

Poster - PAP055

Efficacy of Timely Feedback to Support Assessment for Learning in Narrative Writing for 11 & 12 year old (Upper Primary) Students

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Assessment

Abstract

Dylan William asserts that teachers need to use evidence of students learning to adapt teaching and learning, or instruction, to meet the learning needs of students. We often find students making mistakes (e.g. grammatical errors, lack of ideas for content development, etc) when they learn to write (more so for struggling writers). Hence, it is critical that learners are given timely feedback to be aware of the mistakes they make so that they can unlearn and relearn; and in this process, sharpen their competency in writing. This process of unlearning and relearning develops a growth mindset in learners as well as underpins the essence of Assessment for Learning (AfL).

This paper will examine the efficacy of using timely feedback to support AfL in a writing programme designed for 11 to 12 year old primary students. It will provide an overview of the design of process-product writing. The learning content within each writing module is created with the principles of Understanding by Design. The design focuses on scaffolding of learning to help students comprehend the enduring understanding of writing.

The pedagogy involves engaging students in developing skills on how to construct meaning and develop ideas for the narrative plot structure. In addition, the provision of a conducive environment supports the unlearning (i.e. letting go of deeply-held assumptions and misconceptions) and relearning (of new understandings and behaviours) as teachers provide feedback on learners' mistakes. Data analysis of results of three cohorts of Primary 6 pupils who were subjected to this intervention suggested that this feedback strategy in the form of a compiled post-mortem material has a positive impact on student achievement as it leads to improvement in learner outcomes.

In this session, participants will learn about the strategies used in this programme and how the compilation of learners' mistakes, in the form of feedback to support AfL, can help spiral up their competency in writing. Essentially, the process-product writing platform serves as a springboard for students to learn other skills in English Language.

Keyword: Assessment, Curriculum & Pedagogical Innovation

Studio Habits of Mind (SHOM) in Visual Arts Teaching

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Visual and Performing Arts

Abstract

For our students to thrive in a fast-changing world, it is important that they possess the necessary knowledge and skills to be 21st century learners. Hence, as educators, it is critical for us to ensure effective delivery and attainment of the 21st century competencies to better prepare our students for their future. While the art curriculum is designed to help our students develop critical and creative thinking and visual literacy skills, it was observed that they are rather weak in critical thinking and are not able to articulate fluently their learning in art. Hence, the team felt that there is a need provide out students with a language for critical thinking in art, which will not only empower them in articulating their learning but provide an entry point for their learning as well and decided to adopt the 8 Studio Habits of Mind ((Develop Craft, Engage and Persist, Envision, Express, Observe, Reflect, Stretch and Explore, Understand Art World) from Studio Thinking, a framework designed by practioners at Project Zero. Through the project, the Art Unit is able to heighten their awareness of the thinking process during art making and thus develop critical thinking competencies.

Assessment for Learning (AfL) strategies and ICT are the main pedagogical tools used in this project. Using steps of AfL, we began each lesson with Learning Intentions (LI) and Success Criteria (SC) to help students be engaged in the lesson. Using strategic questioning, students were prompted to build on their own responses which allowed student to Envision, Express and stretch and Explore' many possible ideas. The use of ICT as a form of instructional video was shown for students to 'observe, envision and express' on how the art making could be done.

Based on the data, our students have become more confident in developing their craft. Majority of the students felt that they were able to better express themselves.

Keyword: Curriculum & Pedagogical Innovation

Poster - PAP169

Developing Socio-Emotional Competencies in Young Children through SCATA in PAL

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Abstract

Young children feel a sense of emotional satisfaction when they are involved in making art as it gives children the control they have over the materials as well as autonomy in decision making. Sautter (1994) stated that when children participate in art activities with their classmates, the feedback they give to each other builds self-esteem by helping them learn to accept criticism and praise from others. Small group art activities also help children practise important social skills and establish positive relationships such as taking turns, sharing, and negotiating for materials.

We have selected art as the discipline to develop social and emotional learning (SEL) skills, such as self-awareness and relationship management, in our Primary 1 pupils through our Stories Come Alive Through Art (SCATA) module delivered during Programme for Active Learning (PAL) lessons.

The SCATA package is developed during our Professional Learning Community (PLC) sessions. These lessons are designed to provide pupils with meaningful engagement through experiential learning to provide kinaesthetic and tactile experiences that will reinforce pupils' cognitive and conceptual learning. Pupils will have opportunities to create and express their ideas. Through individual and group activities, pupils are able to have fun, enjoy and learn about themselves and understand how to better relate to and work with others, which is an important competency to thrive in a fast changing and globalised world.

