Creating Possibilities and Realising Dreams through Student Development Modules
Pre-activity

Issues that Negatively Impact Student Learning

Is this a common sight?
Would it not be good if all our students were... ENGAGED?
What can we do to help our students be engaged in learning?
Impetus

• Better **engagement of students** in their learning by helping them discover their aspiration

• A more deliberate and coordinated effort to enable students to have a **more comprehensive and in-depth career exploration experience** in school

• Strategic and active collaboration with **stakeholders** to tap on their wide-ranging expertise to support students career exploration journey
What is SD Module Programme?

Student Development (SD) Module Programme is designed to help students in their discovery of interest and exploration of career in support of their aspirations.
SD Module Programme Objectives

● Help students find their sense of self and personal interest through exploration of different modules

● Encourage greater student engagement and increase motivation

● Help students see relevance between their studies and career aspirations
i.D.E.A Approach

**Student-centric**

**D** Discover
- Discover self, interests and strengths

**E** Explore
- Exploratory experience through DREAMS

**A** Aspire
- Build meaningful portfolio towards Aspirations
DREAMS Domain

D. R. E. A. M. S.

Digital and Infotech
Relations and business
Engineering, Science and Maths
Arts and Humanities
Media and Design
Sports and Leisure
SD Modules

Introduction to Drones (E)

Young Ambassadors to Korea (R)

Crime Scene Investigation (E)
SD Modules

Run for Life (S)

Young Journalist (E/C/M/T) (R)

Songwriting (A)
# Types of SD Modules

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundational exposure</td>
<td></td>
</tr>
<tr>
<td>- Fundamental skills and knowledge</td>
<td></td>
</tr>
<tr>
<td>Deepening of knowledge/skills</td>
<td></td>
</tr>
<tr>
<td>- Industrial visits</td>
<td></td>
</tr>
<tr>
<td>- Competitions</td>
<td></td>
</tr>
<tr>
<td>- Polytechnic (Poly)/Institute of Technical Education (ITE) visits</td>
<td></td>
</tr>
<tr>
<td>- Dialogue with professionals</td>
<td></td>
</tr>
<tr>
<td>- Job shadowing</td>
<td></td>
</tr>
</tbody>
</table>

## Building of Portfolio

- Post-secondary Education
  - Interviews (ITE/Poly EAE, PFP and DPP)
  - Work attachments
  - Scholarships
Types of SD Modules

Level 1

Cook-li-ｃious Level 1
Students engaged in basic culinary skills: pasta dough

Level 2

Cook-li-ｃious Level 2
Students attended a dialogue session with Celebrity Chef Eric Teo at Asian Culinary Institute Singapore
Whole-school Approach

Redesigned Timetable

- Designated weeks for SD Modules in terms one, two and three
- Each run → two weeks

Term One (one run)  Term Two (two runs)  Term Three (one run)

Four sessions (total 8 hours) each run

Monday and Thursday afternoons over two weeks
## Synergistic Effort

<table>
<thead>
<tr>
<th>Domains</th>
<th>Collaborating Department(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital &amp; Info Tech</td>
<td>Info-Comm Technology</td>
</tr>
<tr>
<td>Relations &amp; Business</td>
<td>Humanities, Project Work</td>
</tr>
<tr>
<td>Engineering, Math &amp; Science</td>
<td>Science, Mathematics, Applied Learning Programme</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>Arts, Humanities</td>
</tr>
<tr>
<td>Media &amp; Design</td>
<td>Mother Tongue Languages, English Language, Craft and Tech</td>
</tr>
<tr>
<td>Sports &amp; Leisure</td>
<td>Physical Education</td>
</tr>
</tbody>
</table>
Partnership with Stakeholders

- Key stakeholders help to provide valuable information on the different industries and sectors.
- They help students discover their aspirations by equipping them with job-specific knowledge.
- Some examples of stakeholders
  - Tinkering and Innovation Challenge (E) by 3M
  - Young Parliamentarian (A): dialogue with Ms Kuik Shiao-Yin, member of Parliament
  - Movement and Dance Master Class (A) by LaSalle
How do students select a SD module?
John Holland's six personality types: **Realistic, Investigative, Artistic, Social, Enterprising** and **Conventional**.
## EXAMPLE - RIASEC CODE

