



KINGDOM OF CAMBODIA
NATION RELIGION KING

MINISTRY OF EDUCATION, YOUTH AND SPORT

**8-WEEK PROFESSIONAL DEVELOPMENT TRAINING PROGRAM CONDUCTED IN
SINGAPORE, 08 DEC. 2019 – 08 FEB. 2020**

SOCIAL SCIENCE INQUIRY-BASED TEACHING METHOD

FEBRUARY, 2020

Table of Contents

WEEK 1:	1
Transformation of the Singapore Education.....	1
The Role of NIE.....	7
Educational Psychology revisited.....	10
Facilitation Skills in Small Group Teaching.....	12
Effective Communication in Teaching and Learning.....	13
WEEK 2:	15
Topic #1: The How and Why of Constructivist Teaching in Social Science Education	15
Topic #2: The inquiry Approach in Social Science Education I.....	16
Topic #3:The Inquiry Approach in Social Science Education II.....	20
Topic #4: Approaches in Literature Education I: Curriculum	24
Topic #5: Approaches in Literature Education II: Pedagogy	29
Week 4:	32
Topic #6: Approaches in Literature Education III: Assessment.....	32
Topic #7: Approaches in Literature Education IV: Learning Journey to ACM (Asian Civilization Museum) ..	36
Topic #8: Approaches in Literature Education V: Future Trends in Literature Education	42
Week 5:	44
Topic #9: Skills and Techniques Interpreting Geographical Data	44
Topic #10: Experiential Teaching in Geography through Fieldwork Pedagogy	49
Topic#11: Field-based Teaching in Geography (Coastal Studies): water quality at Jurong Eco-Garden	54
Topic#12: Field-based Teaching in Geography(Tourism in Chinatown)	57
Topic#13: Interim debriefing and reflection.....	61
Week 6:	64
Topic#14: Source-Based Investigation in Teaching of History I.....	64
Topic#15: Source-Based Investigation in Teaching History II	74
Topic#16: Source-Based Investigation in Teaching History III	85
Topic#17: Inquiry-Based Experiential Learning in Teaching of History I	93
Topic#18: School Visit 1 at GONGSHANG Primary School	99
WEEK 7:	102
Topic#19: Inquiry-Based Experiential Learning in Teaching of History II	102
Topic#20: Inquiry-Based Experiential Learning in Teaching of History III	108
Topic#21: Inquiry-Based Experiential Learning in Teaching of History III	110
(School visit to Yishun Secondary School (YSS).....	110

Topic#22: Inquiry Approach in the teaching of Social Studies I.....	114
WEEK 8:	123
Topic#23: Inquiry Approach in the teaching of Social Studies II.....	123
Topic#24: Inquiry Approach in the Teaching of Social Studies III.....	132
Topic#25: Citizenship Education and Nation Building: The Case of Singapore	139
WEEK 9:	147
Topic#26: Interim Program Debrief and Reflection with Learning Journey 2	147
Topic#27: Teaching Values and Character through Sport: the Singapore Story	150

WEEK 1:

Day 1: December 09, 2019

Topic 1: Transformation of the Singapore Education

On December 9, 2019, 10 am, an orientation was held for the 8-week training program at National Institute of Education Singapore. Our delegation of 45 Cambodian educators received a very warming welcome by Singaporean professor.....

Mr. Jimmy Tan delivered a lecture about the transformation of Singapore Education “why and how did Singapore succeed”. He said, “If you guys just wanted to know why and how Singapore succeeds, you don’t need to come to Singapore to learn, so the most important thing is that you guys must be able to transfer what you learn here to your home country to be successful”. Moreover, we have been told roughly that firstly, during 1956-1978, the Singapore education goal focused on educating for industrial economy, centralized authority, standard curricular (Survival Driven (SD)) and Industrialization. Then during 1979-1969, it focused on review of one-size-fits-all approach, streaming introduced (Efficiency Driven (ED)), Skill Capital-intensive. Afterward during 1997-201, it focused on flexible pathways for different abilities, building bridges between pathways, blurred distinctions between streams (Ability based, aspiration Driven (AD)) and Knowledge-Based. Nowadays, in 2012-now they focused on holistic nurturing; character building (Student-centric, Values Driven (SVE)), Innovation Driven).

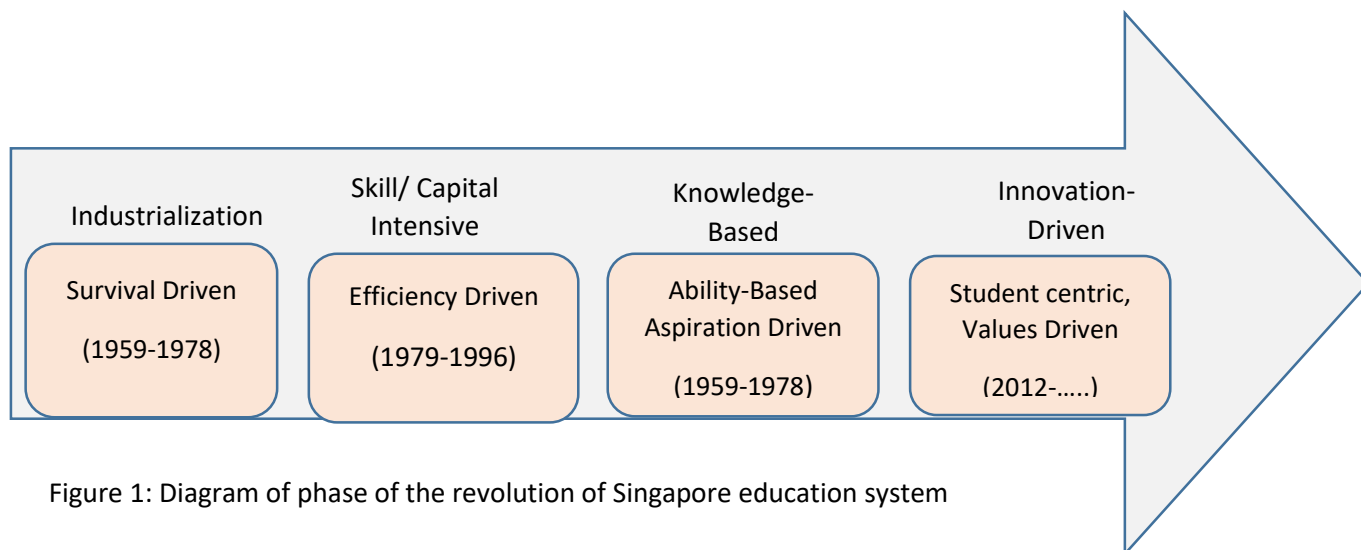


Figure 1: Diagram of phase of the revolution of Singapore education system

SD- educate for industrial economy; centralized authority, standard curricular

ED- review of one size fits all approach; streaming introduced

AD- flexible pathways for different abilities; build bridges between pathways, blurred distinctions between streams

SVE- holistic nurturing; character building

Furthermore, Mr. Jimmy Tan explained us in detail about Pathways Policies, Practice and preparation, and Parents.

Topic 2: Pathways

Singapore's Education System : An Overview

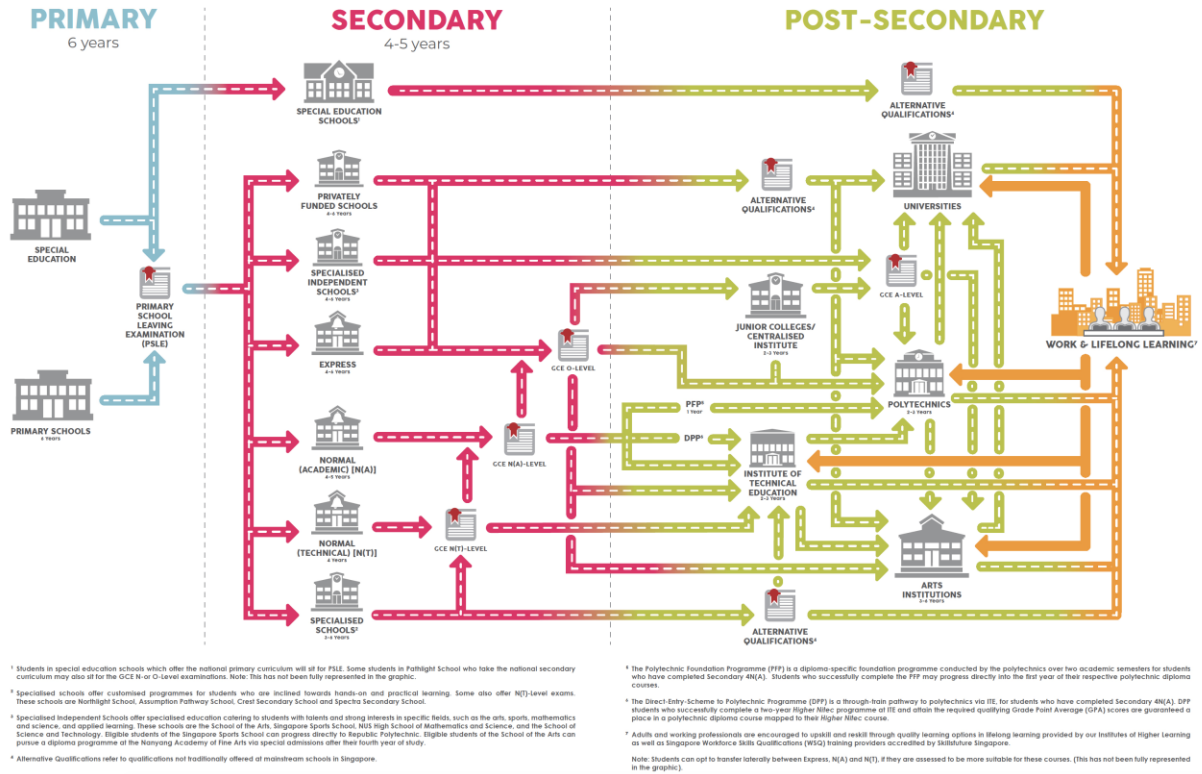


Figure 2: Diagram of Pathways

I have interviewed 3 NIE lectures in detail for an overview of Singapore's Education System. They explained that after 6 years of primary school, students will be separated to 5 different streams supported by government based on primary school leaving examination. Students who get 250 points will study at Specialized Independent Schools for 4-6 years and pay around 160\$ per month. Students who get 200-250 points will study at Express for 4-6 years and pay around 10\$ per month. Students who get less than 200 points will study at Normal Academic for 4-5 years and Normal Technical for those who get poor scores spending time for 4 years. Students who get very poor scores will study at Specialized school for 3-6 years.

By reading more website on line an overview was describe in detail below.

<https://www.testpapersfree.com/view.php?id=2>

1) **Privately funded schools** are an **Autonomous Schools** providing a wider range of innovative courses and enrichment programs that enhance student's learning experience and develop his/ her talents. They may charge an additional fee of between \$3 and \$18 a month to cover the costs of enhanced educational programs (as compared to other Government or Government-aided Schools).

2) **Specialized independent schools:** if your child has an aptitude for mathematics and scientific inquiry, an inclination for applied learning and creativity, excels in sports or has a creative

flair for the arts, you may wish to enroll him in one of the Specialized Independent Schools. These schools offer courses that are specially designed to help your child reach his potential in these areas.

The Specialized Independent Schools are:

- a. National University of Singapore High School of Mathematics and Science
- b. School of Science and Technology
- c. School of the Arts
- d. Singapore Sports School

Moreover, after 4 to 6 years' courses, the students can directly go to the Singapore-Cambridge General Certificate of Education Advanced Level GCE "A" Level examination. Later they move to the university to get the degree and work. The basic salary around 3000\$ per month.

3) **Express streams** are four-year courses leading up to the Singapore-Cambridge General Certificate of Education Ordinary Level GCE "O" Level examination. The difference between these two courses is that in the "**Special**" stream, students take 'Higher Mother Tongue' (available for Chinese, Malay and Tamil only) instead of 'Mother Tongue'. A pass in the Higher Mother Tongue 'O' Level Examination constitutes the fulfilment of the Mother Tongue requirement in Singapore, whereas Ordinary Mother Tongue Students will have to go through one more year of study in their Mother Tongue after their 'O' Levels to take the H1 Level Mother Tongue Examinations and fulfil the MOE's requirement. A foreign language, French, German, or Japanese, can be taken in addition to the mother tongue or can be replaced. That is especially popular with students who are struggling with their mother tongues, expatriates, or students returning from abroad. Non-Chinese students may also study Chinese and non-Malay students, as a third language. The program is known as CSP (Chinese Special Program) and MSP (Malay Special Program). Mother tongue teachers conduct these lessons in school after the usual hours. Students of Higher Mother Tongue languages are allowed to have up to two points taken off their O-level scoring, a scoring system discussed below where a lower value is considered better, if they meet set benchmarks. Students who complete O level will spend 2-3 years more in Junior Colleges then they will take GCE "A" level exam and move to the university then work.

4) **Normal** is a four-year course leading up to a Normal-level (N-level) exam, with the possibility of a fifth year followed by an O-level. Normal is split into Normal (Academic) and Normal (Technical). In Normal (Technical), students take subjects of a more technical nature, such as Design and Technology, while in Normal (Academic) students are prepared to take the O-level exam and normally take subjects such as Principles of Accounting. In 2004, the Ministry of Education announced that selected students in the Normal course would have an opportunity to sit for the O-level exam directly without first taking the N-level exam. Secondary 5 will be abolished in 2025. https://en.wikipedia.org/wiki/Secondary_education_in_Singapore

As a trainee, I found the advantages of the separated streams following students' ability and preventing students' drop out and more skillful. The streams also give students the opportunity to refresh themselves by updating the examination level such as Normal academic stream, Normal technical stream and specialized school. The students have a chance to do the O-level exam continuing to the university based on their knowledge development and the attitude performance respectively to the time as shown in the Figure 2 above.

Topic 3: Core Values

Mr. Jimmy Tan also mentioned about the core values for growing the child, educating the student, molding the future of the nation. The schools in Singapore ensure that the children grow up with core value including self-awareness, self-management, social-awareness, relationship management, responsible decision-making. Students are also educated with the critical and inventive thinking, information and communication skills, civic literacy, global awareness and cross-cultural skills. Moreover, it is also important to be a confident person, self-directed learner, active contributor and concern citizen to mold the future of the Singapore nation.



Mr. Jimmy Tan also questioned us **what makes a school a good school**. A good school should contain CFETPO, C for caring students, F for fundamental; teaching skill; pedagogy, E for experiences: positive learning experiences, T for teacher: caring and competencies, P for parents: school get supported from parents, O for opportunity.

Mr. Jimmy Tan prepared many more slides of PowerPoint, but he could not finish all of it. Therefore, more detail in history I am a reporter reading more information in Singapore history attached link below.

https://www.oecd.org/countries/singapore/46581101.pdf?fbclid=IwAR1PuD1wi0jHSiSU4V5NSIQol9Y_2WfF3L8c9SjtRa6igk1KfaHQHw5qRAY.

1959- 1978 is the survival phase, the National system of public education focused on

- expanding basic education quickly: the government opened 96 new primary schools and 11 new secondary schools.
- schools were built rapidly: after independent Singapore government built a lot of buildings for school.
- large-scale recruitment of teachers

- vernacular schools were merged into a single Singaporean education system: A single national education system was created, replacing schools that had previously catered to individual ethnic groups
- introduce of bilingual policy: This system was bilingual, teaching students English, the national language, and their mother tongue language (Chinese, Malay or Tamil).
- Textbook agency was created

The expansion was so rapid that universal primary education was attained in 1965 and universal lower secondary by the early 1970s. By the end of the “survival-driven phase”, Singapore had created a national system of public education.

However, the quality of education was not very high. In the early 1970s, out of every 1000 pupils entering primary grade one, only 444 reached secondary grade four after 10 years. And of these, only 350 (35% of the cohort) gained three or more passes in O-level examinations. A significant report by Dutch economic advisor Dr Albert Winsemius estimated that every year between 1970 and 1975, Singapore would be short of 500 engineers and 1000 technical workers and would have a severe shortage of people with management skills (Lee, et al., 2008). The oil crisis of 1973 and the increasing competition from other Asian countries for low-skilled, labour-intensive industry led to a growing realization that Singapore’s comparative advantage was eroding and that it needed to evolve to a higher-skill economy. However, a large number of policy changes and changes of ministers for education caused confusion. Teacher morale was low and there was considerable attrition. Although there were attempts to expand vocational education, it had low status and was viewed as a dumping ground. In 1979, a watershed education report highlighted the high dropout rates and low standards and ushered in the next phase of reform (Goh, 1979).

Efficiency-driven phase: **1979 to 1996**: Singapore moved away from its earlier one-size-fits-all approach to schooling that would create multiple pathways for students in order to reduce the drop-out rate, improve quality and produce the more technically-skilled labour force needed to achieve the new economic goals. Streaming (tracking) based on academic ability was introduced, starting in elementary schools, with the goal of “enabling all students to reach their potential while recognizing that all students do not grow academically at the same pace. The multiple pathways included three types of high school:

- i) academic high schools, which prepared students for college.
- ii) polytechnic high schools that focused on advanced occupational and technical training and that could also lead to college.
- iii) technical institutes that focused on occupational and technical training for the lowest fifth of students.

The Curriculum Development Institute of Singapore was established to produce high quality textbooks and instructional materials for the different pathways.

Ability-based, aspiration-driven phase: **1997 to 2011** new education vision: Thinking School, Learning Nation (TSLN).

A national’s wealth in the 21st century will depend on the capacity of its people to learn (Goh, 1979)

- Flexibility and choice for students
- Curricular and assessment changes
- 3 successive ICT master plans
- Teach less, learn more initiative
- Review of primary school education (2009)

- Art, Music and Physical Education (PE) curricular enhanced
- Career paths and incentives for teachers
- Revamped teacher education model
- Removal of the school inspectorate with the school Excellence Model.

By the early 1990s, the efficiency-driven education system had yielded clear results. But, as became clear during the Asian financial crisis of 1997, the world economy was shifting to a global knowledge economy. The competitive framework of nations was being redefined and national progress would increasingly be determined by the discovery and application of new and marketable ideas. The growth of the global knowledge economy required a paradigm shift in Singapore's education system towards a focus on innovation, creativity and research. A key instrument as Singapore intentionally navigated towards the global knowledge economy has been the government Agency for Science, Technology and Research, which provides generous funding for research and aims to attract top scientists and scientific companies. One million foreign nationals with scientific, technical or managerial skills have been encouraged to work in Singapore in international corporations and in higher education. Singapore's three universities, and especially the National University of Singapore and Nanyang Technological University, have research partnerships with leading universities around the world with a focus in selected fields, including bioinformatics, information sciences and medical technologies. At the school level, Singapore created a new educational vision, "Thinking Schools, Learning Nation". This major milestone in Singapore's education journey recognized Prime Minister Goh Chok Tong's belief that "A nation's wealth in the 21st century will depend on the capacity of its people to learn" (Goh, 1979). "Thinking Schools represented a vision of a school system that can develop creative thinking skills, lifelong learning passion and nationalistic commitment in the young. Learning nation is a vision of learning as a national culture, where creativity and innovation flourish at every level of society" (Lee et al., 2008). Thinking Schools, Learning Nation encompassed a wide range of initiatives over a number of years that were designed to tailor education to the abilities and interests of students, to provide more flexibility and choice for students and to transform the structures of education. Career paths and incentives for teachers were revamped and teacher education upgraded, as described in more detail later. Curricula and assessment changes put greater emphasis on project work and creative thinking. A major resource commitment, involving three successive master plans, was made to information and communication technology (ICT) as an enabler of new kinds of self-directed and collaborative learning. A broader array of subject matter courses was created for students and a portfolio of different types of schools has been encouraged, specializing in arts, mathematics and science, and sports, as well as a number of independent schools. "We need a mountain range of excellence, not just one peak, to inspire all our young to find their passions and climb as far as they can," explained Tharman Shanmugaratnam, then minister for Education (cited in Lee et al., 2008). Major changes were also made in the management of schools. Moving away from the centralized top-down system of control, schools were organized into geographic clusters and given more autonomy. Cluster Superintendents – successful former principals – were appointed to mentor others and to promote innovation. Along with greater autonomy came new forms of accountability. The old inspection system was abolished and replaced with a school excellence model. It was felt that no single accountability model could fit all schools. Each school therefore sets its own goals and annually assesses its progress towards them against nine functional areas: five "enablers", as well as four results areas in academic performance (Ng, 2008). Every six years there is an external review by the School Appraisal Branch of the ministry of Education. Greater autonomy for schools also led to a

laser-like focus on identifying and developing highly effective school leaders who can lead school transformation. In 2004, Prime Minister Lee Hsien Loong introduced the idea of “Teach Less, Learn More” as the next step under the Thinking Schools, Learning Nation umbrella. Its aim was to open up more “white space” in the curriculum to engage students more deeply in learning. Despite the system’s widely-recognized successes, learners were still seen as too passive, overloaded with content, driven to perform, but not necessarily inspired. Teach Less, Learn More aims to “touch the hearts and engage the minds of learners by promoting a different learning paradigm in which there is less dependence on rote learning, repetitive tests and instruction, and more on engaged learning, discovery through experiences, differentiated teaching, learning of lifelong skills, and the building of character through innovative and effective teaching approaches and strategies.” (Ho Peng, interview conducted for this report) Further moves in this direction were made in 2008 with an envisioning exercise that led to Curriculum 2015. According to Ho Peng, Director General of Education in the Singapore ministry of Education, this review asserted that the Singapore education system had strong holding power and important strengths in literacy, mathematics and science, and that these should remain. However, it needed to do better on the soft skills that enable future learning. In addition, “the overload of information has put a premium on the ability to do critical analysis. Working across cultures will require language skills and a larger world view” (Ng, 2008). A review of primary schools in 2009 focused on the question of how each child’s learning can be driven by their innate curiosity and love of play. Art, music and physical education (PE) are also being enhanced in the curriculum. Finally, Curriculum 2015 re-emphasizes that education must be rooted in values: “Without a moral and ethical compass, all learning will come to nought. We must rebalance content, skills and character development to achieve a more holistic education,” (Ng, 2008).

Day 2: December 10, 2019

Dr. Alexius Chia also pointed out that 20 years ago Singapore was similar to Cambodia these days but now they can shift themselves both economic and education system to a developed country. He further encouraged that “After you guy go back to your home country, you can not bring Singapore in to Cambodia, but you must to build your own to develop your economy and the education system”.

Dr. Alexius Chia told us that by the end of 1957, the government had opened 96 new primary schools and 11 new secondary schools. It was a survival time after they got independent from Malaysia and Dr. Alexius Chia compared the situation to Cambodia after Pol Pot regime until now the Singapore education is succeeded by using Student-Centric Value Driven (SVE) started from 2012 focusing on holistic nurturing: character building.

Topic 1: The Role of NIE

Dr. Alexius Chia explained more detail continuing from Mr. Jimmy Tan about Evolution of Singapore’s education system. We have been told that in 1965 Singapore was poor and small ($700km^2$) with very few natural resources, little fresh water supply, substandard housing, recruiting conflict among the ethnic and religious groups, no compulsory education, small number of secondary schools, and largely unskilled workers. Later on, 4 periods of the evolution of Singapore’s education system was explained in briefly that:

It was a Survival- Driven era in 1959- 1978 the National system of public education have done some work such as:

- Focus on expanding basic education quickly

- Schools were built rapidly
- Large scale recruitment of teachers
- Vernacular schools were merged into a single Singaporean education system
- Introduction of the bilingual policy
- Textbook agency was created.

Moreover, the second revolution of the education system was the Efficiency-Driven has started in 1979- 1996 to

- Move away from a one size-fit-all model Create multiple pathways
- Introduce 3 types of post-secondary education
 - Junior colleges
 - Polytechnics
 - Institutes of Technical Education (ITEs)
- Establish the Curriculum Development Institute of Singapore (CDIS) to produce high quality textbooks.

Furthermore, the third evolution was ability-based aspiration-driven established in 1997- 2011 introducing

- New education vision: Think school, learning Nation (TSLN) ‘a nation’s wealth in the 21st century will depend on the capacity of its people to learn’
- Flexibility and choice for students
- Curricula and assessment
- 3 successive ICT masterplans
- Teach less, learn more initiative
- Review of primary school education (2009)
 - Art, music and Physical Education (PE) curricula enhanced
- Career paths and incentives for teachers
- Revamped teacher education model
- Removal of the school inspectorate; replace with the School Excellence Model.

The glorious of the student centric-based have been adapted in Singapore system in 2011 until now to

- Install deep values
 - Values in Action/ Character and Citizenship education
- Build up the strong foundation for learning
 - Comprehensive suite of levelling-up programs
- Providing board, inclusive and holistic education
 - Every primary school to have Program for Active learning;
 - More emphasis on Art, music and PE to allow students to discover interests and strengths and to develop holistically
- Learning for life
 - Every secondary school to develop Applied Learning program for real-world applications of knowledge and skill;
 - Also learning for life Program to develop character and values through real-life experiences.
 -

Topic 2: Discussion

Are similar challenges in your education system? What are they? How did you tackle them? What are some learning points? Which you can distill from what you have heard do far?

Group 1:

- Four trainees in a group discussed about supporting class in Singapore and they thought that it will help Cambodian students who low ability learning better.
- They also raised up about Cambodian educators' mind set which is improving capacity, long life learning, sharing, motivating, and professional development especially core value.

Group 2:

Recruiting Teachers: beside the capacity of problem solving or content knowledge, the paper based- test we should include interview to see the holistic of the pre-service teachers to ensure the quality of the educators.

Group 3:

- The alignment between the Cambodian curriculum and the content in the textbook.
- They also consider about Singapore supporting class.

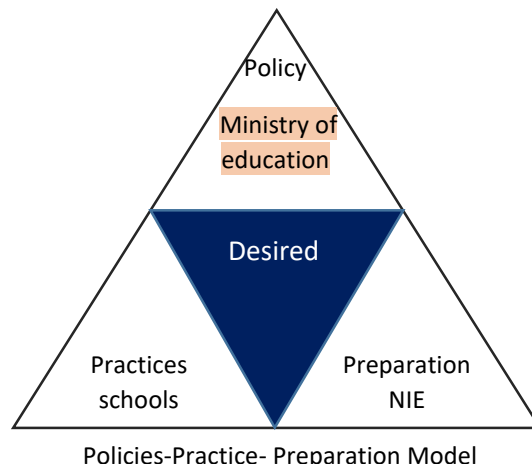
Topic 3: The role of NIE

Dr. Alexius Chia has emphasized on the role of NIE Singapore for preparing Singapore's quality teachers containing 5P:

- Teacher Professionalism
- Rigorous Programs
- Professional Practice
- Innovative Pedagogies
- Multiple Perspectives

Topic 4: Model for the management of a successful education system

The Singapore education system can be regarded as one which is coherently managed such that there is alignment among the different components that make up the system.



Topic 5: Policy-MOE or lead education agency

- Provide leadership by monitoring/ reviewing social, civic and economic landscape
- Develop policies to ensure goals education are achieved
 - Policies include national curriculum, assessment, philosophy, HR policies for teachers, school leaders and allied educators

- Policies should take into consideration feedback from professionals, practitioners and various stakeholders.

[Singapore MOE]

- Providing resource-monetary, infrastructure, HR and materials -to schools
 - This ensure more coherence between policies and implementation
- Putting in place structures and procedures to ensure fidelity of implementation across all schools

For example: school cluster system, school excellence model (SEM)

Topic 6: Practice- schools

Schools

- Are key in enabling the goals be achieved
- Translate policies into appropriate practice
- Decide on the various pedagogies, design of learning environment and assessment processes
- Put in place cocurricular activities to ensure the attainment of values and character building

Quality of teachers

- Singapore takes recruitment, preparation and professional development of teachers very seriously
- From 2001 to 2017, increasing from 24,000 to 33,00 teachers
- Deployment of extra positions more targeted i.e better support of students who are struggling, more subject combinations, greater flexibility between courses and streams, additional cocurricular activities and enrichment programmers

Topic 7: Preparation teacher Preparation institute

- Teachers and school leaders must be well- prepared
- Role is to translate policies into appropriate teacher education programs

More on teacher preparation will be covered at later

Topic 8: Discussion

Coherence and alignment among the 3 partners in the PPP model are essential. But in practice it is not so easily achieved. Do you agree?

What steps can you take to ensure that policies are sound? And that they get translated into practice?

Day 3: December 12, 2019

Topic of the Day: Educational Psychology revisited

Sub-topic #1: Learning Theories:

☞ The objective of the teaching is to help students to be self-directed learning in improving their critical thinking, problem-solving skills. The Learning is viewed by different psychologists such as:

- Behaviorism
- Cognitivism

- Social-constructivist
- Cognitive constructivist

☞ The classical conditioning theory which is part of behaviorism argues that whether two or more sensations occur together often enough, they will become associated. As we learn, both emotional learning and academic learning occurs simultaneously. The emotional learning can be interfering with academic learning. This is called “The Principle of Contiguity”¹. Either students or handicap learn by association.

☞ In Operant Conditioning, learning takes place as a result of a series of external reinforcements such as rewards or punishment. The feedback in the verbal form is also considered a reward.

☞ Unlike Behaviorism indicated by Pavlov and Skinner which focus on experiences, In Cognitive Views of Learning, people are active learners, who initiate experiences, seek out information to solve problems, and reorganize what they already know to achieve new insights.

- When human experiences something new, they don’t silent or stay still, they learn to explore. So that means that if human faces with new experience, cognitive learning may help.
- If we don’t understand certain things, we start asking questions. This is the normal response of human-being. This leads to inquiry.

☞ The Constructivist Views of Learning suggest that “Learner create their own learning of the topics they study rather than receiving that knowledge as transmitted to others”. Two central ideas: a). learners are active in constructing their own learning; b). Social interactions are important in the process of constructing knowledge. Constructivist views help more to promote critical thinking, problem-solving and inquiry comparing to behaviorism and cognitivism.

- The integration of 10 skills into the curriculum and instruction;
- A 3-dimensional Curriculum designs and instruction model need to be adopted: Transition from factual learners to conceptual learners;

Energizer Game:

Instruction: Trainees are asked to work in pair, stand face-to-face and observe what they can see from each other. Trainer will use a bell to ring so that the pair change each phase.

- **Phase 1:** Trainee observe what he/she can see from his/her partner for 30 seconds.
- **Phase 2:** Each trainee of the pairs to turn his/her back, making 3 changes different from the original look.
- **Phase 3:** Observe to one another on what the 3 changes are.

Note: As for the instruction of 5 and 7 changes, trainees follow the same sequences of the game.



¹ Woolfolk A E(2014) Educational Psychology USA: Pearson Educational Limited p.270, 272

👉 What we have learnt from the game:

While trainees were asked to produce 3 changes, they did it easily. The task become more complex, but they still can achieve it with their own efforts and other pairs around them. They try to observe others so that they can achieve their own tasks.

In Social Constructivist Perspective, we believe individual are active in construct their own learning and knowledge. The social interaction has impact and influences on their process of learning.

Day 4: December 12, 2019

Topic of the Day: Facilitation Skills in Small Group Teaching

Sub-topic #1: The Fourth Industrial Revolution

The 10 top expect skills that workers must have to thrive in the Fourth Industrial Revolution:

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Decision-Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

Sub-topic#2: Concept of Thinking

Thinking consists of elements and process as below:

1. Generate purpose
2. Raise questions
3. Use information
4. Utilize concepts
5. Make inferences
6. Makes assumptions
7. Generates implications
8. Embodies a point of view

Topic: Facilitation Skills in Small Group Teaching

Sub-topic#1: Teaching Vs Facilitation

1. Teaching

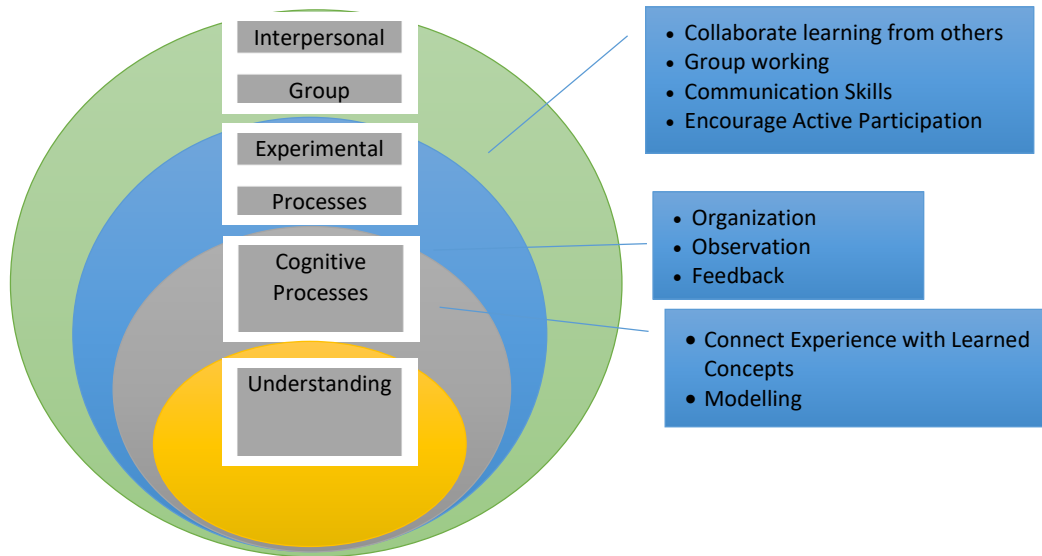
- Information flows in just one direction from teacher to student
- Teaching follows a pre-set curriculum
- Teaching starts from teacher's own knowledge of curriculum and content
- Teacher delivers lectures to a group of students-usually from the front of the room

2. Facilitation

- Information flows in many different directions between the facilitator and individual group members
- Facilitators encourage and value different views

- Facilitator starts by assessing the knowledge of the group
- Facilitator uses practical, participatory methods; i.e group discussions and activities in which all members of the group participate.

Sub-topic#2: Learning Process in Small Group Teaching



What we can do/apply:

- Teacher Recruitment in Cambodia

The Ministry of Education Youth and Sport, through Teacher Training Department should include more criteria or requirements to recruit the best teachers for students. The teacher recruitment should not be based on only their academic excellence, which refer to Teacher National Entrance Exam, but also knowledge of Citizenship, Co-Curricular Activities, innate aptitudes and desired characters as educator. A panel should be designated to conduct Job interview, following the Entrance Exam.

- The alignment between the Cambodian curriculum and the content in the textbook.
- The supporting class in Singapore and we thought that it can help Cambodian students who low ability learning better.
- The Cambodian educators' mind set which is improving capacity, long life learning, sharing, motivating, and professional development especially core value.

Day 5: December 13, 2019

Topic of the Day: Effective Communication in Teaching and Learning

Communication is verbal and non-verbal transmission and understanding of information, feelings, and emotions among human; whereas instructional communication is the process by which teachers and students stimulate meanings in the minds of each other using verbal and nonverbal messages. Effective communication should consider 3 components

- Psychological perspectives: including structural, Cognitive, Humanistic, Functional, Psychodynamic Psychology.

- Communication focuses on the content of what students saying weather those words are in cognitive level or humanistic level.
Example: - A student says “I need a clear information” → Cognitive
- A student encourage and motivate other students in the class → Humanistic.
- As a teacher, we can simply understand the students’ psychological perspective through their pattern of questions which enable us to know their cognitive process. for example: students ask you as a teacher “How are you, teacher”. Through this question, teacher may know that students care about relationship with teacher.
- Personality: Carl Jung adopts MBTI (Myers-Briggs Type Indicators) in order to understand human personality. Those include:
 - Introversion vs Extroversion
 - Thinking vs Feeling
 - Judging vs Perceiving
 - Intuitive vs Sensing
- Each person has different personality.
- There are
- Pedagogies: Teachers should equip with facilitation skills:
 - Facilitating interaction
 - Facilitation thinking and external learning
 - Facilitating the communication of learning

What we can do/apply:

MBTI (Myer-Briggs Type Indicators): Teachers may use MBTI as a tool to understand students’ personality in the class. Through this tool, at least teachers may have some ideas about students’ personality.

- **E (Extroverts):** Extroverts are energized by people, enjoy a variety of tasks, a quick pace and are good of multitasking
- **I (Introverts):** Introverts often like working alone or in small groups, prefer a more deliberate pace, and like to focus on one task at a time
- **S (Sensors):** Sensors are realistic people who like to focus on the fact and details. They apply commonsense and past experience to find practical solution to problems.
- **N (Intuitive):** Intuitive prefer to focus on possibility and the big picture, easily see patterns, value innovation, and seek creative solutions to problems
- **T (Thinkers):** Thinkers tend to make decisions using logical analysis, objectively weigh pros and cons, and value honesty, consistency and fairness
- **F (Feelers):** Feelers tends to be sensitive and cooperative, and decide based on their own personal values and how others will be affected by their action
- **J (Judgers):** Judgers tend to be organized and prepared, like to make and stick to plan, and are comfortable following most rules
- **P (Perceivers):** Perceivers prefer to keep their options open, like to be able to act spontaneously, and like to be flexible with making plan

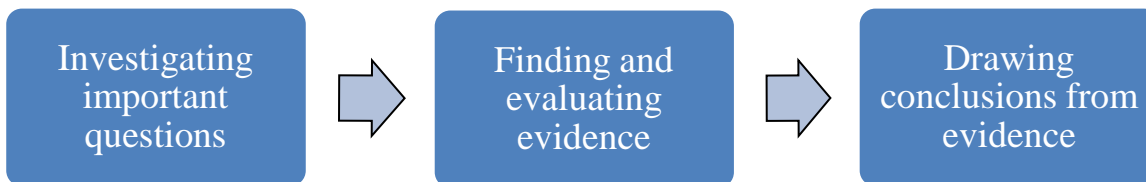
WEEK 2:

Topic #1: The How and Why of Constructivist Teaching in Social Science Education

- **Sub-topic #1: What does it mean to you to “construct knowledge”?**
(Possible answer: write down ideas → develop ideas → discuss → share ideas → exchange views → reflection → apply prior knowledge to the new knowledge, and the teacher facilitates by giving students choices.)
 - ✎ **Key ideas of construct knowledge:** → leverage prior knowledge, ask questions, set learning goals and reflect on different perspectives presented; students actively construct knowledge by discovering new ways of understanding something.
 - ✚ Small Group Work: What question do you have about constructivist teaching in social science education? (What do you hope to learn?)
- **Sub-topic#2: Construct Teaching**
 - ✚ How are students learning?
 - Guiding
 - Modeling
 - Sharing
 - Interacting
 - Coaching
 - Asking
 - Observing
 - Doing
 - Developing
 - Writing / Reading, ...
 - ✚ What are they learning?
 - Skills
 - Knowledge
 - Beliefs
 - Values
 - ✚ What are the challenges of Constructivist Teaching in Cambodian context?
 - Active learning & curriculum implementation
 - Readiness of the students
 - Teacher and student interaction
 - Prior knowledge versus new knowledge
 - Sense of purposes
 - ✎ **Key ideas of constructivist teaching:** Students learn to know, to understand and to be able to do.
 - ✚ Small group work: What would be constructivism look like in your classroom?

<u>Teacher</u>	<u>Students</u>
- High level of interactivity	- Sharing
- Embodied / Experiential	- Reflecting
- High level of engagement	- Discussing & asking questions
- High level of facilitation	- Exploring
- Modeling & giving feedback	- Practicing
- High level of observation / attention	- Analyzing
	- Giving feedback

- **Sub-topic#3: 5 guiding principles for enacting constructivism**
 - Purpose building
 - Discussion
 - Facilitation
 - Reflection & feedback
 - Consolidation
- **Sub-topic#4: Planning Constructivist Teaching**



- ✚ Constructivist teachers create learning experiences that require learners to:
 - Work on authentic problems/questions
 - Collect & analyze data
 - Reflect on perspectives & understandings (including their own thinking & learning)
 - Collaboratively construct their own meaning.
- 🔗 **Key idea in constructivism teaching:** Knowledge is socially constructed by students.

🔗 **What we can do/apply:**

Constructivist Teaching is a very active learning process where there are plenty of various activities of the teacher and students combination. Students socially construct knowledge by themselves in the a few steps. Thus, this teaching modal is very suitable for any classroom where teachers want the students to be very active in talking, discussing, reflecting, asking questions, exploring, observing, and evaluating with evidence in different perspectives, while teacher is listening, interacting, reflecting and giving feedback on what students have done and finally draw conclusion from evidence. Moreover, this method gives students opportunity to work independently and socially learn knowledge, skills, beliefs and values from the creative constructivist planning. Teacher exposes the students to the learning experiences where they are required to work on authentic problems or questions, collect and work out on the data, reflect on perspectives, and then collaboratively construct their own meanings.

Topic #2: The inquiry Approach in Social Science Education I

- **Sub-topic#1: Previous session reflection**
 - 🔗 Started from the questions of participants:
 - Q1: Should teacher provide the feedback after the conclusion of the students?
 - Answer: Yes, we have to provide our feedback to our students because the students' answers are not completely correct.

Q2: Can constructivist approach use for all levels of learners?

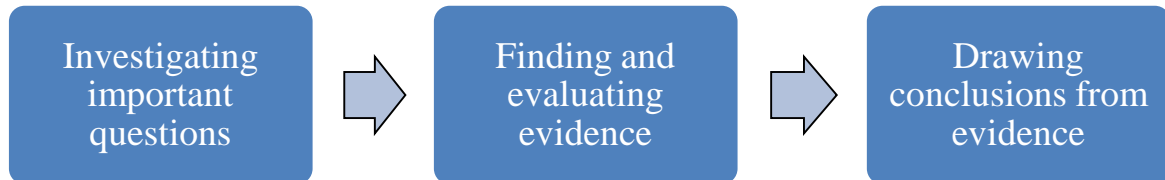
Answer: Yes, it's a very natural process where every human/child can learn. We continue to construct new knowledge in everyday life and everywhere.

🔍 **Key ideas:** *We do not learn from experience; we learn from reflecting on experience.* (John Dewey)

(Reflecting is a core of inquiry: We all experience in our real life and learning in the inquiry approach we learn more by reflected on our experiences.)

- **Sub-topic#2: Building blocks for inquiry learning related to constructivism**

- What is inquiry?



→ Done with all three steps in the inquiry learning, is the purpose of seeing our student taking action. In inquiry, process can be used to change ourselves, gain more skills, or create a new thing after we take action.

🔍 From the point of view of John Dewey inquiry is “Active, persistent and careful consideration of any belief or form of knowledge in the light of the grounds that support it” (1910).

→ Some of our students are **Disciplined Inquiry = People who think well and reflective thought.** They have their standard for thinking, so they think carefully. In this way, inquiry is a **method of intelligence.**

🔍 **Key idea:** *Nothing new in this world, we just create it by put things together in some new ways. From the inquiry approach, we already know things around us and we experienced it so we use what we already have (prior knowledge) and then try it out or testing it to learn something new.*

🔍 For Edwin Fenton, what is inquiry?

Recognizing a problem from data; formulating hypotheses; gathering data; analyzing, evaluating & interpreting data; ...and drawing conclusions from the factual evidence. (1968)

🌈 **Group work:** based on your background, design the problems and questions in inquiry approach:

- **Sub-topic#3: Criteria of inquiry problem:**

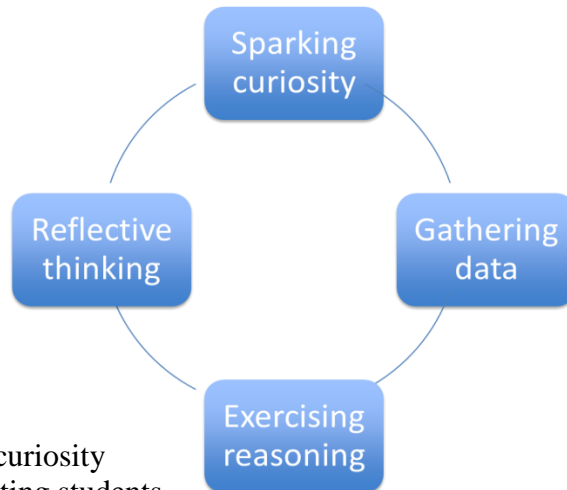
Investigation of authentic (real world) problems:

- Significant / relevant to both students & society
- Provide multiple opportunities for investigation
- Engaging for teachers and learners because they matter to them

- Provide multiple opportunities for inquiry, reflection & different perspectives
- Often involve controversy, disagreement & debate
- Open-ended so people can take different perspectives or positions
 - Require students to make reasoned conclusions & defend them with evidence
 - Require students to work together to understand & take action (to solve it)

Quote of Paulo Freire: Don't just teach students to know the world but know the world.

