

EMBARGOED TILL 28 MAY 2024, 10AM

MEDIA RELEASE

TRANSLATING RESEARCH INTO PRACTICE AND IMPACT TEACHING AND LEARNING: THE NIE NTU HOSTS THE *REDESIGNING PEDAGOGY INTERNATIONAL CONFERENCE 2024*

The tenth *Redesigning Pedagogy International Conference (RPIC)*, hosted by the National Institute of Education, Nanyang Technological University, Singapore (NIE NTU, Singapore), will be taking place from **28 May to 30 May 2024**, with **Minister of Education, Mr Chan Chun Sing** as the Guest-of-Honour for the opening ceremony. Themed “Growing future-ready teachers and learners: Collaborative research for collaborative change”, the RPIC 2024 will feature four keynote addresses, alongside numerous paper and poster sessions, symposia, workshops, and exhibitions. The conference aims to spark conversations about the importance of education research and explore effective methods to translate research into practice, impacting the teaching and learning experience.

With over 800 delegates from neighboring countries and beyond, the event will facilitate the exchange of research findings, educational ideas, and experiences, fostering collaboration across local, regional, and international educational communities. Featuring over 300 presentations at the RPIC 2024, it provides an engaging platform for delegates to forge new directions in educational research practice and broaden professional networks. The NIE’s commitment to bridging the gap between educational research and practice will be evident through the sessions presented by its faculty and researchers, aimed at dissemination, engagement, partnerships, and implementation.

Professor Elaine Munthe, the NIE’s 4th Dr. Ruth Wong Professor and a distinguished professor at the University of Stavanger, Norway, will inaugurate the conference with her keynote address titled “Bridge over Troubled Waters: Thoughtful Engagement with Research in Education” on 28 May 2024, 1.00pm to 2.00pm at the Nanyang Auditorium. A leading authority in inclusive education and special needs, Professor Munthe’s career spans several decades. Her extensive contributions to research, policy, and practice have significantly shaped international educational policies and practices.

Professor Kenneth Poon, NIE’s Dean of Education Research and Centre Director of the Centre for Research in Child Development, will highlight the importance of adolescence as a life stage, the rationale for studying the school and career aspirations, identify, social relationships, and wellbeing. Some insights from the first year of data collection will be shared from this current research - *DRivers, Enablers, and pathways of Adolescent developMent in Singapore (DREAMS)* during his keynote presentation on 29 May 2024, 9.00am to 10.00am. Across the second and third days, Professor Poon and his team will present ten papers in three symposia, examining topics such as career choices, self-beliefs, friendship networks, and well-being among various student groups, including those with special educational needs or from low-income backgrounds. They will investigate how parental support, expectations, and involvement impact students’ academic and non-academic outcomes.

Professor Kenneth Poon reflects that, “Society is ever-changing, especially with the pandemic and rapid technology advancements that have vastly impacted our everyday lives. This results in consequences for what we teach, how we teach, and why we teach. RPIC not only provides a platform for like-minded individuals to come together and reflect upon on how research can be applied to the field of education, identify solutions and develop networks, It is a special space where we look at the juxtaposition of cutting-edge research as well as translation to educational environments. I hope that all delegates who attend the conference will have a fruitful and wonderful experience.”

MEDIA INVITATION

Date/Time : Tuesday, 28 May 2024, 10:00 AM to 11:30 AM
To be seated by 9:45 am

Venue : Nanyang Auditorium,
Nanyang Technological University
50 Nanyang Avenue, Singapore 637616

Please RSVP by 27 May 2024 at 12:00 PM. Please refer to Annexe A (Opening Ceremony Programme), Annexe B (profile of distinguished academics presenting keynote addresses), Annexe C (presentation strands), and Annexe D (list of the NIE colleagues presenting at RPIC).

For scheduling of interviews and media queries, please contact:

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ABOUT THE NATIONAL INSTITUTE OF EDUCATION (NIE), SINGAPORE

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.

For more information, please visit: www.ntu.edu.sg/nie.

ABOUT THE REDESIGNING PEDAGOGY INTERNATIONAL CONFERENCE

The Redesigning Pedagogy International Conference (RPIC) aims to convene researchers, educational leaders, practitioners, and policymakers from around the world to collectively debate and generate creative solutions, and to actively exchange research and educational ideas and experiences across local, regional and international educational communities. The conference will provide a platform for multi-stakeholder interactions, facilitating the exchange of cutting-edge international research and best practices across schools and cultures, forging new and innovative directions for educational research and practice, and broadening professional networks throughout the region.

