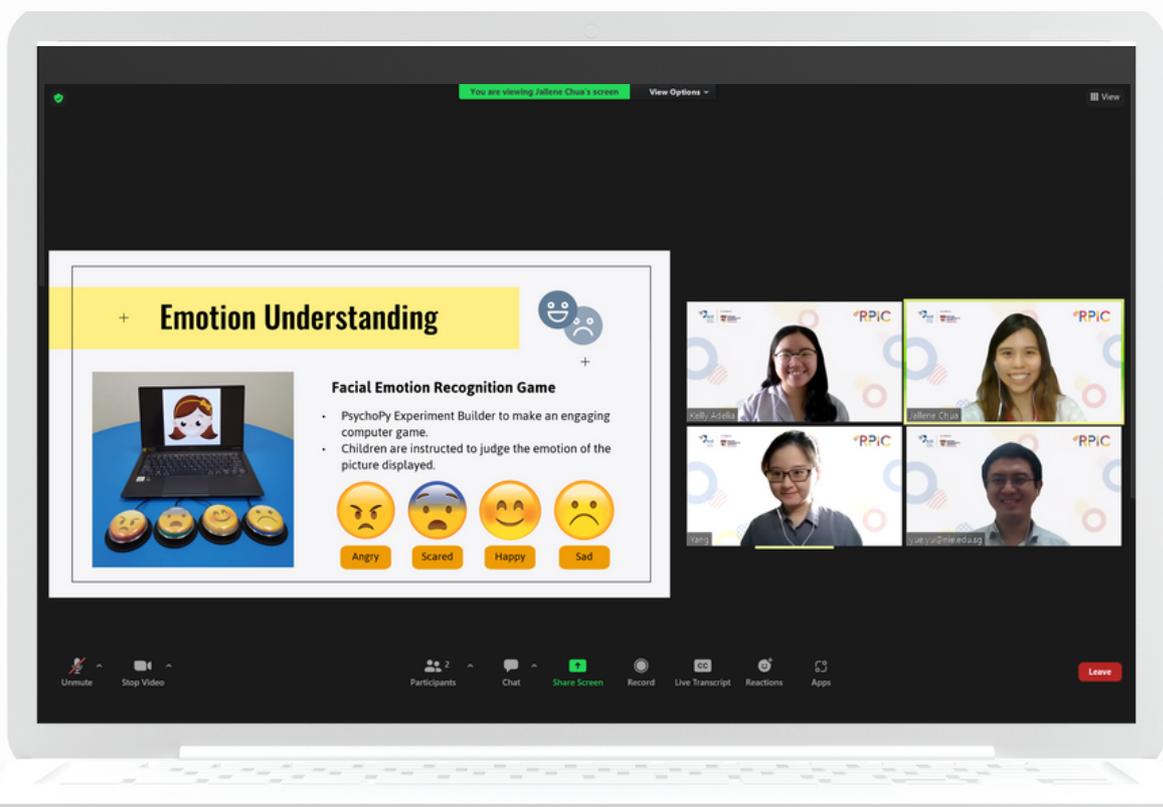


# UNDERSTANDING YOUR KID

A NEWSLETTER BY A RESEARCH TEAM FROM THE CENTRE FOR RESEARCH  
IN CHILD DEVELOPMENT @ NATIONAL INSTITUTE OF EDUCATION



Our research team presented at a mix of virtual presentations and in-person masterclasses/workshops at the Redesigning Pedagogy International Conference (RPIC) 2022. Our RPIC team consists of: Ms Kelly Adelia (top left), Ms Jallene Chua (top right), Dr Yang Yang (bottom left), Dr Yu Yue (bottom right).