- **Sub-topic#4: Social Science Inquiry Model**



- Sparking curiosity
 - Motivating students
 - Developing question (related to our reality and start from their prior knowledge and experiences so that everyone in the room can join)
- Gathering Data
 - Collecting evidences
 - Using multi sources for the question and problem above
- Exercising reasoning
 - Analyzing data
 - Reaching conclusion
- Reflective thinking
 - Communication ideas
 - Taking action

Here in this model, teacher can develop some tool or materials to help student to understand more like worksheet, diagram or mind mapping for drawing their conclusion.

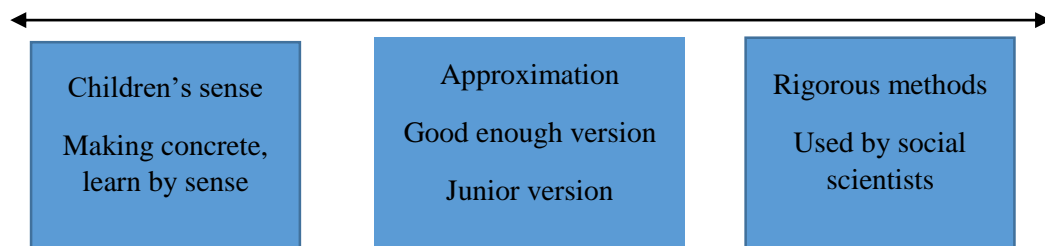
☞ For Walter Parker: Inquiry as a method of learning (content) & thinking. *We help our student about thinking skills.*

☞ *“When we teach with inquiry, we engage students in a way of thinking so that they will learn important content...inquiry is a means to learn content.”*

☞ *“When we teach for inquiry, we aim to develop students’ ability to engage in this way of thinking: to make evidence-based arguments...the inquiry process becomes an end in itself...valued for the kind of reasoning it cultivates...” (2018)*

- **Sub-topic#5: Help student with thinking skills:**

- John Dewey (1910): Inquiry is how knowledge is constructed in discipline. Social sciences developed from efforts to make sense of experiences as organized, systematic, rigorous ways of making meaning. Inquiry comes from felt of problem.
- He said **Arguments** are central to inquiry: Teaching students how to make, analyse & evaluate arguments.
- For class setting, teacher shared us about what can we decide to arrange our class room in inquiry learning. As a debate group, or round or U shape etc.
- As a teacher, you provide students the right support to do something that they could not do without support. That we called Scaffolder. Teacher support the student to construct their knowledge.
- For Vygosky: He raised about Zone of Proximal Development (ZPD). Don't set the problem to be too easy or too hard for your student but just right.



John Dewey, the child and curriculum (1902), Social sciences inquiry model

- **Sub-topic#6: How to support students in inquiry**

- Scaffolding
- Tap into prior knowledge (what they know)
- Motivate them with an interesting prompt (cartoon, video, or images or some interesting tools and what they want to learn)
- Model thinking or demonstrate, procedure-making thinking, visible-thinking aloud.
- Another supporting inquiry. Use visuals (provide graphics organizes or templates)
- Guide and check for understanding. Provide feedback or ask probe questions.

(From Video: We are human so we question all the time)

What we can do/apply:

In social science classroom in Cambodia based on inquiry approach teacher should:

- Motivate their students to be active learners by sparking curiosity in class. That sparking curiosity was created by the teacher and students themselves. For example, teacher shows the pictures/videos or a graphs and ask the main question to spark the ideas from student such as: What do you see in these pictures/videos or graphs? What do you think these pictures talk about? Share to your group or to a whole class? (See Think Share or see think wonder) The inquiry question will be useful and should start from student's prior knowledge (teacher can introduce with questions that student can answer from their experiences so that students start to construct their ideas. The curiosity can be started by introduced video related to content, images or photos and

diagram that can make student wonder). The question should not be too easy or too hard for student. It is based on student's proximal development.

- After the questions and making the student wondering about the topic, next step will be an exploration or finding data/evidences about those questions. Allow your student find evidences from multiple resources/sources. Teacher provides scaffolding/supporting to students to search/explore the knowledge.
- Exercise reasoning, is the next step, supports, joins with the students to analyze their data, and reach the conclusion.
- The important step of learning in inquiry that allows your students add up the new knowledge to their background knowledge is reflective thinking. Reflective and feedback together in class help students to reach the key message in your lesson based on the evidences of your students and the content of the lesson. (Communication ideas and then take action after the reflecting)

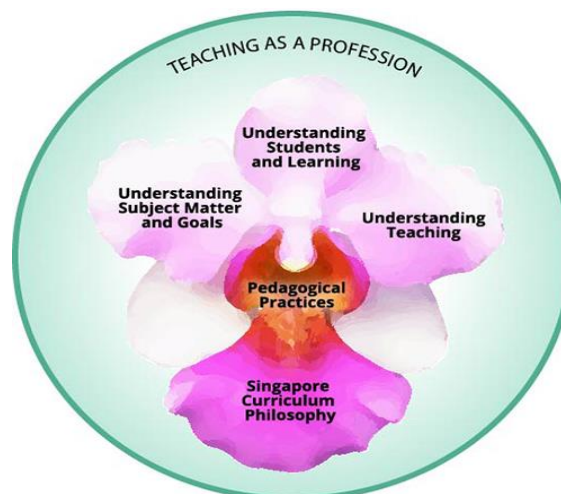
Topic #3: The Inquiry Approach in Social Science Education II

- **Sub-topic #1: Teaching Standard**

- Engage all students in a variety of learning experiences
- Use a variety of strategies to introduce, explain & restate subject matter concepts
- Choose strategies that make the complexity & depth of subject matter
- Use strategies that support subject matter learning for second language learners
- Modify materials and resources and use appropriate adaptive equipment to support each student's fullest participation
- Vary my instructional strategies to increase students' active participation in learning
- Ask questions or facilitate discussion to clarify or extend students' thinking

🗨️ **Key Idea:** *Use a Variety of instructional Strategies and resource to respond to students' diverse needs.*

- **Subtopic#2: Singapore Teaching Practice**



- **The Singapore curriculum philosophy** *describes our core beliefs about teaching and learning, and our student's role as learner.*

- **Understanding subject matter and goals:** *the theory practice connection in our diary practice. They provide teachers with understanding of subject matter and goal, students and learning, and teaching.*
- **Understanding teaching:** *Environment teaching classroom is very important in teaching work. The teachers need to understand about positive classroom culture that encourage student to be empowering learner, positive discipline, setting expectation and routine, and establishing interaction and rapport.*
- **Understanding student and learning:** *assessment and feedback are the core of interact between student and learning that teacher as a guide to support student checking understanding's student, and provide feedback.*

✎ **Key Idea:** *The Singapore Curriculum Philosophy presents our teaching fraternity's core beliefs about teaching and learning. These beliefs, which place every student at the heart of our educational decisions, guide the design and implementation of our curriculum.*

- *We believe in holistic education.*
- *We believe that every child wants to and can learn. We focus on children's learning needs when designing learning experiences.*
- *We believe that learning flourishes*
 - *in caring and safe learning environments,*
 - *when children construct knowledge actively,*
 - *through the development of thinking skills and dispositions, and*
 - *When assessment is used to address children is learning gaps.*

● **Sub-topic#3: Problem of Teaching Practice**

All professional teaching should answer these questions:

How can we....

- support students' self-directed learning?
- create positive classroom culture?
- maintain positive classroom discipline? build trust?
- activate student prior knowledge?
- arouse students' interest?
- use question to deepen learning?
- use inquiry effectively?
- check for understand and provide feedback?

✎ **Key idea:** *Teaching should create a good routine to student and motivate them to have self-awareness and responsibility in class.*

● **Sub-topic#4: Thinking Standard**

Intellectual Standards are used to assess thinking

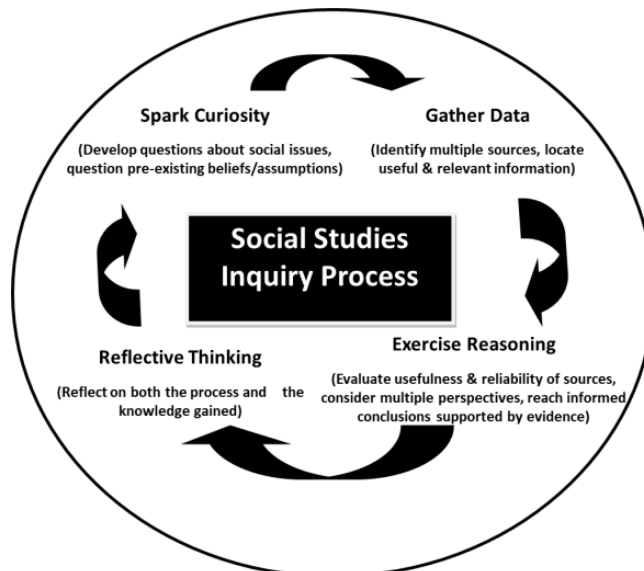
- **Clarity** forces the thinking to be explained well so that it is easy to understand. When thinking is easy to follow, it has Clarity.
- **Accuracy** makes sure that all information is correct and free from error. If the thinking is reliable, then it has Accuracy

- **Precision** goes one-step further than Accuracy. It demands that the words and data used are exact. If no more details could be added, then it has Precision.
- **Relevance** means that everything included is important, that each part makes a difference. If something is focused on what needs to be said, there is Relevance.
- **Depth** makes the argument thorough. It forces us to explore the complexities. If an argument includes all the nuances necessary to make the point, it has Depth.
- **Breadth** demands that additional viewpoints are taken into account. Are all perspectives considered? When all sides of an argument are discussed, then we find Breadth.
- **Logic** means that an argument is reasonable, the thinking is consistent and the conclusions follow from the evidence. When something makes sense step-by-step, then it is Logical.
- **Significant** compels us to include the most important ideas. We do not want to leave out crucial facts that would help to make a point. When everything that is essential is included, then we find Significance.
- **Fairness** means that the argument is balanced and free from bias. It pushes us to be impartial and evenhanded toward other positions. When an argument is objective, there is Fairness.

✎ **Key Idea:** Thinking Standard is very important to the process of inquiry teaching. It can help student to build the constructive knowledge.

● **Sub-topic#5: Why Inquiry?**


✚ **5.1 Social Science Inquiry Model**





✎ **Key idea:** *The important of thinking habit or skill needs to develop in each step.*

5.2 Singapore Social Studies Curriculum




 At the heart of the Singapore Social Studies curriculum is preparing students to be citizens of tomorrow. The curriculum helps them to understand the interconnectedness of Singapore and the world they live in and appreciate the complexities of the human experience. Drawing on the social life that is of meaning and interest to the learners, social science seeks to students' curiosity to inquire into real-world issues that concern their lives. Through inquiry and authentic learning experiences, Social study helps students to attain relevant knowledge and understandings about these issues, develop reflective and critical thinking skills, and appreciate multiple perspectives.

 Social study seeks to inculcate in students a deeper understanding of the values that define the Singapore society and to nurture dispositions, which inspire them to show concern for the world they live in and demonstrate empathy in their relationships with others. The curriculum therefore envisions social study students as informed, concerned and participative citizens, competent in decision-making with an impassioned spirit to contribute responsibly to the world they live in.

 **Key idea:** *Singapore curriculum encourages student to have critical thinking, reflective thinking, perspective talking, quality decision, empathy, and active contribution that relates to real world issue and authentic learning.*

- **Sub-topic#6: Singapore Social Studies Pedagogies**

- Inquiry based
- Issues-based
- Student center
- Emphasis on discussion
- Focus on 21th century competencies

 **Key idea:** *The principle of Singapore social studies pedagogies is based on these 5 points.*

- **Sub-topic#7: Planning for Inquiry**

- In your subject area group, begin planning for inquiry. Three groups based on their subject: Khmer literature, Psychology, and Khmer History.
- The challenge: The lesson plans in Cambodia have some weaknesses. It provides a little skill to student such as critical thinking skill, reflective skill, perspective talking, quality decision, and empathy, and it does not much focus on 21th competency.

☞ **What we can do/apply:**

The Inquiry Approach in Social Science Education is very important to apply in Cambodia. This approach has been different between Cambodia and Singapore education. There are some points that Cambodia should develop lesson plan and curriculum effectively. According to this training course, we have found that students in Cambodia have good knowledge and ability, but they need some life skills to develop them to become qualified people for 21th competencies. The life skills are critical thinking skill, reflective thinking skill, perspective talking, quality decision, and empathy. Thus, to develop lesson plans and curriculum in Cambodia effectively life skills should be added.

Topic #4: Approaches in Literature Education I: Curriculum

- **Sub-topic #1: What is literature?**

- ☛ Activity: Small Group Work discussion

- ☛ **Literature:** narrative, characters, words, novel, poem, fable, myth... by-product →
The way of life, thinking, human life and problem solving.

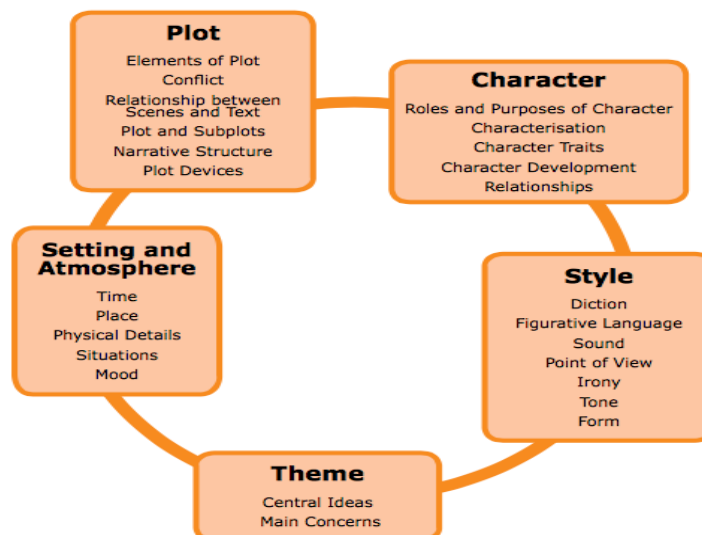
- **Sub-topic#2: Why teach literature?**

- ☛ Activity: Students answer the question individually

- ☛ To teach literature, teachers have to know about culture, geography, history, sociology, psychology and social media (ex. Facebook).

📖 **Key idea:** *“At some level...all of us who teach literature believe that it is important not only in education but in life.”*

- ☛ Five areas of study in literature:



- **Sub-topic#3: The Curriculum**

- **3.1. Core Principles**

- The three core principles of literature Teaching and Learning in the 21st century are:

- Personal Engagement
 - Critical Appreciation
 - Meaningful Connection

- **3.2. Aims**

- The ethical
 - The aesthetic
 - The intellectual

- **3.3. Desired Student Outcomes**

- Empathetic and Global Thinkers

- Students will learn to:

- Empathies with other people's experiences
 - Develop global awareness through the study of texts from different parts of the world
 - Reflect on their own values, perspectives and identities as they consider the impact of their beliefs and actions on society.

- Critical Readers

- Students will learn to:

- Appreciate the aesthetic value and enjoy the nuances of language, with perceptive and questioning minds
 - Read widely and independently
 - Appreciate the contexts in which literary texts are written, read and understood.

- Creative Meaning-makers

- Students will learn to:

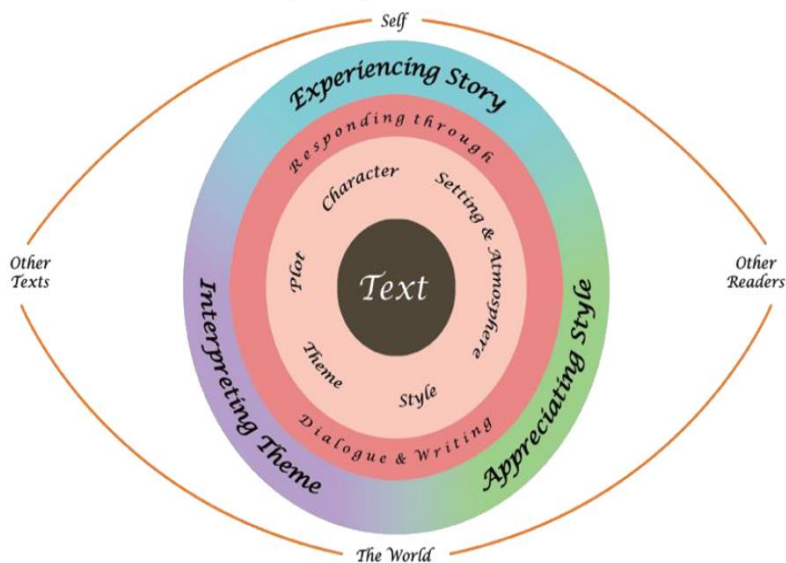
- Actively and creatively construct their understanding and interpretations of texts.

- Convincing Communicators

- Students will learn to:

- Demonstrate critical thinking when discussing and writing about texts
 - Convince other of their interpretations, based on sound reasoning with evidence.

3.4. Literary Response Framework



- Experiencing Story: students experience the story of a text as they were a part of it.
- Appreciating Style: students analyze the writer’s craft and its effects on readers.
- Interpreting Theme: students explore the significance of what a text says about the world.

3.5. Curriculum Time for Literature at the Secondary level

In Singapore, students study texts from Prose, Poetry and Drama.

Levels and Courses	Lower Secondary	Upper Secondary Elective Lit.	Upper Secondary Full Lit.
Recommended Number of periods per week	2 periods	3 periods	5 periods
Recommended amount of time per week	1hour 10min-1hour 20min	1hour 45min-2hour	2hours 55min-3hours 20min
Genres	Prose, Poetry (a range at least 8-12 poems from SG and other parts of the world), Drama	Set Text Prose, Unseen Poetry (a range of poems from SG and other parts of the world)	Set Text Prose, Unseen Poetry, Set Text Drama

↳ Quote: ”There is no teaching syllabus ... Literature teachers have been expected to make their own decision regarding what, when and how to teach, especially at the Lower Secondary levels” (“A Literature Syllabus for Secondary Schools in Singapore.” by Kenneth Chew and Wong Mun Wah)

- **Sub-topic#4: Three Critical Approaches**

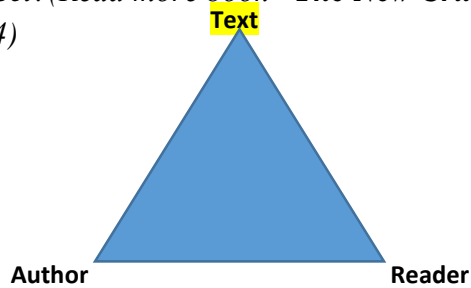
This session traced us how approaches in Literature Education have evolved over the past century.

↳ (Recommend book: A Handbook of Critical Approaches to Literature. Fifth Edition)

4.1. New Criticism

New Criticism began in 1920s-1960s. It is how readers interpret the text but not worry about the author’s background, historical and cultural context. We only evaluate work based only on the text itself. We do close reading and focus on the text’s elements such as diction, tone, imagery, plot and theme.

🗨️ **Key idea:** *New Criticism related to **BRAIN**; what did the text say? how did the text make you feel?* (Read more book “*The New Criticism*” by **John Crowe Ransom’s 1914**)



✚ Individual work: Unknown Poem “The Daughter”

Q1: What do you like/not like about it?

Q2: What is it about? What makes you think that?

Q3: What devices does the poet use to bring about its effect?

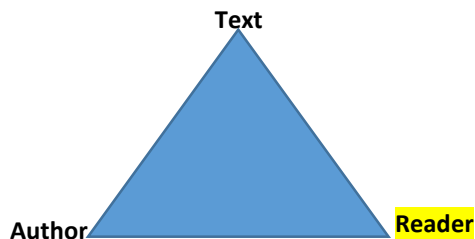
New Criticism	The Daughter
Diction	Persuaded
Tone	Respectful
Imagery	Abyss: deep well, HELL
Theme	Relationship between mother and daughter

4.2. Response Theory

Respond Theory began in 1960s-1970s. It is how the readers feel about text. The reader is an active agent who completes its meaning through interpretation.

Students become active responsible learners because their personal responses are valued. Rather than a teacher giving them a single, standard interpretation of a text, students learn to construct their own meaning by connecting the textual material to issues in their lives and describing what they experience as they read.

Respond Theory related to **HEART**; how do you feel about text?



✚ Individual work: Unknown poem “The Daughter”

Q1: How does this make me feel?

Q2: What do I think about this?

Q3: What does this mean to you personally? Write a short paragraph.

“The Daughter”
Respond Theory
I feel that...
Daughter is sacrifice for mother.
Survival is depends on money.
Society is not safe for women...

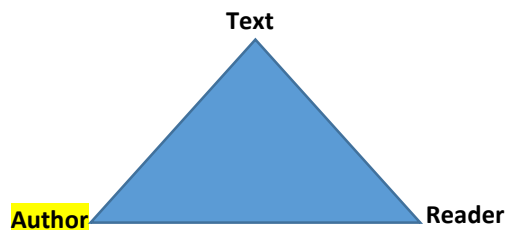
4.3. Post-Structuralism

Every text has ideology and power to convince readers to think about a particular way. Post-Structuralism is the message that the text wants us to know. The readers interpret the message based on:

- **Context** (Where and why would this happen?)
- **Representation** (How are character represented?)
- **Power and Inequity** (Who is in a position of power?)
- **Silences and Gaps** (Who is silent?)
- **Ideology** (What is this text trying to make readers believe or do?)

✚ Individual work: Unknown poem “The Daughter”

- Activity: Individual work to find the message in the text



☞ **What we can do/apply:**

- For literature students in 21st century, we should think about student outcomes of literature: **Empathetic and Global Thinkers, Critical Readers, Creative Meaning-makers and Convincing Communicators.**
- Teacher should not teach literature to students how to remember it, how to summarize it but it should be about making students inform their understandings of the text, connecting to **Self** (between the text and their own lives), **The World, Other Readers** and **Other Texts.**
- We can use three critical approaches to apply in teaching Literature. Students become active responsible learners because their personal responses are valued. Through interaction with teacher and peers, students move beyond their initial individual reaction to take into account other interpretations, thus broadening their perspective.
- To get students answer the questions, let them think (time to think) and write it down.

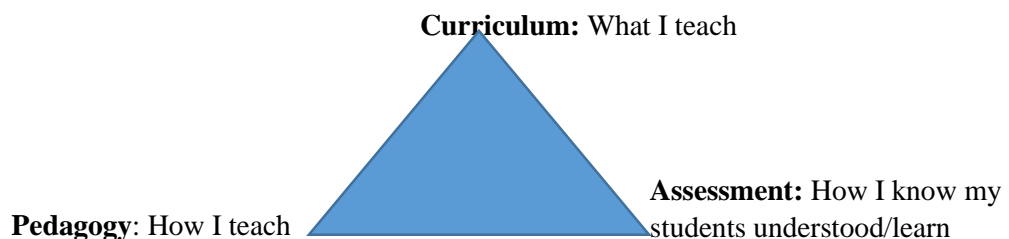
Topic #5: Approaches in Literature Education II: Pedagogy

• **Sub-topic #1: Picture Poem**

- ✚ Group work: Choose one of your favorite pictures from your phone.
 - Take turns. Share photo. Share poems
 - Owner of photograph share about the photo
- ↳ Image as prompt for different response and writing genres
 - Every picture tell story
 - Same photo different perspective
 - Characterization Relationships and interpretation
- 🗒 **Key ideas of picture poem:** - *Explanatory (text describe)*
 - *Symbolic (Text represented)*
 - *Affective/ Emotional (Text evoke)*

• **Sub-topic#2: Pedagogy**

- ✚ Group work: Teacher draws triangle picture



- ↳ Quote: “Teaching literature is impossible, that is why it is difficult.”
(Northrop Frye)
 - Q: What does this quote means?
 - A: Students share their ideas. (Literature is not the same as mathematics 3+1 not equal 4 but can be 5 or 6 is up to teacher and learner.)

• **Sub-topic#3: How can we make Literature relevant to our students?**

3.1. Distance of Adaptation

How far are our students from the texts they are studying?

- Time (Present to past)
- Experience (Youth to adult)
- Familiarity with Genre
- Length (Short to Long)
- Language (Simple to Difficult)
- Concepts (Concrete to Abstract)
- Readability (Popular to obscure)
- Skill (Reading to writing)

3.2. Selecting texts

Teacher give example about one story in Singapore is “The hunger Game” that used in Singapore as school text. After that just propose Key questions:

- Is there objectionable content?
- Does it have relevance and interest?
- Does it have literary Value?

↳ Teacher elaborates key message presented in slide presentations about selecting texts.

3.3. Four difficulties

Teacher show video about Poem that has title “**Chope**” by Joshua Ip- After then, He gives students ask 10 question about this poem.

1. What is the poem about?
2. What style is it?
3. What does the poem mean to you?
4. What does “Chope” mean?
5. What does “ hdb” mean?
6. What is “aww”?
7. What knowledge can I get from poem?
8. Who can understand this poem?
9. Why did you write this poem?
10. Did this really Happen? where?

↳ Four difficulties of this poem:

- don't understand the words, history and culture
- don't understand it because not familiar with the topic
- don't understand because the poet is purposely making the poem confusing
- don't understand because I do not know how to interpret it.

↳ Meaning: The Singlish word “**Chope**” (Slang for reserving a seat) was derived from chop, to leave a mark. The word “**Chope**” was originally from the Malay word cap, which is from the Hindi word (stamp).

3.4. How to connect student to the text

↳ Where do I begin?

- start from where they are
- move from simple to difficult
- start out with the popular/ cannot too difficult or deep
- language difficultly
- break it down for them by isolating elements
- contextualize
- expose than to different types of literature
- experiential identification

3.5 Multiple Intelligences

- | | |
|----------------|-----------------|
| - body smart | - self-smart |
| - people smart | - picture smart |
| - word smart | - music smart |
| - logic smart | - nature smart |
| - mature smart | |

- **Sub-topic#4: Elements of literature**

4.1. Every story has conflict

- character
- Ambition
- conflict
- resolution

4.2. Parody: Intentionally copies the style of someone famous or copies a situation making the features of the original humorous.

4.3. Allegory: Symbolic or hidden meaning like parable or fable Represent abstract ideas.

4.4. Satire: a way of criticizing people or ideas in a humorous way, especially in order to make a political point

- **Sub-topic#5: Practice inquiry teaching** in pair about stories “Boat and Orphan Cat”

✚ Pair work: Play a role as a teacher and a student, ask and answer the questions_ and then take turn_ about the two stories: The Boat and The Orphan Cat.

- Did you read the story?
- What do you think the story is about?
- How do you know?
- Let us look at_____ What do you think?
- What can you tell me about____?
- Why do you say that?
- How do you know when _____?

🗑 Feedback: The lecturer conducted a feedback with questions:

- How do you feel?
- What do you learn?
- How is different class?

👉 Answer (Activity of Teacher is less than students)

- **Sub-topic#6: What you encounter in Singapore literature?**

Topic in Singapore literature

- place and memory,
- language and culture,
- loss and change,
- relationships,
- personal and national struggles

☞ **What we can do/apply:**

- In teaching literature, teachers have to bear in mind three main things:
 - Curriculum (what I teach)
 - Pedagogy (how I teach) and
 - Assessment (how I know my students understood / learnt)
- Northrop Frye said teaching literature is impossible, that is why it is difficult. Thus, in teaching literature, teachers have to know how to make literature relevant to the Ss by following: the distance of adaptation, selecting text, Ss' four difficulties, how to connect Ss to the text, and multiple intelligence of the Ss.
- Teachers can use pedagogy approach to let students explore question themselves better than explain in detail. Moreover, teacher should know prior knowledge of student where they come from, how to adapt student to the context.
- The Ministry of Education, Youth and Sport should work collaboratively with people who have good knowledge in literature to write and design literature curriculum for literature teaching in Cambodia.

Week 4:

Topic #6: Approaches in Literature Education III: Assessment

- **Sub-topic #1: The use of Drama in classroom**

✚ “**Drama**” from a Greek word means “**Action**”. Unlike prose, drama is written to be staged in the public. It is not a book, but it is rather a script, which is possible for performance.

To practice applying drama in the classroom, four types of activities are introduced with its own purposes.

1. Activity type 1: Awareness of self

a. Sculpture: this is a pair work activity, in which one person is nominated as sculptor and another is clay. The sculptor will design the clay as he/she wants while the clay just follows the sculptor. Then the sculptor will give a name for the sculpture he/she has designed.

b. Mirror: This is another type of pair work, in which one is volunteer to be an image in the mirror and another is a person. What the image in the mirror does is just duplicating every movement of the person.

🔗 Purpose: To get students be aware of themselves and to allow teacher to be able to find out that those who chose to be the clay or image in the mirror are the ones who do not like to think; they just want to follow the others.

2. Activity type 2: Awareness of Space--Creating Character and Setting

a. Miming: is the use of movements to express what you want to say without using words, or a play where the actors use only movement.

In this activity, students were gotten to stand in circle and thought of any activity. Then they took turn to go into the middle of circle and mimed any activity they came up with.

b. Improvising using prop:

“Improvise”: to make something by using whatever you can find because you do not have the equipment or materials that you need.

“Prop”: a small object such as book, weapon, etc. used by actors in a play or film.

This activity was similar to the former one, but the different was just the students were gotten to improvise any activity they had come up with by using the prop given.

⌚ Purpose: The purposes of these activities were to get students realize who they are, where they are and what they are doing with the space they are in/provided.

3. Activity type 3: Improvisation—Dialogue and Action

a. **Greetings:** in this activity, students are got to stand in two lines opposite one another. Two sub-activities are introduced. First, each pair had to walk towards one another and acted as they met old friends and made conversation before walking pass each other. Then they had to act like this again but as small children met each other at the playground and converse to start playing together.

b. **Doctor and Patient:** This is a pair work activity where one volunteered to be a doctor and another volunteered to be a patient who went for the illness checked and cured.

⌚ Purpose: These two activities were introduced in order to get students learn how to act, how to work with other people, and reflect by themselves because no one would tell them what to say. Instead, they had to think of words/scripts and say what had come up to their mind in order to absorb into the situation prompted.

4. Activity type 4: The Drowning

In this activity, teachers got students to work in pair perform a plot in the movie called TSUMAMI. This performance is a higher level of acting since students need to have the script, consider the entrance & exit, and stage blocking. Moreover, students need to have various imagination, watch the videos to understand the situation, understand the emotion and motivation in advance, which these ideas are called **“Walking in Their Shoes”**.

➤ In this plot, the two main characters have to decide whether they should keep finding their sons who are missing in the Tsunami or give up on finding them. This activity was introduced into the classroom in order to connect students to the daily routine because sometimes in our real life, we might face some situations that require us to decide either “letting go” or “holding on”.

However, not all students are brave enough in performing even though they are strongly encouraged. Therefore, there are some ways might be useful in encouraging them to participate in the performance such as letting them use props and costumes, masks, puppets and so on when while they are talking.

↳ In conclusion, all of the activities above are introduced for three main reasons:

1. To demonstrate the pedagogy using in applying drama in the classroom
2. To link the curriculum of literature and pedagogy to the assessment
3. To provide opportunities for all students to participate in the classroom. Even though, some who are shy or talk less are also encourage to take part. Moreover, they are to show the students that in real life they act every day, so there is no word “impossible”; they all have hidden capability actually, and those acting are just for education, not for perfection.

- **Sub-topic#2: Assessment**

✚ Why do we assess students? Why have exam?

There are four steps to make sure the assessment is helpful for the learners. It is the way to ask whether we get or reach to the objective want or not yet. So below are steps to show:

- 1. Evaluative**

In this way we use it for evaluate or measure that all learners in the class is on the right track that we are teaching or designed to ensure that they are going well or not.

- 2. Accountability**

It is very helpful in the process of assessment. It helped us on how to know whatever we have done is going smoothly with the right decision of the stakeholder - students, teacher and school. Not for only teacher, it is for all. Like school and government also, thus, we need the students are enrolled in effective school and meet the effective teachers.

- 3. Diagnostic**

To find out the students’ problem, that they have met or faced.

To help students on what they cannot reach or stuck. We use this way to find weak and strong point and help them.

- 4. Predictive**

To predict the student learning from beginning to the end of the learning.

To understand that they can pass or fail. If we find something bad, so teachers have to help them.

🎯 **Purpose:** The purpose of these activities is to get teachers to realize that the strong way that we can help our student to be a good learner and gain the knowledge is from their studying.

- **Sub-topic#3: Main purposes of assessment**

- 1. Assessment of Learning**

There are Formative and Summative assessment. We use **Formative** assessment for observing, questioning, peer and self-assessment. We use this to tell us how we are teaching or how our students learning. **Summative** is used for writing test, writing

report, the project or the test or examination in the school that held at the end of teaching period or end of semester.

2. Assessment for Learning

We use to find out for adjust the instruction mean that teachers have to learn from students. As teachers check on understanding, they keep on track and mention strengths and points to next step. In this case, there are many tools that teachers can use such as; short essay, games and simulation, case studies, quiz, oral presentation, MCQ/True or False, class observation and participation and timed mock exam as well.

3. Assessment as Learning

To the test to help students they can do better. The students can do in peer or their own self. This way gives teachers to get involve goal setting, monitoring progress and reflecting on the results. Students will confident on what they ownership and responsibility on his/her thinking forward. Learners will become more aware of what they learn, how they learn and what helps them learn.

There are some points to develop or check the students' progression on:

- a. Structure** refers to how the students develop their studying on writing or building their statements or sentences. Ex: Organization, word spelling, etc.
- b. Content** refers to steps in orders that students can follow by the steps or not.
- c. Grammar** refers to the language that the students use right or wrong.
- d. Style** refers to how good students are on what they have developed in their writing way. Is it fine or not? Check on what they prepared.

⌘ Purpose: No matter how we use, it depends on what we can reach. It means Why? Why we use this, we use that? what reason that we use this way or that way. We can monitor students on what teachers provided them to do . It will show the role of all task that we give them. We assess them by reporting in peer or individual. So every students will focus on what teachers gave them and will never waste their time.

• **Sub-topic#4: Assessment on Process / Product**

On Process, teachers may not easy to do because it is the time for teachers to pay their attention on the progression teaching. Teachers have to do testing or assessment many times for students such as pre-test, quiz, mid-term exam, final exam and post-test, etc.

Depend on what teachers have done on the Process, so teachers can reach their product, which they wanted. There are five steps in Product assessment to evaluate that the students is on the right track or not.

- 1. Role:** check on what students have done their work. They respect their job and give to the teacher on time.
- 2. Self-Reporting:** students report themselves on what they have reached and give to teachers.
- 3. Peer Reporting:** report themselves in the other pairs in the class. Thus, students have no time to talk about others in the wrong way.

4. Presentation: students have to show and present their assignment in the class so that teachers can check them on a result.

5. Observation: teachers can observe all students in the class while they are performing the tasks. By doing this way, teachers can check by himself.

Purpose: To these five techniques mentioned, teachers can choose which one they want to assess their students' product, each student abilities. So teachers can understand on their techniques. It is up to teacher to use and promote their students by the way that succeed.

☞ What we can do/apply:

The assessment is very important to apply in Cambodia education context, especially in some specific fields such as Khmer Literature, History, Geography, and Psychology. This guideline shows us about some ways to do not only assessment, but also evaluation student's progress. Teacher can modify or simplify their students before they start, during and at the end of the learning course. It is a very useful way to follow up, monitor students, and help students on time. In addition, the necessary of Assessment is teachers can find out students' problem and find ways of solution. We can also develop quality of education by putting in this tool in teaching curriculum and make sure that it is properly and effectively applied in teaching.

[Topic #7: Approaches in Literature Education IV: Learning Journey to ACM \(Asian Civilization Museum\)](#)

- **Sub-topic#1: His story is History**

- **Quote:** "History and Literature are the same for telling the stories but in different way".

- **➤** Teacher facilitates and explains about history of Singapore and **ACM** area:

- Singapore's His Story is a narrative with characters, themes and lessons to be learnt.
- Mao Kun map from WubeiZhii showing **Temasek** at the top left.
- The earliest written record of Singapore describes the island of **Pu Luo Chung**.
- A Javanese poem written in 1365, referred to **Tumasik** (meaning Sea Town).

- **➤** How Singapore's past made Singapore the country it is today?

- Sir Stamford Raffles The founder of modern Singapore
- Major Farquhar was given the task to help Sir Stamford Raffles.
- Raffles appointed Farquhar as Singapore's first British Resident and Commandant of Singapore, 1819–1823. (there are many name of place: Raffles hotel, Raffles statue, Raffle city, and Raffle place)

- **Sub-topic#2: Who is telling the story? Whose perspective is it?**

- **Quote:** "Story of literature and history depend on who tell it".

- **☞** The case study of literature in film: **Sleeping beauty** and **Maleficent**

Both of them are the same story derives from ancient folklore. Sleeping beauty cartoon animation described Maleficent as the evil but Maleficent film described Maleficent as victim of love.

↳ The case study of history: **Sir Stamford Raffles**

It was written by two authors in different books. One book wrote that Raffles was the great man who led Singapore and other wrote that Raffles didn't do anything for Singapore.

- **Sub-topic#3: National Narrative: the archives of history and the chronicles of literature**

- ✚ **Nation Narrative:** describe about what happen in society and nationality by writing telling, novel, and poem.

- ✚ **The chronicles of literature:** a factual written accounts for important or historical events in the order of their occurrence by using literature.

- ↳ Example: Singapore war during troop bomb was written in both newspaper and literature.

- ↳ **Newspaper** shows the event and data of victim during bomb.

- Example: The Stir Time: Hari Raya Ifferno troops, 22 engines call out.

- ↳ **Literature** shows the eyewitness feeling and emotion of victims about what happens to them during troop bomb.

- Example: The novel of people live in Bukit Ho Swee: Mother looked outside.

Arrogant tongues of fire were greedily, violently lapping at the dry, cracked sky like crazed despots. The world outside was dyed a terrifying, malevolent, shade of red.

- **Sub-topic#4: Place-based Pedagogies**

- ✚ **Quote:** "*People have relationship with the place, environment, and habit that they have met*".

- ↳ Instead of being in class teacher could be bring student outside class for learning journey.

- **History:** (Time) the time or the period of event that have happened

- Example: Singapore's first British Resident and Commandant of Singapore, **1819–1823**

- **Geography:** (Space) the place and location.

- Example: **Singapore** is Country next to **Malaysia**

- **Literature** (Voices and memory) the idea expressing via text, poem, novel, picture and film...

- **People relationship to place, environment, and habitat:** the boundary or connection between human with their behavior in both social and nature.

- Example: Wedding day, the date restaurant, ex-boyfriend present

- **Recreate collective memory:** studying about place, the past event that people in the same group or social have met or everything that special, harmful, and scared have happened in country.

Example: The statue of knot gun represent of peace and no more war.

Pol Pot regime was the phobia collective memory of Cambodia people.

- **Global and local voice**: study about both international and national culture, country, and technology

Example: Singaporean learnt history from other country.

- **Sub-topic#5: Place-based learning**

✚ **Quote**: "*Bring the world to the classroom, and also bring the classroom to the world. Both can be connected*".

- Decide on location: the location that related to our subject and lesson.
- How does being there enhance learning? Can it be done in the classroom?
- Plan for activities at the site within the location:
 - ✂ (Teacher needs to answer this question to make sure that the learning journey is important and useful for students getting knowledge).

- **Sub-topic#6: Why go on Learning Journeys?**

- Relate literature to real-life locations, items and events
Example: the place that story or history took place and happened
- Extending the classroom:
Example: Students got the new learning context and learning environment.
- National Education
Example: culture, park, museum
- Multi-disciplinary
Example: local law, group discipline, and obey the law of one place..
- Optimizing community resources
Example: hearing from experts, collaborating with partners

- **Sub-topic#7: Learning Journey Preparation**

- Learning Journey preparation: teacher need to think about some factors that could interrupt our journey and plan if we don't prepare it well
- Logistics: Transportation (car bus book), booking (ticket and accommodate if the target is far), wet weather.
- Safety: Teacher-student ratio, danger factor, boundaries (medicine and first aid supply)
- Time factor: When? How long? (Base on location we plan)

- **Sub-topic#8: Other Practical Considerations**

- Meeting Point & Time
- Transportation
- Distance
- Stop points
- Information on location –opening times, guides, admission fees, school concessions
- Food and Toilet
- Overall Student Management

- **Sub-topic#9: Things to consider when planning a Learning Journey**

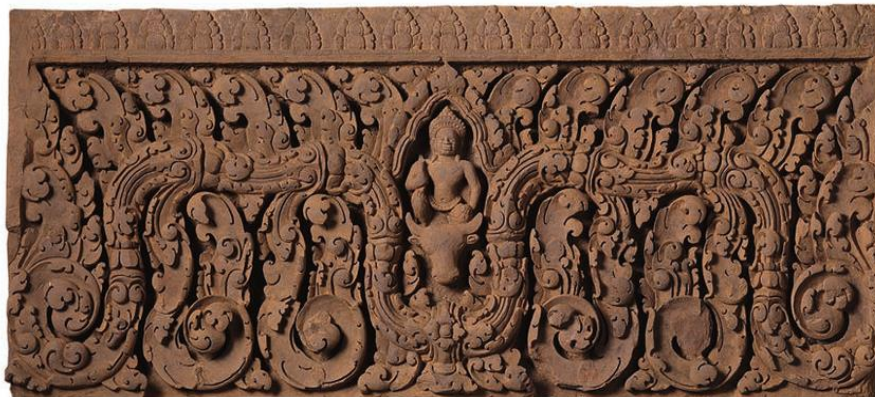
- Pre-trip activities (teacher prepare document and introduce the history and facilitate about the place that students are going to learning journey)
- Learning a bit about Singapore history, look at archive pictures, read Singapore Merlion
- Post-trip activities (the assessment and activity after visit the place)
- Adding (document both picture and text for showing student)
- **Sub-topic#8: Learning Journey Activities at Asian Civilization Museum**



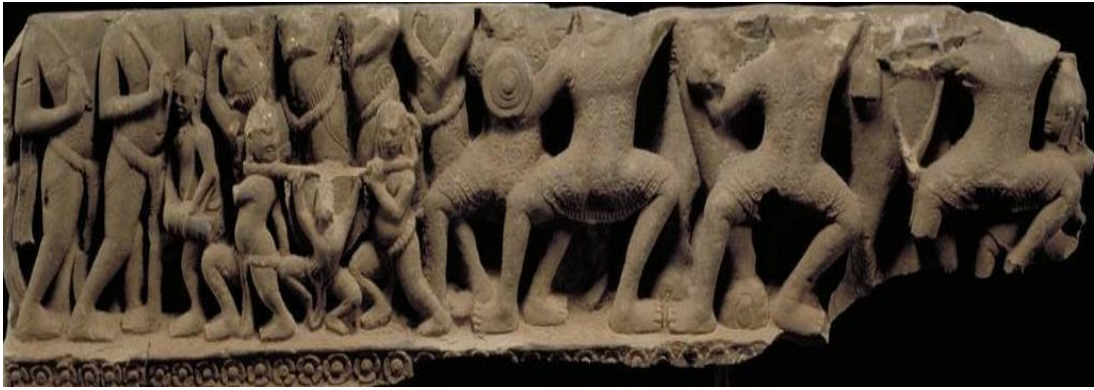
(image: left :Asian civilization museum, right: Buddha and Hindu gallery)

- Teacher led students to the museum
- Students were divided into 4 groups and responsible for 4 tasks
- Teacher got students to do the tasks in Buddha and Hindu gallery, and Ancestors and Rituals gallery

✚ **Task 1: Prose:** choose either one of these scenes; write a story about what you think is going on in this story. You can choose to be a character or an observer. (10 minute)



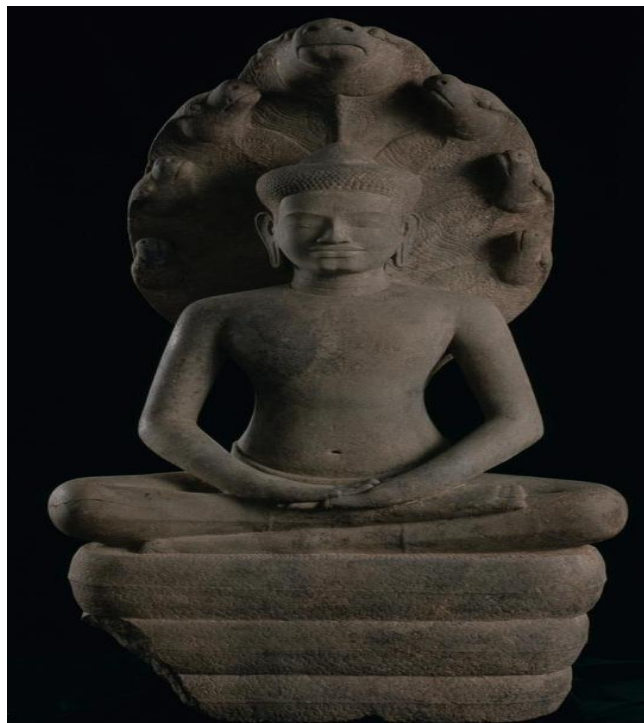
(Lintel with Yama riding on a buffalo (above)
Cambodia, Banteay Srei style, 12th or 13th century



(Pediment with battle scene)

Cambodia, Bayan style, 12th, 13th century_ sandstone

✚ **Task 2: Poetry:** write a poem entitled "Buddha sheltered by the Naga", what impression do you get from this statue?



