**APPLICATION FOR**

**EDUCATION RESEARCH FUNDING PROGRAMME (ERFP) Tier 1 - 3 FORM**

**32th Request for Proposals: 1 August 2024**

**Expressions of Interest: 5 September 2024, 5pm**

**Submission Deadline: 19 September 2024, 5pm**

**Endorsement by Reporting Officer: 26 September 2024, 5pm**

*Note: ERFPO will not accept late or incomplete submissions after 19 September 2024, 5pm.*

**All Expressions of Interest and Applications for ERFP (Tier 1 to 3) as well as Programmatic Proposal are submitted online via** [**Research Operation Management System (ROMS)**](https://roms.nie.edu.sg/itg/dashboard/app/portal/PageView.jsp)**.**

**This application form is for reference only.**

**Applicants are not required to upload this form to ROMS for submission.**

Please refer to the ERFP website for the **application form, templates and references.**

Please read the **Administrative Guidelines** found on the ERFP websiteprior to submitting your applications.

Please refer to the relevant end notes to assist you in the filling up of this form.

**PART I: DETAILS OF PROJECT TEAM**

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| 1. **PROJECT OVERVIEW**
 |
|  | **Principal Investigator** | Enter name & appointment |
|  | **Project Title[[1]](#endnote-2)** | Enter project title |
|  | **Category of Project** |

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| [ ]  Research[[2]](#endnote-3)  | [ ]  Development[[3]](#endnote-4)  |  |  |

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|  | **Type of Learner Group[[4]](#endnote-5)** | Early Childhood[ ]  Yes [ ]  No General Education – Primary, Secondary, JC/CI Education[ ]  Yes [ ]  No Higher Education and Adult Learners (only for studies on educational pathways and/or lifelong learning)[ ]  Yes [ ]  No  |
|  | **MOE-wide Education Research Agenda (MERA)[[5]](#endnote-6)** | [ ]  Learning as a biological, social and cultural process[ ]  Technology and how it transforms teaching and learning[ ]  Transference of learning and skills across domains and contexts[ ]  Progression in education and at work, with a focus on critical transitions and group differences [ ]  Impact of societal contexts and social structures on educational outcomes[ ]  Factors that impact education organisations, and their contribution to the education and skills ecosystem[ ]  Development of social and emotional well being[ ]  Others*Note: Please select one of the seven thematic areas that the project will contribute to.* |
|  | **General Education Research Agenda (GERA)****(to select only for projects involving Gen Ed Learner Group)[[6]](#endnote-7)** | [ ]  Instructional Core[ ]  Teacher learning and development[ ]  School environment, organisation and leadership[ ]  Societal contexts shaping education[ ]  Future of learning[ ]  Future of teaching[ ]  Future of schooling[ ]  Others*Note: Please select up to three of the seven areas that the project is focusing on.*  |
|  | **Early Childhood Research Agenda (to select only for projects involving Early Childhood Learner Group)** | [ ]  Social mobility and support for children from lower-income families[ ]  Support for children with developmental needs[ ]  Impact of preschool[ ]  Quality of preschools[ ]  Quality of teaching and interactions in preschools☐ Language and literacy (including bilingualism)Note: Please select up to three of the six areas that the project is focusing on. For more information on the above, please refer to ERFP website’s section on MOE research priorities. |  |
|  | **Does the research question address a specific MOE Problem of Practice / Policy[[7]](#endnote-8)?** | [ ]  Yes [ ]  No  |
|  | **Total Project Budget[[8]](#endnote-9)** | $ Indicate project budget here | **Tier[[9]](#endnote-10):** Select Tier |
|  | **Estimated Project Duration** | Enter duration |
|  | **Estimated Start Date and End Date** | **Start Date:** Enter date |
| **End Date:** Enter date |
|  | **Contract Type of PI** | Contract type Enter contract end date |
|  | **Endorser** | Choose endorsing department |
|  | **Does this project arise from or is linked to a prior ERFP funded project (including SUG/PG)[[10]](#endnote-11)?** | [ ]  Yes / No  |
| Select No. of projects (up to 3) |
| Please indicate the project no. |
| Please indicate the project title |
|  | **Type of Application[[11]](#endnote-12)** |

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| [ ]  | New  |
| [ ]  | Resubmission[[12]](#endnote-13)Enter Title of Previous Application |

*Note: If there is a substantial change to the resubmitted proposal, for example, a change in methodology and research questions, PI may wish to consider submitting the proposal as a new application.* |

For **resubmission**, please upload the response to committee template that describes and explains the changes made to the proposal in direct response to the review committee’s comments from the previous round.

