

28 - 30 May 2024
National Institute of Education,
Nanyang Technological University,
Singapore



REDESIGNING PEDAGOGY
INTERNATIONAL CONFERENCE 2024

*Growing future-ready teachers and learners:
Collaborative research for educational change*

**CONFERENCE
BOOKLET**



An Institute of



Acknowledgements

The Organising Committee for the Redesigning Pedagogy International Conference 2024 wishes to express its sincere thanks to our Guest of Honour Mr Chan Chun Sing, Minister, Ministry of Education, Singapore for officiating at the Opening Ceremony.

Our appreciation also goes to the following for their unstinting support:

- Academy of Singapore Teachers, Ministry of Education
- Prof Christine Goh, Director, National Institute of Education
- Keynote speakers
- Members of the Organising Committee and Sub-committees
- Strand and room co-ordinators, and reviewers of the conference abstracts

Published by:
National Institute of Education,
Nanyang Technological University, Singapore
1 Nanyang Walk
Singapore 637616
www.nie.edu.sg

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Message from NIE Director

It is with great honour that I welcome all participants to the 10th Redesigning Pedagogy International Conference (RPIC) 2024 hosted by the National Institute of Education (NIE), Nanyang Technological University (NTU), Singapore.

The theme for this year's conference is "Growing future-ready teachers and learners: Collaborative research for educational change". The post-pandemic era has been marked by profound changes to the education landscape in part due to macro trends such as globalisation, digitisation and the rise of artificial intelligence. These developments have reshaped the education system, presenting both challenges and opportunities that demand our collective attention.

Amidst the ongoing complexity and unpredictability of the future, it is crucial for educational researchers, leaders, practitioners, and policymakers to gather, connect and actively exchange thoughts and ideas that can transform teaching and learning.

Now in its 10th iteration, the RPIC is staying true to its commitment in facilitating the sharing of insights and perspectives as well as the deliberation and development of innovative solutions by both local and global stakeholders.

Addressing educational challenges through collaborative efforts is one of NIE's key initiatives to strengthen Singapore's education. The institute strongly supports educational researchers in collaborating with colleagues from different disciplinary and geographical backgrounds. It is also focused on enhancing

the long-term relationships between researchers and practitioners in education and education-related disciplines.

With the growing recognition that education practitioners play a crucial role in bridging the gap between theory, research and practice, NIE remains committed in its efforts to elevate teacher professionalism and equip teachers and student teachers with both strong academic and scientific foundations, as well as practical in-classroom expertise.

Together, let us continue to strive for excellence in education, collaboration and innovation for the betterment of teaching and learning. Thank you.



Professor Christine Goh

Director
National Institute of Education,
Nanyang Technological University,
Singapore

Message from Conference Convenors

We are pleased to welcome everyone to the 10th Redesigning Pedagogy International Conference (RPIC).

The global health crisis has undoubtedly changed the way we live, work, and learn, with the pace of digital transformation and technologies moving at an unprecedented speed. Schools and educational institutions are now at a critical juncture, in which they must take the necessary steps to reimagine and reinvent education so that teachers and learners are equipped with the right skills and competencies to navigate a complex modern world.

Education research plays a pivotal role in shaping the future of education. It provides critical insights for school leaders, education practitioners, and policymakers, and informs their decision-making. Evidence-informed practice, which involves educators integrating their professional judgement and expertise with the best evidence from research, is integral to the overall improvement of educational systems.

With the theme of “Growing future-ready teachers and learners: Collaborative research for educational change”, RPIC 2024 aims to move beyond mere discourse on the significance of education research and delve deeper into enhancing collaboration efforts between educators and researchers.

We hope that this conference can be an impetus for researchers and educators to ponder on and respond to thought-provoking questions such as: How can researchers refine their ability to convert complex or specialised knowledge into forms that are understandable and applicable to different contexts or stakeholders? How can the real-world relevance and practical applications of research findings be made more accessible to educators? How can researchers, educators, policymakers form powerful collaborations and partnerships to attend to educational grand challenges? What partnerships are needed locally, and internationally, that are unique to indigenous contexts and can help to leverage collective strengths and wisdoms?

By making research translation accessible to educators, we can ensure that our young learners are exposed to quality education that is evidence informed. By developing and enhancing

partnerships that have learners as the focus, NIE is committed to be at the forefront of this transformation. The purpose of education, after all, is no longer just about academic success and grades, but also about building up education systems that foster holistic development in students and instill in them a lifelong love for learning.

As RPIC 2024 returns to being a fully physical event, we would like to extend heartfelt gratitude to the organising committee and all sub-committees for taking on the challenge to manage and co-ordinate this important conference. Your commitment to ensuring its success has been truly commendable. To all our participants, may your journey ahead be rich with growth, knowledge and connections that are memorable and deeply meaningful.



