

**PGDE PROGRAMME  
TEACHING AT SECONDARY LEVEL**

## CURRICULUM STRUCTURE

The curriculum structures for various specialisations of the PGDE (Secondary) programme are shown in Tables 4, 5 and 6 below:

**Table 4: Curriculum Structure of the PGDE (General, Secondary) Programme**

Category/ Subject	Module Code	Title	No. of AUs
<b>EDUCATION STUDIES</b>			
	QED520	Educational Psychology I: Theories and Applications for Learning and Teaching	2
	QED521	Educational Psychology II: Providing for Individual Differences in Learning and Teaching and Classroom Management	2
	QED522	ICT for Engaged Learning	2
	QED523	The Social Context of Teaching and Learning	2
<b>EDUCATION STUDIES (Select 1)</b>			
	QED560	Computer Supported Collaborative Learning	2
	QED561	Technologies as Cognitive Tools	2
	QED562	Designing Effective Learning Environments	2
	QED563	Games and Simulations for Learning	2
	QED564	Designing for Communities of Practice	2
	QED565	Surviving and Thriving as a Beginning Teacher	2
	QED566	The Learning School: Innovation and Enterprise	2
	QED567	Creating Connections in the School Community	2
	QED568	Exploring Issues in Philosophy of Education	2
	QED569	Teachers as Leaders	2
	QED570	Multiculturalism in Singapore Schools	2
	QED571	Schooling in Meritocratic Societies	2
	QED572	Moral Education Across the Curriculum	2
	QED573	Psychology of Learning and Motivation	2
	QED574	Assessment and Alternative Assessment to Promote Thinking	2
	QED575	From Extrinsic Motivation to Passion: Diversified Approaches to Learning	2
	QED576	Developing Creativity in the Secondary Classroom	2
	QED577	Counseling and Guidance in Secondary Schools	2
	QED578	Youth At-Risk: From the Classroom to the Courtroom?	2

Cont'd

Category/ Subject	Module Code	Title	No. of AUs
	QED579	Facilitating Sexuality Education in Secondary Schools	2
	QED580	Understanding Social Behaviour of Secondary School Students	2
	QED581	Differentiating Instruction for Able Learners	2
	QED582	Teaching Students with Behavioural and Learning Problems	2
<b>CURRICULUM STUDIES (Any two as assigned)</b>			
	QCK	The Teaching of Accounting	9
	QCA	The Teaching of Art	9
	QCB	The Teaching of Biology	9
	QCY	The Teaching of Chemistry	9
	QCQ	The Teaching of Computer Applications	9
	QCN	The Teaching of Design and Technology	9
	QCO	The Teaching of Economics	9
	QOA	The Teaching of Elements of Office Administration	9
	QCE	The Teaching of English Language	9
	QCR	The Teaching of English Literature	9
	QCG	The Teaching of Geography	9
	QCH	The Teaching of History	9
	QCX	The Teaching of Home Economics	9
	QCM	The Teaching of Lower Secondary Mathematics	9
	QCM	The Teaching of Mathematics	9
	QCI	The Teaching of Music	9
	QCP	The Teaching of Physics	9
<b>PRACTICUM</b>			
	QPR520	Teaching Practice	10
<b>LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS</b>			
	QLK520	Communication Skills for Teachers	2

**Note:** In addition to the core modules and required number of prescribed electives, student teachers are required to undertake a compulsory Group Endeavours in Service Learning (GESL) project – QGS511. Description on GESL projects is available in page 13.

**Table 5: Curriculum Structure of the PGDE (Chinese, Secondary) Programme**

Category/ Subject	Module Code	Title	No. of AUs
<b>EDUCATION STUDIES</b>			
	QED520	Educational Psychology I: Theories and Applications for Learning and Teaching	2
	QED521	Educational Psychology II: Providing for Individual Differences in Learning and Teaching and Classroom Management	2
	QED522	ICT for Engaged Learning	2
	QED523	The Social Context of Teaching and Learning	2
<b>EDUCATION STUDIES (Select 1)</b>			
	QED560	Computer Supported Collaborative Learning	2
	QED561	Technologies as Cognitive Tools	2
	QED562	Designing Effective Learning Environments	2
	QED563	Games and Simulations for Learning	2
	QED564	Designing for Communities of Practice	2
	QED565	Surviving and Thriving as a Beginning Teacher	2
	QED566	The Learning School: Innovation and Enterprise	2
	QED567	Creating Connections in the School Community	2
	QED568	Exploring Issues in Philosophy of Education	2
	QED569	Teachers as Leaders	2
	QED570	Multiculturalism in Singapore Schools	2
	QED571	Schooling in Meritocratic Societies	2
	QED572	Moral Education Across the Curriculum	2
	QED573	Psychology of Learning and Motivation	2
	QED574	Assessment and Alternative Assessment to Promote Thinking	2
	QED575	From Extrinsic Motivation to Passion: Diversified Approaches to Learning	2
	QED576	Developing Creativity in the Secondary Classroom	2
	QED577	Counseling and Guidance in Secondary Schools	2
	QED578	Youth At-Risk: From the Classroom to the Courtroom?	2
	QED579	Facilitating Sexuality Education in Secondary Schools	2
	QED580	Understanding Social Behaviour of Secondary School Students	2
	QED581	Differentiating Instruction for Able Learners	2
	QED582	Teaching Students with Behavioural and Learning Problems	2

Cont'd

Category/ Subject	Module Code	Title	No. of Aus
<b>CURRICULUM STUDIES</b>			
Chinese Language	QCC520	Teaching of Chinese Language 1	3
	QCC521	Teaching of Chinese Language 2	5
	QCC522	Teaching of Chinese Language 3	2
<b>CURRICULUM STUDIES</b>			
Chinese Literature	QCJ520	Teaching of Chinese Literature 1	2
	QCJ521	Teaching of Chinese Literature 2	4
	QCJ522	Teaching of Chinese Literature 3: IT and Project Work	2
<b>PRACTICUM</b>			
	QPR520	Teaching Practice	10
<b>LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS</b>			
	QLK520	Communication Skills for Teachers	2
Use of Chinese In Teaching	QLC520	Use of Chinese in Teaching	2

**Note:** In addition to the core modules and required number of prescribed electives, student teachers are required to undertake a compulsory Group Endeavours in Service Learning (GESL) project – QGS511. Description on GESL projects is available in page 13.

**Table 6: Curriculum Structure of the PGDE (Malay/Tamil, Secondary) Programme**

Category/ Subject	Module Code	Title	No. of AUs
<b>EDUCATION STUDIES</b>			
	QED520	Educational Psychology I: Theories and Applications for Learning and Teaching	2
	QED521	Educational Psychology II: Providing for Individual Differences in Learning and Teaching and Classroom Management	2
	QED522	ICT for Engaged Learning	2
	QED523	The Social Context of Teaching and Learning	2
<b>EDUCATION STUDIES (Select 1)</b>			
	QED560	Computer Supported Collaborative Learning	2
	QED561	Technologies as Cognitive Tools	2
	QED562	Designing Effective Learning Environments	2
	QED563	Games and Simulations for Learning	2
	QED564	Designing for Communities of Practice	2
	QED565	Surviving and Thriving as a Beginning Teacher	2
	QED566	The Learning School: Innovation and Enterprise	2
	QED567	Creating Connections in the School Community	2
	QED568	Exploring Issues in Philosophy of Education	2
	QED569	Teachers as Leaders	2
	QED570	Multiculturalism in Singapore Schools	2
	QED571	Schooling in Meritocratic Societies	2
	QED572	Moral Education Across the Curriculum	2
	QED573	Psychology of Learning and Motivation	2
	QED574	Assessment and Alternative Assessment to Promote Thinking	2
	QED575	From Extrinsic Motivation to Passion: Diversified Approaches to Learning	2
	QED576	Developing Creativity in the Secondary Classroom	2
	QED577	Counseling and Guidance in Secondary Schools	2
	QED578	Youth At-Risk: From the Classroom to the Courtroom?	2
	QED579	Facilitating Sexuality Education in Secondary Schools	2
	QED580	Understanding Social Behaviour of Secondary School Students	2
	QED581	Differentiating Instruction for Able Learners	2
	QED582	Teaching Students with Behavioural and Learning Problems	2
<b>CURRICULUM STUDIES (Select either Malay or Tamil Language)</b>			
Malay Language	QCD520	The Teaching of Malay Language 1	6
	QCD521	The Teaching of Malay Language 2	3
Tamil Language	QCT520	The Teaching of Tamil Language I	5
	QCT521	The Teaching of Tamil Language II	4

Cont'd

Category/ Subject	Module Code	Title	No. of AUs
<b>CURRICULUM STUDIES (Select the same language as in first Curriculum Studies)</b>			
Malay Literature	QCJ523	The Teaching of Malay Literature 1	6
	QCJ524	The Teaching of Malay Literature 2	3
Tamil Literature	QCJ525	The Teaching of Tamil Literature I	5
	QCJ526	The Teaching of Tamil Literature II	4
<b>PRACTICUM</b>			
	QPR520	Teaching Practice	10
<b>LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS</b>			
	QLK520	Communication Skills for Teachers	2
Use of Malay in Teaching	QLM520	Use of Malay in Teaching 1	1
	QLM521	Use of Malay in Teaching 2	1
Use of Tamil in Teaching	QLT520	Use of Tamil in Teaching 1	1
	QLT521	Use of Tamil in Teaching 2	1

Note: In addition to the core modules and required number of prescribed electives, student teachers are required to undertake a compulsory Group Endeavours in Service Learning (GESL) project – QGS511. Description on GESL projects is available in page 13 .

