

ERAS Conference 2011
Empowering 21st Century Educators as Researchers:
Exploring Ideas and Enhancing Practices

Venue

The conference venue is at Raffles Institution, 1 Raffles Institution Lane, Singapore 575954.

Instructions to Presenters

The time allocated for each paper presentation is 30 minutes (including question and answer time). Please plan your presentation according to the 30 minutes allocated. It is recommended that you also prepare at least 30 copies of your paper or powerpoint presentation to distribute to interested parties.

Instructions for Session Chairpersons

The final presenters for each presentation slot will serve as the session chairpersons. The chairpersons for symposiums are appointed by the presenters. To facilitate the smooth delivery of presentations, session chairpersons are requested to make sure that:

- 1) each session begins on time;
- 2) each paper presentation is allocated 30 minutes;
- 3) the entire session/symposium is kept to the allocated 90 minutes time slot; and
- 4) each session ends on time, with a few concluding remarks from the session chairperson.

The ERAS Conference 2011 Organizing Committee would like to thank the session chairpersons for their important contributions in facilitating a successful conference.

Concurrent Presentation Sessions

There are 4 concurrent presentation sessions. Each presentation slot is scheduled for 90 minutes. Up to 3 paper presentations are scheduled during each presentation slot.

Day 1: Thursday 8 September 2011

- Presentation session 1: 1100-1230
- Presentation session 2: 1600-1730

Day 2: Friday 9 September 2011

- Presentation session 3: 1030-1200
- Presentation session 4: 1400-1530

Paper Codes

Each paper and symposium is assigned a unique 7 digits paper code (N.N.NN.NNN). The first digit represents the day, the second digit indicates the paper session while the next 2 digits show the paper number. The final 3 digits represent the abstract number.

For example:

Paper code 1.1.99.888 is scheduled on Day 1, Session 1, Paper 99, abstract number 888.

Paper code 2.3.99.288 is scheduled on Day 2, Session 3, Paper 99, abstract number 288.

ERAS Conference 2011

Day 1 Thursday 8 September 2011		
Time	Event	Venue
0730-0830	Registration	Foyer Performing Arts Centre (PAC)
0830-0930	Opening Ceremony Welcome Address by ERAS President Opening Address by Guest of Honour	PAC
0930-1030	Keynote Address 1 (WERA Keynote) <i>Using Sociocultural Theory To Transform The Practice of Teaching</i> Professor Arnetha F. Ball American Educational Research Association & Stanford University. USA	PAC
1030-1100	Tea	Amphitheatre
1100-1230	Concurrent Presentation Sessions (1)	Tutorial Rooms
1230-1330	Lunch	Amphitheatre
1330-1430	Keynote Address 2 <i>Educator as Research: A Reflection on Inter-cultural Epistemology through an Immersion Experience</i> Professor Lee Wing On National Institute of Education, Singapore	PAC
1430-1530	Keynote Address 3 <i>Collaborative Practice for 21st Century Educators: The Case of Co-Teaching</i> Dr Tine Sloan University of California, Santa Barbara, USA	PAC
1530-1600	Tea	Amphitheatre
1600-1730	Concurrent Presentation Sessions (2)	Tutorial Rooms

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Day 2 Friday 9 September 2011		
Time	Event	Venue
0800-0900	Registration	Foyer PAC
0900-1000	Keynote Address 4 <i>Professional Learning Communities: Teacher and Administrator Shared Leadership Practices in Schools</i> Professor Jane Huffman University of North Texas. USA	PAC
1000-1030	Tea	Amphitheatre
1030-1200	Concurrent Presentation Sessions (3)	Tutorial Rooms
1200-1300	Lunch	Amphitheatre
1300-1400	Keynote Address 5 (WERA Keynote) <i>Teaching Toward Free Being: A Biographical Insight Concerning What Education Is For</i> Professor Kwak Byong-Sun Korean Educational Research Association	PAC
1400-1530	Concurrent Presentation Sessions (4)	Tutorial Rooms
1530-1600	Tea	Amphitheatre
1600-1700	Plenary Session Closing Ceremony	PAC