Professor Kenneth Poon

Centre Director,
Centre for Research in Child Development

Dean,
Education Research
Office of Education Research, NIE






Dr Dennis Kwek

Centre Director,
Centre for Research in Pedagogy and Practice

Associate Dean,
Strategic Engagement
Office of Education Research, NIE

Programme Overview

Day 1 – 28 May 2024, Tuesday

 Time	 Activity	 Venue
0830 - 0930	Registration Light Refreshments / Exhibition & Poster Session	NYA Foyer
0930 - 0945	Guests to be seated	NYA
1000 - 1130	Opening Ceremony	NYA
1130 - 1300	Lunch / Exhibition & Poster Session	NYA Foyer
1300 - 1400	Keynote 1: Bridge over troubled waters; Thoughtful engagement with research in education <i>Professor Elaine Munthe, NIE's 4th Dr Ruth Wong Professor in Teacher Education, University of Stavanger, Norway</i>	NYA
1400 - 1500	Afternoon Tea Reception / Exhibition & Poster Session	NYA Foyer
1530 - 1700	Parallel Session 1 / Workshop Session 1	The Arc

*NYA refers to Nanyang Auditorium.

*NIE refers to National Institute of Education.

Programme Highlights

Day 1 – 28 May 2024, Tuesday

Keynote Speaker



Professor Elaine Munthe

4th Dr Ruth Wong Professor in Teacher Education
Professor And Director of The Knowledge Center for Education (KSU)
University of Stavanger, Norway

Elaine Munthe is a Professor of Education and Director of the Knowledge Center for Education at the University of Stavanger (Norway). She was first educated as a teacher and taught for some years at International Schools and in Norway, before continuing her studies and receiving a PhD in Education from the University of Oslo. Her research career started in the mid-80s as a scientific assistant on a re-assessment of bullying in schools in Norway, and since then she has consistently been concerned with classroom studies, studies of teachers' work and professional learning, and questions concerning how we qualify teachers. She has been Department Chair of a Department of teacher education, Dean of a faculty of Arts and Education, and currently Director of a research center established and funded by the Ministry of Education and Research where the main emphasis is on conducting systematic reviews of education and making these accessible for the education sector.

Keynote 1: Dr Ruth Wong Visiting




Professorship

Bridge over troubled waters; Thoughtful engagement with research in education

The number of researchers in education is growing, and the amount of funding for educational research is also increasing. The amount of research results being published every year is staggering - and on the rise. This is positive because it shows how seriously we take education and educational knowledge. It shows that systematic investigations - either theoretically or empirically - are prioritized. Policy makers, funders, researchers, and practitioners are interested in new knowledge. Navigating educational research is becoming increasingly difficult. It requires a certain degree of research literacy just to find and understand relevant research. Also, we still know little about how research is used in educational settings. In this keynote presentation, I will address questions such as: How can research use be understood? What is research literacy? What do we know about research use in schools? How can we promote thoughtful engagement with research in schools?

Programme Overview

Day 2 – 29 May 2024, Wednesday

 Time	 Activity	 Venue
0830 - 0900	Exhibition & Poster Session	NYA Foyer
0900 - 1000	Keynote 2: DREAMS, a Longitudinal Study of Adolescents in Secondary Schools: Insights from Students in Secondary One <i>Professor Kenneth Poon, National Institute of Education, Nanyang Technological University, Singapore</i>	NYA
1000 - 1100	Morning Tea Reception / Exhibition & Poster Session	NYA Foyer
1100 - 1200	Keynote 3: Reimagining Teaching and Learning in Schools with Research-Practice Partnerships <i>Professor William Penue, University of Colorado Boulder, United States</i>	NYA
1200 - 1330	Lunch / Exhibition & Poster Session	NYA Foyer
1400 - 1530	Parallel Session 2 / Workshop Session 2 / Symposium Session 1	NIE
1530 - 1600	Afternoon Tea Reception	NIE Block 6 & Block 2 and 3 Linkway
1600 - 1730	Parallel Session 3 / Workshop Session 3 / Symposium Session 2	NIE

*NYA refers to Nanyang Auditorium.

*NIE refers to National Institute of Education.

Programme Highlights

Day 2 – 29 May 2024, Wednesday

Keynote Speaker



Professor Kenneth Poon

Lien Foundation Chair Professor in Education (Psychology and Human Development)

Dean, Education Research, Office of Education Research

Centre Director, Centre for Research in Child Development

National Institute of Education,

Nanyang Technological University, Singapore

Kenneth is Lien Foundation Chair Professor of Education (Psychology and Human Development) at the National Institute of Education, Nanyang Technological University. He is also Dean, Education Research, as well as Centre Director of the Centre for Research in Child Development. Trained as a clinical psychologist and as an early interventionist, he has spent the past 20 years of experience working with children and persons with neurodevelopmental disabilities.

Kenneth is leading/has led, as principal investigator, research projects with a combined quantum of over SGD\$7 million. His research has focused on the development of children (especially children with neurodevelopmental disabilities and children from low income families) examining how the home and school environments impact development. He is Lead Principal Investigator of the ongoing Singapore Longitudinal Cohort Study (SG-LCS) and was Principal Investigator of the completed Transition and Adjustment of Children with Special Educational Needs (Tran-SEN).