Buddha Sheltered by the naga, Cambodia, 11th century, sandstone

✚ **Task 3: Imagination:** imagine you invented a "god". What would your "god" be a god of? Male or female? Neither or both? What would he or she look like? What could she or he do? Did he or she have weaknesses? Where did your "god" come from?



Vishnu, Cambodia, Kandal province, Angkor Wat style, 12th century_ Sandstone



Durga, Cambodia, Kampong Speu province, 7th or 8th century_ Stone

Task 4: Drama:

What are your own thoughts and feelings when you see this?

Imagine if these two monks met. What do you think they will say to each other?

Write a dialogue between these two monks. Are they similar or are they different?

Will they agree or disagree?



Alms bowl, Cambodian, 20th century, Rattan twine



Alms bowl, Cambodia, late 19th century or early 20th century, Bamboo, lacquer, mother of pearl

☞ **What we can do/apply:**

- The learning journey can apply for many subjects, and it is really helpful for both teacher and students to understand the lessons just by following steps and preparing it well.
- The learning journey is a part of place based Pedagogy that can apply for many subjects in Social Science. Because of its benefit and useful for students achievement, learning motivation, learning exploration, applying research, methodology and social learning, it must be considered for applying in Cambodia context. According to Professional development t course in the learning journey session on 02 January 2020, these activities can really get students involved in cognitive tasks that allowed them to construct knowledge by investigate in the field place to get their own data.
- The approach of literature education focuses on how learning journey can be used to make literature come alive for students, and how to relate literature to real-life locations, items and events. With inquiry, students collaboratively in fieldwork create dialogue, poem, prose, imagination, and story by using prompts, real things, places and events.
- To lead learning journey successfully, teachers have to be well-prepared for both teachers themselves and the students. The plan has to be technically divided in to three main stages_ Pre-departure, main activity and post activity.

Topic #8: Approaches in Literature Education V: Future Trends in Literature Education

- **Sub-topic #1: Feedback on visiting Asian Civilization Museum**
 - ✚ Each groups share what they have done to group members
 - Create a dialogue between the two monks and alms bowls (prompts given)
 - Sculpture description (prompts given)
 - God invention by imagination (prompts given)
 - Poem about the Buddha statue with the Naga (prompts given)
- **Sub-topic#2: Short film teaching from Viddsee Video**
 - Choose one to share with your group.
 - Why did you choose this short film?
 - What will your teach using it?
 - How will you use the film?
- **Sub-topic#3: Approaches for teaching Literature with short film**
 - The short film is short
 - Short focused narratives
 - Connect in to class more quickly and for technology can move what we want
 - Repeat viewing within class time
 - Make students interesting in study
 - Save more time show companion
 - Students can use their hand phone instead reading books
 - Idea of short film is more popular most of students know about it
 - Film is easier to reach the goal than reading books.

- **Sub-topic#4: Teaching short film with Directed Reading-Thinking Activity**
 - Activate schema
 - Reveal text in installments
 - Venture predictions
 - Develop Critical Thinking Skills
 - Highlight Comprehension Strategies
 - Modifying prediction what is going on from seeing the pictures or texts not just focusing on follow by teacher.
- **Sub-topic#5: Future trends in Literature Education**
 - ✚ What is a text?
 - In 4th Industrial Revolution “Text” not just focus on the poem, narrative, prose, novel ..., it can also be pictures, music, messages, body of languages are those relevant to human’s life.
 - ✚ How does literacy affect our lives?
 - Headphone – Facebook and WhatsApp
 - Social Media Virtual Communities
 - Online Shopping Vs Retail shopping centers
 - Traditional cab services Vs Grab/Uber
 - Travelling- booking of flights, hotels, tours
 - Expressing ourselves in writing Vs typing
 - Technology, Communication, Relationships
 - ✚ Literacy today
 - Literacies abound in all aspect of the life of a youth in and out of school
 - Literacy in pluralized form
 - Changing every day in spaces everywhere
 - The global of science makes us easily for learning and living we are not just learning from the books or text but we can learn from everywhere, everything and Social Media.
 - ✚ What changes in your literacy practice have occurred because of the digital age?
 - ↳ The challenges between traditional reading and writing practice
 - Print Literacy Vs screen literacy
 - Reading, writing and working with semiotics of images (sounds, gestures, animation, graphic modes)
 - Using visual grammar to read multimodal, text-visual layout/composition and image/texts relationship.
 - ✚ What are “New literacies”?
 - Non-Linearity: The way to learn/read the article such as left to right or top to bottom or whatever
 - Multimodalities:
 - ✓ Language and its effects- word choice image selection target audience and purpose.
 - ✓ Image and verbal text – meaning is made, interpreted, communicated, and shared through different representations.
 - ✓ Interaction of various designed elements that generates meaning and contributes to its appeal.
 - Intertextuality: created of the author (combine many stories pass created)
 - Interactivity : Interaction between the readers and the pictures

- ✚ Teaching Texts
 - Multimodal: print and non-print
 - Comparative: global and local
 - Interdisciplinary: literature and other disciplines

☞ **What we can do/apply:**

The future trends in Literature Education are very useful to apply in Cambodia education system, especially in Khmer Literacy curriculum. This approach shows the ways to teach literacy and to make students interested/curious in learning literature. Describing the way to connect Khmer Literature to inquiry and how can we help teachers and learners when they meet obstacle in IBL. Moreover it focus on the benefits and challenges of teaching literature, and the literature involve with 21st century competencies. We will consider literature in the form of multimodal texts like film or graphic novels. The concepts of visual, media and critical literacy. The importance of literature to identity, both personal and national, can also be seen in translated works. We will also delve into the place of creative writing in the literature curriculum.

Week 5:

Topic #9: Skills and Techniques Interpreting Geographical Data

- **Sub-topic #1: Overview for Geography Segment**
 - 6 Jan 2020: Skills and Techniques in Interpreting Geographical Data(from9:00am-3:00pm)
 - 7 Jan 2020: Experiential Teaching in Geography through Fieldwork Pedagogy (Micro-Climate @NIE)
 - 8 Jan 2020: Field-based Teaching in Geography (Water Quality @ Jurong Eco Garden)
 - 9 Jan 2020: Field-based Teaching in Geography (Tourism in Chinatown)
 - 10 Jan 2020: Interim Program Debrief & Reflections (from9:00am-3:00pm)
- **Sub-topic#2: What are essential elements in Inquiry?**
 - ✚ **Sparking curiosity**
 - What is the sparking curiosity mean?
Sparking curiosity or creating the need to know should not be confine to the preliminary stage of an inquiry lesson. It is important that the need to know is sustained through the inquiry.
 - How to Spark Curiosity? (activity)
Margaret Roberts (2011):
 - **Stance:** Introduces a topic by suggesting genuine doubt, rather than certainty, making students feel that there is a real mystery to be solved.

Example: If teacher teaches a bout maps, teacher must make students feel that maps are not easy to read and without maps you can be lost easily when they travel to complex places.

- **Stimulus**: Uses a resource to stimulate questions.

Example: A photo, a cartoon, a story, a piece of music, etc.

- **Speculation**: An activity that invite speculation.

Example:

- **Choice**: Giving students some choices within an inquiry (content or techniques)

Example: Which volcano to investigate or which country to “visit” in a project.

☞*Notice the ways that we can make students spark curiosity:

See – Think – Wonder Activity, Sound clip activity, Questioning, etc.

✚ **Gathering data**

- What are types of data that can be used as evidence in classroom in inquiry work?

Type of data that can be used as evidence in classroom inquiry work

Text as data	Visual data	Statistical data	Maps	Personal knowledge	Objects
Textbook descriptions and accounts Non-fiction, e.g. travel writing Fiction Newspapers-articles, comment, letter Magazines Brochures Advertisements	Photographs Paintings Drawings Advertisements Videos Cartoons Satellite images	Tables of figures Bar graphs Pie charts Choropleth maps Line graphs Flood hydrographs	Ordnance survey maps Atlas maps- political, physical and thematic Maps in use outside the classroom, e.g. in brochures and newspapers, football tickets Weather maps	Memories of place including remembered images Memories of events Mental maps Personal knowledge gained indirectly	Bags of rubbish Artifacts Rocks

- How do we select data?

We can select data by considering these things.

- 1- Purpose – to spark curiosity, data collection, reflection? – is the data a good source to achieve objective (KGU, concepts skills)? Relevant geographical content? Limitation of data.
- 2- Learners – Readiness, Interest of data to students, do students have the skills to interpret the data, will data allow for active learning?
- 3- Data – reliable? Appropriate (e.g. language)? Up-to-date and accurate? Any misconception? Complexity of data in relation to students’

readiness and proficiency level – can data be edited? Unprocessed data to allow students to make sense of it themselves?

4- Design – well-presented and clear?

- Where can we get different sources of data?

For geographical data we can get from

1- Reputable and credible websites

2- Other common websites that geographers use include:

- Geographical Association (UK websites)
- Gap minder / Dollar Street
- World mapper website (just re-launched on 6th April 2018)
- National Geographic (UK, Australia, Us)
- VR videos

✚ **Exercising reasoning / explain reasons**

- How can we get students to exercise reasoning?

1- Making connection through directed activities related to text (DART)

- Graphic organizers
- Mind maps
- Spider diagram
- Concept map

2- Questioning

- Geographical frames
- See- Think- Wonder (and other Harvard's thinking routines)
- Spiral questioning

3- Classroom discussion

- Productive classroom talk
- Role play

4- Thinking framework

- Paul & Elder's critical thinking framework
- Socratic seminar
- Hilda Taba concept development strategy
- Jerome Bruner's concept attainment model

✚ **Reflective thinking**

- How can we help students to enhance their meta-cognition? A regulatory checklist

1- Planning

- What is the natural of task?
- What is my goal? Now what do I want to find out now?
- How could I find out? What kind of information and strategies do I need?
- How much time and resources will I need?

2- Monitoring

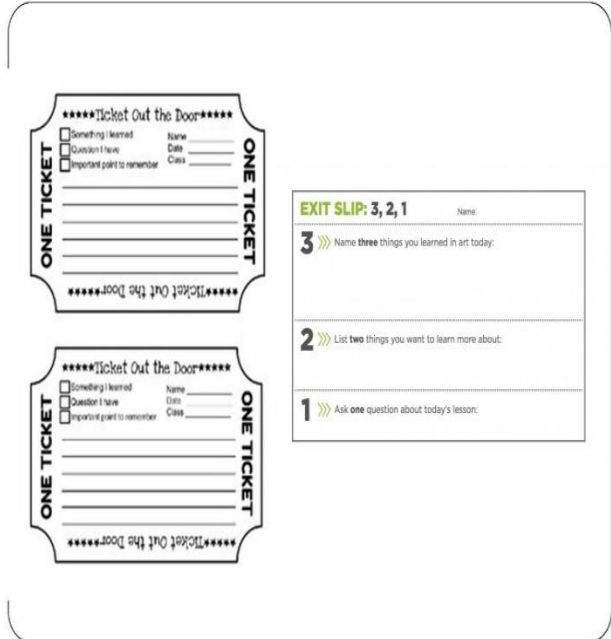
- Do I have a clear understanding of what I am doing?

- Does the task make sense?
- Am I reaching my goal?
- Do I need to make changes?

3- Evaluating

- What did I learn?
- What didn't understand?
- Have I reached my goal?
- What worked? What learning strategy did I use that worked best for me?
- What didn't worked?
- Would I do things differently next time?

Example: We can use two templates below to reflect students' knowledge.



The image shows two 'Ticket Out the Door' templates and an 'EXIT SLIP: 3, 2, 1' template. Each ticket has a header '*****Ticket Out the Door*****', a title 'ONE TICKET', and a checklist with three items: 'Something I learned', 'Question I have', and 'Important point to remember'. There are also fields for 'Name', 'Date', and 'Class'. The exit slip has three numbered sections: '3 Name three things you learned in art today.', '2 List two things you want to learn more about.', and '1 Ask one question about today's lesson.'.

K-W-L-S Chart

K What I know	W What I want to find out	L What I learned	S What I still want to learn

● **Sub-topic#3: Why geographical inquiry?**

1. A constructivist theory of learning
 - Involves students in making sense of new information for themselves.
 - Students need to be able to connect new knowledge to what they already know and construct their own meaning.
2. Nature of geographical knowledge
 - Geographical knowledge is not "out there" as absolute reality, but that it has been constructed by geographers who have asked particular questions at particular times and in particular places.
3. Development of important skills

C. Development of Important 21st C Skills



☞ What we can do/apply:

- The four steps in inquiry process (Sparking Curiosity → Gathering Data → Exercising Reasoning → Reflective Thinking) that I have learned in the classroom are not only applicable in geography but also possibly applicable in Khmer Literature as well as other subjects.
- In Cambodian context, bringing students out to experience the real world so as to connect to what is taught in the classroom is one of the major challenges. For this reason, utilizing technological equipment such as smart phones, computers, VR Google sets, internet etc., to bring the world into the classroom should be taken into consideration, and it is likely to be applicable although it might take quite long time to reach that advanced learning and teaching. This is because some technological device might be hard to be accessed. However, we could try to use what we could commonly afford, such as smart phones, computer..., to the fullest.
- Provide more time and opportunities for students to expose to hands-on-experience rather than just learning about the theory. In the classroom, give the students much time to think, to talk and to reflect what they will have learned

rather than teacher just talk most of the time through activities such as group discussion, role play, and so on.

Topic #10: Experiential Teaching in Geography through Fieldwork Pedagogy (Micro-climate@NIE)

🔗 Key Objectives:

- ✚ *To understand what is field inquiry, its elements & process*
- ✚ *To understand the role of field inquiry in the learning of geography*
- ✚ *To design a geographical field inquiry package*

• **Sub-topic 1#: Inquiry Fieldwork**

To reach the objectives, teacher provoked the students' thought by firstly getting students share their memorable fieldwork experience and raised some questions about fieldwork and inquiry fieldwork.

Four students shared their experience in bringing students out to the field trip:

- ✚ **Channa:** brought a group of students out to the killing field during Khmer Rouge Regime in order to see what was happening there during the time, to see the tools used for killing or torturing thousands of innocent people. After that, students were required to share their feeling and thought about those tragic images.
 - **Purpose:** was to find out the students' reaction after seeing the skeletons, the bones, the stupas...there. Moreover, it was purposely designed for students to learn about own painful history through real aspects.
- ✚ **Chenda:** Led a group of primary student teachers to practice teaching at one primary school. This is called pedagogy fieldwork.
 - **Purpose:** was to let students experience teaching in the real classroom, to learn about behavioral management, and to train students in solving any anticipated problems they might encounter during Teaching Experience.
- ✚ **Sovann:** brought a group of high school students to Genocide Museum.
 - **Purpose:** was to enable students to see the real prison used for detaining, torturing and killing people during the Khmer Rouge Regime in addition to letting them see all types of tools as well as the different pictures of tortures. Moreover, it was organized for students to learn their own hurtful history through visiting the real site.
- ✚ **Chesda:** arranged fieldwork for student to visit Win-Win Memorial Monument
 - **Purpose:** was for students to learn as well as to find out about the purposes of that monument construction, the history, culture and architecture of its.

❖ Working from experience, where is the field?

- ✚ Any place 'where supervised learning can take place via first-hand experience...'
[Lonergan & Andresen (1988)]

✚ ‘...in the school grounds or in a local park, or in fact, anywhere practical outside activities are possible.’ [Hurry (1991)]

❖ **Working from experience, what is fieldwork?**

- ✚ ‘Work done in the field by students to gain practical experience & knowledge through 1st hand observation.’ (Merriam-Webster)
- ✚ ‘the study of landscape on spot. The learners must go and explore their world so that through observation they will be able to analyze and explain the landscape.’ (Long and Rogerson, 1970)

❖ **How can we make sense of our field experience?**

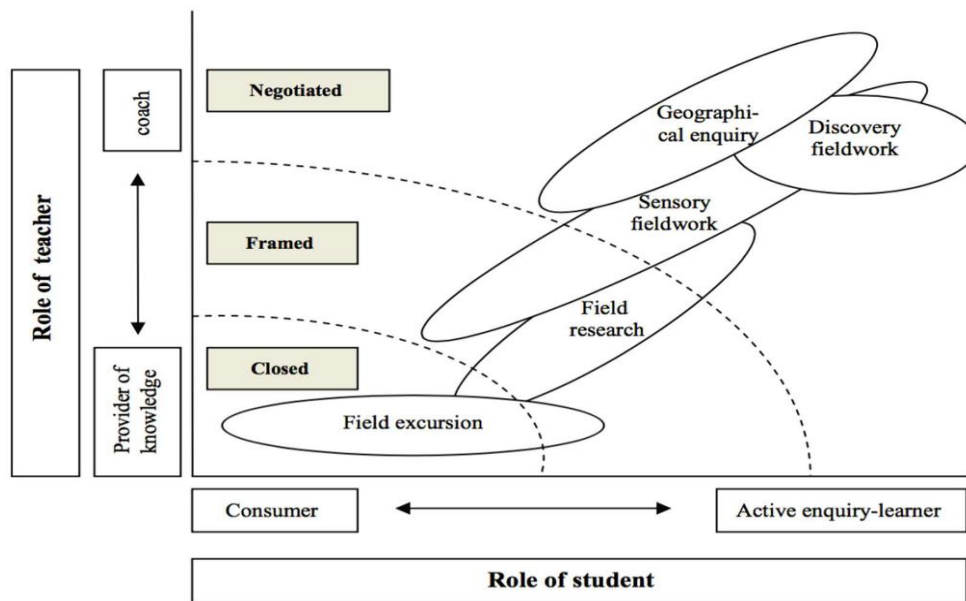


Figure 1. Tentative view on roles of teacher and student in different fieldwork strategies (adapted from Caton, 2006; Foskett, 1997; Job et al., 1999; Roberts, 2003).

Based on the figure, to help students become active enquiry-learners rather than just consumers, a teacher should move him/herself out of the boundaries of two dotted curved lines from being just a provider of knowledge to a coach who plays a significant role in negotiating.

❖ **Inductive or Deductive approach to fieldwork inquiry?**

- ✚ **Deductive approach**—narrows & tends to be focused explicitly on testing/confirming hypotheses.
 - This approach tends to be used much more with lower level students.



- ✚ **Inductive approach**—more open-ended & exploratory.

➤ This approach is likely to be applied much more with higher level students.



❖ **Why inquiry fieldwork?**

- ✚ It provides direction, focuses, and purposes to the study. It encourages active involvement in the learning process. [May & Cook (1993)]
- ✚ It aims at encouraging independent observation, thoughts and judgment from students. [Howley, 1996]
- ✚ Tell me, I forget; Show me, I remember; Involve me, I understand (Gold and Jenkins, 1991)
- ✚ It helps students understand the concept better.

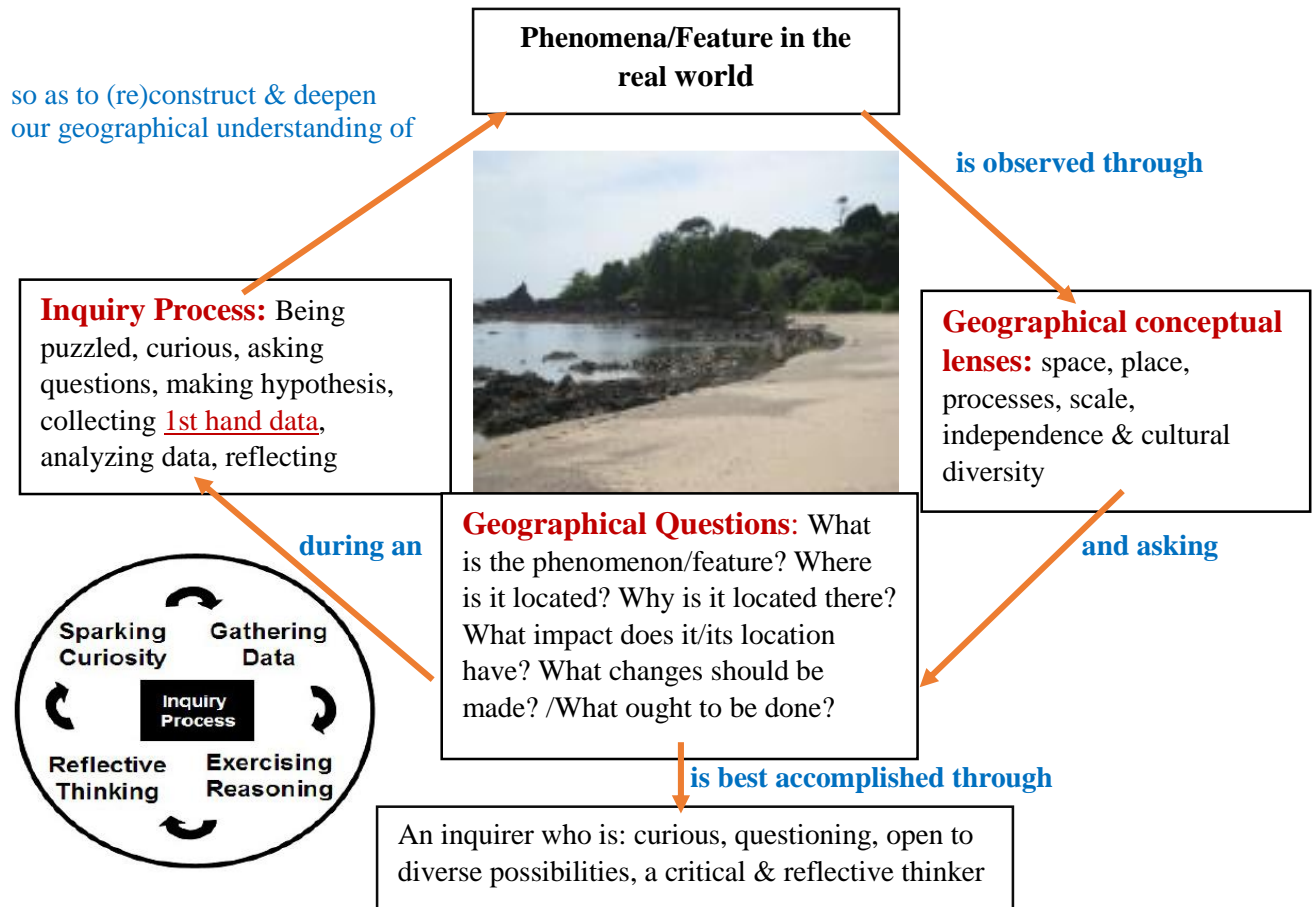
• **Sub-topic 2#: Geographical Field Inquiry**

❖ **What key concepts do we want students to understand?**

Field inquiry is underpinned by geographical concepts such as:

- ✚ Space (Location, direction, change...)
- ✚ Place (pattern...)
- ✚ Physical & human processes (arrangements, difference, movements, boundaries...)
- ✚ Scale (forms...)
- ✚ Interdependence (linkages, relationships, interaction...)
- ✚ Environmental & cultural diversity (context, linkages, relationships, interaction...)

❖ **Geographical inquiry in the FIELD...**



• **Sub-topic 3#:** What does a geographical field inquiry look like?

Fieldwork 1: Experiencing Field Inquiry I (Micro-Climate @ NIE)

- ✚ **Location:** five different sites at NIE campus
- ✚ **Instrument:** thermometers, weather trackers, worksheets
- ✚ **Time:** 10:30-11:00 am, 1:00-1:30 pm

❖ **In conducting fieldwork, teacher used four steps:**

✚ **Sparking curiosity:**

Teacher sparked the students’ curiosity by raising an inquiry question: **Where is the hottest and the coolest outdoor place in NIE?**

✚ **Gathering data:**

teacher got students collect the data by setting two activities:

Activity one: students went out to the five different assigned sites on the campus so as to find out where the coolest places and hottest places are by using “**human thermometer**”. Then students took photos of each site and uploaded into “**Padlet**” so that teacher could follow up the students’ movements. At the same time, students were required describe in the worksheet given about the pattern of each site from their sensory observation.

Site	Rating	Reasons for the Rating
A		
B		
C		
D		
E		

Activity two: students went out to the same five assigned sites but used the instrument such as thermometers and weather trackers to measure the temperature, wind speed, humidity in order to get more reliable data. Then students filled in the **spreadsheet** in **Google.docs**.

Site	Temp 1	Temp 2	Temp 3	Temp (Tracker)	Wind	Humidity
A						
B						
C						
D						
E						

✚ **Exercising reasoning:**

After collecting the data, students reported in the classroom the data collected, and with teacher's facilitation, students made conclusion by themselves on the coolest and hottest the outdoor place in NIE with own reasons based on the patterns of each site they observed and analyzed.

✚ **Reflective Thinking:**

Students are required to reflect about what they have learned from the field work following model of **Exit Slip: 2 1**, meaning two points about what they have learned and one question they might have.

❖ **What we have learned from today's class and fieldwork:**

- ✚ We were exposed to hand-on experience through observing and collecting the data by ourselves rather than just learning from the theory. That was extremely interesting.
- ✚ We have learned how to use technological instrument, namely thermometers and weather trackers, in collecting more reliable data, which is another new learning experience.
- ✚ We have learned how to use ICT in reporting the gathered data such as Padlet, Spreadsheet and QR code, which are very useful and convenient for teacher and us.
- ✚ We have learned how to apply inquiry in fieldwork attributing to inspirational learning environment.

☞ **What we can do/apply:**

Utilizing ICT in classroom teaching

- ✚ Developing Google classroom is what Cambodian Ministry of Education, Youth and Sport has been carrying out so far. Meanwhile, there are still some constraints due to the lack of technological devices to be equipped in the classrooms. However, there are some easy ICT tools that teachers could learn and apply in their teaching, such as Padlet, QR code, Spreadsheet...with smartphones that the majority of students nowadays might possess when doing certain academic activities. Such tools might possibly help encourage more contribution and interesting class.

Inquiry Fieldwork

- ✚ Fieldwork is another way that would help students to learn the content even better as it is believed that telling or showing to the students might only make them just remember, but not understand. Therefore, the Ministry of Education as well as stakeholders should take this into consideration and accelerate more outdoor education so that students will be exposed to more hands-on experience. Additionally, students would be able to learn more from it such as teamwork, collaboration and many other skills that are compulsory for them to survive in this 21st century of the Fourth Industrial Revolution era.

Jurong Eco-Garden

• **Sub-topic 1#: Steps in Conducting Fieldwork**

+ **Pre-fieldwork:**

▪ **Teacher's roles**

- Raised up fieldwork's plan to discuss with students
- Informed to school about fieldwork's plan
- Provided back the information to students
- Had to inform the Jurong Eco Garden organizer about fieldwork's plan.
- Goes to check place before starting the fieldwork to make sure it is safe and accessible to the amenities such as drinking water, toilet...
- Designed the activities for students to do at fieldwork and prepared all materials for them
- Guided students to watch a video about how to test the quality of water.

▪ **School (NIEI Singapore)**

- Revised the request of fieldwork's plan from teacher.
- Responded back to teacher's request and prepares the transportation (for round trip).

▪ **Students**

- Involved with the fieldwork's plan discussion (what, why, where, when, and how).
- Received information back from the teacher about fieldwork's plan.
- Listened carefully to teacher before starting the fieldwork
- Had a well prepared through the fieldwork's plan.
- Watched video guideline about how to test the quality of water.

+ **During fieldwork:**

▪ **Teacher's roles:**

- Teacher brought all materials and all instruments to the field
- Teacher provided worksheet, maps and instruments to be used
- Teacher gave more instruction on how to do the activities
- Teacher followed up the students' activities while they were doing the tasks

▪ **Students' roles:**

- Students did the activities as guided by teacher

+ **Post-fieldwork:**

▪ **Teacher's roles:**

- Facilitated in reporting, analyzing the data and making conclusion

▪ **Students' roles:**

- Reported data, analyzed data, and gave reasons to support their arguments before reaching the conclusion.

- **Sub-topic 2#: Process of Inquiry in Fieldwork at Jurong Eco-garden**

- **Location:** Site X, Site Y
- **Instrument:** thermometers, vials, jars, dissolved oxygen tablets, PH tablets, turbidity test jars
- **Time:** 9:30-10:30

➤ **In apply inquiry in fieldwork, teacher followed the following process:**

↳ **Sparking curiosity:**

In order to spark the students’ curiosity, teacher showed some photos of the garden and exposed students to some background information about that garden such as the reason why it has been established and how it functions in refreshing the water through natural processes. Then teacher raised two main questions:

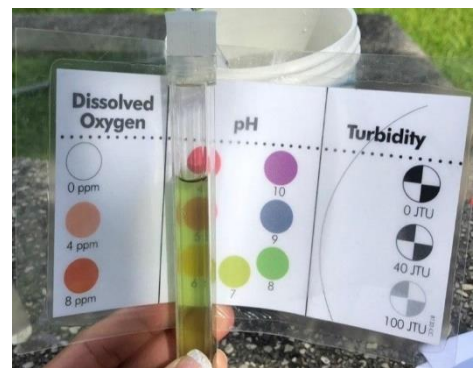
- ✓ What is the quality of water in a waterway or water body?
- ✓ How do human activities affect the quality of water in a waterway or water body?

↳ **Data collection:**

- ✓ Teacher gave map with three interconnected waterways and provided more explanation about how to dissolve the tablets as well as how to use all the instruments and certain elements to look at, including the turbidity of water, the PH level, the temperature, and dissolved oxygen which prove the quality of water.
- ✓ Each group of students chose two sites amongst those three and used the instrument given to collect the data needed by spending around 30 minutes at each site. Then students were required to fill in the worksheets given which were about “Water Quality Testing” and “Observation of Human Activities”



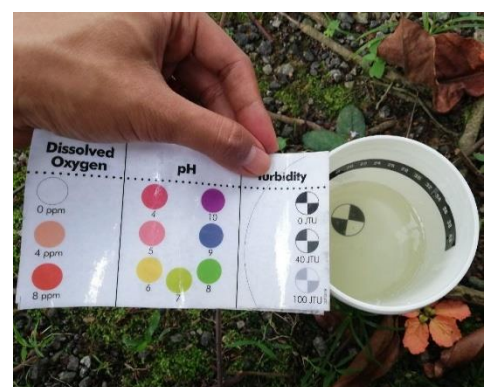
Temperature



PH



DO



Turbidity

↳ Exercising Reasoning:

- ✓ Upon returning to the classroom, teacher got each group fill in the spreadsheet about the data collected.

	Group1		Group2		Group3		Group4	
	X	Y	X	Y	X	Y	X	Y
Temp	29	30	30	29	29	29	28.5	28.5
DO	4	4	0-4	0-4	4	4	0-4	0-4
PH	8	9	8	7	8	8	7	8
Turbidity	40	100	40-100	40	40	40	40	40

- ✓ Then students answered the two main questions above with their own reasons, based on the data in-hand and other observations that could indicate the water quality.

↳ Reflective Thinking:

- ✓ Teacher facilitated in helping students reach the conclusion about how clean of water at each site is by looking at some additional observations and unseen factors
- ✓ Teacher got students reflect what they have learned from the fieldwork using the model of Exit Slip: 2,1, meaning two learning points and one question.

• Sub-topic 3#: Extra Learning-How to create ICT tools for teaching

- How to create Padlet
- How to create QR code
- How to create tiny URL

🦋 What we have learned from today's class and fieldwork:

- Learned how to conduct and prepare students for fieldwork
- process such as Padlet, QR code and tiny URL
- Learned from outdoor education: working as a team, using real experimental equipment, observing, gathering the data, exercising reasoning to support the argument and analyzing.

🔑 What we can do/apply:

🌈 As fieldwork is another supportive way in helping students to learn much better through the exposure to the real world, the Ministry of Education with stakeholders should work collaboratively so as to encourage more fieldwork. This is because it is believed that fieldwork is not only contribute to the students' better content learning but also other skills development such as observation skill, critical thinking skill, problem-solving skill when working as a team and so forth.

🌈 When conducting fieldwork, teachers or those who are in charge of it had better consider the three strategic steps, revolving around what to prepare in the Pre-fieldwork stage, During and Post-fieldwork. In the meantime, inquiry approach should also be integrated while bringing students out to fieldwork.

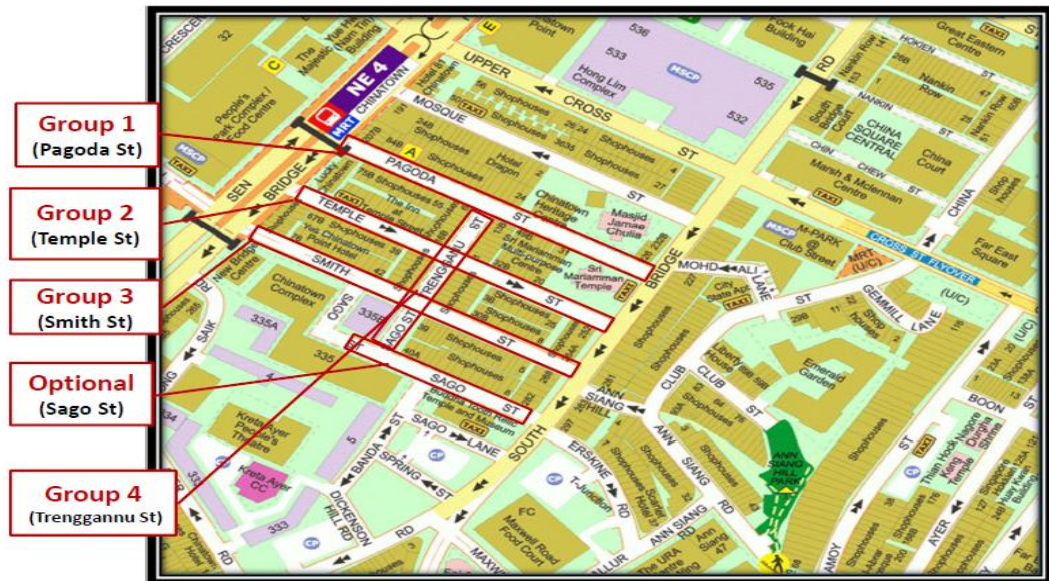
Topic#12: Field-based Teaching in Geography(Tourism in Chinatown)

• **Sub-topic #1: Experiencing Field Inquiry through field trip in Chinatown**

✚ **Pre-field trip preparation:**

- Communicate with school for permission and asking for any support
- Transportation (time, place, and driver's contact...)
- Teacher have to prepare tasks for students to do during the field trip
- Prepare links or CR code for uploading photo data or filling data in worksheet
- Copy handout or worksheet for them for data record especially in case of no internet access
- Pre-orientation about the place:
 - Tell briefly about the map and some related information of the place
 - Remind students about the rule and things they may need to bring with such as sun cream, hat, umbrella, food and drink etc.
 - Run hook activity with student for sparking curiosity(show video or images and ask questions (use “see, thing, wonder” strategy)
 - Provide or develop inquiry question and hypotheses
 - Divide student in four groups

Inquiry Question: What makes Chinatown a tourist attraction?



✚ **Key ideas:** Pre-field trip preparation is very important to make sure that teacher and students are ready to learn from the field trip and avoid any worst things.

✚ **During field trip:**

- Pre-activity orientation: Teacher provide clearly explanation about three tasks which students need to do to collect the data
- Each group member is provided handout of tasks in detail, worksheets and links and CR code for students to access in and upload data
- Each group is assigned to different street for data collection
- Teacher set and remind about the place and time to meet after work done



Task 1 (20 minutes): In your group, first walk along the streets of Chinatown and use your senses to soak in the sight, smell, sound, and atmosphere. Then carry out the following activities:

- Epitome Photo: Take one photo each that best represents Chinatown in terms of (1) people/activities, (2) landscape, (3) retail
- ‘Geo-squish’ photos
- Take group selfies with these tags:
 - Chinatown accessible
 - Chinatown amenities
 - Chinatown attractions
 - Chinatown stakeholders
- Upload these photos onto Padlet:

<https://padlet.com/tanivy/blsgxn099ktv>





🔍 **Key ideas:** Photos are also important visual data that student can collect quickly and interpret it easily.

🔍 **Task 2:**

• **Hypotheses**

1. Tourism has a major impact on the shops and services in Chinatown.
2. Tourism has a positive rather than negative impact on people who live in/near Chinatown.

- **Activity** (60 mins): In your group, do a land used survey of both sides of the street. Observe the different uses on the ground floor of the shop houses. Record and annotate the goods and services provided by the respective shops on a land use map on of the street. (Use the Ricepots Classification Scheme and worksheet)

Fill in this recording sheet to help you to help you conduct the landuse survey. Land use is usually recorded using a classification scheme called by the acronym RICEPOTS. You may choose to devise *other classification schemes* to best address your class's inquiry question.

RICEPOTS CLASSIFICATION SCHEME	
Category	Examples
R Residential	Flat, terraced house, bungalow.
I Industrial	Light manufacturing, heavy manufacturing, building works
C Commercial (including retail)	Food shop, convenience shop, personal services, department store, market, office, vacant or under construction
E Entertainment	Hotel, sports center (indoor), theatre and cinema, museum and art gallery, pub, arcade, cafe
P Public buildings	Education and libraries, hospital/health center, town hall and local government, church, welfare, job center, police/courts
O Open space	Park, derelict building, sports field, cemetery, unused land
T Transport	railway, bus station, taxi stand, airport, carpark
S Services	Financial, business, medical

Example of Classification Sheet

Location	Left of Transect 4 Serangoon Road		
Date and time:	Sunday 15 Nov 2015 3pm		
Weather:	Cloudy		
Other comments:	Pedestrianised street; CNY bazaar occupying the open space ...		
Name of shop	Ground floor use	2 nd floor use (if applicable)	Other comments
e.g. 7-11	C – convenience store	C – foot massage (personal service)	Crowded; used by both tourists and locals

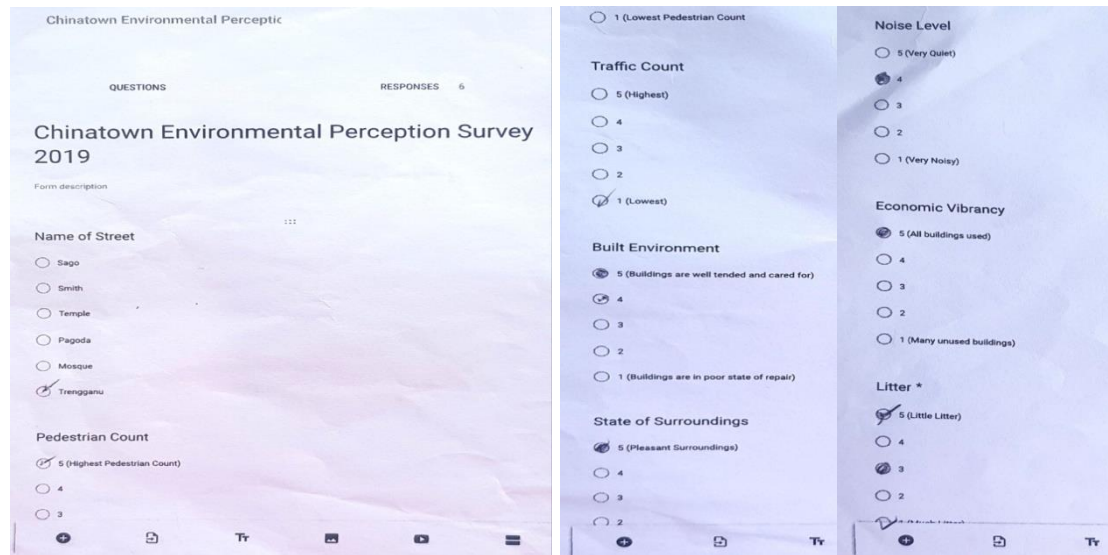
Classification Sheet			
Location			
Date and time:			
Other comments:			
Name of shop	Ground floor use	2 nd floor use (if applicable)	Other comments

🔍 **Key ideas:** Students learn about influence of tourist to local people by conducting a simple land use survey and use those data reflect to their hypotheses.

Task 3 (20 mins): Complete the perception survey to determine the environmental quality of the street as a tourist destination. Provide supporting evidence for option selected for each aspect stated in the survey form whenever possible (e.g. photograph).



- Key in your data here:
<https://tinyurl.com/y29n6ypn>



Key ideas: Student can also learn how to evaluate the sustainability of a tourist site through environmental perception survey.

Post-Field trip

Task 1 reflection

- Teacher gives a bit time for students to uploading the photos because student cannot access to internet during data collection activities.
- Teacher check photo of each group and let student to explain about their photos accessibility, amenities, attractions and stakeholders of Chinatown

Task 2 reflection

- Teacher let students to draw their data of land use survey on the whiteboard and annotate the goods and services provided by the respective shops on a map of the street.
- Teacher and students classify data based on the Rice pots Classification Scheme
 - Among four groups, students find the pattern of shops and services provided mostly for tourist (retail, service, road, transportation...)
 - This reflection is respond to the hypotheses

Task 3 reflection

- Teacher draw the scale of evaluation from 1 to 5 on the tile

- Teacher asks students of their response to the evaluation sheet on the point one by one
- Students need to stand in line of the scale based on their answer
- In conclusion, the environment of Chinatown is good based on high satisfaction of students respond to the survey.

🔍 **Key ideas:** High inquiry happens when students use their data, analyze and reflect their thinking or knowledge.

- **Sub-topic#2: Using Mentimeter platform**

- ✚ **How to sign up for teacher**

- Go to googol search and type www.mentimeter.com
 - Sign up with in Email and select the purpose of sign up
 - Education or
 - Educator...
 - Select type of question and set question
 - Press play and the 6 digits will appear for student to login to your question

- ✚ **How to access to mentimeter for student**

- 1. Go to Google search and type www.mentimeter.com
 2. Entry the 6 digits code get from teacher XX XX XX
 3. Answer question

🔍 **Key ideas:** Some ICT platform or Application such as Padlet, Mentimeter, Kahoot, QR code reader, QR code generator and tinyurl... are useful for teaching and learning process in 21st century because it is systematic, faster and enjoyable.

What we can do/apply:

- Field-based Teaching is possible not only in Geography but also in other subjects of Social Science in Cambodia and the field-based teaching process also align with inquiry process.
- Some ICT platforms or applications such as Padlet, Mentimeter, QR code reader, QR code generator and tinyurl... are useful for teaching and learning process in 21st century especially for field-based Teaching. Teacher and students can access easily by using their smartphone with internet. During reflection, all data are on the screen from LCD projector. Therefore, students are encouraged to learn more active and enjoyable.

Topic#13: Interim debriefing and reflection

- **Sub-topic #1: Interim debriefing and reflection**

- ✚ Teacher guided about the debriefing and reflection from 09 December 2019 until 09 January 2020 by asking the questions:
 - ✚ At your table group, discuss and create a mind map of your learning from 09 Dec to 09 Jan.

- ✚ Group presentation (each member to take turn to present)
- ✚ Teacher divided students into 4 groups, discuss and present the result of mind map.
- ✚ The mind map was about what the students have learnt from starting course until 09 Jan 2020 and how they apply them into their real classrooms.
- **Sub-topic #2: Topic and lesson plan for micro teaching (30 MN)**
 - ✚ Teacher asked student to write down their topic and lesson plan in inquiry approach.
 - ✚ Students shared to the class about their topics and lesson plan for the microteaching.
- **Sub-topic #3: Field trip at Singapore Discovery Center**
 - ✚ Singapore changes so fast so this SDC was created and share the story of Singapore to students, and let them understand well about the story of their Singapore.
 - ✚ This is objectives of SDC: To understand the pedagogical approaches used by SDC in engaging students and Learn about how schools partner SDC for programs.
 - ✚ Mission of SDC: To share the Singapore story and inspire a desire to contribute to Singapore's future.
 - ✚ Vision: To our guest, excellent customer service, to staff, preferred employer, to our business partners, a professional relationship, to our stakeholders, an enriching partnership.
 - ✚ Principal Considerations of SDC:
 - Leverage on local's unique character, Ex: SAF military institute (SAFTI)
 - Leverage on National Campaigns, Ex: Total Defense Day, International Friendship Day, Racial Harmony/ National Day.
 - Aligning with MOE's curriculum
 - Aligning with prevailing and developing national education concerns, Ex: response to terror attacks, terrorism threats around the world.
 - ✚ The SDC shows about: National Identity, Values important to our society, Character and citizenship education, commitment to defense and contemporary issues.
 - ✚ At SDC, they have programs for students from primary school to university level.
 - ✚ How does SDC share the Singapore story?
 - Gallery
 - ✓ Tours
 - ✓ Race stations
 - ✓ Classroom
 - ✓ Programs
 - ✚ Story theme of Gallery:
 - **Gateway:**
 - our past our people (What is this place about? What are the milestone events that shaped us?)
 - So Singapore: Our home (What makes us S'porean? What keeps us here?)