Day 1: Thursday 8 September 2011

Concurrent Sessions (1): 1100-1230

Strand	Paper	Presenters	Paper #	Venue
Diversity	Multiple intelligence, differentiated lesson, motivation, engagement, results	Badron Mohamed Faizal &Yong Shirley Fajar Secondary School, Singapore	1-1-1- 012	A21
	Critical literacy: Changing a young reader's paradigm	Seow Sarah, Chan Jaida, Soon Jane South View Primary School, Singapore	1-1-2- 030	A21
	Using generative learning strategies in the Study of Visual Arts (SoVA)	Chun Wee San	1-1-3- 043	A21
Diversity / Multi- Disciplinary / New Directions	YouTube video interventions to enhance body image for young adolescent girls	Huang Yu-Ju National Cheng Kung University	1-1-4- 060	A22
	Validity of draw-a-person test as a measure of anxiety and aggression among adolescents	Lida C. Landicho Lyceum of the Philippines University Batangas	1-1-5- 093	A22
	Attribution for maternal stress in children with different special needs	Yamagata Chihiro & Li, Jen- Yi National Institute of Education, Singapore	1-1-6- 017	A22

New Pedagogies / Evaluation /Diversity	Moving to learn, learning to move - The mass physical education approach	Azhar Mohamed Hussain Boon Lay Garden Primary School, Singapore	1-1-7-122	A23
	The association of a supportive physical education climate and leisure time physical activity involvement levels in a Singapore junior college	Gregory Lee National Institute of Education, Singapore	1-1-8-130	A23
	Teaching drama for 21 st century competencies	Kristine A. Oehlers National Institute of Education, Singapore	1-1-9-125	A23
New Pedagogies	Using Blackboard discussion board as a teaching and assessment method	Cheong KK David Singapore Polytechnic	1-1-10-011	A24
	Inputs from the students' performance and satisfaction levels in computer networking 1: An enriched Philippine University experience	Evelyn Red Lyceum of the Philippines University Batangas	1-1-11-032	A24
	Effectiveness of the Layar Reality Browser on creating students' engagement level	Foo Melvin, Koh Chai Ngoh, Chong Serene, Lee Adeline Mei Pin & Lim Pow Choo Innova Junior College, Singapore	1-1-12-062	A24
Enhancing Learning	Using dynamic assessment to promote EFL reading skills	Teo Adeline K. Fu Jen Catholic University, Taiwan	1-1-13-013	A32
	The benefits appraisal of using E-portfolio for Taiwan's students and guidance teachers in their perspectives	Wu Shu Chen	1-1-14-061	A32

		National Taiwan Normal University		
	The effectiveness of portfolio assessment on the attainment of 21 st century skills	Valarie Leong CHIJ St Theresa's Convent, Singapore	1-1-15-086	A32
Evaluation	Effectiveness of structured certification programme on improving facilitator performance in problem-based learning	Lim Lisa A & Lee Mae Republic Polytechnic	1-1-16-022	A33
	Does academic performance affect the challenges faced in adapting to a problem-based learning environment?	Lim Lisa A & LewMagdelene Republic Polytechnic	1-1-17-023	A33
	Using scaffolding through e-tools to enhance student questioning skills in the problem-based learning classroom	Tan Lin Yin Jacqueline, Loh Wei Chuen Traven, Lim Yan Mui & Koo Chee Kiong Jurong Secondary School, Singapore	1-1-18-081	A33
Leading Change	Teaching understanding: The values that come with it	Veronica E Ramirez University of Asia and the Pacific, Philippines	1-1-19-002	A34
	Student organizations of the Lyceum of the Philippines University: Assessing their performance towards the attainment of institutional goals	Bay, Bernardo Jr E & Reynalda B Gracia Lyceum of the Philippines University	1-1-20-014	A34
	Directions and the results of the Driving Education Reform for the Office of Chonburi Educational Service Area in the first decade	Suknaisith Anchalee Burapha University, Thailand	1-1-21-038	A34
Multi-disciplinary /	Developing engaged students through project work among secondary one express students	Elaine Tan, Tan May Teng, Melanie Tee, Wong Chin	1-1-22-001	A41

