MINOR IN EDUCATION STUDIES
(Updated as at 8 November 2004)

Requirements

A total of 15 AU comprising 5 3-AU courses shall constitute a Minor in Education Studies. The courses are independent of the other and no prerequisites are required. That is, student can choose to read the courses in any sequence. All courses in the minor will be assessed wholly by coursework.

Delivery and Assessment

The minor comprising 5 courses will involve a variety of teaching and learning approaches – lectures, tutorials, on-line discussions, and seminar presentations. In an increasingly practical-oriented society, skills of collaboration, problem-based learning and project work are central and these practices will characterize the learning in this minor. Assessment will be primarily through practical work and assignments.

<table>
<thead>
<tr>
<th>Course</th>
<th>AU</th>
<th>Assessment (Written Exam/Course Work)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES101 Education in Transition</td>
<td>3</td>
<td>0/100 – individual reflection log, class participation and group assignment</td>
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<tr>
<td>ES102 Understanding Learning and Knowledge Construction</td>
<td>3</td>
<td>0/100 – Problem-based learning assignments, portfolios and projects</td>
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<tr>
<td>ES103 Designing Training</td>
<td>3</td>
<td>0/100 – In class on-line participation, project presentation and instructional design package</td>
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<tr>
<td>ES104 Evaluating Performance and Learning</td>
<td>3</td>
<td>0/100 – In class oral presentation, quizzes, and term paper</td>
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<tr>
<td>ES105 Reforming Education</td>
<td>3</td>
<td>0/100 – individual reflection log</td>
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Description of Courses

Compulsory Course 1: ES101 Education in Transition (3 AU)

An introduction to education in post-industrial societies and key issues, ideas, skills and attitudes that will be particularly relevant to students embarking on a broad-based tertiary education. Topics include: the changing face of education in Singapore and other societies; transitions in key societal institutions (family; pre-school, primary, secondary and post-secondary education; workplace and continuing education); education, training and life-long learning; personal mastery skills and dispositions needed for life-long learning; preparation for a globalised and knowledge-based economy; values and philosophical considerations of the learner; implications for the organization of formal and informal education.

Course 2: ES102 Understanding Learning and Knowledge Construction (3 AU)

This course is designed to provide students with an up-to-date presentation and examination of current knowledge in thinking and learning. Key topics covered include theories of intellectual development; the place of thinking skills in teaching and learning; different types of thinking skills; observing, monitoring and evaluating the development of thinking skills; concepts, theories, strategies and instruments for promoting and assessing creative and critical thinking; behavioral and cognitive views of learning; understanding how people learn and how people fail to learn; cognitive and learning styles, brain-compatible learning, motivating and demotivating factors affecting learning; and self as an expert learner-skills and learning strategies. A variety of learning paradigms will also be introduced, especially cognitivism, constructivism, and social constructivism.

Course 3: ES103 Designing Training (3 AU)

A systematic approach to the design of training and instruction; the ADDIE model (ie Analysis, Design, Development, Implementation, and Evaluation); conduct front-end analysis (needs assessment); understanding learner characteristics when designing instruction; conducting an instructional analysis (content or task analysis, goal specification, determination and classification of objectives, sequencing of objectives); various instructional strategies / activities and theories in reference to instructional design models; design and develop appropriate media and materials to support the instructional activities; effective communication and presentation skills.
Course 4: ES104 Evaluating Performance and Learning (3AU)

This course provides students with the basic knowledge and practical skills to manage and monitor learning and learner performance. It discusses the principles of educational measurement and essentials of testing and evaluating learning; the role of assessment in the learning process; present and future developments in the field of assessment to promote thinking and higher-order learning; conventional and alternative assessments; essentials of measurement in the cognitive, affective and behavioral domains; the design, construction and analysis of tests, examinations and performance assessment with emphasis on project work; the design of appropriate scoring rubrics for judging performance; basic statistics and the interpretation and management of results for specific purposes.

Course 5: ES105 Reforming Education (3 AU)

Contents: Comparing education systems; alternative models of schooling and cultural contexts; citizenship and economic functions of education systems; globalization revisited; marketization of education; reform efforts: case studies of Singapore, UK, USA, Europe, India, China, etc; being an educator and change agent – perspectives of parents, teachers, education service providers and adult learners; how different stakeholders can respond to the reform agenda; implementation issues and challenges.