As Singapore is a context which until recently, has not conducted much research with assessment tools, he has developed, adapted, and normed instruments which may be used for future studies such as the Singapore Ability Scales (SAS), Singapore's first commercially available test of intellectual abilities. Finally, a growing area of research is in the examination of how the outcomes of students with neurodevelopmental disabilities can be optimised in inclusive school environments.

Keynote 2

DREAMS, a Longitudinal Study of Adolescents in Secondary Schools: Insights from Students in Secondary One

Marked by rapid physical and psychological changes in the young person, adolescence has been identified as a second sensitive stage in development. Also a phase characterised by the development of self identity and the emergence of mental health conditions, this sensitive phase of development offers both opportunities and vulnerabilities. With an increase in time spent in school and with greater receptibility to peer influence, adolescence is an important stage where interventions within the school environment can make an impact.

DREAMS is a longitudinal study of 7,000 adolescents as they progress through the four to five years of secondary school. It is designed with the aim of understanding the contributions of the school, social, and family environment upon school and career aspirations, self identify and agency, social and relational contexts, and wellbeing and lifestyle.

This presentation reports the preliminary findings from the first year of study as the participants begin their secondary education and explores factors that contribute to differences in outcome variables.

Programme Highlights

Day 2 – 29 May 2024, Wednesday

Keynote Speaker



Professor William Penuel

Distinguished Professor of Learning Sciences and Human Development, School of Education and Institute of Cognitive Science, University of Colorado Boulder, United States

William (Bill) Penuel is a Distinguished Professor of Learning Sciences and Human Development in the School of Education and Institute of Cognitive Science at the University of Colorado Boulder. He designs and studies curriculum materials, assessments, and professional learning experiences for teachers in science. He works in partnership with school districts and state departments of education, and the research he conducts is in support of educational equity in three dimensions: (1) equitable implementation of new science standards; (2) creating inclusive classroom cultures that attend to students' affective experiences and where all students have authority for constructing knowledge together; and (3) connecting teaching to the interests, experiences, and identities of learners. His research employs a wide range of qualitative and quantitative research methods, including an approach his colleagues and he have developed called design-based implementation research (<http://learndbir.org>).




Keynote 3

Reimagining Teaching and Learning in Schools with Research-Practice Partnerships

Reimagining classrooms and schools as sites of ambitious and equitable teaching and learning is a centerpiece of reforms today across the globe. Achieving those dreams, though, requires sustained, collaborative efforts among researchers, policymakers, educators, and communities to achieve. Nor can individual innovations for classrooms get us there: changes to systems are necessary. Research-practice partnerships (RPPs) are a collaborative research strategy for transforming teaching and learning at the level of large school systems. RPPs are intentionally organized to connect diverse forms of expertise and shift power relations in the research endeavor to ensure that all partners have a say in work they do together. This talk will define the key features of equity oriented RPPs and how such RPPs vary in their goals, approaches to research and composition, presenting examples drawn from across the globe. In addition, the talk will describe multiple projects of an RPP called the inquiryHub research-practice partnership, to develop and study curricular innovations in a large urban school district, many of which have spread to other systems across the U.S. These include an effort to develop free secondary science materials aligned to the Next Generation Science Standards and a multi-institutional project that is investigating the potential of an Artificial Intelligence partner to support more effective and equitable small group collaborative learning in STEM. The talk will conclude with a call to action for organizing RPPs toward the goal of reimagining classrooms and schools toward more just and sustainable futures.

Programme Overview

Day 3 – 30 May 2024, Thursday

 Time	 Activity	 Venue
0830 - 0900	Exhibition & Poster Session	NYA Foyer
0900 - 1000	Keynote 4: AI in Education: Beyond the Hype to Real-world Adoption <i>Professor Mutlu Cukurova, University College London, England</i>	NYA
1000 - 1100	Morning Tea Reception / Exhibition & Poster Session	NYA Foyer
1130 - 1300	Parallel Session 4 / Workshop Session 4 / Symposium Session 3	NIE
1300 - 1400	Lunch	NIE Block 6 & Block 2 and 3 Linkway
1400 - 1530	Parallel Session 5 / Workshop Session 5 / Symposium Session 4	NIE
1530 - 1600	Afternoon Tea Reception	NIE Block 6 & Block 2 and 3 Linkway
1600 - 1700	Closing Keynote Panel Session	NIE Lecture Theatre 1

*NYA refers to Nanyang Auditorium.

*NIE refers to National Institute of Education.

Programme Highlights

Day 3 – 30 May 2024, Thursday

Keynote Speaker



Professor Mutlu Cukurova

Professor of Learning and Artificial Intelligence,
University College London, England

Mutlu Cukurova is Professor of Learning and Artificial Intelligence at University College London. Mutlu investigates the potential of analytics and AI to understand and support human learning with a particular interest in “learning how to learn” and solving complex problems collaboratively. His work aims to address the pressing socio-educational challenge of preparing people for a future with AI systems that will require a great deal more than the routine cognitive skills currently prized by many education systems. Mutlu is the Director of the UCLAT team and collaborates with UNESCO’s Unit for Technology and AI in Education as an external expert. His work in organizing leading conferences in the field, including his role as the programme co-chair at the International Conference of AI in Education in 2020, showcases his commitment to sharing and evolving knowledge within this area. Currently serving as the editor of the British Journal of Educational Technology and an Associate Editor of the International Journal of Child-Computer Interaction, Mutlu continues to drive forward the discourse on AI and learning in academia, practice, and policy-making spheres.