Diversity		Seng & Hong Thin Yong Kent Ridge Secondary School, Singapore		
	Development of a model curriculum of environmental education at intermediate level	Akhtar Shamim Education Department BZ University, Pakistan	1-1-23-087	A41
	Environmental awareness and ownership: Does the appointment of environmental education class representatives make a difference?	Siti Mariam Binte Mohd Hariht Macpherson Primary School, Singapore	1-1-24-025	A41
Multi-disciplinary / Leading Change	Empowering students in an authentic learning context: Service-learning as an interdisciplinary teaching strategy	Ng Betsy Republic Polytechnic, Singapore	1-1-25-045	A42
	Empowering students as interdisciplinary learners: Looking through the lens of students	Ng Betsy Republic Polytechnic, Singapore	1-1-26-046	A42
	A customized Media Literacy curriculum that leads to the development of students' 21 st century skills in secondary schools?	Lam Chee Leong, Tan Jiing Shyuan & Wendy Tng Jurong Secondary School, Singapore	1-1-27-123	A42
New Directions	Individual and collective teacher efficacy beliefs among university language teachers	Kimav, Ali U Anadolu University, Turkey	1-1-28-015	A43
	Research based programme design: The English language teacher development programme	Rachel K. A. Bowden & J.R.A Williams British Council Malaysia	1-1-29-041	

	Enhancing EFL learners' grammatical competence through Dictogloss method	Akbari Ali Reza Sheikh Bahayee University, Iran	1-1-30-108	A43
New Directions	Factors influencing implementation of student-centred pedagogy in the Maldives: A design research approach	Rhonda DiBiase University of Melbourne, Australia	1-1-31-070	A44
	E-Ecologia@Chestnut Drive: Developing scientific skills via multimodal lessons	Chen Siyun Chestnut Drive Secondary School	1-1-32-139	A44
	Coaching and empowering teachers to conduct critical inquiry projects	Teo Chua Tee National Institute of Education, Singapore	1-1-33-124	A44
Leading Change/ New Pedagogies	Developing self-responsibility in Primary five pupils through the teaching of decision-making skills	Ayahu Rajeswari, Chua Candice, Chan Siew Sharn Betty, Herianti Abu Shah, Ng Yeo Cheo & Sharifah Ibrahim Marsling Primary School, Singapore	1-1-34-027	A45
	The effectiveness of PLE (Personal Learning Environment) on the learning of Biology in secondary two students	Lum Wai Mei Maris Stella High School, Singapore	1-1-35-036	A45
	Does language teaching equates to language learning – Its time to consider creative pedagogy	Abmajid Dianaros Haig Girls' School, Singapore	1-1-36-128	A45

Day 1: Thursday 8 September 2011

Concurrent Sessions (2): 1600-1730

Strand	Paper	Presenters	Paper #	Venue
Diversity	KTSP curriculum and thematic learning on civics education at senior high school: The role of teacher as facilitator or researcher? Model and practices in Indonesian schools	Hastangka Universitas Gadjah Mada, Indonesia	1-2-1-019	A21
	Designing an innovative curriculum	Goh Suhan Temasek Polytechnic, Singapore	1-2-2-044	A21
	Issues and challenges in designing and implementing concept-based unit of instruction in a high stakes testing system	Tan Liang See, Yak Seau Yang & Ponnanusamy. Letchmi Devi National Institute of Education, Singapore	1-2-3-127	A21
Diversity / New Directions	Transition in caregiving routines	Dora Phoon, Shafi'ai Nuzurul & Ashikin Taib Roselinda NTUC First Campus, SEED Institute / My First Skool, Singapore	1-2-4-106	A22
	Teachers' use of educational equipment and material in Saudi high schools	Alsharhan Jamal Saudi Arabia	1-2-5-154	A22
	An exploratory study of Singapore secondary science teachers' conceptions of scientific literacy	Er Siew Shin Ministry of Education, Singapore	1-2-6-100	A22