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| **2a.** 1. **PROJECT TEAM**

A CV of each of the Project Team Members, outlining education, work experience, track records in managing research projects and relevant publications (maximum - 10) must be included in the application package to be submitted (refer to CV Template). Attach a brief CV, outlining education, work experience, track records in managing research projects and list (maximum - 10) relevant publications. |
| 1. **Details and Project Commitment**

*Internal Team Members refer to members of the team internal to (within) the PI's Institution. The inclusion of an internal Co-PI is mandatory for all proposals so as to ensure continuity of the project should the PI be unable to continue.* *External Team Members refer to members of the team external to (outside of) the PI's Institution. For example, MOE officers from Divisions which have an interest in the research projects are external team members (as Co-PIs or Collaborators).**Project-funded Research Fellows (RFs), Research Associates and Research Assistants (RAs) are not considered as team members for ERFP project applications as they are hired by the project. Please note that terminology may be different on institutional ethics review applications.**Please use the CV template provided to indicate the total number of hours committed to projects.***Internal Co-PIs/ Collaborators**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Role** | **Title** | **Name** | **Organisation**  | **Appointment**  | **Email**  | **Hours Per Week on Project** | **Contribution o to Project** |
| Choose an item. |  |  |  |  |  |  |  |
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**External Co-PIs/ Collaborators**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Role**  | **Title** | **Name** | **Appt**  | **Email**  | **Organisation**  | **MOE Division** | **Name of Organisation / School**  | **Hours Per Week on Project** | **Contribution to Project** |
| Choose an item. |   |   |   |   |  |   |   |  |  |
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1. **Funded Research Undertaken by the PI in the last 5 Years**

‘Hours Per Week on Project’ refers to the number of hours undertaken by the PI during the course of the project.

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| **Project Title** | **Role**(e.g. PI, Co-PI, Collaborators) | **Funding Agency** | **Project Number** | **Hours Per Week on Project** | **Start Date** | **End Date** | **Amount in S$** |
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| **2b.** 1. **CONSULTANT**

*The consultant must be identified and his/her contribution to the project must be clearly defined and described in the proposal.**Formal appointment of consultant following PI’s prevailing institutional guidelines is required.* *Please provide strong justification if more than one consultant is engaged.**Subsequently, requests can be raised to change the name of the consultants with compelling justification.* |
| **Title,** **Name and Appointment of Consultant(s)** | **Department, Institute & Email***Please include the name of their university & country.*  | **Days on Project**  | **Contribution to Project** |
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| **3. ABSTRACT & KEYWORDS**  |

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| **Abstract**[[13]](#endnote-14) *(max 4000 characters)* |

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| **Keywords[[14]](#endnote-15)** *(list no more than 5)**You can choose 3 keywords from the drop down menus, with the 1st keyword selection mandatory. These keywords are based on the Education Resource Information Center (ERIC) thesaurus and identifiers. ERIC maintains a large-scale database which allows for indexing research across disciplines, themes and, most importantly, over time. These keywords are used by ERFPO to categorise PI’s study for ERFP reports and to support ERFP synthesis efforts. The keywords you use for publication and dissemination of your work (e.g. journal articles, book chapters, conference presentations) may be different.**To choose the keywords, please click on [] to select the keyword you would like to use.* **Keyword 2:** **Keyword 3:***You can also write in 2 keywords of your own choice as descriptors for your study.***Keyword 4:****Keyword 5:** |

**PART II: DETAILS OF THE PROJECT**

If you have indicated that your project is a

1. RESEARCH project in (1c), please fill in Section 4a.
2. DEVELOPMENT project in (1c), please skip Section 4a, and fill in Section 4b.

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| **SECTION 4a : APPLICABLE FOR RESEARCH PROJECT ONLY** |

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| **4a.i. OBJECTIVES OF THE RESEARCH PROJECT** |

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| List the main objectives (no more than 5) of the project. |
|  | Objectives |
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| **4a.ii. RESEARCH QUESTIONS**  |

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| List the research questions (no more than 5) that the project seeks to address (in order of priority). |
|  | Research Questions |
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| **4a.iii.** **MAIN DELIVERABLES/RESEARCH OUTCOMES** |

List the final deliverables/outcomes expected of the project on completion (maximum – five), demonstrating how they address the Research Questions/Objectives stated in the proposal and how they align to ERFP goals. Explicitly indicate how your project will contribute to improving existing practices or policy in MOE and/or your school. State how the proposed research is aligned with the selected research priorities (in MERA, GERA and ECRA) including, if applicable, how the research addresses specific Problems of Practice/Policy.\* For intervention and scaling/translation projects, state the expected deliverable.