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## CONTENTS OF CORE MODULES AND PRESCRIBED ELECTIVES

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### EDUCATION STUDIES

Module Code	Title	Module Category	No. of AUs	Pre-requisites
QED520	Educational Psychology I: Theories and Applications for Learning and Teaching	Core	2	-
QED521	Educational Psychology II: Providing for Individual Differences in Learning and Teaching and Classroom Management	Core	2	-
QED522	ICT for Engaged Learning	Core	2	-
QED523	The Social Context of Teaching and Learning	Core	2	-
<b>Choose one from the following Elective modules :</b>				
QED560	Computer Supported Collaborative Learning	Prescribed	2	-
QED561	Technologies as Cognitive Tools	Prescribed	2	-
QED562	Designing Effective Learning Environments	Prescribed	2	-
QED563	Games and Simulations for Learning	Prescribed	2	-
QED564	Designing for Communities of Practice	Prescribed	2	-
QED565	Surviving and Thriving as a Beginning Teacher	Prescribed	2	-
QED566	The Learning School: Innovation and Enterprise	Prescribed	2	-
QED567	Creating Connections in the School Community	Prescribed	2	-
QED568	Exploring Issues in Philosophy of Education	Prescribed	2	-
QED569	Teachers as Leaders	Prescribed	2	-
QED570	Multiculturalism in Singapore Schools	Prescribed	2	-
QED571	Schooling in Meritocratic Societies	Prescribed	2	-
QED572	Moral Education Across the Curriculum	Prescribed	2	-
QED573	Psychology of Learning and Motivation	Prescribed	2	-
QED574	Assessment and Alternative Assessment to Promote Thinking	Prescribed	2	-
QED575	From Extrinsic Motivation to Passion: Diversified Approaches to Learning	Prescribed	2	-
QED576	Developing Creativity in the Secondary Classroom	Prescribed	2	-

Module Code	Title	Module Category	No. of AUs	Pre-requisites
QED577	Counseling and Guidance in Secondary Schools	Prescribed	2	-
QED578	Youth At-Risk: From the Classroom to the Courtroom?	Prescribed	2	-
QED579	Facilitating Sexuality Education in Secondary Schools	Prescribed	2	-
QED580	Understanding Social Behaviour of Secondary School Students	Prescribed	2	-
QED581	Differentiating Instruction for Able Learners	Prescribed	2	-
QED582	Teaching Students with Behavioural and Learning Problems	Prescribed	2	-

### **QED520 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.

### **QED521 Educational Psychology II: Providing for Individual Differences in Learning and Teaching and Classroom Management**

Students with diverse abilities and needs are increasingly found in mainstream schools in Singapore. Greater diversity among students

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 understand the characteristics and needs of diverse learners and how to cater to their needs. This module also seeks to help student teachers acquire and apply basic knowledge and skills in relation to creating conducive learning environments, 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.

### **QED522 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

### **QED523 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.

### **QED560 Computer Supported Collaborative Learning (CSCL)**

CSCL advocates the move away from teacher-centred to student-centred approaches where individuals in the learning community make meaning collaboratively through innovative teaching practices. Knowledge building communities is one strong CSCL dimension. The student teachers will design thinking prompts to support intentional learning; facilitate social negotiation of ideas among students and structure the online environment to help students in organizing emergent understandings.

### **QED561 Technologies as Cognitive Tools**

The participants will be introduced to concepts and research of cognitive tools with applications in international as well as local primary and secondary schools. IT as cognitive tools exhibit how technologies can be adopted for thinking through epistemic structures such as concept maps.

## **QED562 Designing Effective Learning Environments**

Educators around the world tend to pay more attention to student achievement and only a little attention has been paid to the learning environments. Recent approaches in learning sciences focus on interactive learning environments which consider contextual elements, authentic tasks and learner-centred pedagogies. This module examines innovative approaches such as Communities of Practices (CoPs), inquiry-oriented learning, situated learning and Problem-based Learning (PBL) environments.

## **QED563 Games and Simulations for Learning**

This module deals with using instructional games and simulations for attainment of cognitive objectives, concepts and adding motivation to topics that ordinary attract little student interests. Some emphasis will be given on the value of simulation as problem-based learning in an attempt to immerse the learner in a problem situation. Gaming and simulations are increasingly important and central to cognitive and affective dimensions of learning.

## **QED564 Designing for Communities of Practice**

This module capitalizes on communities of practice to situate learning in rich and meaningful contexts. It capitalizes on the concepts of situated learning, implicit and explicit knowledge, and distributed cognition enabling holistic learning experiences. Because communities of practice is an increasingly important concept for enacting mindset change in school leaders, strategies for designing and fostering communities are introduced.

## **QED565 Surviving and Thriving as a Beginning Teacher**

This module discusses the various challenges facing beginning teachers in Singapore secondary schools and junior colleges, and aims to better prepare them for their careers. Many teachers find the transition from their teacher preparation year to schools daunting because they often lack an adequate understanding of what lies ahead of them. This module will provide an opportunity for them to discuss and clarify their aspirations, expectations, fears and concerns; understand some of the key roles, responsibilities and challenges awaiting them in their relationships with other stakeholders in the school system; think about their career progression beyond the initial years. The main thrust in this module is on *personal* development and reflection as part of a growth process undertaken in collaboration with the module instructors and other module participants. In other words, there is no “one right track” or “one-size-fits-all” philosophy underlying the module.

## **QED566 The Learning School: Innovation and Enterprise**

There is a buzz on the scene: ‘Innovation and Enterprise’ (I&E). Launched in 2004, this initiative is set to bring Singapore schools to an era of experimentation and change. There are many implications for teaching and learning. There are also many implications for school leaders, teachers and students. This module explains how a learning school, where staff and students are actively engaged in learning, generates better learning outcomes and inculcates the I&E spirit. The module will be taught through lectures, group work, directed readings, peer teaching and reflection.

## **QED567 Creating Connections in the School Community**

This module explores the concept of 'social capital' and how school professionals can leverage on it to build positive school-home-community links with other stakeholders. It examines research on the benefits of parental involvement in schooling and provides an authentic opportunity for basic research into local situations. Participants will gain valuable first-hand (and usually, first-time) experiences on how to conduct small-scale research into specific topics of interest. Foreign students in Singapore, financially-needy students, part-time work among students, smoking among teens, influence of the media on youth, are recent examples of work undertaken by participants in the module.

## **QED568 Exploring Issues in Philosophy of Education**

This module explores philosophical issues in education, in particular the roles of the education system in Singapore. Through films such as *I Not Stupid*, *Dead Poets Society* and *The Simpsons*, the major functions of schools, key policy concerns in education and the implications for teachers and other stakeholders are introduced and discussed. Throughout the module, the student teachers are encouraged to *investigate* – to reflect on, question and establish their own assumptions, beliefs and values on issues relating to the roles of the education system. The module will be taught using films, seminars, small group sessions with the tutor and Group Investigation (GI).

## **QED569 Teachers as Leaders**

The role of the teacher is becoming increasingly complex. The teacher today must be able to motivate and inspire students, deal diplomatically with parents, negotiate with officials both within and outside the school system, and solicit the support of community and business leaders. In other words, teachers must assume a leadership role both in and outside the classroom. This module provides student teachers with an awareness of the nature and qualities of good leadership, as well as an appreciation of problems and challenges in managing human relations. This module would also be useful in the teaching of Knowledge and Inquiry, GP, CME, and project work.

## **QED570 Multiculturalism in Singapore Schools**

Racial harmony and social cohesion have always been a major national goal in Singapore since independence. However, our understanding of racial harmony is more often than not superficial. In the current government's attempt at political, economic and social renewal, there is need for Singaporeans to make the transition from silent naïve tolerance to a deeper understanding of the different cultural traditions that make up Singapore society. But how do teachers promote racial harmony and social cohesion in the midst of heavy workload, changing curriculum, and an education system that emphasizes economic and academic pursuits? This module will provide student teachers with learning opportunities to appreciate issues relating to multi-ethnicity in the Singapore context, how these issues surface in school and classroom practices, and creative ways to promote multiculturalism in schools.

## **QED571 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.

## **QED572 Moral Education Across the Curriculum**

It has often been pointed out that every teacher is a moral educator. This module is an attempt to show why and how this saying is true. With help of actual examples, the module explores the various facets of a teacher’s work in the classroom, school and community in order to show that all subject teachers teach knowledge which are needed for our students’ complete understanding of their moral obligations within their specific life situations. They do this both within the curriculum and also at co-curricular activities. And beyond promoting the understanding of moral obligations, all teachers also have a role in training students in the commitment, strength of will and skills needed for effective practice no matter what subject they teach and what CCA they conduct.

### **QED573 Psychology of Learning and Motivation**

The module examines learning and motivation theories in the context of student development and learning in variety of contexts – classroom and school activities as well as out-of-school environments. The role of the teacher as a motivator; motivating and demotivating factors affecting learning; and strategies for motivating different types of learners will be examined.

### **QED574 Assessment and Alternative Assessment to Promote Thinking**

This module will discuss the concepts of assessment, measurement, evaluation and testing and the integral role that assessments play in the teaching and learning process. Formative and summative evaluation will be considered employing conventional and alternative assessments to promote thinking. Different ways of assessing students' work and grading will be discussed together with consideration for the broader issues of validity, reliability and objectivity of the results. Problems, issues and research related to assessment will be discussed.

### **QED575 From Extrinsic Motivation to Passion: Diversified Approaches to Learning**

Motivation comes from the Latin verb *movere* (to move). In lay person's term, the idea of motivation is to get us going, keeps us moving, and helps us complete tasks. Despite the commonly held idea, all educators know that getting students to move is no simple task, especially if we want them to move in a direction desired by us. This module will look at the 'what' and 'why' of motivation, and examine 'how' we

can move students from external motivation to nurturing in them a passion for learning by the use of diversified approaches to learning such as multiple intelligences, problem-based learning and differentiated learning.

**QED576 Developing Creativity in the Secondary Classroom**

The psychological principles of creativity development; essential concepts and techniques for promoting and assessing creative thinking in the classroom; the qualities of the creative product; procedures of the creative process; characteristics of the creative person; conditions of the creative environment; psychometric and consensual approaches to the assessment of creativity and individual differences in creativity.