New Pedagogies / Diversity	The journey of co-learning: Empowering teachers as researchers in a school-based professional learning community in Hong Kong	Ying Issa Danjun The Hong Kong Institute of Education	1-2-7-146	A23
	Empowering teachers in curriculum changes: A case study of the introduction of an inquiry-based learning week in a Hong Kong primary school	Chandni Nair Diocesan Boys' School Primary Division, Hong Kong	1-2-8-147	A23
	Rethinking parent involvement: Engaging a community of learning families	Fazlin Mohd Nazir & Hartiny Abdul Hamid NTUC First Campus – SEED Institute / My First Skool, Singapore	1-2-9-120	A23
New Pedagogies	Using new media to teach comprehension for upper secondary English Language	Seah Wei Ee, Yeong, Priscillia, Ng, Adrian, Soh, Chor Shan, Ho, Laurence & Koid, Yushan Karen Unity Secondary School	1-2-11-052	A24
New Pedagogies	Impact of a structured reading programme on the performance of Chinese composition writing	Poh Wee Flang Rachel, Bor Eunice Bee Cheoh, Ho Yoke Lai & Liew Weiling Chongzheng Primary School, Singapore	1-2-13-064	A32
	Impact of more exposure to penmanship practices on Chinese character recognition	Foo Li Ying Pauline, Bor Bee Cheoh Eunice, Wu Mei Fung Janice & Liew Weiling Chongzheng Primary School, Singapore	1-2-14-077	A32

	Multimodality in the journal entries of children	Suriati Abas Beacon Primary School, Singapore	1-2-15- 129	A32
Enhancing Learning	The use of exit cards to study and overcome students' challenges in algebra	Lioe Luis Tirtasanjaya Nanyang Girls' High School, Singapore	1-2-16- 119	A33
	An appraisal of the assessment practices in mathematics used in a secondary school	Koh Sien Kok Dennis Anderson Secondary School	1-2-17- 126	A33
	Improving secondary one students' learning in geography through peer assessment	Ong Hien Kiat, Koh Chee Kiang Lawrence & Lim Suet Meng Jenny Holy Innocents' High School, Singapore	1-2-18- 111	A33
Enhancing Learning / New Pedagogies	Understanding student learning in a secondary physics classroom	Lau C. Y. Lawrence Singapore Sports School	1-2-19- 115	A34
	Impact of inquiry-based learning on physics achievement, attitudes and confidence level in secondary students	Ho Sze Gin, Chee Hiu Mei & Lim Wee Khiang Crescent Girls' School, Singapore	1-2-20- 153	A34
	Fostering creativity in science among students in the normal technical (NT) stream through designing and making story-telling toys	Muhammad Nazir Amir Greenview Secondary School, Singapore	1-2-21- 156	A34

Evaluation	The concept and research of coaching classroom management and its implications	Ting Yi-Ku Taipei Municipal University of Education	1-2-22-028	A41
	Discussion on teacher professional development evaluation in R.O.C.	Huang Chien-Hsiang Taiwan	1-2-23-050	A41
	An exploratory study of the role of professional development in enhancing the pedagogical content knowledge of secondary school geography teachers in Singapore	Leong-Yeo Ai Leng Roots Excellence Pte Ltd, Singapore	1-2-24-057	A41
Leading Change / Enhancing Learning	A study on the relationships between junior high school principals' knowledge leadership and school innovation management effectiveness in Taiwan northern area	Hwang Chiou-Ruan National Taipei University of Education, Taiwan	1-2-25-053	A42
	Principal preparation program in Taiwan: Innovative practice in internship	Sung Chiu-I Graduate School of Educational Administration & Evaluation Taipei Municipal University of Education	1-2-26-084	A42
	Performance-based assessment in internship: The case of National Taiwan Normal University	Huang Jia Li National Taiwan Normal University	1-2-27-118	A42
Multi-disciplinary	Using innovative solutions to enhance mobile learning in cross-disciplinary learning	Koh Peng Huat James School of Science and Technology, Singapore	1-2-28-031	A43
	BREAK! (Buddy REading At work!)	Noordin Mastura	1-2-30-117	A43