- **Singapore works**
 - Spectacle: our nation (why are we proud?)
 - Portals: our values (What are our core values?)
 - Interactive gallery: our systems (How do we keep things running?)
- **Singapore way**
 - Our challenges and opportunities: (How can we create a safer and more prosperous S' pore? How can we maintain harmony? How can we re-invent ourselves?)
- **Visionarium**
 - Our future: (What are our dreams for future S' pore?)
- ✚ The ideas of creation the SDC is really useful and important for Singaporean young generation and people. They create this center and alignment the programs with the curriculum of MOE.
- ✚ All the programs and activities were inspired the young people and Singaporean people.
- ✚ The good point is, they allow all students and their people understand well about the story of Singapore, make them think, and contribute to their future society/country.
- ✚ For the extra knowledge, there are programs that help students understand about the global issues which can affect Singapore and then how they can provide the intervention all those issue for Singapore.

What we can do/apply:

Interim debriefing and reflection

- The guiding for debriefing and reflection let all students think back to the lesson they learnt from the starting until the midterm of their program.
- The debriefing and reflection can do in class with the facilitation from the teacher.
- Teacher facilitate each groups with a good and safe environment so students have no pressure and they are happy to share their ideas, draw mind map and learn from each other.
- Student take turn to present their work to the class so teacher can notice about what their student learnt and then they can provide the feedback and reflection to each group of their students.
- No right or wrong in this work, student can draw their ideas of mind map in different ways based on their experiences, knowledge and put down what they have learnt from the previous sessions. In conclusion, all groups will learn and share in class, and they will show the teacher what, why and how they can apply all the lessons in real practice.

Field trip at Singapore Discovery Center

- From the field trip at Singapore Discovery Center, we learn that inquiry is everywhere. At SDC, all the programs are interesting and all the young people learn and understand well about their country. This center was created to inspire and tell all their people to love their country, proud of their nation and how they can contribute and provide more intervention in their role to their society.

Week 6:

Topic#14: Source-Based Investigation in Teaching of History I

Topic of the Day: Teaching History Through Sources

- **Sub-topic #1: Introduction to the Singapore History Curriculum**

- ✚ **Aims, objectives, syllabus structure and educational contexts**

There is a statement of philosophy: “History education in Singapore seeks to develop in students a critical appreciation of past human experiences and connections between the past and the present.”

- ✚ **History across 13-18**

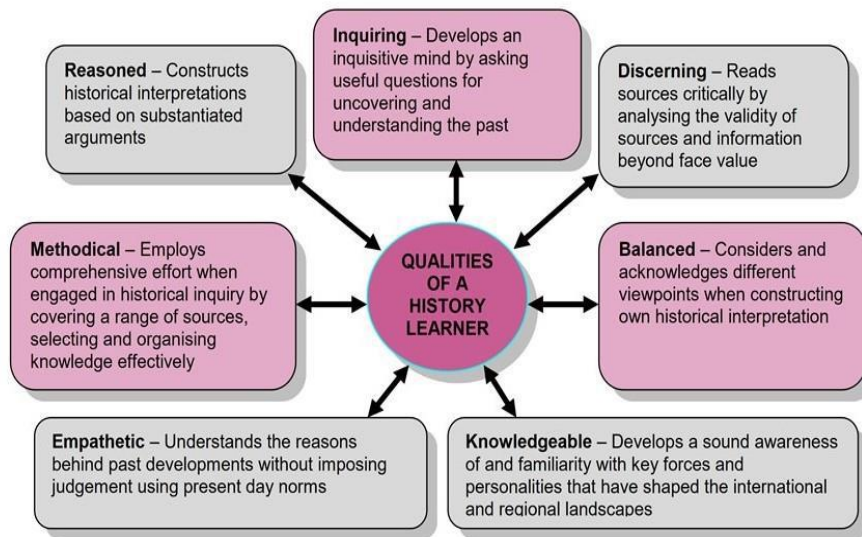
- **Content Focus:**

<i>Secondary 1 & 2 (Compulsory) 13-14 years old</i>	<i>Secondary 3 & 4 (Elective History) 15-16 years old</i>	<i>Secondary 3 & 4 (Full History) 15-16 years old</i>	<i>Junior College 1 & 2 (A-Level History) 17-18 years old</i>
<i>Singapore History 14th C to 1975</i>	<i>International History WWII in Europe & Asia; Nazi Germany & Communist Russia Bipolarity & The Cold War</i>	<i>International History + Southeast Asian History Colonial Rules & Decolonization in Malaya & Vietnam/Indonesia WWII in Europe & Asia; Nazi Germany & Communist Russia Bipolarity & The Cold War</i>	<i>International History + History of Southeast Asia The Cold War The Global Economy The United Nations ASEAN</i>

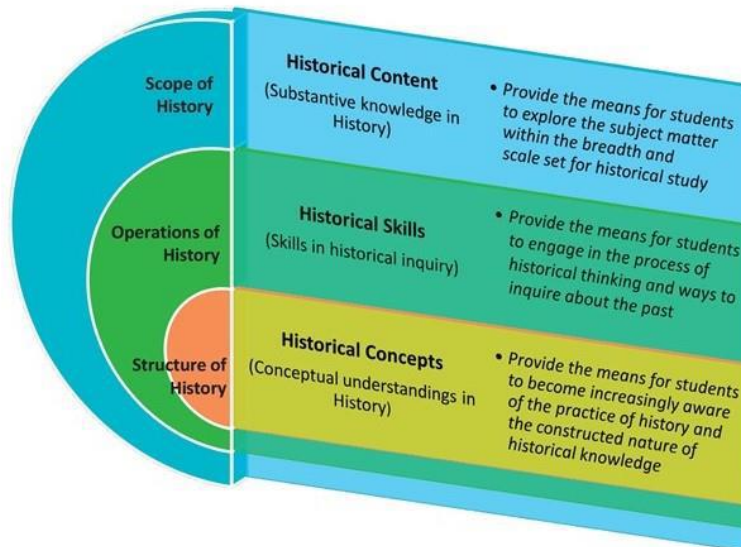
Assessment modes: Sourced-based Case Study and Structured/Essay Questions

Progression: Across Content, Skills and Understanding

- **Learner Attributes:** there are seven qualities of a History learner, which the history syllabuses (from lower secondary to pre-university) aim to develop in students.



➤ **Content, Skills, Concepts**

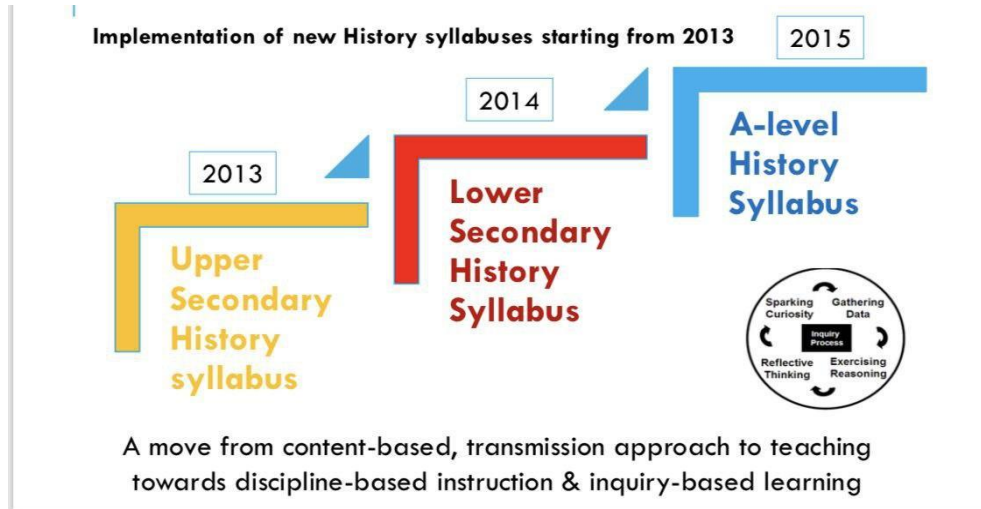


✚ **Changes and developments**

➤ **Institutional Contexts: Challenges & Tensions**

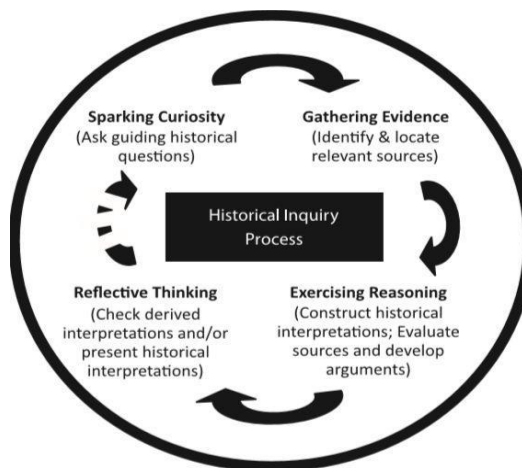
1. **Politico-ideological contexts:** plays a central role in country's efforts to promote national identity, economic stability and social cohesion
2. **The institutional contexts** (education system): emphasis on hard-sciences; the humanities take an peripheral role; centrally-managed & top-down roll-out; "high-stakes" assessment.
3. **Context of schooling in Singapore:** Teacher-centered, exam-based, outcome-driven, rigid procedures, the right answers, authority of teacher and text predominate

➤ **Recent Reforms: Discipline-Based Curriculum**



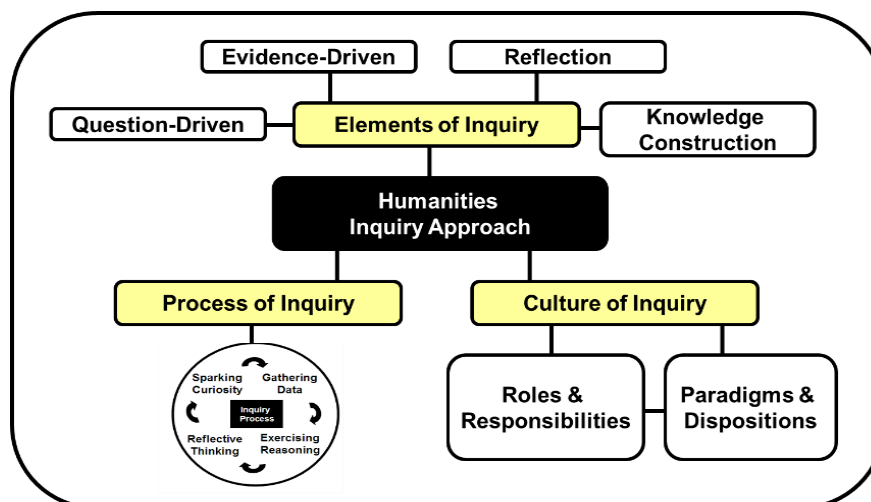
➤ Key Drivers

1. Key Driver one: Inquiry-based Learning



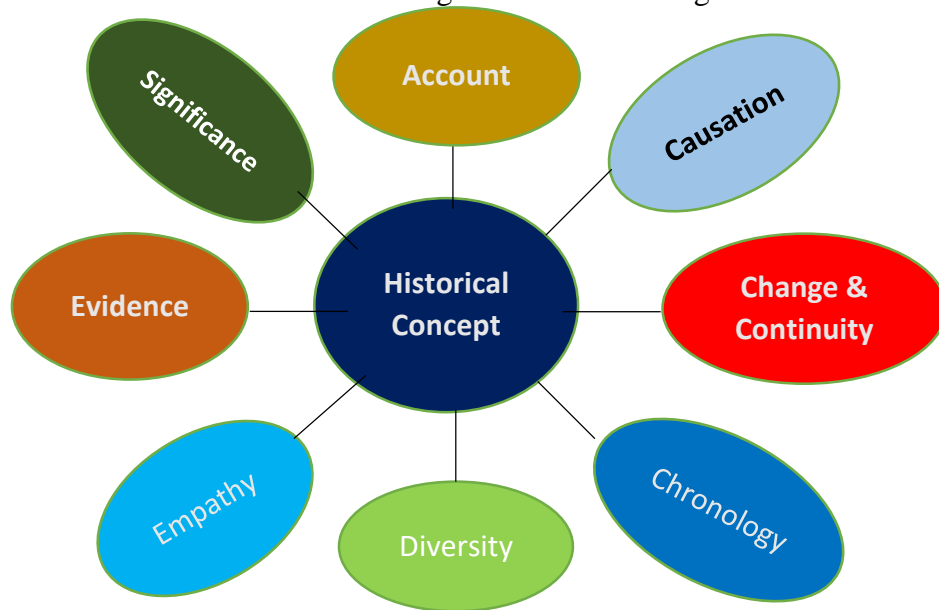
Inquiry-based learning: key in transforming instruction—content-transmission approach to one that gets students to take ownership of their own learning.

Involves students constructing own knowledge within the standards set by the **discipline** and the nature of subject.



2. Key Driver 2: Historical Concepts

- **Historical Concepts:** arise in the act of doing historical inquiries. They help us to understand how historians work, what they are interested in and how historical knowledge and understanding is created and/or constructed.

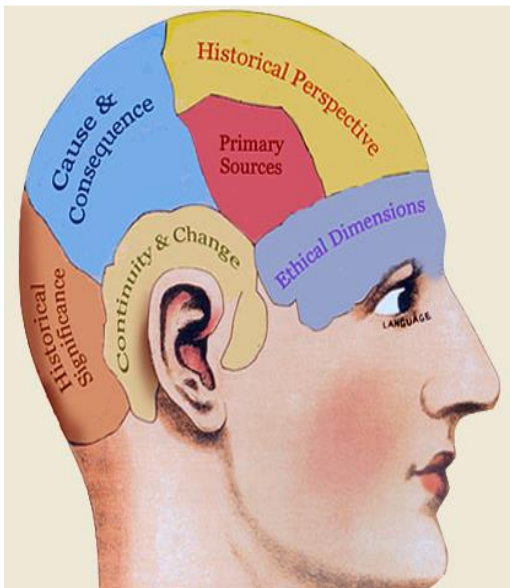


Account: refers to the different interpretations of historians of the past and the ways in which they write about it. These have been influenced by their perspectives.

- **Causation:** identifies chains of events and developments, both in short term and in long term. It aims to identify, examine and analyze reasons why events have occurred and the resulting consequences or outcomes. It helps to think of cause and effect as the ‘why’ and ‘what’ of history.
- **Change & Continuity:** refers to aspect of the past that have remained the same over time as continuities. Aspects of the past that do not stay the same are referred to as changes. Changes can occur within a certain civilization or specific time, but also across different civilizations and time periods.
- **Chronology:** means what happened, in which order. Chronology is important because the exact order in which events occur helps us understand the cause and the effect of those events, and thereby allow us to step back and view the "big picture" of history - how and why events unfold in the way they do, and how they are related.
- **Diversity:** relates to the explanations or interpretations of past events that are open to debate. Historians around the world often access to very different sources. Artefacts might have been damaged or artworks may be

incomplete, written records many contain errors, or might have been changed after they were written. This can lead historians to draw different conclusions about what they are seeing.

- **Empathy:** helps us to understand the impact of the past events on particular individuals or groups. This includes an appreciation of the circumstances they faced and the motivations, values and attitudes behind their actions. Put another way, empathy is the ability to ‘walk in someone else’s shoes’ – to be aware of, and sensitive to, their feelings, thoughts and experiences. Empathy brings history to life since it connects us as human beings regardless of how much time had passed.
- **Evidence:** is the information gathered from historical sources. The evidence of concept is as essential part of historical inquiry. Evidence can come from many different sources; for example, film, diaries, maps, building, newspapers, photographs... But we can use these sources to piece together the story of the past by making an educated guess called a “hypothesis” and then look for evidence to support it.
- **Significance:** relates to the importance assigned to aspects of the past. This includes people, events, developments, discoveries, movements and historical sites. History is full of so many important events, significant people and interesting places that could never study all of them. Instead, we need to make a judgment about which of these is worthy of study.

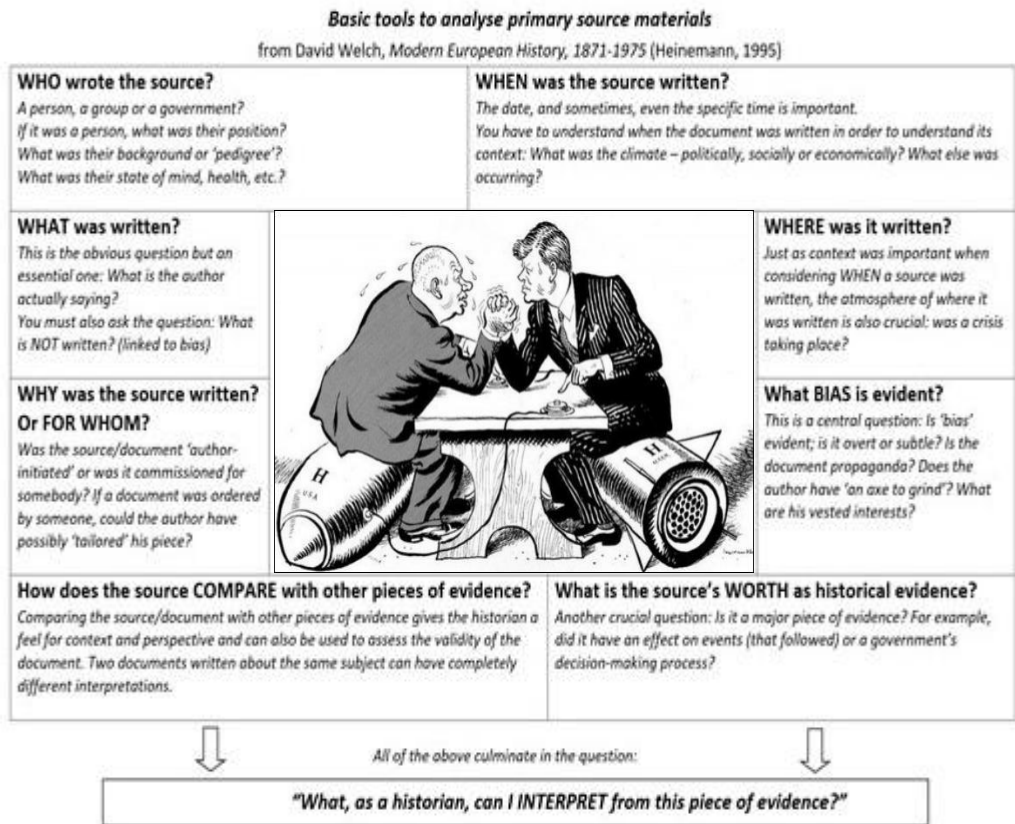


Six Concepts of Historical Thinking: To think historically, students need to be able to:

- **Establish** historical significance
- **Use** primary source evidence
- **Identify** continuity and change
- **Analyze** cause and consequence
- **Take** historical perspectives, and
- **Understand** the ethical dimension of historical interpretations.

Taken together, these concepts tie “historical thinking” to competencies in “historical literacy.” In this case, “historical literacy” means gaining a deep understanding of historical events and processes through active engagement with historical texts.

3. Key Driver 3: Source-based Instruction



- **Sub-topic #2: Introducing the Historical Discipline**

- ✚ **What is history? (Group Discussion)**

- A study of the past
- A disciplined inquiry into the past
- Investigation of significant questions
- A story about the evolution and development of human societies over time
- A (re-)construction of events in the past
- Provisional knowledge about the past
- Agreed knowledge about the past (based on agreement by a community scholar)
- Historians' attempts at finding the truth about past events
- A record of our past seen through present contexts

- ✚ **Why study history?**

- For nation-building purposes
- To develop awareness about the country's heritage
- To meet educational outcomes
- To get students appreciate present-day circumstances or state of affairs
- To develop ethical/moral dispositions
- To help students understand the present in context of the past
- To hone critical thinking skills

- To introduce students to the discipline of history and the methodology of historians
- To help students learn humanity's past mistakes
- To give students a sense of identity and shared inheritance
- For the cultivation of desired values
- To arouse students' interest in the past
- To prepare students for adult life

How to teach history?

Before where Singapore is nowadays, history teaching was seen as a handed down true story to the younger generation or the students. However, it said there should be no more such transformation and has made the significance reform in the curriculum in order for students to think historically. To archive this, students need to be able to establish historical significance, use primary source evidence, identify continuity and change, analyze cause and consequence, take historical perspectives and understand the ethical dimension of historical interpretation. To develop students' historically thinking, students are exposed to inquiry-based learning, concept-based learning, collaborative learning, fieldwork inquiry...

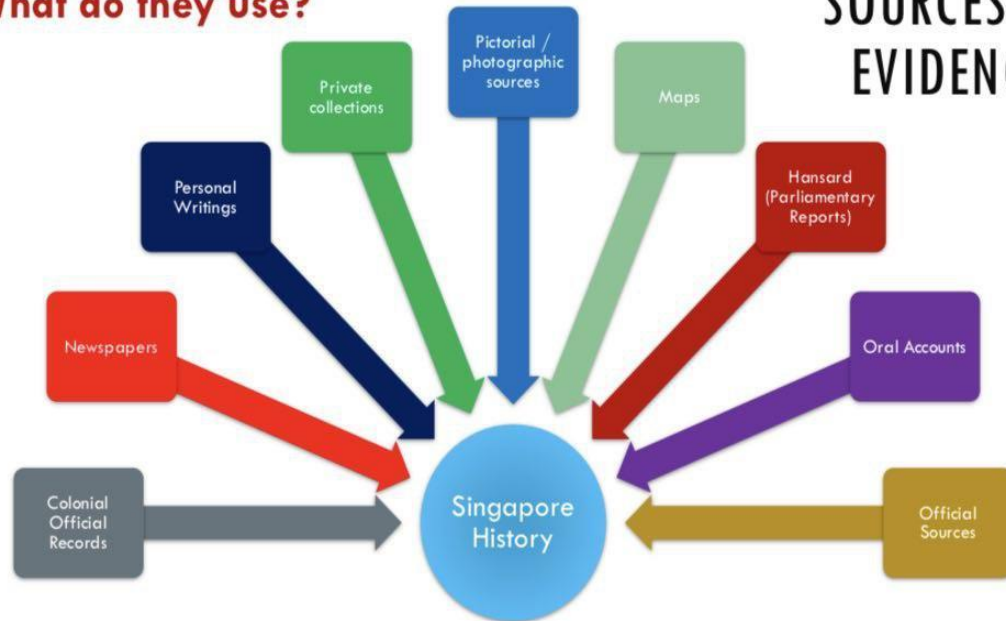
History and Historians

➤ **What do historians do?**

- Conduct careful historical research & engage in the process of historical inquiry to uncover past events & create patterns/relationships that give meaning to complexity.
- They look for reliable evidence—from archival sources, physical artifacts, oral accounts—to interpret & explain how or why things happened in the past.
- They ask a lot of questions: what happened? Why did it happen? How do we know? What is significant? How/why is it remarkable? What is the story? Why does it matter? What/whose stories should we tell? How should the accounts be written? How can we verify? What primary sources are available?
- They write a lot of things such as standard histories, personal histories, political histories, social/economic histories, alternative histories. They use many sources as evidence, as an example, such as:

What do they use?

SOURCES OF EVIDENCE



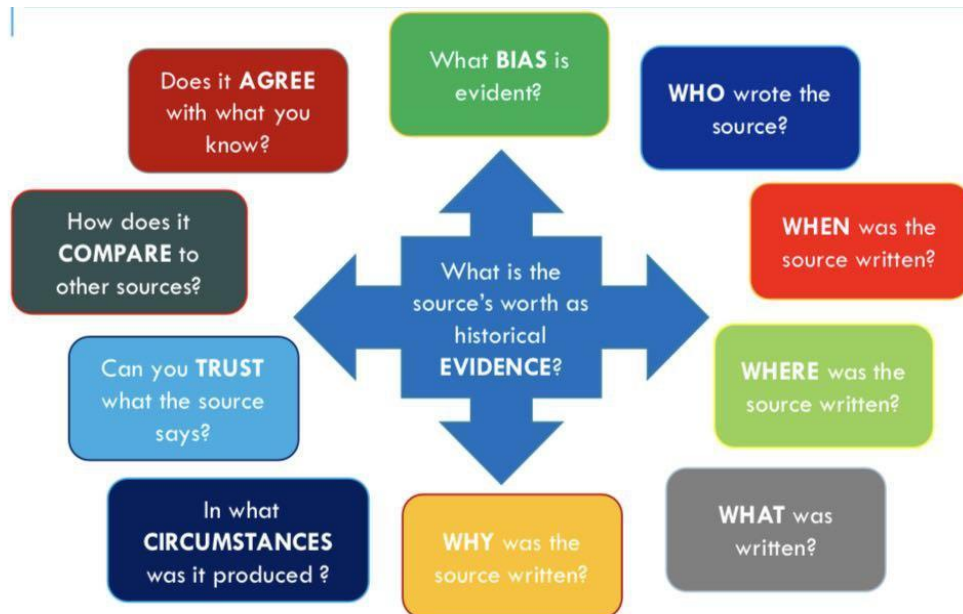
✚ Evidence-work in history:

➤ Distinction between “Sources” and “Evidence”

- **Sources** are what the past has left behind. A “Source” is anything which survives from the past and can be used, directly or indirectly, to reconstruct some part of it.
- **Evidence** is not a category of objects or anything physical in the world.
- **Sources** only become **evidence** when they are used as such, either to support a claim, back up a theory, establish a fact. Evidence is created by historians, when they choose to regard objects etc. as evidence by asking questions

➤ How do we know what we know?

- In order to interpret, form opinions and make judgments about past events, historians, need to gather as much evidence as possible. They use a variety of sources for this—written sources, speeches, photographs, cartoons, posters etc. which reflect the different opinions and perspectives of the people who produced them. Therefore, historians need to analyze and examine these sources very carefully in order to explain and make judgment about the past events.
- In source-based investigations, students face a similar situation. They will need to analyze the sources in the light of their own knowledge, and demonstrate the ability to **use sources as evidence** to support their claims/arguments. They need to go beyond the comprehension of what source is saying, or showing and start **asking questions**.



● **Sub-topic #3: Source-work in History**

✚ **Categories of sources in historical work**

- **Primary sources:** One that was written/created at a very near the time of the historical event it is describing. It is usually the product of someone who was directly involved in the event or who was, in some sense, an eye witness to the event.

Some types of primary sources are:

- **Original documents:** diaries, speeches, manuscripts, letters, interview, new film footage, autobiographies, official records, political cartoons, photographs, maps...
- **Creative works:** poetry, drama, novels, music, art
- **Relics or artifacts:** poetry, furniture, clothing, buildings

- **Secondary sources:** one that was written/created after the historical events it describes. It is usually the product of someone, who was not directly involved in the event, who had examined primary sources, digested & interpreted them, to offer an analysis or judgments about the event.

▪ **Some types of secondary sources are:**

- **Publications:** textbooks, magazine articles, histories, criticisms, commentaries, encyclopedias ...

✚ **Interpreting historical sources: we start analyzing/interpreting a source by asking questions:**

- What kind or type of source is it?
- Who produced it? When was it produced? Why?
- What was the purpose of the source?

- In what context was it produced?
- What sort of information does it provide?
- What does it show or say?
- What can or does it tell you? What does it not tell you?
- What else do you need to look at to make sense of it?
- Is it biased? Even if it is, can it still be useful?
- How reliable is the source? Is it an original or a fake?
- Does it contain any feelings or sentiments?

✚ Advantages/shortcomings in using primary & secondary sources (Group discussion)

Primary Sources	Secondary Sources
<p><u>Advantages:</u></p> <ul style="list-style-type: none"> ➤ Provides a first-hand, contemporary account of the event ➤ Provides insight into author's perceptions and emotions at the same time of the event. ➤ It might give detailed 'inside' information that other people could not possibly know <p><u>Pitfalls:</u></p> <ul style="list-style-type: none"> ➤ Gives only opinions of the person who created it ➤ Might contain bias & might be trying to convince the audience to agree with ➤ Eyewitness may not always be completely reliable 	<p><u>Advantages:</u></p> <ul style="list-style-type: none"> ➤ Can reflect a fuller picture (i.e. had the benefit of hindsight) because it was created some time after the event ➤ Many have been produced by historians & academics: often the products of extensive research using primary sources ➤ Less potential for bias because the author was not directly involved in the event. <p><u>Pitfalls:</u></p> <ul style="list-style-type: none"> ➤ Gives only the opinions of person who created it while the others might have different interpretations ➤ Includes biographies written years later → raise the questions of reliability (author's memory)

☞ What we can do/apply:

In the context of history teaching in Cambodian classroom, the methodology has been used is what Singapore had used in the 1990s when teachers just handed down the knowledge about the content of history to the students, and students just absorb it. Singapore has tried to move away from such mode of teaching to constructivist teaching where students are provided opportunities to think, to analyze and to go in depth rather than just learn about the stories transmitted to them through concept-based teaching, source-based teaching and fieldwork inquiry. Therefore, to make history classroom becomes more interesting and equip students with the qualities of history learners, the Ministry of Education as well as stakeholders should put much more efforts into such changes. Even though, now the ministry has been on the track and it might take a very long time to achieve it_ “moving away from content-based to concept-based teaching”.

Topic#15: Source-Based Investigation in Teaching History II

Source-Based Work in the History Syllabus:

- ❖ Source-based study forms the essence of historical investigation as students interact directly with historical sources, both secondary and primary, and develop skills of evaluating the validity of sources based on a given context.
- ❖ Using source materials, students demonstrate their ability to analyze, interpret and evaluate a range of source materials as part of an historical enquiry through:
 - ✎ comprehending & extracting relevant information
 - ✎ drawing inference from given information
 - ✎ comparing & contrasting different views
 - ✎ distinguishing between facts, opinion & judgment
 - ✎ recognizing values & detect bias
 - ✎ establishing utility of given information
 - ✎ drawing conclusions based on a consideration of evidence and arguments.

● **Sub-topic 1#: Source Interpretation Skills**

Source-handling skills to question and evaluate historical sources:

➤ **Provenance:**

- Where does the source come from?
- Who wrote it?
- When was it written or created?
- What is the creator's background?

➤ **Content:**

- What does the source tell you? What can you infer?
- Does it contain only facts, opinions or both?
- What details from the source can you use to support your answer?

➤ **Cross-Reference:**

- Can this source be confirmed by other sources?
- Does it agree with your own background knowledge or understanding of the event or issue?

➤ **Reliability:**

- Can you trust what the source is saying?
- If you cannot trust the source, is it because it gives a one-sided view?
- Are there other sources to confirm or challenge this source?

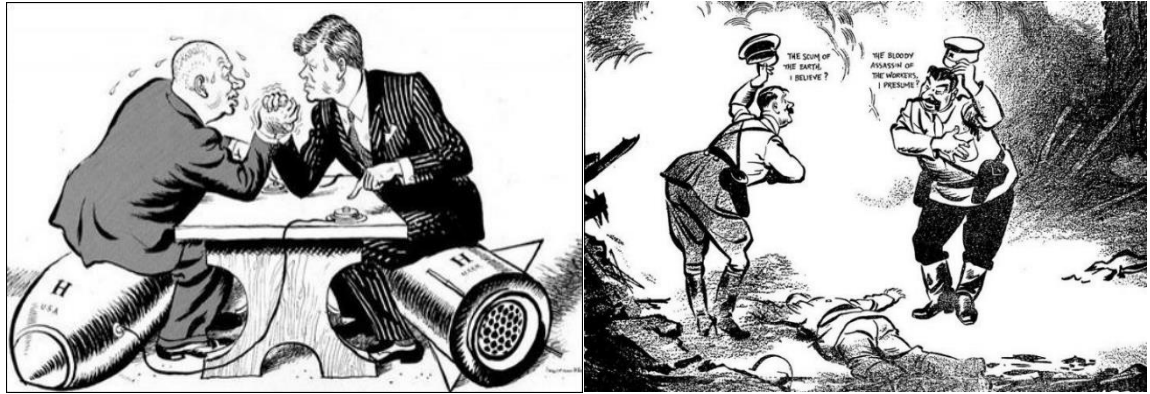
➤ **Usefulness:**

- How useful is the information in the source to further your understanding of the topic?
- Does the information provided give you a complete picture of the topic, or does it still leave certain questions unanswered?

➤ **Purpose:**

- Why as the source written or created? Is it to record facts? To share information? To express an opinion? Or to entertain?

🚩 Interpreting Source: (A) Political Cartoons:



- They can be the most difficult sources to analyze. In most cases, they are created to achieve two things:
 - To amuse and entertain the audience,
 - To make a point and send the audience a message.
- To achieve these, they use symbolisms & a subtle form of humor that may have been perfectly understandable to people at that time, but that might be less obvious to us today. Furthermore, while cartoonist can say a lot of things, they are usually loaded with the sentiments & prejudices of the cartoonists. On the whole, however, they are quite successful in conveying their messages.
- **Things to do when interpreting political cartoons:**
 - People in the cartoon should be named
 - Items in the cartoon should be identified
 - Captions must be explained
 - Things in the background are also important
 - Underlying attitude of the author should be made clear
 - Remember what you have learnt about this topic and try to use it in order to explain the meaning of the cartoon
 - Exactly what the actors are doing is important in understanding the cartoon
- **When dealing with political cartoons, some questions should be asked:**
 - What viewpoint is being presented?
 - What is the context?
 - What is the message the artist wishes to convey to the audience?
 - How does it try to influence its audience?
 - What symbolisms did the artist use?
 - Is the cartoon biased? Even if it is, can it still be useful?

Example: Political Cartoon

Source 1: A cartoon by David Law, Published in a British Newspaper on 20 Sept 1939



Date?

Context?

Provenance?

Symbolism?

Message?

Purpose?

▪ **Date & Prominence?**

20 September 1939

Cartoon was published after the German invasion of Poland and Britain's declaration of war against Germany.

Published in a "British newspaper"—therefore, intended for (a mostly) British audience.

▪ **Context?**

By the time the cartoon was published (20 Sept 1939), Poland was invaded and lost to Germany; Britain and France had declared war on Germany; and that there was a recognition that Britain's declaration of war came too late to save Poland.

▪ **Purpose?**

Cartoon was directed at an audience (British) that was heavily involved in the war against Hitler's Germany.

It seeks to show Hitler and Stalin as deceitful, evil, and selfish and aggressive. It wants to convince the British public that Hitler was likely continue to seek further conquests if left unchallenged.

Britain's decision to declare war on Germany is therefore justified—it was a just war against evil and unprovoked aggression.

▪ **Symbolism?**

Hitler and Stalin are drawn as recognizable figures. They look smug and pleased with themselves largely because their plan to conquer Poland and divide the spoils between them had been successful.

They are greeting at each other with exaggerated politeness (hats off, bowing, hands on hearts), yet their verbal greetings imply mutual dislike. Heavily sarcastic

approach that reflects the artist's view that Nazi-Soviet Pact, was a treaty of convenience rather than of friendship.

Both Hitler and Stalin are depicted carrying guns, symbols of their warlike and aggressive tendencies.

They are shown as meeting over the prostrate body of a soldier, representing Poland. With Poland defeated, Hitler and Stalin are now dividing the spoils of war in line with the terms of the Nazi-Soviet Pact.

Debris and rubble convey the destruction of war and the aggressive nature of war and the aggressive nature of Germany invasion of Poland. The background could be interpreted as smoke rising from bombs, or as storm clouds gathering to represent future conflicts.

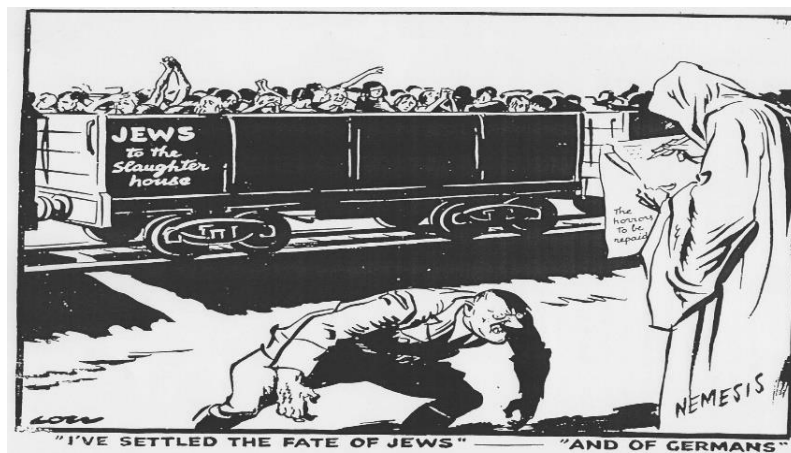
▪ **Message?**

Although the sarcasm is intended to amuse the audience, the cartoon makes two profound political points:

- The Nazi-Soviet Pact is shown as a treaty between enemies, prepared to ignore their mutual hatred in order to further their desire for conquest.
- The policy of appeasement had clearly failed; it had not stopped Hitler from continuing with an aggressive foreign policy, leading to Poland's destruction.

Other Examples:

I've settled the fate of Jews—and of Germans, David Low (The Evening Standard, 1941)



Date?

Context?

Provenance?

Symbolism?

Message?

Purpose?

'People of the Southern Region', Osaka Puck, 1942



Date?

Context?

Provenance?

Symbolism?

Message?

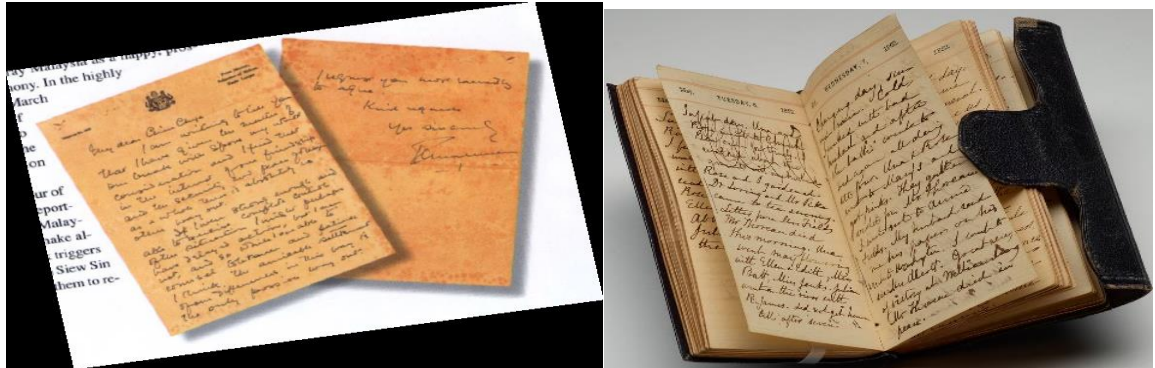
Purpose?

✚ Interpreting Sources: (B) Newspaper Articles



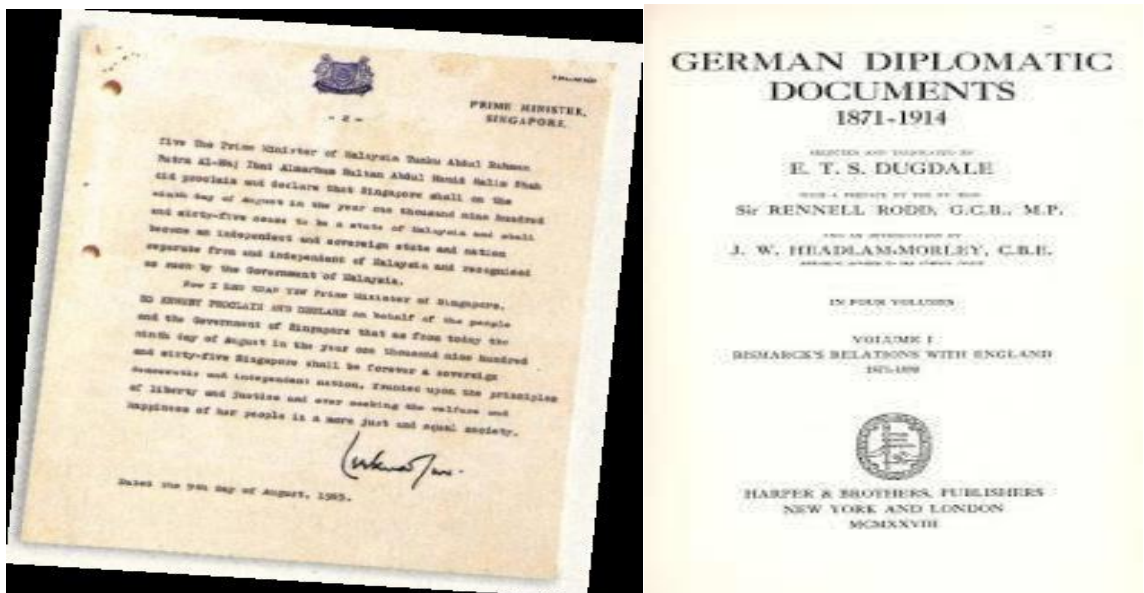
- **When dealing with a newspaper article, some questions should be asked:**
 - Is the report sensible?
 - Is it factual? Are there gaps in the report?
 - Is it expressing an opinion? Or expressing a sentiment?
 - What is the political standpoint of the paper? Is it a reflection of the government's standpoint?
 - Is it a left-wing or right-wing newspaper? (Newspapers usually reflect the view of their proprietor—pro-Conservatives; pro-Labor; etc)

✚ Interpreting Sources: (C) Letters/Diaries/Speeches



- **When looking at letters/diaries/speeches, some questions should be asked:**
 - How personal are they?
 - Do they reflect personal view?
 - When and why they were written?
 - Is there evidence to suggest that the author had omitted or hidden something? Was there a reason to do so? (Diaries do not include everything—notable for what is included and what is not).

✚ Interpreting Sources: (D) Diplomatic Documents



- **When analyzing diplomatic documents, some questions should be asked:**
 - Where do they come from?
 - Who wrote it? Is the writer a credible source?
 - What was the purpose of the documents?
 - Documents can be diplomatic/consular types
 - Was guarded language used to describe events/issues/groups/personalities?

- Is there clear bias (typically to serve the purpose of that particular country)?
- Are there marginal comments? Can these indicate the real standpoint of the person?

✚ **Interpreting Sources: (E) Pictures/Photographs**



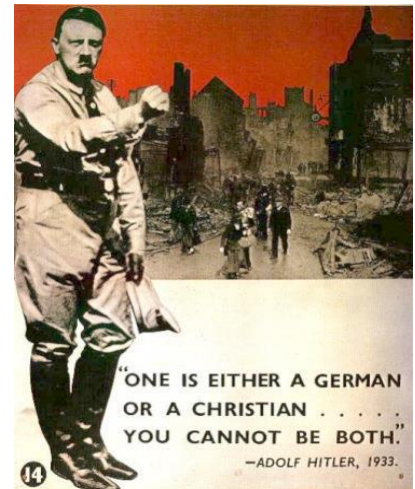
- **When examining pictures & photographs, some questions should be asked:**
 - How accurate are these pictures or photographs?
 - Have they been tampered with?
 - What does it not show you?
 - Is the date correct?
 - Was it used for propaganda purpose?
- Photographs offer excellent teaching resources that may be used to give students practice in critical thinking and interpreting visual evidence. Was the photograph:
 - An accurate spontaneous record?
 - A staged record of an event (after the fact)?
 - A staged record of an event that did not happen that way?
 - A staged record of an event that never happened?



✚ Interpreting Sources: (F) Propaganda Posters

- Questions as of political cartoons can also be used to examine (propaganda) posters:

- What viewpoint is being presented?
- What is the context? What message is being conveyed?
- What is its purpose? How does it try to influence its audience?
- What does it portray? What symbolisms were used?
- Even if the poster is biased & a piece of propaganda, can it still be useful?



✚ Interpreting Sources: (G) Maps

- Some questions should be asked when examining maps:

- Who drew it? What was the purpose? Are the details accurate?
- What does the map tell you about context and geography?
- Can geography & chart details explain what/why/how events happened?
- What can it say about space, place, and scale?

☞ Maps can help students to connect to the historical context, but they need to be able to read the map well.



