting for learning difficulties; discipline problems; grouping arrangements and intervention strategies; individualised education plans; and multi-disciplinary approach in evaluation and intervention.

### **CED436 Values Education : Concepts, Principles and Strategies**

The aims, content and methods of various teaching, with special reference to primary education. The nature of morality, right moral motivation, and the psychology of moral development. Philosophical understanding with regard to moral values and their justification as the basis for validating content in values teaching.

### **CED437 Effective Pupil Management in Schools**

Values and beliefs which contribute to positive pupil management; strategies to promote positive pupil behaviour. Handling discipline problems in class. Managing pupils with problem behaviours. Whole-school approach to pupil management.

### **CED438 Schooling in Meritocratic Societies**

Meritocracy is one of the “sacred cows” of Singapore’s education system. But does this mean that all students experience schooling in the same way? This module explores the implications of such a system for different groups of students (male/female; different racial/ethnic groups; socio-economic status) and some of the challenges these issues might pose for teachers in Singapore. By drawing on teaching and learning experiences in Singapore, as well as other meritocratic systems across the world, participants will have an opportunity to consider different strategies that can be used to manage these challenges.