Keynote 4

AI in Education: Beyond the Hype to Real-world Adoption

While the shiny allure of Artificial Intelligence (AI) has been making headlines for a while, the real questions in Education are about how these technologies fit into our classrooms and how teachers and learners feel about them. Do you remember the excitement when the first computers entered our schools? The promise was revolutionary: kids would learn faster, better, and more individually. But fast forward, and we realize it’s not just about the computer on the desk; it’s about humans and how we use it. The same goes for AI. In this keynote, we will journey through the intersecting realms of Learning Sciences and AI, taking a deep dive into three distinct conceptualisations of AI’s role in our educational landscape. By drawing upon robust research evidence, I will unpack the benefits and limitations of each framework, painting a nuanced picture of how AI can be harnessed, grounded in our deep understanding of human learning processes. Through examples of our recent work, I will emphasize the role of AI in augmenting human capabilities rather than replacing them, thereby accentuating the humanistic values inherent to learning and education. The journey of integrating AI in schools is more than a tech challenge; it’s a human one. And as we make strides, the focus should be on making the transition smoother and more beneficial for our teachers and learners. The keynote aspires to foster a rich dialogue about the confluence of AI and Human Learning, not merely offering definite answers but stimulating thoughtful questions about the future of AI, analytics, and education.

General Information

Getting Around

The Opening Ceremony and Keynote sessions will be held at Nanyang Auditorium, Nanyang Technological University (NTU).

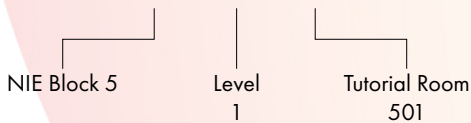
Day 1, Tuesday, 28 May 2024, concurrent sessions are held at The Arc - Learning Hub North, Nanyang Technological University (NTU). The room locations are identified by the following convention:

The Arc, LHN-TR+22 (LHN-L1-10)



Day 2 and Day 3, Wednesday and Thursday, 29 – 30 May 2024, concurrent sessions are held at National Institute of Education (NIE). The room locations are identified by the following convention:

NIE5-01-TR501



Please refer to the NIE and NTU location maps on pages 36 and 37.

General Information

Information Desk: Locations and Opening Hours

Location	Rooms	Day 1, 28 May	Day 2, 29 May	Day 3, 30 May
NYA @ NTU	Blue Room	8.30am to 2.30pm	8.30am to 1pm	8.30am to 10.30am
The ARC @ NTU	LHN-TR+14 (LHN-L1-02)	3pm to 5.30pm	-	-
National Institute of Education	TR212	-	1.30pm to 5.30pm	11am to 5.30pm

Registration

Registration is only available on Day 1, starting from 8.30am and is located at Nanyang Auditorium (NYA) Foyer at NTU. You will receive your nametag and lanyard, which must be worn for entry into the conference locations and sessions throughout the conference period.

Meals: Locations

All food served is Halal while vegetarian options are available at all food counters.

Date	Morning Tea Break/ Light Refreshment	Lunch	Afternoon Tea Break
Day 1 Tuesday, 28 May 2024	Nanyang Auditorium Foyer, NTU	Nanyang Auditorium Foyer, NTU	Nanyang Auditorium Foyer, NTU
Day 2 Wednesday, 29 May 2024			NIE Block 6 & Block 2 and 3 Linkway
Day 3 Thursday, 30 May 2024		NIE Block 6 & Block 2 and 3 Linkway	

General Information

Transport: Locations and Timings

Date	Pick-up Time	Pick-up Location	Drop-off Location
28 May	8:15 AM	Boon Lay MRT	Nanyang Auditorium (NYA), NTU
	8:30 AM		
	8:30 AM		
	8:45 AM		
	8:45 AM		
	8:50 AM		
	8:55 AM		
	9:00 AM		
29 May	7:55 AM	Boon Lay MRT	Nanyang Auditorium (NYA), NTU
	8:00 AM		
	8:00 AM		
	8:05 AM		
	8:10 AM		
	8:15 AM		
	8:20 AM		
29 May	1:30 PM	Nanyang Auditorium (NYA), NTU	NIE
	1:30 PM		
	1:35 PM		
	1:40 PM		
	1:40 PM		
	1:50 PM		
	1:50 PM		

Note: A repeated bus timing indicates that there is another bus chartered for that route.

General Information

Transport: Locations and Timings

Date	Pick-up Time	Pick-up Location	Drop-off Location
30 May	7:55 AM	Boon Lay MRT	Nanyang Auditorium (NYA), NTU
	8:00 AM		
	8:05 AM		
	8:10 AM		
	8:15 AM		
	8:20 AM		
30 May	11.00 AM	Nanyang Auditorium (NYA), NTU	NIE
	11.00 AM		
	11.10 AM		
	11.10 AM		
	11.20 AM		
	11.20 AM		

Note: A repeated bus timing indicates that there is another bus chartered for that route.

