

Entry Requirements

- You must hold a Bachelor's and Master's degree with good grades from an approved university which we judge to be of satisfactory standing, plus at least four years' relevant experience in education or education-related fields.
- You may be required to pass an approved English language test at a specified level and other prescribed tests.
- You will be interviewed by the Academic Group that offers your selected specialisation courses, and may be required to have gained educational and work experiences as a prerequisite to these courses.
- International applicants whose first language is not English and graduates of universities with non-English medium of instruction are required to submit an official Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) score. These tests dates must be no more than two years before the date of application.

Application

Applications may be made online. Hard copies of all supporting documents must be submitted within one week from the date of successful online submission.

For more information on application details, please visit www.nie.edu.sg/gpl/appl_edd.htm.

Further Queries

Please visit www.nie.edu.sg/edd or email us at nieadmpp@nie.edu.sg.

What students say about the programme:

“NIE is my first choice due to its strong reputation in teacher education and educational research. Moreover, the programme design of EdD is suitable for me as it scaffolds and guides me closely to achieve the doctorate. The programme has the rigour and expectations of a PhD, with a professional focus. It has allowed me to leverage on my professional knowledge to examine and research on current practices and hone my professional expertise.”

Dr Tan Gim Hoon

Tan Poey Quee NIE-EdD Gold Medal Winner 2018
Senior Assistant Director, (Regulation and Standards, Quality Assurance) at the Early Childhood Development Agency (ECDA)



“As I am now working at a university, having a doctorate level qualification will enhance my standing and prospects — a doctorate combines coursework and research and it will help me keep on track during an extended period of study. I have also met some great people on the courses, often coming from very different backgrounds, and found the sharing of experiences enriching.”

Dr Linda Hanington

*Head, Teachers Language Development Centre
National Institute of Education, Singapore*



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OFFICE OF GRADUATE STUDIES & PROFESSIONAL LEARNING
Learning Differently, Leading Change



DOCTOR IN EDUCATION

Nurturing leaders for change in the education professions

The Doctor in Education (EdD) programme is designed for professionals in education and education-related fields, who are committed to extend and hone their professional expertise in their respective fields of education in both research and practice domains. It is of value to academic staff in universities and colleges, school leaders and teacher leaders in both private and public organisations, and professionals engaging in education and education-related work in private and public settings. It has the rigour and expectations of a PhD, but with a professional focus. The EdD programme seeks to empower professional leaders to demonstrate advancement in the investigation of educational professional practice through the conduct of systematic and rigorous inquiry into a field-based issue or problem, and in so doing, provide a good response to current and emerging complex real world problems.

NIE's EdD programme, benchmarked against education doctorates from international universities with highly reputable graduate schools of education, has the following key design and delivery characteristics:

- a view of learning as located within communities of knowledge and practice, through the deliberate building of a cohort community of students,
- a teaching programme with a clear purpose and coherence, staged in such a way that it takes students' rich and diverse professional knowledge and expertise as a starting point for their academic investigation into their professional practice, and scaffolds, through carefully staged and incrementally organised coursework and assignments, their capabilities to critically examine and research dimensions of this practice,



- a course-intensive programme (in which the coursework component makes up a substantial portion of the degree) that prepares students for, and eases the passage into dissertation research,
- rather than a one-size-fits-all curriculum, the provision of flexibility, choice and focus through a programme that offers both core courses as well as nine specialisations,
- coursework component can be completed within one year (full-time) and one and a half years (part-time), and that the necessary content and research capacities for the dissertation component have already been built-up by the time the final course is complete, and
- a dissertation that demonstrates students' mastery of the skills of rigorous and in-depth research into their professional context and a specific aspect of their practice, and that provides original insight and improvement in practice.

Duration of Study

Up to a maximum of five years for full-time basis and up to a maximum of seven years for part-time basis.

Structure

The programme comprises 24 Academic Units inclusive of three core courses, two specialisation courses in one of nine specialisations of your choice, one open elective course and a dissertation.

Core Courses

- Literature Review Methods
- Research Methods I
- Research Methods II

Specialisation Courses

Curriculum and Teaching

- Inquiry into Curriculum and Teaching
- Advanced Studies on Assessment and Learning

Educational Leadership and Change

- Current and Emerging Theories and Practices in Leadership and Management
- Ethics for Leaders

English

- Sociolinguistic Perspectives on the Classroom
- Language and Literature Education
- Bilingualism and Biliteracy: Theory and Practice
- Critical Literacy: Theory into Practice in the Language Classroom

Humanities and Social Studies

- Issues and Research in Humanities Education
- Curriculum Leadership in Social Studies

Learning and Motivation

- Theory, Research, and Practice in Teaching and Learning
- Understanding Learner Motivation: Theory, Research and Practice

Mathematics

- Theoretical Perspectives and Issues in Mathematics Education Research
- Curriculum Studies in Mathematics

Science

- Foundations of Science and Science Education
- Science Curriculum Change and Curriculum Evaluation
- Science as Practice
- Assessment of Students' Alternative Conceptions and Conceptual Change
- Science Discourse: Language, Literacy and Argumentation
- Representations and New Media in Science Education
- Critical Studies in Science Education

Technologies and Technology-Mediated Learning Environments

- Trends and Issues in the Use of ICT in Education
- Theoretical Foundations of Technology-Mediated Learning Environments

Visual and Performing Arts

Art Focus

- Research and Issues in Art Education
- Visual Arts and Creativity

Drama Focus

- Drama Education, Curriculum and Assessment
- The Teacher as Facilitator

Music Focus

- Issues in Music Education
- Philosophy of Music Education

Open Elective

One elective course from the general graduate offerings at NIE to be chosen in consultation with the Research Supervisor.

Dissertation

A 60,000 word research-on-practice based dissertation.

