

**PGDE PROGRAMME SPECIALISING IN SECONDARY  
SCHOOL TEACHING**

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## CURRICULUM STRUCTURE

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The curriculum structures for various specialisations of the PGDE (Secondary) programme are shown in Tables 2 and 3 below:

**Table 2 : Curriculum Structure of the PGDE (Secondary) Programme**

Category/ Subject	Module Code	Title	No. of AUs
<b>EDUCATION STUDIES</b>			
	PED513	Instructional Technology	2
	PED514	Social Context of Teaching and Learning	2
	PED515	The Psychology of Pupil Development and the Learning Process	2
	PED516	Teaching and Classroom Management	2
<b>EDUCATION STUDIES (Select 1)</b>			
	PED551	Assessment for Effective Learning	2
	PED552	Guidance and Counselling in Secondary Schools	2
	PED553	Teaching Pupils with Behavioural and Learning Problems	2
	PED554	Instructional Design and Computer-based Learning	2
	PED558	The Psychology of Learning and Motivation	2
	PED559	Classroom Management and Discipline	2
	PED560	Strategies for Effective Thinking and Learning	2
	PED561	Using Pupil Learning Style to Maximise Instructional Effectiveness	2
	PED562	Classroom Planning to Enhance Pupil Learning	2
	PED563	Understanding and Helping Gifted and Talented Pupils	2
	PED565	Understanding and Teaching Creative and Critical Thinking	2
	PED566	Motivating Pupils for Learning and Thinking	2
	PED567	Assessment to Promote Thinking in Secondary Schools	2
	PED569	Developing Creativity in the Secondary Classroom	2
	PED570	Understanding Social Behaviour of Secondary School Students	2
	PED571	Advanced Social and Educational Measurement	2
	PED572	Instructional Strategies and Learning Effectiveness	2
	PED574	Handling Crises	2
	PED575	Computer Applications in Educational Assessment	2

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Category/ Subject	Module Code	Title	No. of AUs
<b>EDUCATION STUDIES (cont'd)</b>			
	PED576	Motivating Students to Learn and Think	2
	PED577	Achieving the Desired Outcomes of Education through Project Work in Secondary Schools	2
	PED578	Using IT for Teaching and Assessment	2
	PED579	Facilitating Sexuality Education in Secondary Schools	2
	PED580	Constructive Learning with the Internet	2
	PED581	What it means to be a Teacher	2
	PED582	Creating Constructivist Activities with ICT	2
	PED583	Schooling in Meritocratic Societies	2
	PED584	How Schools Really Works	2
	PED585	Moral Education Across the Curriculum	2
	PED586	A New Learning Paradigm for Schools: The Learning Organisation (LO) Approach	2
	PED587	Rebels with a Cause!	2
	PED588	Investing in Social Capital: Building Effective Relationships with Educational Stakeholders.	2
	PED589	Surviving and Thriving as a Beginning Teacher	2
	PED590	Assessing and Improving the Classroom Learning Environment	2
	PED591	Making Learning Interesting for Secondary Students	2
	PED592	Youth At-Risk: From the Classroom to the Courtroom?	2
<b>CURRICULUM STUDIES (Any two as assigned by MOE)</b>			
	PCK	The Teaching of Accounting	8
	PCA	The Teaching of Art	8
	PCB	The Teaching of Biology	8 / 14*
	PCY	The Teaching of Chemistry	8 / 14*
	PCQ	The Teaching of Computer Applications	8
	PCN	The Teaching of Design and Technology	8
	PCO	The Teaching of Economics	8
	POA	The Teaching of Elements of Office Administration	8
	PCE	The Teaching of English Language	11
	PCG	The Teaching of Geography	8
	PCW	Guidance & Counselling	8
	PCH	The Teaching of History	8
	PCX	The Teaching of Home Economics	8
	PCR	The Teaching of Lower Secondary English Literature	8
	PCG	The Teaching of Lower Secondary Geography	10
	PCH	The Teaching of Lower Secondary History	10

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Category/ Subject	Module Code	Title	No. of AUs
	PCM	The Teaching of Lower Secondary Mathematics	8 ♦
	PCD	The Teaching of Malay Language	8
	PCM	The Teaching of Mathematics	8 ♦
	PCI	The Teaching of Music	8
	PCP	The Teaching of Physics	8 / 14*
	PCT	The Teaching of Tamil Language	8
<b>PRACTICUM</b>			
	PPR511 ❖	Practicum	0
<b>LANGUAGE ENRICHMENT AND ACADEMIC DISCOURSE SKILLS</b>			
Use of English in Teaching	PCU511 ☒	Use of English in Teaching	0
Use of Malay in Teaching	PCU516 <sup>+</sup>	Use of Malay in Teaching 1	1
	PCU517 <sup>+</sup>	Use of Malay in Teaching 2	1
Use of Tamil in Teaching	PCU518 <sup>++</sup>	Use of Tamil in Teaching 1	1
	PCU519 <sup>++</sup>	Use of Tamil in Teaching 2	1

- \* Trainee teachers offering The Teaching of Chemistry/Physics/Biology who are with only 'O' or 'A' level in Chemistry, Physics or Biology and have not taken foundation modules in that particular discipline at University level are required to offer two enrichment modules in that discipline. Each module carries 3 AUs and comprises e-based lectures, tutorials, laboratory work and tests.
- ♦ All trainees offering The Teaching of Mathematics and The Teaching of Lower Secondary Mathematics are required to offer an on-line self-study module to do independent study in topics in 'O' level Mathematics. The module "Essential Mathematics for Secondary Teachers" is offered on a Pass / Fail basis and carries 0 AU. Trainees must pass the module to obtain their PGDE(S).
- ❖ Although the Practicum carries zero AUs, a trainee teacher must pass the Practicum before he/she can be awarded the PGDE.
- ☒ This module is offered on a Pass/Fail basis. A Pass is required in order to fulfil the programme requirements.
- + In addition to the Use of English in Teaching, trainee teachers doing the Teaching of Malay Language as their second CS subject must do Use of Malay in Teaching.
- ++ In addition to the Use of English in Teaching, trainee teachers doing the Teaching of Tamil Language as their second CS subject must do Use of Tamil in Teaching.

**Table 3 : Curriculum Structure of the PGDE (Teaching of CL/ML/TL at Secondary Level) Programme**

Category/ Subject	Module Code	Title	No. of AUs
<b>EDUCATION STUDIES</b>			
	PED513	Instructional Technology	2
	PED514	Social Context of Teaching and Learning	2
	PED515	The Psychology of Pupil Development and the Learning Process	2
	PED516	Teaching and Classroom Management	2
<b>EDUCATION STUDIES (Select 1)</b>			
	PED551	Assessment for Effective Learning	2
	PED552	Guidance and Counselling in Secondary Schools	2
	PED553	Teaching Pupils with Behavioural and Learning Problems	2
	PED554	Instructional Design and Computer-based Learning	2
	PED558	The Psychology of Learning and Motivation	2
	PED559	Classroom Management and Discipline	2
	PED560	Strategies for Effective Thinking and Learning	2
	PED561	Using Pupil Learning Style to Maximise Instructional Effectiveness	2
	PED562	Classroom Planning to Enhance Pupil Learning	2
	PED563	Understanding and Helping Gifted and Talented Pupils	2
	PED565	Understanding and Teaching Creative and Critical Thinking	2
	PED566	Motivating Pupils for Learning and Thinking	2
	PED567	Assessment to Promote Thinking in Secondary Schools	2
	PED569	Developing Creativity in the Secondary Classroom	2
	PED570	Understanding Social Behaviour of Secondary School Students	2
	PED571	Advanced Social and Educational Measurement	2
	PED572	Instructional Strategies and Learning Effectiveness	2
	PED574	Handling Crises	2
	PED575	Computer Applications in Educational Assessment	2
	PED576	Motivating Students to Learn and Think	2
	PED577	Achieving the Desired Outcomes of Education through Project Work in Secondary Schools	2
	PED578	Using IT for Teaching and Assessment	2
	PED579	Facilitating Sexuality Education in Secondary Schools	2
	PED580	Constructive Learning with the Internet	2