Wireless Configuration

eduroam

eduroam Setup for Windows/iOS

Pre-requisite: Must be a participating institution in the eduroam initiative project (<https://eduroam.org/>).

- 1) Select 'eduroam' from the list of available Wi-Fi networks.
- 2) Key in your username and password following the format below.

NIE staff	username@niestaffstaff.cluster.nie.edu.sg
NIE student	username@niestudent.cluster.nie.edu.sg
NTU staff	username@staff.main.ntu.edu.sg
NTU student	username@student.main.ntu.edu.sg
NTU alumni	username@assoc.main.ntu.edu.sg
Visitor / Guest	DomainUsername@DomainName (e.g. davidwalker@polyu.edu.uk)

- 3) Click on "Connect".
- 4) eduroam is now connected.

eduroam Setup for Android

- 1) Forget eduroam in your wifi settings if you've connected to it previously.
 - i. Go to "Settings", "Connections" and select "Wi-Fi".
 - ii. Tap on the gear icon on the right, disable "Auto reconnect".
 - iii. Under "Available networks", tap and hold on "eduroam".
 - iv. Tap "Forget Network" on the pop-up menu.
- 2) Under "Settings", "Connections" and select "Wi-Fi".
 - i. Select "+ Add network".
 - ii. Key in "eduroam" in "Network Name". Under "Security", select "WPA WPA2-Enterprise". Under "Identity", type in the username of the network id (i.e., <username>@staff.main.ntu.edu.sg or <username>@student.main.ntu.edu.sg or <username>@assoc.main.ntu.edu.sg). In "CA certificate", choose "Don't validate".
 - iii. In "EAP method", choose PEAP and in "Phase2 authentication" select MSCHAPv2. Lastly tap "Save".
- 3) When successfully connected to a nearby wireless network, you should see eduroam as "Connected". If there are changes to username or password, repeat step 1 to 3 to re-enter.

Wireless Configuration

NTU

Self-Registration Guide for “NTU Guest” Wireless SSID via Computer/Mobile Phone

Pre-requisite: Must have a Singapore-registered mobile phone number. If you do not have a Singapore-registered mobile phone number, please connect using eduroam. If your institution is not a part of eduroam, kindly reach out to NTU's IT Technical Assistance Hotline at 6790 4357 to request for a guest account.

- 1) SMS the word “register” to 93722830 to request for an Account*.
- 2) You will receive a confirmation reply shortly on your mobile phone (in about 1 to 2 minutes).
- 3) For example:

Username: 9999999

Password: heloNTU88

Domain: Guest

- 4) The username will be <your phone number>. Password will be a random text and is case-sensitive. Please choose domain as Guest.
- 5) The account will expire at 12.30 am the next day. Please apply via SMS again for a new account if required.

* **Note:** The text message is case-insensitive, i.e. it does not matter if it is composed in upper- or lower-case, or a combination of both.

Wireless Configuration

NIE

Self-Registration Guide for “NIE Guest” Wireless SSID via Computer/Mobile Phone

- 1) Connect to SSID “NIE Guest” (no password required).
- 2) Enter your email address that will be used to receive the OTP.
- 3) Press “Get OTP” to retrieve the password that will be sent to your email address.
- 4) Press “OK” and 15 minutes of grace period will be provided to access the email server.
- 5) The password will be sent to the email inbox. (Check the spam/junk folder if you do not receive it.)
- 6) Press the “I agree to the Terms and Conditions of Use” button before logging in to the “NIE Guest” wi-fi.
- 7) Read carefully for the details of use policy.
- 8) Press the “Agree” button and you will be redirected back to the log in page.
- 9) Fill in the email address and password that has been sent.
- 10) Tick the box to accept the Terms and Conditions of use.
- 11) Press the “Log In” button to complete the authentication process.
- 12) Fill in the NIE Wi-Fi feedback form or directly surf the Internet.
- 13) The “NIE Guest” account is valid for 24 hours from the time of registration.

Exhibitors List

Venue: Nanyang Auditorium, NTU
Date: 28 – 30 May 2024



Yusof Ishak Secondary School

As Yusof Ishak Secondary School's mission is Leader for Tomorrow - Think . Learn . Lead Better, metacognition serves as a cornerstone of our school's curriculum. The school's booth will showcase artefacts on how metacognition is promoted through the four approaches recommended by Professor Lee Ngan Hoe in different subjects.



Westwood Primary School

Anchored on the principles of Positive Psychology and our commitment to enhancing our students' well-being, Westwood Primary School has forged a collaborative partnership with a team from National Institute of Education to develop a tool to assess and understand our students' well-being across different contextual domains like school and home.



Taylor & Francis Asia Pacific

Routledge, Taylor & Francis Group, is the world's leading research publisher in the Humanities and Social Sciences. We partner with researchers, scholarly societies, universities and libraries worldwide to bring knowledge to life. We produce unique, trusted education content by expert authors, combining research expertise with tried and tested classroom practice.

