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**Teaching and Learning the Meanings of Citizenship in a Globalising Age**

The importance of teaching and learning the meanings of citizenship and identity has been recognised by the state sector in many parts of Southeast Asia. Such importance placed on educating the young with a sense of citizenship appears to have grown because of rapid globalisation with its impacts on the sense of rootedness and belonging to the nation-state. In Singapore, the emphasis by the state has seen the translation of the goals in teaching and learning about citizenship into curriculum and programmes at tertiary institutes like polytechnics and universities. Various incorporated as character development courses and Singapore Studies, such programmes have been taught with the aim of achieving the goals of fostering social cohesion among Singapore schooling youths and developing a national identity.

This proposal focuses on a research project that is being conducted on the outcomes of teaching and learning about the meanings of citizenship among polytechnic students in Singapore. The group of students studied are the final year cohort aged in the range of 20 to 21 years. Focus of the study has been on the learning outcomes among the students in terms of social cohesion and identity.

The discussion will be on preliminary findings from different aspects of the study that is being conducted. This includes first, a series of focus group discussions conducted among the students as well as interviews with the lecturers and the management of the polytechnic in the study. Then a questionnaire survey was conducted among final year students in the polytechnic. This initial analysis of the data collected is aimed at considering the students' responses to the pedagogical approaches and curriculum concerning the learning of the meanings of citizenship. Programmes as well as the formal and informal curricular activities that have been implemented will be discussed in relation to the learning outcomes among students.

The study which is being conducted is aimed at also contributing to the current review and discussion about the role of citizenship studies in Singapore as well as the pedagogical and curriculum issues that these studies have posed in education and its institutions. Indeed, citizenship studies are generally challenged in terms of pedagogies and curriculum, about not perceived as merely tools of statecraft or worse, state propaganda.