ABOUT DR RUTH WONG PROFESSORSHIP IN TEACHER EDUCATION

The Dr Ruth Wong Professorship in Teacher Education, named after the late Dr Ruth Wong Hie King, aims to enhance the teacher education experience and expertise within the National Institute of Education (NIE) and the Singapore teaching fraternity, as well as increase cooperation and activities between NIE, the teaching fraternity in Singapore and the international education community.

REDESIGNING PEDAGOGY INTERNATIONAL CONFERENCE 2024

PROGRAMME

9:30 AM	Media to arrive and be seated <i>Note: Please be seated by 9:45 am</i>
10:05 AM	Welcome Address by: <ul style="list-style-type: none">• Professor Christine Goh NIE Director
10:25 AM	Drum Performance by Chung Cheng High School (Yishun)
10:50 AM	Opening Speech by <ul style="list-style-type: none">• Mr Chan Chun Sing Minister for Education
11:30 AM	End of Opening Ceremony

KEYNOTE SPEAKERS

Below are the keynote addresses by distinguished academics:

<p>Professor Elaine Munthe</p> <p>4th Dr Ruth Wong Professor in Teacher Education Professor And Director of The Knowledge Center for Education (KSU) University of Stavanger, Norway</p> <p>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.</p>	
<p>Keynote Title: Bridge over troubled waters; Thoughtful engagement with research in education</p>	<p>Abstract: 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?</p>

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 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 vast experience working with persons with neurodevelopmental disabilities.

In terms of research, the development of children (especially children with neurodevelopmental disabilities and children from low-income families) has been a major focus. In particular, Kenneth has special focus on how home and school environments impact development. He is Lead Principal Investigator of the ongoing DRivers, Enablers, and pathways of Adolescent developMent in Singapore (DREAMS) and was Principal Investigator of the completed Transition and Adjustment of Children with Special Educational Needs (Tran-SEN). Another area of research focus is the assessment of children and adolescents. He has led the development, adaptation, and norming of instruments which may be used for future studies such as the Singapore Ability Scales (SAS), Singapore's first commercially available test of intellectual abilities.

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

Abstract: 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.

DRivers, Enablers, and pathways of Adolescent developMent in Singapore (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 will highlight the importance of adolescence as a life stage, the rationale for studying the school and career aspirations, identify, social relationships, and wellbeing. Some insights from the first year of data collection will also be shared from this current research during his keynote presentation.

Professor William Penuel

Distinguished Professor of Learning Science 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 Title:
Reimagining
Teaching and
Learning in
Schools with
Research-
Practice
Partnerships

Abstract: 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 a more just and sustainable futures.

Professor Mutlu Cukurova

Professor of Learning and Artificial Intelligence, University College London

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

Abstract: 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.

PRESENTATION STRANDS

More than 300 presentations will be featured in the form of keynote presentations, paper sessions, posters, workshops and symposia. These presentations are divided into the following strands:

1	Artificial Intelligence in Education
2	Assessment
3	Character, Citizenship and Moral Education
4	Cognition, Motivation and Learning
5	Curriculum Development
6	Early Childhood Education
7	Educational Neuroscience / Science of Learning
8	Educational Policy Research
9	Humanities and Social Studies Education
10	ICT in Education
11	Informal Learning
12	Language and Literacy Education
13	Learning Sciences
14	Mathematics Education
15	Mother Tongue / Bilingual Education
16	Multiliteracies
17	Physical Education and Sports / Outdoor and Adventure Education
18	School Change and Leadership
19	Science Education
20	Special Needs Education
21	Teacher Quality, Teacher Learning and Development
22	Visual and Performing Arts
23	Others

LIST OF THE NIE COLLEAGUES PRESENTING AT RPIC

The line-up of keynote speakers, paper and poster presentations, workshops and symposia will provide an engaging platform for conference delegates to creatively explore the answers to these critical questions. The synergy where research informs practice, and practice, in turn, serving also to inform research is a welcomed highlight of theoretical-empirical researcher sessions.