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Category/ Subject	Module Code	Title	No. of AUs
	PED581	What it means to be a Teacher	2
	PED582	Creating Constructivist Activities with ICT	2
	PED583	Schooling in Meritocratic Societies	2
	PED584	How Schools Really Works	2
	PED585	Moral Education Across the Curriculum	2
	PED586	A New Learning Paradigm for Schools: The Learning Organisation (LO) Approach	2
	PED587	Rebels with a Cause!	2
	PED588	Investing in Social Capital: Building Effective Relationships with Educational Stakeholders.	2
	PED589	Surviving and Thriving as a Beginning Teacher	2
	PED590	Assessing and Improving the Classroom Learning Environment	2
	PED591	Making Learning Interesting for Secondary Students	2
	PED592	Youth At-Risk: From the Classroom to the Courtroom?	2
<b>CURRICULUM STUDIES (Select either Chinese, Malay or Tamil Language)</b>			
Chinese Language	PCC511	Teaching of Chinese Language 1	5
	PCC512	Teaching of Chinese Language 2	3
Malay Language	PCD510	Teaching of Malay Language 1	5
	PCD511	Teaching of Malay Language 2	3
Tamil Language	PCT511	Teaching of Tamil Language 1	5
	PCT512	Teaching of Tamil Language 2	3
<b>CURRICULUM STUDIES (Select the same language as in first Curriculum Studies)</b>			
Chinese Literature	PCJ511	Teaching of Chinese Literature 1	6
	PCJ512	Teaching of Chinese Literature 2	2
Malay Literature	PCJ513	Teaching of Malay Literature 1	6
	PCJ514	Teaching of Malay Literature 2	2
Tamil Literature	PCJ515	Teaching of Tamil Literature 1	5
	PCJ516	Teaching of Tamil Literature 2	3
<b>PRACTICUM</b>			
	PPR511❖	Practicum	0
<b>LANGUAGE ENRICHMENT AND ACADEMIC DISCOURSE SKILLS (Select the same language as in first Curriculum Studies)</b>			
Use of Chinese in Teaching	PCU514	Use of Chinese in Teaching 1	1
	PCU515	Use of Chinese in Teaching 2	1
Use of Malay in Teaching	PCU516	Use of Malay in Teaching 1	1
	PCU517	Use of Malay in Teaching 2	1
Use of Tamil in Teaching	PCU518	Use of Tamil in Teaching 1	1
	PCU519	Use of Tamil in Teaching 2	1

❖ Although the Practicum carries zero AUs, a trainee teacher must pass the Practicum before he/she can be awarded the PGDE.

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

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### **EDUCATION STUDIES**

Education Studies will acquaint trainee teachers with the key concepts and principles in education that are necessary for effective instruction and reflective practice in secondary schools. The modules will deal with pupil development, the social context within which schooling operates, the application of psychology in teaching and learning, proactive approaches to develop creative and critical thinking skills and the use of instructional technologies in the classroom.

The Education Studies component comprises two groups of modules namely *CORE MODULES* and *PRESCRIBED ELECTIVES*. The core modules are compulsory as they deal with basic educational concepts and principles. The prescribed electives allow choices which are intended to provide trainee teachers with an opportunity for in-depth and rigorous study of some significant areas in the field of education and to serve as a basis for the application of educational principles in a variety of instructional contexts.

## Education Studies

<b>Module Code</b>	<b>Title</b>	<b>Module Category</b>	<b>No. of AUs</b>	<b>Pre-requisites</b>
PED513	Instructional Technology	Core	2	-
PED514	Social Context of Teaching and Learning	Core	2	-
PED515	The Psychology of Pupil Development and the Learning Process	Core	2	-
PED516	Teaching and Classroom Management	Core	2	-
PED551	Assessment for Effective Learning	Prescribed	2	-
PED552	Guidance and Counselling in Secondary Schools	Prescribed	2	-
PED553	Teaching Pupils with Behavioural and Learning Problems	Prescribed	2	-
PED554	Instructional Design and Computer-based Learning	Prescribed	2	-
PED558	The Psychology of Learning and Motivation	Prescribed	2	-
PED559	Classroom Management and Discipline	Prescribed	2	-
PED560	Strategies for Effective Thinking and Learning	Prescribed	2	-
PED561	Using Pupil Learning Style to Maximise Instructional Effectiveness	Prescribed	2	-
PED562	Classroom Planning to Enhance Pupil Learning	Prescribed	2	-
PED563	Understanding and Helping Gifted and Talented Pupils	Prescribed	2	-
PED565	Understanding and Teaching Creative and Critical Thinking	Prescribed	2	-
PED566	Motivating Pupils for Learning and Thinking	Prescribed	2	-
PED567	Assessment to Promote Thinking in Secondary Schools	Prescribed	2	-
PED569	Developing Creativity in the Secondary Classroom	Prescribed	2	-
PED570	Understanding Social Behaviour of Secondary School Students	Prescribed	2	-
PED571	Advanced Social and Educational Measurement	Prescribed	2	-
PED572	Instructional Strategies and Learning Effectiveness	Prescribed	2	-
PED574	Handling Crises	Prescribed	2	-

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<b>Module Code</b>	<b>Title</b>	<b>Module Category</b>	<b>No. of AUs</b>	<b>Pre-requisites</b>
PED575	Computer Applications in Educational Assessment	Prescribed	2	-
PED576	Motivating Students to Learn and Think	Prescribed	2	-
PED577	Achieving the Desired Outcomes of Education through Project Work in Secondary Schools	Prescribed	2	-
PED578	Using IT for Teaching and Assessment	Prescribed	2	-
PED579	Facilitating Sexuality Education in Secondary Schools	Prescribed	2	-
PED580	Constructive Learning with the Internet	Prescribed	2	-
PED581	What it means to be a Teacher	Prescribed	2	-
PED582	Creating Constructivist Activities with ICT	Prescribed	2	-
PED583	Schooling in Meritocratic Societies	Prescribed	2	-
PED584	How Schools Really Works	Prescribed	2	-
PED585	Moral Education Across the Curriculum	Prescribed	2	-
PED586	A New Learning Paradigm for Schools: The Learning Organisation (LO) Approach	Prescribed	2	-
PED587	Rebels with a Cause!	Prescribed	2	-
PED588	Investing in Social Capital: Building Effective Relationships with Educational Stakeholders.	Prescribed	2	-
PED589	Surviving and Thriving as a Beginning Teacher	Prescribed	2	-
PED590	Assessing and Improving the Classroom Learning Environment	Prescribed	2	-
PED591	Making Learning Interesting for Secondary Students	Prescribed	2	-
PED592	Youth At-Risk: From the Classroom to the Courtroom?	Prescribed	2	-

### **PED513 Instructional Technology**

Learning, thinking, and the effective use of instructional technologies in the classroom; instructional planning models; selecting, creating, evaluating, and integrating instructional technologies

and resource materials; promoting creativity and complex thinking through IT project work activities; organising and managing instructional activities with appropriate IT resources in the classroom.

### **PED514 Social Context of Teaching and Learning**

The historical development, structure and organisation of the Singapore education system; key education policies. Sociological perspectives on teaching, learning and socialisation: the school and society; home and school; effective school organisation; teaching as a profession. Philosophical perspectives on teaching and learning: the concept of education; moral education; authority, freedom and education.

### **PED515 The Psychology of Pupil Development and the Learning Process**

Understanding different aspects of adolescent development and how these influence the teaching and learning processes. It covers physical changes in adolescence, stages of moral development, formation of identity 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 to develop creative and critical thinking, problem-solving skills and remedial measures to help weaker pupils.

## **PED516 Teaching and Classroom Management**

Emphasis on the application of pedagogical knowledge and instructional skills for facilitating learning, the understanding of different models of classroom management and the role of classroom management in fostering academic achievement and appropriate pupil behaviour in different classroom settings such as, computer and science laboratories and subject rooms. In addition, the importance of the practices of proactive classroom management and positive interpersonal teacher behaviour on classroom learning is stressed.

## **PED551 Assessment for Effective Learning**

Role of assessment in the learning process; assessment practices in Singapore schools; basic knowledge and practical skills of monitoring and assessing pupils' learning; essentials of measurement in the cognitive, affective and behavioural domains; the use and construction of classroom tests; item analysis and test reporting; basic statistics for educational measurement; use of computer in educational assessment; evaluation of teaching and learning.

## **PED552 Guidance and Counselling in Secondary Schools**

Principles and practice of Pastoral Care and Career Guidance and its introduction to Singapore schools; group dynamics in the classroom and techniques in developmental group guidance; social and psychosocial factors affecting the personal development and learning of pupils; assessment of

guidance needs; career development and career guidance needs of adolescents; the helping process and basic counselling skills.

**PED553 Teaching Pupils with Behavioural and Learning Problems**

Types and classification of behavioural and learning problems; identification and diagnosis; causal factors; behaviour management; multidisciplinary approach in evaluation and intervention.

**PED554 Instructional Design and Computer-based Learning**

Through the PED554 module you will develop and apply effective instructional software design principles to design, develop and evaluate a small web-based learning project. You will use a variety of software technologies, including appropriate authoring tools to create web-based learning objects. Sound computer skills and knowledge in one or more of relevant software (e.g., Macromedia Flash, Authorware, Dreamweaver, or equivalent) is desirable. Motivation to learn technical skills independently is also desirable.

**PED 558 The Psychology of Learning and Motivation**

The role of the teacher as a motivator; motivating and demotivating factors affecting learning; strategies for motivating different types of learners.

## **PED559 Classroom Management and Discipline**

Recent research and development in classroom management and implications for teaching; teacher expectations/behaviours and their influence on pupil behaviour; establishing a supportive learning environment; issues in classroom management approaches and principles and practice of effective classroom management and discipline.