		Ang Mo Kio Primary School, Singapore		
New Directions	A mixed methods study on students' perspectives on their school experience	Stephanie Ang, Tay Poh Hua, Wee Seo Lay, Lin Nian Ying & Sumarta Tin Tin Academy of Singapore Teachers	1-2-31- 049	A44
	A perspective from school personnel on the relative usefulness of students' qualitative responses on their school experience	Seah Hwee Lee, Sumarta, Tin Tin & Stephanie Ang Academy of Singapore Teachers	1-2-32- 104	A44
	Analysis of teaching method preference through students' learning style	Yoo Jungah Yonsei University, Korea	1-2-33- 024	A44
Leading Change	Ethical standards of research among teacher educators	Mostafa Ghaderi University of Kurdistan, Iran	1-2-34- 140	A45
	Enhancing efficiency and equity of resource allocations to local education authority via formula-based funding: The Thai experience	Punyasavatsut Chaiyuth, Mangmeesuksiri Oranuch & Tipmat Dujdoaw Ministry of Education, Thailand	1-2-35- 144	A45
	The management of excellent school in moral and ethics following the model school of Buddhism way: The case study of Suwansutraramwittaya School, Bangkok Educational Office	Sainimnual Sudchit & Dujdoaw Tipmat Ministry of Education, Thailand	1-2-36- 157	A45
Leading Change / Diversity	One miss too many: An exploratory case study of educating dyslexic learners in mainstream schools	Leow Chee Siong Anthony Bukit Panjang Primary	1-2-37- 051	A46

		School, Singapore		
	Acknowledging diverse learners in today's classrooms and providing access to learning through an "architectural approach"	Sharon S Solomon Learn Different Academy, Singapore	1-2-38-109	A46
	Igniting passion in mathematics through multiple intelligences among primary four pupils	Othman Suriani & Yong Lee Min West View Primary School, Singapore	1-2-39-136	A46

Day 2: Friday 9 September 2011
Concurrent Sessions (3): 1030-1200

Strand	Paper	Presenters	Paper #	Venue
Diversity /Leading Change	Meeting affective needs of the gifted child	Lee Calvin & Yuen Kah Wai Nanyang Girls' High School	2-3-1-026	A21
	Questioning pyramid approach to facilitate critical thinking	Iluyomade Funwa Raphael Raffles Institution, Singapore	2-3-2-135	A21
	Making thinking visible: Using learning journals to facilitate thinking in young children	Abdul Latiff Nur Tahirah & Nurazura Mohamed Amran Seed Institute	2-3-3-137	A21
New Pedagogies / Leading Change / Evaluation	The study of process and effect of the implementation of a professional learning community: A case study of the Taipei senior high school	Wang Shu-Li Taipei First Girls High School, Taiwan	2-3-4-034	A22
	Six continents and fifty thousand participants: What the International Baccalaureate has learned about evaluating teacher professional development	Marcia A Behrenbruch & Tan, Pei-Ling Jennifer International Baccalaureate	2-3-5-107	A22
	Empowered by collaboration: Teacher motivation and expertise in professional learning communities	Chan Choy Ping, Anna Koh & Melissa Chia Jurong Secondary School, Singapore	2-3-6-131	A22
New Pedagogies	Do structured-peer-interactions and Q&A-pool-generation (by students) increase their understanding of biological concepts?	Ashikin Abu Bakar Ngee Ann Secondary School, Singapore	2-3-7-110	A23