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|  | Deliverables/ Research Outcomes  |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |

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| **4a.iv. RESEARCH METHODOLOGY** |
| 1. 1.
 | **Research Method** | [ ]  Qualitative  | [ ]  Quantitative[ ]  Mixed  |
| 1. 3.
 | **Type of Study[[15]](#endnote-16)**  | [ ]  Foundational/Baseline/Exploratory [ ]  Efficacy[ ]  Scale-up | [ ]  Design and Development[ ]  Effectiveness |
|  | **Data Collection Method** | [ ]  Achievement Test[ ]  Classroom Observations [ ]  Document Analysis [ ]  Focus Group [ ]  Interviews [ ]  Log File Data (e.g. Online forums, Tasks)[ ]  Survey / Questionnaires [ ]  Teaching / Learning Artefacts [ ]  Video Recordings [ ]  Others, please state:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1. 5.
 | **Research Site**

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| --- | --- | --- |
| **Schools / Organisations** | **Number** | **Remarks / Additional Information** |
| Choose an item. |  |  |
| Choose an item. |  |  |
| Choose an item. |  |  |

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| 1. 6.
 | **Participants**

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| --- | --- | --- |
| **Participants Type** | **Number** | **Remarks / Additional Information** |
| Choose an item. |  |  |
| Choose an item. |  |  |
| Choose an item. |  |  |

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| xi. | **Provide additional details of the research methodology which have not been captured in the above fields, if any.**

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| **SECTION 4b: APPLICABLE FOR DEVELOPMENT PROJECT ONLY** |

Note: Development projects aim to implement tested ideas or create useable, functional products or processes that can directly improve the education system through their tangible impact on learning, teaching and the well-being of the students and teachers.

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| **4b.i. MAIN DELIVERABLES/DEVELOPMENT OUTCOMES** |

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| List the outcome(s) expected of the project on completion (maximum – five deliverables), demonstrating how they align to MOE’s and/or school needs. Explicitly indicate how your project will contribute to improving existing practices or policy in MOE and/or your school. These may refer to deliverables such as framework, IT systems, materials, or devices. |
|  | State what the final outcomes are, including what will be developed.  |
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| **4b.ii. DESCRIPTION OF THE DEVELOPMENT** |
| 1. 1.
 | **Type of Study** | [ ]  Foundational/Baseline/Exploratory [ ]  Efficacy[ ]  Scale-up | [ ]  Design and Development[ ]  Effectiveness |
| 1. 2.
 | **Type of Development**  | [ ]  Assessment Materials [ ]  Classroom Management Tool [ ]  Curriculum Materials[ ]  IT Hardware [ ]  IT Software[ ]  Pedagogical Framework [ ]  Professional Development Framework/Materials[ ]  Student Well-being Framework/Programme/Materials [ ]  Student Leadership Framework/Programme/Materials[ ]  Others, please state:

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| 1. 3.
 | **Development / Evaluation Site**

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| **Schools / Organisations** | **Number** | **Remarks / Additional Information** |
| Choose an item. |  |  |
| Choose an item. |  |  |
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| 1. 5.
 | **Participants**

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| --- | --- | --- |
| **Participants Type** | **Number** | **Remarks / Additional Information** |
| Choose an item. |  |  |
| Choose an item. |  |  |
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| **4b.iii. EVALUATION METHOD OF THE DEVELOPMENT OUTCOMES** |
| **Development Method** | [ ]  Qualitative  | [ ]  Quantitative[ ]  Mixed |
| **Mode(s) of Data Collection:** | [ ]  Achievement Test[ ]  Classroom Observations [ ]  Document Analysis [ ]  Focus Group [ ]  Interviews [ ]  Log File Data (e.g. Online forums, Tasks)[ ]  Survey / Questionnaires [ ]  Teaching / Learning Artefacts [ ]  Video Recordings [ ]  Others *– please specify:*

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| **­5. NOMINATION OF REVIEWERS**  |

Please propose minimally the following number of external reviewers:

(a) Tier 1 – two reviewers

(b) Tier 2 – three reviewers

(c) Tier 3 – three reviewers

The nominated reviewers should be experts in the area of this research and hold a PhD and the rank of Associate Professor at the minimum. They should not be employed by PI and co-PIs’ institution(s).

It is the prerogative of the review committee to select the most suitable reviewer to evaluate this proposal. PI is advised to avoid nominating reviewers who are closely associated with them, for example:

* PhD supervisor where the reviewer was the PHD supervisor of the PI.
* Publication relationship where the reviewer has co-published with the PI.
* Research relationship where the reviewer has collaborated in a research project with the PI.
* Former colleague where the reviewer was a former colleague of the PI.

If PI has any type of relationship to reviewer, please specify, below. If PI does not have any kind of relationship to reviewer, please indicate ‘No relationship,’ below.