✚ Interpreting Sources: (H) Historian's accounts

Account 1: E.H. Carr, British diplomat and historian, in *The Twenty Years' Crisis, 1919-1939* published in 1939

It [the Treaty of Versailles] was imposed by the victors on the vanquished not negotiated by a process of give and take between them...in the Treaty of Versailles the element of dictation was more apparent than in any previous treaty of modern times.

- Does the historian interpret the treaty as fair or unfair?
- What evidence does the historian use to support his interpretation?

Account 2: Margaret MacMillan, a Canadian historian, in Peacemakers: The Paris Conference of 1919 and Its Attempt to End War published in 2001

...the picture of a Germany crushed by a vindictive peace cannot be sustained...Even with its losses Germany remained the largest country in Europe west of the Soviet Union between the wars. Its strategic position was significantly better than it had been before 1914. With the re-emergence of Poland there was now a barrier in front of the old Russian menace. In place of Austria-Hungary, Germany had only a series of weaker and quarrelling states on its eastern frontier. As the 1930s showed, Germany was well-placed to extend its economic and political sway among them.

- How does this interpretation differ from that presented in Account 1?
- What evidence does the historian consider important in determining the fairness of the Treaty?
- Why do you think our knowledge of a past event many change over time?

☞ **Account 1** was written in 1939 by a British historian, meaning around 20 decades after WWI ended, yet it was published straight away after WWII ended. In his account, the Treaty of Versailles was seen as an unfair one for the German who lost in WWI. However, this account seems not much reliable even though the writer might be one of those who was present during the broke out time of the war. Nonetheless, **Account 2** was written by a Canadian historian in 2001. This account showed that the Treaty of Versailles was not a bad one because Germany still remained the largest country in Europe. Moreover, this account is likely to be more reliable since it was written in 2001, meaning 83 years after the war ended. In other words, historians could step back to reflect all angles and access to a variety of sources and information to create his own account.

• **Sub-topic 2#: Reading Historical Texts**

✚ **When dealing with historical texts (as sources) students tend to:**

- Skim and miss out important information
- Paraphrase rather than analyze
- Summarize rather than criticize
- Read for information not read to question

✚ **Developing Historical Reading Skills**

Activity	Questions You Ask
Sourcing:	What type of source it is? Who created the source? When was it created? What is the author’s point of view?

Examine the origins of the source (before reading or analyzing it)	<p>Why might the source have been written or created?</p> <p>Is this source believable? Why? Or Why not?</p> <p>What biases might the author have had?</p> <p>Who was the intended audience for this source?</p> <p>How does knowing the origins of the source influence your understanding of it?</p>
<p>Contextualizing:</p> <p>Think about the past on its own terms</p>	<p>What else was going on at the time this was written?</p> <p>What social/political forces were not at work?</p> <p>What was it like to be alive at this time?</p> <p>Did people at that time hold different values?</p> <p>What things were different back then? What things were the same?</p> <p>Are you looking at the past through present-day lenses?</p> <p>How does the context shape your understanding of the event?</p>
<p>Close Reading:</p> <p>Create an explanation or argument based on an analysis of the source(s)</p>	<p>What claims the author make? What evidence does the author use to support these claims?</p> <p>How does this document make me feel?</p> <p>What words or phrases does the author use to convince me that he/she is right?</p> <p>What information does the author leave out?</p> <p>What conclusions can you draw? Are there other possible interpretations?</p> <p>How do you plan to prove your argument?</p> <p>What are your strongest and weakest pieces of evidence?</p>
<p>Corroborating:</p> <p>Assess the reliability of the source(s)</p>	<p>How credible is this source?</p> <p>Do other sources exist? What do other pieces of evidence say?</p> <p>Can the claims be confirmed?</p> <p>Are you finding different versions of the story? Why or why not?</p> <p>What pieces of evidence are most believable?</p> <p>How are competing evidence addressed?</p> <p>Are there gaps in information? How can you address these gaps?</p>

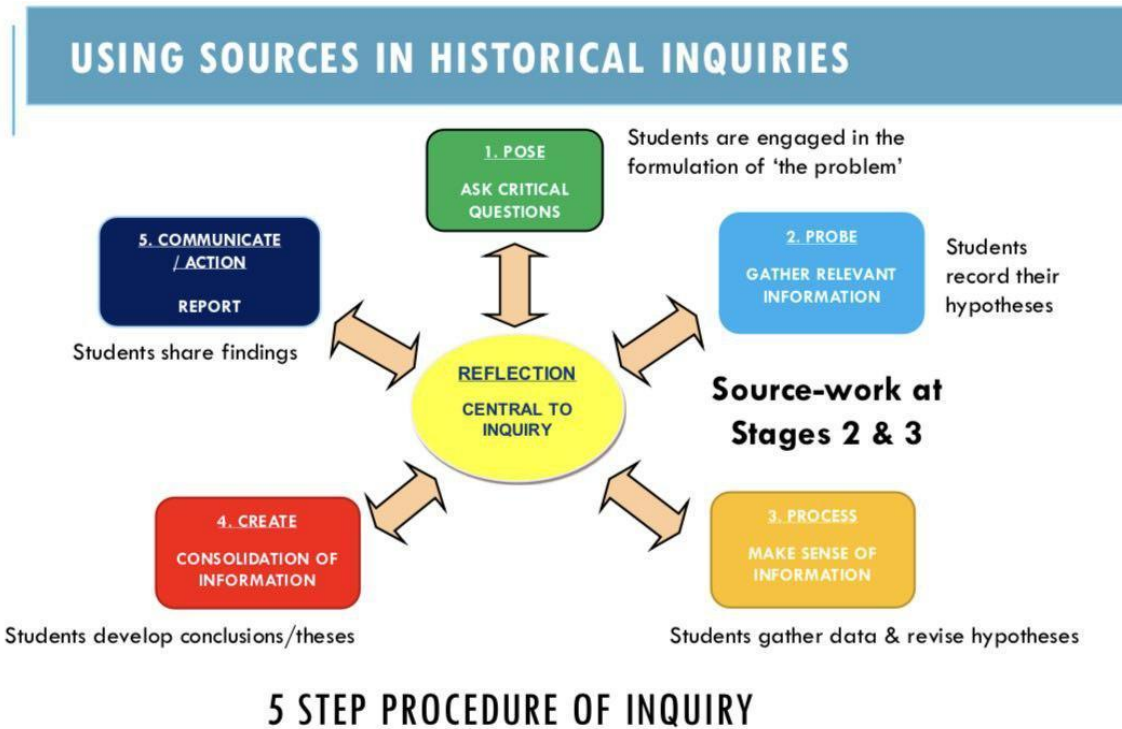
- **Sub-topic 3#: Using Source to Investigate Contested Issues**

✚ Issue Question: Who should bear responsibility for the Cuban Missile Crisis?

- View 1: The USA should bear responsibility for the CMC.
- View 2: The USSR should bear responsibility for the CMC.

☞ However, there might be many other views, based on the information or data collected:

- Both USA and USSR should bear responsibility for the CMC.
- Both USA and USSR should bear responsibility for the CMC, but the USA should bear much more than the USSR.
- Both USA and USSR should bear responsibility for the CMC, but the USSR should bear much more than the USA.
- **Sub-topic 4#: Using Sources in Historical Inquiries**



Key elements in historical inquiry

1. HISTORICAL QUESTIONS



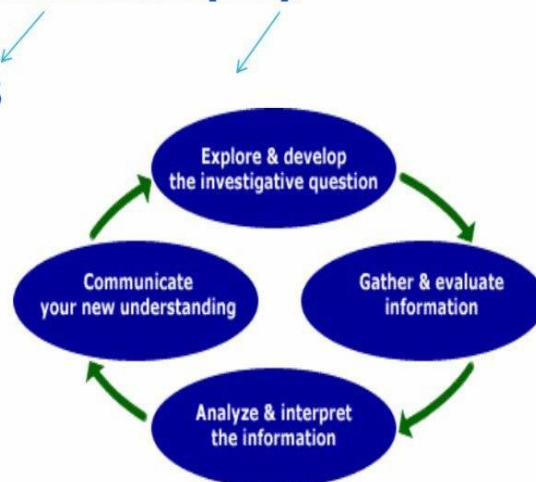
2. HISTORICAL SOURCES



3. HISTORICAL EVIDENCE



4. HISTORICAL INTERPRETATION



What we can do/apply:

☞ Using Source-Work in History Classroom:

Using source-work for teaching and learning in history classroom is one of effective ways in equipping students with critical thinking skills rather than just learning about the layer of the content i.e. the stories of the history. Using source materials, students are able to demonstrate their ability to analyze, interpret and evaluate the validity of a range of source materials. Such skills are crucial for their daily routine since they will definitely help shaping their way of thinking and judging things and help them to adapt into the society once they leave schools. For this reason, the Ministry of Education, Youth and Sports as well as stakeholders should take this into consideration and work collaboratively so as to make changes gradually in history syllabi although it might take a long time to reach where Singapore is standing now.

Topic#16: Source-Based Investigation in Teaching History III

- **Sub-topic #1: Using Sources to Teach History: Source-work Methodology**

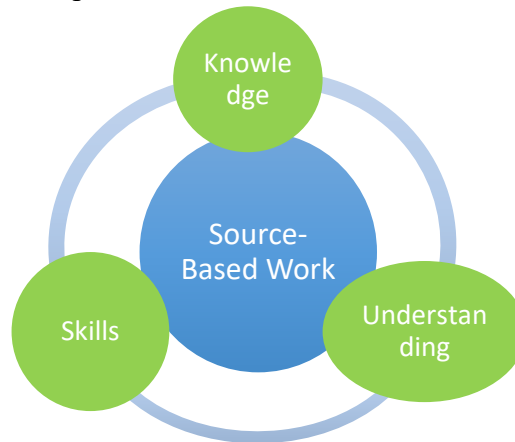
- ✚ **Using Sources: Role of Knowledge, Skills and Understanding**

- The role of **KNOWLEDGE** in Source-Based Work: If student know something student need to be able to apply it in order to show student are understood it.
 - Essential for interpreting sources
 - Important for evaluating sources
 - Important for working out purpose
 - Only included in an answer when it proves the answer to the question
- The function of **SKILLS**
 - Using sources **together** to reach a synthesis or judgment
 - Using knowledge and understanding of the historical context to aid in demonstrating the stated skills
 - Using evidence from sources to help support an answer
 - Using the provenance of a source
- The **UNDERSTANDINGS** in Source-Based Work: The learners understand about
 - Reliability
 - Provability
 - Usefulness
 - Message
 - Purpose
 - Similarity
 - Difference

} of the sources

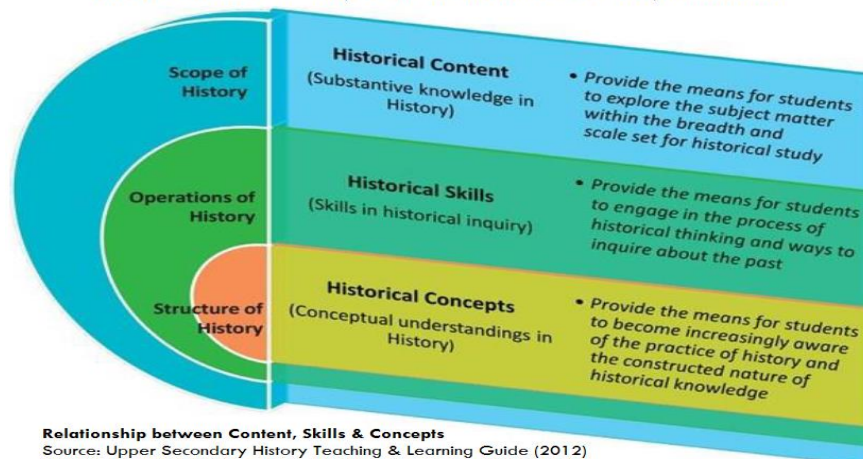
✚ **Source-based Skills: 4 skills that recognized as important in source-based methodology**

- **Making Inferences:** Reading between the lines (trying to understand what is meant by something that is not written explicitly or openly)
 - What does this source tell student about ...?
 - What is the message the cartoon intends to convey?
- **Interpreting:** to identify implicit ('hidden' or less obvious) meanings in historical sources
 - How similar/different are sources A and B in...?
 - In what way does Source A agree/disagree with Source B in...?
- **Evaluating:** evaluating information in relation to a given purpose in order to determine if it is appropriate for the intended use.
 - How reliable is Source A as evidence for ...?
 - Is Source A of any use to your understanding of ...?
- **Cross-referencing:** making direct connections between two or more sources by identifying and examining areas of agreement and disagreement between them, with reference to specific examples from the sources.
 - Does Source B prove that...?



🔗 **Key ideas:** Many historical sources, whether originals or replicas, can be used effectively in the classroom with pupils encouraged to observe, touch and handle them.

HISTORY ACROSS 13–18 (CONTENT, SKILLS, CONCEPTS), SINGAPORE:



Relationship between Content, Skills & Concepts
Source: Upper Secondary History Teaching & Learning Guide (2012)

✚ **Source-Based Question:**

▪ **Making inference question: “Message”**

E.g. What is the message of this source?

- The message of a source is what the source is suggesting about the person/event, what it is trying to make student think or believe about the person/event.
- Use sources that have sub-messages and a big, overall message (e.g. a cartoonist’s point of view).
- Student should explain the message (or what the source is suggesting about the person/event) by using the source and students’ knowledge about the event.

▪ **Making inference question: “Purpose”**

E.g. Why was this source published in 1914?

- Purpose is different from message. Purpose is what the message is designed to achieve.
- Student will need to think about why the source was produced: what is it trying to make student do or think? Is it trying to get student to support or turn against a person/event? For example, speeches are usually made because the speaker wants to get the support of the audience.
- To answer the “purpose” question, student will have to identify, describe & explain each of these aspects:
 - Message
 - Context
 - Provenance
 - Intended outcome

▪ **Evaluating question: “Evaluating Reliability”**

E.g. Is this source reliable as evidence of X?

- Evaluating the reliability of a source means deciding how far student can trust the source –whether student believe what it says or shows.
- Student can test reliability by:
 - a. Checking the contents of the source against what student know about the event;
 - b. Examining the nature, origins and/or purpose of the source;
 - c. Cross-referencing the views/details in the source with other sources for points of agreement/ disagreement.

E.g. Is this source reliable as evidence of X?

- Evaluate the source from the tone and language used (in the source), or
- Use the provenance and determine the “purpose”, or
- Check the claims in the source against student own knowledge, or
- Cross-refer to other sources.

- **Evaluating question: “Assessing Utility”**
E.g. Is this source useful as evidence of X?
 - This question requires candidates to decide what is useful about a source to someone studying the particular topic (given in the question).
 - This could mean assessing: a) what is useful about the **contents** in the source (what they show/suggest) compared to what student know about the topic; b) what is useful about the **nature, origins and/or purpose** of the source; c) whether there are any **limitations** to the contents and nature/origin of the source.**E.g. Is this source useful as evidence of X?**
 - Combine details from the source with their **own knowledge of the period**.
 - Consider the **historical context** –consider attitudes, beliefs, norms and practice of people in the past.
 - Consider the **strengths and limitations** –focus on ‘usefulness’ & not how the source is ‘useless’: there won’t be any sources that are completely useless (so don’t get bogged down with telling the examiner what is wrong with the source).
- **Interpretation question: “Similarity/Difference”**
 - When comparing sources, typical source-questioning moves should come into play (understanding what the source is saying, questioning the provenance, etc.)
 - The approach when comparing sources is key: to not go through everything that Source A says and then everything that Source B says: student should be making **direct comparisons** as student go through their answer.
 - Direct comparisons must be based **on criteria** (e.g. source content, tone, purpose, message, etc.)**E.g. Study Sources A and B. Do these sources prove that ...?**
 - Part 1: Similarities between the sources
 - Part 2: Differences between the sources
 - Part 3: an overall judgment about whether the sources, together, prove that ...
- **Evaluating question: “Reaching judgements”**
E.g. “Stalin relied on terror to control the Soviet Union during the 1930s.” How far do the sources support this view?
 - Student will be given an assertion/hypothesis (a view of the given event/person) to test using the sources: “**How far...**?” already suggests that the support doesn’t go all the way.
 - Sources will need to be considered individually to see which “side” of the argument student would put each on.
 - There will always be some sources that support the view and others that disagree. Answer either in source order, or group the sources.
 - Essential to explain how each source support or disagree with the view – paraphrasing them is not enough: clear, focused explanation is required.

- Student will be expected to use their contextual knowledge to consider whether the sources agree (and/or disagree) with the hypothesis (and think about the reliability of the sources).

🔗 **Key ideas:** Those kinds of questions above are very important for Source-based Teaching and link to the four main skills of Source-based work such as making inference, interpreting, evaluating and cross-reference.

✚ **Source-based Activity:** From exam papers (Section A)

- Students were divided in to 4 group to answer questions a, b, c, and d of Section A
- Each group took their time to answer question by using source-based skills with scaffolding support table.
- Each group wrote their answer on white board and presented to the whole group with feedback from Professor.

🔗 **Key ideas:** Participants themselves apply source-based skills to the test for 16 years old in Singapore and they found that Knowledge, Skills, and Understanding play important role in source-based work. Students need those three in order to work well with source-based.

▪ **Scaffoldings:**

Refer to the GCE O Level 2014 Elective History Specimen Paper

Inquiry Question: How did Stalin control the Soviet Union?

Question 1:

- (a) Study Source A. Why was the poem published in 1936? Use the source and your knowledge to support your answer. [5]

This is a 'Making Inferences' Question (Purpose)	
Message?	
Context?	
Purpose?	
Impact on Audience?	

- (b) Study Sources B and C. Are you surprised by Source C? Explain your answer. [6]

This is an 'Interpretation' Question (Are you Surprised)	
Yes or No (based on story/content)	
Yes or No (based on what authors say)	
Yes AND No (based on Context)	
No, not surprised (based on evaluation of source)	

- (c) Study Source D. What is the message of this cartoon? Use the source and your knowledge to support your answer. [5]

This is a 'Making Inferences' Question (Message)	
Identify sub-message	
Identify main message	

- (d) Study Sources C and E. Explain why the views of these sources differ regarding the guilt of those accused in show trials. [6]

This is an 'Interpretation' Question (Similarity/Difference)	
Give three explanation for differences	

- (e) Study all the sources. "Stalin relied on terror to control the Soviet Union during the 1930s". How far do these sources support this view? [8]

This is an 'Interpretation' Question (Reaching Judgements)	
Sources that support	
Sources that do not support	
Evaluation: How far?	

Exam papers:

MINISTRY OF EDUCATION, SINGAPORE
In collaboration with
UNIVERSITY OF CAMBRIDGE LOCAL EXAMINATIONS SYNDICATE
General Certificate of Education Ordinary Level

COMBINED HUMANITIES (HISTORY ELECTIVE) 2204/03
Paper 3: The Making of the Contemporary World Order (1900–1991) For Examination from 2014
SPECIMEN PAPER
1 hour 40 minutes

Additional Materials: Answer Paper

READ THESE INSTRUCTIONS FIRST

Write your Centre number, index number and name on the work you hand in.
Write in dark blue or black pen.
You may use an HB for any rough working.
Do not use staples, paper clips, glue or correction fluid.

Section A
Answer all parts of Question 1. *Сентябрь 2014*

Section B
Answer one question.
Write all answers on the answer paper provided.

At the end of the examination, fasten all your work securely together.
The number of marks is given in brackets [] at the end of each question or part question.

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4

Source C: A cartoon published in the late 1930s by Russians who were in exile in France. The text says, 'Visit the USSR's pyramids!'

Source D: A cartoon published in 1936. The text at the bottom reads, 'New seating arrangements in the Supreme Soviet.'

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2

Section A: Source-Based Case Study
Question 1 is compulsory for all candidates.

Study the Background Information and the sources carefully, and then answer all the questions.

You may use any of the sources to help you answer the questions, in addition to those sources you are told to use. In answering the questions you should use your knowledge of the topic to help you interpret and evaluate the sources.

1 (a) Study Source A.
Why was the poem published in 1937? Use the source and your knowledge to support your answer. [5]

(b) Study Sources B and C.
Are you surprised by Source C? Explain your answer. [6]

(c) Study Source D.
What is the message of this cartoon? Use the source and your knowledge to support your answer. [5]

(d) Study Sources E and F.
Explain why the views of these sources differ regarding the guilt of those accused in the show trials. [6]

(e) Study all the sources.
'Stalin relied on terror to control the Soviet Union during the 1930s.' How far do these sources support this view? Use the sources and your knowledge to support your answer. [8]

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3

How did Stalin control the Soviet Union?

BACKGROUND INFORMATION
Read this carefully. It may help you to answer some of the questions.

By 1928 Stalin had risen to power in the Soviet Union. He introduced great plans to consolidate his power and modernise a backward state. It was impossible to make these huge changes without making enemies. One of Stalin's aims was to control his people to such an extent that they would be afraid even to think of opposing him. Throughout his time in power he used many methods in order to control his people and crush his opponents.

Source A: A poem published in 'Pravda' (a Soviet government-controlled newspaper), 1936.

O great Stalin, O leader of the people,
Thou who broughtest men to birth,
Thou who makes fruitful the earth,
Thou who restores the centuries,
Thou who makest bloom the spring,
Thou who makest elaborate the musical chords,
Thou splendour of my spring, oh thou
Sun reflected by millions of hearts.

Source B: A photograph showing Stalin holding a young child, 1936.

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5

Source E: An extract from a speech made by a communist leader in 1937 criticising those accused in show trials.

These men lifted their villainous hands against Comrade Stalin. By lifting their hands against Comrade Stalin, they lifted them against all of us, against the working class... against the teaching of Marx, Engels, Lenin... Stalin is our hope, Stalin is the beacon which guides all progressive mankind. Stalin is our banner. Stalin is our will. Stalin is our victory.

Source F: An extract from a book written by an historian, 1966.

Of the endless trials, public and secret, four were of the greatest importance (the trial of Kameney, Zinoviev and 14 others in August 1936, the trial of 17 Party officials in January 1937, the secret trial of Rykov, Bukharin and others in March 1938). All were charged with attempting to assassinate Stalin, to restore capitalism and to wreck the country's economic and military power. If these charges had been true, it would have been impossible to account for the survival of the Soviet state.

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6

Section B: Structured-Essay Questions
Answer one question.

2 This question is on the Treaty of Versailles and its consequences.

(a) Explain why Clemenceau and Lloyd George disagreed over how to treat Germany. [6]

(b) 'The Treaty of Versailles was a fair settlement.' How far do you agree with this statement? Explain your answer. [12]

3 This question is on the Cold War.

(a) Explain why the USA and USSR emerged as superpowers after World War II. [8]

(b) 'Marshall Aid was a great success.' How far do you agree with this statement? Explain your answer. [12]

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Answer sheets:

MINISTRY OF EDUCATION, SINGAPORE
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UNIVERSITY OF CAMBRIDGE LOCAL EXAMINATIONS SYNDICATE
General Certificate of Education Ordinary Level

COMBINED HUMANITIES (HISTORY ELECTIVE) 2204/03
Paper 2: The Making of the Commonwealth War (1938-1991) For Examinations from 2014
SPECIMEN MARKING GUIDE FOR TEACHERS 1 hour 40 minutes

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Section A: Source-Based Case Study

1 (a) Study Source A. Why was the press published in 1938? Use the source and your knowledge to support your answer. [5]

L1: Message [1]
e.g. It was published to praise Stalin.

L2: Context – because of what was going on at the time [3-4]
Award the higher mark in the level for more developed answers.
e.g. Stalin had control of the press in papers at this time and therefore everything that was said in Stalin had control over the press. At this time, there was a lot of sympathy with what is going on and show him in a very positive way. There was a lot of sympathy with what is going on and show him in a very positive way. There was a lot of sympathy with what is going on and show him in a very positive way. There was a lot of sympathy with what is going on and show him in a very positive way.

L3: Purpose – because of the international outcome. Impact on the audience [4-5]
Award the higher mark in the level for more developed answers.
e.g. The press was published to show how powerful Stalin was and that he was a god-like figure with complete control over every aspect of life. The newspaper was trying to encourage a sense of awe and loyalty in the people towards Stalin and to make them grateful to him. (5 marks)

(b) Study Sources B and C. Are you surprised by Source C? Explain your answer. [6]

L1: Yes/No; identifies content in Source C which falls not surprising without explanation. [1]
e.g. Yes. Stalin is shown standing next to some skulls.

L2: Yes – because of the contrast between Source B and Source C [2]
e.g. Yes – I am surprised because Source B shows Stalin smiling with young girl while Source C shows Stalin with skulls. He is smiling and looks friendly in Source B but looks sinister and cold in Source C.

L3: Yes OR No, explained by cross-reference to contextual knowledge or other sources. [3-4]
Award the higher mark in the level for more developed answers.
e.g. I am surprised because Source C shows Stalin as a man who is smiling and friendly in Source B but looks sinister and cold in Source C. Many people died in the famine and people are not supposed to die. I think Source C is very negative and shows that Stalin was a man who is smiling and friendly in Source B but looks sinister and cold in Source C. Many people died in the famine and people are not supposed to die. I think Source C is very negative and shows that Stalin was a man who is smiling and friendly in Source B but looks sinister and cold in Source C.

L4: No – evaluates Source C [4-5]
Award the higher mark in the level for more developed answers.
e.g. Source C is an anti-communist newspaper and shows Stalin smiling with young girl while Source B shows Stalin with skulls. He is smiling and looks friendly in Source B but looks sinister and cold in Source C. Many people died in the famine and people are not supposed to die. I think Source C is very negative and shows that Stalin was a man who is smiling and friendly in Source B but looks sinister and cold in Source C.

MAXIMUM MARK: 50

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3

(c) Study Source D. What is the message of this cartoon? Use the source and your knowledge to support your answer. [3]

L1: Content only [1]
The cartoon shows many people who look exactly like Stalin/Hitler/Stalin repeated over and over.

L2: Identifies sub-messages [2]
Award the higher mark in the level for more fully developed answers.
e.g. Stalin is powerful, Stalin is important, Stalin always no dissent. Stalin has many supporters in the Supreme Soviet.

L3: Identifies the main message of the cartoon [4-5]
Award the higher mark in the level for more fully developed answers.
e.g. The message of this cartoon is that Stalin is a complete control of all aspects of the Soviet government. You can see this in the cartoon because everyone in the Supreme Soviet is an exact copy of Stalin – they all wear the Stalin and behind the Stalin. (5 marks)

(d) Study Sources E and F. Explain why the views of these sources differ regarding the guilt of the defendants in the show trials. [6]

L1: Identifies the difference, no reason given [1]
e.g. The difference is that in Source E the defendants are guilty but in Source F it suggests that they are not guilty.

L2: Undervalues difference of provenance [2]
e.g. Because one source was written in 1937 and one in 1966.

L3: Explains difference using historical or superior access to information [3]
Award the higher mark in the level for more specific knowledge about Stalin's Russia.
e.g. The difference is that in Source E the defendants are guilty but in Source F it suggests that they are not guilty. However, Source F was written 30 years later when the historian had more access to more information. About what had happened, the court research the facts. Stalin did not have any real power. Stalin was really like... The Stalin about what had happened. (6 marks)

L4: Explains difference using contextual knowledge of Stalin's Russia [4-5]
Award the higher mark in the level for more fully developed answers.
e.g. The difference is that in Source E the defendants are guilty but in Source F it suggests that they are not guilty. However, Source F was written 30 years later when the historian had more access to more information. About what had happened, the court research the facts. Stalin did not have any real power. Stalin was really like... The Stalin about what had happened. (6 marks)

L5: Yes OR No, supported by valid source use [4-5]
Award 2 marks for one Y or N supported by valid source use, and an additional mark for both supported valid source use up to a maximum of 4 marks.
Yes
e.g. Yes. Source C suggests that Stalin did not rely on terror as there are large piles of skulls in the picture which show how many people Stalin killed. (2 marks)
No
e.g. No. Source E shows Stalin as a kind, smiling man holding a child. He is not afraid of men because he is in the government and this suggests that no opposition was allowed. (2 marks)
e.g. No. Source E shows Stalin as a kind, smiling man holding a child. He is not afraid of men because he is in the government and this suggests that no opposition was allowed. (2 marks)

L6: Explains difference using contextual knowledge of Stalin's Russia and historical or superior access to information [3]
Award 2 marks for one Y or N supported by valid source use, and an additional mark for both supported valid source use up to a maximum of 4 marks.
Yes
e.g. Yes. Source C suggests that Stalin did not rely on terror as there are large piles of skulls in the picture which show how many people Stalin killed. (2 marks)
No
e.g. No. Source E shows Stalin as a kind, smiling man holding a child. He is not afraid of men because he is in the government and this suggests that no opposition was allowed. (2 marks)

L7: Yes OR No, supported by valid source use [4-5]
Award 2 marks for one Y or N supported by valid source use, and an additional mark for both supported valid source use up to a maximum of 4 marks.
Yes
e.g. Yes. Source C suggests that Stalin did not rely on terror as there are large piles of skulls in the picture which show how many people Stalin killed. (2 marks)
No
e.g. No. Source E shows Stalin as a kind, smiling man holding a child. He is not afraid of men because he is in the government and this suggests that no opposition was allowed. (2 marks)

L8: Yes AND No, supported by valid source use [4-5]
Award 2 marks for one Y and N supported by valid source use, and an additional mark for both supported valid source use up to a maximum of 4 marks.
e.g. Both aspects of L2.

L9: Yes OR No, explained by cross-reference to contextual knowledge or other sources [3-4]
Award the higher mark in the level for more developed answers.
e.g. Source F seems to support the idea that Stalin relied on terror, and that the skulls were carried out of labor charges and therefore Stalin was using them as a way to get rid of any opposition. On the other hand Source E seems not to support the idea that Stalin relied on terror to control the Soviet Union. He is shown as a kind, smiling man holding a child. He is not afraid of men because he is in the government and this suggests that no opposition was allowed. (6 marks)

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5

For L2 and L3, award a bonus of up to 2 marks (x1.5) for use of contextual knowledge to question a source in relation to its reliability, sufficiency etc. The total mark for the question must not exceed 8.

Notes:
• To score 1 L2.3 there must be source use, i.e. direct reference to source content.
• Only credit source use where reference is made to a source by letter or cited quote. Simply writing about issues in the sources is not enough.
• Higher marks in L2.3.3 to be awarded on numbers of sources used.

Section B: Structured Essay Question

2 (a) Explain why Clemenceau and Lloyd George disagreed over how to treat Germany. [8]

L1: Describes the event (Treaty of Versailles) [1-2]
Award one mark for each detail, up to a maximum of two.
e.g. The Treaty of Versailles was drawn up at the end of WW1. (1 mark)

L2: Identifies or describes factors [3-4]
Award 3 marks for a detailed description.
e.g. Clemenceau – wants Germany to be punished. It is ahead of future attack. The French people want revenge, want to create a buffer zone between France and Germany so the same can't happen again.
e.g. Lloyd George – wants Germany to be punished but not too harshly. He doesn't want Germany to be too weak. He wants Germany to be strong enough to be a partner in the world.

L3: Explains factors [4-5]
Award 5-8 marks for one explained factor. Award 7-8 marks for two explained factors.
e.g. Lloyd George wanted Germany to be punished, but not too harshly. He didn't want Germany to be too weak. He wanted Germany to be strong enough to be a partner in the world. However, Lloyd George did not want Germany to be too weak. He wanted Germany to be strong enough to be a partner in the world. However, Lloyd George did not want Germany to be too weak. He wanted Germany to be strong enough to be a partner in the world.

(b) The Treaty of Versailles was a fair settlement. How far do you agree with this statement? Explain your answer. [12]

L1: Describes the event (Treaty of Versailles), but without focus on the question [1-2]
Award one mark for each detail, up to a maximum of two.

L2: Explains Yes OR No [3-4]
Award 3 marks for an explanation and further marks for additional reasons or supporting detail for reasons, up to a maximum of 8 marks.
e.g. Yes. Germany deserved to be punished because of the losses they involving any German territory or any on fighting on her armed forces were taken away. (4 marks)
e.g. No. Germany was punished by the Treaty and was forced to sign and they pay and the economy collapsed. It was unfair to blame one country for a war which had involved many others. (4 marks)

L3: Explains Yes AND No [7-10]
Award 7 marks for an explanation of 'Yes' and an explanation of 'No' and further additional reasons or supporting detail for reasons, up to a maximum of 10 marks.
At Level 2, but explain far and unfair.

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7

L4: Level 1 plus reaches a balanced conclusion based on an explicit consideration of 'Yes far?' [11-12]
Award the higher mark in the level for more developed answers.
As Level 3, but indicates that there are different ways of assessing fairness – at the time and afterwards.
e.g. Some people, such as Clemenceau and the French population may have thought that the treaty was fair because they wanted protection from future attacks. In the short term it helped as though this was the treaty would give them. However, this is not true. It was not a fair settlement. The treaty was not fair because it was unfair to blame one country for a war which had involved many others. Lloyd George had predicted, the treaty made the Germans weak enough. (12 marks)

3 (b) Explain why the USA and USSR emerged as superpowers after World War II. [8]

L1: Describes the event [1-2]
Award one mark for each detail, up to a maximum of two.
e.g. The USA emerged from World War II as a superpower.

L2: Identifies or describes factors [3-4]
Award 3 marks for a detailed description.
e.g. USA – victory over Germany, wealth, oil, bank.
e.g. USSR – victory over Germany, industrialisation, acquisition of land in Eastern Europe.

L3: Explains reasons [4-5]
Award 5-8 marks for one explained factor. Award 7-8 marks for two explained factors.
e.g. USA – just before the end of the war the USA developed the atomic bomb. They were the only country in the world with this weapon. (3 marks)
e.g. USSR – emerged victorious at the end of the war and had captured large amounts of territory while the German army out of Eastern Europe. This meant that they controlled a huge amount of land and people and made them even more powerful. (5 marks)

(b) 'Marshall Aid was a great success.' How far do you agree with this statement? Explain your answer. [12]

L1: Describes Marshall Aid, but without focus on the question [1-2]
Award one mark for each detail, up to a maximum of two.
e.g. Marshall Aid was given to European countries. (1 mark)

L2: Explains Yes OR No [3-4]
Award 3 marks for an explanation and further marks for additional reasons or supporting detail for reasons, up to a maximum of 8 marks.
e.g. Yes. Marshall Aid was a great success because it helped to rebuild Europe and to prevent the spread of communism. (4 marks)
e.g. No. Marshall Aid was not a great success because it did not solve the economic problems of Europe and it did not prevent the spread of communism. (4 marks)

L3: Explains Yes AND No [7-10]
Award 7 marks for an explanation of 'Yes' and an explanation of 'No' and further additional reasons or supporting detail for reasons, up to a maximum of 10 marks.
At Level 2, but explain far and unfair.

Source-based Lesson Plan:

Example: Lesson structure using Gorman's Structured Enquiry Approach
The Fall of Singapore: Were the British ready for war?

Introduction Enquiry Q & hook	Step 1: asking significant questions • Starter - Show video on Japanese attack • Bridge video to enquiry question: "The British were defeated even though their troops outnumbered the Japanese". Why was this? Were the British ready for war? Let's find out. 15 Feb. 1942
Activity 1	Scaffolding for enquiry • Preparing for cooperative learning Assign roles for groups by giving out role cards: scribe / task manager / time keeper / resource manager / encourager. • Checking for understanding of concept: readiness for war Words splash – what does it mean to be 'ready for war'? Students take turns to write words/phrases to answer question. Using clues given, group comes up with a response to question. Teacher checks for understanding
Activity 2	Step 2: Analyse sources • Student 1 takes up a source card. Reads source / Describes source to fellow group members. Student 1 asks question: what does source tell you about the war readiness of the British? • Round robin – discussion on source Step 3: Collect and record information • Use the worksheet as a guide. Place card in source column. Underline/circle the relevant part and write how this shows readiness or lack of readiness. • Go through all sources / repeat steps 2 and 3.
Activity 3	Step 4: Reach a conclusion • Discussion as a group – how to answer enquiry question Write down conclusion
Product & Conclusion	Step 5: Communicate knowledge and understanding • Product - "Imagine that you are a historian writing for 'History in Perspective'. You are asked by the editor to provide a 250-word abstract or summary of your views for an article that re-visits the reasons for the fall of Singapore. Construct that abstract or summary in the next 20 minutes. In groups students work to construct the abstract or summary GALLERY WALK • Students put up work • Students will walk round class to see other students work. Walk clockwise – one group at one site at one time. • Group will read, where there is a match with their work – draw 1 smiley. For a new idea – draw 2 smileys.

Were the British ready for war in Singapore?

Source 1
Lady Brooke-Popham in an interview published in a newspaper, on her arrival to London after the surrender of Singapore

I asked a certain lady to give me two hours' help with A.R.P. (air-raid precautions) work she told me: "I am awfully sorry, Lady Popham, but I've already entered for the tennis tournament. A.R.P. will interfere with my tennis." They refused to believe that war would come to Singapore. It was parties, bridge and dancing.

James Leasor (1968) *Singapore, the Battle that changed the World*

Source 2
Major Gen I.S.O. Playfair, a British officer in Singapore

When I reached Singapore in June 1941, I was shocked to find so many tired people, longing for a change, working long hours, and out of touch with the war... A cable was sent to the War Office asking for a systematic change-over of personnel with fresh officers and men who had first hand experience of modern war. Evidently this was not possible.

Major Gen I.S.O. Playfair, "Some personal reflections on the Malayan Campaign, 1943" in Raymond Callahan (1977) *The Worst Disaster – The Fall of Singapore*

Source 3
John Ferris, professor of History at University of Calgary.

Whitehall (the British government) believed a few obsolete aircraft with green aircrew could deter Japan, or defend Malaya and crack Japan like an egg; while the pilots need not train for hard war, nor soldiers.


John Ferris, "Student and Master: Airpower and the Fall of Singapore", in Brain Farrell & Sandy Hunter (2002) *Sixty Years On: The Fall of Singapore Revisited*

Source 4
Ray Brown, talks about his experiences as a soldier in the 8th Division forces, fighting in Malaya and Singapore in an interview on December 3, 2001.

We were very confident. Also we got more confidence as we went along. But the big thing of course, was that we were told by British intelligence that a British soldier was as good as 10 Japs, and that they couldn't see in the dark, they couldn't fight in the dark...or they wouldn't fight in the dark.


From: <http://www.abc.net.au/4corners/specials/nonprisoners/interviews/brown.htm>

Source 5
Defence guns used for coastal defence, 1941




<http://picas.nhb.gov.sg>

Source 6
Closing of Singapore Harbour with mines and obstacles, 23 Dec 1941



<http://picas.nhb.gov.sg>

Source 7
Preparing beach fortifications



<http://picas.nhb.gov.sg>

3

Were the British ready for war in Singapore?

READY Identify evidence from source that show this	Source	NOT READY Identify evidence from source that shows this
Conclusion: Were the British ready for war in Singapore?		

4

🗑️ **Key ideas:** Lesson was prepared and linked to the inquiry process. The sources were provided by teacher for students to collect and analyze, reach a conclusion and communicate knowledge. The provided sources are strongly impact to students' thinking and answers.

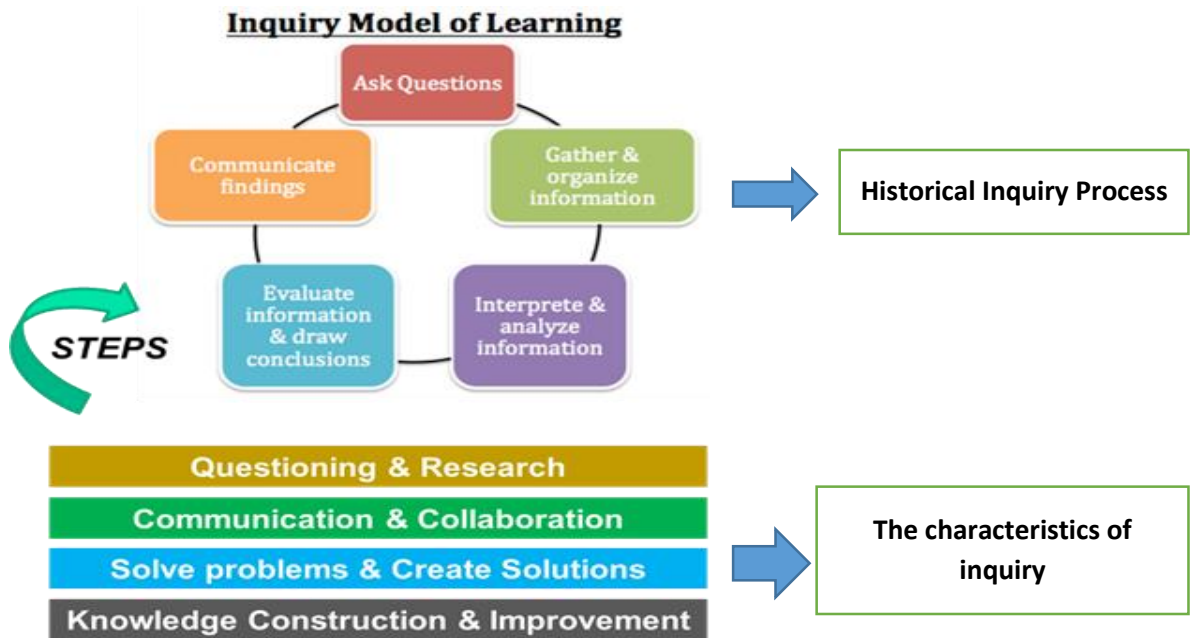
What we can do/apply:

- Source-Based Methodology seems to be new in Cambodia for History teaching and learning. However, this methodology is useful for historical classroom due to students learn about the past with critical thinking through interaction of using content knowledge of history, skills of using sources and understand the past appropriately. Lower and Upper Secondary students are able to learn history though this method.
- Having learnt the Inquiry-based learning, Source-Based Lesson Planning is completely link to the inquiry process. Steps and activities are clear and described in order to provide clear instruction to the students. Sources are also included, and they are very important for students to respond to inquiry question by following inquiry process. Moreover, sources in lesson plan could be provided as handout such as texts, photos, poems... or students can find sources by their own through provided links. To be noted that the sources provided are influence students to think and reach conclusion.