A mixed-method approach was adopted to gain and understand a statistical and affective overview of the participants involved, and evaluate the extent to which the intervention programme has been successful in improving their Social Emotional skills. The team use results from Rating Tool for Social and Emotional Competency (RTSEC) to establish the needs of our pupils and prepared a PAL SCATA package customised for our Primary 1 pupils. Surveyed opinions, views and perceptions of teachers were also collected as qualitative data to determine the effectiveness of the package. The package is reviewed and refined yearly to better meet the needs of the pupils.

Results indicate that the programme improved pupils' SEL competencies in self-awareness and relationship management.

Keyword(s): 21st Century Competencies, Arts & Music Education

The Go, Grow & Glow of the Teacher Leaders Network

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Teacher Quality, Teacher Learning and Development

Abstract

Growing teacher leaders needs to be an intentional act in our school systems. Teacher leadership is essential to build leadership capacities and nurture leadership qualities by enhancing the quality of learning through collaboration as a community of practice. The network adopted a 'Go, Grow and Glow' approach to build a community of teacher leaders with the objectives of:

Grow to become effective & innovative Teacher Leaders.

Learn & play a vital role in schools and cluster as pedagogical leaders, mentors & researchers who facilitate and champion inquiry-based practices.

Collaborate with each other & the fraternity towards building Caring Educators & Engaged Learners in Good Schools.

Under the leadership of school leaders, the approach

GO: The RAISED framework was created based on the learning needs derived from the Needs Analyses Survey and building on the developmental opportunities to capitalise on their strengths and competencies. The frame stands for 'Reach', 'Aspire', 'Innovate', 'Share', 'Empower'. It constitutes a range of learning and development opportunities to GO as a network.

GROW- There are different profiles of teacher leaders within the community. They are experienced teacher leaders who aspired to GROW in their track and exhibit competencies in deep research, strong content mastery and able to work very well as a team. There are also newly appointed teacher leaders who need guidance and coaching to GROW in their new job. The tiered frame provided deployment of job role to GROW through leveraging on cluster expertise and synergies.

GLOW- Building confidence and communication and expanding the opportunities for participation in collective processes and channelling them into actions that GLOW our teacher leaders, deepen relationships and improve the communities".

While undergoing this RAISE Framework, 5 Cs learning will take place. Collaboration, contribution and commitment are needed for effective communication. This also ensures the culture of learning.

Using the ACS Model- A continuous cycle which focus on their priority areas for leadership development, assessment on their current competency, identify appropriate programmes that challenge them for their personal growth. With the ACS and Leader Growth Model embedded into the framework, the network can achieve the desired outcomes.

Keyword: Professional Community

Poster - PAP247

Nurturing Students for the 21st Century: Disciplinary Literacies and Interdisciplinary Dispositions

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Curriculum Development

Abstract

Nanyang Girls' High School is a premier all girls integrated programme school in Singapore. Curriculum innovation is something that the school believes strongly in. Since 2014, the school has been thinking of new ways to design and develop its curriculum to provide students with an authentic, personalised, relevant curriculum that will enable students to make meaningful connections and develop a heart for the community by paying forward through active service. In January 2016, the school introduced an enhanced curriculum for its Secondary One cohort. This curriculum requires teachers to rethink the way they teach their disciplines and connect with other disciplines through the use of macro and micro concepts. Disciplinary or micro concepts were used to provide disciplinary depth. Macro concepts such as Communication, System, Model, Evidence, Change and Sustainability were used to enable connections across disciplines. Beyond an emphasis on disciplinary literacies, students also learn to tackle real world problem through interdisciplinary studies. They learn to use Design Thinking to scaffold their thoughts and reflections as well as to create viable solutions. Disciplinary literacies and interdisciplinary dispositions is Nanyang Girls' High School's way of providing breadth and application as well as rigour and depth that will prepare our students well for the 21st century world.

Keyword: Curriculum & Pedagogical Innovation, Curriculum Design/Reform

Differentiated Group Work on heightening Continuing Motivation for High Ability Ecoliteracy Learners

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Cognition, Motivation and Learning

Abstract

In the Integrated Programme, Year 2 students in Singapore Chinese Girls' School attend an Ecoliteracy Module as part of the school's mission to gear them to be World-ready citizens after graduation.

A total of 120 students were administered a Continuing Motivation (CM) survey before a major ecological phenomenon was taught to them. Continuing Motivation (for science) is the behaviour of a person, free from external influence and acting on his free will return to engage in Science-related activities (Maehr, 1976). One major objective of CM, through this research, is to enrich students out of the class, in science and eventually positioning them as earth protectionists in the future.