## **PED560 Strategies for Effective Thinking and Learning**

The place of thinking skills in teaching and learning; different types of thinking skills; the role of the teacher in creating a learning environment conducive for thinking; relevant thinking programmes and their implications for classroom practice; teaching thinking skills to enhance learning; observing, monitoring and evaluating the development of thinking skills in the learner.

## **PED561 Using Pupil Learning Style to Maximise Instructional Effectiveness**

Knowing your students in relation to how they learn, retain and analyze information is learning styles. This construct often overlooked is extremely crucial as it determines how you can maximize your instructional effectiveness through your students' 'cognitive engagement styles'. This elective will provide you with some basic understanding of what learning style is, the importance of learning style, the range of learning style models and some practices on the diagnosis and interpretation of learning styles.

## **PED562 Classroom Planning to Enhance Pupil Learning**

Planning of programmes, classroom practices and resources to meet the needs of individual students; making effective use of audiovisual resources; support materials and different strategies to encourage active learning; encouraging students to become autonomous learners.

## **PED563 Understanding and Helping Gifted and Talented Pupils**

Definition of terms; issues; concept of "academic excellence"; nature and identification of high ability pupils; development of the gifted education movement from Plato to the present time; overview of gifted education world-wide; justification for and against special provisions for the gifted; the role of the home and school; strategies to promote the growth and development of gifted and talented pupils.

## **PED565 Understanding and Teaching Creative and Critical Thinking**

Human beings as rational beings. Thinking: hardware, softwares and validation. Concepts, theories and instruments to assess creative and critical thinking. Thinking dispositions and competencies. Instructional strategies in relation to knowledge acquisition and inquiry. On becoming a creative and critical thinker.

## **PED566 Motivating Pupils for Learning and Thinking**

Skills that teachers can acquire to promote pupils' learning and thinking. Enabling pupils to learn for retention. Thinking organisers for critical thinking and structures for creative thinking. Preparing teachers to create a motivating classroom environment for effective learning and thinking.

## **PED567 Assessment to Promote Thinking in Secondary Schools**

Understanding and applying the basic principles in assessment to the classroom situation. Basic knowledge and practical skills to manage and monitor pupils' learning at the secondary level. Covers alternative modes of assessment to assess different thinking skills.

## **PED569 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.

## **PED570 Understanding Social Behaviour of Secondary School Students**

Social behaviour in the school and classroom; how students and teachers think about and interact with each other; how students think about their own attitudes and behaviour and how these are influenced by situational and social factors; self-esteem; social identity; helping and aggressive behaviour; obedience and conformity; leadership; and close relationships.

## **PED571 Advanced Social and Educational Measurement**

Essential topics in advanced social and educational measurement, particularly in Item Response Theory (IRT) and attitude measurement models; quantitative study and applications; some basic knowledge of probability and statistics; the usage and application of related computer software integrated with the theory of advanced social and educational measurement.

## **PED572 Instructional Strategies and Learning Effectiveness**

Effective learning requires careful planning and implementation of instruction. This module centres upon the planning and the implementation aspects of instruction. Various instructional strategies such as whole-class teaching, small group instruction, group work, individual instruction, out-of-classroom instruction, games and simulation and their effective implementation will be examined for facilitating learning in the classroom. The importance of empowering students in learning, and the teaching of

‘thinking and learning strategies’ to students during the process of instruction will be addressed.

### **PED574 Handling Crises**

Preparing teachers for a variety of crises that may arise in secondary school classrooms. Teachers’ responsibilities and options for action in crises. An overview of challenges resulting from substance abuse, street gangs, suicidal behaviour, date rape, family tensions and other personal as well as health-related emergencies. Current community resources available to secondary school teachers handling such crises.

### **PED575 Computer Applications in Educational Assessment**

State-of-the-art computer software for various assessment tasks, including item banking, item analysis, item calibration, test construction, test administration, test scoring and test reporting, and their applications for school-based testing. An examination of some benefits and/or limitations of using computers for educational assessment.

### **PED576 Motivating Students to Learn and Think**

Students learn well when they are highly motivated. Teachers can acquire strategies to instil positive attitude and perceptions about learning among their students. Knowing how the brain learns also enables teachers to use brain compatible teaching strategies so that students will learn better and faster. Using cooperative learning activities and catering to different

learning styles will enable more students to acquire learning-to-learn and thinking skills in an enjoyable manner.

### **PED577 Achieving the Desired Outcomes of Education through Project Work in Secondary Schools**

The module attempts to relate the initiatives introduced through the concept of “Thinking School Learning Nation” (1997) to the Desired Outcomes of Education (1998). The rationale for the inclusion of Project Work as one of the criteria for University admission will be discussed. Ways of building teamwork, application of thinking strategies, infusion of thinking skills, development of metacognitive skills, critical thinking, creative thinking, management of group project and assessment of group project work will be the topics covered in this module. Assessment of this module will be by group project. Marks will be given for individual reflective journal writing and peer evaluation. This mode of assessment will give participants a chance to be acquainted with the task awaiting for them in school.

### **PED578 Using IT for Teaching and Assessment**

The use of IT in schools is a key strategy laid out by Singapore’s Masterplan for IT in Education. School teachers are called upon to use IT in their teaching to help pupils with learning skills, creative thinking and communication skills. This module is designed to prepare trainee teachers with some essential IT techniques to create an IT-enhanced learning environment and conduct IT-based classroom assessment. Participants of this module are supposed

to have taken the IT workshops or have equivalent knowledge and skills. The techniques covered by this module include classroom presentation, simple data analysis from educational assessment and psychological measurement.

### **PED579 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 develop an awareness of attitudes and emotional, cultural and moral issues. They will participate in hands-on activities that facilitate and promote discussions. 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.

### **PED580 Constructive Learning with the Internet**

Tutor-led and participants-led sessions focusing on learning theories, approaches, and demonstrations will be complemented with practical activities and discussions. The teaching and learning activities focus on topics related to constructivist learning with the Internet. At the end of the module, participants will be able to:

- Explain and elaborate on the different roles of the teachers and students in constructivist learning

with the Internet (researchers, designers, facilitators, presenters).

- Identify the technical and pedagogical skills necessary and sufficient for teachers and students to take up these roles successfully.
- Take up the teaching and learning opportunities of the Internet in a given educational context.
- Design and develop sessions that are mediated by Internet technologies based on sound pedagogical foundation.
- Apply concepts and tools covered in the course to the Singapore classroom.

### **PED581 What It Means To Be A Teacher**

The course will initiate trainee teachers to two traditional paradigms of teaching: teaching as transmission of knowledge and skills and as transformation of character, virtue and thought. It will explore the challenge and uncertainty, the personal creativity and commitment, the moral and intellectual dimensions of teaching. It intends to expose trainee teachers to other aspects of teaching that tend to be overlooked, and lead trainee teachers to a deepened appreciation of being a teacher and a heightened sense of its worth.

### **PED582 Creating Constructivist Activities with ICT**

Use of various IT-based tools to design and create various constructivist activities to help pupils learn; various aspects on the theoretical framework of constructivism and cognitivism; various strategies of using tools to promote creativity and thinking; use of

IT tools like semantic networking, multimedia authoring tools, and office productivity software.

### **PED583 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.

### **PED584 How Schools Really Work**

Ask most young adults whether the schools they attended developed their full potential and the answer will probably be “NO”. This not surprising as schools have historically failed as many students as they have passed. But nowadays we are constantly being told that the process of globalisation and the shift towards a knowledge-based economy will change this. It is said that all abilities will be developed to the full and students will for the first time have genuine equality of educational opportunity. But how easy is it to change our schools? How are schools related to the broader society? What processes are at work in schools that make change difficult to accomplish? On this module

we shall explore a number of sociological themes such as the process of differentiation and subcultural formation, cultural deprivation and cultural reproduction, school and classroom culture, the hidden curriculum, teacher strategies and the role of the teacher. We shall look at case studies of improving schools in Singapore and research into school effectiveness.

### **PED585 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 the help of actual examples, this explores the various facets of a teacher's work in the classroom, school and community, in order to show that all subject teachers, not only Civics and Moral Education teachers, teach knowledge that is needed for our students' complete understanding of their obligations within their specific life situations. They do this both within the curriculum as well as during 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 moral practice, no matter what subject they teach and what co-curricular activities they conduct.

### **PED586 A New Learning Paradigm for Schools: The Learning Organisation (LO) Approach**

Are we teaching what we ought to be teaching in the way that we ought to teach? Are our students learning what they ought to be learning in the way they ought to learn? How can teachers promote more

effective and efficient learning through the practice of the five disciplines of the Learning Organisation (LO), namely, Personal Mastery, Mental Models, Shared Vision, Team Learning and Systems Thinking? This module is an introduction to how teachers can use the concept and disciplines of the Learning Organisation in their classroom and in school-wide interactions with other participants of the school organisation.