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| **Title, Name and Appointment of Reviewer**  | **Institution & Email**  | **Area of Specialization**  | **Relationship to Reviewer** |
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| **6. VALUE / BENEFIT**

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| 1. Value/ Benefit

In the appropriate level below, list the possible value(s) / benefit(s) of the project and potential application(s) on completion. These include potential academic, policy and practice related output (e.g. translation of research findings into pedagogical practice). Mandatory Deliverables/Disseminationa) Final Reportb) Evidence of outputs/deliverablesc) Research Briefd) Sharing with StakeholdersAcademic Related OutputAt least one conference paper and one academic publication is expected for lower tier grants with a commensurate increase in output for higher tier grants. Examples include:1. International journal publications
2. Book chapters
3. Monographs or edited volumes
4. Practitioner-oriented publications (e.g. SingTeach, Knowledge Resource Bank)
5. Project specific publications (e.g. infographics, posters, podcasts)

Policy and Practice Output It is recommended that researchers plan for policy and/or practice related deliverables (as described in Section 4/5) to be achieved at suitable milestone points (through consultation with MOE where relevant). Some examples include: 1. Sharing with stakeholders (e.g., presentation to schools, AST, MOE Divisions, committees and platforms);
2. MOE HQ policy, translation platforms (e.g., Education Research Steering Committee, CORE Steering Committee, Research Translation Standing Committee; discussions with specific MOE Divisions to review programmes, develop resources, interventions);
3. Communication to practitioner audiences beyond MOE HQ (e.g., Teachers’ Conference, Excel Fest)
4. Offering courses or workshops
5. Inclusion in pre-service teacher training/professional development

Where the project addresses specific MOE Problems of Practice/Policy, it will be mandatory for the relevant MOE Divisions to be consulted about the deliverables.

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|  | **Level of Impact** | **Academic Value****(E.g. Textbook, Journal, Conference)** | **Contributions to Policy** **(E.g. Proposes Changes to Policy, Develops New Programmes, Development of Courses [at PI’s institution], Other Courses, Workshop, Professional Development with Teacher)** | **Contributions to Practice****(E.g. Proposes Changes to Practice, Derives New Interventions, Development of Courses [at PI’s institution], Other Courses, Workshop, Professional Development with Teacher)** |
| [ ]   | PI’s Institution |  |  |  |
|[ ]  School |  |  |   |
|[ ]  Community |  |  |  |
|[ ]  MOE |  |  |  |
|[ ]  International |  |  |  |

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| **7.** **CASE FOR SUPPORT [[16]](#endnote-17)** |
|  For Tiers 1 and 2 Applicants:Include a Case for Support of no more than **20** A4 typewritten pages - full-sized type font (not Arial Narrow), font size 10-12, double-spaced, with a margin of at least 2 cm on all sides. There is a maximum allowance of 4 additional pages for references, appendices and any tables or diagrams. For Tier 3 Applicants:Include a Case for Support of no more than **23** A4 typewritten pages, including a write-up that provides details of the different phases of the proposed project. Descriptions of the aims, milestones and deliverables for each phase should be included, along with clear and compelling justifications for the requested budget in each of these phases. There is a maximum allowance of 4 pages including references, appendices and any tables or diagrams.The Case for Support Template can be found in the application package. If you have indicated that your project is a “RESEARCH” project in (1c), please refer to Section A of the Case for Support Template for more details. If you have indicated that your project is a “DEVELOPMENT” project in (1c), please refer to Section B of the Case for Support Template. [ ]  **Please check this box to indicate that the Case for Support has been attached in application package.** **Other mandatory attachments to be included:**[ ]  Gantt Chart[ ]  CVs of Principal Investigators, Co-Principal Investigators, Collaborators and Consultants |