<table>
<thead>
<tr>
<th>RIASEC</th>
<th>Enterprising</th>
<th>Realistic</th>
<th>Artistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills</td>
<td>Communication, Leadership Skills</td>
<td>Organisation skills, Dedication and drive to push boundaries</td>
<td>Creativity and Imagination, Attention to detail</td>
</tr>
<tr>
<td>Jobs</td>
<td>Medicine and Healthcare</td>
<td>Hospitality and Tourism</td>
<td>Music and Theatre</td>
</tr>
</tbody>
</table>
## List of SD Modules

<table>
<thead>
<tr>
<th>Digital and Infotech</th>
<th>Relations and Business</th>
<th>Engineering, Science and Maths</th>
<th>Arts and Humanities</th>
<th>Media and Design</th>
<th>Sports and Leisure</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Creating in 2D and 3D - Hands on with 3D Printing and Laser Cutting</td>
<td>● Young Ambassador to Japan</td>
<td>● Introduction to Electronics</td>
<td>● Urban Sketching</td>
<td>● Photojournalists of Tomorrow</td>
<td>● Run For Your Life</td>
</tr>
<tr>
<td>● Introduction to Scratch</td>
<td>● Young Parliamentarian</td>
<td>● Electronics Prototype Design</td>
<td>● Food and Chemistry</td>
<td>● An Introduction to Emceeing</td>
<td>● Basketball</td>
</tr>
<tr>
<td>● Introduction to Drones</td>
<td>● Business and Entrepreneurship</td>
<td>● 2D Stack Art</td>
<td>● An Actress Prepares</td>
<td>● Introduction to Film-making</td>
<td>● Exercise and Sports Science (Biomechanics and Sports Injury Prevention/Recovery)</td>
</tr>
</tbody>
</table>
SD Learning Roadmap

● Help students chart their SD Modules learning experiences from secondary one to three
● Link RIASEC profile to the corresponding DREAMS domains, related career sectors and post-secondary education pathways
<table>
<thead>
<tr>
<th>SD domains</th>
<th>Sec 1: Discover self, interests and strengths</th>
<th>Sec 2: Explore and gain experiences (Deepening)</th>
<th>Sec 3: Aspire and build a meaningful portfolio</th>
<th>Skills</th>
<th>Career Sectors</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>Digital Info-tech</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R</td>
<td>Relations and Business</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>Media and Design</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S</td>
<td>Sports and Leisure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Skills**

- Creativity and imagination (A)
- Dedication and drive to push boundaries (R)
- Keen eye for detail (C)

- Communication (E)
- Networking (S)
- Problem Solving (I)
- Strategic Thinking (C)

- Analytical Thinking and Critical Thinking (I)
- Attention to detail (C)
- Communication and Collaboration (S)
- Creative Problem Solving (A)
- Organisation skills (S/R)

- Communication skills (E)
- Creative and Critical Thinking (A/I)
- Perspective Taking (S)
- Project and time management (C)

- Communication (E)
- Computer literacy (C/I)
- Creativity (A)
- Problem Solving (A)
- Visual and Spatial Awareness (A)

- Leadership Skills (E)
- Organisation Skills (S/R)
- Communication and Collaboration (S)

- Digital Animation
- Infocomm and Security
- Business IT
- Visual Effects and Motion Graphics
- Music and Audio Technology

- Accounting and Finance
- Communications and Media Management
- Leisure and Events
- Hospitality and Tourism
- Marketing

- Electrical and Electronic Engineering
- Mechanical Engineering
- Medicine and Healthcare
- Biotechnology
- Environmental Science
- Statistics

- Music and Theatre
- Dance
- Visual Art
- Psychology
- Education
- Early Childhood Care and Education
- Media Communications

- Product Design
- Interior Design
- Games Design and Development
- Visual Communication and Media Design
- Media Production
- Web Design

- Sports and Fitness Management
- Events and Media
- Business Administration
- Retail and Marketing
- Sport Development
Let us try it out!