### **PED587 Rebels with a Cause!**

This module examines a number of controversial rebel educators who rocked the boat of established educational ideas and practices throughout history. Examples of rebel philosophy include:

- “ Do not tell a child anything which he can learn for himself” (Rousseau).
- “ Education must harmonize with nature” (Pestalozzi).
- “ Replace authority in schools with freedom” (A.S.Neill).
- “ Children should be allowed to follow their own interests” (Bertrand Russell).
- “ Schools encourage children to act stupidly” (John Holt).

These controversial statements will be discussed in terms of their relevance to the prevailing socio-economic environment in Singapore today. Students enrolled in this module will be encouraged to reflect on the material presented through lectures, tutorials, student seminar presentations, formal debates, films and informal discussions.

## **PED588 Investing in Social Capital: Building Effective Relationships with Educational Stakeholders**

This module explores how school professionals can leverage on social capital to build positive school-community links with major educational stakeholders such as parents. It examines research on the benefits of, and barriers to, parental involvement in schooling and provides opportunities for research into school-home relationships in Singapore. Participants will gain first-hand insights into teacher skills and strategies for creative partnerships at primary and secondary levels of schooling.

## **PED589 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 a) discuss and clarify their aspirations, expectations, fears and concerns; b) understand some of the key roles, responsibilities and challenges awaiting them in their relationships with other stakeholders in the school system, and c) think about their career progression beyond the initial years.

## **PED590 Assessing and Improving the Classroom Learning Environment**

Educators around the world tend to pay more attention to student achievement and only a little attention to the environment of the classroom. Recent studies show that the nature of the classroom environment and psychosocial interactions can make a difference in how the students learn and achieve their goals. Practicing teachers need to assess the classroom environment from time to time to make sure that learning is conducive. This course aims to introduce some of the concepts in the study of learning environment and how to make use of some of the instruments to measure and improve the nature of the classroom.

## **PED591 Making Learning Interesting for Secondary Students**

Understanding how students learn and what it means to make learning interesting. Developing a repertoire of teaching strategies and tactics from the basic chalk and talk to teaching with MI, from infusion of creative and critical thinking into lessons to learning across the curricula with the use of PBL.

## **PED592 Youth At-Risk: From the Classroom to the Courtroom?**

This course provides trainee 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. This 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.

## CURRICULUM STUDIES

The Curriculum Studies options are teaching subjects relevant to the needs of secondary schools, junior colleges and centralised institutes. The aim in teaching Curriculum Studies is to expose trainee teachers to the syllabi and textbooks in the curriculum and train the trainee teachers in the methods and techniques of teaching subjects at the secondary and junior college levels. Trainee teachers in training will be assigned to specialise in two curriculum subject areas.

### The Teaching of Accounting

Module Code	Title	Module Category	No. of AUs	Pre-requisites
PCK511	Teaching Principles of Accounts at Secondary Level	Core	6	-
PCK513	Assessment and Further Strategies in Teaching Principles of Accounts	Core	2	-

### **PCK511 Teaching Principles of Accounts at Secondary Level**

The rationale and structure of Principles of Accounts in the school curriculum; selection and sequencing of subject content based on the thematic learning approach. Application of a variety of strategies and resources for teaching and learning of Principles of Accounts, including cooperative learning, peer tutoring, mastery learning, and practice sets. Application of frameworks like Dimensions of Learning, learning styles and brain-based learning in teaching express and normal course pupils. Using technology in Accounting education. Lesson planning and micro-teaching of selected topics in the Principles of Accounts syllabus, with peer feedback and self-reflection.

## **PCK513 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. Extending teaching strategies to 'A' Level Accounting at centralised institutes. Development of higher level thinking skills in Accounting through inquiry and guided discovery, problem-solving and case studies.

## The Teaching of Art

Module Code	Title	Module Category	No. of AUs	Pre-requisites
PCA511	Teaching Art at the Secondary Level	Core	1	-
PCA512	Artistic Processes and the Art Curriculum I	Core	3	-
PCA513	Ceramics	Core	2	-
PCA515	Artistic Processes and the Art Curriculum II	Core	2	-

### **PCA511 Teaching Art at the Secondary Level**

A survey of historical and theoretical developments in secondary art education with particular emphasis on recent international theories and practices in the field regarding creativity and their importance for art education in Singapore. Strategies for the implementation of IT to expand the range of available creative options. The infusion of National Education (NE) into the art curriculum.

### **PCA512 Artistic Processes and the Art Curriculum I**

Study of an area of two-dimensional studio practice that can be used at the secondary level. Exploration of the theoretical underpinnings of different creative art practices and the curricular implications of IT and NE in a developmental approach to encourage the intellectual and emotional development of students in the secondary school.

### **PCA513 Ceramics**

An introduction to the teaching of ceramics at the secondary level including a range of ceramic forming techniques and exploration of decoration, glazing and firing techniques. Emphasis on a creatively developmental approach with due consideration of the incorporation of IT and NE.

### **PCA515 Artistic Processes and the Art Curriculum II**

Building on the Semester 1 modules, the development by trainee teachers of a body of work in a chosen area of studio practice, to be used as a focus to investigate aspects of secondary art education such as syllabus and lesson planning and development including the use of IT. Evaluation strategies as transferable skills. The rich multicultural heritage and recent history of Singapore as a locus of student identity.

## The Teaching of Biology

Module Code	Title	Module Category	No. of AUs	Pre-requisites
PCB511	Teaching of Biology I	Core	2	-
PCB512	Teaching of Biology II	Core	4	-
PCB513	Teaching of Biology III	Core	2	-
PCB514*	Cell and Environment	Core	3	-
PCB515*	Physiology and Biochemistry	Core	3	-

\* CS Biology trainee teachers with only 'O' or 'A' level in Biology and have not taken foundation modules in Biology at university level are required to offer these two enrichment modules in Biology. These modules comprise e-based lectures, tutorials, laboratory work and tests.

### PCB511 Teaching of Biology I

Three areas of psychological concern that underline the teaching of Biology/Science.

- The nature of science : a paradigm for the analysis and rationale of the biology curriculum in schools.
- Concept Learning : including individual differences between pupils in different ability streams; readiness and sequential learning; learning styles; perceptual and conceptual differences; misconceptions, alternative conception and conceptual change.
- Thinking and Learning : with creative and critical thinking; cognitive development, inductive - deductive learning; problem-solving and inquiry/discovery learning.

## **PCB512 Teaching of Biology II**

The Biological Sciences curriculum in Singapore schools from Secondary to Pre-University levels; vis-à-vis the relevant syllabi, textbooks, teachers' guides and reference journals. Planning of Biology 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 cooperative learning strategies. Practice of these skills in a microteaching/mini-teaching setup. The management and control of pupil behaviour together with safety practices in science laboratories. IT and its application for Biology teaching with reference to materials and resources from the Internet.

## **PCB513 Teaching of Biology III**

Issues on the what and why of testing in Science teaching and learning; formulating tables of specification; and the construction of sample test items. Practical skills assessment (SPA) and rubrics for practical assessment and marking. Marking of examination scripts with implications for teachers and teaching styles. Issues and safety measures in conducting Life Sciences experiments in secondary schools. The role of resource centres in planning for field trips in Biology teaching outside the classroom.

## **PCB514 Cell and Environment**

This course will introduce students to the study of cell structure and its function, cell division, diversity of life forms, interaction of organisms with their environment. The course content and coverage will be presented online; students are requested to buy at least one recommended text. All lectures will be on e-learning using Blackboard and links to websites will be provided.

## **PCB515 Physiology and Biochemistry**

This course will introduce students to the physiological and biochemical processes that occur within plants and animals for their survival in the different habitats. The course content includes Physiology, Biochemistry, Cell Biology, Ecology, Organismal Biology, Evolution and Genetics. Lab-based activities are included to reinforce concepts learned

## The Teaching of Chemistry

Module Code	Title	Module Category	No. of AUs	Pre-requisites
PCY511	The Teaching of Chemistry I	Core	4	-
PCY512	The Teaching of Chemistry II	Core	2	-
PCY513	The Teaching of Chemistry III	Core	2	-
PCY514*	General and Inorganic Chemistry	Core	3	-
PCY515*	Physical and Organic Chemistry	Core	3	-

\* CS Chemistry trainee teachers with only 'O' or 'A' level in Chemistry and have not taken foundation modules in Chemistry at university level are required to offer these two enrichment modules in Chemistry. These modules comprise e-based lectures, tutorials, laboratory work and tests.

### PCY511 The Teaching of Chemistry I

Basic 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 into the chemistry curriculum. The planning and teaching strategies crucial for the effective teaching of chemistry that includes unit and lesson planning, the inquiry approach, constructivist approach, problem-solving, expository teaching, demonstrations, practical work and project work. The management of the chemistry laboratory and laboratory safety. The preparation and use of teaching aids and resource materials.

### PCY512 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 of the school-based practical assessment (SPA).

### **PCY513 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. Trainee-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.

### **PCY514 General and Inorganic Chemistry**

The module comprises 15 e-based lectures, 2 tests (1.5 hours x 2), 2 tutorials (1.5 hours x 2) and 18 hours (3 hours x 6) of laboratory work.