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| **8. DECLARATION & SIGN OFF** |
| In accordance with the Singapore Personal Data Protection Act (PDPA): The National Institute of Education (NIE) collects, uses, and/or processes your personal data. Your personal data privacy is important to us and we are committed to safeguarding your personal data that we possess.NIE will take reasonable and appropriate measures to (i) keep your personal data accurate, complete and updated; and (ii) ensure that your personal data is adequately protected and secure. Appropriate security arrangements will be put in place to prevent any unauthorised access or misuse of your personal data. We will similarly take reasonable efforts to ensure that the personal data in our possession is destroyed or anonymised as soon as (i) the purpose for which that personal data was collected is no longer being served by the retention of such data and (ii) retention is no longer necessary for any other legal or business purposes.All grant applicants’ personal information are collected, used and disclosed to the evaluation committees (including reviewers) for the purpose of evaluation of proposals. We will seek your prior consent should there be a need to use or disclose your personal data for purposes other than this. NIE will not disclose personal data to a third party without obtaining your consent.[ ]  I, as the PI of this proposed study, agree to NIE to use our personal data in accordance with the stated PDPA. [ ]  I, on behalf of the 3rd Party Individual, hereby declare that their personal data which are provided in this application, is legitimate and accurate, that we are validly acting on behalf of the 3rd Party Individual and that we have the authority of the 3rd Party Individual to provide the 3rd Party Individual’s personal data to NIE and for NIE to collect, use, disclosure and process such personal data for the purpose of evaluation of proposals.**Undertaking Statements by PI** In acknowledging this Research Grant Application, the PI on behalf of the Co-PI(s), and/or Collaborator(s) UNDERTAKE, on any Research Grant Award to:1. Declare that all information is accurate and true;
2. Ensure that approval from the funding agency has been obtained before engaging any commercial activity that will exploit the findings of the research funded by the funding agency;
3. Read, support and agree to this proposal being carried out in the Institution(s);
4. Be actively engaged in the execution of the research and ensure that the study complies with all laws, rules and regulations pertaining to animal and human ethics, including the Singapore Good Clinical Practice Guidelines;
5. Not send similar version or part(s) of this proposal to other agencies for funding;
6. Submit supporting document or ethics approval obtained from the relevant IRB and ethics committee for studies involving human subjects/human tissues or cells, and animal/animal tissues or cells respectively;
7. Ensure that all necessary licenses and approvals have been obtained or are being sought.
8. Ensure that funding agency is acknowledged in all publications;
9. Ensure that all publications arising from the research is deposited in the Institution's open access repository (or any other institutional/subject open access repository), in accordance to the Institution’s open access policy;
10. Ensure that the requested equipment/resources are not funded by other agency or research proposal;
11. Ensure that there is a reasonable effort in accessing available equipment/resources within the Institution(s) or elsewhere within Singapore;
12. Ensure that there is no financial conflict of interest;
13. Adhere to the funding agency's Grants Terms and Conditions (T&Cs) and Funding Guidelines, as well as all other applicable guidelines, policies and procedures adopted by the funding agency, which may be amended or varied from time to time;
14. Comply with the provisions of any relevant laws of the Republic of Singapore, statutes, regulations, by-laws, rules, guidelines and requirements applicable to it;
15. Agree to hold primary responsibility for the responsible conduct of research, and shall abide and comply with the ethical, legal and professional standards of relevant to research, in accordance to the research integrity policy of the Institution(s); and
16. Declare that the facts stated in this application and the accompanying information are true. This is an original and latest version of the proposal. Declare that no other versions of this proposal (or parts thereof) with similar objectives, scope, deliverable or outcomes have been or will be submitted to any other funding bodies.

[ ]  Yes, I acknowledge the Undertaking Statements. Your application will be considered complete only after successful endorsement. In the case of misrepresentation, ERFPO has the right to cancel your application.

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| **Name:****PI****Co-PI(s)****Collaborator(s)** | **Signatures** | **Dates** |
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**Undertaking by Reporting Officer, Director of Research (DoR) or equivalent and the Institution**

In acknowledging this Research Grant Application, the Reporting Officer, Director of Research (DoR) or equivalent and the Institution UNDERTAKE, on any Research Grant Award to:

1. Ensure that the proposed research could be conducted in the Institution;
2. Provide appropriate support during the grant period;
3. Ensure that the funds provided are used for the stated purposes in the proposal;
4. Ensure that the research complies with all relevant laws of the Republic of Singapore, statutes, regulations, by-laws, rules, guidelines and requirements applicable to it;
5. Ensure that the research complies with the Institution's research operating, administrative, HR and finance procedures, guidelines and policies; and
6. Adhere to the funding agency's Grants Terms and Conditions (T&Cs) and Funding Guidelines, as well as all other applicable guidelines, policies and procedures adopted by the funding agency, which may be amended or varied from time to time.

[ ]  Yes, I acknowledge the Undertaking Statement

Should you wish to withdraw your consent, please email grants@erfp.edu.sg. You may also email us if you have concerns, or if you need to provide corrections/updates to your data.