With the Motivation Teaching Model (Dornyei, 2009), students are introduced to the Colony Collapse Disorder involving the bees (CCD) through a variety of materials (Dornyei, 2001). Coupled with the teacher's instructions, students form smaller groups of 4-5, cooperate and brainstorm to think of solutions to save the dwindling bee population. This stimulating task protected and maintained the motivation of the students throughout (Dornyei, 2009).

Since the main concern in the CCD was the disappearance of the bees, each class had a differentiated group activity so that learning is tailored, becoming more fun and motivating students to give full participation (Dornyei, 2009). Actual activities and students' work were kept for further explanation at the paper presentation.

To ensure internal consistency of the test items, the CM survey was checked for the Cronbach Alpha which gave a value higher than 0.7 and indicating that the survey test items were consistent. Next, the CM survey used to measure the levels of Continuing Motivation (CM) for Science (David and Dana, 2013) in students were administered again after the students have written their solutions for the CCD. Before and after CM scores were tabulated and its difference for each test items calculated. More than 60% of the students' CM level showed a rise after the research and the participants' comments were positive towards their differentiated activities in class. The research results directed us to accept the hypothesis that differentiated group work thus heighten the CM of students.

Keyword: Motivation, Science Education

Poster - PAP480

CULTIVATING 21ST CENTURY COMPETENCIES THROUGH MUSIC: A CASE STUDY OF A SECONDARY GENERAL MUSIC PROGRAM IN SINGAPORE

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Visual and Performing Arts

Abstract

In Singapore, the Ministry of Education emphasizes the importance of developing 21st Century Competencies (21CC) in order to equip students with invaluable skills to meet the challenges and demands of a rapidly changing world. Writing with specific reference to music, the music Teaching and Learning Syllabus states that the General Music Program (GMP) is a “natural platform” to “prepare our students to thrive in a fast-changing and highly-connected world” (Ministry of Education, 2015, p. 9). This raises the following questions: (a) How (if at all) are 21CCs developed through the GMP classroom? (b) What are some enablers and impediments for the development of 21CC through GMP? (c) How may current practice be improved to facilitate the development of 21CC in the GMP classroom?

The purpose of this study was to examine the cultivation of 21CC through music, in particular, the Singapore GMP classroom. In particular, it draws on Shuler’s (2011) “Three Artistic Processes-Four Cs” framework to examine how the “Three Artistic Processes” (i.e., performing, creating and responding) enable the development of the “Four Cs” (i.e., creativity, critical thinking, collaboration and communication) through the GMP. Participants of this qualitative case study research were fourteen students and two music teachers from a Secondary School in Singapore. Data comprised focus group discussions, interviews, field observations, and material artifacts. Results indicated that consistent with the Ministry of Education’s (2015) initiatives, the GMP classroom was indeed a “natural platform” (p. 9) to cultivate 21CC. Based on the data, specific recommendations were made to further facilitate the development of 21CC through music.

Keyword: 21st Century Competencies, Arts & Music Education

Poster - PAP674

The Indirect Associations of Personality with Educational Achievement via Approaches to Learning

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Cognition, Motivation and Learning

Abstract

Background. Increasing research demonstrates the role of non-cognitive constructs in educational achievement. This research has supported the roles of personality traits in predicting academic achievement, as well as the mechanisms through which the effects of personality are carried to academic achievement. This study seeks to extend this literature examining the indirect associations of personality traits with achievement.

Aims. This present study aims to extend the findings of the extant personality-achievement research by examining the indirect relationships of personality traits with achievement via approaches to learning.

Sample. Participants consisted of 529 undergraduate college students attending a medium-sized university in Eastern Australia.

Methods. Participants completed the Neo-Five Factor Inventory (NEO-FFI) to assess conscientiousness, openness to experience, and neuroticism. The Approaches and Study Skills Inventory for Students (ASSIST) was used to assess the strategic, deep, and surface learning approaches. Students' GPA data were retrieved from the registrar at the end of the semester. Exploratory structural equation modelling was used to analyse the data.

Results. Conscientiousness was found to be the strongest predictor of both the strategic and deep learning approaches, while neuroticism was the strongest predictor of the surface learning approach. Openness to experience was found to be a positive predictor of the deep learning approach and a negative predictor of the surface approach to learning. In addition, conscientiousness was indirectly associated with academic achievement via the strategic learning approach, while openness to experience and neuroticism were indirectly associated with academic achievement via the surface learning approach. Furthermore, the association between the deep learning approach and academic achievement was found to be trivial and non-significant.

Conclusions. The findings of this study replicate previous data reporting on personality-achievement relations. In addition, the findings elucidate indirect pathways through which conscientiousness, openness to experience, and neuroticism are associated with academic achievement via strategic and surface learning approaches. Limitations of this study as well as practical implications in the educational settings are discussed.

Keyword(s): Educational Policy/Reform, Learning Environments