This module provides the foundational knowledge and principles of general and inorganic chemistry. It is designed to equip teachers with adequate knowledge of general chemistry to understand and explain everyday phenomena. Topics covered include the building blocks of matter, their characteristics and properties leading to the understanding of their reactivities and behaviour. Redox reactions, half reactions, balancing redox equations and everyday applications of redox reactions, rusting, food preservation, anti-oxidants and biological process are also discussed.

## **PCY515 Physical and Organic Chemistry**

The module comprises 15 e-based lectures, 2 tests (1.5 hours x 2), 2 tutorials (1.5 hours x 2) and 18 hours (3 hours x 6) of experimental work for Physical Chemistry and Organic Chemistry.

This module provides the foundational knowledge and principles of physical and organic chemistry. Topics covered include: kinetic theory of gases; thermochemistry; equilibrium chemical kinetics and electrochemistry; hydrocarbons and a few other selected classes of organic compounds such as alkanes, alkenes, alcohols, carboxylic acids and polymer. The economic and environmental impact of petrochemicals is also discussed.

## The Teaching of Chinese Language

Module Code	Title	Module Category	No. of AUs	Pre-requisites
PCC511	Teaching of Chinese Language 1	Core	5	-
PCC512	Teaching of Chinese Language 2	Core	3	-

### **PCC511 Teaching of Chinese Language 1**

Different theories of language acquisition. Various approaches to the teaching of Chinese in the bilingual context of Singapore. The development of listening, speaking and reading skills with various levels of thinking skills. Chinese language testing. IT for the teaching of Chinese language.

### **PCC512 Teaching of Chinese Language 2**

Various approaches to the teaching of Chinese vocabulary and syntax. The objectives and various approaches to the teaching of writing skills with various levels of thinking skills. IT for the teaching of Chinese language.

## The Teaching of Chinese Literature

Module Code	Title	Module Category	No. of AUs	Pre-requisites
PCJ511	Teaching of Chinese Literature 1	Core	6	-
PCJ512	Teaching of Chinese Literature 2	Core	2	-

### **PCJ511 Teaching of Chinese Literature 1**

The aims and objectives of teaching Chinese literature. Criteria for selecting literary texts and reading materials. Teaching of the history of Chinese literature. Various approaches and strategies for the teaching of Chinese poetry, short stories and novels. Questions with various levels of thinking skills for teaching and testing. IT for the teaching of Chinese literature.

### **PCJ512 Teaching of Chinese Literature 2**

The organisation of meaningful activities for the appreciation of Chinese prose and drama. Questions with various levels of thinking skills for teaching and testing. IT for the teaching of Chinese literature.

## The Teaching of Computer Applications

Module Code	Title	Module Category	No. of AUs	Pre-requisites
PCQ522	Topics in Computer Applications	Core	4	-
PCQ524	Computer Laboratories and Resources	Core	1	-
PCQ526	Assessment and Coursework	Core	2	-
PCQ527	Instructional Approaches in Computer Applications	Core	1	-

### **PCQ522 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 during micro-teaching sessions. Tutor and fellow students give feedback and suggestions on various aspects of teaching competencies for reflection and further practice.

### **PCQ524 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.

## **PCQ526 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.

## **PCQ527 Instructional Approaches in 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 during micro-teaching sessions.

## The Teaching of Design and Technology

Module Code	Title	Module Category	No. of AUs	Pre-requisites
PCN511	Teaching and Evaluating the Problem Solving Process	Core	3	-
PCN512	Materials Processing	Core	3	-
PCN513	Managing and Teaching the Design and Technology Curriculum	Core	2	-

### **PCN511 Teaching and Evaluating the Problem Solving Process**

Strategies to teach problem solving in the Design and Technology curriculum. Introduction to the teaching of graphic communication skills. Product research, creative and critical thinking skills, anthropometry and ergonomics, modelling and computer-aided design. Experience in coming to grips with self-identified problem and the production of a folio. Hands-on experience in the evaluation of folios and artefacts according to prescribed marking scheme. A simulated environment to analyse and evaluate trainee teachers' own teaching efforts through peer teaching sessions with special emphasis on introductory procedures and closures, questioning skills and practical workshop demonstrations. Encouragement will be given towards solutions of problems that have elements of National Education in them.

### **PCN512 Materials Processing**

Correct and safe work habits and selection of the appropriate technique in the use of materials as expected of all Design and Technology teachers. Hands-on experience, which includes an integration of design and multi-material approach to project work to

enable student teachers to provide advice on solutions to design problems. Properties and working characteristics of materials, processes involving setting and marking out, shaping by wasting and forming, methods of joining, surface finishing and heat treatment, safe and correct usage and maintenance of basic hand tools. The production of simple electronic devices. Hands-on experience in the use of common basic machines used in secondary schools. The safe operations of the basic machines through the different stages of mini projects. Use of powered hand tools and simple computer assisted machining tools. As far as possible, elements of National Education will be incorporated in the designs of the finished artefacts.

### **PCN513 Managing and Teaching the Design and Technology Curriculum**

The Design and Technology syllabus for 'O' level in relation to its philosophy, implementation and evaluation. An in-depth analysis of the curriculum in conjunction with the development of a scheme of work. Aspects on workshop organisation and management, resource and facilities planning and safe practices in the workshop. An integrated approach to the teaching of the common processes involving wood, metal, and plastics - their characteristics and workability. The selection of appropriate materials and processes in the development of artefacts. The effective integration of 'technology' into the curriculum. National Education issues on the change to Design and Technology instead of teaching the crafts are incorporated.

## The Teaching of Economics

Module Code	Title	Module Category	No. of AUs	Pre-requisites
PCO511	Basic Approaches to Teaching A-level Economics	Core	5	-
PCO512	Further Instructional Approaches and Assessment of A-level Economics	Core	3	-

### **PCO511 Basic Approaches to Teaching A-level Economics**

Introduction to the A-level Economics curriculum and basic strategies for teaching the subject in the Singapore junior college. Discussion of curriculum aims and examination requirements. Selection of content and planning of units and lessons. Organising pupils for learning in large and small groups. Techniques of explaining economic concepts and principles and the applications that can be made with case studies and economic data.

### **PCO512 Further Instructional Approaches and Assessment of A-level Economics**

Classroom-based approaches and inquiry-based activities for the development of selected thinking skills and application of IT. The approaches include critical thinking, decision-making, inquiry learning and the use of WinEcon courseware and economic resources that may be found on the internet. Modes of assessment designed to test various forms and levels of economic understanding.

## The Teaching of Elements of Office Administration

Module Code	Title	Module Category	No. of AUs	Pre-requisites
POA511	Teaching Office Administration to 'N' Pupils	Core	5	-
POA513	Teaching Computing in Office Administration	Core	3	-

### **POA511 Teaching Office Administration to 'N' Pupils**

Introduction of some basic office administration concepts and skills essential to operate effectively in the work environment. Functions of the office, office communications, document storage and retrieval, mail handling, receipts and payments and stationery control. A variety of classroom methods relevant to the teaching and learning of Elements of Office Administration (EOA) for the Normal pupils. Different methods of assessment for EOA.

### **POA513 Teaching Computing in Office Administration**

Various approaches and strategies appropriate to the teaching of computing to EOA pupils. Focus 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. Various subject topics like the nature and principles of computing; key developments and applications of word-processing, spreadsheet and computer graphics in the office. Hands-on practice on computers as well as micro-teaching sessions to develop skills in teaching computing to EOA pupils.

## The Teaching of English Language

Module Code	Title	Module Category	No. of AUs	Pre-requisites
PCE511	Language Teaching Approaches	Core	6	-
PCE513	English Language: Teaching Issues In Singapore Secondary Schools	Core	2	-
PCE514	Language Study	Core	3	-

### **PCE511 Language Teaching Approaches**

Listening, speaking, reading and writing processes. Insights into present classroom teaching approaches. Grammar and vocabulary learning problems. A range of methods to develop language proficiency. Ways of adapting textbooks, selecting and exploiting materials, devising tasks and activities to maximise pupil learning and participation. Practical unit and lesson planning for actual teaching sessions with groups of remedial pupils in Singapore secondary schools. The development of trainee teachers' ability to reflect upon and adapt their teaching approaches to suit learner needs.

### **PCE513 English Language: Teaching Issues in Singapore Secondary Schools**

Consolidation of trainee teachers' knowledge and perceptions of language teaching in a range of school contexts (building on PCE511).

## **PCE514 Language Study**

Interaction between form, meaning and use in language description; elements of context and genre which construct meaning in texts; analysis of texts from secondary English Language textbooks. Theoretical approaches to understanding language learning; psychological and social factors that influence language learning. The notions of accuracy, fluency and appropriacy in language use; systematic differences between standard and non-standard English in learner language; evaluating texts produced by Singapore secondary school pupils. Knowledge of grammatical and other metalanguage terms used in the English Language Syllabus (MOE, 2001); examples in the curriculum text types; language reference resources. This module is compulsory for all trainees taking English as a teaching subject.