## TAKE A PEEK!

1. RPIC 2022 (PG.1)

2. RESEARCH FINDINGS (PG.2-6)

3. PARTICIPATING IN OUR  
RESEARCH  
(PG. 7-8)

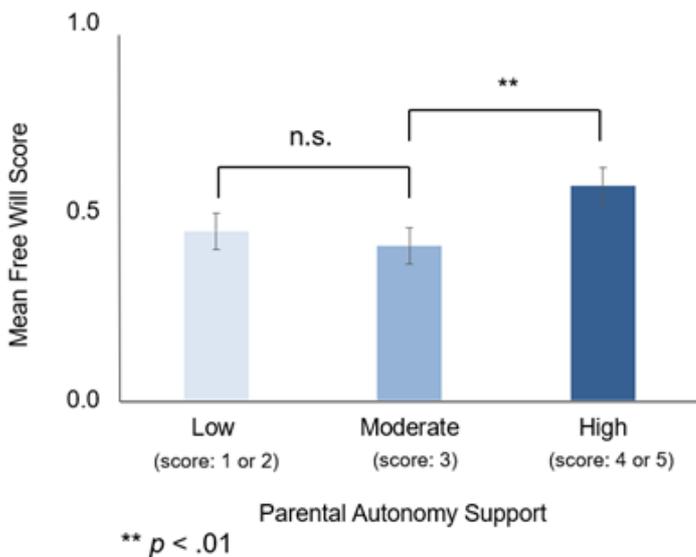
## PRESENTING AT RPIC 2022

Our research team presented our research findings at the **Redesigning Pedagogy International Conference (RPIC) 2022** held in NIE. The topics we presented included how parents and teachers could use pedagogical questions to help children explore and learn, and how emotion understanding relates to social skills and academic achievement.

## Research Findings

# FREE WILL AND MINDSET STUDY

Our Free Will and Mindset Study investigates the factors behind children's free will beliefs and mindsets. It was one of our first studies conducted online, due to the pandemic! An online interview was conducted with Singaporean children aged between 4 to 9, where they were asked to make choices in different scenarios, such as whether they would choose a hard or easy task, or what they think they can or cannot do in different contexts, such as bringing their cat to school! They were also asked about their mindsets regarding failure and facing challenges.



Our URECA\* student, **Jing Ting**, explored what factors affect children's free will beliefs. She found that Singaporean children above 6 are more likely to endorse free will beliefs as compared to their younger counterparts. In addition, children who receive high autonomy support from parents are more likely to endorse free will beliefs. That means that children are more likely to believe that they can choose to do hard or undesired tasks, if their parents often support their autonomy and independence!

*"My research journey has allowed me to understand and learn more about children's endorsement of free will beliefs as well as potential factors that may influence it. This is a valuable experience I can only get outside of the classroom."*



\*URECA = Undergraduate Research Experience on Campus.

It is a programme to cultivate research culture and capabilities in our undergraduates

## Research Findings

**Achievement mindset** was the focus of our other URECA student, Trena's project. There has been a lot of talk about cultivating growth mindsets and resilience amongst our current generation of children, especially amidst trying times. The ability to challenge oneself and remain resilient is especially important.

**Trena** found that children with failure-is-motivating mindsets tend to be mastery oriented, which means that they prefer choosing a hard task to learn a lot from, even though they might not perform as well. On the other hand, children with failure-is-debilitating mindsets tend to be performance oriented, which means that they prefer choosing an easy task so that they can perform well.

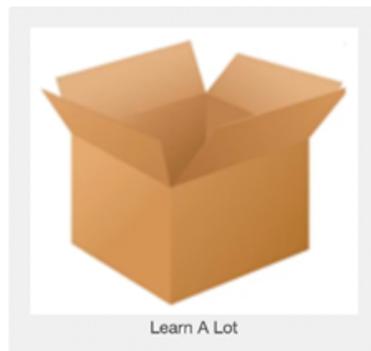


*"URECA was an eye-opening experience where I got first-hand opportunity to be involved in collecting and analysing data. Through this experience, I was able to find my passion in the research field."*

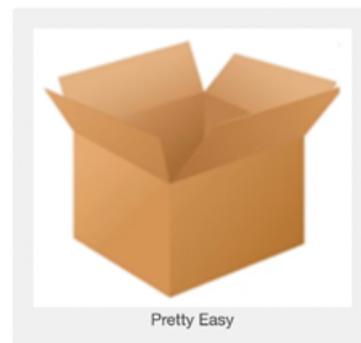
While performance and achievement are important, we should remember to remind our children that failure is not a scary thing but a great opportunity to learn from our mistakes! This will motivate them to try harder and remain resilient despite failures, with the aim of growth and learning, rather than results 😊

### Example question 1: Do you prefer...

Box of puzzles that you will learn a lot from, but sometimes make mistakes.