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| **Endorsement by Reporting Officer, Director of Research (DoR) or equivalent and the Institution** |
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| Name |  |  |  |
| Designation |  |  |
| Signature |  |  Date |

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| Comments |
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1. Project Title - Title should be concise. Please capitalise the first letter of main words in your title. [↑](#endnote-ref-2)
2. Research - **‘Research’** grants have the overarching purpose of producing new knowledge or addressing a theoretical issue/problem which may lead to improvements in classroom practice, enhance student outcomes, and build organizational and teacher capacities. They should be situations within a broader international understanding but have clear, local relevance.  [↑](#endnote-ref-3)
3. Development - **‘Development’** grants must have a clear focus on developing, implementing and evaluating deliverables which are generally usable ’products’ (e.g. new curriculum, educational tools, databases, etc.) in the local context. These might be translation projects that build on and evaluate an implementation from a previous grant. Development grants should recognize relevant international work but the focus is on local deliverables.  [↑](#endnote-ref-4)
4. Learner Group - ERFP supports research into early childhood and general education, to inform policy, improve classroom practice, enhance student outcomes, build organisational and teacher capacities. Studies of pathways of education and/or lifelong learning which are based in or include participants from higher education are allowed. Projects that are limited to benefits for higher education are excluded. [↑](#endnote-ref-5)
5. MOE-wide Education Research Agenda (MERA) - The MOE-wide education research agenda includes 7 cross-cutting themes to encourage a life-course approach to education research. This research could examine the cross-cutting themes within and/or across learner groups in early childhood, general education, higher education, and adult & skills education.

General Education Research Agenda (GERA) - The General Education Research Agenda includes research areas that can inform and enhance Pri, Sec, and Pre-U education policy, programme, and practice.

Early Childhood Research Agenda (ECRA) - The Early Childhood Research Agenda seeks to generate localised knowledge to guide the design, implementation, and evaluation of Early Childhood policies and programmes. [↑](#endnote-ref-6)
6. [↑](#endnote-ref-7)
7. These problems express the gaps or challenges that are integral to improving programs, policies within MOE, and have been articulated by MOE Divisions to be areas requiring research.  [↑](#endnote-ref-8)
8. Project Budget - Indicate the total research budget. [↑](#endnote-ref-9)
9. Indication of Tier

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| **Funding Type**  | **Tier**  | **New Quantum**  |
| ERFP | 1  |  < S$200K |
| 2 | S$200K to < S$450K |
| 3 /ProgrammaticProposal | ≥ S$450K |

 | https://stagingroms.nie.edu.sg/itg/web/knta/crt/s.gif |

 [↑](#endnote-ref-10)
10. “arise from or linked to” indicate that the current project follows up on findings from a previously project, makes use of instruments developed as a previously project or is conceptually linked to a previous project. [↑](#endnote-ref-11)
11. Type of Application - There should be two types of application, namely “New” and “Resubmission”. [↑](#endnote-ref-12)
12. Resubmission - For resubmission cases, please upload the response to committee template that describes and explains the changes made to the proposal in direct response to the comments made in the previous round. This can be done in a table or numbered list. Please be detailed and explicit. [↑](#endnote-ref-13)
13. Abstract - Describe the project in the context of previous work done or in progress at NIE or at other institutions, and explain the significance and uniqueness of this project. Please also elaborate the project’s contributions to practices and/or new knowledge construction. (Maximum 4000 characters) [↑](#endnote-ref-14)
14. Keywords and Description