## The Teaching of English Literature

Module Code	Title	Module Category	No. of AUs	Pre-requisites
PCR511	Teaching Literature: Aims and Approaches	Core	6	-
PCR512	Writing about Literature and Literature Assessment	Core	2	-
PCR513*	Approaches to Literature	Core	2	-

\*For those who have no background in literature at undergraduate level

### **PCR511 Teaching Literature: Aims and Approaches**

The aims of literature teaching, specific objectives in the classroom, the literature teaching situation in respect of the local context, prescribed texts and syllabuses, and general methodology. Considerations of official directives including National Education and IT initiatives in literature teaching. Techniques for teaching the short story, novel, drama and poetry for literary development and creative and critical thinking. Micro-teaching to help improve student skills before teaching practice.

### **PCR512 Writing about Literature and Literature Assessment**

Developing and linking writing tasks for literature appreciation and criticism. Examining the connection between teaching and assessment goals by looking at the principles and practice of literature assessment at the secondary and junior college levels. Applying these principles to the setting and critiquing of literature tests.

## **PCR513 Approaches to Literature**

Introduction to the literary analysis of texts in the three major literary genres: fiction, poetry, and drama. A variety of critical and interpretative approaches will be introduced and tested. Specifically, these will include: the skills associated with 'close reading'; the use of biographical, historical, and cultural material in the interpretation of texts, and the relation between form and meaning in all three genres. The selection of material takes account of those texts which are being read, and can be taught, in the local school system.

## The Teaching of Geography

Module Code	Title	Module Category	No. of AUs	Pre-requisites
PCG511	Approaches to the Teaching and Assessment of Geography	Core	4	-
PCG512	Resources in Geography Teaching	Core	2	-
PCG514#	Teaching Social Studies to Secondary Students	Core	2	-
PCL514*	Themes in Secondary Social Studies	Core	2	-

**Note:** # For those offering CS Geography but not CS History.

\* For those Offering CS Geography and CS History.

### **PCG511 Approaches to the Teaching and Assessment of Geography**

An introduction to different modes of teaching geography ranging from expository teaching to the use of poetry, songs, drama and information technology in classrooms and field. The teaching of creative thinking and national education in the Geography syllabus. The design of different modes of assessment to evaluate learning outcomes.

### **PCG512 Resources in Geography Teaching**

The wide range of resources such as maps, models, photographs and computer software and courseware that might be used to enhance the teaching and learning of geography.

### **PCG514 Teaching Social Studies to Secondary Students**

This module will explore the nature and scope of teaching Social Studies at secondary level. A variety

of methods relevant to the teaching and learning of Social Studies will be demonstrated. It will include the setting and marking of source-based and structured essay questions.

**PCL514 Themes in Secondary Social Studies**

(for trainee teachers offering both History *and* Geography as their Curriculum Studies subjects)

Provisions of the opportunity to do independent research on a theme in the Secondary Social Studies Syllabus. Exploration of the major issues relevant to the theme in terms of its content and pedagogical concerns. A practicum-based project may be useful to apply and reinforce ideas on the theme researched.

## The Teaching of Lower Secondary Geography

This subject is offered to trainee teachers who did not study Geography at university level but who possess at least grade 'B' in Geography at 'A' level. These trainee teachers would offer a content module PCG521 in addition to pedagogical modules PCG511 to PCL514 offered by other PGDE(Secondary) students with Geography at university level.

Module Code	Title	Module Category	No. of AUs	Pre-requisites
PCG511	Approaches to the Teaching and Assessment of Geography	Core	4	-
PCG512	Resources in Geography Teaching	Core	2	-
PCG514#	Teaching Social Studies to Secondary Students	Core	2	-
PCL514*	Themes in Secondary Social Studies	Core	2	-
PCG521	Introduction to Geography	Core	2	-

**Note:** # For those offering CS Lower Secondary Geography but not CS History.

\* For those offering CS Lower Secondary Geography and CS History.

### **PCG511 Approaches to the Teaching and Assessment of Geography**

An introduction to different modes of teaching geography ranging from expository teaching to the use of poetry, songs, drama and information technology in classrooms and field. The teaching of creative thinking and national education in the Geography syllabus. The design of different modes of assessment to evaluate learning outcomes.

### **PCG512 Resources in Geography Teaching**

The wide range of resources such as maps, models, photographs and computer software and courseware

that might be used to enhance the teaching and learning of geography.

### **PCG514 Teaching Social Studies to Secondary Students**

This module will explore the nature and scope of teaching Social Studies at secondary level. A variety of methods relevant to the teaching and learning of Social Studies will be demonstrated. It will include the setting and marking of source-based and structured essay questions.

### **PCL514 Themes in Secondary Social Studies**

(for trainee teachers offering both History *and* Geography as their Curriculum Studies subjects)

Provision of the opportunity to do independent research on a theme in the Secondary Social Studies Syllabus. Exploration of the major issues relevant to the theme in terms of its content and pedagogical concerns. A practicum-based project may be used to apply and reinforce ideas on the theme researched.

### **PCG521 Introduction to Geography**

Three components of geography – physical geography, human geography and techniques. Knowledge of the lithosphere, biosphere and atmosphere and environmental problems in physical geography, spatial organisation of society and human activities in human geography. Techniques of map analysis and interpretation.

## Guidance and Counselling

This subject is offered in lieu of a teaching subject.

Module Code	Title	Module Category	No. of AUs	Pre-requisites
PCW511	Introduction to Pastoral Care and Career Guidance	Core	2	-
PCW512	Basic Skills in Pastoral Groupwork	Core	2	-
PCW513	Basic Skills in Pastoral Casework	Core	2	-
PCW514	Career Guidance in Schools	Core	2	-

### **PCW511 Introduction to Pastoral Care and Career Guidance**

The concept of Pastoral Care and Career Guidance in schools, with emphasis on the whole-school approach. The developmental guidance skills necessary to create a conducive learning environment in the school, to foster interaction and communication in the classroom, to enhance the self esteem of pupils and foster their personal and social development.

### **PCW512 Basic Skills in Pastoral Groupwork**

The group guidance aspect of Pastoral Care and Career Guidance. An overview of group processes and group theories, techniques in group guidance, decision-making, problem-solving and conflict-resolution in groups, and hands-on activities to develop group guidance skills.

### **PCW513 Basic Skills in Pastoral Casework**

The necessary knowledge and counselling skills to identify and help pupils with learning difficulties and personal problems. An overview of cognitive, affective and behavioural theories in counselling, their related approaches and intervention strategies with special reference to stress management and the handling of behavioural problems in schools.

### **PCW514 Career Guidance in Schools**

The importance of bridging the gap between the school and the world of work through the planning and implementation of a suitable career guidance programme in schools. Theories in career development, the role of the school in providing career guidance, approaches and techniques in career guidance and issues in career guidance.

## The Teaching of History

Module Code	Title	Module Category	No. of AUs	Pre-requisites
PCH513	Teaching of Secondary History and Social Studies	Core	4	-
PCH515	Teaching of Secondary History and Social Studies through Fieldtrips	Core	2	-
PCH516	Assessment and Evaluation in Secondary History and Social Studies	Core	2	-
PCL 514*	Themes in Secondary Social Studies	Core	2	-

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

### **PCH513 Teaching of Secondary History and Social Studies**

Various strategies in the teaching of history, upper secondary social studies and social studies for Normal Technical students at the lower secondary level. This module will expose trainee teachers to create strategies such as the use of role-play, simulation and the effective use of sources in lessons and information technology. Emphasis on the infusion of creative and critical thinking skills.

### **PCH515 Teaching of Secondary History and Social Studies through Fieldtrips**

Teaching trainee teachers to plan and conduct fieldtrips to selected sites in Singapore. Through fieldtrips, trainee teachers will gain important nuggets of information about their society and heritage.

**PCH516 Assessment and Evaluation in Secondary History and Social Studies**

Trainee teachers will be taught how to interpret sources and use them effectively in assessment. The setting and marking of source-based questions and structured essay questions for History and Social Studies. Other forms of assessment and evaluation such as in Project Work and IT-based projects.

**PCL 514 Themes in Secondary Social Studies**

*(For trainee teachers offering both History and Geography as their Curriculum Studies subject)*

Provision of the opportunity to do independent research on a theme in the Secondary Social Studies Syllabus. Exploration of the major issues relevant to the theme in terms of its content and pedagogical concerns. A practicum-based project may be used to apply and reinforce ideas on the theme researched.

## The Teaching of Lower Secondary History

This subject is offered to trainee teachers who did not study History at university level but who possess at least grade 'B' in History at 'A' level. These trainee teachers would offer a content module PCH521 in addition to pedagogical modules PCH513 to PCL514 offered by other PGDE (Secondary) trainee teachers with History at university level.