S/N	Name	Profile	Presentation Title
Poster Sessions			
A platform which provides an opportunity to discuss their research with fellow scholars in an interactive setting.			
1	Ms Regine Poon	A Research Assistant from the Centre for Research in Child Development, she will share how children produce sets of objects (e.g., grabbing objects or counting out objects) and its relationship with their knowledge of counting.	Gestures reveal different mechanisms of set generation for counters and non-counters
2	Dr Jessica Tan	An Education Research Scientist from the Science of Learning in Education Centre, she will share her study which aims to determine the causality of inter-brain synchrony (IBS) on collaborative performance, and understand the relationship between physiological synchrony, IBS, and collaborative performance.	Neurophysiological Synchrony in Collaboration
Concurrent Paper Sessions			
There is a plethora of notable research projects across several disciplines in local education research projects led by the NIE colleagues.			
3	Dr Betsy Ng	The study explores the role and benefits of a peer support initiative on students in a primary school, and it is considered as one of the positive psychology approaches to promote youth mental health and well-being in school settings.	Exploring Peer Support in Socioemotional Well-being
4	Dr Pan Qianqian	An Education Research Scientist from the Centre for Research in Pedagogy & Practice, she will share her study which explores the achievement goal profiles of Secondary 3 students within the subject of additional mathematics and examines how these profiles correlate with various dimensions of learning motivation, including self-efficacy, task values, interests, learning strategies, effort regulation and engagement. The study indicates that a significant proportion of students align with mastery-dominant	Achievement Goal Profiles and Motivational Dynamics in Singapore's Evolving Educational Landscape

		achievement goals, suggesting an educational shift towards valuing knowledge beyond examinations.	
5	Ms Tan Shi Fang Tammy	A Research Assistant from the Centre for Research in Child Development, she will share her study which aims to synthesize existing evidence about social, emotional, and learning outcomes associated with school-based and free-standing Social Emotional Learning (SEL) programs delivered to preschool children (3-4 years old). The secondary aim is to summarize adaptations made to SEL programs for Asian and/or low-income and/or preschool children as well as the moderators of SEL programs' effects.	Improving preschoolers' social emotional learning: A systematic review of school-based and free-standing SEL programs
6	Assoc Prof Chong Wan Har	An Associate Professor from the Psychology and Child & Human Development Academic Group, she will share her study which challenges traditional deficit models by employing the positive deviance (PD) approach to identify effective practices and emerging capabilities among students who, despite coming from socioeconomically disadvantaged backgrounds, continue to thrive academically in low-performing classrooms.	Positive Deviance: A Strength-Based Approach to Academic Adaptation in Low-Performing Classrooms
7	Dr Yan Mengge	A Research Fellow from the Office of Education Research, she will share her study which aims to examine whether three traditional measures of motivation are correlated with each other, and whether they play different roles in predicting children's word reading skill.	Similarities and Differences of Language Learning Motivation Evaluated by Children, Parents and Teachers among Singaporean Bilingual Children
8	Dr Teo Shi Ling	A Lecturer from the English Language and Literature Academy Group, she will share her study on using experiential learning to bridge preservice EL teachers' knowledge gap between familiarity with videos/video-creation and utilising them for EL instruction. Findings show preservice teachers' development of metalanguage, improved understanding of incorporating multiliteracies into their EL classrooms, and increased confidence as EL teachers.	Empowering EL Teachers: An Experiential Approach to Digital Multiliteracies in Preservice Training
9	Dr Tong Qiyang	A Research Associate from the Centre for Research in Child Development, she will share her study which aims to investigate teachers' adaptive teaching behaviors in the implementation of instructional	Challenges of a Benign Attitude Towards Systematic Implementation of Curriculum—A Case Study of Primary