**QED577 Counseling and Guidance in Secondary Schools**

This course introduces the basic concepts and applications concerning the use of individual counseling and group guidance in the school setting. It is designed for teachers as well as teacher-counsellors to learn basic individual counseling skills and basic group guidance skills for developmental, prevention, and intervention work. Simulated practice will be utilized throughout the course for skill acquisition and development.

**QED578 Youth At-Risk: From the Classroom to the Courtroom?**

This course provides student teachers with an in-depth understanding of the nature and causes of

some of the more serious behavioural problems such as gang violence, suicidal tendencies, substance abuse and internet pornography, displayed by at-risk youths today. The course also serves to equip teachers with the appropriate strategies and preventive measures in handling some of these behavioural problems in the classroom before the adolescent faces incarceration in the courtroom. Intervention programmes offered by the Singapore Juvenile Court for handling such acts of deviance will also be discussed in the course.

### **QED579 Facilitating Sexuality Education in Secondary Schools**

This course provides teachers with the content knowledge on human sexuality as well as pedagogic skills to deliver sexuality education to teenagers in secondary schools. Course participants will have the opportunity not only to update basic knowledge of physiological changes and development in adolescents, but also an awareness of attitudes and emotional, cultural and moral issues. Topics such as gender roles, sexual health and behaviour, and intimate relationships as well as issues such as contraception, abortion, homosexuality and the influence of media and the Internet will be addressed.

### **QED580 Understanding Social Behaviour of Secondary School Students**

This course will examine the theories and research on social behaviour. Participants will learn to use developmental guidance to enhance learning and social interaction in the classroom. Issues such as group theories and techniques in group guidance, leadership, decision making, conflict resolution,

social influence, prosocial and help-seeking behaviour, friendships and close relationships, and group problem-solving will be examined.

### **QED581 Differentiating Instruction for Able Learners**

The promise of an ability-driven curriculum and that all students will learn is rhetoric if teachers lack deep knowledge of learners and wide-ranging pedagogical skills to help learners of diverse abilities. In the mainstream classroom, there is a need to help teachers better understand the nature and needs of able learners and to make needs-based curriculum decisions. This module aims to help student teachers obtain an overview of the conceptions of giftedness, understand the psychology and needs of the precocious student and develop appropriate, differentiated approaches to meet the learning needs of these students in mainstream classrooms.

### **QED582 Teaching Students with Behavioural and Learning Problems**

This module prepares future secondary school teachers in managing a classroom comprising students with diverse academic, emotional and behavioural challenges. The module emphasizes preventive, supportive and corrective measures for developing and maintaining positive learning environments for all students. Topics covered include causal and risk factors for learning and behavioural problems, an overview of academic, behavioural and social/emotional characteristics of students who manifest specific learning and behavioural problems, identification and assessment, effective academic instructional strategies, social skills instruction,

individual and group strategies for managing behaviours, and collaboration with parents.

## CURRICULUM STUDIES

### The Teaching of Accounting

Module Code	Title	Module Category	No. of AUs	Pre-requisites
QCK520	Teaching Principles of Accounts	Core	6	-
QCK521	Assessment and Further Strategies in Teaching Principles of Accounts	Core	3	-

#### QCK520 Teaching Principles of Accounts

This module introduces student teachers to the rationale and structure of Principles of Accounts in the school curriculum. After having an overview of syllabus development and MOE initiatives, the module covers a variety of strategies and resources for teaching and learning of Principles of Accounts. These include cooperative learning, peer tutoring, mastery learning, and practice sets. Theoretical underpinnings of certain best practices using frameworks like Dimensions of Learning, learning styles and brain-based learning in teaching express and normal course pupils will be shared. There will be opportunities for hands-on practice, role-play, group discussion & presentation, cooperative learning, peer evaluation & feedback in lesson planning and micro-teaching of selected topics in the Principles of Accounts syllabus, with peer feedback and self-reflection. Such experiential learning prepares student teachers for effective teaching and learning of Accounts. Classroom management is highlighted too. As thinking skills is inherent in the revised syllabuses, strategies to develop thinking skills as well as using IT to facilitate learning will be covered. Ample opportunities in harnessing IT in the teaching and learning of Principles of Accounts to enhance the effectiveness of the teaching-learning process will be provided. Emphasis is given to building a student-centred environment to enhance the teaching and learning of Accounts. A mixed mode delivery approach is used to cater to the student

teachers' needs and to expose them to a repertoire of strategies and methods for teaching and learning.

### **QCK521 Assessment and Further Strategies In Teaching Principles of Accounts**

Modes of assessment and examination requirements for Principles of Accounts at 'O' level and Principles of Accounting at 'A' level; test analysis and construction, diagnosis, feedback and remediation are covered in this module. Development of higher level skills in Accounting through inquiry and guided discovery, problem-solving and case studies. This module also introduces the rationale and structure of Principles of Accounting curriculum at the centralised institute. Student teachers will learn how to use a variety of instructional methods to lecture and tutor the subject. Inquiry approaches to develop higher level skills in Accounting, e.g., guided discovery learning, simulation games, and problem-based learning, will be covered, as well as the use of practice sets, case studies and projects in Accounting. There will be opportunities for student teachers to have exposure in working with schools or other institutions on innovation and enterprise projects and also engage in reflective practice.

## The Teaching of Art

Module Code	Title	Module Category	No. of AUs	Pre-requisites
QCA520	Teaching Art at Secondary Level	Core	2	-
QCA521	Post Practicum Evaluation	Core	1	-
QCA522	Two Dimensional Studies	Core	2	-
QCA523	Three Dimensional Studies	Core	2	-
QCA524	Art practice: In-depth Studio Practice and Pedagogy	Core	2	-

### QCA520 Teaching Art at Secondary Level

The module looks into how the teaching of art has evolved over history. It will introduce key classical and contemporary theories of adolescent development and their implication in the visual arts education and examines how these educational theories and concepts influence the teaching and assessment of art in secondary schools.

### QCA521 Post Practicum Evaluation

Building on the student teachers' practicum experience, the module engages student teachers in relating the various educational theories and concepts learnt in the previous semester to their own art teaching. It will also explore the various practices of schools and examine the underpinning philosophies and values they adopt in their arts programme in relation to government initiatives and policies.

### QCA522 Two Dimensional Studies

The emphasis on two dimensional studio practice involving an exploration of theoretical underpinnings of creative processes and curricular implications.

### **QCA523 Three Dimensional Studies**

This module investigates the use of clay, a traditional but exceptionally versatile medium in the 3D studios/classroom. Clay as a medium of expression and learning will be discussed in relation to the curricular objectives through an investigation of traditional and contemporary practices and teaching methodologies. The learning of our cultural history through ceramic artefacts is also incorporated.

### **QCA524 Art Practice: In-depth Studio Practice and Pedagogy**

Building on the three modules in Semester I, the development by student teachers of a body of work in a chosen area of studio practice, to be used as a focus to investigate and formulate teaching methodologies in secondary art education.

## The Teaching of Biology

Module Code	Title	Module Category	No. of AUs	Pre-requisites
QCB520	Teaching of Biology I	Core	2	-
QCB521	Teaching of Biology II	Core	4	-
QCB522	Teaching of Biology III	Core	3	-

### QCB520 Teaching of Biology I

The module consists of three parts:

Part 1: discusses some issues of the nature of science, and the use of history for teaching biology. It also introduces student teachers to biologists belonging to the minority groups.

Part 2: discusses alternative conceptions, difficulties and problems in various biology topics, and the use of concept maps for teaching biology.

Part 3: covers the various learning theories, styles and approaches, multiple intelligences theory, and the use of analogies and word juxtapoz for teaching biology.

### QCB521 Teaching of Biology II

This module will examine the Biological Sciences curriculum in Singapore Schools and how to plan lessons for pupils of different ability ranges and levels in secondary schools. Basic teaching skills together with a variety of teaching/learning strategies, thinking/study skills and co-operative learning strategies will be discussed. The management and control of pupil behavior, safety practices in science. IT, its applications and resources for Biology teaching from the Internet, will be explored.

## **QCB522 Teaching of Biology III**

Issues on the what and why of testing in science, test construction, marking of examination scripts, and its implications for teachers and teaching styles. Alternative assessment of practical skills, the setting of tasks for Science Practical skills assessment, the rubrics for teachers' practical assessment and marking of practical work. The role of resource centres for field trips, planning and conducting field trips to suitable resource centre/nature reserve and the presentation of a report on the suitability of the centre. Issues and safety measures in conducting Life Sciences experiments for students in secondary schools. Reflections on Practicum.

## The Teaching of Chemistry

Module Code	Title	Module Category	No. of AUs	Pre-requisites
QCY520	The Teaching of Chemistry I	Core	4	-
QCY521	The Teaching of Chemistry II	Core	2	-
QCY522	The Teaching of Chemistry III	Core	3	-

### QCY520 The Teaching of Chemistry I

Basic issues, concepts and principles in chemical education. Psychological principles crucial to the teaching and learning of chemistry. Issues related to the organisation and implementation of the science/chemistry curriculum. The integration of IT and datalogging into the chemistry curriculum. The planning and teaching strategies, and use of resources crucial for the effective teaching of chemistry that includes unit and lesson planning, the inquiry approach, constructivist approach, problem-solving, expository teaching, demonstrations, project and practical work. The management of the chemistry laboratory and laboratory safety.

### QCY521 The Teaching of Chemistry II

Purposes of evaluation, tables of specifications, test construction, administration, marking, and analysis; interpretation of test scores. Alternative assessment modes such as open-book tests, take-home examinations, concept mapping, assessment of attitudes and values, and project work will be considered. The management, assessment and moderation of SPA (school-based practical assessment).

## **QCY522 The Teaching of Chemistry III**

Micro-teaching provides opportunities to identify and practise basic teaching skills such as opening and closing a lesson, explaining concepts, questioning and responding to pupils. Student teachers practise the relevant skills through mini-presentations on selected chemistry topics at the secondary level. The presentations are reviewed and critiqued by peers and the tutor.