Module Code	Title	Module Category	No. of AUs	Pre-requisites
PCH513	Teaching of Secondary History and Social Studies	Core	4	-
PCH515	Teaching of Secondary History and Social Studies through Fieldtrips	Core	2	-
PCH516	Assessment and Evaluation in Secondary History and Social Studies	Core	2	-
PCL514*	Themes in Secondary Social Studies	Core	2	-
PCH521	Teaching of Lower Secondary History Content	Core	2	-

**Note:** \* For those offering CS Lower Secondary History and CS Geography.

### **PCH513 Teaching of Secondary History and Social Studies**

This module is designed to equip trainee teachers with various strategies in the teaching of history, social studies and of social studies for Normal Technical students at the lower secondary level. This module will expose trainee teachers to create strategies such as the use of role-play, simulation and the effective use of sources in lessons and information technology. Emphasis will be given to the infusion of creative and critical thinking skills.

### **PCH515 Teaching of Secondary History and Social Studies through Fieldtrips**

This module is aimed at teaching trainee teachers to plan and conduct fieldtrips to selected sites in Singapore. Through fieldtrips, trainee teachers will gain important nuggets of information about their society and heritage.

### **PCH516 Assessment and Evaluation in Secondary History and Social Studies**

Trainee teachers will be taught how to interpret sources and use them effectively in assessment. The module will include the setting and marking of source-based questions and structured essay questions for History and Social Studies. Other forms of assessment and evaluation such as in Project Work and IT-based projects will be explored.

### **PCL 514 Themes in Secondary Social Studies**

*(For trainee teachers offering both History and Geography as their Curriculum Studies subject)*

Provision of the opportunity to do independent research on a theme in the Secondary Social Studies Syllabus. Exploration of the major issues relevant to the theme in terms of its content and pedagogical concerns. A practicum-based project may be used to apply and reinforce ideas on the theme researched.

## **PCH521 Teaching of Lower Secondary History Content**

The significant achievements of Southeast Asian, Indian and Chinese civilisations: the rise and growth of maritime kingdoms in Southeast Asia, the Indus Valley civilisation, the Mauryan and Gupta periods in India, the Shang civilisation in China, and the achievements of the Chin, Han and Tang dynasties. The social, economic and political history of Singapore from 1819 to 1965: the story of Temasek in the 14th century and the founding of modern Singapore in 1819, the social and economic development of the British colony in the 19th and early 20th centuries, the Japanese invasion and occupation of Singapore, the postwar economic and social reconstruction and the political events leading to the creation of an independent city-state in August 1965.

## The Teaching of Home Economics

Module Code	Title	Module Category	No. of AUs	Pre-requisites
PCX511	Home Economics Curriculum and Evaluation	Core	2	-
PCX512	The Teaching of Food and Nutrition	Core	2	-
PCX513	The Teaching of Clothing and Textiles	Core	2	-
PCX514	The Teaching of Family and Consumer Education	Core	2	-

### **PCX511 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; the use of appropriate evaluation procedures in facilitating effective learning.

### **PCX512 The Teaching of Food and Nutrition**

The Food and Nutrition syllabus at the secondary level; strategies and methods to teach basic principles of food preparation; organisation of investigative and practical work, and safety in the food laboratory.

### **PCX513 The Teaching of Clothing and Textiles**

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, choice, use and care of equipment, and skills in clothing construction.

## **PCX514 The Teaching of Family and Consumer Education**

Various approaches to the teaching of 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.

## The Teaching of Malay Language

Module Code	Title	Module Category	No. of AUs	Pre-requisites
PCD510	Teaching of Malay Language 1	Core	5	-
PCD511	Teaching of Malay Language 2	Core	3	-

### **PCD510 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 acquisition and learning such as cooperative learning and concept-based learning. The reading process, developing skills in reading. Understanding of the writing process, the various types of writing, the levels of writing skills, with the emphasis on critical and creative thinking skills, and the evaluation of writing skills. Oral and speaking skills. The teaching of listening and speaking.

### **PCD511 Teaching of Malay Language 2**

The process of vocabulary acquisition and development, teaching and learning strategies including the teaching of Malay proverbs. The various learning strategies such as problem-based learning, inter-disciplinary project work and multiple intelligence. 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.

## The Teaching of Malay Literature

Module Code	Title	Module Category	No. of AUs	Pre-requisites
PCJ513	Teaching of Malay Literature 1	Core	6	-
PCJ514	Teaching of Malay Literature 2	Core	2	-

### **PCJ513 Teaching of Malay Literature 1**

The aims and objectives of teaching literature and the place of literature in curriculum. An overview of 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. Infusion of Malay grammar in the teaching of literature. Evaluation and testing of modern literature.

### **PCJ514 Teaching of Malay Literature 2**

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 the 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
PCM513	Teaching and Learning of Mathematics I	Core	6	-
PCM514	Teaching and Learning of Mathematics II	Core	2	-
PCM515 *	Essential Mathematics for Secondary Teachers	Core	0	-

\* This module is offered on a Pass/Fail basis. Although this module carries 0 AUs, a trainee teacher must pass the module before he/she can be awarded the PGDE.

### PCM513 Teaching and Learning of Mathematics I

Aims and objectives of mathematics education, Mathematics curriculum in Singapore, concept formation and learning theories in mathematics, teaching approaches and classroom organisation, lesson planning, mathematics communication and metacognition, mathematical thinking and problem solving, technology in mathematics education. Teaching and learning of mathematics topics: Arithmetic, Mensuration and Geometry, Functions and Graphs, Statistics, Algebra, Trigonometry, Calculus, Probability, Sets, Matrices, Vectors, and Mechanics. Understanding of concepts in the topics, curriculum structure, learning difficulties, teaching approaches, motivation techniques for each of the topics will be dealt with. Hands-on sessions on the use of IT to teach mathematics.

## **PCM514 Teaching and Learning of Mathematics II**

Assessment in mathematics, test construction and marking. Project work and enrichment in mathematics at the secondary level. Classroom presentations of teaching ideas or practice of teaching skills, which will be critiqued by the tutor and fellow trainee teachers.

## **PCM515 Essential Mathematics for Secondary Teachers**

The objective of this module is for trainees to obtain content mastery of O level Mathematics topics which they will be teaching in schools. The module is run in an on-line self-study mode where trainees are required to do independent learning of O Level Mathematics topics using school textbooks and relevant materials. Trainees will also be able to access weblinks to resources containing the relevant Mathematics topics. The assessment for the module will be a mathematics test based on the O level syllabus (called the School Mathematics Mastery Test or SMMT) which the trainees are expected to pass with a mastery level equivalent to O Level distinction A1. A version of the SMMT will be conducted at the beginning of the PGDE(S) programme. Trainees who pass the test at mastery level will be deemed to have passed the module. Those who do not pass the test at mastery level in the first instance will undertake self-study of the materials and take the test again at subsequent sitting(s) during the semester.

## The Teaching of Lower Secondary Mathematics

This subject is offered to trainee teachers who did not study Mathematics at university level but who possess at least grade 'B' in Mathematics C or Further Mathematics at 'A' level.

Module Code	Title	Module Category	No. of AUs	Pre-requisites
PCM521	Principles and Practice of Teaching Lower Secondary Mathematics I	Core	6	-
PCM522	Principles and Practice of Teaching Lower Secondary Mathematics II	Core	2	-
PCM523*	Essential Mathematics for Secondary Teachers	Core	0	-

\* This module is offered on a Pass/Fail basis. Although this module carries 0 AUs, a trainee teacher must pass the module before he/she can be awarded the PGDE.

### **PCM521 Principles and Practice of Teaching Lower Secondary Mathematics I**

Aims and objectives of mathematics education, Mathematics curriculum in Singapore, concept formation and learning theories in mathematics, teaching approaches and classroom organisation, unit and lesson planning, mathematics communication and metacognition, mathematical thinking and problem solving, and technology in mathematics education. Teaching and learning of the following mathematics topics (including understanding of concepts within and related to the topics, curriculum structure, learning difficulties, teaching approaches and motivation techniques): Arithmetic, Mensuration and Geometry, Trigonometry, Algebra, Statistics, Functions and Graphs. Hands-on sessions on the use of IT to teach mathematics.

## **PCM522 Principles and Practice of Teaching Lower Secondary Mathematics II**

Assessment in mathematics, test construction and marking. Project work and enrichment in lower secondary mathematics. Classroom presentations of teaching ideas or practice of teaching skills which will be critiqued by the tutors and peers.

## **PCM523 Essential Mathematics for Secondary Teachers**

The objective of this module is for trainees to obtain content mastery of O level Mathematics topics which they will be teaching in schools. The module is run in an on-line self-study mode where trainees are required to do independent learning of O Level Mathematics topics using school textbooks and relevant materials. Trainees will also be able to access weblinks to resources containing the relevant Mathematics topics. The assessment for the module will be a mathematics test based on the O level syllabus (called the School Mathematics Mastery Test or SMMT) which the trainees are expected to pass with a mastery level equivalent to O Level distinction A1. A version of the SMMT will be conducted at the beginning of the PGDE(S) programme. Trainees who pass the test at mastery level will be deemed to have passed the module. Those who do not pass the test at mastery level in the first instance will undertake self-study of the materials and take the test again at subsequent sitting(s) during the semester.