		materials to facilitate effective teaching and improve teaching quality.	Chinese Teachers' Adaptive Teaching
10	Ms Siti Rasyidah Bte Mat Rasid	A Research Assistant from the Centre for Research in Child Development, she will share her study which explores the transmission of the aforementioned values, cultural heritage and practices in Singapore ML classrooms for Primary 5 and Secondary 3 students.	Inculcation of Values, Heritage and Practices in Singapore Malay Lessons: Findings on the Teaching and Learning of Values and Cultural Practices in Primary 5 and Secondary 3 Malay Language Classrooms
11	Dr Fatema Anis Hussain	A Research Associate from the Centre for Research in Pedagogy and Practice, she will share her study which surfaces teacher and student feedback in Chinese Language (CL), Malay Language (ML), and Tamil Language (TL) classrooms in view of how students perceive, interpret and use feedback.	Feedback practices and student perceptions: Insights from primary Mother Tongue classrooms in Singapore
		This paper illustrates the visibility of learning and feedback practices in primary English Language (EL) classrooms observed in 2010 and 2019, surfacing key patterns and shifts over a decade.	Visible learning and feedback practices in primary English Language classrooms - The Singapore story from two baseline studies
		This paper elucidates primary science teachers' perceptions of inquiry-based learning and their challenges in employing inquiry in the classroom in view of the curricular focus on scientific inquiry.	Singapore teachers' perceptions of inquiry-based learning: "For science ... the inquiry part must be there"
12	Dr Wu Chiao-Yi	An Education Research Scientist from the Centre for Research in Child Development, she will share her study which takes a meta-analytic approach with neuroimaging studies to elucidate the domain-specific and domain-general neural networks of reading and math.	The Role of Executive Function in Reading and Math for Children: A Neuroimaging Meta-Analysis on Brain Networks
13	Dr Huang Jun Song	Associate Dean of Strategic Support & Analytics at the Office of Education Research, he will share his study which proposes to adopt Conjecture Mapping as the analytical lens to examine the intelligent tutoring systems (ITS) literature and the framework to guide the improvements of learning designs.	Examining Intelligent Tutoring Systems for K-12 Math Learning - Conjecture Mapping as a proposed analytical lens
14	Ms Danyalakshmi Ganeson	A Senior Research Assistant from the Centre for Research in Pedagogy and Practice, she will share her study which focuses on three main constructs: teacher pedagogical practices, language	Examining Teaching and Learning of Mother Tongue Language Education: Insights into Pedagogical Practices,

		pedagogies, and the intellectual quality of knowledge work in Mother Tongue Language (MTL) instruction for Primary 5 and Secondary 3 in Singapore.	Language Pedagogies, and Intellectual Quality of Knowledge Work in Primary 5 and Secondary 3 Classrooms in Singapore.
15	Mr Alistair Peacock	A Senior Research Assistant from the Centre for Research in Pedagogy and Practice, he will share his study which aims to present research findings from the Core Mother Tongue project (C3MT) regarding students' use of ICT during their Mother Tongue Language (Chinese, Malay & Tamil) classes for Primary 5 and Secondary 3 in Singapore.	The role of ICT in primary and secondary Mother Tongue classrooms: insights into the implementation of ICT in Chinese, Malay and Tamil classrooms
16	Ms Rasnaam Kaur	A Senior Research Assistant at the Centre for Research in Child Development, she will share her study which aims at understanding the quality of teacher-child interactions in Singapore preschool classrooms across 3 levels.	Understanding the quality of teacher-child interactions in the preschool classroom across 3 levels
17	Dr Yue Yu	An Education Research Scientist from the Centre for Research in Child Development, he will share his study which developed and validated a general conceptual framework for understanding transition, based on Bronfenbrenner's bioecological model.	Parental autonomy granting is associated with Singaporean children's endorsement of free choice
18	Dr Pamela Costes-Onishi	An Education Research Scientist from the Centre for Research in Pedagogy and Practice, she will share her study which developed Thrive, an eight-session (1.5 hours each), arts-based group intervention that draws on art therapy approaches to support the social, emotional and psychological outcomes of adolescents in Singapore, and also examined how Thrive may influence the observed and perceived changes of the lived experiences of children.	Supporting Youths to Thrive: An Arts-based Group Intervention Programme
19	Assoc Prof Seetha Lakshmi	An Associate Professor from the Asian Languages and Cultures Academic Group, she will share her study which provides an analysis of the amount of vocabulary from a selected group of student acquired from nine Tamil classes, and provides recommendations to increase the amount of vocabulary in preschool and primary school classes.	Vocabulary is the Key to Learning!

Symposia

A platform for industry experts to discuss educational matters, the Conference will host 25

symposia. Some of these are led by NIE faculty and education researchers as shown below.