	Teaching better in Taiwan: What are the prospects for a genuinely ICT-integrated music pedagogy?	Wu Chao Kuei NanKai University of Technology. Taiwan & David Beckett The University of Melbourne	2-3-8-016	A23
	Role-playing game and the learning of mathematics – A student’s experience	Hui Chang Suo National Institute of Education, Singapore	2-3-9-018	A23
New Pedagogies	Impact of visual strategies on pupils’ comprehension performance	Mohamed Mastura & Hasnita Surani Chongzheng Primary School, Singapore	2-3-11-078	A24
	Teaching of literature improves comprehension skill	Sidik Zarina, Yaakop Fazilah & Isnin Iskandar Dzulkarnain Ang Mo Kio Primary School, Singapore	2-3-12-090	A24
New Pedagogies	Preparing artists and preparing teachers: Is effective teaching a performance art?	Keith Koster & Beverly Smoker Nazareth College of Rochester	2-3-13-058	A32
	“Let them Fish”: Empowering student teachers for professional development through the project approach	Goh Lay Huah Institut Pendidikan Guru Kampus Gaya &	2-3-14-113	A32

		Loh Kok Cheang SMK Tebobon		
	Reflections of using elements of Heutagogy in pre-service and in-service modules for teacher education	Norman Kee Kiak Nam National Institute of Education, Singapore	2-3-15-102	A32
New Pedagogies / Diversity	Effectiveness of self-directed learning modules for college science students	Lee Koon Ha Innova Junior College, Singapore	2-3-16-069	A33
	Culturisation of self-directed learning in A-level chemistry	Kunasegaran Kulandaivelu, Ellena Lim & So Zhao Ying Anglo-Chinese Junior College, Singapore	2-3-17-097	A33
	Using contemporary teaching and learning strategies in teaching the Mole Concept for active and independent learning	Quah Soo Hoe, Ng Sho Ching & Felicia Teo Singapore Sports School	2-3-18-101	A33
Enhancing Learning	Innovative developments in the use of the e-learning portfolio: a case study of new forms of assessment of pre-service teachers of English Language in Malaysia.	John Bateman Institute Gaya, Malaysia	2-3-19-158	A34
	The assessment effect on teaching and learning in distance education EFL	Manoochehr Jafarigozar & Elahe Moradi Payame Noor University, Iran	2-3-20-096	A34
Enhancing Learning / New Pedagogies / Evaluation	Performance-based assessments to improve oral and reflective skills	Teo Siok Hoon, Tan Sock Fung, Sun Mengyi & Sowa Hong Teng	2-3-21-004	A41

		Haig Girls' School		
	What are the questions that prompt reflective thinking?	Mary George Cheriyan, Lee Yim Ping RGS Pedagogical Research Lab	2-3-23-099	A41
Evaluation / New Pedagogies	Assessment of teachers	Sankpal Sucheta Maharashtra, India	2-3-24-063	A42
	Lesson study as a tool to enhance teacher's professional development in mathematics	Lim Soo Leng, Chua Ke Ying, Foa Chee Zhu Grace, Goh Sheng Bao Jackson & Sim Yong Le Matthias Chestnut Drive Secondary School, Singapore	2-3-25-066	A42
	Promoting reflection of pre-service teachers in a teaching methodology course	Takagi Akiko Aoyama Gakuin University, Japan	2-3-26-092	A42
Leading Change / Diversity	Different and accepted: Attitude towards inclusion of learners with Down syndrome among 11-18 Emirati government schools students	Gaad Eman Dean Faculty of Education British University in Dubai	2-3-27-020	A43
	Leadership engagement: A strategy for the inclusion of students with disabilities	Ian S Jackson Anglicare Sydney, Australia	2-3-28-021	A43
	Beliefs, knowledge and practice of grammar pedagogy: A study of specialist teachers of dyslexic learners in Singapore	Lim Vin Lian Cherry Dyslexia Association of Singapore Academy	2-3-29-094	A43