## The Teaching of Chinese Language

Student teachers in the **PGDE programme specialising in Teaching of Chinese Language at the Secondary Level** are required take the module on Chinese Language Acquisition and Related Issues in the APDCLL programme, and depending on whether they have offered similar modules for their first degree, they may be required also to offer one to three of the following three modules (a) Chinese Etymology and the Modern Chinese Script, (b) Chinese Lexicology and Rhetoric, and (c) Modern Chinese Grammar.

Module Code	Title	Module Category	No. of AUs	Pre-requisites
QCC520	Teaching of Chinese Language 1	Core	3	-
QCC521	Teaching of Chinese Language 2	Core	5	-
QCC522	Teaching of Chinese Language 3	Core	2	-

### QCC520 Teaching of Chinese Language 1

This modules aims to provide student teachers with the basic theories and concepts related to language and language teaching at secondary level, with special reference to Chinese. Its objective is to enable student teachers to design their own lesson plans with confidence, embolden by sound theoretic knowledge.

### QCC521 Teaching of Chinese Language 2

This modules aims to equip student teachers with techniques in the teaching of different language skills. Student teachers will acquire a comprehensive understanding of the various teaching methods and various practical techniques.

## **QCC522 Teaching of Chinese Language 3**

Student teachers will be introduced to basic concepts of Chinese language testing, the procedures of language testing, the effective ways of setting various types of questions and the cognitive levels involved.

## The Teaching of Chinese Literature

Module Code	Title	Module Category	No. of AUs	Pre-requisites
QCJ520	Teaching of Chinese Literature 1	Core	2	-
QCJ521	Teaching of Chinese Literature 2	Core	4	-
QCJ522	Teaching of Chinese Literature 3: IT and Project Work	Core	2	-

### QCJ520 Teaching of Chinese Literature 1

The module introduces student teachers to the Chinese literature syllabus for Singapore secondary schools. The module will also introduce various literary theories and discuss their implications in the teaching of Chinese literature. Student teachers will also be equipped with basic knowledge about major elements of Chinese literature, as well as the aims and objectives of teaching of Chinese literature. The objective is to equip student teachers with the knowledge and skills in the teaching of Chinese literature.

### QCJ521 Teaching of Chinese Literature 2

The module deals with the formal, stylistic and thematic features of various literary genres and the skills of teaching of different literary Chinese genres, both classical and modern. It also deals with the infusing of thinking skills in teaching Chinese literature.

### QCJ522 Teaching of Chinese Literature 3: IT and Project Work

This module provides the fundamental principles and knowledge on the use of IT in the studying and teaching of Chinese Language and Literature. It

equips student teachers with basic skills and approaches in searching, selecting and integrating of digital resources in the teaching of Chinese language and literature. It also introduces to student teachers the aims and objectives as well as fundamental concepts and strategies in supervising group projects in secondary school.

## The Teaching of Computer Applications

Module Code	Title	Module Category	No. of AUs	Pre-requisites
QCQ520	Topics in Computer Applications	Core	4	-
QCQ521	Computer Laboratories and Resources	Core	1	-
QCQ522	Assessment and Coursework	Core	2	-
QCQ523	Instructional Approaches to Computer Applications	Core	2	-

### QCQ520 Topics in Computer Applications

The various topics in the syllabus with reference to key concepts and developments of subject topics including computer basics, word processing, desktop publishing, spreadsheets, database management, computer graphics, multimedia presentation and computers in everyday life. Activities and instructional materials relevant to each area. The opportunity to practise teaching skills. Tutor and fellow student teachers give feedback and suggestions on various aspects of teaching competencies for reflection and further practice.

### QCQ521 Computer Laboratories and Resources

Computer facilities including hardware and software, computer systems and installation, computer laboratory, microcomputers, networks, peripherals, costing; sources of information about computing and computer education including resource centres, publications, instructional packages.

### QCQ522 Assessment and Coursework

The design, construction and analysis of tests, examinations and coursework; assessment for diagnosis and remediation; requirements and

standard of performance expected of pupils in preparation for examinations.

### **QCQ523 Instructional Approaches to Computer Applications**

The computer applications syllabus as prescribed in the Normal (Technical) course and the planning of lessons. Aims of computer education for schools, the rationale and objectives of the syllabus, conceptual framework, organisation and sequencing, nature and principles of computing, lesson plan and preparation. The various instructional approaches appropriate for the teaching of computing, such as exposition, investigation, discussion, problem solving, hands-on activities and cooperative groupwork. The opportunity to practise teaching skills. Discussions on how emerging technologies can be used in the teaching process.

## The Teaching of Design and Technology

Module Code	Title	Module Category	No. of AUs	Pre-requisites
QCN520	Teaching and Evaluating the Problem Solving Process	Core	4	-
QCN521	Material Processing	Core	3	-
QCN522	Managing and Teaching the Design and Technology Curriculum	Core	2	-

### QCN520 Teaching and Evaluating the Problem Solving Process

QCN520 introduces the student teachers to the teaching and learning environment of the process of designing. It includes a practical approach to design communication, design folio work, and design activities specifically designed to encourage secondary school pupils to be creative and critical problem solvers. It enables student teachers to personally experience and practise the process of designing, design thinking and design problem structuring. Projects have been designed to give the student teachers opportunities to experience, practise and develop their skills through designing in action and are directly linked to the design/make environment of QCN521 and the school situation. QCN520 also includes a simulated teaching environment in which the student teachers have the opportunity to practise, analyse and evaluate peer teaching sessions with special emphasis on introductory and closure procedures, questioning skills and practical demonstrations.

## **QCN521 Material Processing**

Material Processing is a hands-on practical processes module that exposes student teachers to practical-oriented project work. Student teachers are required to realize mini-projects with focus on basic practical tasks, making skills, tools & equipment, and workshop safety. Projects are also designed with focus on design-and-make routines. Student teachers will work with three basic materials namely Metals, Plastics and Wood; and they will also work with basic electricity and electronics related technology application.

## **QCN522 Managing and Teaching the Design and Technology Curriculum**

QCN 522 provides student teachers with the opportunity to study and become familiar with the Design and Technology (D&T) syllabuses in relation to its philosophy, implementation and evaluation. It provides an in-depth analysis of the curriculum in conjunction with the development of a scheme of work that comprises meaningful and holistic design projects and assessment criteria. The effective integration of content knowledge, process knowledge and relevant 'technology' into the D&T curriculum and related project work is also covered. Aspects of effective workshop organisation and management, resource and facilities planning are included.

## The Teaching of Economics

Module Code	Title	Module Category	No. of AUs	Pre-requisites
QCO520	Teaching Economics at A level	Core	6	-
QCO521	Further Instructional Approaches and Assessment of A-Level Economics	Core	3	-

### QCO520 Teaching Economics at A level

This module introduces student teachers to the rationale of Economics in the school curriculum and the requirements of the GCE A level Economics syllabus in Singapore junior colleges. After having an overview of syllabus development and MOE initiatives, the student teachers are exposed to a variety of strategies and resources for teaching and learning of Economics through experiential learning. These include cooperative learning, peer tutoring, mastery learning, and problem-based learning. Theoretical underpinnings of certain best practices using frameworks like Dimensions of Learning, learning styles and brain-based learning in teaching mixed ability students will be shared. A thematic approach to teaching Economics using a variety of instructional methods in Singapore junior college setting is adopted. The thrust is how Economics may be taught, including the teaching and learning of concepts and principles, using economic data and case studies in Economics, group work and developing thinking skills. At various times, student teachers will be called upon to make presentations of their work to their peers. Emphasis is given to building a student-centred environment to enhance the teaching and learning of Economics. A mixed mode delivery approach is used to cater to the student teachers' needs and to expose them to a repertoire of strategies and methods for teaching and learning in an outcomes-focused, technology rich environment.

## **QCO521 Further Instructional Approaches and Assessment of A-Level Economics**

There are two parts to this module: (a) Assessment of A-level Economics for Singapore candidates, which includes discussion of assessment issues related to the examiners' expectations and the crafting of examination questions and marking schemes. (b) Further instructional approaches which will extend discussion to the development of learning communities, inquiry and the use of IT. Student teachers should adopt reflective practice.

## The Teaching of Elements of Office Administration

Module Code	Title	Module Category	No. of AUs	Pre-requisites
QOA520	Teaching Office Administration to 'N' Pupils	Core	5	-
QOA521	Assessment and Further Strategies in Teaching Office Administration	Core	4	-

### QOA520 Teaching Office Administration to 'N' Pupils

This module introduces student teachers to the rationale and structure of Elements of Office Administration in the school curriculum. After having an overview of syllabus development and MOE initiatives, the student teachers are exposed to a variety of strategies and resources for teaching and learning of EOA through experiential learning. These include cooperative learning, peer tutoring, learning through field-trips, and problem-based learning. Theoretical underpinnings of certain best practices using frameworks like Dimensions of Learning, learning styles and brain-based learning in teaching normal course pupils will be shared. There will be opportunities for hands-on practice, role-play, group simulation games, cooperative learning, peer evaluation & feedback in lesson planning and micro-teaching of selected topics in the EOA syllabus, with peer feedback and self-reflection. Such experiential learning prepares student teachers for effective teaching and learning of EOA. Classroom management is discussed too. Ample opportunities in harnessing IT and infusing thinking skills in the teaching and learning of EOA to enhance the effectiveness of the teaching-learning process will be provided. Emphasis is given to building a student-centred environment to enhance the teaching and learning of EOA. A mixed mode delivery approach is used to cater to the student teachers' needs and to expose them to a repertoire of strategies and

methods for teaching and learning in an outcomes-focused, technology rich environment. Student teachers will be engaged in reflective practice.

### **QOA521 Assessment and Further Strategies in Teaching Office Administration**

There are two parts to this module: (a) Modes of assessment and examination requirements for EOA, which includes discussion of assessment issues related to the examiners' expectations and the crafting of examination questions and marking schemes. (b) Further instructional approaches which will extend discussion to the development of learning communities, inquiry and the use of IT. The focus will be on strategies and techniques that are specially catered to the teaching of computing to the less academically inclined pupils which include classroom management in the computer laboratory and standard operating procedures to be adhered to are discussed. There will be opportunities for student teachers to have hands-on practice on computers as well as micro-teaching sessions to develop skills in teaching computing aspects to EOA pupils.

