
NIE Office of Education Research (OER) Education Research Funding Programme (ERFP)

25th Request for Proposals:	12 November 2020
Briefing Session (Webinar)	25 November 2020
Expressions of Interest:	21 December 2020,5pm
Submission Deadline:	6 January 2021,5pm
Endorsement by Reporting Officer	14 January 2021

Dear Colleagues

The NIE, Office of Education Research (OER), is pleased to announce its 25th Request for Proposals (RFP) for the Education Research Funding Programme (ERFP).

The 25RFP 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 [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 years, besides horizon scanning, consolidation of research project findings, and strategic planning to meet future needs, NIE 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

The 25RFP will be a general call focusing on the broad research areas 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

The key ERFY2018-2022 research programmes provide a comprehensive and synergistic research framework for a future-ready learners' research agenda. The organization of research into programmes addressing priority areas ensures that research is more focused, cumulative, coherent and impactful.

The research on the Future-Ready Learners' Agenda includes research priority areas on:

- 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 and the research programmes of the Future-Ready Learners' Agenda.

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 are a specific category of proposals which have a funding quantum of a Tier 3 proposal. Programmatic research is not applicable to Tier 1 and Tier 2 proposals.

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 – specific research studies that address important aspects or components of the issue, problem, phenomena or outcome. It therefore has a common strand or focus, supported by a common theoretical framework, and undertakes a coherent, comprehensive, multi-faceted approach to understanding and addressing the issue, problem, phenomena or outcome. Unlike the usual Tier 1, 2, and 3 proposals, programmatic research includes sub-PIs who are responsible for a specific sub-project within the larger PP.

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

TIER	QUANTUM
1	< S\$150K
2	S\$150K to < S\$350K
3 / Programmatic Proposal	≥ S\$350k

C. ADMINISTRATIVE MATTERS

i. Expressions of Interest

Applicants should indicate their expression of interest **before 5pm, 21 December 2020** via the [Research Operation Management System \(ROMS\)](#). Applicants are strongly advised to submit the EOI as early as possible so that there is time to resolve any issues that may arise, by the submission deadline of 5pm. **Late and incomplete submissions will not be accepted.**

ii. Submission of Application

All applications for ERFP (Tier 1 to 3) as well as Programmatic Proposals are submitted online via [ROMS](#).

The submission deadline for all applications is **before 5pm, 6 January 2021**. NIE OER **will not** accept late or incomplete submissions after this deadline. Reporting Officers are required to endorse applications by **14 January 2021**.

iii. 25RFP Grant Call Briefing for NIE Faculty

NIE OER will be organising a grant call briefing session (Webinar) on 25 Nov 2020. Applicants are encouraged to attend the briefing session (Webinar) to find out more about the grant call.

Date: **Wednesday, 25 November 2020**
Time: **10am to 12pm**

Please RSVP your attendance via <https://www.gevme.com/25RFPBriefing> by 18 November 2020. Your RSVP is necessary to contact you with briefing links and details.

iv. Useful Resources and Contacts

Please refer to the NIE Portal (<http://portal.nie.edu.sg/>): Login > Research > NIE Education Research Funding Programme (ERFP) for the **25RFP ERFP Guidelines and Application Package**.

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

For general grants queries, please email OER Grant at oyergrant@nie.edu.sg

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

For budgetary advice on ICT matters, please contact servicedesk@nie.edu.sg.

For technical assistance on ROMS, please contact servicedesk@nie.edu.sg.

We look forward to your submission. Thank you!

Best Regards

NIE Office of Education Research
