Dear Colleagues

The Office of Education Research (OER), National Institute of Education (NIE), Nanyang Technological University, is pleased to announce its 24th Request for Proposals (RFP) for the Education Research Funding Programme (ERFP). The 24RFP is the second call to open to Institutes of Higher Learning (IHL) with the aim of fostering stronger collaborations with IHL partners.

The 24RFP forms part of the 4th tranche of research funding from the Ministry of Education (MOE), Singapore for the continuity of NIE’s ERFP. Over the next few years (FY2018-2022), the ERFP will continue to build on the work that has been undertaken in the previous three cycles of education funding by strengthening the foundation (in terms of knowledge, capability and structure) for education research, development and innovation in existing and emerging research areas. NIE OER will also continue to encourage efforts to design, develop and implement strategic, evidence-based, collaborative, scientifically-rigorous and outcomes-focused innovations in schools and classrooms. The primary aims are to improve classroom practice, enhance student outcomes, and build organizational and teacher capacities. More information can be found in here.

NIE’s ERFP for FY2018-2022 is developed in line with recommendations made by the Committee of the Future Economy and recent educational policy initiatives. Over the past year, besides horizon scanning, consolidation of research project findings, and strategic planning to meet future needs, OER has also met and consulted key education stakeholders in MOE, schools, and both international and local experts. The result is a proposed ERFP that will both strengthen NIE’s international standing as an education research institute of distinction and support Singapore’s education system in providing a “Research-Informed Education for Future-ready Learners.”
NIE OER encourages research collaborations among colleagues within NIE as well as with colleagues at the MOE and other Institutes of Higher Learning (IHL).

A. FOCUS OF RESEARCH

SCIENCE OF LEARNING IN EDUCATION (SoLE)

The 24RFP will be a themed call focusing on Science of Learning in Education (SoLE).

Science of Learning in Education focusses on research that employs neural and physiological research methods that are portable with ease of implementation in schools. Research funded in this area will propel the evolution of new principles of teaching and learning that make strong connections between neurobiological structures and processes, contexts of learning and educational outcomes.

The Science of Learning in Education (SoLE) focus for the 24th ERFP call draws upon a science-based understanding to assess the effectiveness of educational methods and to develop new teaching and learning strategies that can lead to actionable and scalable interventions within the education system, enhance learning outcomes through adopting a more holistic understanding of learning, and translate upstream SoLE research findings to downstream learning implications.

Researchers, practitioners and MOE partners are encouraged to develop research ideas that draw on interdisciplinary fields and expertise to biologically-ground analyses of behaviours and learning that can lead to: i) evidence-informed research that can solve problems in education, ii) inform pedagogical redesign, iii) address issues of scale & sustainability, or iv) support educational system goals.

The key areas of focus for the will be in the following areas, but not limited to:
- Human Potential,
- Cognitive and Mental Wellbeing;
- Physical Health;
- Diet/Nutrition;
- Educational Neuroscience.

NIE OER also welcomes applications for the 24RFP focusing on the MOE Priority Research Foci and OER Research Programmes below:

MOE PRIORITY RESEARCH FOCI

There are five priority research foci that are of strategic interest to MOE. Researchers are encouraged to explore research lines of inquiry in these priority research foci.

i. Instructional Core

Pedagogical research that studies the teaching and learning practices in the instructional core (academic and non-academic) and how to improve these practices is important and useful to MOE. Possible lines of inquiry include research to describe and measure patterns of curriculum, instruction and assessment practices in Singapore schools; measure and explain the impact of these practices on student outcomes with consideration of
student/classroom characteristics; as well as identify opportunities for improvement through interventions and professional development.

ii. Contexts of Learning

Learning occurs within multiple socio-cultural-historical contexts which interact with individual differences to affect learning. A nuanced understanding of the complex interactions among these contexts and their impact on individual learning is needed to better shape educational policies and customise effective programmes. Possible lines of inquiry include research to examine less formal learning environments (including out-of-school and online) which affect learning; as well as understand the diverse needs, schooling experiences and life contexts (e.g., home, community) of students (beyond their individual differences) so as to enhance their overall learning and well-being.

iii. Early Childhood Education

Children’s early years can critically affect their longer-term developmental trajectories, and quality early childhood education plays an important role in developing their potential to the fullest. Possible lines of inquiry include research to examine structural and process factors which influence children’s learning and developmental outcomes (including non-academic areas); design effective professional development for pre-school practitioners; as well as understand the levers and mechanisms which can help narrow developmental and learning gaps for low progressing children (including those from disadvantaged backgrounds).

iv. Bilingualism and Biliteracy Education

Bilingual policy has been a cornerstone of Singapore’s national curriculum. Contextually-attuned research is needed to advance our understanding and strengthen our approaches in English and Mother Tongue Languages learning. Possible lines of inquiry include research to support and motivate students who are less proficient in English and Mother Tongue Languages; develop age-appropriate language proficiency measures; as well as understand the perceived role and value of Mother Tongue Languages and English Language among families and in society.

v. Lifelong Learning

It is important to help our learners develop not only the competencies that allow them to access further learning (i.e., learn how to learn), but also the desire to learn, so that they can and will continue to learn long after they leave school. Possible lines of inquiry include research to examine the knowledge, skills, attitudes and values (KSAV) that are essential for a student to be an effective lifelong learner beyond their schooling years; as well as understand the relationship between these KSAV and 21st century competencies (including adaptability, resilience, perseverance) needed to thrive in life and at work.
NIE OER 4TH TRANCHE RESEARCH PROGRAMMES