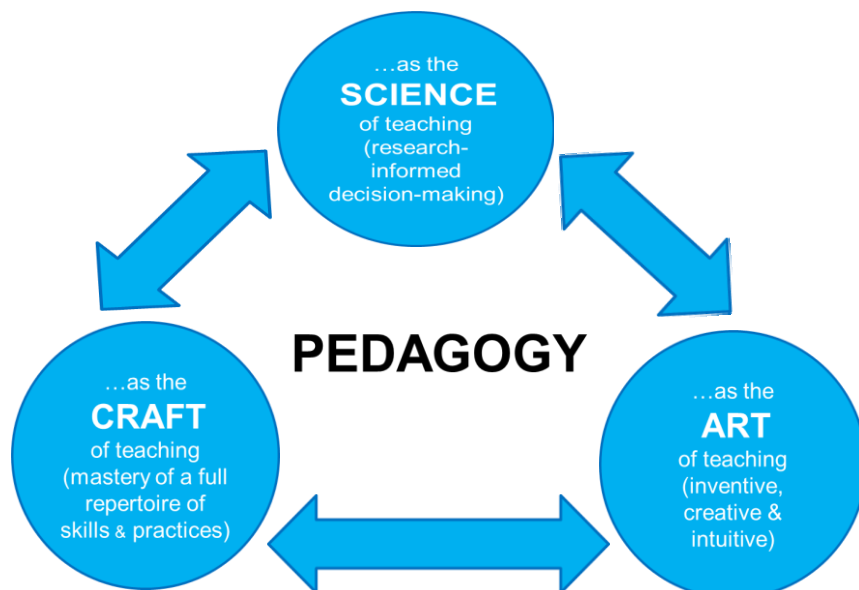
Topic#17: Inquiry-Based Experiential Learning in Teaching of History I

• **Sub-topic #1: Introducing Inquiry**

- One of the key founders of the Inquiry-based Learning Model that relies upon the idea that individuals learn “by discovery” – through investigating scenarios and problems, and through social experiences. (Joseph Schwab, Professor of Education University of Chicago)
- Inquiry-based learning: not a technique but a process that can increase the intellectual engagement and understanding of learners through.
- Inquiry Model of learning:



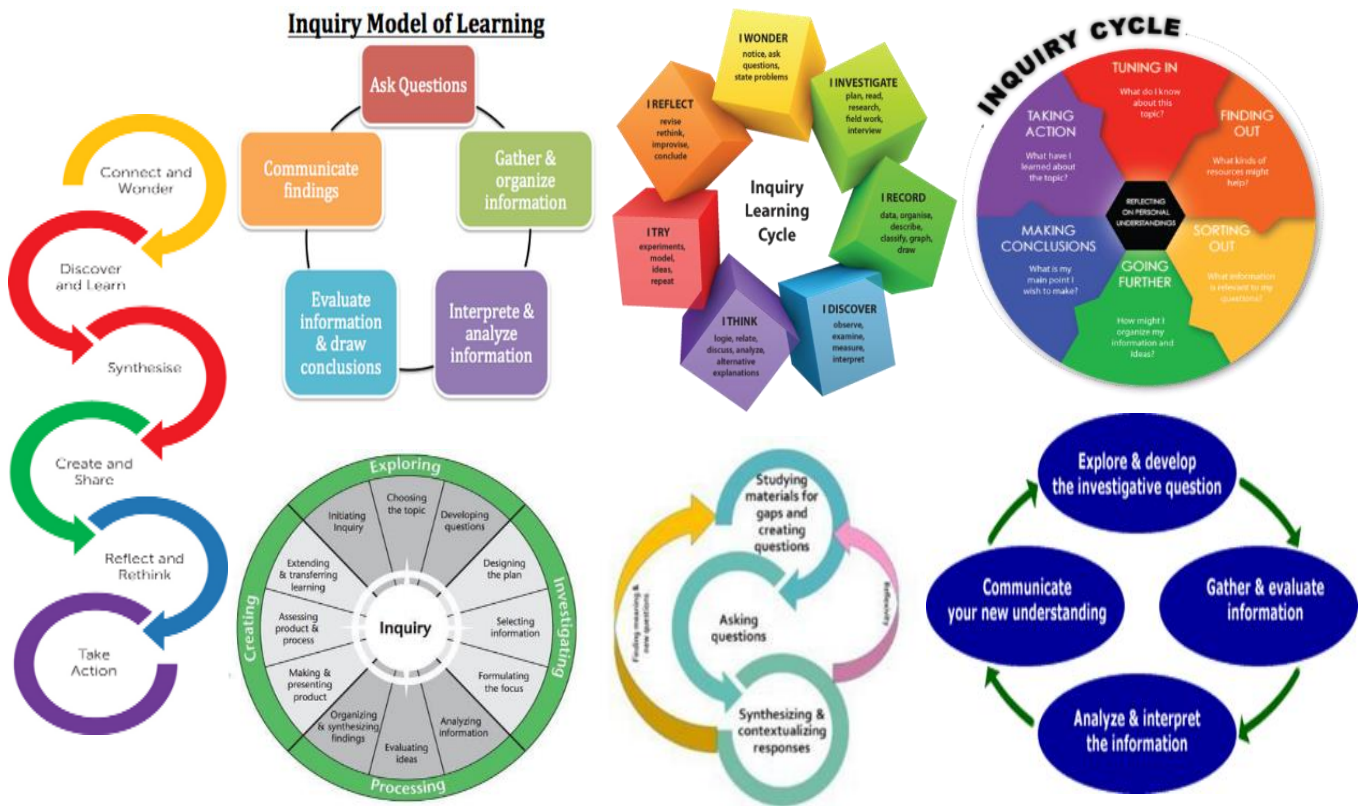
• **Sub-topic#2: Inquiry as “Pedagogy”**



- ✚ Effective pedagogies:
 - Problem-based learning
 - Project-based learning
 - Real-world problem
 - Collaborative learning
 - Inquiry-based learning
- ✚ Three main principles of inquiry-based learning:
 - Learners are at the center of the entire process: Instructors, resources and technology are organized to support learning.
 - Learning activities focus on information-processing skills: Instructors should place emphasis on evaluating development of information-processing and conceptual understanding, not on content.
 - Instructors facilitate the learning process: Instructors also seek to learn more about their students and how they engage and respond throughout the process of inquiry-based learning.
- ✚ In an “Inquiry” classroom:
 - Learners actively make/construct their own meaning: The main activity is solving problem; knowledge/ understanding is constructed through practices of inquiry.
 - When doing inquiry, students investigate a topic, ask relevant questions, work critically with a variety of source materials, make reasonable claims supported by evidence, etc.
 - Students draw conclusions, and will revise or revisit those conclusions in light of the evidence.
- ✚ Forms of inquiry:
 - Confirmation Inquiry: students investigate a given question through a prescribed question with a known end result-the goal is to confirm the results.
 - Structured Inquiry: students investigate a teacher- presented question through a proscribed procedure/ method.
 - Guided Inquiry: students investigate a teacher-presented question using student-devised procedures/methods.
 - Open Inquiry: students investigate topic-related questions which are student-formulated through student-devised procedures/methods.
- ✚ Six Concepts of History Thinking: To think historically, students need to be able to:
 - Establish historical significance
 - Use primary source evidence
 - Identify continuity and change
 - Analyze cause and consequence
 - Take historical perspectives, and
 - Understand the *ethical dimension* of historical interpretations.

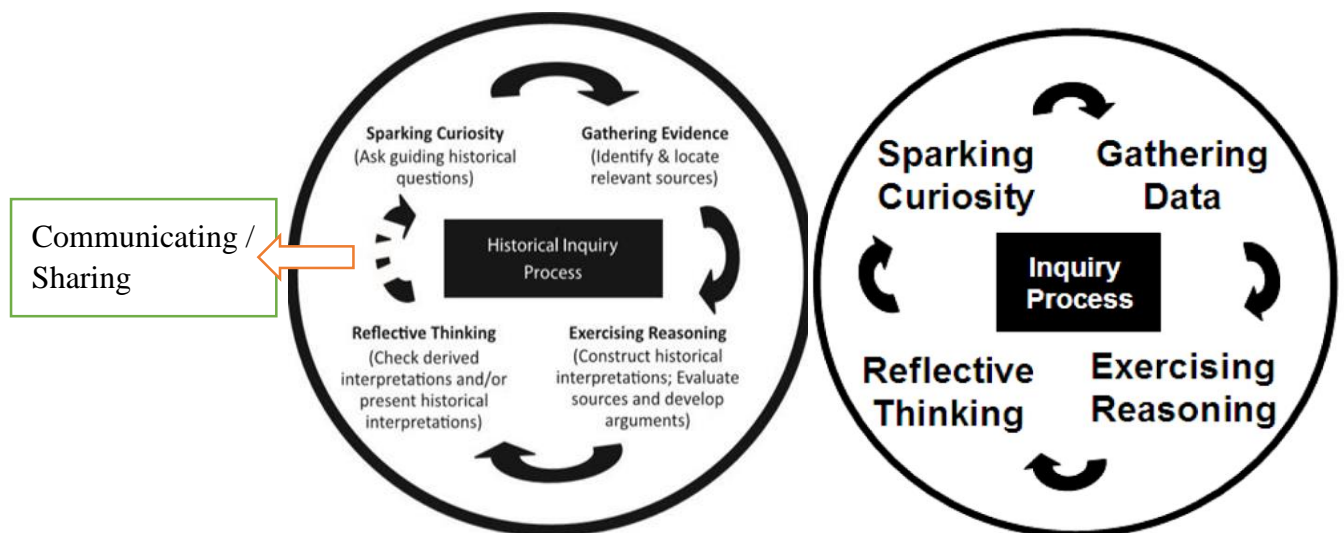
🔗 **Key idea:** *The main activity usually involves asking questions and solving problems where knowledge/understanding is constructed through practices of inquiry.*

- **Sub-topic# 3: Model of Inquiry (stages and process) from different context and different countries**

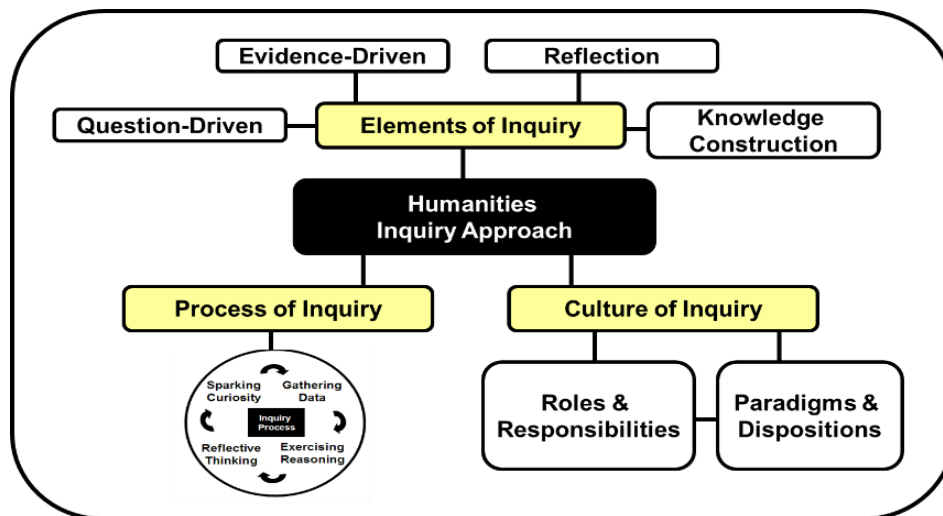


🗑️ **Key idea:** Even there are many models of inquiry (stages and process) however, all these models are the same idea so we can use either one among them if you find that its useful.

- ✚ **Historical inquiry process in Singapore, compare to MoE’s inquiry process**



✚ MOE Humanities Inquiry Approach in Singapore



• Sub-topic#4: Historical Inquiry

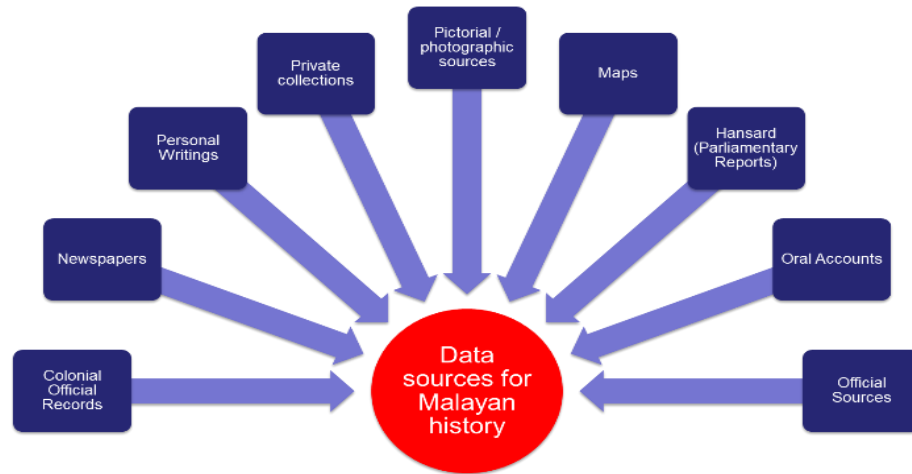
✚ Key elements in historical inquiry

- Historical Questions: Ask historically-relevant questions (to guide the inquiry)
- Historical Sources: Questions are investigated by analyzing traces of the past (source)
- Historical Evidence: Systematic analysis of source in light of the historical questions results in historical evidence.
- Historical Interpretation: Historical evidence is used to construct a valid or credible account/narrative about the past, i.e. an interpretation.

✚ Historical Concepts

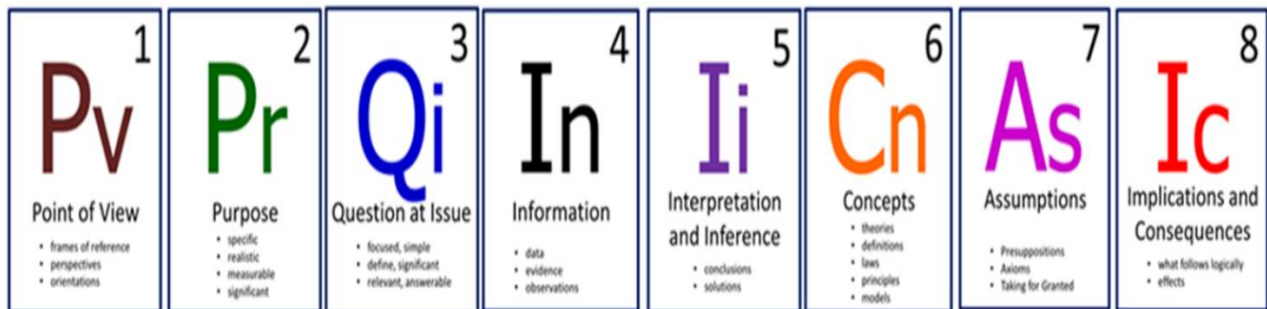
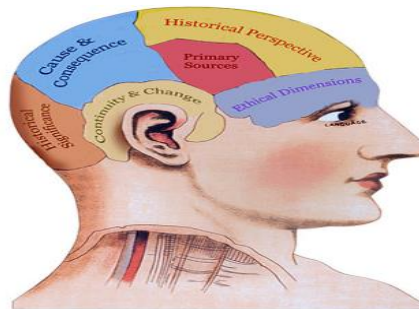


- Some examples of concept-driven inquiries:
 - Examining and explaining causes (of the Korean War)
 - Establishing the significance of historical events (like the Cuban Missile Crisis)
 - Taking on the perspective of historical actors (role of Churchill & Stalin in the development of the Cold War)
 - Evaluating the strengths/weaknesses (over time) of policies, personalities, organizations, ideologies
 - Explaining contesting or rival versions/accounts of history (e.g. historians' disagreements over the fairness of the ToV)
- **Sub-topic#5: Deepening: The Inquiry Cycle**
 - ✚ Stage 1: Sparking Curiosity: Asking and generating significant questions
 - Historical inquiry requires that students ask one or more good questions. Good questions are those that launch an investigation into the data, and require students to analyze the data in order to find an answer.
 - A good inquiry question should:
 - Captures the interest and imagination of your students
 - Enables students to be focused on a particular historical concept in investigation of the question
 - Deals with an authentic/real phenomenon or issue that requires investigation and reasoning
 - Invite multiple perspectives or explore multiple facets of an issue
 - Is substantial enough to be developed over a series of lessons
 - Remains relevant to the syllabus and is pegged at the topic level
 - Results in a substantial an enjoyable “end product” (that answers the inquiry)
 - Can be investigated empirically (not opinions, values or speculation but uses/grounded on data)
 - ✚ Stage 2: Gathering Data
 - Historical research requires that students obtain data from multiple sources. At least three types of information can be used: primary sources, secondary sources, and expert opinion (or oral accounts).
 - We can envision these multiple/different sources of information as the three points of a triangle and see the process as “triangulation”. The challenge for students is in locating relevant, useful information.
 - A good practice at this stage is to develop a working hypothesis (a supposition; a tentative explanation; unproved assertion) that can provide the basis for further investigation.
 - When students hypothesize answers to their questions, they are making explicit a possible explanation for the facts as they understand them at the moment.



✚ Stage 3: Exercising Reasoning:

- Once a working hypothesis has been generated, students must continue to examine other data sources to verify whether the original hypothesis holds up under further scrutiny.
- Students must analyze and synthesize the new information gathered and relate that information back to the hypothesis (interpretation).
- When exercising reasoning, students should be supported in ways to make evidence-based inferences, use interpretive and evaluative strategies, adjudicate claims and consider different perspectives, recognize limitations, omissions, biases and authorial techniques.



✚ Stage 4: Reflective thinking

- “Real” historical inquiry requires that students have an opportunity to create historical narratives and arguments of their own.

- These narratives and arguments can take many forms (e.g. reports, essays, debates, editorials, hypermedia presentations) but the underlying purpose is sharing the conclusions students have drawn from the data they examined and provide evidence that these conclusions have validity.

☞ **What we can do/apply:**

- ✚ Inquiry based learning in Cambodian classroom can be adapted from different models. It depends on the teacher's expertise to apply it in their classroom. For example, Singapore historical inquiry that was adapted for using in their curriculum. Teacher can adapt the inquiry on the main characteristics, main principles and its elements.
- ✚ Teacher shows guided inquiry process in their classroom followed by the deepening cycle of inquiry from the first to the fourth stages.
- ✚ In order to develop the historical inquiry based, teachers have to understand well about the context/background of the topic and they also have to develop the historical habits of mind by experience again and again with the analytical the different sources and know how to use the variety of the materials/sources.
- ✚ Teacher asks interestingly questions to the students and good questions are those that launch an investigation into data and require students to use their skills to analyze the data/sources in order to find the answers then can communicate that answers later on.
- ✚ There are four forms of inquiry-based learning (confirmation, structure, guided and open inquiry). In Cambodian context or in Singapore context, we cannot reach immediately to the open inquiry; however, the structure inquiry is an important form since it can help students to develop themselves step by step into open inquiry.

Topic#18: School Visit 1 at GONGSHANG Primary School

● **Sub-topic #1: Welcome at the Foyer**

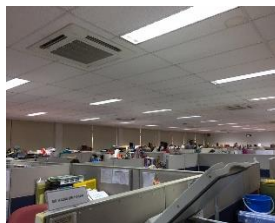
- Group photos
- Address by principal Mrs Soh Lim Tzyy Shivan
- School History

● **Sub-topic#2: School Tour**

- Level 1: Heritage Gallery, Dental Clinic, Science Lab E1-11, Canteen
- Level 2: Staff Room, Staff Lounge
- Level 3: Library
- Level 4: Autumn Lab E4-11, Indoor Sports Hall



Dental Clinic



Staff Room



Indoor Sport Hall



ICT Lab

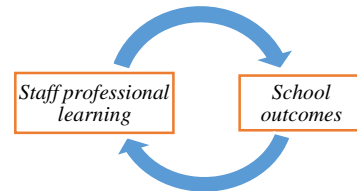
- **Sub-topic#3: Lesson Walk-in (15mins)**
 - Group 1: English Mdm Habibah 6C
 - Group 2: Math Mdm Suryati 4H
 - Group 3: Science Mrs Chow YY 5R
 - Group 4: Social/S Mdm Safiah 5P
 - Group 5: Physical Edu. Mrs Kwok LL 1C
 - Group 6: Art/Mus Mdm Nisha 5C



English Class by Mdm Habibah 6C

- **Sub-topic#4: Conversation with School Staff Developer (SSD) cum Refreshment**

4.1. Role of SSD: to enhance the link between professional learning and student outcomes so as to bring about professional growth of school staff for school improvement.



4.2. Mission: to promote greater staff ownership of our professional development and to empower staff to contribute to others' professional growth.

4.3. Staff Resource Planning Process



- **Sub-topic#5: Sharing Session (in 6 groups)**

- ✎ For Group 1: Sharing Experience by Mdm Habibah (English Teacher)
 - Teacher teaches 2 classes (1 low and 1 high level)
 - They have monthly test but students' result are not released for any rewards. School doesn't want students feel upset, too competitive and they are all good.
 - Students are pushes forward even they fail until level 6 (P6)
 - English teaching challenges:
 - Students don't read much
 - Comprehension: students read but they don't understand
 - Students use hand phone writing style (ex: You= U)
 - Discipline

↳ *Example of teaching Grammar with IBL:*

- ✎ *Introduction context with question*
- ✎ *Getting students identify mistakes in structure (by student, pair work)*

- ✘ *Drilling by writing*
 - ✘ *Writing by doing concept map, brainstorm idea*
 - Every week they share their teaching experience.
 - For all levels and subjects, teaching resource and materials are provided by MOE in Google Drive.
- **Sub-topic#6: Learning objectives for school visit:**
 - Forms an important learning experience
 - It provides the opportunity to see first-hand that school, dialogue with key personnel and to understand how theories translate to practice
 - It provides us with some ideas of good practices and how we can contextualize the good practices in own schools
- ❖ **Group work reflection**
 - **Objective**
 - *What objects caught your attention?*
 - *Who did you remember?*
 - *What did you hear...what words did you re-call?*
 - *What scenes did you see?*
 - *What sounds did you hear?*
 - **Reflective**
 - *Who did you identify with?*
 - *What part of the visit did you like?*
 - *What surprised you?*
 - *What made you uncomfortable? Where? When?*
 - *What insights into effective teaching and learning did you gain from your observations?*
 - **Interpretive**
 - *What did you learn?*
 - *Did you experience anything from this visit that helps you to see your school culture differently?*
 - *What is one thing that you feel you learned or noticed about yourself when you were at the school?*
 - *How did the school culture play a role on your experience as a teacher?*
 - *What insights of effective teamwork did you learn from this visit?*
 - *How many these affect your future work in teams?*
 - **Decisional**
 - *If you are a teacher in this school, how will you fit into its culture?*
 - *What will you do differently when you are a teacher in the school?*
 - *Will this learning be applicable in your school?*
 - *What is one learning that you may apply when you return to school?*

👉 What we can do/apply:

- School visit is a good opportunity for teachers to exchange their experiences, learn from each other, find something new to improve teaching skill and develop their schools. Every school should share teaching experiences once a week in order to deal with any encountered challenges.
- School should be in friendly-working environment. School Principle has to prepare appropriate staff office because it can make teachers feel comfortable for doing their schoolwork and helps building quality relationship among teachers, which is a strong power to drive the school's vision or mission.
- School decoration is also one of attractive elements, (esp. primary school) which can positively encourage children love coming to school and learn. For example, color (painted wall), students' art, students' achievement.
- Every primary school can promote simple health care to students such as: how to brush their teeth, step of washing hands with soap at least every twice a year.

WEEK 7:

Topic#19: Inquiry-Based Experiential Learning in Teaching of History II

Fieldwork inquiry in history

🔗 Objectives:

- *Appreciate the wide range of human activities which we can study in history*
- *Appreciate the notions of significance and scale of history time*
- *Be able to grasp important ideas about change/continuity in the study of the past.*

● **Sub-topic #1: Fieldtrip site, Fort Canning Park**

🚩 **Theme of Fieldtrip:** Significant events in Singapore history

🚩 **Focus:** To highlight to students the significance of Fort Canning Hill in explaining the origin, growth, and development of Singapore throughout the 700 years since its founding. Through the fieldtrip, students will be able to describe significant events that have shaped Singapore's history, and demonstrate knowledge and understanding about continuities that remained despite the changes that had taken place over the centuries. The fieldtrip focuses on selected themes and information.

🚩 **Key inquiry question:** *What can Fort Canning Hill tell us about significant events/periods in Singapore's 700-year history?*



✚ **Selected sub-inquiry question:**

- Was Singapore an ideal location for early British settlers in the 19th C?
🗑️ Site: European Cemetery/ Spice Garden/ Fort Canning Gate
- What do we know about Singapore in the 14th C? (How do we know this?)
🗑️ Site: Archeological Pit/ Keramat Sultan Iskanda Shah/ Maps & old sketches.
- Why was Singapore unable to stop the Japanese invasion in 1942?
🗑️ Site: Gun Emplacements/ Fort Canning Command Centre/ Battle Box

• **Sub- topic #2: What does historical fieldtrip look like?**

- ✚ Location 1: European Cemetery / Spice Garden / Fort Canning Gate



European Cemetery



Spice Garden



Fort Canning Gate

- Was Singapore an ideal location for early British settlers in the 19th C?
 - ✎ Site A: Interesting information about this site
 - Before it used to be a cemetery but now its function has been changed to the court of celebrating. It used for the poem reading stage or show and so on.
 - All the graves were remove and replaced by the written labels on the wall.
 - ✎ What are some possible data gathering strategies/ actives at this site?
 - Read the written-on label tomb stones to find out who are the majority victims who were died at that time, their age, races etc.
 - Observe the different types of tombstones, the size and “sacred word”.
 - ✎ What are some questions that students can ask to review their finding from this site?
 - Why did they die in a very young age?
 - What did happen at that time?
- ✚ Location 2: Archeological Pit/ Keramat Sultan Iskanda Shah/ Maps & old sketches
 - What do we know about Singapore in the 14th C? (How do we know this?)
 - ✎ Site D: Interesting information about this site
 - Many artefacts were found from the excavation site.
 - There are four layers of the ground and different types of artefacts were found at each different layers of soil.
 - Some artefacts such as the plates with some patterns are still being used in Cambodia.
 - ✎ What are some possible data gathering strategies/activities at this site?
 - Read the information provided by artefacts, things that were found there, read the historical milestone of SG history.
 - Observe the site, especially the ground and the artefacts display there.

- Use the technology board screen, where to show about the artefacts that found from each layers.
- ✂ What are some questions that students can ask to review their finding from this site?
 - Why do some artefacts look like what Cambodian are using in current time?



Archeological Pit



Keramat Sultan Iskanda Shah



Maps of Ford Canning Park

Location 3: Gun Emplacements/ Fort Canning Command Centre/ Battle Box

- Why was Singapore unable to stop the Japanese invasion in 1942?
 - ✎ Site H: Interesting information about this site
 - Bunker was used to protect all the military commanders from Japanese attack, or it's used as bomb proof.
 - Once they went in, they didn't come out, they live there, planed the strategies inside there.
- What are some possible data gathering strategies/activities at this site?
 - We can go into the Bunker to observe how it looks like, because there are many documents, videos inside the bunker.
- ✎ What are some questions that students can ask to review their findings at this site?
 - How many workers had joint to build this Bunker?



Gun Emplacements



Fort Canning Command Centre



Battle Box

- **Sub- topic #3: Inquiry level and process that teacher uses**

- ✚ In this fieldtrip, teacher used structured inquiry level to lead the process of leaning. Teacher started from providing the scaffoldings, text for students to read about the sites visit before they go for the fieldtrip. Teacher explained how the process of the trip looks like to students and let them ask question to clarify. Teacher provided the questions to students.
- ✚ Students follow sets process from the teacher. Students use scaffoldings, questions and sites location that provided by the teacher to investigate and gathering the data.
- ✚ At sites visit, teacher guided students site by site to them to explore and students collected data by listening and observing directly on places.

☞ **What we can do/apply:**

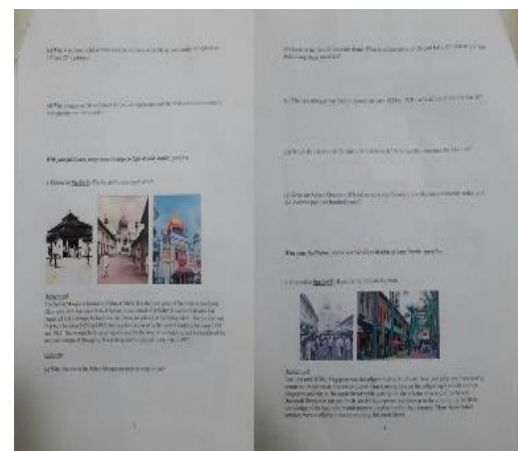
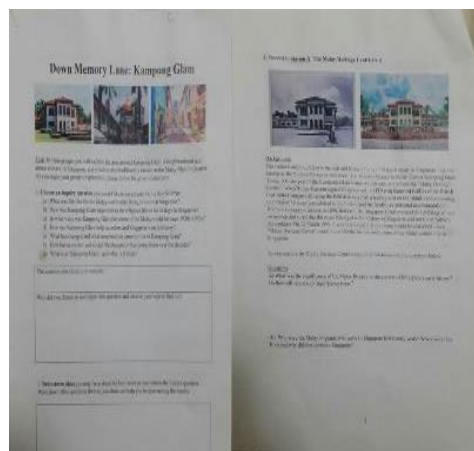
- In Cambodia historical classroom, we should understand that fieldtrip is significant for history class. In history, sources and skills are the keys elements for students to analyze, interpret and understand well about what did happen in the past.
- Teaching by fieldwork in history can also introduce in classroom by showing the photos, images or videos, background about important events...so those sources that provided by the teacher that allow students to explore, investigate, analyses and reflect about what did happen in that point of time. This classroom fieldtrip can do in case teachers have a limit of time and financial issues.
- However, visiting the real historical places are also important for student to better understand, empathy and reflect effectively about important events in the past. Historical site can create the fascinating for students to learn more about the primary and secondary sources. It will develop more inquiries for them to explore and will enjoy more about learning activities, not just sitting in classroom.
- The inquiry can also apply based on its level, it is good for teacher to consider depend on the objectives, concepts and contents in historical lesson. There are four levels of inquiry: Confirmation, Structured, Guided and Opened inquiry. In this fieldtrip teacher used the structured inquiry so it means that teacher provides the questions and set of process to students to learn. The students just follow the set of process of inquiry and then gather data, reasoning data, analyzing and reflecting based on each historical site.

Topic#20: Inquiry-Based Experiential Learning in Teaching of History III


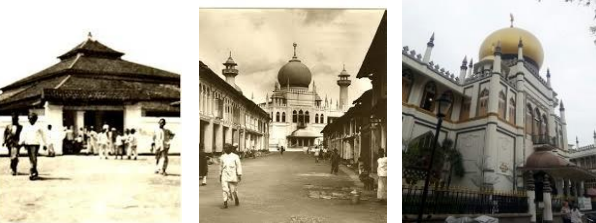




- **Sub-topic #1: Review Previous fieldwork**
 - *Reflecting field work at Historical resort of Fort Canning Park by reviewing of data getting from each site_ Gothic Gate, Walls with historic gravestones, Spice Garden, Fort Canning Gate, Archaeological Dig Exhibition, Sri Sultan Iskandar Shah, Fort Canning Battle Box, and Fort Canning Hotel (the former British Far East Command)*
- **Sub-topic#2: Applying Guided Inquiry in fieldwork at Kampong Glam**
 - **Topic:** Down Memory Lane: Kampong Glam
 - **Theme of Fieldwork:** Significant Malay community in Singapore History
 - **Objectives:** Students will:
 - be able to grasp the important ideas about previous / present of Kampong Glam
 - interpret various sources of information to support inquiry question
 - ✚ **Form of inquiry:** Guided Inquiry
 - ✚ **Stage 1: Sparking Curiosity**

Each group has to choose an inquiry question to investigate:

 - a) How was Kampong Glam important to the religious life of the Malays in Singapore?
 - b) How was Kampong Glam important to the religious life of the Malays in Singapore?
 - c) In what ways was Kampong Glam the centre of the Malay world between 1930s-1950s?
 - d) How can Kampong Glam help us understand Singapore's early history?
 - e) What has changed and what remained the same for life in Kampong Glam?
 - f) How has economic and social life changed in kampong Glam over the decades?
 - g) What was 'Kampong Glam', and what is it today?
 - ✚ **Stage 2: Gathering Evidence and Exercising reasoning**
 - Teacher provides students the worksheet with pictures, background of the stations with sub-questions support and initiate deeper thinking



- Students go to their location (station A,B,C,D,E,F) base on question that they choose and then collect data

<p>Station A: The Malay Heritage Centre (All)</p> 	<p>Station B: The Sultan Mosque (small group)</p> 
<p>Station C: Bussorah Street (small group)</p> 	<p>Station D: Jamal Kazura Aromatics (small group)</p> 
<p>Station E: Arab street: Shops along five-foot way (small group)</p> 	<p>Station F: Haji Lane (small group)</p> 

1. Students collected source and data and complete it in worksheet
2. Student conclude their investigation to response the inquiry question and report to other group and teacher
3. Teacher facilitate and solidity data.

✚ Stage 3: Reflective Thinking

1. Kampong Glam is important place for Singapore because:
 1. It gives younger generation a connection with their past, and offer them a sense of identity, history and memory
 2. It adds visual diversity to balance modernity with traditionally, cosmopolitanism with unique historical character and identity.
 3. It preserves to share heritage, culture, and past traditions
 4. For touristic appeal and promote appreciation of Singapore's ethnic, religious, and culture diversity

- **Sub-topic#3: Reflecting on Guided Inquiry**

Guided inquiry is to promote learning through student investigation. Students know how to work in inquiry process. The topic, inquiry questions, supplementary textual support and sub-questions are given to students to help them initiate deeper thinking. Teacher has to facilitate, identify and address the resources that are available. Students work through the inquiry process. They record the evidence/data that occur during their investigation and analyze how to summarize their finding. Finally, students interpret new information in light of the known concepts and their inquiry question.

👉 What we can do/apply:

In Singapore, fieldwork is compulsory as the government has invested heavily on this far-reaching outdoor education and has integrated it in the curriculum since primary education. Fieldwork can be both inside the country and abroad with a regulated student-teacher ratio, i.e. 20:1 and 10:1 respectively.

For this inquiry fieldwork, teacher applied guided inquiry, which is at a level higher than structured-inquiry, since teacher only provided choices of inquiry questions with some sorts of reading sources as scaffolding. Then students went to the spots and collected more data themselves with no more guidance from instructor.

However, in Cambodian context, it must be hard to adapt and might not be applicable at the very beginning. Nevertheless, the ministry of education as well as national and international stakeholders who have been involved with educational reform had better start gearing towards such experiential learning and emerge more pictures of it on educational platform. It could be started gradually from guided-inquiry fieldwork, the lower stage, even though it might take a very long time to reach a destination where students are self-directed learners.

Topic#21: Inquiry-Based Experiential Learning in Teaching of History III

Reflection about the field trip at FORT CANNING

(School visit to Yishun Secondary School (YSS))

- **Sub-topic#1: Learning Objectives**

- Understanding the secondary school's core programs
- Observe PETALS in teaching and learning
- Interact with school staff as part of edu-culture exchange

- **Sub-topic #2: Pre-visit information**

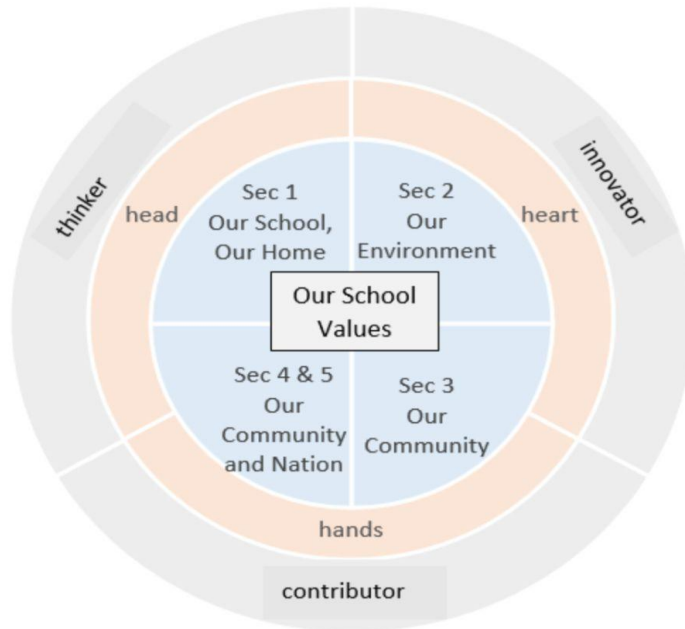
The school's distinctive programs are in the areas of Applied Learning Programme (APL) & Learning for Life Programme (LLP).

- ***School's Vision***
 - Quality mind
 - Caring heart
- ***School's mission***

To provide a well-balanced education to our student that develops their potential to the fullest intellectually, physically, morally, socially, emotionally and aesthetically, and prepares them to contribute to the nation.
- ***School's values***
 - Respect
 - Integrity
 - Resilience
- ***Desire outcomes for the students***
 - A thinker
 - An innovator
 - A contributor
- **Sub-topic#3: Actual visit**
 - ❖ During this school visit, we observed the following:
 - Pedagogy in action
 - Experience of learning by the students
 - Tone of the environment in school and classrooms
 - Types of assessment (where available) conducted in the classroom
 - Learning content used for teaching and learning
 - ❖ At the heart of YSS student centric learning, do find out more about the distinctive applied learning and learning for life programmes
 - Applied learning programme (APL)
 - Music Technology (ICT Music Tools)
 - Music Composition
 - Sound Design
 - Recording Arts
 - Video Creation / Editing (Media)
 - Learning for life programme (LLP)

Through the Leading with Empathy, Serving with Compassion @ YSS programme, we hope to achieve these outcomes.

 - Students will hone their leadership skills through the development of empathy skills and cultivate a sense of belonging to the community through purposeful service.
 - School will establish itself in the community.
 - Community-school partnerships will be strengthened through sustained and meaningful engagement.



VIA Framework @ YSS

- ❖ Any other areas of interest that we observed at the school
 1. Book shop in very cheap prices
 2. Clean canteen and healthy and cheap
 3. Computers Labs
 4. Art gallery
 5. Big library
 6. Smart class (smart board, LCD, ICT)
 7. Friendly and smart students
 8. Applied learning programme and learning for life programme
 9. Use concept-based learning and teaching
 10. CCA program
 11. No litter in classroom or around school
 12. Teachers' quotes or teachers' philosophy
 13. Enrichment class
- ❖ Photograph Session



- **Sub-topic#4: Post-visit debrief**

Our team prepare and share the 5 dimensions of PETALS with each group taking one aspect to share. Other groups add on their observations and reflection from different perspectives using the World Café approach. Finally, we get:

- Pedagogy for classroom:
 - Students center approach
 - Inquiry-based
 - Inductive method
 - Authentic learning
 - Hand on experiences
 - Concept-based
 - Collaborative environment
 - Cross-disciplinary
 - Experience of learning by the students
- Experience of learning by the students in classroom
 - Pair discussion
 - Asking questions
 - Work sheets
 - Class participation
 - Smart class (ICT)
 - Opened question
 - Think, pair, share
 - Kinesthetic-learner
- Tone of the environment in school and classrooms
 - Interaction between students and teachers by motivation
 - Phone box
 - Enjoyable using ICT in class
 - Collaborative
 - Good relationship between teachers and students
 - Comfortable canteen book shop toilet ect.
- Types of assessment (where available) conducted in the classroom
 - Students responded(quiz)
 - Students explained
 - Students drew graph
 - Students varied the context
 - Open-ended questions
- Learning content used for teaching and learning
 - Distinctive programmes (ALP, LLP)
 - Students learning space
 - Materials LCD, computers, hand out, work sheets
 - Concept across subjects
 - Academic programme
 - CCA
 - Students and teachers (Thinker, contributor, innovator)

☞ **What we can do/apply:**

After school visit, we have seen that school and classroom environment in Singapore are very clean and hygienic such as the canteen, wash rooms, library, gardens, playground and so on. These are the proof that the government as well as the school themselves are highly concerned about that since the surrounding environment also influences the teaching and learning process as well as cognitive development of the students. Furthermore, the schools also provide cheap prices for food, books and all stationeries for students because they are considerable about the students' economy. However, some schools in Cambodia lack the school facilities while some have enough facilities already but in poor conditions. Therefore, the Ministry of Education as well as stakeholders such as the Provincial Department and the school themselves should make improvement on that to make sure students have a safety and clean learning environment.

Topic#22: Inquiry Approach in the teaching of Social Studies I

• **Sub-topic 1#: Check-in**

▪ **Warm-up:**

Teacher warm up by getting students do activity to write about “**Expectation**” from this workshop and “**Questions**”

- Teacher provided green and yellow Post-it papers to students
- Quick wrote down individually about the expectations on green Post-in and questions on yellow Post-it from the three-day session about social studies
- There was a reporter from the group who was responsible for sharing to the class
- Teacher facilitated and summarized all expectations and questions.

Expectations and questions that we had are below:

Expectations:

- hope to learn about the process of applying inquiry in Social Studies;
- how to apply inquiry in Social Studies;
- strategies used in teaching Social Studies;
- how psychology can be used in teaching Social Studies;
- how teacher can facilitate when apply inquiry;
- how to identify big ideas and concepts in Social Studies;
- assessment in Social Studies.

Questions:

- How do we apply inquiry in Social Studies?
- Why is Social Studies important in school?
- Why do we need inquiry in Social Studies?
- How can teacher and students be ready in inquiry?
- How can we make good inquiry questions in Social Studies?
- What are the challenges that Singapore face in applying inquiry in Social Studies?

✎ **Purpose:** Teacher got students do this activity in order to provoke students' thinking, aligning with the inquiry teaching and learning. Moreover, this activity allowed teacher to be able to find out about the students' needs from the workshop as well as some questions that students might have in mind. By so doing, teacher could adjust what to be delivered and shared with students so as to meet their needs/expectations and to uncover questions came to their mind.

▪ **Getting to Know Each Other:**

- Teacher got each student to introduce their name and meaning if it carries some, where they are, the working place.
- Teacher used the map locating parts of Cambodia that students come from to call each of them to do self-introduction.

✎ This activity is really important for the first meet of the session because it helps build a good rapport between teacher and students. Moreover, it also makes students feel close to teacher because based on the act that he/she uses map, it can be proved teacher's eagerness in knowing more about the students adding on some background information s/he has already known.

• **Sub-topic 2#: Cambodia Social Studies Curriculum**

▪ **Brief Comparison between Cambodia and Singapore**

Singapore	Cambodia
a) Population: 5.7 million (Nearly 1/3 are foreigners and residents)	c) Population: 15.3 million (Mostly Cambodian)
b) Population/km ² : 7900/ km ²	d) Population/km ² : 86/ km ² (Cambodia population Census, 2019)

✎ This comparison was for drawing students' attention to see how much different it is between Cambodia and Singapore in terms of land size and demography in order for students to think of adapting what will have learned from the class into own context.

▪ **Social Studies in Cambodian Context:** Group discussion using BUZZ method (think and share openly)

✎ BUZZ: is one of the methods of co-operative learning strategy in which small groups of a few participants discuss a specific question to generate and come up with many ideas, to find the solutions for specific questions/issues, etc. within a specific period of time.

✎ The questions for discussion are:

- What is taught?
- Why is it taught?
- How is it taught?

- ☞ Teacher got students to work in a group of 3 or 4 to discuss the given questions
- ☞ Students shared openly with the group and then with the class
- ☞ Teacher facilitated

✎ From this method, teacher is able to know better about what Social Studies in Cambodian context is about and the reasons why those certain topics have been chosen as well as how they have been taught. Furthermore, it could shed the light on students' thinking so that they have some ideas to reflect Social Studies in Cambodian syllabus after learning about the Singapore.

• **Sub-topic 3#: Inquiry Approach in the Teaching of Social Studies in Singapore**

▪ **Objectives of the workshop**

- Understand the purpose, design and inquiry issues underpinning the Social Studies curriculum;
- Know and apply some protocols, strategies, and tools that could be used to facilitate inquiry learning in Social Studies;
- Engage in collaborative inquiry of a lesson that uses the inquiry approach in Social Studies; and
- Reflect and glean key learning points for effective strategies for students' engagement and empowerment.

▪ **The first objective: Understand the rational, design and inquiry issues...**

✎ **The Beginnings of Social Studies as a Subject in USA**

As early as 1916, Social Studies was seen as an important subject to:

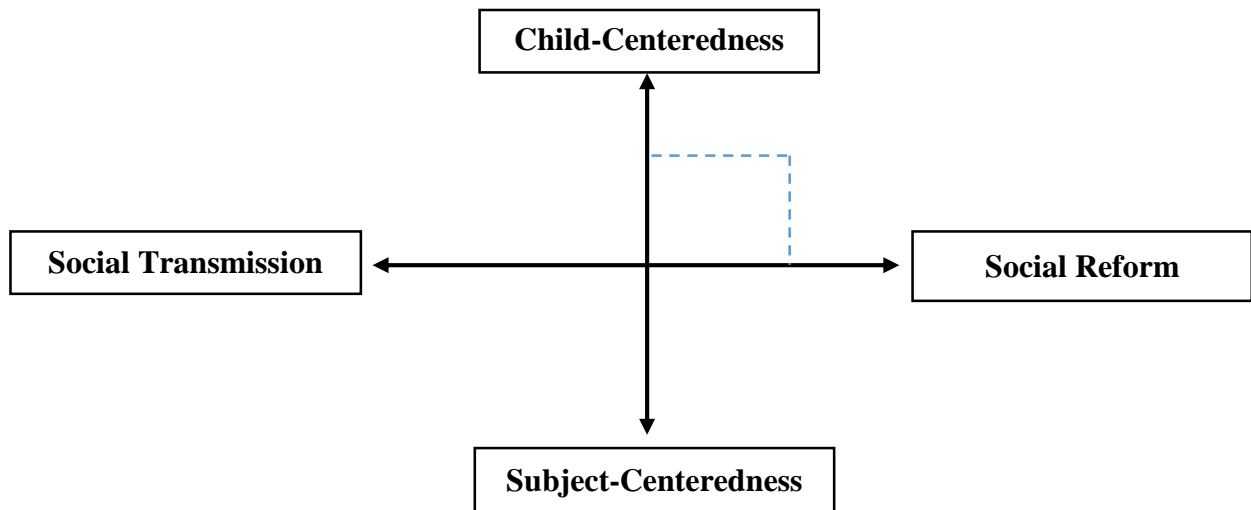
- ✚ Better prepare young people as citizens in a democratic society (Martorella, 2001)
- ✚ Adapt to rapid changes due to industrialization, urbanization and immigrants
- ✚ Respond to educators concerns that such rapid changes would disrupt social stability
- ✚ Help young people better understanding the changing world and become citizens who could help shape their communities and nation for the better. (Alder & Kho, 2017)

✎ **Orientation Towards Social Studies (What & Why?)**

- ✚ Goals and perspective toward knowledge, skills and teaching a Social Studies.
- ✚ Orientations affect the goals of SS; therefore, the teaching methods used, ideas about content and skills which should be emphasized.