## The Teaching of English Language

Module Code	Title	Module Category	No. of AUs	Pre-requisites
QCE520	Language Teaching Approaches	Core	6	-
QCE521	Language Teaching Experience	Core	3	-

### QCE520 Language Teaching Approaches

This module introduces learner teachers to the theory and practice of teaching grammar, oral communication, reading and writing skills to secondary school students. It is aimed at providing learner teachers with an integrated view of language teaching approaches using the *English Language (EL) Syllabus 2001* as a point of departure and equipping them with a range of practical techniques and skills for developing language proficiency in secondary school students. The module also explores broader issues including theoretical perspectives on language teaching and learning, the use of resources such as IT, textbooks and other materials for language teaching, and different modes of formative and summative assessment. By encouraging a critical, integrated and balanced view of theory and practice not only within but also across the various skill areas, this module aims to develop an informed, reflective and effective classroom practitioner of English Language teaching at the secondary school level.

### QCE521 Language Teaching Experience

This two-part module focuses on the practice and experience of language teaching. The first part is a 'hands-on' teaching component designed to provide an opportunity for learner teachers to put into practice the understanding and skills they have acquired from QCE520. Learner teachers will work

collaboratively in small groups to design and teach a unit of work comprising six different but integrated lessons to secondary school students. Under the supervision of their lecturer, learner teachers will be guided through the process of planning, executing and reflecting on an integrated unit of work comprising the teaching of oral communication, reading and writing skills as well as grammar. The second part of the module is a sharing and reflection component aimed at providing a forum for learner teachers to reflect on and share their teaching experiences gained during the Teaching Practicum. A key feature of this module is, therefore, the cultivation of learner teachers' ability to reflect on their language teaching practices, to help them make stronger links between theory and practice in language teaching.

## The Teaching of English Literature

Module Code	Title	Module Category	No. of AUs	Pre-requisites
QCR520	Aims and Approaches to Teaching Literature	Core	6	-
QCR521	Assessment and Writing About Literature	Core	2	-
QCR522	Post-TP Reflection on Literature Teaching	Core	1	-

### QCR520 Aims and Approaches to Teaching Literature

This module deals with the aims and objectives of teaching Literature in the local context. The main focus will be practical competence in teaching the major literary forms—poetry, prose fiction, and drama, and practice in lesson planning and literature teaching skills.

### QCR521 Assessment and Writing About Literature

This module examines the principles and practice of Literature assessment with a view towards improving the setting of Literature tests and exams. Strategies and tasks for the development of writing skills will also be a focus.

## **QCR522 Post-TP Reflection on Literature Teaching**

This module allows for student teacher self-reflection and evaluation after student teachers' experience of teaching practice. It will focus on helping student teachers develop self-reflexive habits and on improving teaching strategies. Questions and areas of weakness arising from TP will be addressed.

## The Teaching of Geography

Module Code	Title	Module Category	No. of AUs	Pre-requisites
QCG520	Classroom and Field Approaches to the Teaching and Assessment of Geography	Core	6	-
#QCG521	Teaching Social Studies to Secondary School Students	Core	3	-
*QCG522	Themes in Secondary Social Studies	Core	3	-

Note: \* For those offering CS Geography and CS History

# For those offering CS Geography and another CS other than History

### **QCG520 Classroom and Field Approaches to the Teaching and Assessment of Geography**

This module introduces student teachers to a variety of teaching methods applicable to pupils of differing academic abilities in classroom situations and field settings. As a subject, geography permits the use of a large variety of instructional resources. As such, the module will integrate the use of a range of resources to enhance teaching and learning.

The module also provides opportunities to try out teaching methods through simulated teaching. Student teachers will be given opportunities to plan, teach and critique a lesson in geography under simulated conditions.

Student teachers will also be introduced to the fundamentals of assessment in geography. A variety of assessment methods will be discussed. Student teachers will be given opportunities to critique set examination papers and mark schemes, and to mark sample answer scripts.

## **QCG521 Teaching Social Studies to Secondary School Students**

This module aims to provide student teachers with an understanding of the nature, scope and goals of social studies education in Singapore. The module will provide opportunities for student teachers to reflect on issues related to the secondary social studies syllabus content, and acquire an understanding of these issues. It also seeks to equip student teachers with a variety of classroom-based teaching strategies that are appropriate for the teaching of concepts, content, skills and values to differentiated learners in the social studies classroom. Student teachers will be exposed to these strategies through experiential learning. The tutorials will also provide opportunities for student teachers to reflect on critical issues in social studies teaching, discuss and practise some of teaching strategies, and design and develop unit and lesson plans in a cooperative learning environment. Student teachers will have opportunities to set source-based questions and structured-essay questions, devise the marking schemes and mark answer scripts.

## **QCG522 Themes in Secondary Social Studies**

This module is for student teachers offering both History and Geography as their Curriculum Studies subjects. Student teachers take this module in place of the module “Teaching Social Studies to Secondary School Students”.

This module allows student teachers to prepare a formal academic paper, in any area related to the social studies content and pedagogy. Such tasks may vary widely, from a report on fieldwork or classroom research, through the interpretation of an oral history account or original sources, to a detailed secondary literature review on a well-defined issue or topic.

## The Teaching of History

Module Code	Title	Module Category	No. of AUs	Pre-requisites
QCH520	Teaching and Learning of Secondary History and Social Studies Through Field Trips	Core	2	-
QCH521	Teaching and Learning of Secondary History and Social Studies	Core	4	-
QCH522	Assessment and Evaluation in Secondary History and Social Studies	Core	2	-
QCH523	Reflection on the Teaching and Learning of Secondary History and Social Studies	Core	1	-

### **QCH520 Teaching and Learning of Secondary History and Social Studies through Field Trips**

This module seeks to expose student teachers to an interesting and challenging strategy in the teaching of History and Social Studies by taking student teachers out of the classroom. It will focus on how fieldtrips can be used to make the subjects come alive for pupils. Student teachers will be trained to plan, organise and conduct fieldtrips to selected sites in Singapore. They will not only discover valuable nuggets of information about these sites, but will also learn how to organise activities that will enhance pupils' awareness of their culture and heritage.

### **QCH521 Teaching and Learning of Secondary History and Social Studies**

The module gives an insight to student teachers about the nature and purpose of History and Social Studies. The teaching of History and Social Studies in secondary schools is now in an exciting phase of change. Critical thinking, ICT and use of sources are changing the way History and Social Studies are being taught. This module is designed to equip student teachers with various strategies such as

cooperative learning, the use of role-play, integrating sources in lessons and the use of information communication technology.

### **QCH522 Assessment and Evaluation in Secondary History and Social Studies**

This module enables student teachers to conduct assessment in History and Social Studies. To meet the objectives and examination requirements of the new syllabus, emphasis is given to the use of source materials. It examines how primary and secondary sources can be used in constructing document-based items. The module gives student teachers practice in setting source based and structured essay questions, devising marking schemes and marking answer scripts. It also introduces student teachers to formative assessments.

### **QCH523 Reflection on the Teaching and Learning of Secondary History and Social Studies**

This module gives student teachers the opportunity to link theory with practice. It emphasizes the importance of reflection in teaching. Student teachers will be given the opportunity to share their reflection on a particular lesson that they have been tasked to teach in the school they have been posted to. They will also reflect on their Practicum.

## The Teaching of Home Economics

Module Code	Title	Module Category	No. of AUs	Pre-requisites
QCX520	Home Economics Curriculum and Evaluation	Core	2	-
QCX521	The Teaching of Food and Nutrition	Core	2	-
QCX522	The Teaching of Textiles and Clothing	Core	2	-
QCX523	The Teaching of Consumer Education	Core	3	-

### QCX520 Home Economics Curriculum and Evaluation

The nature, history and philosophy of Home Economics; the rationale and objectives of teaching Home Economics; resources and teaching strategies which focus on learner involvement and developing innovation & enterprise; the use of appropriate evaluation procedures in facilitating effective learning will be discussed.

### QCX521 The Teaching of Food and Nutrition

The Food and Nutrition syllabi at the lower and upper secondary levels; strategies and methods to teach basic principles of food management; organization of investigative and practical work, emphasis on coursework development for the GCE 'O' and 'N' Level syllabi.

### QCX522 The Teaching of Textiles and Clothing

The pedagogical aspects of topics such as textile studies, planning of clothing needs of individuals and families, consumer awareness in the choice and care of clothes, use and care of equipment, and skills in clothing construction

## **QCX523 The Teaching of Consumer Education**

Various approaches to the teaching of family and consumer education, the concepts of needs and wants, as well as how to make smart consumer decisions, to identify priorities, to set realistic economic goals and manage resources effectively; integration of IT skills, technology, critical thinking and becoming entrepreneurial in promoting Home Economics / Family and Consumer Education in school will be explored.

## The Teaching of Malay Language

Module Code	Title	Module Category	No. of AUs	Pre-requisites
QCD520	The Teaching of Malay Language 1	Core	6	-
QCD521	The Teaching of Malay Language 2	Core	3	-

### QCD520 The Teaching of Malay Language 1

A theoretical and practical understanding of the Malay Language curriculum in secondary school: Its contents, development and implementation, and the design, selection and integration of appropriate media and materials in the teaching of the language at secondary level. The various approaches and methods to language learning such as cooperative learning, problem-based learning, inter-disciplinary project work and others. The reading process, developing skills in reading. The process of vocabulary acquisition and development, teaching and learning strategies including the teaching of Malay proverbs. The teaching and evaluation of listening and speaking skills. Introduction to the Malay morphology, syntax and semantics will also be included.