## The Teaching of Music

Module Code	Title	Module Category	No. of AUs	Pre-requisites
PCI511	Principles and Foundations of Music Education	Core	5	-
PCI512	Making Music in the Secondary Classroom	Core	3	-

### **PCI511 Principles and Foundations of Music Education**

Overview of fundamental issues in contemporary music education and classroom practice, the aims and objectives of general music curriculum and syllabus for the music elective programme in Singapore. Examine and evaluate the psychological theories and pedagogical principles about the teaching and learning of music and the role of technology, ethnic music, and sociological issues in music education.

### **PCI512 Making Music in the Secondary Classroom**

The repertoire of materials available for classroom use at secondary level. Methodologies to deliver a modern singing and instrumental curriculum; the ways in which classroom listening and composing activities are employed to promote music education through the acquisition of skills and involvement in a variety of musical experiences. Issues in the planning and evaluation of lessons.

## The Teaching of Physics

Module Code	Title	Module Category	No. of AUs	Pre-requisites
PCP511	Teaching of Physics I	Core	2	-
PCP512	Teaching of Physics II	Core	4	-
PCP513	Teaching of Physics III	Core	2	-
PCP514*	Mechanics, Waves and Laboratory Physics	Core	3	-
PCP515*	Optics, Electricity and Magnetism, and Modern Physics	Core	3	-

\* CS Physics trainee teachers with only 'O' or 'A' level in Physics and have not taken foundation modules in Physics at university level are required to offer these two enrichment modules in Physics. These modules comprise e-based lectures, tutorials, laboratory work and tests.

### PCP511 Teaching of Physics I

An understanding of school pupils: 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. Dealing with critical incidents. Lectures on showmanship, creativity, thinking, inquiry, telling and explaining.

## **PCP512 Teaching of Physics II**

Comparing the present Physics curriculum with Physics curricula developed and implemented in other countries. The planning of physics lessons for maximum impact, the syllabus, curriculum materials and teaching strategies for pupils of different abilities. Remedial and enrichment programmes; research-based findings concerning alternative conceptions, difficulties and problems in various physics topics. Various approaches that facilitate the teaching, learning of physics: discover-inquiry learning, learning cycle, use of worksheets and discussions, individualised instruction, computer-assisted learning and classroom demonstrations. Infusion of the three initiatives namely, IT, Thinking skills and National Education into the teaching of physics.

## **PCP513 Teaching of Physics III**

Two important areas of Physics teaching, that of resource management and evaluation. Resources available to the classroom teacher, both within and outside the school. Safety in science laboratories, the role of practical work and its importance as an integral aspect of physics education. Evaluation and feedback on teaching efforts. Lectures on the setting, marking and analysing of examination papers for feedback to pupils.

## **PCP514 Mechanics, Waves and Laboratory Physics**

This module provides students with physical principles of mechanics, Newton's laws of motion, circular motion and conservation of momentum, elastic and inelastic collisions and mechanical energy. It also covers rotational motion, oscillations, waves and sound, simple harmonic motion, and modes of vibration including sound waves.

## **PCP515 Optics, Electricity and Magnetism, and Modern Physics**

This module will introduce the concepts of reflection and refraction at plane surface; refraction at spherical surface; interference and diffraction; temperature, pressure and ideal gas law; temperature and heat; heat transfer; kinetic theory; electric field and potential; capacitor and capacitance; circuit analysis; magnetic field; electromagnetic phenomena; electromagnetic induction; atom; nucleus; radioactivity and nuclear energy.

## The Teaching of Tamil Language

Module Code	Title	Module Category	No. of AUs	Pre-requisites
PCT511	Teaching of Tamil Language 1	Core	5	-
PCT512	Teaching of Tamil Language 2	Core	3	-

### **PCT511 Teaching of Tamil Language 1**

The curriculum and methodology of teaching Tamil Language in secondary schools. The four language skills namely listening, speaking, reading and writing at the secondary level. The objectives, content and various approaches to teaching and testing the four skills. Integration of thinking skills in teaching of the above four skills. Use of IT in teaching of Tamil Language.

### **PCT512 Teaching of Tamil Language 2**

Two parts: the teaching of vocabulary and grammar, and language testing. The teaching of grammar and vocabulary at secondary level. A study of the functional aspects of Tamil grammar and various methods of teaching Tamil grammar and vocabulary. The principles of testing in Tamil language, definition and types of language tests, objectives of language testing, the principles of planning a language test and evaluation of performance in a test paper. High and low order thinking skills in testing.

## The Teaching of Tamil Literature

Module Code	Title	Module Category	No. of AUs	Pre-requisites
PCJ515	Teaching of Tamil Literature 1	Core	5	-
PCJ516	Teaching of Tamil Literature 2	Core	3	-

### **PCJ515 Teaching of Tamil Literature 1**

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 Poetry and their importance in teaching of Tamil language at secondary level.

### **PCJ516 Teaching of Tamil Literature 2**

The teaching of Tamil language through the study of novels, short stories and essays. Various kinds of Tamil short stories and novels and the techniques used by writers. Various aspects of National Education in Tamil fiction and their importance in teaching of Tamil language at secondary level.

## PRACTICUM

Module Code	Title	Module Category	No. of AUs	Pre-requisites
PPR511❖	Practicum	Core	0	-

- ❖ Although the Practicum carries zero AUs, a trainee teacher must pass the Practicum before he/she can be awarded the PGDE.

### PPR511 Practicum

The Practicum is a very important part of the PGDE (Secondary) programme. Its principal function is to provide the trainee teachers with the opportunity to use knowledge and skills introduced in the Education Studies and Curriculum Studies modules and attempt to integrate theory into practice, and to develop teaching competencies in a variety of instructional contexts and at different levels through close developmental supervision. They will learn from experienced cooperating teachers about the schooling process and prepare themselves for their roles and responsibilities in teaching.

The Practicum is spread throughout the entire course of study. For the first semester, the trainee teachers will enjoy some school experience in secondary classes so that they can observe at first hand how teachers teach and students learn. They will also be exposed to some introductory experience in the teaching of their subjects of specialisation. During the second semester, trainee teachers will be sent out to schools for their teaching practice. They will be given the opportunity to teach their subjects of specialisation to students of different abilities at the upper and lower secondary levels.

## LANGUAGE ENRICHMENT AND ACADEMIC DISCOURSE SKILLS

Trainee teachers doing Teaching of Chinese Language will do PCU514/5. Trainee teachers doing Teaching of Malay Language will do PCU516/7 while trainee teachers doing Teaching of Tamil Language will do PCU518/9.

Module Code	Title	Module Category	No. of AUs	Pre-requisites
PCU511 ☒	Use of English in Teaching	Core	0	-
PCU514	Use of Chinese in Teaching 1	Core	1	-
PCU515	Use of Chinese in Teaching 2	Core	1	-
PCU516	Use of Malay in Teaching 1	Core	1	-
PCU517	Use of Malay in Teaching 2	Core	1	-
PCU518	Use of Tamil in Teaching 1	Core	1	-
PCU519	Use of Tamil in Teaching 2	Core	1	-

☒ This module is offered on a Pass/Fail basis. A Pass is required in order to fulfil programme requirements.

### Use of English in Teaching

#### PCU511 Use of English in Teaching

An oral communication course designed to improve the ability of trainee teachers to be more effective as communicators in the classroom. Various aspects of language communication commonly employed in the classroom and the modalities used to effect such communication. Aspects of speech, voice projection and modulation, effective techniques of reading text aloud, oral presentations and various modes of classroom talk.

## **Use of Chinese in Teaching**

### **PCU514 Use of Chinese in Teaching 1**

Development of the oral communication skills of student teachers. Three main sections: Phonetics, Speech Skills and Effective Classroom Communication. Errors in Mandarin pronunciation with regard to vowels and consonants, the four tones and the change of tone with specific words.

### **PCU515 Use of Chinese in Teaching 2**

How to be more effective in the use of Mandarin for the teaching of Chinese. Practical knowledge and skills in Hanyu Pinyin, accurate pronunciation and standard Mandarin. The application of speech skills in the classroom situation.

## **Use of Malay in Teaching**

### **PCU516 Use of Malay in Teaching 1**

Development of communicative proficiency in the use of Malay in secondary school. 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, debating skills.

## **PCU517 Use of Malay in Teaching 2**

Greater exposure and practice for trainee teachers to develop their proficiency and confidence as Malay language teachers in secondary school. Literacy in Jawi will be included.

## **Use of Tamil in Teaching**

### **PCU518 Use of Tamil in Teaching 1**

Development of oral proficiency in Tamil language. Phonetics and mastery in pronunciation and other communication skills within the classroom.

### **PCU519 Use of Tamil in Teaching 2**

Written communication skills. Common errors in writing and with Tamil syntax.