While the research foci above show broad areas of strategic interest, ERFP-funded research can also be categorized with reference to ERFP FY2018-2022 research programmes. Together, these programmes provide a comprehensive and synergistic research framework for a Future-Ready Learners’ Research Agenda which includes research on learning that is life-long, life-wide, life-deep and life-wise. See “About our Research” at https://www.nie.edu.sg/research/research-offices/office-of-education-research

Organisationally, research on the Future-Ready Learners’ Agenda includes research in these programmes:

i. Cognitive, Emotional and Social Development (CESD)

ii. Teacher Professionalism and Learning (TPAL)

iii. Schools, Leadership and System Studies (SLSS)

iv. Lifelong Learning, Cognition & Wellbeing (LLCW)

v. Learning Sciences and Innovation (LSI)

These five programmes constitute multiple levels of analysis of our education system, from the individual learners to teachers to schools and systems, cross-cut by research focusing on future-ready values, skills, competencies and learning. Importantly, these five programmes include research that can be conducted in domain-specific areas like language, mathematics, science, humanities as well as areas such as the Singapore Teaching Practice (STP), early childhood, bilingualism, and low progress learners.

In planning your research focus, you should consider how your proposed project fits within the MOE priority research foci, the research programmes of the Future-Ready Learners’ Agenda, and the special SoLE call. Note that it is not required that all proposals fit within SoLE for the 24RFP but all proposals should indicate how they fit within the above options for research foci and programme.

B. RESEARCH TYPE

TIER 1, 2, AND 3

Proposals can be characterized by ‘tiers’. This relates to the quantum for each project. These projects typically have a research team of PI, Co-PI and Collaborators who work together, focusing on one cohesive project.

PROGRAMMATIC RESEARCH

Programmatic research is defined by an over-arching project research theme which focuses on a key educational issue, problem, phenomena or outcome, along with a number of sub-projects
Programmatic research is characterised as follows:

i. examine, describe or address a fundamental or challenging complex educational issue, problem, phenomena or outcome.

ii. incorporate multi-level, multi-method, multi-perspectival and multi-disciplinary approaches to examining or addressing the problem, issue, phenomena or outcome.

iii. comprise strong team synergies to facilitate shared expertise, knowledge exchange and collaborations.

iv. comprise a range of (typically, two to five) themes which are coherent, aligned, and which allows comprehensive breadth of analytical foci, research outcomes and findings that have an impact on the education system and the various stakeholders (NIE, MOE, schools, society and international research fraternity).

v. have strong translational efforts as part of its agenda; including encouraging stakeholders to be actively involved at the proposal design stage, building in time and funding for professional development, designing an innovation or intervention as part of the proposal, or hiring journalistic writers to translate findings for various stakeholders.

**FUNDING QUANTUM**

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C. ADMINISTRATIVE MATTERS

i. Expressions of Interest (EOI)

Applicants should indicate their expression of interest as early as possible and submit them to the IHL Point of Contact (POC) within the IHL.

EOIs are required to be submitted for all ERFP (Tier 1 to 3) and Programmatic Proposals via the EOI Form enclosed in the “24RFP ERFP Guidelines and Application Package”.

IHL POCs will be required to collate all EOIs that the Institution would like to support and send them to NIE OER via email at oergrant@nie.edu.sg before 5pm, 22 May 2020.

ii. Submission Details and ROMS Account Access

Applications for ERFP (Tier 1 to 3) are submitted directly by applicants online, via the Research Operation Management System (ROMS), before 5pm, 1 July 2020. Only applicants who had submitted EOIs will be able to submit applications via ROMS.

ROMS account Access
ERFP (Tier 1 to 3) applications are submitted via the Research Operation Management System (ROMS). NIE OER will liaise with IHL POCs who have submitted the collated EOIs about account access on ROMS for respective applicants. The account access for the Director of Research (DoR) at the relevant institutions will also be provided.

Applications for Programmatic Proposals are submitted via softcopies and not via ROMS. The forms are enclosed in the “24RFP ERFP Guidelines and Application Package”. Applicants are to submit softcopies of the programmatic research application forms to their IHL POCs. The IHL POCs will collate and submit the programmatic proposal applications to NIE OER via email at oergrant@nie.edu.sg by 1 July 2020. NIE OER will forward the programmatic applications to the respective Institution’s DoR for endorsement after completeness checks.

The submission deadline for all applications is before 5pm, 1 July 2020. NIE OER will not accept late or incomplete submissions after this deadline.

Reporting Officers / Directors of Research or equivalent are required to endorse applications by 13 July 2020.
iii. **24RFP Briefing Materials for IHLs**

NIE OER will be circulating briefing materials for the grant call via email through the IHL POCs. We seek your understanding that we will not be organizing a briefing session this round given the COVID-19 situation.

iv. **Useful Resources and Contacts**

Please refer to the attached **24RFP ERFP Guidelines and Application Package** prior to submitting your expressions of interest and applications.

The grant call information can also be found in the [NIE Website](#).

For general grants queries please email NIE OER Grant at [oergrant@nie.edu.sg](mailto:oergrant@nie.edu.sg)

For budgetary queries, please email NIE OER Research Grants Management Unit (RGMU) at [oer.rgmu@nie.edu.sg](mailto:oer.rgmu@nie.edu.sg).

For technical assistance on ROMS, please contact [servicedesk@nie.edu.sg](mailto:servicedesk@nie.edu.sg)

We look forward to your submission. Thank you!

Best Regards

NIE Office of Education Research