National University of Singapore AI Singapore



As the implementation of AI continues to accelerate on many fronts, we are scaling up AI literacy programmes nationwide and creating meaningful learning experiences to help our people master AI skills to meet the demands of our digital economy. LearnAI, AISG's flagship programme to develop generational AI literacy from students to professionals.

Exhibitors List

Venue: Nanyang Auditorium, NTU
Date: 28 – 30 May 2024



Scholastic (Asia) Sdn. Bhd.

Discover the transformative power of Literacy Pro by Scholastic, revolutionizing the way educators cultivate future-ready students. Through personalized assessments and tailored e-books, teachers empower learners to excel in the digital age. Join us in nurturing a generation of confident readers poised to thrive in tomorrow's world.



Sage Publications Asia-Pacific Pte Ltd

Sage is a global academic publisher of books, journals, and library resources with a growing range of technologies to enable discovery, access, and engagement. Believing that research and education are critical in shaping society, 24-year-old Sara Miller McCune founded Sage in 1965. Today, we are controlled by a group of trustees charged with maintaining our independence and mission indefinitely.



An Institute of



Office of Graduate Studies and Professional Learning, NIE

The National Institute of Education offers evidence-informed graduate, executive leadership and professional development programmes and courses for educators and professionals in educational settings. Our aim is for students and learners to become thought leaders, skillful teachers, disciplinary experts and good researchers. This aspiration is embodied in our philosophical statement of "Learning Differently, Leading Change".



Duck Learning

Discover cutting-edge STEAM solutions for classrooms at Duck Learning Singapore's exhibition booth. Explore innovative solutions from LEGO Education, Quarky by STEMpedia, KUBO robotics, Databot, and Strawbees, designed to seamlessly integrate Robotics and AI into educational environments.

School Showcase List

Westwood Primary School

"Are our children feeling good and functioning well? Examining student well-being using a multi-dimensional approach"@WWPS

Anchored on the principles of positive psychology, Westwood Primary School has forged a collaborative partnership with a team from National Institute of Education to explore various dimensions of student well-being. This initiative is driven by our commitment to enhancing the overall quality of life and psychological functioning of our students by delving into factors such as positive emotions, fulfillment, connection with others, and physical vitality. Through this collaborative effort, our aim is to expand our understanding of children's well-being across different contextual domains, including school, home, and general settings.

Our research project, centered on primary school students, is designed with three primary objectives. Firstly, we are dedicated to developing and validating a school well-being instrument for children, named the Children's Wellness Inventory (CWI). Secondly, we endeavor to examine the school well-being profiles of children across various contexts, shedding light on their experiences within school, home, and general environments. Lastly, we seek to investigate the impact of well-being on crucial aspects such as resilience, motivation, and academic performance. Through these objectives, our research aims to provide valuable insights into primary school students' well-being and its implications for their holistic development. Ultimately, we aspire to guide schools in enhancing the well-being of diverse student populations, thereby leading to improved school and psychological outcomes.

At our showcase, conference participants will have the opportunity to gain a comprehensive understanding of the genesis and impacts of the

research conducted by Westwood Primary School in collaboration with researchers from the National Institute of Education (NIE). Through poster displays and interactive sessions facilitated by our teachers and student presenters, attendees will delve into the study's objectives and methodologies, exploring the multi-dimensional nature of well-being. Utilizing a combination of multiple-choice and open-ended items, our research uncovers the nuanced facets of student well-being.

Moreover, conference participants will gain insights into the implications of the study's findings for student development and school programming. The insights gleaned from the research pilot study conducted with 202 students from Westwood Primary School will inform the school's Student Development Team, enabling targeted interventions to address areas of vulnerability among Primary Four and Five cohorts. Ultimately, attendees can expect to gain valuable insights into promoting student well-being and enhancing school programming to support holistic student development.



School Showcase List

Yusof Ishak Secondary School

Leveraging Metacognition to Support Yusoffian's Growth to Think . Learn . Lead Better

As Yusof Ishak Secondary School's mission is Leader for Tomorrow - Think . Learn . Lead Better, metacognition serves as a foundational element of our school's curriculum. Our school embarked on the collaborative journey with NIE to cultivate metacognitive skills in our students since 2018 in Mathematics and English. Today, all IP and non-IP subjects, including our CCA have integrated metacognitive strategies into our teaching.

Our teachers are enabled to integrate metacognitive strategies into their teaching through a customised Professional Learning approach. First, all teachers have access to our school online PD platform, WeLEAD, to do self-paced learning on the metacognition schema adopted by our school. Then all teachers would attend common PD sessions, Learn@YI, to learn from different subjects on how to weave metacognitive strategies into their lessons. For teachers who need additional coaching, there are a series of clinic sessions and open classrooms for them to attend. As part of their personal growth, our teachers pen their reflections and our Principal would feedback on each of these reflections. As recommended by our NIE partner for metacognition, Professor Lee Ngan Hoe, four approaches of metacognitive instructional approaches were utilised to improve students' problem-solving ability. The four approaches are:

- i. Making Thinking Visible
- ii. Making Thinking Audible
- iii. Developing metacognitive habits of mind
- iv. Building of schemas to facilitate effective metacognitive experiences

Participants will be able to view artefacts showing how metacognition is promoted through the four approaches in different subjects. Students and teachers on site will also be sharing on thinking strategies taught to help them think, learn and lead better.