Leading Change	Enhancing students' achievement and engagement through curriculum integration in secondary one express students	Tain Sutinah & Raj Laitha MacPherson Secondary School	2-3-30-040	A44
	"The impact of inquiry-based learning" - How children make sense of their world in terms of their conceptual understanding using science process skills	Yeo Hwee Cheng, Wong Wai Mun Janice & Ng Lena Seed Institute	2-3-32-138	A44
Multi-disciplinary / Diversity	Batangas literature reflecting the unique Batangueno traits: Bridge to cultural development	An Imelda Lyceum of the Philippines University	2-3-33-033	A45
	The Simpsons as culture: Bringing Springfield, USA to the L2 classroom	Joseph C. Wood Nagoya University of Foreign Studies	2-3-34-112	A45
	Curriculum standard for living together happily in diverse society	Racha Mahakantha Ministry of Education, Thailand	2-3-35-145	A45
New Directions / New Pedagogies	Children's constructed worlds: The role of arts-informed approaches	Mercy Karuniah Jesuvadian & G. Kaveri National Institute of Education, Singapore	2-3-36-010	A46
	Young children's discovery of art through exploration and play	Wong Seet Fun & Theresa Lu	2-3-37-133	A46
	A comparative study on the relationships between elementary school gifted and regular class teachers in learning community and teaching effectiveness	Hwang Chiou-Ruan & Lee, Wei-Ching National Taipei University of	2-3-38-054	A46

		Education, Taipei, Taiwan		
New Directions / Leading Change / Diversity	Teacher and student talk in mathematics classrooms	Osman Abdul Malek & Berinderjeet Kaur Ping Yi Secondary School, Singapore	2-3-39- 042	B21
	A case study on mathematical talk and mathematical understanding	Ng M. P. Melissa St Hilda's Primary School, Singapore	2-3-40- 152	B21
	Think-Pair-Share to enhance primary 3 pupils' performance in solving word problems using the model method	Neoh Swee Lan Pauline, Koh Lingzhu Debbie, Shah Uma Haridas, Koh Kum Kong & Wong Choon Heng Yu Neng Primary School, Singapore	2-3-41- 085	B21
New Directions	Provisions for research conversations: Enabling practitioner inquiry and professional sharing at Raffles Girls' School (Secondary)	Christopher Slatter Raffles Girls' School (Secondary), Singapore	2-3-42- 055	B22
	Building LEARN (Local Education and Academic Research Network) communities: Using critical education research to empower teacher-researchers and valorize local knowledge	Fors Nils O Hankuk University of Foreign Studies	2-3-43- 056	B22
	Building a practitioner inquiry community	Kwek Meek Lin Raffles Girls' School (Secondary), Singapore	2-3-44- 076	B22

Day 2: Friday 9 September 2011
 Concurrent Sessions (4): 1400-1530

Strand	Paper	Presenters	Paper #	Venue
Diversity / New Pedagogies	Problem based learning – A glimpse into a secondary school's approach	Kow Evelyn Ly & Nur Sofhia Buang Republic Polytechnic, Singapore	2-4-1-029	A21
	Learning impacts of Web 2.0 technology in Geography & Art History	Abu Bakar Erman, Low Elyse, Swiss Cottage Secondary School, Singapore	2-4-2-068	A21
	Developing currency in the affair of pupils' learning	Elijah Chai Boon Lay Secondary School, Singapore	2-4-3-082	A21
New Pedagogies / Multi-Disciplinary	Using group discussion as an intervention strategy for teaching novels: an exploratory study on students' attitudinal changes towards novel questions	Monique Lok & Beatrice Chiu Diocesan Boys' School Primary Division, Hong Kong	2-4-4-151	A22
	Peer evaluation as a strategy of formative assessment: Engaging students in learning through assessment in a context of Hong Kong primary school	Chung Tsz Wai Susanna Diocesan Boys' School Primary Division, Hong Kong	2-4-5-149	A22
	Top ten occupations preferred by Singapore students – Some finding of a R&D project	Lui Hah Wah Elena National Institute of Education, Singapore	2-4-6-105	A22
New Pedagogies	From print to screen: An analysis of the multimodal reading process and comprehension strategies used by skilled and unskilled primary five and primary	Tan Boon Seng Steven	2-4-7-005	A23

