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SHBIE NEWS

Lesson study / Lesson Study project now underway

After delays caused by the COVID19 school lockdown, a major funded research project is now underway. Entitled *The Development of Teachers' Pedagogical Content Knowledge through Learning Study*, and with the assistance of the Brunei Darussalam Teacher Academy (BDTA), SHBIE's **Prof Keith Wood** is leading a project which aims to test the effectiveness of Learning Study as a professional development model in the context of the Brunei school system. Five groups of teachers have now been recruited and are currently participating in cycles of Learning Study action research based in SHBIE and facilitated by SHBIE faculty members in English (**Dr Juliana Shak**), science (**Dr Hjh Hardimah binti Hj Mohd Said**), information and communication technology (**Dr Juraidah Hj Musa**), mathematics (**Dr Siti Norhedayah Haji Abdul Latif**), and Bahasa Melayu (**Dr Aliamat Omar Ali**) supported by Prof Keith and the team's Research Assistant Hjh Waree'ah Jaafar. A series of

Select a topic and, from the teachers' knowledge and experience, identify a tentative object of learning. V1

1. Study curriculum and formulate goals

2. Design

From a pre-test, or interviews, identify the critical aspects of the object of learning, and design a lesson. V2 and V3

Review the enacted lesson – has the object of learning been achieved? If not, revise the design and, following steps 3 and 4, repeat the cycle. V1 and V3

Learning Study Action Research

4. Review

3. Conduct research lesson

Evidence of learning is collected through observation, video-recording of the lesson(s) and samples of work, and learners may be given a post-test or interviewed after the lesson(s). V1, V2 and V3

V1: Variation in students' understanding of the object of learning; V2: Variation in teachers' understanding of and ways of handling the object of learning; V3: Using variation as a guiding principle of pedagogical design. **Steps in a Learning Study**, from Lo, M. L. (2012) *Variation theory and the improvement of teaching and learning*, Gothenburg, Sweden: Acta Universitatis Gothoburgensis

publications of the learning studies is planned in Scopus listed journals such as *International Journal for Lesson and Learning Studies (IJLLS)*, *Educational Action Research (EAR)*, *Scandinavian Journal of Educational Research (SJER)*, and *Asia Pacific Journal of Education (APJE)*. Contributions to international conferences are also planned such as

the *European Association for Learning and Instruction (EARLI)* conference in Kufstein, Austria in 2021 and the *World Association of Lesson Studies (WALS)* conference in Hong Kong/Macau in 2021. We look forward to exciting news in forthcoming editions of SHBIE *Research News*. **Contact:** keith.wood@ubd.edu.bn

STEM practices / Webinar on sharing experiences

Dr Hjh Hardimah binti Hj Mohd Said was a plenary speaker for a webinar entitled *Intellectual exchange on STEM practices among educators in Southeast Asia & East Asia*. Hosted by the School of Educational Studies, Universiti Sains Malaysia, the webinar took place on 14 January 2021. Dr Hardimah's presentation focused on initiatives in providing exposure to STEM education to Bruneian students, and was part of a sharing platform for educators on STEM practices, including STEM related programmes, issues, and activities. Speakers from Malaysia, Indonesia, The Philippines, Japan and Brunei participated in the event. The webinar is available at <https://www.youtube.com/watch?v=n-5ZfCt7MWw> (Dr Hardimah's presentation begins at 2:59:30). **Contact:** hardimah.said@ubd.edu.bn

prototype already in process of review. With Nordiana is a team consisting of Dr. Azniah Ismail (PI), Dr. Noor Anida Zaria Mohd Noor, Dr. Suliana Sulaiman, Dr. Haslinda Hashim, Dr. Juppri Bacotang and Ms. Cheol Voon See from Sultan Idris Education University, Malaysia.

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SEAMEJ/ Appointment as Editor in Chief

Dr Masitah Shahrill has been appointed as the Editor in Chief for the *Southeast Asian Mathematics Education Journal (SEAMEJ)* for a period of two years from September 2020. SEAMEJ is published by SEAMEO QITEP in Mathematics, based in Yogyakarta, Indonesia, and publishes research ideas and methods in the field of mathematics education, at all levels of education.

Research Award / Educational Innovation and Research

Dr Hj Rozaiman bin Makmun has been presented with the Silver Award in Education Research, in the International Competition for Educational Innovation and Research organised by Universiti Kebangsaan Malaysia. Dr Rozaiman's research project investigated the beliefs and practices of Malay Language, Malay Literature and Malay Islamic Monarchy teachers in absorbing moral values,

including those associated with language skills (Project title: *Amalan terbaik guru dalam menerapkan nilai murni - kemahiran berbahasa*)

SELECTED RECENT PAPERS AND PRESENTATIONS

- Littlejohn, A. (2021). Language learning as education in the primary English classroom. Accepted and forthcoming in Valente, D. and Xerri, D. *Innovative practices in early English language education*. Palgrave Macmillan
- Low, J., Shahrill, M., & Zakir, N. (2020). Solving fractions by applying the bar model concept with the butterfly method. *Jurnal Pendidikan Matematika*, 14(2), 101-116.
- Matamit, H. N. H., Roslan, R., Shahrill, M., & Said, H. (2020). Teaching challenges on the use of storytelling in elementary science lessons. *International Journal of Evaluation and Research in Education*, 9(3), 716-722.
- Abbas, N. A. H., Shahrill, M., & Prahmana, R. C. I. (2020). Understanding primary school children's learning on addition of fractions. *Journal of Physics: Conference Series*. (Vol. 1613, No. 1, p. 012046). IOP Publishing.
- Phan, L.H. and Mohamad, A. (2020). The Making and transforming of a

Computational thinking / Digital stories

Dr. Nordiana Hj Zakir is working with a team on the development of short digital stories to promote computational thinking amongst young children in childcare centres. Supported by a research grant from the National Child Development Research Centre at Sultan Idris Education University, Malaysia, the team is developing five digital short stories, with a

transnational in dialogue: confronting dichotomous thinking in knowledge production, identity formation, and pedagogy. *Research in Comparative and International Education (RCIE)*, 15(3), 19.