Educational Research Association of Singapore



ABOUT US

Enhancing Educational Research for 38 Years!

The Educational Research Association of Singapore (ERAS) was established in 1986 as a non-profit organisation to promote the cause of educational excellence in Singapore and the region via the conduct, promotion and use of relevant educational research. ERAS aims to be at the forefront of educational advancement, bringing together educators, researchers, policymakers, and industry leaders to drive positive change in the field of education.

Our Mission:

- Foster collaboration among education professionals
- Promote and facilitate collaborative research efforts
- Promote critical discussion of problems, methods, presentation and use of educational research

What We Offer:

- Professional Development: Access workshops, webinars, and conferences that enhance your skills and knowledge.
- Networking Events: Connect with like-minded professionals and build meaningful relationships.
- Resources and Publications: Stay updated with the latest research, trends, and tools in education.
- Advocacy and Influence: Contribute to shaping education policy and practice.

Find out more:



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final research data related
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NIE Library

Platform that searches
across print, digital and,
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SCAN ME



Access the full list of NIE
research publications

Great for educators!

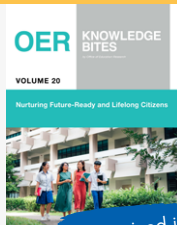
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Bite-sized info

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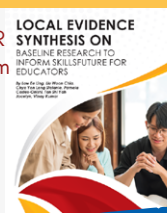
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explores the complexities of learning phenomena across diverse contexts and life stages. Emphasizing the interplay between knowledge, learners, educators, and technology, the journal welcomes investigations into how learning is facilitated or hindered. It prioritizes studies that recognize the socio-cultural and contextual influences on learning processes and artifacts. Encouraging a broad spectrum of analyses and theoretical orientations, the journal aims to advance understanding through interdisciplinary research and case reports that challenge conventional perspectives.

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About the National Institute of Education

The National Institute of Education (NIE), an autonomous institute of the Nanyang Technological University (NTU), Singapore is among the world's top education institutes, renowned for its excellence in teacher education and education research. Founded in 1950, NIE has played a pivotal role in developing Singapore's teaching workforce. In a dynamic education milieu, NIE prepares teachers with the requisite values, skills and knowledge to meet the continuous demands of diverse learners across the lifespan. The quality of our programmes is based on evidence-informed reviews and enhancement, and delivered with innovative pedagogies in digitally mediated learning spaces. Our degree, higher degree and professional development programmes offer global perspectives through international practice and semester exchanges, while 21st Century pedagogies, multidisciplinary curricula and service-learning initiatives help to develop the holistic reflective practitioner and school leader. Internationally, NIE has gained a strong reputation as a thought leader in the field of education and education-related disciplines, and built strategic alliances with many other renowned institutions in the US, Europe and Asia Pacific regions. The Institute also offers the only local sports-related undergraduate degree programme in Sport Science & Management that provides academic and professional pathways to sports-related careers.

Recognising the need to anticipate, adapt, advance and be sustainable, NIE has recently identified five strategic growth areas under a new institute-level initiative, Learning Initiatives for the Future of Education at NIE NTU, Singapore (LIFE@NIE SG ®). Over the coming years, NIE will grow its regional and global impact in these five priority areas – Child and Human Development, Values and Ethics, Science of Learning, Emerging Technologies, and Assessment and Evaluation – to lead the future of education and play its part in helping to address Singapore and humanity's grand challenges in an ever-evolving world.

About NIE Research Office, Centres and Labs

Office of Education Research (OER)

The Office of Education Research (OER) was established in 2008 to forge an institutional-wide programme of education research. It spearheads and charts the education research strategy for NIE and contribute towards the institute's mission of leading the future of education. OER's vision is to be an international leader in education research-practice-policy nexus. Our mission is to engage in rigorous and relevant education research that advances theory and practice, and informs policy thinking, in Singapore and internationally.

Find out more about the OER [here](#).

Centre for Research in Pedagogy and Practice (CRPP)

Established in 2002, the Centre for Research in Pedagogy and Practice (CRPP) focuses on improving and sustaining student and teacher learning in Singapore schools. The centre aims to conduct high quality research and development programmes that are innovative, relevant and responsive locally and internationally. At the same time, CRPP also seeks to understand, design and implement pedagogical innovations in formal and informal contexts, maximising the learning potentials of all learners. By nurturing the next generation of educational researchers to enhance NIE's research capacities, CRPP also informs, collaborates and creates impact together with practitioners and policymakers.

Find out more about the CRPP [here](#).