|  |  |
| --- | --- |
| **KEYWORD** | **DESCRIPTION** |
| 21st Century Skills | Learning, information, communication, and other skills, knowledge, abilities, or traits that educators, employers, and others consider important for success in school and modern workplaces. |
| Active Learning | Learning in which the learner is the principal driving force, with the instructor (if one is present) as facilitator of the process -- among the many active learning approaches are experiential learning, cooperative learning, problem-solving exercises, writing tasks, speaking activities, class discussion, case-study methods, simulations, role playing, peer teaching, fieldwork, independent study, library assignments, computer-assisted instruction, and homework. |
| Alternative Assessment | Appraising knowledge or skills by means other than traditionally employed, objective tests, especially standardized multiple-choice tests. Cf Educational Testing; Evaluation; Learning Analytics. |
| At Risk Students | Students considered in danger of not graduating, being promoted, or meeting other education-related goals. Risk factors may include, but are not limited to, socioeconomic status; academic background; behavior, cognitive, or physical problems; family or community environment; and school capacity to meet student needs. Cf Inclusion, Individual Differences, Low Achievement. |
| Attitudes | Predispositions to react to certain persons, objects, situations, ideas, etc., in a particular manner. Note that ERIC distinguishes opinions (readily verbalized), beliefs (consciously held). However, ERFP purposes this category includes "beliefs", "opinions", "ideology/ideologies", “values". |
| Bilingualism & Bilingual Education | No scope note included. (Definitions of bilingualism and bilingual education vary by context.) |
| Blended Learning | Variable construct describing approaches to teaching and learning that integrate, in a significant and meaningful way, more than one technique for delivering instruction. Widely associated with combinations of face-to-face and e-learning teaching methods, blended learning may also refer to other mixtures (e.g. individual and group instruction; self-paced instruction and lecture method). |
| Cognitive Processes | Processes based on perception, introspection, or memory through which an individual obtains knowledge or conceptual understanding, e.g. perceiving, judging, abstracting, reasoning, imagining, remembering, and anticipating. Includes executive function, short term memory. |
| Creativity | The attribute of constructive originality, often manifested in the ability to discover new solutions to problems or find new modes of artistic expression. |
| Curriculum | Includes specific curricula (e.g. Science Curriculum, hidden curriculum) as well as curriculum design, curriculum implementation and similar. |
| Early Childhood | Includes early childhood development, early childhood education, etc. |
| Educational Environment | Conditions, forces, or factors within or exogenous to an educational setting capable of influencing the setting or those within it. |
| Educational Technology | Systematic identification, development, organization, or utilization of educational resources and/or the management of these processes -- occasionally used in a more limited sense to describe the use of equipment-oriented techniques or audiovisual aids in educational settings. |
| Educational Testing | Use of tests to assess the effect of educational programs and activities on students. Cf Alternative Assessment; Evaluation; Learning Analytics. |
| Evaluation | Appraising or judging persons, organizations, or things in relation to stated objectives, standards, or criteria. Cf Alternative Assessment, Educational Testing; Learning Analytics. |
| Identity | The values, beliefs and experiences associated with one's role. Includes professional identity, learner identity, teacher identity, etc.  |
| Inclusion | The practice of engaging the full participation of exceptional individuals or marginalized groups in educational, social, or civic activities. In educational environments, this generally refers to the integration of students with disabilities or other special needs into regular curricular or noncurricular activities. Cf At Risk Students, Individual Differences. |
| Individual Differences | Differences in personality, attitudes, physiology, learning or perceptual processes, etc., that account for variation in performance or behavior. Cf At Risk Students, Inclusion. |
| Individualized Instruction | Adapting instruction to individual needs within the group (Note: Do not confuse with "Independent Study" or "Individual Instruction"). |
| Informal Education | Casual and continuous learning from life experiences outside organized formal or nonformal education (Note: Not to be confused with "Nonschool Educational Programs" or "Nonformal Education"). |
| Inquiry | Method or process of seeking knowledge, understanding, or information. |
| Instruction | Process by which knowledge, attitudes, or skills are deliberately conveyed -- includes the total instructional process, from planning and implementation through evaluation and feedback. |
| Language Acquisition | Development in the individual of language. For ERFP this includes first language, second language, or multiple language. Also, for ERFP there is no distinction between language acquisition/language learning/language development for the sake of this classification system. (ERIC scope refers only to 1st language/native language while the scope for ERFP studies does not have this limit.) |
| Leadership | Includes instructional leadership, school leadership, teacher leadership, distributed leadership, etc. |
| Learner Engagement | Meaningful involvement by learners in their own education or training. Indicators may include active participation in instruction and other school activities, desire to succeed, willingness to expend effort to achieve, and persistence in the face of obstacles. |
| Learning Analytics | The analysis of data gathered during teaching, testing, and other learning activities. cf Alternative Assessment; Educational Testing; Evaluation. |
| Learning Modalities | The sense modalities used in learning -- for example, information may be processed visually, aurally, or tactually. |
| Literacy | Ability to read and write -- also, communication with written or printed symbols (i.e., reading and writing). For ERFP includes multiliteracies, critical literacy, etc. |
| Low Achievement | Includes academic failure, achievement gap, underachievement. Cf. At Risk Students, Inclusion, Individual Differences. |
| Mentors | Trusted and experienced supervisors or advisers who have personal and direct interest in the development and/or education of younger or less experienced individuals, usually in professional education or professional occupations. |
| Metacognition | Knowledge or beliefs about factors affecting one's own cognitive activities. Includes reflection on or monitoring of one's own cognitive processes, such as memory or comprehension, as well as mindfulness. |
| Motivation | Forces that initiate, direct, and sustain individual or group behavior in order to satisfy a need or attain a goal. |
| Neurosciences | Scientific disciplines focused on the study of the nervous system. |
| Physical & Psychomotor Activities | Includes physical activities, physical education, and psychomotor skills (Ability to manipulate and control limb and body movements). |
| Policy | Governing principles that serve as guidelines or rules for decision making and action in a given area. |
| Professional Development & Learning | Activities to enhance professional career growth. Includes professional learning: Process of acquiring knowledge, attitudes, or skills from study, instruction, or experience. (ERIC scope for Professional Development is more limited than ERFP scope.) |
| Reflection | Deliberate and careful consideration of previous actions, events, experiences, or decisions and the thinking that accompanied these activities. The lessons learned from reflection are intended to guide and inform future practice, behavior, etc. |
| School Effectiveness | Degrees to which schools are successful in accomplishing their educational objectives or fulfilling their administrative, instructional, or service functions. |
| Self Esteem | Individuals' value judgments of themselves. Includes self-efficacy: Belief or expectation about one's own ability to perform a given task successfully. |
| Social Development | Pattern or process of change exhibited by individuals resulting from their interaction with other individuals, social institutions, social customs, etc. Not to be confused with "Social Change". |
| Social Media | Web-based systems or technologies that facilitate social interaction and the distribution of user-created content, including text, video, images, and multimedia. |
| Teacher Education | Includes teacher preparation, pre-service and in-service teacher education, teacher certification. |
| Thinking Skills | Interrelated, generally "higher-order" cognitive skills that enable human beings to comprehend experiences and information, apply knowledge, express complex concepts, make decisions, criticize and revise unsuitable constructs, and solve problems -- used frequently for a cognitive approach to learning that views explicit "thinking skills" at the teachable level. |
| Tutoring | Instruction provided to a learner, or small group of learners, by direct interaction with a professional teacher, a peer, or another individual with appropriate training or experience. |
| Classroom environment  | Intellectual, social, physical, etc., conditions within or exogenous to a classroom that influence the learning situation |
| Educational Mobility  | Changes in an individual's or group's level of formal education, often resulting in improved social and economic status |
| Partnerships in education | Collaborative arrangements and endeavors between and among schools and other entities (corporate enterprises, community agencies, student/parent/citizen groups, colleges, other schools, individuals, etc.) designed to share resources, achieve common goals, and foster educational achievement, improvement, and reform. |
| Student Educational Objectives  | Short- or long-term goals held by or for students with regard to their educational attainment -- includes degree or credit objectives, the reasons for participating in a particular educational program, etc. |
| Student Placement  | Assignment of students to schools or academic classes and programs according to their background, readiness, abilities, and goals. |
| Well-Being  | Condition of existence, or state of awareness, in which physical and/or psychological needs are satisfied.  |