<p>Bar, Barth and Shermis (1977) Social Studies viewed as:</p> <ul style="list-style-type: none"> - Citizenship transmission - Social science; and Reflective inquiry 	<p>Morrisett (1977)</p> <ul style="list-style-type: none"> - Transmission of culture and history - Social studies processes and subject matter - Reflective or critical thinking and inquiry - Study of social and political controversies with the aim of promoting social activism - Personal development
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✎ Where are you in your thinking about Social Studies teaching?



- ☞ **Child-Centeredness:** Teacher focuses much more on students learning process and development through providing them the opportunities and activities to explore or find out by themselves.
- ☞ **Subject-Centeredness:** Teacher focuses much more on the content or the subject only because sometimes there are a lot of content to cover.
- ☞ **Social Transmission:** Teacher just tells the students everything in the textbook.
- ☞ **Social Reform:** Teacher provides students the opportunities in the classroom to think, to make decisions as well as chances to explore and investigate things outside in the society by themselves with the supports from teachers and some other sources.
- ✚ Teacher got students do this activity by using Think Pair Share activity in order to reflect themselves where they are on the axis and then explain the reason why they are on certain position by:
 - Providing scaffolding to students with question
 - Grouping with 2 people (A & B)

- Let students think quietly with specific of time and invite them to stand up with their; partner. Face to face, **A** share his ideas to **B** and then **B** ask question;
- Then took turn the same as first round if you have time.

✚ This activity allows students to share/talk with their peer, create the conformable learning space for them to learn from peer and be active in class and with the respect of time. Moreover, students will know themselves whether or not they should change their perspectives in terms of teaching Social Studies.

▪ **National Council of Social studies (NCSS)**

- Social Studies is integrated study of the Social studies and Humanities
- Primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world (NCSS, 2010).

▪ **The Changing Purpose and Content of SS in Singapore Since 1984...**

Purpose	Content
<p>From About citizenship</p> <p>To For citizenship</p>	<p>From Core content (Essential for students and they must know because those content they have to use for their exam)</p> <p>To Core + dynamic content (How to know, explore, learn by doing, not only just to know the example but go and investigate issues.</p>

▪ **The purpose and philosophy of Social studies curriculum:**

- Preparation of our students to be effective citizens by helping students to better understand about the interconnection between Singapore and the world they live in;
- Appreciate the complexities of the human experiences.
- The SS curriculum aspires towards the educative growth of the social studies learner as an informed, concerned and participative citizen, at the end of the full Social studies education

▪ **Design Social studies curriculum:**

- Issue/themes based
- Ex: How to involve to the real world? What are global issues?
- The issues in social studies have to be related to the real world.
- Inquiry approach
- Topics are relevant to their lives and society they are living.

✚ From primary to secondary the social studies curriculum:

- + May have issues revisited;
- + Take on another perspective and
- + Become more in-depth

🔗 The features within design of Social Studies curriculum-NT please refer to link below: <https://www.moe.gov.sg/education/syllabuses/humanities>

▪ **The main Clusters of study in the Primary Social Study curriculum in Singapore:**

The 3 clusters are

- Discovering Self and Immediate Environment
- Understanding Singapore in the Past and Present
- Appreciating Singapore, the Region and the World We live in.

▪ **The main Inquiry issues in the Normal Technical (NT) SS curriculum in Singapore:**

The 6 issues are:

1. Living in a Multicultural society
2. Embracing Migration
3. Resolving Conflict and Building Peace
4. Protecting our Environment
5. Maximizing Opportunities in a Changing World
6. Caring Nation, Inclusive Society

▪ **The main Inquiry Issues in the Upper Secondary SS curriculum in Singapore:**

The 3 issues are

- + Exploring Citizenship and Governance
- + Living in a diverse society
- + Being part of a globalized world

▪ **The second objective: Know and apply some protocols, strategies and tools that could be used to facilitate inquiry learning in Social Studies...**

1) The Microlab Protocol

→ **Introducing Protocol:**

1. A series of steps to guide conversations
2. Goal-oriented: Used to help students engage in particular kinds of conversation to support particular kinds of learning.
3. Always done in a group (Though parts of protocols might be used individually)
4. Can be used across grade levels, subject areas, and topics.

→ **Purpose:**

- To support a group in discussing a topic effectively.

→ **In protocols there are:**

- Norms
- Purpose
- Steps
- Roles
- Facilitation
- Reflection

→ **Steps:**

- Give group of three
- Number off within each group: 1, 2, 3
- Period of silence for everyone to reflect quietly about the question.
- Ex about Question: From your country's context, what would be 1-2 issue (s) that should be included in your Social Studies curriculum in either primary or secondary school and WHY?
- Round 1: Number 1's in each group speak for 1 minute. (Others in group just listen)

Brief period of silence.

- Round 2: Number 2's in each group speak for 1 minute (Others in group just listen)

Brief period of silence.

- Round 3: Number 3's in each group speak for 1 minute (Others in group just listen)

Brief period of silence.

- Round 4: Open conversation for 5 minutes. (But you may not enter the conversation by continuing to talk about your ideas).

✎ **Microlab** Protocol is useful for student. This protocol can use for building up student's perspectives. During the application of this protocol students have chance to talk, learn and transfer knowledge to each other.

▪ **Question: What would our students need to know, understand and do in learning Social Studies?**

Let's Use the Chalk Talk Protocol:

→ At each table, use the butcher sheet and divide it into 3 segments and label 'KNOW', 'DO', and 'UNDERSTAND'

Know	Do	Understand

- Walk around the table and write your thoughts at each segment WITHOUT TALKING.
 - Debriefing: The Useful, When and Why using this protocol:
 - This protocol uses as an assessment for learning of the students. To assess what are the thing that students can learn and to know about the students' misconception.
 - teacher becomes a facilitator from group to group.
 - From this activity, teacher can clarify all the misconception of the students and sets up more effectively for the next session.
 - Teacher provides a fair chance to students to express their ideas. And in this protocol, everyone must participate.
 - **An important skill Ability to Read:**
 - ✚ In Social studies has both textual and non-textual sources so ability to read and understand is significant for meaning making.
 - Engage their prior knowledge and experiences to make connections
 - Through interpretation and evaluation of sources.
 - Generating ideas and considering different responses to the issues.
 - ☞ Reading is necessary thinking and learning tools for knowledge construction.
 - ✚ Reading Textual sources to understand the Content
 1. Using the Textual Rendering Protocol let us learn how this can help us in reading for understanding
 2. Handout for reading 1: Interaction in a Diverse Society
- 2) Text Rendering Experience Protocol**
- + At your table, designate a facilitator and a note-taker.
 - + Each person shares what they picked:
 - **First round:** Everyone shares the sentence they picked and why they picked it. (Add you post-it note to the group's butcher sheet)
 - **Second round:** Everyone shares the phrase they picked and why. (add your post-it note to the group's butcher sheet)
 - **Third round:** Everyone shares the word they picked and why. (add your post-it note to the group's butcher sheet)
 - The Text Rendering Experience Protocol
Ref Text: Tuning Protocol
(Please put your post-it on your Butcher sheet)

Sentences	Phrases	Words

- ✚ Purpose: To collaboratively construct meaning, clarify, and expand our thinking about a text.

☞ What we can do/apply:

✎ From this first session of Social Studies (SS) lesson, we can identify the differences between Singapore and Cambodia Social Studies. However, the good points and what we can apply in Cambodia context are below:

☞ **From the first objective:** Understand the purpose, design and inquiry issues underpinning the Social Studies curriculum;

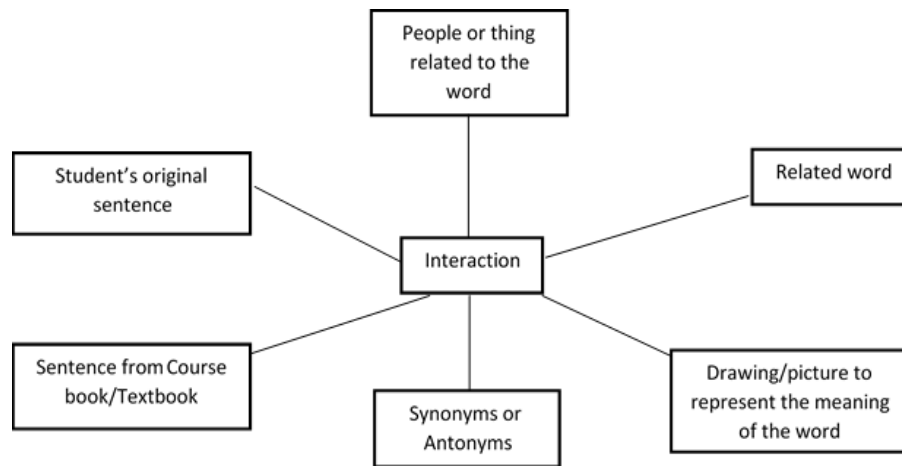
1. Teacher in Cambodia can learn about the orientation towards Social Studies in order to become a quality teacher in SS subject. To be a teacher, he/she should think about What and Why they teach. Is it really important for the future citizens or for the future nation of Cambodia?
2. Teacher should set clear goals and perspectives toward knowledge, skills and teaching strategies in Social Studies. Orientations affect the goals of SS; therefore, the teaching methods, ideas about content and skills should be emphasized.
3. The purpose, design and inquiry issues in SS curriculum show about how important of SS subject which is for building up a good child/citizen in one country (like Singapore). In Cambodia, the SS subject should not only focus on the content based but also teach Cambodian students about **how** they can become a good citizen by exploring, investigating, analyzing, interpreting and reflecting with the critical thinking skills to the authentic issues relevant to their lives, society and the global. All Cambodian children should understand about their values as a Cambodian citizen and how important their roles are to develop the country. The SS curriculum in Cambodia should be designed accordingly with both content and dynamic content, time and readiness of student and teacher.
4. The inquiry issues in SS curriculum is to prepare the students to be effective citizens by helping students to better understand about the interconnection between Singapore and the world they live in; and let them understand how can they contribute back to their country and the world by helping to solve the problem.

☞ **The second objective:** Interestingly, there are strategies, protocols and tools were introduced in this session that teacher in Cambodia could use to facilitate inquiry learning in Social Studies. These strategies are useful for making class become more active, fun and create a learning space for student to think, and learn from each other. Furthermore, they helps teacher to assess student learning and also allow teacher to clarify, reflect, provide effective feedback.

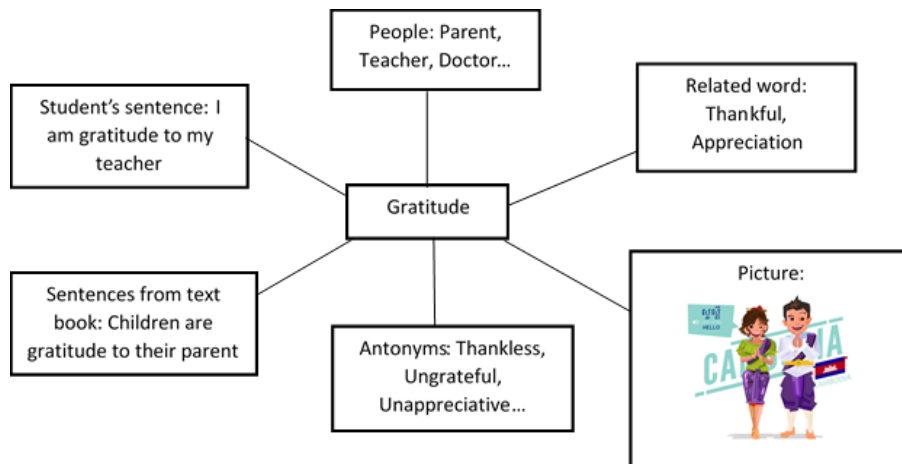
WEEK 8:

Topic#23: Inquiry Approach in the teaching of Social Studies II

- **Sub-topic #1: Assessment for understanding about prior knowledge**
 - ✚ Teacher uses 3-2-1 strategy to summarize and connect to learning today.
 - ✚ Teacher divides student 3 groups, all students list down:
 - 3 ideas of social study that I learnt about the purpose, design and issue about SS curriculum in Singapore
 - 2 protocols that I found suitable for my student that will help them to learn SS
 - 1 strategy to teach reading and understanding a text
 - 📎 **Key Idea:** Teacher wants to do assessment for understanding about prior knowledge and connect to the new learning today.
- **Sub-topic#2: Reading to understand concepts or vocabulary terms**
 - ✚ Strategy to understand concept/word



- ✚ Teacher provides handout for student to find the concept/word of Interaction.
- ✚ After students find the concept in the word interaction, teacher needs student to write a sentence that relate to the concept of interaction.
- ✚ Next teacher leads student in to group work and choose the word to teach a new concept for social study in Cambodia.
- ✚ Example of one group:



📎 **Key Idea:** Teacher directs student to understand the strategy of teaching concept/word.

- **Sub-topic#3: Reading Visual Text**

- ✚ Type of Visual text: Infographic, Graph, and political cartoon

- ✚ The techniques used in Political cartoons:

- Symbolism: Symbols are often used to represent idea and concept that students will need to understand in order to interpret political cartoon effectively.
 - Exaggeration: To show people or things in a way that is larger, better or worse than they really are in order to make a point, such as to flatter or ridicule what they represent.
 - Irony or Humour: Political cartoons may also use irony, which is deliberately pointing out the meaning of something or a situation that is usually the opposite of what it should be or expected to be.
 - Labelling: The explicit labelling of characters, objects or location in a cartoon represent the cartoonist's efforts to make clear what they stood for and is often used by political cartoonists to enhance the message of the political cartoon.

- ✚ How do we help our students to answer this question?

- What is the cartoon about?
 - What techniques has the cartoonist used?
 - What can you conclude about the message of the cartoon of the issue?

- ✚ Teacher leads student in pair to answer the below question by using this cartoon:



- ✚ After students finish their discussion, teacher leads students to put all papers on the table and gives sticker to the papers that they have opinions or for good description. Teacher facilitates all the papers and shows about good points.
 - 🗨 **Key ides:** Teacher demonstrates about the type of visual text and the technique of politic cartoon and the strategy of teaching politic cartoon.
- **Sub-topic#4: What is Inquiry Based Learning?**
 - ✚ Constructivist Learning: students will be better understand what they learn if they construct their own knowledge.
 - ✚ Inquiry is essentially a purposeful act of **seeking information or knowledge, activating prior knowledge, investigating significant questions, and constructing knowledge** “within a community that establishes the goals, standards, and procedures of study” (Levstik& Barton, 2001, p. 13)
 - ✚ It promotes student-center learning by creating opportunities for students to take ownership of their own learning rather than receive information purely through direct instruction.
 - ✚ Teacher can use KWL Strategy to use IBL. K: Know, W: want, L: learnt
 - 🗨 **Key Idea:** Teacher clarifies the process of IBL that need to understand some elements of inquiry such as Constructivist Learning, seeking information or knowledge, activating prior knowledge, investigating significant questions, and constructing knowledge, and student-center.
- **Sub-topic#5: Why Inquiry Based Learning?**
 - ✚ **It supports the development of Critical thinking skills**

It provides opportunities that allow the student into a self-reflective inquirer who thinks about his/her thinking and his/her doing. Inquiry questions provide the focal point for thinking, as students will investigate, extract, analyse and synthesise information.
 - ✚ **It promotes Knowledge Construction and Communication Skills**

Through the inquiry process, students will gain multi-faceted insights and understandings about issues as they engage in discussions supported by teacher facilitation. As students draw conclusions and judge whether conclusions drawn by others are supported by evidence, they will be empowered to discern and take responsibility for their own learning.

✚ **It supports the development of Metacognitive processes**

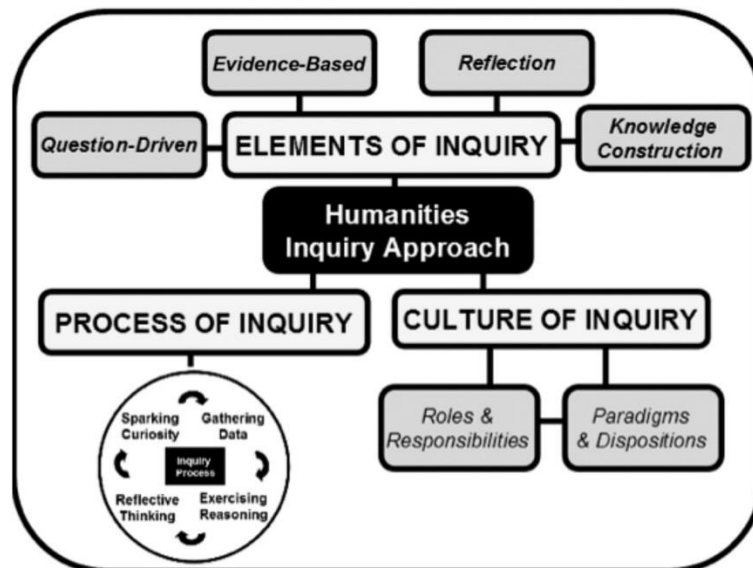
As students engage in the inquiry process of investigating into authentic societal issues, they explore various ways of thinking about these issues. Through this process of negotiating their understandings of the issues that they studied, students will become more aware of their own beliefs, assumptions and actions. In this way, inquiry facilitates reflective thinking and meaning-making by the students.

✚ **It prepares for 21st century living**

The increasing complexities of the global environment we live in has to make sure that the curriculum equips students with the knowledge, skills and values that would enable students to succeed in becoming effective citizens, workers and leaders in the 21st century. The complexities of the real world with the fluidity and multiplicity of perspectives require that our students are given the opportunity to inquire into these complexities, and construct their own understanding of the 21st century world in which they live.

🔍 **Key Idea:** Teacher shows about the important of using inquiry for teaching, it is very useful to build ability of student to prepare for 21st century living.

• **Sub-topic#6: Humanities Inquiry Cycle in Singapore**



✚ **The elements of Inquiry:**

- **Learning as Question-Driven:** Inquiry-based learning seeks to spark and build on students' curiosity, to create meaningful learning. Questions are

used to activate students' prior knowledge and challenge their assumptions, as multiple perspectives are presented for their consideration.

- **Reliance on Evidence:** The inquiry approach also requires students to justify opinions and beliefs using relevant and valid evidence. To achieve this, students must first ascertain what constitutes as 'evidence' in a discourse, which involves distinguishing between facts and opinions, and evaluating the reliability and usefulness of information.
- **Reflection:** the necessary evidence gathered regarding an issue, students proceed to create a working theory, where they move from experiencing a phenomenon, to creating a working hypothesis about that experience, to experiencing the phenomenon again to test the working hypothesis, and back to revise the hypothesis, and so forth.
- **Knowledge Construction:** When students ask questions, gather evidence and reflect on the different perspectives presented, they are actively engaged in knowledge construction, where they discover new ways of understanding and new ways of seeing things.

✚ Culture of Inquiry


- Role and Responsibilities of teacher and student
 - What would be the roles and responsibilities be like for teacher and student in an IBL classroom? Discuss at your table.

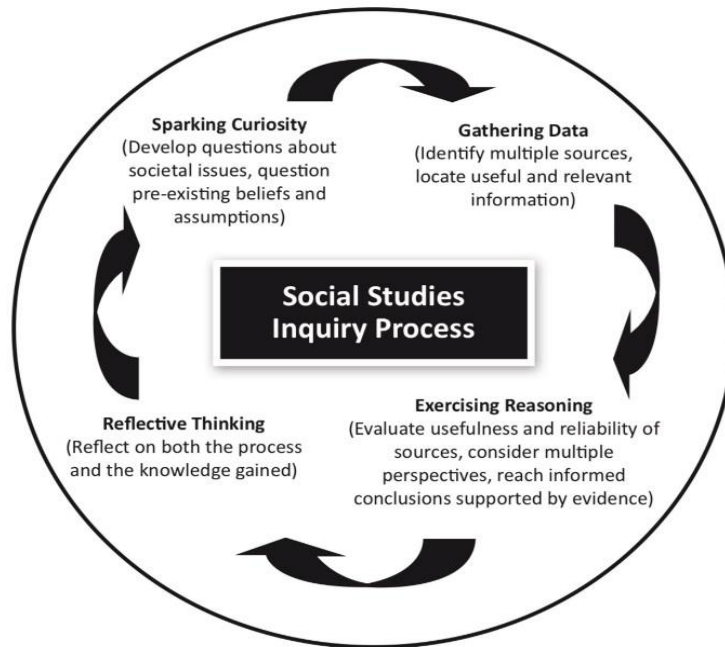
Student	Teacher
<ul style="list-style-type: none"> - Work collaboratively - Gathering Data/evidence - Investigating question - Sharing/presenting - Asking question - Making conclusion/meaning - Solving problem - Practicing 	<ul style="list-style-type: none"> - Guiding - scaffolding - Facilitate - Consolidate - Questioning - Modeling - Coaching - Sparking prior knowledge - Resourceful person - Catalyst

- Paradigms and Disposition
 - The paradigms mean to learn, and the role of teacher and student in the learning process. It is important to be aware of the various of paradigms of education because it influence about how student are learnt and how they are assessed.
 - Disposition means to the value, the commitment and professional ethics that influence to student learning, motivation, and supportive learning environment.

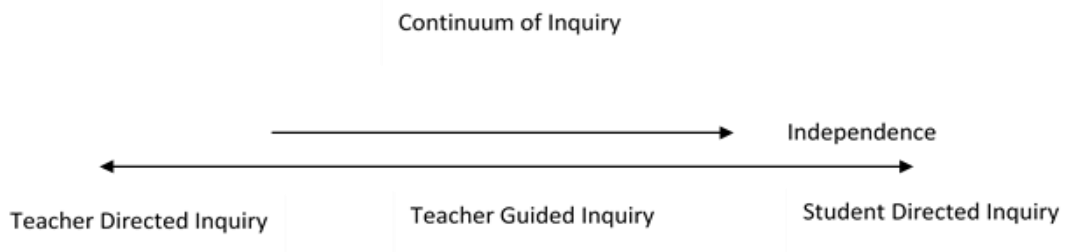
- Table of paradigms and disposition for Teacher and student

Focus	For Student	For Teacher
Learning	View Learning as understanding, not rote memorization or fact acquisition	Understand that new knowledge should build on prior knowledge, and not stand alone as isolate chunks of fact
Assessment	View assessment as a tool for learning, not just about examinations and grades	Use diagnostic, formative and summative assessment to support learning and inform practice
Knowledge	View knowledge as jointly constructed and tentative	Present knowledge as tentative rather than absolute
Responsibility	Accept ownership for learning as active participants, not passive recipients	Share the decision-making power and control with student whenever possible/appropriate
Collaboration	Value the collective wisdom of fellow student in the class	Promote collaboration while providing guidance when needed
Inquiry	Recognize the value of inquiry skill as being transferable to daily life	Model inquiry: teaching how to learn, not just what to learn
Questioning	Question, reflect constantly, not accepting information given without thinking critically about it	Encourage and directing questioning, not dominating the discussion
Resource	Explore multiple sources to understand complex issue holistically	Expose student to a variety of sources, not relying solely on the text book
Perspectives	Respect multiple perspectives and solution to an issue/problem	Accept multiple perspectives and solution to an issue/problem
Ambiguity	Accept ambiguity/uncertainty, not demanding the “right” answer	Will confront ambiguity/uncertainty and not seek avoidance

 **Process of inquiry**



- How we can guide our students in IBL: Continuum of Guide Inquiry



Stages of the Inquiry Process	Continuum of Guided Inquiry		
	Teacher-Directed	Teacher-Guided	Student-Directed
Sparking Curiosity	Students accept the given inquiry question to be investigated for the lesson(s)	Students scope the inquiry question provided into something that is manageable to be investigated for the lesson(s)	Students pose and define the inquiry question to be investigated for the lesson(s)
Data Gathering	Students are given the data directly or are given a list of sources of information to gather data from	Students are guided by the teacher to collect data from a variety of sources of information	Students determine what data is required to answer the inquiry question and proceed to collect it
Exercising Reasoning	Students are provided with data determined by the teacher and proceed to analyse the data and formulate explanations and conclusions as a class	Students are guided by the teacher when analysing the data they have gathered and formulating explanations and conclusions	Students formulate their own explanations and conclusions after being guided by the teacher in the analysis of the data they have gathered
	Students have limited choice regarding the end product	Students design their preferred form of the end product but adhere to jointly-established criteria	Students design their end product according to their own preferences
Reflective Thinking	Students are guided by the teacher in reflecting on the inquiry process and knowledge gained through the asking of guiding questions pertaining to each stage of the inquiry process	Students are guided by the teacher in reflecting on the inquiry process and the knowledge gained through the asking of guiding questions	Students reflect on the inquiry process and the knowledge gained and articulate them in writing
	Students are given steps and procedures to present their findings and reflections to an audience	Students are coached in the development of plans to present their findings and reflections to an audience	Students develop their own plans to present their findings and reflections to an audience, with reference to a simple checklist provided by the teacher

📖 **Key Idea:** It shows about the humanities Inquiry cycle in Singapore that needs to understand about element of inquiry, culture of inquiry, process of inquiry, and continuum of guided inquiry.

• **Sub-topic#7: Using Discussions as a Strategy in Social Study**

🌈 What is Discussion?

- A discussion is a dialogue between two or more people, involving the exchange of information and ideas on a topic. A good discussion is one that is well-planned and carried out in a way that presents several approaches of constructing knowledge.

✚ Why do we use discussion?

- Discussion-based strategies have an important place in the teaching of SS because they can be used to achieve the Knowledge, Skills and Values Outcomes.
- Preparing for discussion
 - Bring idea together
 - Elaborate and clarify
 - Support ideas with examples
 - Build on or challenge partner's ideas
 - Paraphrase; and
 - Synthesis
- Culture of Inquiry for discussion
 - Promoting a caring and safe environment for discussions:
 - + take interest in what is being presented;
 - + the language of affirmation when someone contributes ideas in class;
 - + create opportunities for all students to contribute their ideas; and
 - + work together to share and enforce positive classroom behavior.
 - Setting rules, routines and norms:
 - + Only one person speaks at a time.
 - + All ideas should be respected, even if they are different.
 - + There are no winners or losers in a discussion.
 - + No one should feel offended when their opinions are challenged.
 - + Before challenging an idea, the speaker must first affirm the previous speaker's effort for his/her contribution.
 - + Students should only focus on discussing about the issue at hand and not digress.

☞ Fish Bowl Strategy

- The usefulness of fish bowl
 - + Safe environment
 - + Learn from different perspectives
 - + Involved class
 - + Improve critical thinking, prior knowledge, and problem solving
 - + Encourage student to speak more

- Practicing
- + Teacher divides in 2 groups

Fish in bowl	Fish out bowl	Teacher
Students sit in cycle and discuss about the topic. They can discuss about course, affect, and solution.	Student out bowl as an observer the student in fish bowl about the discussion. After students in fish bowl finish their discussion, student out bowl will conclude about the idea of student in fish bowl.	Teacher as a guiding, facilitating, and consolidate.

☞ What we can do/apply:

Based on the result of group reflection, we found that Social Studies in Singapore seeks to develop the competencies of students to be informed, concerned and participative citizens by the Social Studies education. These competencies encompass the body of knowledge, skills and values expressed in the Philosophy of Social Studies. For Cambodia, We can apply the Inquiry Approach in Teaching of Social Study for the methods to teach social science in Cambodia. We can promote the strategy to understand concept/word. Inquiry Approach combines with using discussion, Reading Visual Text as strategies, will make a safe and fruitful environment for Inquiry learning. Encouraging students to ask questions and find the answers by themselves also help promoting critical thinking and collaborative learning.

Topic#24: Inquiry Approach in the Teaching of Social Studies III

- **Sub-topic #1: Making Connections to Day 2**
 - ✚ **Teacher made connections to Day 2 learning by using “Round Robin”**
 - “Round Robin” is a team share routine that asks one person at a time to explain their thoughts while the rest of teammates listen;
 - One of the benefits of having the whole team respond instead of partners is that you hear more diverse, unique viewpoints;
 - ✚ **Making connections with Round Robin**
 - As a table group (a group of 3 or 4), teacher used Round Robin to add learning points on what was shared and learnt from Day 2 session;
 - Each group member was not allowed to repeat the others had written;
 - But each group member can elaborate or give examples of what was done;

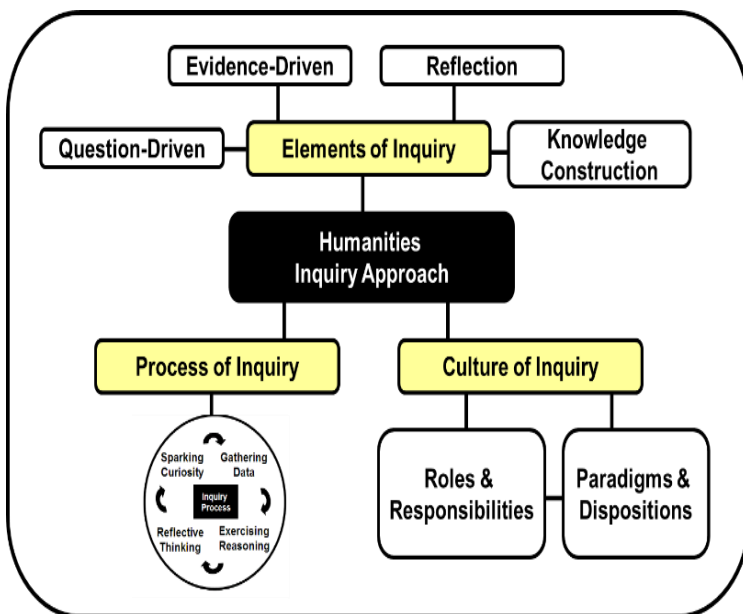
- Each person had 1 min to write;
- Each group was required to do 3 rounds
- Then all groups stick their butcher sheets on the board
- Each member in each group took turn to present the group's main points.
- Teacher facilitated and consolidated the answers from students.

The Main Points Summarized by each group was as below:

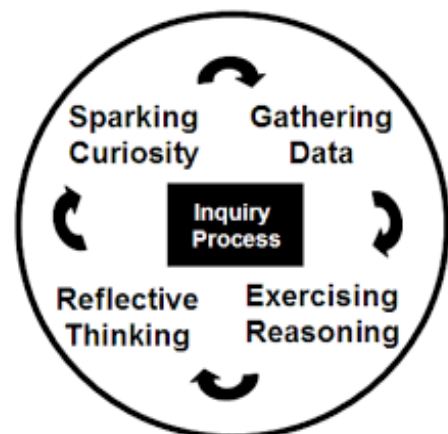
- Reading visual texts
- Some concepts in social studies
- Strategies to understand concept
- Message of the political cartoon
- Techniques to use in political cartoons interpretation
- Continuum of inquiry
- Assessment for understanding about prior knowledge
- IBL
- Fish Bowl
- A vocabulary diagrams
- Teacher and students' roles and responsibilities in inquiry classroom
- Cultures of inquiry (paradigm and dispositions)

• **Sub-topic#2: The process of Inquiry**

🚩 **The Humanities Inquiry Cycle in Singapore**



The Process of Inquiry



✚ How can we carry out IBL?

✂ Stage 1: What is Sparking Curiosity?

- As teachers attempt to spark curiosity amongst student, it is important to first activate the students' prior or pre-existing knowledge about these real-world issues, and to surface their pre-existing beliefs and views.
- It would also useful to identify questions that they have about this issue, i.e. gaps in their understanding that they would like to be addressed. In the course of the lesson, teachers can then seek to address these gaps in understanding.

☞ Teacher given a guided question for student to think:

“What does it mean to be citizen of Cambodia or citizen of Singapore?”

- Teacher got students use Post-It to write their answers.
- Then students stick their notes on the board.
- Teacher does a modelling on grouping the same answer and gave title called “Heading”. This tool is called **“Affinity Diagram/Map”**
- Teacher helps student to reflect and classify the answers,

Possible answers from the students:

- | | |
|--|---|
| + Protect my country | + Value of living |
| + Help developing educational system | + Good communication |
| + Vote | + The equal rights to go to school |
| + Live together in society | + Pay tax |
| + Hold (Cambodian nationality) | + Follow law |
| + Have a sense of belonging to Cambodia | + Care and respect to myself |
| + Collective memory | + Care and respect to other |
| + Nationalism | + Have a job |
| + Have a sense of caring for Cambodia as a whole | + Understanding the roles |
| + To be a Kind person | + Concerned Person of the nation |
| | + Understand about their identity |
| | + Follow our culture |
| | + Be a human resource |
| | + Involve more or contribute effectively in their society/country |
| | + Morality and gratitude... |

✂ *To be citizens of Cambodia, we must have rights, responsibilities, care, pride and contribution.*

✎ Stage 2: Gathering Data

- Learning extends beyond the classroom. Students should be encouraged to gather data from the variety authentic sources that reflect different perspectives on the issue that they are critically examining;
- The different perspectives can come from a variety of sources that are gathered by the student in the study of the issue or through issue investigation;
- Teacher asked the important question to make sure that a variety sources are reliable and relevant to the issue that students are working on.

“Where will you get your data from? Why?”

Students’ answers were as below:

- Textbook (secondary source)
 - Internet (About Cambodian citizenship)
 - Newspapers, articles, videos (primary sources)
 - Survey questionnaire (primary sources)
- ✎ Students go and collect data by themselves, but teacher can also help guide students where to look at so that they will know what sources are reliable to be chosen and why. So-doing is called **Student-Directed Inquiry**.

✎ Stage 3: Exercising Reasoning

- Students need to make sense of the data and extract relevant information from various sources that they will encounter. They need to describe, explain and analyses the information and infer potential implications;
 - Through the process of comparing and contrasting sources, they make connections in their knowledge and deepen their insights about the issue.
 - They apply criteria for evaluating the reliability and usefulness of the information, and develop informed conclusions about the issue. For instance, they may analyses the value of the interview findings they have gathered and compare them with official population statistics and reports to evaluate the extent of its usefulness.
 - Teacher can provide sources to students in SS such as:
 - Cartoon
 - Article
 - Text Book (infographic)
- ✎ Which sources are reliable? In order to know which sources are reliable, there are some questions to be asked: Who wrote it? What was said? Where was it said? When was it said? Then we make cross-referencing, meaning to make comparison with other sources so as to infer the key messages and find the similarities/differences, along with some reasons.

✎ **Stage 4: Reflective thinking**

- Reflective thinking is an integral aspect of inquiry and students ought to engage in reflection at every aspect of the inquiry process. This reflection can take place at two levels –reflecting on the process and reflecting on the knowledge gained;
- When students engage in inquiry, they are challenged to reflect on their current understanding of the issue. They will be guided to surface their assumptions, biases, values and beliefs that shape their thoughts, feelings and actions towards the issue;
- Reflective thinking is positioned here as the final aspect where the teacher consolidates all the learning points gained and conclude the whole inquiry process;
- Compared between the old result and the new one result; (example: citizenship of Singapore in 1965 and in 2010)

✎ In this step, students do not only reflect on the process but also reflect on the knowledge. All the steps in the process of inquiry is an iterative not a linear. After the reflection, students can construct new knowledge adding on their prior knowledge. However, not every lesson in Social Studies is Inquiry lessons; there are some lessons that teacher merely need to lecture as well.

✚ **Process-oriented inquiry and Afl**

Observe a video teaching:

<https://www.youtube.com/watch?v=DDdv3JXJ2nU>

▪ **What students do in Social Studies classroom:**

- Read sources
- Ask questions
- Identify, observe, record events, places and things
- Discuss, make decisions, analyses
- Interpret
- Give input feedback
- Define a word/concepts

• **Sub-topic#3: Why? - Use of ICT in IBL in Social Studies**

- The advancement of Information and Communications Technology (ICT) has brought about changes and new possibilities in the way people interact and communicate.
- It allows us to access information and resources via the Internet and facilitates communication among people across space and time boundaries;
- Students are highly connected to the digital and social networks in their daily life;
- Using ICT tools has become a commonplace for students, and these tools also shape their learning. Using ICT tools has become a commonplace for students, and these tools also shape their learning;

- Teachers can leverage on students' familiarity with ICT tools to draw connections between students' learning and their daily experiences;
- Here are a variety of ICT Tools;
 - **Kahoot** (<https://kahoot.com/what-is-kahoot/>), Kahoot! is a free game-based learning platform that makes it fun to learn any subject, in any language, on any device, for all ages!
 - **TodaysMeet** (<http://todaysmeet.com/>) **Chatzy** (<http://www.chatzy.com/>) Micro blogging backchannel that allows users to chat in a virtual room in real time
 - **VoiceThread** (<http://voicethread.com/>) An Internet application that allows users to create a slideshow of images or video and all can comment on each photo by text, audio or video. Users can annotate on top of the slideshow as they record their comments, showing their thoughts in action. Useful for exercising reasoning and reflective thinking.
 - **Wallwisher**(<http://www.wallwisher.com/>) **Lino** (<http://en.linoit.com/>) An Internet application that allows users to express their thoughts on a common topic through an online noticeboard. [**Note:** Supports the 'exercising reasoning' stage when students try to make sense of the different pieces of information presented to them
 - **TitanPad** (<http://titanpad.com/>) An online document collaboration tool which works in real time. It allows users to work on the same document at the same time.
 - Scriblink (<http://www.scriblink.com/>) **CoSketch** (<http://cosketch.com/>) An online whiteboard that allows users to collaborate in real time. Features include a built-in chat, image uploading, and file sharing.
- **Sub-topic#4: Examining an Inquiry Based Lesson in Social Studies & Plan for an IBL in Social Studies**
 - Teacher got students discuss in group of 3 or 4 about the three questions below to create the lesson plan:
 - **What are important features in an IBL lesson plan? Why?**
Students' answers were as below:
 - Guiding questions
 - Knowledge outcomes
 - Detailed Knowledge outcomes
 - Detailed syllabus contents
 - Skills, values outcomes
 - Lesson Plans with detail strategies and sources
 - Duration/weeks
 - Concepts/understanding
 - Issue, level, overview

▪ **What will you need to have in an IBL lesson plan?**

Students' answers were as below:

- A big inquiry question and guiding questions
- Sources
- Activities aligned with the lesson processes and outcomes
- Key concepts/understanding
- Specific strategies
- Setting a culture of inquiry
- Guiding question
- Duration
- Students' skills

▪ **What will the teacher have to prepare BEFORE, DURING and DO for the lesson? Why?**

Before

- Understanding objectives
- Knowing students' learning style
- Environment
- A big inquiry questions
- Guiding questions
- Students' prior knowledge
- What are sources (preparing sources and teaching materials)
- Strategies
- Assessment tools
- Learning outcomes
- Scaffolding about concepts and understanding

During and Do

- Implement activities follow the step of lesson plan and IBL
- Provide clear instruction (direct and guide students)
- Facilitate by asking question
- Give students' opportunity and engage student to participate
- Check understanding
- Share ideas
- Do assessment for learning
- Provide feedback
- Divide group discussion
- Use teaching materials and sources
- Provide model to student
- Manage the time
- Use ICT
- Motivates student
- Use co-operative learning
- Consolidate
- Evaluate

- ✎ The lesson plan of inquiry in Social Studies is very important because it helps teacher to be well-prepared, manage the time, control and solve the anticipated problems during class, help teachers be on the right track, and be flexible.

☞ **What we can do/apply:**

- ✚ Based on the main objectives in this session, the good points that we can take away to apply in Cambodia are:
 - Starting new session by making connection to the previous one, teacher can provoke the class by using the Round Robin strategy. This strategy is very useful because it helps make the class more active and provides the opportunities for all students to participate and share their ideas about what they have learnt. Teacher can do this as an assessment for learning in order for knowing about the level of students' understanding and misconception. Teacher can clarify, reflect and provide feedback for their students and prepare for the next lessons more effectively.
 - From the process of inquiry in Social Studies, for teachers who teach Social Studies should introduce the 4 inquiry steps to support teaching. Sparking curiosity in Social Studies means that teacher uses the important question related to the real issues so that students can observe, investigate, analyze, using their critical thinking, and get involved in helping solve those problems. In Social Studies, teacher can use images, videos, cartoons, articles, newspapers, internet, and textbook to spark the curiosity of the students. The 4 steps in inquiry process can be adopted to improve and create a culture of inquiry for teachers and students in Cambodia as well. To develop a lesson plan in Social Studies in Cambodia in this 21st century teaching, teachers should integrate the inquiry model into the third step of the in-use lesson plan.
 - Using ICT tools to support in teaching activities is crucial for the 21st century classroom. There are some common ICT tools that teachers can use, including Kahoot, VoiceThread, Wallwisher, TitanPad, Scriblink, etc. All these tools can create a modern learning environment and spark the interesting of students during learning session. Furthermore, these can support teaching and learning process to be more scientific. Teachers in Cambodia can Google and use these tools for free.

Topic#25: Citizenship Education and Nation Building: The Case of Singapore

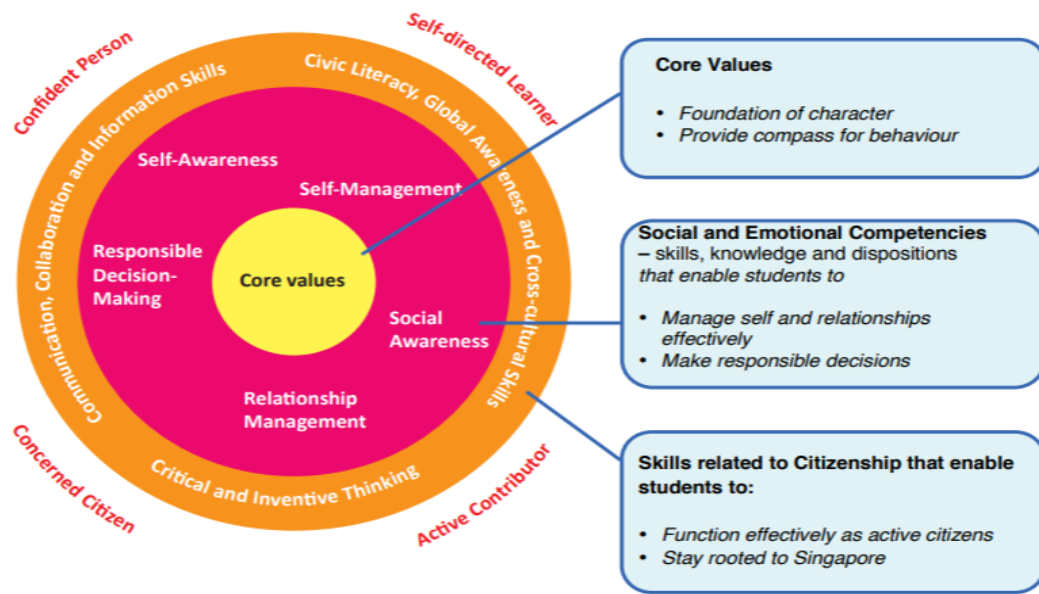
- **Sub-topic #1: Warm up by group work**
 - ✚ **Q1:** Where can citizenship with occur?
 - ✚ **Q2:** Who is responsible for that?
 - ✚ **Q3:** Why is it important?
 - ✚ **Q4:** Why should school take the duty on this task?

- + **A1:** Citizenship can occur :
 - school (classmate , principle, teacher)
 - society (culture, friend, religion, neighbor)
 - government (law, services, leadership)
 - media (TV, radio, internet, social media)
 - family (parents, relatives, sister, brother, grandparents)
- + **A2:** Next generation is responsible for that include:
 - Government
 - community
 - Family member(parents)
 - school (teacher, principle, peer)
 - Individual
 - UNESCO agencies
- + **A3:** It is important because of :
 - Values (gratitude, caring, respect)
 - Character
 - Morality
 - Education - Job
 - Contribution
 - Nationalism
- + **A4:** School should take this duty on this task because:
 - The place that provides education and morality
 - where students spend much time
 - Schools have teacher (professional educators) teach next generation
 - Where educate special model and apply in society.