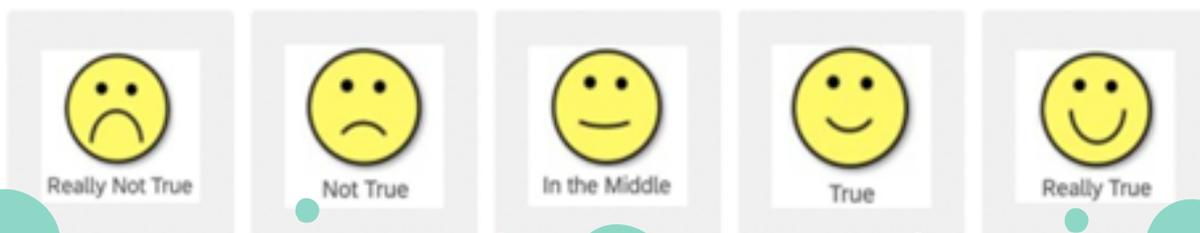


vs.



Box with puzzles that are easy, so will do well.

### Example question 2: Making mistakes or getting things wrong helps you learn and grow. Is that...



## Research Findings

# PARENT-CHILD INTERACTION STUDY @ KIDSSTOP™, SCIENCE CENTRE



Learning for children can and should happen anytime and anywhere, not just in school! For example, informal contexts such as museums and libraries can serve as great learning opportunities for children, especially with appropriate parental guidance and interaction.

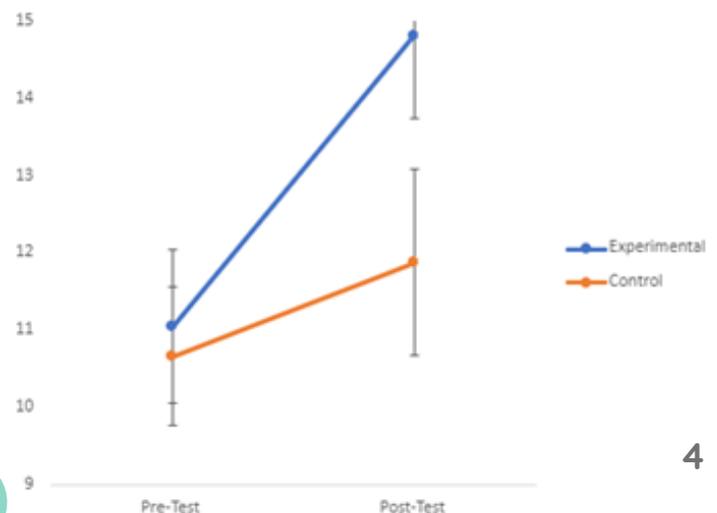


Our URECA student, **Joy**, along with our research team at NIE Child Development Studies and collaborators at KidsSTOP™ @ Singapore Science Centre, conducted a study examining if KidsSTOP™'s Little Footprint activity kits can be used to promote parent-child interaction at the KidsSTOP™ exhibits, which were aimed at teaching children about science and the environment. Half of the participants were given the activity kit, while the other half were not. We found that the activity kits facilitated children's knowledge learning of science and the environment, measured by pre- and post-test surveys. Parents also interacted more with their children with the help of the activity kit 😊

*"URECA was an eye-opening experience where I got first-hand opportunity to be involved in collecting and analysing data. Through this experience, I was able to find my passion in the research field."*

We will be holding more studies at KidsSTOP™, Science Centre in November 2022.

See pg. 8 to find out more!