Centre for Research in Child Development (CRCD)

Centre for Research in Child Development (CRCD) aims to be a major centre for research into children's development and learning. By advancing the science of child development we hope to improve care, intervention, education and policies for children from birth through their primary year and beyond. CRCD conducts large-scale longitudinal studies, intervention studies and research syntheses with a multi-disciplinary approach. The centre disseminates findings to inform practices for optimising the nurturing of children in families, childcare centres, preschools and communities. CRCD also seeks to impact parenting practices, early childhood teacher education and professional development as well as policies pertaining to the early childhood sector.

Find out more about the CRCD [here](#).

About NIE Research Office, Centres and Labs

Science of Learning in Education Centre (SoLEC)

The Science of Learning in Education Centre (SoLEC) was established in 2021. SoLEC aims to advance high quality, interdisciplinary research which coalesces the science of brain, body and social cognition for an understanding of the interrelations and implications to the Singapore education system and beyond. The centre also houses an experimental classroom together with neuroscience testing equipment for research into classroom instruction and learning-related studies.

Find out more about the SoLEC [here](#).

Singapore Centre for Character and Citizenship Education (SCCCE)

The Singapore Centre for Character and Citizenship Education (SCCCE) was launched in May 2023, and it seeks to advance professional learning and research in Character and Citizenship Education (CCE) to support the development of children and youth in Singapore and beyond. Its purpose is to conduct CCE-related educational research to inform policy and practice and be a nexus for research, practice, and theory in CCE, provide leadership for CCE-related programmes in NIE, collaborate with schools and provide though leadership and expand expertise in CCE both locally and internationally.

Find out more about the SCCCE [here](#).

Centre for Arts Research in Education (CARE)

The NIE Centre for Arts Research in Education (CARE) is the research hub of the Visual and Performing Arts Academic Group at the National Institute of Education, Singapore. CARE is also a signatory member of the UNESCO UNITWIN International Network of Arts Education Research for Cultural Diversity and Sustainable Development.

Find out more about the CARE [here](#).

About NIE Research Office, Centres and Labs

Centre for Assessment & Evaluation (CAE)

Serving one of the five NIE's Strategic Growth Areas (SGA), The Centre for Assessment & Evaluation (CAE) is a one-stop hub and catalyst for research and teaching in Assessment and Evaluation (AE) with the aim of encouraging greater growth in these two areas. To this end, CAE promotes literacy in Assessment and Evaluation among educators so that they are better placed to make informed decisions about teaching and learning.

Find out more about the CAE [here](#).

meriSTEM@NIE Singapore

meriSTEM@NIE Singapore is the multi-centric education, research, and industry STEM Centre at the National Institute of Education, Nanyang Technological University, Singapore. The Centre offers research, teaching, and outreach in Science, Technology, Engineering, and Mathematics (STEM) education and is supported by researchers, academics, and industries entrenched in the field of STEM and Education.

Find out more about the meriSTEM@NIE [here](#).

Motivation in Educational Research Laboratory (MERL)

Motivation in Educational Research Laboratory (MERL)'s primary purpose is to translate research findings on motivation into practical guides for teachers and practitioners in Singapore for application in schools. We also regularly organise conferences and seminars as a platform for knowledge sharing on the latest research in various fields related to motivation.

Find out more about the MERL [here](#).

About NIE Research Office, Centres and Labs

Mediated Learning Laboratory (MLL)

The Mediated Learning Laboratory (MLL) in NIE was set up to propel the use and application of Mediated Learning Experience (MLE) and Dynamic Assessment (DA) for research in educational settings and translate research findings into practical guides for teachers and practitioners both locally and globally. In addition, it aims to connect with researchers to lead research and push the knowledge frontier for Feuerstein's theories of Structural Cognitive Modifiability (SCM), Mediated Learning Experience (MLE) and Dynamic Assessment (DA).

Find out more about the MLL [here](#).

Sustainability Learning Lab (SLL)

The Sustainability Learning Lab (SLL) is a formal center of excellence situated within the National Institute of Education, Nanyang Technological University. Set against a backdrop of rapid climate change, widespread ecological degradation, and uneven development, sustainability is one of humanity's grand challenges. The inception of SLL is driven by the collective aspiration of our research and teaching community to cultivate sustainability knowledge as well as foster adaptable and inclusive shared futures.

Find out more about the SLL [here](#).

Plasma Sources and Applications Centre (PSAC)

The Plasma Sources and Applications Centre (PSAC) was co-funded by Ministry of Education's (MOE) Academic Research Fund (AcRF) and Agency for Science, Technology and Research (A*STAR) in 2001. Since then, the Centre is continuously growing and a big part of its research efforts is focused on development of efficient plasma sources and their diagnostics.

Find out more about the PSAC [here](#).

Map

NTU Map

Please scan the QR code below to access the NTU map.



Map

NIE Map

LEGEND

	Assembly Area for Emergency Evacuation
	Bus Stop
	CashCard
	Cash Card Top Up
	Canteen
	Emergency Phone
	Lift
	Toilet
	Nursing Room
	Automated External Defibrillator
	AED
	Bus Stop
	CashCard
	Cash Card Top Up
	Canteen
	Emergency Phone
	Lift
	Toilet
	Nursing Room
	Automated External Defibrillator
	AED