- Based on the students’ profiles, list of SD modules and learning road map, plan the possible pathways for these students. Share with your table mates.

- Points to consider:
  - What are their RIASEC Codes?
  - What are their interests and passions?
  - What are the related career sectors?
Students’ Profiles

- I know what I want
- Artistic, Social, Enterprising

- I want to try everything
- Realistic, Investigative, Conventional

- I don’t know what I want
- Realistic, Social, Conventional
Based on the students’ profiles, list of SD modules and learning road map, plan the possible pathways for these students. Share with your table mates.

Points to consider:
○ What are their RIASEC Codes?
○ What are their interests and passions?
○ What are the related career sectors?
Reflect on your selection process

- Evaluate and explain how effective were the resources (Roadmap, SD modules objectives, RIASEC) in helping you make your module selection.
- Suggest ways to improve the selection process for students.
Impact on Students in BLS: Key Outcomes
1. Keen Interest: High Registration Rates

<table>
<thead>
<tr>
<th>Academic Level</th>
<th>Number of Registered Secondary One to Three Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2017</td>
</tr>
<tr>
<td></td>
<td>Term Two</td>
</tr>
<tr>
<td>Sec One</td>
<td></td>
</tr>
<tr>
<td></td>
<td>---</td>
</tr>
<tr>
<td>Sec Two</td>
<td>172 (85%)</td>
</tr>
<tr>
<td>Sec Three</td>
<td>220 (77%)</td>
</tr>
</tbody>
</table>

Table 1: Take-up Rate of Secondary One to Three Students in 2017–2019
## 2. Positive Student feedback on SD Modules

<table>
<thead>
<tr>
<th>Survey Questions</th>
<th>Mean Average Rating (1: strongly disagree; 4: strongly agree)</th>
<th>% of students who indicated agree/strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2017</td>
<td>2018</td>
</tr>
<tr>
<td>The SD module experience has helped me learn new knowledge/skills.</td>
<td>3.6</td>
<td>3.6</td>
</tr>
<tr>
<td>The SD module experience has helped me explore or develop an interest.</td>
<td>3.45</td>
<td>3.5</td>
</tr>
</tbody>
</table>

Table 2: Quantitative Survey Results for SD Modules in 2017–2019
### 2. Positive Student feedback on SD Modules

<table>
<thead>
<tr>
<th>Survey Questions</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2018</td>
<td>2019 (T2)</td>
</tr>
<tr>
<td>The SD module has helped me work towards possible courses I can take at Poly/ITE/JC.</td>
<td>3.15</td>
<td>3.3</td>
</tr>
<tr>
<td>The SD module has helped me think about or work towards possible career pathways.</td>
<td>3.25</td>
<td>3.4</td>
</tr>
<tr>
<td>As a whole, the SD module programme has helped me developed goal(s) in life.</td>
<td>3.25</td>
<td>3.4</td>
</tr>
</tbody>
</table>

Table 3: Quantitative Survey Results for SD Modules in 2018 and 2019
The programme was part of the reconfiguration of the school’s direction to one that is aspiration-focused. This approach aims to support students in exploring different interests and pursuing their dreams, said Ms Sharon Shen, head of department for student development at Boon Lay Secondary. When asked about the miraculous advance of the football boys to the West Zone finals, Ms Shen and principal Tan Chor Pang expressed pride in the students who had pursued their interests.

“The football boys taught me that once learning is interest-driven, good results will come from it,” said Ms Shen.
Concluding Thoughts

● How you can implement or adapt these ideas in your school or classrooms
● One idea you would like to share with your colleagues back in school
Key Takeaway

- Gain insights on the Student Development (SD) Module Programme in BLS – Why and how it was designed, implemented and evaluated.
Question and Answer
Thank you!