## EMOTION UNDERSTANDING

Being able to understand others and own self's feelings is an important skill for children. Studies have found that good emotion understanding leads to positive developmental outcomes such as better psychological well-being, academic achievement, and social competence. However, most of the studies are done in Western cultures. Therefore, our study would like to have a deeper insight into Singaporean children's emotion understanding and how it relates to developmental outcomes so we can find out how best to support Singaporean children's holistic development!



URECA student **Marie** took part in conducting the emotion understanding study with the junior scientists! She learned how to play the games and administer the tasks with the kids while making sure they are enjoying their time. She was interested to see how emotion understanding relates to children's anxiety and also how culture can affect the relationship. The study is still ongoing so stay tuned for the results!

Welcoming our **Junior Scientists**  
in our study lab in NIE!

*"I was able to learn more about how children's ability to recognize emotions might influence many different factors like academic outcome or anxiety. At the same time, this experience has allowed me to realize the importance of protocols and continual practice to ensure consistency while carrying out data collection."*



We are welcoming more Junior Scientists!  
See pg. 8 to find out more on how to participate!



## Research Findings

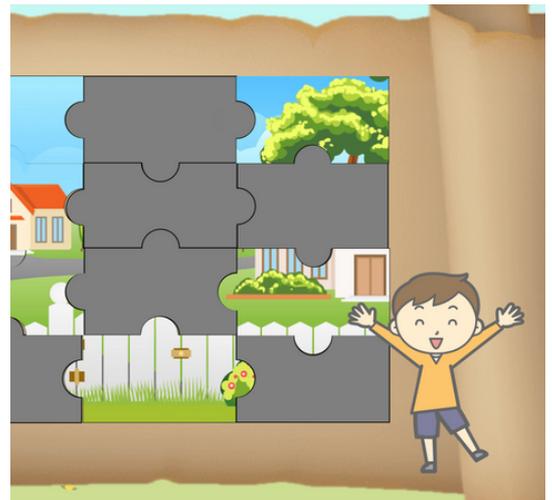
We are also launching online studies which are developed by our URECA students. Check out their learning experience and what they have done under the supervision of our Research Scientist, Dr. Yang Yang!

We get people's feelings from different cues, such as facial expression, body gestures, and meaning of the words spoken. What happens when two cues have opposite meanings? Which one do we focus on?

**Wei Ni** developed an online study to find out if Singaporean kids subconsciously judge emotion more from facial expression or meaning of the word spoken by seeing how accurate and how fast they can judge the emotions. We are still testing the game and looking forward to share the study with you soon!



*"Being involved in data collection allowed me to better understand the perspectives of children and it taught me that we should not underestimate their abilities. Seeing the project come to life has been very fulfilling and being able to discuss the issues that we face and learn how to deal with it has been particularly meaningful."*



**Kaelyn** studied how well children can understand feelings from other people's perspective, including basic feelings, such as happy and sad, and more complex self-conscious feelings such as guilty, shame, and proud. She developed picture stories of day-to-day scenarios that children are familiar with. Then, she made an engaging puzzle game to play together with kids through Zoom! She has tested the stories with adults and kids. We are now excited to **launch this online study and invite 4-9-year-old junior scientists to join!**

# ONGOING AND UPCOMING STUDIES

We would like to thank all schools and participants, including parents and children, who participated in our studies thus far. We are still recruiting more 4- to 11-year-olds for our ongoing and upcoming studies. If you are interested in letting your child or school participate, do refer to details below.

### **1: How do religious and supernatural beliefs influence Singaporean children's understanding of what they can and cannot do?**

This study is part of an international network called the Developing Belief Network (DBN) which examines the development and diversity of religious cognition and behavior in children across the world. Data collection has been ongoing and conducted online, where children are invited to answer questions and play games with our research assistants via Zoom.