### QCD521 The Teaching of Malay Language 2

Understanding of the writing process; the various types of writing, the levels of writing skills with the emphasis on critical and creative thinking skills. The use of computer and IT-based materials in the teaching of Malay language. Testing, the construction and administration of test items, item review and analysis, discrete item test and integrative tests, and developing Malay language test and materials for the secondary level, with the emphasis on critical and creative thinking skills.

## The Teaching of Malay Literature

Module Code	Title	Module Category	No. of AUs	Pre-requisites
QCJ523	The Teaching of Malay Literature 1	Core	6	-
QCJ524	The Teaching of Malay Literature 2	Core	3	-

### **QCJ523 The Teaching of Malay Literature 1**

The aims and objectives of teaching literature and the place of literature in curriculum. An overview of the developments of modern Malay and Indonesian literature. The general methods and techniques of teaching literature. The knowledge and skills of teaching modern Malay and Indonesian novel, short story, poetry and drama/play at secondary schools. Evaluation and testing of modern literature.

### **QCJ524 The Teaching of Malay Literature 2**

The module prepares the pre-service teachers to teach traditional Malay literature in secondary schools. An overview of the main features and developments of traditional Malay literature. The knowledge and skills of the teaching of traditional Malay prose and poetry. The principles, methods and techniques of teaching of selected classical genres and texts. Appreciation, evaluation and testing of traditional Malay literature.

## The Teaching of Mathematics

Module Code	Title	Module Category	No. of AUs	Pre-requisites
QCM520	Teaching and Learning Mathematics I (All Sec)	Core	6	-
QCM521	Teaching and Learning Mathematics II (All Sec)	Core	3	-

### QCM520 Teaching and Learning Mathematics I (All Sec)

Teaching mathematics effectively involves a complex interaction between knowledge, skills, abilities and dispositions. Recent developments in mathematics education have emphasized the links between the nature of the discipline of mathematics, the pedagogical principles that are applied to the planning of classroom instruction, and an understanding of the way pupils learn the subject. The main objective of this course is to equip student teachers with a working knowledge of basic teaching principles; an understanding of the theories of learning that inform instruction and a thorough knowledge of the curriculum. The appropriate combination of these components when utilized by well motivated professionals will provide the background required for the development of expertise in the teaching of mathematics at the Secondary level. An equally important goal is providing a framework that will allow for student teachers to gradually take on the full professional orientation expected of a full time teacher.

### QCM521 Teaching and Learning Mathematics II (All Sec)

Microteaching and assessment, test construction and marking, reflection on practice. Topics will be taken from the Secondary Mathematics syllabus.

## The Teaching of Lower Secondary Mathematics

Module Code	Title	Module Category	No. of AUs	Pre-requisites
QCM530	Teaching and Learning Mathematics I (Lower Sec)	Core	6	-
QCM531	Teaching and Learning Mathematics II (Lower Sec)	Core	3	-

### QCM530 Teaching and Learning Mathematics I (Lower Sec)

Teaching mathematics effectively involves a complex interaction between knowledge, skills, abilities and dispositions. Recent developments in mathematics education have emphasized the links between the nature of the discipline of mathematics, the pedagogical principles that are applied to the planning of classroom instruction, and an understanding of the way pupils learn the subject. The main objective of this course is to equip student teachers with a working knowledge of basic teaching principles; an understanding of the theories of learning that inform instruction and a thorough knowledge of the curriculum. The appropriate combination of these components when utilized by well motivated professionals will provide the background required for the development of expertise in the teaching of mathematics at the Lower Secondary level. An equally important goal is providing a framework that will allow for student teachers to gradually take on the full professional orientation expected of a full time teacher.

**QCM531 Teaching and Learning Mathematics II (Lower Sec)**

Microteaching and assessment, test construction and marking, reflection on practice. Topics will be taken from the Lower Secondary Mathematics syllabus.

## The Teaching of Music

Module Code	Title	Module Category	No. of AUs	Pre-requisites
QCI520	Foundation Studies in Music Education: Theory and Practice	Core	3	-
QCI521	Pedagogical Methods and Music-IT Skills for Music Teaching	Core	1	-
QCI522	Music and Media in the Secondary School Classroom	Core	1	-
QCI523	Curriculum Planning and Assessment in Music	Core	2	-
QCI524	Post Practicum Discussion: Summary and Conclusions	Core	1	-
*QCI525	Teaching Music as an Examination Subject	Core	1	-
#QCI526	Personal Musical Skills	Core	1	-

Note: \* For those offering CS1 Music only.

# For those offering CS2 Music only.

### **QCI520 Foundation Studies in Music Education: Theory and Practice**

This module explores current thinking in the area of music education theory and allows student teachers to explore the theories through practical and creative activities appropriate for music making in the secondary school classroom.

The role of music in education from the Chinese, Indian, Malay traditions will be considered in addition to that of Western traditions.

### **QCI521 Pedagogical Methods and Music-IT Skills for Music Teaching**

There are two main components to this module. The first focuses on the Kodaly and Orff methods for teaching singing and developing basic musicianship (and their attendant musical concepts). The second component introduces notation and sequencing

softwares as well as basic music arrangement for the music classroom.

### **QCI522 Music and Media in the Secondary School Classroom**

This module looks at how multi-media art in the form of film musicals and contemporary MTVs can be used for the teaching of music. The interaction of music, visual arts, drama, dance and literature will be understood in the broader contexts of politics, culture, sociology, philosophy, ethics, geography and history.

### **QCI523 Curriculum Planning and Assessment in Music**

This module focuses on curriculum planning, lesson planning, and assessment of learning in music as well as the management of musical co-curricular activities. Microteaching will be included.

### **QCI524 Post Practicum Discussion: Summary and Conclusions**

This module offers an opportunity for student teachers to share their teaching experiences and discuss successful music teaching practices for a variety of educational contexts in Singapore. Theories of music education covered in earlier courses will be reconsidered in the light of the student teachers' recent practical experience.

**QCI525 Teaching Music as an Examination Subject (for CS1)**

This module will cover teaching approaches and specific methodologies for student teachers to prepare students for the G.C.E. “O”-level music exams (including the “Higher Music” options).

**QCI526 Personal Musical Skills (for CS2s)**

This module covers basic vocal techniques, recorder playing and basic conducting skills.

## The Teaching of Physics

Module Code	Title	Module Category	No. of AUs	Pre-requisites
QCP520	Teaching of Physics I	Core	2	-
QCP521	Teaching of Physics II	Core	4	-
QCP522	Teaching of Physics III	Core	3	-

### QCP520 Teaching of Physics I

The module attempts to provide student teachers in initial teacher education programmes with an understanding of school pupils they will be taking charge of. To improve their teaching efforts, they will be exposed to individual differences in learning, diagnosis, and strategies to deal with different ability groups as represented in the Gifted, Express, Normal (Academic) and Normal (Technical) Streams. Special effort will be devoted to helping the student teacher deal with critical incidents. Lectures on showmanship, creativity, thinking skills, inquiry, telling and explaining will be included as the key elements in support of good teaching.

### QCP521 Teaching of Physics II

This module will introduce student teachers to physics curriculum development with respect to international and local trends. The infusion of thinking, the meaningful integration of ICT and the linkage to national education, innovation and enterprise spirit will be given due attention and focus. An understanding of the constructivist-inquiry approach, investigative problem-solving, meaningful demonstration and purposeful deductive inquiry will facilitate the teaching and learning of physics. This module will also address alternative conceptions of student teachers on various physics topics. Activities based on the physics curriculum and involving

experiences that are hands-on, minds-on and experiential will be introduced to model how conceptual development and change can be facilitated.

### **QCP522 Teaching of Physics III**

This module covers important areas of Physics teaching pertaining to assessment and evaluation issues. It also deals with resource management, particularly with reference to laboratory work in the context of SPA. Safety in science laboratories, the role of practical work and the enhancement of science process skills are discussed. The setting of physics tests, marking and analyzing of test papers are covered with an emphasis on how to give useful feedback to students, parents and other stakeholders.

## The Teaching of Tamil Language

Module Code	Title	Module Category	No. of AUs	Pre-requisites
QCT520	Teaching of Tamil Language I	Core	5	-
QCT521	Teaching of Tamil Language II	Core	4	-

### QCT520 Teaching of Tamil Language I

Exploring the two of four different types of language skills, namely reading and writing. Developing the language proficiency of students in Singapore secondary schools. Different methods to emphasis the content of Tamil Language in curriculum. Introducing IT skills to the student teachers in order to develop them to prepare IT related lesson packages and to create the Tamil language related websites.

### QCT521 Teaching of Tamil Language II

Exploring the listening and speaking skills and the introduction to various methods to teach these skills in an interesting and effective manner. Teaching of vocabulary and the functional grammar at secondary level through various teaching methods and strategies. To highlight the difference between Standard Spoken Tamil and written Tamil in order to equip the students to improve their speaking and writing skills. The importance of testing, the evaluation of the performance at the test paper, remedial activities and the place of high and low order thinking skills in testing.

## The Teaching of Tamil Literature

Module Code	Title	Module Category	No. of AUs	Pre-requisites
QCJ525	Teaching of Tamil Literature I	Core	5	-
QCJ526	Teaching of Tamil Literature II	Core	4	-

### QCJ525 Teaching of Tamil Literature I

An introduction to the teaching of Tamil language through the use of literature. The use of Tamil drama and various aspects of ancient, medieval and modern poetry such as explanation and presentation of dramatic situations in poems, description of images, mood and attitudes, tone, analogical language, theme and meaning. Various aspects of National Education in Tamil literature and its importance in teaching of Tamil language at secondary level. Appreciating literary works, critic. Facilitating student teachers with the various types of literary works such as poetry, and drama.

### QCJ526 Teaching of Tamil Literature II

The teaching of Tamil language through the study of novels, short stories and essays. Using various kinds of Tamil short stories and novels to analyze the techniques used by writers. Integrating National Education into lessons using Tamil fictions. Using IT tools to teach the literature in an interesting and effective manner.