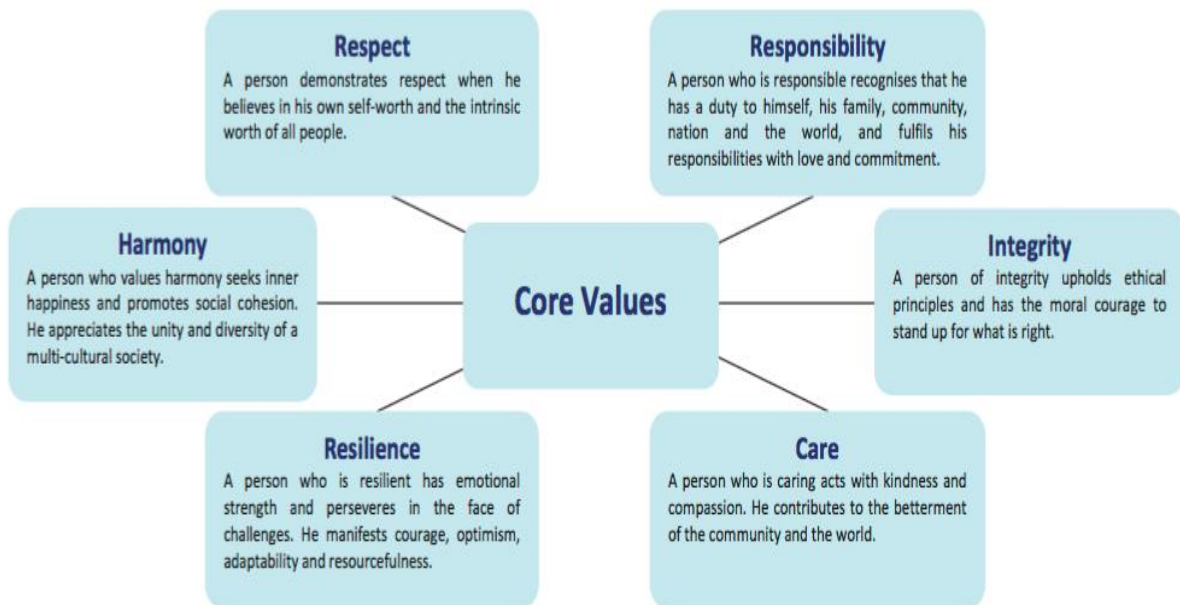
- **Sub-topic#2: The Change of Character and Citizenship Education From 1959 - 2006-now**

- ✚ Ethics(1959)
- ✚ Civics (1960)
- ✚ Education of Living (1970s)
- ✚ Good citizen (1980s)
- ✚ Religious Knowledge (1980s)
- ✚ Civics and Moral Education (1990-2012)
- ✚ National Education 1996 focused on develop character of students; for example,
 - Primary School: I love my country
 - Secondary School: I must know my country
 - Junior College : I must lead my country
- ✚ Social and emotional learning 2006....(focus on students know themselves , can manage themselves, make relationship with others, and make responsible decision)

- **Sub-topic#3: Framework for 21st Century Competencies**



- **Sub-topic#4: Core Values in CCE (Singapore)**



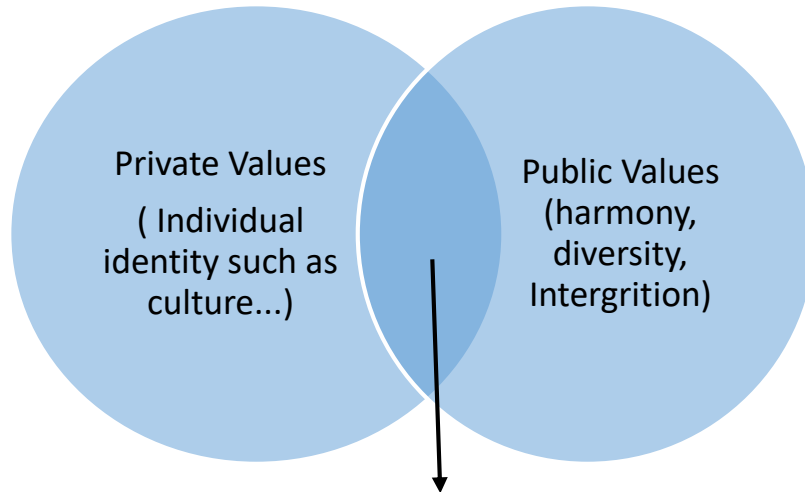
- **Sub-topic#5: Concept of citizenship and understanding citizenship in Singapore**

- **Concept of citizenship**

- **Key ideas:** What “is” (Diversity, Plurality, The voice of the state)?
What “ought to be”?
 - **Detail ideas:**
 - **What is?** refers to Citizenship definitions that are in line historical, nationalistic, or cultural values that **preserve the social and political status quo** “ What is?”

- What “ought to be ?” refer to Social reconstructionist enterprise- fighting for a new social or political order, usually based on values believed to be universal such as democracy, social equality, and economic justice.

✚ **What is Our “Common Space”?**



Common Space: (social, cultural, sport event)

☞ For example: Chinese eat pork, but Malaysian doesn't eat pork because they have private Values, but they can join to sit eating together.

✚ **Understanding Citizenship**

- The complexities of this term are:
 - No universal definition
 - Definitions influenced by philosophy, history, culture, tradition, modernization, etc.
 - So we can use autonomy technique to understand about term citizenship according to country.

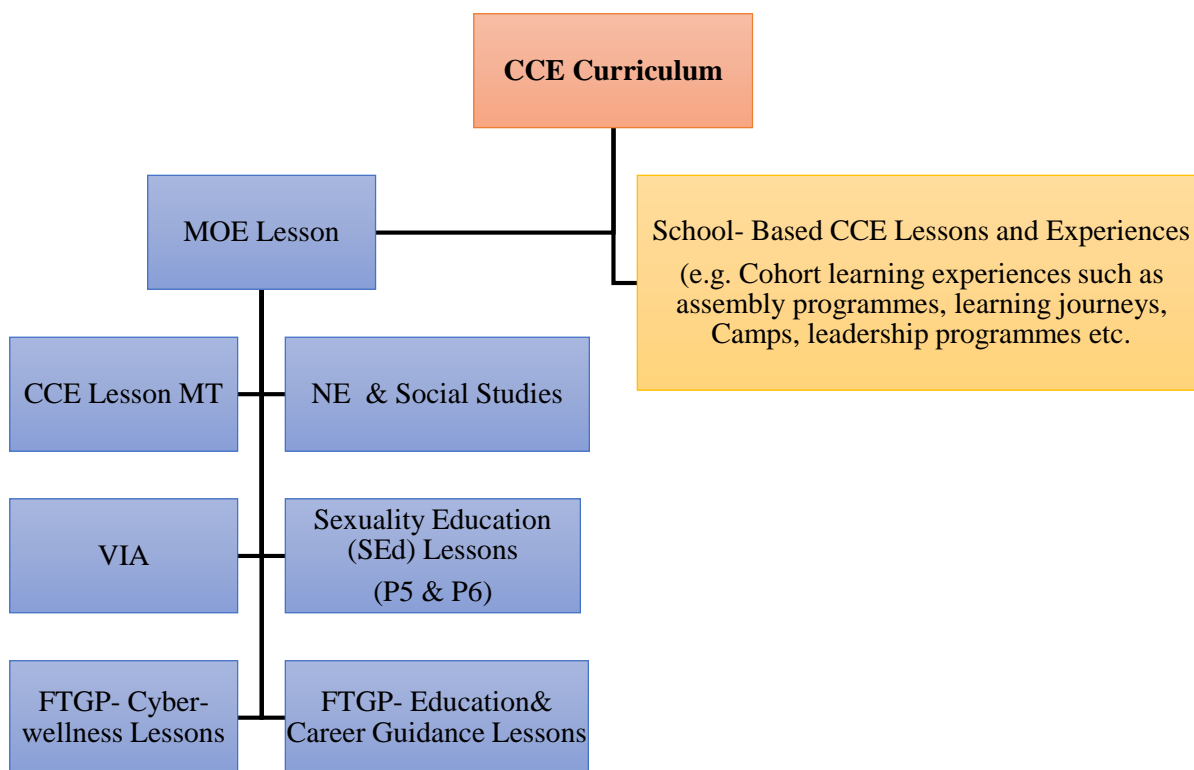
• **Sub-topic#6: Discussing whole Class about What is Cambodia? (Apply Concept of Citizenship in Cambodia)**

- ✚ History (Angkor Wat temple, King , civilization , civilization)
- ✚ Values(Buddhist, friendly, honestly, gratitude, respect...)
- ✚ Culture (Khmer Language, song , clothes, dance, food)
- ✚ Natural Resource (mountain, flower...)

☞ We need to keep all things that we have forever as much as we can.

☞ (What ought to be?)

- **Sub-topic#7: Overview of CCE Curriculum**



- **Sub-topic#8: CCE Program**

- ✚ **For Key personnel**

- Objective:**

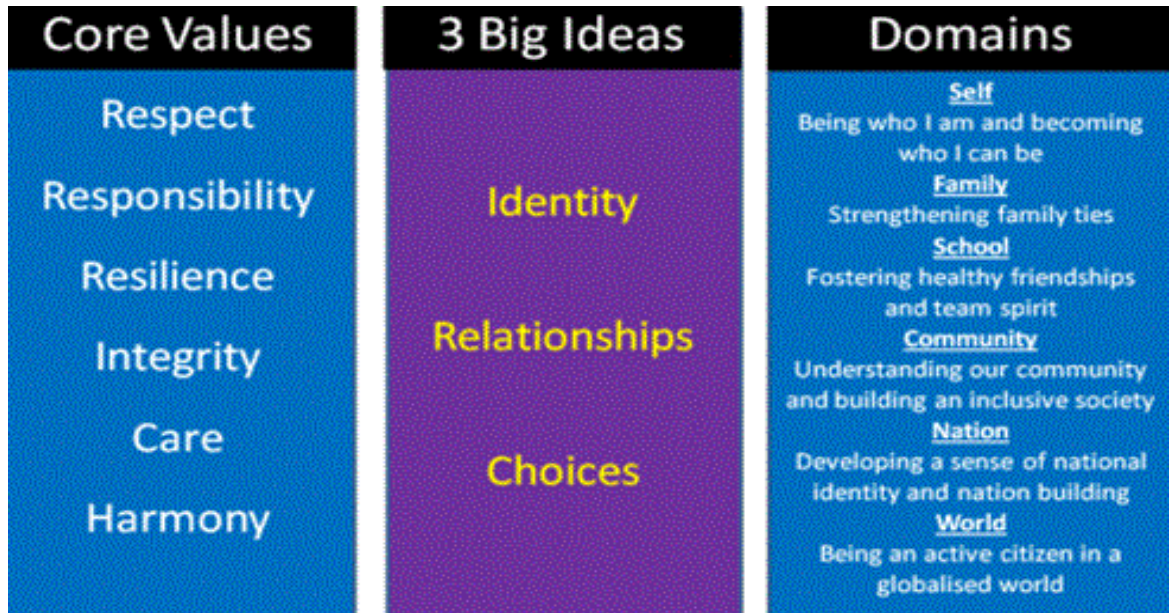
- To have a **BIG PICTURE** of school's program to develop **Values** in all pupils.
 - Understand what it means to be a **Leader** to **teachers** in their journey of **facilitating** CCE.

- ✚ **For Teacher**

- Objective:**

- Understand what it means to be a CCE Teacher
 - Be familiar with **4CCE Skills**
 - + Be other- centered (through moral reasoning using the cognitive development approach)
 - + Build empathy (through perspective- taking using the consideration approach)
 - + Practise positive values (through responsible decision making using the modified values clarification approach)
 - + Develop wisdom (through reflection)
 - To have a **BIG PICTURE** of school's program to develop the personal Qualities of pupils.

- **Sub-topic# 9: Key Features of CCE Syllabus**

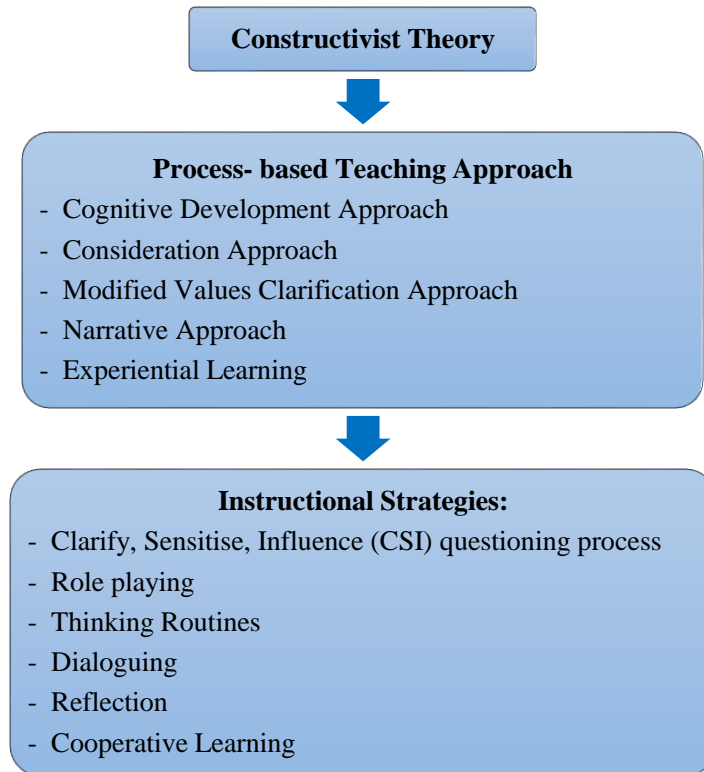


- **Sub-topic# 10: 8 CCE Learning Outcome**

- LO1 Acquire self-awareness and apply self-management skills to achieve personal well-being and effectiveness
- LO2 Act with integrity and make responsible decisions that uphold moral principles
- LO3 Acquire social awareness and apply interpersonal skills to build and maintain positive relationships based on mutual respect
- LO4 Be resilient and have the ability to turn challenges into opportunities
- LO5 Take pride in our national identity, have a sense of belonging to Singapore and be committed to nation-building
- LO6 Value Singapore's socio-cultural diversity, and promote social cohesion and harmony
- LO7 Care for others and contribute actively to the progress of our community and nation
- LO8 Reflect on and respond to community, national and global issues, as an informed and responsible citizen

- ✎ Learning Outcome 1 to 4: Focus on Character
- ✎ Learning Outcome 5 to 8: Focus on Citizenship

- **Sub-topic# 11: Guiding Principles and teaching and learning**
 - Every teacher is a CCE teacher
 - Values are both caught and taught
 - Engaging students through varied modes of delivery
 - Parents as key partners.
- **Sub-topic# 12 : Strengthening Teaching and Learning in CCE**



✚ **Process- based teaching approach**

- **Cognitive development approach:** By exposing students to hypothetical moral dilemmas, teachers may gauge students' level of moral reasoning and use CSI (Clarify, Sensitive and Influence) type of questions to enable students to progress from a self-centred perspective to higher stages of moral development.
 - ☞ **More detail about Moral reasoning:**
 - + Fear of Punishment/Desire for Rewards
 - + Self Interest
 - + Conformity to Role expectation
 - + Respect for Authority
 - + Community Good
 - + Universal Ethical Principles

☞ **Benefit of Moral reasoning:**

- ✓ Examine the motives behind a decision or action
- ✓ Reflect on whether the motives are self-or other- centred
- ✓ How can we help students to move from a self-centred perspective to one that is other-centred? Why should/ How can we motivate our students to do so?
- **Consideration Approach:** builds empathy by encouraging students to engage in perspective- talking so that they understand the thoughts and feeling of others, and consider them when making moral decisions.
- **Modified Values Clarification Approach:** guides students through a step-by-step Responsible Decision Making process that includes identifying and evaluating options, making a decision, taking a stand and living according to one's convictions.
- **Narrative/ Story- Telling Approach:** involves the telling of stories to facilitate the internalization of values. It also provides students with the opportunity to clarify their feelings through reflection.
- **Experiential Learning Approach:**
 - + Students are engaged in learning both in and out of the classroom.
 - + They go through a cycle of experiences, observation, reflection and application→ internalize values through the application of skills and knowledge in real-word situations.

✚ **Instructional Strategies**

- **Instructional Strategies- HOT SEAT (Role Paly)**
 - Step1: Place a chair in front of the Circle as the “ Hot Seat”
 - Step2: Assign a pupil to take the “Hot Seat”. This pupil will take on a character's role as described in scenario.
 - Step3: Using CSI(Crime Scene Investigation) questions, get the rest of the pupils to ask the pupil in the “ Hot Seat” questions about his/her feelings, views and reasons for his/her action(s). The participant in the “ Hot Seat” will respond with “ I” statements (e.g. “I think... I feel... I did this because...”)
- **Reflection**
 - Think back: Recall an experience/situation
 - Learn from it: Think about What you have learnt from it
 - Do it better: Consider how this learning has changed you for the better and how you can apply this learning in the future.

☞ **What we can do/apply:**

- Citizenship Education and Nation Building is one of important subjects that the Cambodia MoE has to take into consideration and put in the National Curriculum. This subject consists of 6 main core values which are useful for every student to become not only good citizens, but also future contributors. Moreover, students learn to make responsible decision, and using knowledge to go through their head, they can keep it in heart such as caring about what they do or have. Finally, they can use their hand to make harmony, resilience and integrity.
- Learning Outcomes of CCE can also develop students into such as; for character, they have self-awareness to manage themselves to control themselves by not do anything wrong. They can value themselves, must love themselves. They possess social awareness and apply interpersonal skills to build and maintain positive relationship based on mutual respect. They can have ability to turn challenges into opportunities. Teacher should start teaching citizenship education to next generation because school is a place to provide knowledge and morality. Students must be taught the Values of good citizenship in the future.

WEEK 9:

Topic#26: Interim Program Debrief and Reflection with Learning Journey 2

- **Sub-topic #1: Teaching History the craft of a Historian**

- 21th century learner

- Experiential: learn from history for future.
- Participatory: involving or characterized with history.
- Imagination: using creation link to invent.
- Connection: bound and empathy to people in past.

- Inquiry question

- Question base on level of bloom taxonomy
- Asking a good question
- Answer with evidence
- Question up on the question (Ex. What you see in picture? After student answer teacher need to ask more questions why you said like this?)

- **Sub-topic#2: Conceptual skill in History Education**

- Change and continuity
- Cause and Consequence (or causation and effect)
- Similarity and different
- Historical Empathy

- **Sub-topic#3: The Inquiry Approach**

- The use of Inquiry is at the heart of teaching and learning.
- Could develop critical thinker and independence learner.

- Using Primary source and secondary source.

- **Sub-topic#4: Cycle of Historical Inquiry**



- **Sub-topic#5: History Fieldtrip Approach**

- Fieldtrips offer teachers and students unparalleled opportunities for an enriching teaching and learning experience.
- The best way to apply historical approach in fieldwork for collecting data.

- **Sub-topic#6: Teaching Model of Historical Fieldtrip**

- Model use three keys learning process
 - Observation
 - Evidence-based learning
 - Question

- **Sub-topic#7: Constructing Knowledge Using Political Cartoon**

- Political Cartoon: cartoons are drawn with the intention to make a statement but a direct and fun way.
- Political cartoon use two techniques:
 - Symbolism
 - caricature



Osaka Puck, February 1942

☞ Step for reading political cartoon

- Identify the symbols and decide what each represents.
- Identify the caricatures and decide who each person represents.
- Read all labels and captions.
- Summarize the viewpoint of the cartoonist.

• **Sub-topic#8: Learning Journey to *at-Sunrice Globalchef Academy***

- Orientation and welcome to at-Sunrice
 - Background
 - Aim
 - System
- Learning life skill with cooking and practice
 - Divided three group for making three kinds of food
 - Going to different kitchen with chef leader
 - Observation
 - Practice

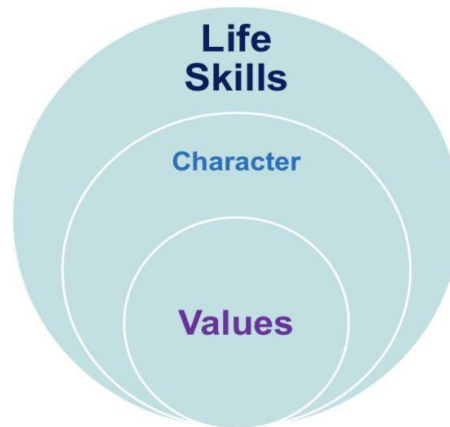
☞ **What we can do/apply:**

- Interim Program Debrief and Reflection session enable us to review and connect to applying inquiry in history by using inspired question, political cartoon and also leading fieldtrip that we have studied in previous session. It also reinforces our knowledge and capacity for leading students during process of inquiry especially how to provide respond after receiving answers from them. Furthermore, we could apply how to construct the knowledge of students by using pictures and documents that show the people and the places in the past.
- And Learning Journey to *at-Sunrice Globalchef Academy* has motived us to contribute in vocational training, life skill study (preparing food) and working as team. For teaching life skill and vocational training in school the teacher must apply :
 - ☞ preparing equipment and materials
 - ☞ practicing skills and demonstrating the steps for student observation.
 - ☞ student practice with teacher observation.
 - ☞ providing help and aid around students.

Topic#27: Teaching Values and Character through Sport: the Singapore Story

✚ Content

- ❖ Roles of sports in values and character development
- ❖ Effectiveness of values and character program
- ❖ Strategies used in teaching values and character in Singapore
- ❖ Conclusion



- **Life Skills:** are those internal assets, characteristics and skills such as goal setting, emotional control, self-esteem, and hard work ethic that can be facilitated or developed in sport and transferred for use in non-sport settings. (Gould & Carson, 2008)
- **Values:** are the principles and fundamental convictions which act as general guides to behavior, the standards by which particular actions are judged to be good or desirable. (Halstead & Taylor, 2000, P.169)
- **Character:** is a life that complies with such virtues as justice, honesty, and compassion. (Arnold, 1999, P.42)

☞ *Life skills, values and character development are very important because they are the birth of everything. For instance, in scientific field, if a scientist has won many prizes or award, but he is thoughtless and has negative character towards the harmony of the globe i.e. the respect to human, then he probably endangers the mankind at any time he wishes. Therefore, if we value the education of “Life Skills, Values, and Character”, we must contemplate the extension of its significance and how much time we have to spend on teaching them.*

- **Sub-topic #1: Sports in Values and Character Development**

❖ Roles of Sports

- Promote positive effects on the social development and prosocial behavior of youths (Bailey, 2000).
- Develop core values, social-emotional competencies, 21st century competencies (MOE, 2014)



❖ Benefits of Sports Participation

Besides physical advantages, sports contribute to many other developments in participants such as:

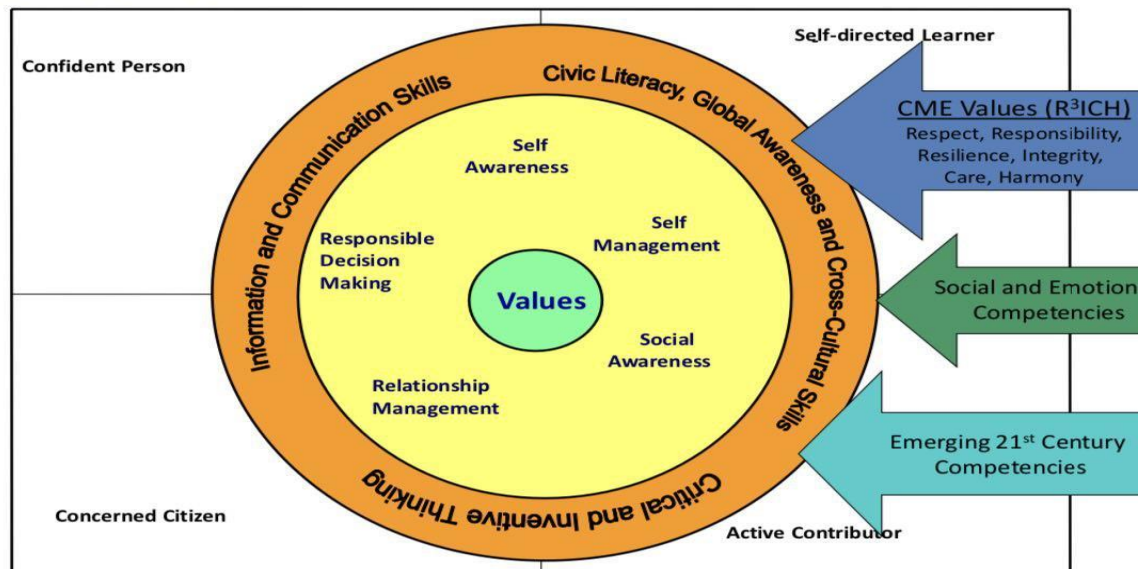
- **Teamwork:** teamwork is a key to success. In sports, you have to collaborate with other team members in order to win. Likewise, to succeed in education, a student needs to work hand in hand with teachers and fellow students. Therefore, sports also play a very important role in helping develop the spirit of teamwork in children/participants.
- **Leadership:**
- **Social skills:** sports bring people together. Sports make students have many friends. When playing together, they have chances to interact with new people. These social and communication skills later help students in future career and relationships.
- **Integrity:**
- **Ethics:**

❖ Negative Aspects of Sport Participation

In some ways, sports might cause negative effects on participants as well such as violence, aggression, etc. when those who do the sports are too extreme and tend to focus much more on losing or winning than collaboration. However, these are not the purposes of sports.

☞ *“Developing the whole child must first begin with instilling the right character and values. We must adopt a Student-Centric, Values-Driven approach.” (Mr. Heng Swee Keat, Former Minister for Education, March 8, 2012)*

Schools: 21st Century Competencies and Student Outcomes



21st Century Competencies and Students Outcomes

❖ CCA Student Development Plan

CCA STUDENT DEVELOPMENT PLAN					
PHYSICAL SPORTS: BASKETBALL TARGET LEVEL: LOWER SECONDARY			YEAR: 2014 TARGET GROUP: SCHOOL TEAM (BOYS)		
TIME FRAME	LEARNING FOCUS	LEARNING OBJECTIVES		ACTIVITY	REMARKS
		Knowledge, Skills & Attitudes	Values, SEL Competencies, Emerging 21CC		
WEEK 1-3		<p>To understand and apply the FIBA rules during training and game.</p> <p>Physical</p> <p>To develop aerobic fitness using basketball drills/activities.</p>	<p>Values</p> <p>Respect</p> <ul style="list-style-type: none"> Abide by the rules of the game. <p>SE Competencies</p> <p>Self-Awareness Self-Management</p> <ul style="list-style-type: none"> Develop self-awareness and self-management skills to achieve personal well-being and effectiveness. 	<p>Rules and Regulations</p> <p>Coach/Teacher goes through the FIBA rules with players during the training and debrief sessions</p> <p>Physical</p> <p>Physical Conditioning</p> <ul style="list-style-type: none"> Warm-up. e.g. dynamic stretching Conditioning for aerobic fitness 	<p>Volume¹ & Intensity²</p> <p>Focus is on aerobic fitness during the 3 weeks. However, there will be aerobic fitness work throughout the season through running / skipping or through the tactical or technical training activities.</p>

1. **Volume** refers to a quantitative element of training that can be measured as time or duration of training, distance covered, the volume load of resistance training or the number of repetitions performed
2. **Intensity** is the qualitative element of training such as speed, maximum strength and power.

Note: Actual skills coverage and pace of training will depend on students' background and readiness.

❖ Sport Singapore: Character & Leadership



☞ Singapore Ministry of Education also focuses on Character and Leadership through Sports, where the development can be through Games & Sport Activities and Role Learning. This development can be attributed by the instructor's actions such as through checking, acting, reinforcing, etc.

• **Sub-topic#2: Effectiveness of Values and Character Program**

➤ **Activity 1:** Teacher got students to discuss in groups about the questions below:

- Reflect on your experience (as a student or a teacher) on WHAT and HOW value/character (and its meaning) was taught in school?
- In your opinion, was the teaching approach effective? If yes, in what ways? If no, why?

Students' answers from the discussion were as below:

What was taught in school?

- How to communicate
- How to respect parents, teachers, relatives, elderly people, friends...
- How to behave at home, school, in the society...
- Nation, community, family, self (rules, morality, rights...)
- Teamwork
- How to contribute back to the family, community, society...
- Collaboration
- Respect
- Harmony
- Responsibility
- Self-awareness
- Solving problems

- Understanding about humanity & relationship
- Improving attention in society

How it was taught:

- Classroom lecture
- School regulations
- Classroom rules
- In the learning outcomes of each subject (Knowledge, skills, attitude)
- Specific subject: Moral, Civics
- Morning flag ceremony after signing the national anthem: by school principal/a person in charge of discipline

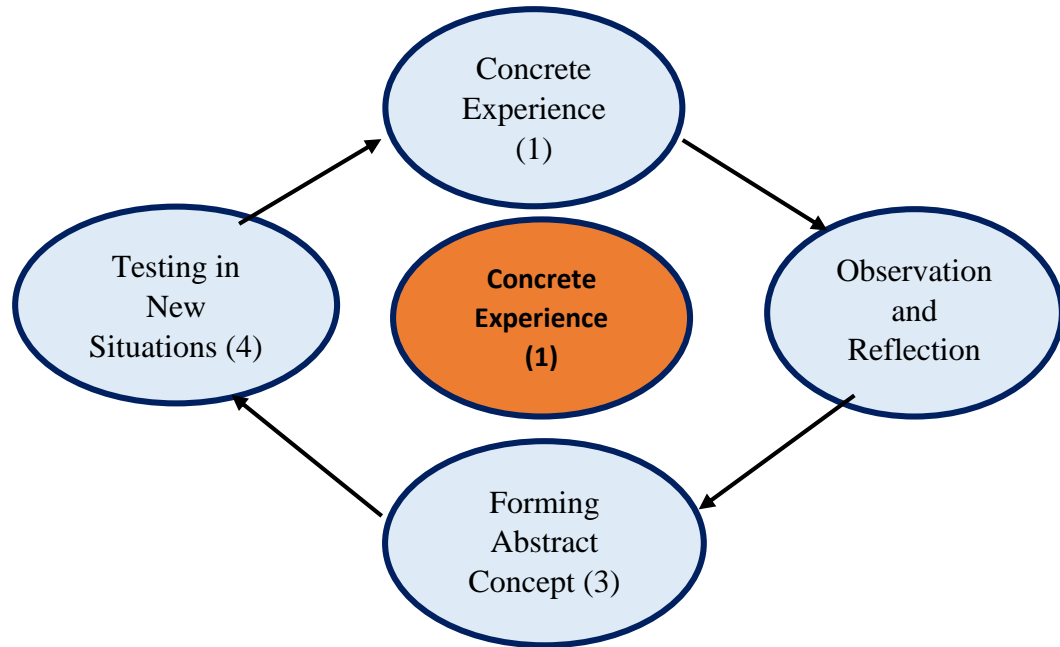
Effectiveness of teaching approach:

- It could be said effective but just in some ways because there is only ambiguous assessment which is on the papers and teachers just check. This means that the answers that students have written down the exam papers are just what teachers want to hear/see from them. However, the assessment on value/character is hard to be done because it might take long time see the result. Therefore, what we can see just now is by observing and checking up what we have taught them through the cooperation from family and stakeholders. Unlike in other subjects, for example, specifically mathematics, science...we can see exactly what students have learnt and have not exactly learnt.
- It could be YES because at least we teachers could some changes and improvement in the students. For instance, the majority of students show respect to teachers even though they intend or do not intend to do. However, it could be NO because the teaching approach is generally theory-based and students do not practice or apply well in the family or society outside schools. Therefore, we can infer that lecturing is not a really effective approach unless we expose students to the experiential learning or to engage students with hands-on experience or authentic situation.

☞ *Values and Character program will not be effective unless there are proper training, Ad-hoc, proper structure or framework, and proper checking mechanism which cannot be checked through paper-based exam, and if it is just lectured as a subject. The effectiveness of teaching approach is at the end when we can see some changes in the students through debrief at any stage of the lesson. In contrast, if there is no, it means there are some problems with the approach we have applied.*

- **Sub-topic#3: Strategies used in teaching values and character in Singapore**

➤ **Theoretical Framework**



Experiential Learning Theory (David Kolb, 1984)

- **Knowledge** is created through the transformation of experience...an experience can lead to learning, and may be even to change... (Kolb, 1983, p.3)
- **Experience** does not always result in learning. We have to engage with experience and reflect on what happened, now it happened, and why it happened. (Beard & Wilson, 2002).

➤ **Activity 2:** Teacher got students to play in a group of 6 or 7 to try lowering the hoola hoop from head level to ground level.

Rules:

- Everyone must place one finger underneath the hoola hoop
- The same finger must be in contact with the hoola hoop at all time. Otherwise, a restart (from head level) is required
- Time taken to complete this task will be used to determine the winner.

☞ *After this activity, teacher made a debrief in order to unpack what values he intended for students to learn. The values we have learned from this activity are resilient (when we broke the rule, we were allowed to start again), respect (we listened to each other so as to win), integrity (we had to be honesty to each other in doing this activity).*

❖ **Values Transfer Plan:**

In Singapore, the schools work very closely to parents, and the majority of parents are also willing to work collaboratively the schools as well. To follow, the values students have learned from school and to make sure whether or not they apply it at home, the

schools also have a sheet of “Values Transfer Plan” for parents to cooperate. Not in every lesson that teacher does this. Normally they do it in specific lesson and once or twice a term.

Values Transferred Plan

Dear parents,

Your child has learned one of the school values i.e. RESPECT this week. It means

- Being polite, kind and caring to others.
- Honouring rules in family and school.

He/she has outlined the following plan: *(This part is to be written by the student/athlete before giving it to the parents for verification):*

- Greet family members before any meals
- Adhere to house rules

Please help to verify his/her plan by putting a tick against your child’s plan based on your observation at home:

Your Child’s Plan	Your Observation At Home	
	(Yes)	(No)
Greet family members before any meals		
Adhere to house rules		

We hope that through this engagement, we can help your child transfer the values learned beyond school. Together, we can help to develop him/her to be a better and productive citizen who can make positive contribution to the society.

Thank you for your kind assistance.

From: _____ (Name of Teacher/Coach)

Verified by father/mother/guidance (name): _____

Signature: _____

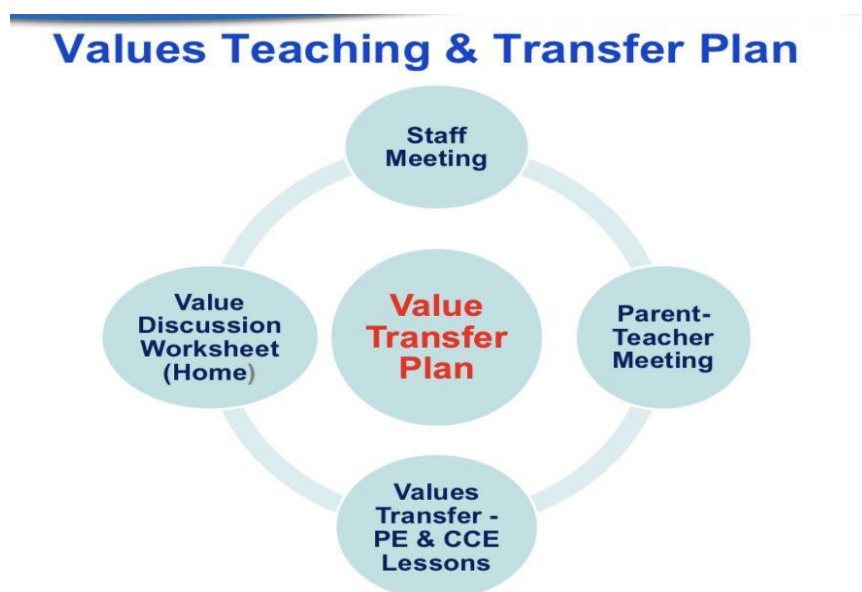
Date: _____

❖ **Lesson Planning: How it looks like**

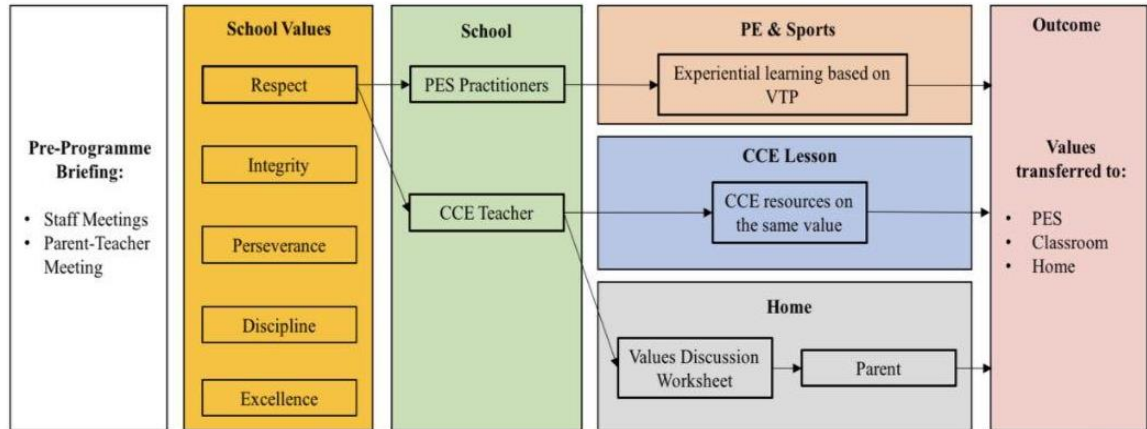
Time	Teaching/ Learning Activity	Knowledge, Skills & attitude	Cues/ Teaching points	Values
4 min	Situational Game 1 / Warm up activity: 3 V 1 Monkey Game	Explore passing options Moving to space	Conditions: 1. Maintain possession using passing 2. Ball cannot travel above shoulder level or below waist level 3. Change over monkey if ball is intercepted or miss passed 4. Count the number of successful passes made.	
3	Q & A: Check score with different groups Highlight learning points from those successful teams	Reflection Leading to Chest Pass Keeping and reporting scores correctly	How many successful passes your team made? What did you do to achieve higher success rate of passing? Ans: Quick and accurate straight pass That is chest pass, let's practice to improve.	Integrity Collaborate with others to do what is right.
2 min	Teacher Demonstration: Chest Pass	Chest Pass Pay attention	Teaching cues: 1. Spread fingers (palms facing each other) along the sides of the basketball 2. Start the ball at chest level 3. Extend/straighten elbows 4. Fingers point at target	Respect Mutual respect. Listen when teacher or classmate is talking.

☞ As we can see in the lesson plan, the values are always integrated in the activities, but teacher has to help facilitate in order to unpack the learning things for them. At the same time, students do not learn about the skills but they also learn about the values.

❖ **Transference Mechanism**



❖ How the value of “Respect” is transferred by various stakeholders



Month	Jan - Feb	Mar - Apr	May	June	Aug - Sept	Oct - Nov	Dec
Value	Respect	Integrity	Perseverance	-	Discipline	Excellence	-

PES – Physical Education & Sports
 CCE – Character & Citizenship Education
 VTP – Values-Based Training Programme

❖ Discussion Worksheet

Name: _____ Date: _____
 Class: _____

RESPECT

The following questions require you to discuss with your parents/guardian and write down their responses:

1. What is the meaning of respect?	
You	Parent/Guardian
1a. Do you agree with your parent/guardian's definition of respect? Explain.	
2. Who should we show respect to?	
You	Parent/Guardian
3. Name one person you respect a lot in your life. Explain why you respect this person.	
You	Parent/Guardian

4. Ask your parent/guardian about a time when you failed to show respect to them. Knowing this, how would you behave differently if you were given another chance? Write down your answers below.

5. Discuss with your parent/guardian the role that respect play in a country like Singapore and write down your answers below.

❖ Measurements

- Questionnaires
- Systematic Observation Instrument

• **Sub-topic #4: Theory to Practice**

- Teacher got students to work in subject groups to plan an activity to demonstrate an integration of teaching value/character and content knowledge.
- The value/character to be integrated for this lesson crafting are:

Integrity

- Collaborate with others to do what is right
- Doing the right thing even though no one watching

Respect

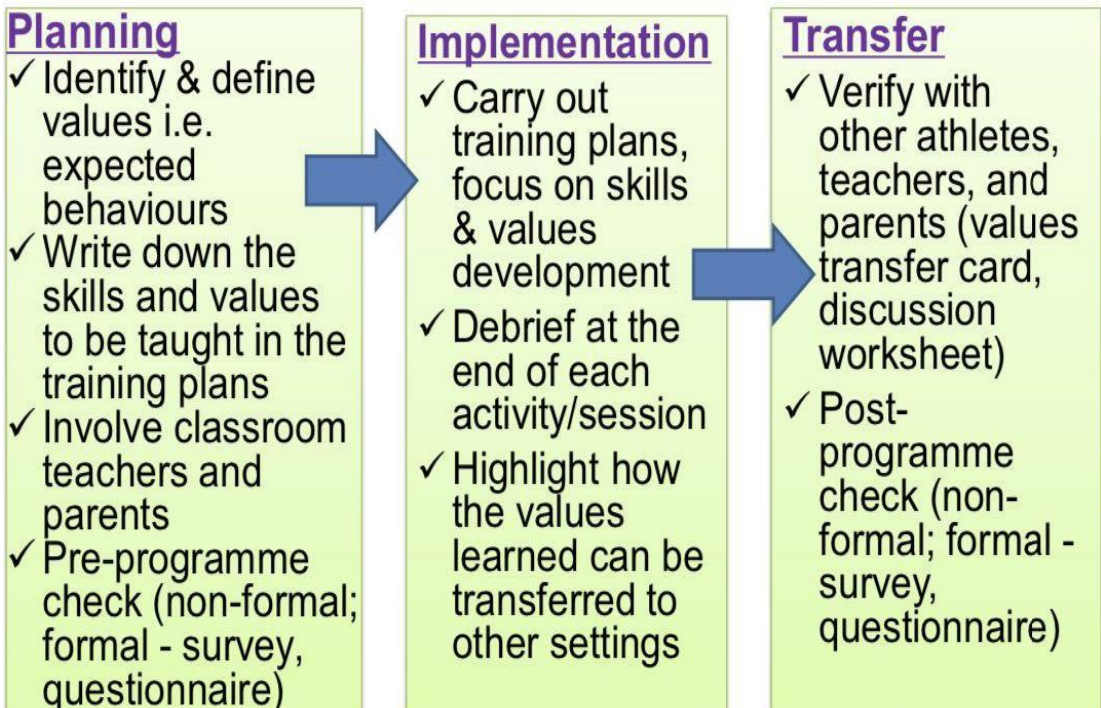
- Under and accommodate each other's differences.
- Listen when teacher or classmate is talking.

Resilient

- Never give up
- Continue to try your best despite in a disadvantage situation

☞ *However, in lesson planning, there are many other values that teacher can define and integrate in the activities. Another thing to keep in mind is “debriefing” which is significant in checking whether the students are getting values we are trying to teach them and learning the targeted points as we expect.*

☞ **Sub-topic#5: Summary—Applications**



☞ **What we can do/apply:**

After this session which is about Teaching Values and Character through Sports, there are several points should be adopted to consider and adapt in order to apply in our Cambodian context:

- In Singapore curriculum, there is education about Values, Character and Citizenship for which the government also targets in order to develop her people to be holistic citizens. Even in Sports education, values and character teaching are also integrated in specific activities, and it is normally unpacked by teachers when debriefing for students to see what are the values intended to be transmitted to or developed in them. This is a thought-provoking approach for us to consider because from general notice, even though in the syllabus, there may be the existence of such approach, practically sport teachers might not be doing in such way of teaching to the students/pupils in order for them to learn about values or attitude from sports session.

For this reason, the ministry of education, stakeholders, sport teachers themselves should re-consider adapting such way of teaching and integrating at least one value into their lesson planning. More importantly, teachers should make sure as well that message/value/attitude they expect to convey to or cultivate in students is displayed for them to see by sparing some time for the debriefing and discussion.

- In Singapore, there is a separate subject called “**Character and Citizenship**”, of which the education of **Values** is also a part. In this education, Singapore has been trying to move away from the content-based learning, where teachers just lecture to hand down the knowledge, and non-practical exam where students just answers what they have learnt from the content. However, now Singapore is at a line beyond such practices where **Value** education can be so-called “**effective**” even though this subject is hard to be assessed due to the time constraint. This is because she has implemented “**Transference Mechanism**”. In her **Value Transfer Plan**, there are staff meeting to discuss about this education, parent teacher meeting to discuss/talk about their kids and to encourage them to actively involved with the schools, values transfer-PE & CCE lessons, and value discussion worksheet (for parents to observe their children at home when the schools teach any specific value).

However, in Cambodia curriculum, we have a similar subject called “**Civics**” which is included since from primary to secondary education. Although we have this subject, but in our syllabus, the ministry of education might have not considered about such “**Transference Plan**” and our assessment tool just focus on the paper-based exam where students solely answers the questions about the content. Therefore, teaching approach for this subject ought to be re-considered to make sure what are expected for the students to learn are efficiently transferred through “**Transference Mechanism**” as an example.