 [↑](#endnote-ref-15)
15. Type of Study

**Foundational/Baseline/Exploratory:** These studies contribute to core/basic knowledge in education including understanding teaching/learning, components and processes in learning and instruction; education systems and models. They explore or uncover fundamental knowledge that may contribute to learning or provide other learning outcomes. These studies seek to test, develop or refine theories and may develop innovations in methodologies or technologies to influence and inform education research. Theses studies might also examine relationships among constructs to establish logical connections for future interventions or potential strategies to improve education outcomes.

**Design and development:** These studies develop solutions to achieve goals related to education, learning, teaching. These studies draw on existing theory and evident to design and develop interventions or strategies to improve educational outcomes. These might include pilot tests of fully developed interventions to determine achievement of outcomes under various conditions. Results from these studies could lead to addition work to understand foundational theory or indicate subsequent interventions for more advanced testing or lead to translations (if warranted).

**Efficacy:** These studies estimate impact under ‘ideal’ circumstances. They include a higher level of support or developer/researcher involvement than would be the case under normal circumstances.

**Effectiveness**: These studies examine the effectiveness of strategies under typical (or near typical) conditions in the target context. This would likely mean less developer/researcher support and more use of ‘normal’ supports offered in the system.

**Scale-up**: These studies examine effectiveness in a wide range of circumstances (e.g., populations, conditions, contexts).  Developers/researchers are usually involved in the planning and evaluation of scale-up research and the day-to-day implementation will extensively involve the policy makers/practitioners.

Guidelines direct link: <https://www.nsf.gov/pubs/2013/nsf13126/nsf13126.pdf> [↑](#endnote-ref-16)
16. Case for Support - Please refer to ERFPO’s [website](https://erfp.edu.sg/) for the various guidelines and templates.

**Estimated End Date:**

|  |  |
| --- | --- |
| The date included here is an estimate based on the start date and proposed length of the project. | https://stagingroms.nie.edu.sg/itg/web/knta/crt/s.gif |

**Estimated Project Duration:**

Please include the task for getting your institution’s Institutional Review Board (IRB)’s approval and approval from MOE for data collection in your Gantt chart (at least 3 months before data collection begins). Also take note that the process of hiring of RAs can take approximately 3 months.

**Estimated Project Duration:**

The start date is defined as the first date on which the project commits or incurs expenditure. The date included here is an estimate only.

Estimated start dates for this proposal:

For Tier 1 and Tier 2 projects: from May 2025

For Tier 3 and MOE-Contracted (Full Review) projects: from August 2025

**Implementation Schedule:**

Please refer to the Gantt Chart template in the guidelines. [↑](#endnote-ref-17)