	six students in online environments	St Andrew's Junior School, Singapore		
	Building 21st century skills and competencies through mini-Literature programme	Tan Boon Seng Steven & Mrs Chek Kin Hoe St Andrew's Junior School, Singapore	2-4-8- 006	A23
	Dramatisation for improving composition writing in primary school pupils	Melanie Ng Si Ling Primary School, Singapore	2-4-9- 073	A23
Diversity / Leading Change / Enhancing Learning	How effective is the use of story maps in helping pupils to understand English comprehension passages?	Isabel W Ann Ang Mo Kio Primary School, Singapore	2-4-10- 103	A24
	Empowerment for the teaching and learning of English vocabulary in Tongan bilingual contexts.	Maryanne F. Pale The University of Auckland, New Zealand	2-4-11- 114	A24
	Promoting criterion-referenced tests in college English teaching	Wang Xiuwen Nanjing University of Aeronautics and Astronautics, China	2-4-12- 089	A24
New Pedagogies / Diversity	Effect of concept-based instruction (CBI) on secondary one express pupils in learning Science	Chen Siew Sze North View Secondary School, Singapore	2-4-13- 035	A32
	Enhancing students' achievement and engagement through curriculum integration in secondary one express students	Latiff Mohammed Akram Hj Abdul & Raj Laitha	2-4-14- 039	A32

		MacPherson Secondary School		
	A CIPP (Process) Evaluation of the integrated Science module	Thang Fong Kwan & Tan Sze Jiin Elza Nan Hua High School, Singapore	2-4-15-121	A32
Enhancing Learning	Using writing exercises to improve students' learning of relations and functions	Quek Wei Ching, Lee Hwee Theng & Loo Wing You Singapore Polytechnic	2-4-16-007	A33
	Design of questionnaire to measure students' attitudes toward Mathematics and Mathematics learning: A SMAPP approach	Wong Khoon Yoong, Chen Qian & QUEK Khiok Seng National Institute of Education, Singapore	2-4-17-009	A33
	Teaching quantitative subjects to 'Non-Mathematical' students: Progressive assessment and learning outcomes	Mikhailitchenko Serguei Bahrain Polytechnic	2-4-18-037	A33
Evaluation / New Pedagogies	Use of formative assessment to assess and improve reading ability	John Nalini Si Ling Primary School, Singapore	2-4-19-075	A34
	The use of cloze passages as a strategy of engaging students in English reading	Brett E White, Diocesan Boys' School Primary Division, Hong Kong	2-4-20-150	A34
	Equipping pupils with the necessary skills required for oral picture discussion	Vijayaseelan Narayanasamy Shamala Kanesan & Rethinamala Rajendran	2-4-21-080	A34

Evaluation	Assessing the creative process	Goh Suhan Temasek Polytechnic, Singapore	2-4-22-047	A41
	Factors affecting the first attempt standard test achievement for public health students in Thailand	Bunthose Rungpesh, Bunthose Pyrush, Areerat Plitnontkiat, Tankimhong Buaklai & Khamnuengsitthi Piangdao Sirindhorn College of Public Health, Thailand	2-4-23-088	A41
Leading Change	Teacher professional development as a springboard for capacity building: A Vietnamese example	Vu Thao Thi Phuong University of Melbourne, Australia	2-4-24-074	A42
	Perspectives and challenges for young lecturers in Vietnam in empowering research capacities	Lu Le Thi Thanh Vietnam National University	2-4-25-155	A42
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