**Eligibility:** Parents with a child between 4-11 years old

**Mode:** Online

**Remuneration:** Up to \$50

**Sign up** at <https://tinyurl.com/niechilddev> to participate



### **2: The effect of pedagogical questioning on young children's learning**

This project explores how pedagogical questioning may facilitate young children's learning and exploration. Pedagogical questions refer to questions asked by a knowledgeable adult (e.g. parent, teacher) with the intention to teach. For example, asking your child "What colour is that car?" is a pedagogical question, as you are likely to know the answer and is trying to teach your child about colours!

As part of this project, our team has been conducting a study involving a robot game in primary schools around Singapore. Children are taught about robots on a hypothetical planet, and the aim of the game was for children to find out the difference between two types of robots.

If interested to let your school participate, please contact us at [childdev@nie.edu.sg](mailto:childdev@nie.edu.sg).



## Participating in Our Research

### KidsSTOP™ study

We will be holding more sessions at Science Centre Singapore in November. The study will involve a free visit to KidsSTOP™'s exhibits and a pre and post-visit interview. Children will be awarded with a certificate and a goody bag in the end of the visit.

**Eligibility:** Parents with a child between 4-8 years old

**Mode:** In-person

**Remuneration:** Free entry to KidsSTOP™ and souvenirs

**To participate:** Follow us and KidsSTOP™'s social media for updates on the upcoming sessions which will be held in November!

### 3: Singaporean children's emotion understanding

The face-to-face and online emotion understanding studies are still ongoing and we are inviting more junior scientists to participate! You can find out more on the posters below and sign up through the link or QR code.

An Institute of  
**NIE** NATIONAL INSTITUTE OF EDUCATION SINGAPORE  
**NANYANG TECHNOLOGICAL UNIVERSITY SINGAPORE**  
@NIEChildDev  
childdev@nie.edu.sg  
NIE Child Development Studies

**NIE Child Development Study:  
EMOTION UNDERSTANDING  
and its Relations to  
Anxiety & Academic Achievement**

**WHO?**

- Typically developing 4 - 9 year old children & 1 parent (Singapore citizen, PR, and long term pass holders)

**WHAT?**

- A 1 - 1.5hr face-to-face study at National Institute of Education (NIE).
- Your child will play emotion guessing games and answer some questions.
- A questionnaire for parent and teacher.

**TAKEAWAYS?**

- An individual report of child's language and cognitive performance.
- A certificate for your child.
- A S\$10 voucher compensation.
- Reimbursement for your two-way taxi or transport fare to NIE (capped at \$50).

**Sign Up Here!**  
QR Code  
[bit.ly/NIECDS-emotionstudy](http://bit.ly/NIECDS-emotionstudy)

**Have questions about the study?**  
contact Dr. Yang Yang or Ms. Kelly Adelia at [childdev@nie.edu.sg](mailto:childdev@nie.edu.sg).  
NTU-Institutional Review Board: [irb@ntu.edu.sg](mailto:irb@ntu.edu.sg) IRB-Reference: IRB-2019-10-043

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NIE Child Development Studies

**NIE CHILD DEVELOPMENT STUDIES  
CHILDREN'S EMOTION  
UNDERSTANDING  
- AN ONLINE STUDY -**

**WHO?**

- Typically developing 4 - 9 year old children & 1 parent (Singapore citizen, PR, and long term pass holders).

**WHAT?**

- A 20-45 min online session via Zoom video conferencing.
- Your child will play emotion guessing games, listen to stories, and answer some questions.
- A questionnaire for parent.

**TAKEAWAYS?**

- An e-certificate for your child.
- A S\$10 voucher compensation.

**Sign Up Here:**  
QR Code  
[bit.ly/NIECds-emotionOnline](http://bit.ly/NIECds-emotionOnline)

**Contact Information:**  
Ms. Kelly Adelia at [childdev@nie.edu.sg](mailto:childdev@nie.edu.sg).  
**Should you have questions on participants' rights in the study, please contact:**  
NTU-IRB: Email: [IRB@ntu.edu.sg](mailto:IRB@ntu.edu.sg) | IRB-Reference: IRB-2019-10-043

Find us on:

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Website: <https://niechilddev.wixsite.com/niechilddev>