20	DREAMS Symposium 1, led by Professor Kenneth Poon	Comprising an introduction and four papers, this symposium seeks to share findings arising from data collection during their first year in secondary school. Specifically, this symposium will focus on career choices, expectations, self-beliefs, and motivations, friendship networks, and well/ill being among Secondary 1 students.	Drivers, Enablers and Pathways of Adolescent Development in Singapore: Career Choices, Self-Beliefs, Friendship Networks, and Well/ill-Being
	DREAMS Symposium 2, led by Dr Melvin Chan, Assistant Dean of Knowledge Management at the Office of Education Research	Comprising three papers and a discussion, this symposium seeks to share findings arising from data collection during their first year in secondary school. Specifically, this symposium will focus on the influence of middle childhood, students with special educational needs as well as students from low income environments.	Drivers, Enablers and Pathways of Adolescent Development in Singapore: A Focus on the Influence of Middle Childhood, Students with Special Educational Needs, and Students from Low Income Environments
	DREAMS Symposium 1, led by Assoc Prof Gregory Arief D. Lam, Associate Professor at the Psychology and Child & Human Development Academic Group	This symposium comprises three empirical papers and a discussion that delve into the intricate interplay of parental autonomy support, involvement, and expectations, and investigate their pivotal roles in shaping academic outcomes of secondary school students in Singapore.	"My Parents and Me" Exploring the Dynamics of Parental Autonomy Support, Expectation, and Involvement in Shaping Students' Academic and Non-Academic Outcomes
21	MOE-AST-NIE Tripartite Symposium, led by Assoc Prof Lee Ngan Hoe	In this symposium, members and partners of the research team will illuminate their understanding and development of Singapore teacher metacognitive practices and strategies in this programmatic research.	Metacognition for learning and transfer in Singapore schools
22	Led by Dr Sun He, Assistant Centre Director at the Centre for Research in Child Development	Well-designed educational applications hold significant promise for early childhood education. According to the US Department of Education (2011), there are three categories of educational apps for young children: Gaming apps, Creation apps, and Interactive Electronic Storybook (eBook) apps. This symposium will specifically address the latter category, as it is directly tailored to enhance children's emerging language and literacy skills.	eBook APP and Child Mother Tongue Language Learning

23	Led by Assoc Prof Wong Meng Ee, Associate Professor at the Psychology and Child & Human Development Academic Group	This symposium primarily examines the intricate interplay between meritocratic principles and experiences of disabled individuals in Singapore.	Examining the Impact of Meritocracy and Disabled Individuals in Singapore: One principle, multiple implications.
24	Led by Dr Michael Tan, Education Research Scientist at the Centre for Research in Pedagogy and Practice	In this symposium, we will present three papers which detail how curriculum changes for creativity have carried out with an organic metaphor compared to a mechanistic metaphor. Preliminary findings about changes in behaviour will also be discussed.	Curriculum policies and metaphors for creativity
25	Led by Assoc Prof Mary Anne Heng, Associate Professor at the Policy, Curriculum and Leadership Academic Group	This symposium questions the dominant focus in modern-day schooling on efficiency, effectiveness and measurement of performance in good education. Going beyond good education centered on the instrumental questions of the “What” and “How” of education, this symposium argues for a view of education as transformation where schools have a larger purpose that probes the “Why”, “Why not” and “For whom”.	Do you believe schooling has a higher purpose?

Workshops

Workshops provide an opportunity for extensive discussions and active engagement between presenter(s) and participants on a specific topic, subject or project.

26	Led by Dr Kenneth Lim Yang Teck, Senior Education Research Scientist at the Centre for Research in Pedagogy and Practice	This workshop will introduce participants to an exploratory discussion on the affordances of AI for learning. The workshop will take participants through case studies of projects initiated by students, conceptualised from the paradigm of encouraging students to develop literacies in AI through hands-on activities.	Exploring the potential of AI as a companion for students in project-based learning
27	Led by Assoc Prof Tan Seng Chee, Associate Professor at the Learning Sciences and Assessment	Participants can expect a deep dive into the following aspects: a) Designing Learning with Generative AI - Explore how Generative AI can transform teaching and learning practices, b) Empowering Teachers through AI - Discover how Generative AI can play a role in elevating teachers' professional development, helping them adapt to evolving educational	Leveraging Generative AI for Educators' Professional Growth

	Academic Group	paradigms, and c) Prompt Design and Sharing - Create simple PD Proof-of-Concepts (PoCs) applications with prompt engineering.	
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END OF MEDIA RELEASE