## PRACTICUM

Module Code	Title	Module Category	No. of AUs	Pre-requisites
QPR520	Teaching Practice	Core	10	-

### QPR520 Teaching Practice

The Practicum is a very important component of the PGDE programme. Its principal function is to provide student teachers with the opportunity to develop teaching competencies in a variety of instructional contexts and at different levels, under the guidance and supervision of cooperating teachers and university lecturers. They will learn from experienced cooperating teachers about the schooling process and prepare themselves for their roles and responsibilities in teaching.

During the Practicum, student teachers will be able to use the knowledge and skills acquired in the subjects they read at the university, and have opportunities to integrate theory and practice in schools.

The Practicum will comprise a 10-week Teaching Practice (TP). It will be divided into a few phases to enable the student teachers to build up their skills and knowledge in a step-wise manner. Firstly they will develop planning and delivery skills, followed by classroom management and evaluation skills. In addition, to ensure that the student teachers have a holistic experience, they will also be provided opportunities to explore other aspects of a teacher's life besides classroom teaching, for e.g., observing how CCAs are managed.

## LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS

### Communication Skills for Teachers

Module Code	Title	Module Category	No. of AUs	Pre-requisites
QLK520	Communication Skills for Teachers	Core	2	-

### QLK520 Communication Skills for Teachers

This is a practical course designed to provide the student teachers with oral and written skills necessary for effective communication as teachers in the classroom and in their professional interaction with colleagues, parents and the general public. It includes practice tasks to improve speaking skills as well as exercises and group work practice in thinking processes and communication strategies in the context of text types. Student teachers will be given practical instruction on vocal health care and vocal quality. The practice of good voice production will be embedded in the activities of every session.

## Use of Chinese in Teaching

Module Code	Title	Module Category	No. of Aus	Pre-requisites
QLC520	Use of Chinese in Teaching	Core	2	-

### QLC520 Use of Chinese in Teaching

This module provides the fundamental principles and knowledge on the use of Chinese in teaching. It also aims to equip student teachers with essential communication skills in Mandarin and IT power tools to improve themselves in order to achieve the goals in their professional development.

## Use of Malay in Teaching

Module Code	Title	Module Category	No. of AUs	Pre-requisites
QLM520	Use of Malay in Teaching 1	Core	1	-
QLM521	Use of Malay in Teaching 2	Core	1	-

### QLM520 Use of Malay in Teaching 1

The development of communicative proficiency in the use of Malay in secondary schools. Accuracy and mastery in pronunciation, including the new pronunciation system (Sebutan Baku) and communication skills inside and outside the classroom. Reading aloud, spontaneous dialogue, giving instructions, questioning techniques, explaining concepts, lecturing and debating skills.

### QLM521 Use of Malay in Teaching 2

Greater exposure and practice for student teachers to develop their proficiency and confidence as Malay Language teachers in the secondary school. Essay and letter writing, report writing, academic and creative writing. Literacy in Jawi will be included.

## Use of Tamil in Teaching

Module Code	Title	Module Category	No. of AUs	Pre-requisites
QLT520	Use of Tamil in Teaching 1	Core	1	-
QLT521	Use of Tamil in Teaching 2	Core	1	-

### QLT520 Use of Tamil in Teaching 1

Development of oral proficiency in Tamil language. Phonetics to help student teachers acquire accuracy and mastery in pronunciation and other communication skills inside and outside the classroom. Written communication skills. Common errors in writing and the syntactical aspects of Tamil.

### QLT521 Use of Tamil in Teaching 2

Written communication skills. Essay writing, report writing and creative writing and other communication skills that are necessary for various professional roles that teachers assume in the secondary schools. Effective ways of creating lessons and lesson plans with a view to increase the potential and highlighting a clear and effective way to maximise the student teachers' objectives.

**PGDE PROGRAMME  
TEACHING PHYSICAL EDUCATION  
AT SECONDARY LEVEL**

**Table 7 : Curriculum Structure of the PGDE (Physical Education, Secondary) Programme**

**Year 1**

Category/ Subject	Module Code	Title	No. of AUs
<b>EDUCATION STUDIES</b>			
	QED520	Educational Psychology I: Theories and Applications for Learning and Teaching	2
	QED521	Educational Psychology II: Providing for Individual Differences in Learning and Teaching and Classroom Management	2
	QED522	ICT for Engaged Learning	2
	QED523	The Social Context of Teaching and Learning	2
<b>CURRICULUM STUDIES</b>			
Physical Education	QPC520	Principles of Games	2
	QPC521	Instructional Methods in Physical Education	2
<b>CURRICULUM STUDIES (Select one)</b>			
Physical Education	QPC560	Curriculum Gymnastics	2
	QPC561	Swimming	2
<b>CURRICULUM STUDIES (Select one)</b>			
Physical Education	QPC562	Rugby	2
	QPC563	Basketball	2
<b>CURRICULUM STUDIES (Select one)</b>			
Physical Education	QPC564	Badminton	2
	QPC565	Volleyball	2
<b>CURRICULUM STUDIES (Select one)</b>			
Physical Education	QPC566	Dance	2
	QPC567	Track and Field	2
<b>ACADEMIC SUBJECT</b>			
Physical Education	QPA520	Introduction to Physical Education & Sport	3
	QPA521	Growth and Motor Development	2
	QPA522	Anatomical and Biomechanical Foundations of Physical Activity	3
<b>PRACTICUM</b>			
	QPR521	Teaching Practice 1	5
<b>LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS</b>			
	QLK520	Communication Skills for Teachers	2

**Note:** In addition to the core modules and required number of prescribed electives, student teachers are required to undertake a compulsory Group Endeavours in Service Learning (GESL) project – QGS511. Description on GESL projects is available in page 13.

## Year 2

Category/ Subject	Module Code	Title	No. of AUs
<b>CURRICULUM STUDIES</b>			
Physical Education	QPC620	Instructional Strategies in Teaching of Physical Education	3
	QPC621	Fitness and Conditioning	1
<b>CURRICULUM STUDIES (Select one)</b>			
Physical Education	QPC660	Soccer	2
	QPC661	Netball	2
<b>CURRICULUM STUDIES (Select one)</b>			
Physical Education	QPC662	Hockey	2
	QPC663	Softball	2
	QPC664	Tennis	2
<b>CURRICULUM STUDIES [Select one from the list of Arts/Science Curriculum Studies subjects under PGDE (Secondary) section]</b>			
		Arts/Science Curriculum Studies subjects	9
<b>ACADEMIC SUBJECT</b>			
Physical Education	QPA620	Physiology of Exercise	2
	QPA621	Foundations of Psychology & Motor Learning in Physical Activity	3
<b>PRACTICUM</b>			
	QPR620	Teaching Practice 2	10

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## **CONTENTS OF CORE MODULES AND PRESCRIBED ELECTIVES**

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### **EDUCATION STUDIES**

The modules for QED520-523 are described in Education Studies section under PGDE Programme, Teaching at Secondary Level.

### **CURRICULUM STUDIES**

#### **The Teaching of ....**

Descriptions of modules for Arts/Science Curriculum Studies subjects are available in Curriculum Studies section under PGDE Programme, Teaching at Secondary Level.

## CURRICULUM STUDIES

### The Teaching of Physical Education

Year	Module Code	Title	Module Category	No. of AUs	Pre-requisites
1	QPC520	Principles of Games	Core	2	-
	QPC521	Instructional Methods in Physical Education	Core	2	-
	QPC560	Curriculum Gymnastics	Prescribed	2	See @
	QPC561	Swimming	Prescribed	2	See @
	QPC562	Rugby	Prescribed	2	See @
	QPC563	Basketball	Prescribed	2	See @
	QPC564	Badminton	Prescribed	2	See @
	QPC565	Volleyball	Prescribed	2	See @
	QPC566	Dance	Prescribed	2	See @
2	QPC567	Track and Field	Prescribed	2	See @
	QPC620	Instructional Strategies in Teaching of Physical Education	Core	3	-
	QPC621	Fitness and Conditioning	Core	1	-
	QPC660	Soccer	Prescribed	2	See @
	QPC661	Netball	Prescribed	2	See @
	QPC662	Hockey	Prescribed	2	See @
	QPC663	Softball	Prescribed	2	See @
QPC664	Tennis	Prescribed	2	See @	

@: Student teachers are expected to have some basic skills BEFORE the start of the module. Instructors reserve the right to refuse admission to the module if the individual is deemed to be lacking in the basic skills.

## YEAR 1

### **QPC520 Principles of Games**

This course is designed to introduce student teachers to the management strategies and theories underpinning the teaching of games. A broad spectrum of lead-up games will be presented covering four classifications of invasion, net/barrier, striking/fielding and target to provide a systematic and creative understanding of the transferability of principles. Game-sense will be developed through an eclectic conceptual development using elements of 'play practice', sport education, and tactical approaches.

### **QPC521 Instructional Methods in Physical Education**

This module covers the foundation skills of planning, teaching and evaluating physical education including: content selection and development; organization; instructional strategies; time on task, and student management systems; observation of student performance; and feedback provision. Module format will include lectures, discussions, practical experiences, group work, and microteaching in a neighbourhood school.

### **QPC560 Curriculum Gymnastics**

This module will introduce the curriculum gymnastics to participants by means of thematic movement concepts based largely on floor activities and incorporating small and large apparatus. The aims of curriculum gymnastics will be espoused. The basic vocabulary of

movement will be enhanced with emphasis on the cognitive and affective development through the appropriate use of pedagogical styles. In addition, basic floor, kipping and vaulting skills will be taught with a focus on a mechanical understanding of the techniques involved as well as developing appropriate progression and competent spotting and an understanding of the biomechanical principles involved. Advances in video and computer technology will be introduced to student teachers to enhance their ability to analyse movement qualitatively. Participants will enhance self-confidence to teach gymnastics in a safe and fun way.