- Vu, H.H. and Phan, L.H. (2020). Interrogating troubling Issues in Vietnam's English language teacher education. In Tsui, A. (Ed.) *English language teaching and teacher education in East Asia: Global challenges and local responses*. Cambridge University Press.
- Zakaria, G. A.N and Naw, A. (2020). Design and development of a PBL mobile application in Islamic Education: A conceptual framework. *International Journal of Information and Education Technology*. Issue 10(1), pp26-30.
- Zakaria, G.A.N., Nadarajan Thambu, and Harun Joko Prayitno. (2020). Incorporating active learning into moral education to develop Multiple Intelligences: A qualitative approach. (2020). *Indonesian Journal on Learning and Advanced Education*. 3(1), 17-29

SELECTED RESEARCH PROJECTS

• **Dr Desmond Tan** and **Dr Adeline Goh** are currently analysing data from their funded research project, entitled *Improving workplace learning in teacher education*, which investigates school teacher mentors' feedback practices with SHBIE teacher candidates in Brunei. This qualitative research study aims to investigate how a group of teacher candidates, in secondary and vocational education, learn to teach in their school placements in Brunei. The project derives from an earlier publication by Dr Tan in the book *Cultural-historical approaches to studying learning and development* (Springer, 2019), which was the outcome of collaboration with Professor Anne Edwards and Dr Jessica Chan from the University of Oxford, UK. **Contact:** desmond.tan@ubd.edu.bn

• **Dr Hj Gamal Zakaria** is principal investigator in a new project, which began in September 2020. The project, entitled *Kajian Tahap Profesionalisme Guru-Guru Pendidikan Islam di Sekolah Menengah di Brunei Darussalam*, is researching the level of professionalism of Islamic education teachers in high schools in Brunei and has already completed the pilot data stage. Main data collection will take place in April 2021. **Contact:** gamal.zakaria@ubd.edu.bn

• SHBIE's **Dr Andrew Littlejohn**, and Dr Sarah Boye and Dr Ishamina Gardiner from UBD's Language Centre, have begun a new project entitled *Student perceptions of English for Academic Purposes (EAP) classes*. The aim of this study is to investigate how students see the

classroom in language education courses, and the purposes and benefits of their classroom interactions. The project utilises a similar methodology to that applied in their now completed and highly successful project investigating the perceptions of learners in secondary schools (see *SHBIE Research News 1*, 2020-21). The project aims to contribute to an understanding of the factors that affect success and failure in language education by involving respondents in developing personal construct repertory grids to reveal how they experience the developmental stages of their research projects. **Contact:** andrew.littlejohn@ubd.edu.bn



Samples of "person picking an apple from a tree" drawings used with the FEATS scales.

• **Dr Siti Norhedayah binti Hj Abdul Latif** and **Hjh Suzilawati Hj Md Saji** have begun a new research project, entitled *Exploring the relationship of artistic drawings through FEATS and DASS-21 Scales*. Stress is a significant problem for students at every level of education, but particularly at the postgraduate level. This project will investigate how art therapy (using the FEATS scales) can provide indicators of stress (from the DASS-21 scales) amongst UBD students who are stressed but who do not know it or who prefer not to communicate their problems. The outcome of this study will provide a baseline for action plans that can offer coping strategies for dealing with stress as well activities for reducing it. **Contact:** norhedayah.latif@ubd.edu.bn

• A team from SHBIE, consisting of **Nor Azura binti Hj Abdullah** (as Principal Investigator), **Dr Roslinawati Roslan**, **Dr Rosmawijah Jawawi** and **Dr Masitah Shahrill**, are currently engaged in a collaborative project, entitled *The Third Wave: what I find important in mathematics learning*, with international collaborator **AP Dr Wee Tiong Seah** (Melbourne Graduate School of Education). The Third Wave is a large scale, unique ongoing international collaborative mathematics education research project, which aims to explore the relevant values of effective school mathematics teaching from both the

teacher and student perspectives.

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FEATURED IN-PROGRESS RESEARCH PROJECT

Online Teaching and Learning Mode during COVID-19 Pandemic Lockdown: Understanding Teachers' Behavioural Intention and Behaviour

A new research project, led by SHBIE's **Dr Sallimah Salleh** and **Dr Rosmawijah Jawawi** in collaboration with Brunei's Ministry of Education, is investigating teachers' attitudes and intentions towards online teaching and how teachers actually do it. The project has collected data from over 2600 primary, secondary, and sixth form teacher-respondents, via an online questionnaire during the four month Brunei COVID-19 lockdown. It is investigating teachers' preparation and implementation of an online teaching and learning mode, their expectations about their efforts and teaching performance, and the challenges they feel they faced. The study aims to determine how the teachers' expectations about their self-efficacy, their effort and their performance influence their behavioural intentions towards online teaching. Utilising statistical measures and an extended version of the Unified Theory of Acceptance and Use of Technology (UTAUT) model, the data have been analysed via factor analysis and structural equation modelling (SEM) to explain the factors influencing Brunei teachers' behavioural intentions for online teaching and learning. To date, the data show that teachers' intentions towards online teaching directly correlates with their sense of satisfaction and indirectly correlates with their self-efficacy, enjoyment, effort expectancy, and performance expectancy. The findings open up discussions about how teachers can be encouraged and supported to use online teaching by addressing the factors influencing their intentions.

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