## **QPC561      Swimming**

This module aims to develop introductory teaching skills and stroke competencies in swimming. Student teachers will learn how to teach swimming to beginners by employing basic learn-to-swim and lead-up activities. Student teachers will be expected to practise, acquire and, finally, demonstrate correct and efficient technique in at least three out of the four swimming strokes (frontcrawl, breaststroke, backstroke and butterfly). Other related skills of swimming such as floating, diving, and water games will also be introduced. Safety in and around swimming pools (and other aquatic environments) will be emphasized in this course. This course is primarily activity-based and hence, participation is required. Student teachers will be required to be in proper swimming attire for each lesson.

## **QPC562 Rugby**

The form of Sport Education incorporating Games Concept Approach, Inquiry Based Learning, Hellison's Levels of Responsibility, Situated Learning, Problem Solving and Decision Making, Independent and Self Paced Learning will be explored. Instructional characteristics will include: Festive atmosphere, Record keeping/ accountability/ statistical analysis/match reports, Consistent team with draft, Formal scheduled competition, Sport Education Roles, Modified Games. It is intended to combine Sport Education and Games Concept Approach as both programs provide a focus of student centeredness, and the development of games play through the early immersion of students into modified games situations. The focus is not on traditional development of sports skills rather on wider learning outcomes. Student teachers will have the opportunity to complete the International Rugby Union (IRB) Level 1, The Australia Rugby Union SMART Program and gain recognition by the Singapore Sports Council as registered coaches.

## **QPC563 Basketball**

A variety of practical applications including: 1) individual on-ball and off-ball skill development, 2) team/game situations and 3) delivery of a basketball class using action-station and team-teaching methods are used to improve skills and knowledge in basketball. Student teachers will be able to assimilate that knowledge (apply it into the Physical Education pedagogy context) in a fun learning-oriented environment.

## **QPC564      Badminton**

Badminton is a game that volleys a shuttlecock across a net with rackets. In this module student teachers will be introduced to a variety of methods in which beginners could acquire the basic volleying skills in badminton (such as the net shots, drop shots and drives). The aim of this module is to enable student teachers to improve their volleying skills in badminton so that they are equipped with adequate badminton skills and learning strategies to enable them to teach badminton in school. The student teachers will also learn the basic rules of the game so that they will be able to umpire games in the competitions.

## **QPC565      Volleyball**

This module is designed to equip teachers-to-be with the necessary basic skills and teaching points in order to teach volleyball in Singapore schools. Special attention will be paid to acquiring the basic skills in volleyball i.e. forearm pass (dig), the face pass (volley), the serve (underarm and overhand), the spike and the block. Emphasis is placed on small-group activity and how to organize and conduct small-group activity in the school situation. Ample practice, reinforced with sound teaching points, is given to the use of the basic skill/skills in small-group game situations. Information about the latest rules of the game and referee hand signals will also be incorporated into the module.

**QPC566 Dance**

Teaching methods and resource for the planning and instruction of folk and line dances in the primary and secondary school curriculum. Teachers will learn dances from different cultures reflecting a variety of styles and techniques. In addition, teachers are introduced to the methods of leading creative dance experiences for children. The teaching methods used enable the design of lessons appropriate for a wide range of ages, interests and developmental stages. It also aims to give teachers a chance to discover the creative juice in them and draw on the elements of dance to create their own dances.

**QPC567 Track and Field**

This module is designed to equip teachers with the necessary knowledge and skills to teach selected Track and Field Events.

Biomechanical, physiological, anatomical, pedagogical and social issues and concepts will be used to show the link between the sciences and Track and Field events. The benefits of track and field as a vehicle for fun and fitness, as well as growth and development will be emphasised.

In the second part of this module, basic coaching of Track & Field events will be emphasized so as to enable teachers to take charge of Track & Field as a CCA in the schools.

## YEAR 2

### **QPC620 Instructional Strategies in Teaching of Physical Education**

This module, second in a series, builds on foundation pedagogical knowledge and skills appropriate for school students. It develops competence in a variety of teaching methods including inquiry, problem solving, group work and peer-teaching. Emphasis is placed on Mosston's teaching styles as well as concept approach to the teaching of games. The focus is on planning, teaching and evaluating situationally relevant lessons. Student teachers will be encouraged to refine their own teaching through systematic observation and analytic reflection. Course content will be presented through lectures, seminars, practical workshops, peer- and micro-teaching assignments in a neighbourhood school.

### **QPC621 Fitness & Conditioning**

This module is designed to help student teachers understand the theoretical and practical considerations regarding physical fitness and its development. Equal emphasis will be given to health related as well as performance related components of physical fitness. Various methods of training and testing for the components of physical fitness will be dealt with in practicals. Planning and writing training plans will be the concluding part of this module.

**QPC660 Soccer**

This module is designed to impart basic soccer skills and knowledge to teachers to be for the purpose of teaching children in a school setting. The emphasis of the module is on providing ample opportunities to play the game as well as to gain better knowledge on how to teach students.

**QPC661 Netball**

The module is designed to impart basic netball skills and knowledge to teachers for the purpose of teaching children in a school setting. The module will teach the basic skills of footwork, ball skills, goal shooting, and attacking/defending, as well as the application of these skills and game concepts/tactics in game play.

**QPC662 Hockey**

The game of hockey, while inherently exciting, is usually poorly taught in schools and is consequently labeled a dangerous game. The module aims to provide Physical Education teachers with the necessary skills and knowledge to present the game in a safe, yet enjoyable manner to their students.

**QPC663 Softball**

This module is designed to impart basic softball skills and knowledge to teachers for the purpose of teaching children in a school setting. The

emphasis of the module is on providing ample opportunities to play the game as well as to learn how to demonstrate basic skills.

**QPC664      Tennis**

This module is designed to assist student teachers develop their basic tennis skills to a level of efficiency which will enable them to introduce and teach the games to beginners in schools.

**ACADEMIC SUBJECT****Physical Education**

Year	Module Code	Title	Module Category	No. of AUs	Pre-requisites
1	QPA520	Introduction to Physical Education & Sport	Core	3	-
	QPA521	Growth and Motor Development	Core	2	-
	QPA522	Anatomical and Biomechanical Foundations of Physical Activity	Core	3	-
2	QPA620	Physiology of Exercise	Core	2	-
	QPA621	Foundations of Psychology & Motor Learning in Physical Activity	Core	3	Growth and Motor Development

**QPA520 Introduction to Physical Education & Sport**

This course emphasises concepts related to the broad field of physical education and sport. It provides an overview of the disciplines that study the field's philosophical, historical, cultural, and sociological foundations and their applications to professional practice. The module examines the structure of the Singapore Sports Council, National Sport Associations, Singapore Schools Sports Council and the Co-Curricular Activities Branch and their relationships in promoting participation in sports from recreational to high performance levels. The daily work in physical education and sport, looking at the traditional field of teaching and coaching, is also highlighted. Current issues and future directions in the field are also explored.

**QPA521                    Growth and Motor Development**

This module is designed to understand the relation between physical growth and motor development in children and adolescent. Various topics including stages, age related changes, individual differences, and gender differences in relation to growth and motor development will be covered during the module. In addition, interventional strategies to facilitate growth and motor development will be discussed. Implications for the teaching of physical education will be emphasized throughout the module.

**QPA522                    Anatomical and Biomechanical Foundations of Physical Activity**

Structural anatomy deals with the knowledge and an understanding of the skeleton, joints and muscle structure that produces movement. Biomechanics is the study of a biological system by means of mechanics. This module introduces the basic mechanical and anatomical concepts and principles that govern human movement. The aim of this module is to enable student teachers to perform qualitative analyses of human movement using basic concepts of mechanics and anatomy in the context of PE and sports.

**QPA620                    Physiology of Exercise**

The principal areas covered include energy metabolism for exercise, aerobic performance and anaerobic performance, sex and age-associated differences in exercise performances

and thermoregulation in the heat. The associated teaching implications will be brought to the fore. In addition, aspects of functional anatomy dealing with the associated exercise parameters and the part each plays in physical performance, health and fitness will be discussed in this module.

## **QPA621**

### **Foundations of Psychology & Motor Learning in Physical Activity**

This module examines the foundations of sport and exercise psychology and the concepts and principles associated with skill acquisition. Specifically, the module will focus on topics and issues related to the social psychological variables that influence participation in physical activity and sport, the sport and exercise environments within which participants operate, as well as selected outcomes of such participation.

## PRACTICUM

Module Code	Title	Module Category	No. of AUs	Pre-requisites
QPR521	Teaching Practice 1	Core	5	-
QPR620	Teaching Practice 2	Core	10	TP 1

### QPR521/620 Teaching Practice

The Practicum is a very important component of the PGDE programme. Its principal function is to provide student teachers with the opportunity to develop teaching competencies in a variety of instructional contexts and at different levels, under the guidance and supervision of cooperating teachers and university lecturers. They will learn from experienced cooperating teachers about the schooling process and prepare themselves for their roles and responsibilities in teaching.

During the Practicum, student teachers will be able to use the knowledge and skills acquired in the subjects they read at the university, and have opportunities to integrate theory and practice in schools.

The Practicum will comprise a 5-week Teaching Practice 1 (TP 1), conducted at the end of year 1, and of a 10-week Teaching Practice 2 (TP 2), conducted in the second year of study. It will be divided into a few phases to enable the student teachers to build up their skills and knowledge in a step-wise manner. Firstly they will develop planning and delivery skills, followed by classroom management and evaluation skills. In addition, to ensure that the student teachers have a holistic experience, they will also be provided opportunities to explore other aspects

of a teacher's life besides classroom teaching, for e.g., observing how CCAs are managed.

## LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS

### Communication Skills for Teachers

Module Code	Title	Module Category	No. of AUs	Pre-requisites
QLK520	Communication Skills for Teachers	Core	2	-

### QLK520 Communication Skills for Teachers

This is a practical course designed to provide the student teachers with oral and written skills necessary for effective communication as teachers in the classroom and in their professional interaction with colleagues, parents and the general public. It includes practice tasks to improve speaking skills as well as exercises and group work practice in thinking processes and communication strategies in the context of text types. Student teachers will be given practical instruction on vocal health care and vocal quality. The practice of good voice production will be embedded in the activities of every session.